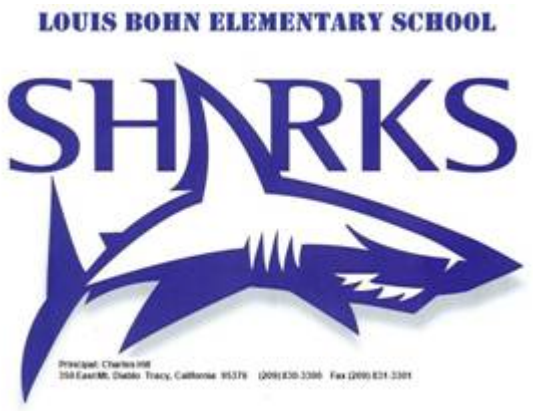
School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Louis A. Bohn Elementary School	39-75499-6110530	March 21, 2024	May 14, 2024

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) fulfills the requirements of the school-wide Title I Program and Additional Targeted Support and Improvement. This SPSA includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all educational partner groups.

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

Our plan was created with input from all appropriate educational partner groups. At Bohn Elementary, our community engages in a collaborative process in the development of the SPSA on a yearly basis. It is essential to involve all members of our learning community to create a culture of achievement and belonging. Our goals contained in the SPSA are directly linked to Tracy Unified

School District's (TUSD) Local Control and Accountability Plan (LCAP) goals. All LCAP goals contained in our SPSA directly support the Every Student Succeeds Act (ESSA) requirements to close academic achievement gaps for all students. Educational partners were involved in a collaborative process in the development of the 2024-2025 SPSA. Educational partners were involved in the 2024-2025 budget development process via meeting opportunities to dialogue and gather input. These included School Site Council (SSC), English Language Advisory Committee (ELAC), Bohn Leadership Team (BLT), Instructional Leadership Team (ILT), staff meetings, and Parent Teacher Organization (PTO).

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

We used the results from 2023-24 Local Control and Accountability Plan (LCAP) survey to seek input from all educational partners in decision making to build relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. The results of the surveys help us plan and modify future goals, actions, and services in the LCAP. We used data from the Climate and Safety categories.

2024 LCAP Survey: School Climate & Safety
All parents, students in 4th and 5th grade, and all staff are surveyed on school climate.

Areas of Strength

- 100% of parents report they are comfortable talking to his or her teacher(s) if they have a question, comment, or concern about their child. (88.57% in 2023)
- 98.69% of parents report they are comfortable talking to the school's administration if they have a question, comment, or concern about their child. (70.56% in 2023)
- 98.88% of parents report their child is safe at school before, during, and after school on the school ground and in the classroom. (88.18% in 2023)
- 87.69% of students report their teachers recognize the good work they are doing and provide timely feedback. (80.36% in 2023)
- 85% of students report the school communicates the importance of respecting all cultural beliefs and practices. (72.73% in 2023)
- 95.65% of students report they know the school rules. (89.29% in 2023)
- 100% of staff reports members of the school/department collaborate to achieve our school goals. (93.33% in 2023)
- 100% of staff reports the buildings and grounds at this school are clean and well maintained. (100% in 2023)
- 100% of staff report their workplace is safe. (86.67% in 2023)

Areas for Growth

- All 16 parent questions (climate & safety combined) ranged from 92%-100% reporting positive feedback (66.67%-94.87% was the range in 2023)
- 70% of students report the buildings and grounds at the school are clean and well maintained. (57.14% in 2023)
- 73.21% of students report they feel safe from gang activity and gang violence at school. (46.43% in 2023)
- 69.23% of staff reports our district ensures effective communication across the organization. (62.50% in 2023)

Classroom Observations

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

Site administration, Center for Model Schools, and teacher teams completed non-evaluative observations and collaborative instructional review in each classroom 6 times this year (3 in the fall and 3 in the spring) using the Rigor rubric with the focus of continuous improvement of instruction. These observations showed thoughtful work to be the greatest strength and academic discussions to be the greatest area for growth. Teachers were also observed through the formal evaluation process. All intern and probationary teachers received formal evaluative feedback on each of the six California Standards for the Teaching Profession (CSTP). Permanent teachers received feedback on CSTP 1: Engaging and Supporting All Student Learning, CSTP 3: Understanding and Organizing Subject Knowledge, and a third CSTP of their choice.

In the classrooms we have seen the following trends:

- Peer to peer academic conversations
- AdvanceSTEM units of study instruction
- Peer to peer presentations

- Engineering and design projects
- Paragraph writing
- Strategies to strengthen math facts and number sense
- Para educators supporting students inside and outside of the classroom
- Grade level teams instructing on the same standard so that they can review where students are at during PLC time
- Grade level teams giving assessments at the same time for analysis of data during PLC time
- Grade level teams sharing instructional practices

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers used local assessments from FastBridge three times throughout the year to gauge student growth on ELA, mathematics, and social-emotional health. Our 2nd-5th grade teachers gave FastBridge Assessments in October, December, and March. We had professional development on the types of reports to run and how to use these reports within PLCs to inform instruction and guide intervention. This year, we used local formative and summative assessments to guide and modify instruction for student achievement, to identify intervention needs, and set measurable goals across all subgroups. In this work, we received support from our MTSS clerk and our TOSAs.

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

For the 2023-24 school year, Bohn teachers were given an average of approximately 45 minutes of ERM time to meet for grade level work, vertical articulation, and/or PLCs and engage in the PLC process which includes: Creating/Modifying Learning Targets; Assessment Evidence; Instructional Response (Intervention). The questions that guide our PLCs are: What do we expect students to learn?; How will we know they have learned it?; What will we do whey don't learn?; What will we do when they do learn? In the 2024-25 school year, we will continue that practice. In addition, during the 2023-2024 school year, grade level groups (TK-1st, 2nd/3rd, and 4th/5th) had one release day per trimester to do the aforementioned work with each release day starting with professional development from our TOSAs. On this release day, para educators also were released (when possible) to join in the PD and PLCs.

In ELA and math, we have given the benchmark assessments, which have been proven to be reliable indicators of student success with California Assessment of Student Performance and Progress (CAASPP) in our district. We use our students' results to inform and design Tier I instruction and Tier II and Tier III interventions in each grade-level. Our para educators assist in the instruction of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2023-24 school year, we have 20 teachers on staff, with 2 teaching at other sites in addition to Bohn. 13 of our teachers have a full credential and 7 are teaching without a full credential and/or are interns. We do not have any teachers teaching outside of their subject area of competence. Our probationary teachers receive continued support through Tracy Unified School District's (TUSD) Tracy Teacher Induction Program (TTIP) program. The TTIP is a two-year process for new teachers in our district. Our intern teachers work with their practicum supervisors as part of their credentialing process.

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

65% of Bohn teaching staff are fully credentialed. Last school year, 74% of our teachers were fully credentialed. The 7 teachers who are not fully credentialed are in the intern program working towards full credential in special education and general education. All teachers and students have access to instructional materials that are aligned to California content standards.

We use Wonders (K-5) for English Language Arts which was adopted in 2017 (McGraw Hill).
We use My Math, (K-5) textbook for math which was adopted in 2014 (McGraw Hill).
We use Dimensions (K-5) for science which was adopted in 2022 (Houghton Mifflin Harcourt). However, we are using integrated STEM/ELA Units of Study based on the NGSS through AdvanceSTEM, so the textbooks are used as a supplement.
We use myWorld (K-5) for social students which was recently adopted in 2020 (Savvas Learning Company).

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

All professional development is carefully planned and delivered with consideration for Common Core State Standards, Next Generation Science Standards, student performance data, and individual or collective professional needs.

Highlights we focused on this year include:

- Rigor
- AdvanceSTEM units of study
- New Dimensions curriculum
- Interventions in a Multi-Tiered Support System (MTSS)
- FastBridge Assessments and understanding and analyzing the data
- Special Education presentations; Dyslexia, IEP compliance, Sensory vs. Behavior, Behavior Data, etc.

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

1. We worked with TOSAs to provide targeted STEM professional development, support with the PLC process and data analysis, and How People Learn professional development.
2. This year, Bohn Elementary hosted their own Buy-Back Day in August. On that day, presentations and workshops included ELD strategies and best practices.
3. We worked with our STEM Instructional Leadership Team at Bohn Elementary. Its role, along with Bohn's Leadership Team, was to provide ongoing guidance and support towards our effective implementation of STEM based instruction consistent with the grant parameters.
4. We continued our collaborative professional development work with our Center for Model Schools (CMS) coach using the Rigor rubric. This year, the CMS coach worked extensively with the principal and met with the leadership team on such issues as current data and future goals for the site.

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

Teachers collaborated within their grade level regularly to plan lessons, review data, and share instructional strategies. Teachers also engaged in cooperative meetings where they were homogeneously grouped based on grade level and regularly shared ideas, viewpoints, and strategies. These cooperative meetings ensured that all voices were heard and a variety of diverse viewpoints were shared about site-wide decisions.

Teaching and Learning

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

Curricular materials are adopted through a volunteer committee from a variety of school sites and balanced by grade band (K-2, 3-5, and 6-8). The committee receives ongoing training in standards related to the content area. After extensive review and piloting, the curriculum committee members vote to recommend one set of curricular materials to the Curriculum Council. The council, which consists of teachers or administrators from each school site reviews the recommendation and makes a final recommendation to the school board. Teachers receive ongoing professional development in instructional practices that integrate the use of curriculum and materials.

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

Daily schedules for classes in TK-5 are structured in a manner that guarantee all students engage with reading/language arts and mathematics for at least the minimum number of recommended instructional minutes daily. We ensure students receive all the mandated instructional minutes for both PE instruction, as well as English Learners (EL) designated support minutes.

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

We use State Board of Education (SBE) adopted English language arts and mathematics instructional materials, including intervention materials. Our school and district provides the most recent SBE-adopted core instructional programs, including accelerated interventions, for reading/language arts and mathematics, documented to be in daily use in every classroom with materials for every student. We follow our TUSD Course Pacing Guides and Year-At-A-Glance documents in ELA, STEM, and mathematics.

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

All students have access to standards-based materials.

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

All students have access to standards-aligned courses and materials. All students have intervention and/or enrichment opportunities built into our school day with fully credentialed teachers and para educators to support students' needs. We also offer Tier III intervention for students that have deficits in their learning for basic reading and math skills.

Opportunity and Equal Educational Access

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

Students display their prior knowledge through formative pre-assessments before the start of each unit in English Language Arts and mathematics. These pre-assessments are used to identify knowledge gaps and remediation is built into the foundation of lessons based on these results. Students also regularly participate in a variety of formal and informal formative assessments and teachers design intervention and enrichment opportunities based on these results. Students who are English Learners receive daily Designated English Language Development instruction. Students in TK and Kindergarten receive 15 minutes of Designated English Language Development instruction daily, while students in grades 1-5 receive 30 minutes daily. Students with learning disabilities receive resource support consistent with their Individual Educational Plan (IEP). This support allows for students to address specific goals to improve their educational outcomes. A resource teacher and resource para educator either push into classrooms to support student learning or pull students out of class to work individually or in small groups. Also, students have access to mental health counseling through Valley Community Counseling and had access to academic and social coaching through March 8th with Faith in Action Community Education Services (FACES). Intervention is provided to students in need before, during, and after school either by para educators or Boys and/or Girls Club staff.

Evidence-based educational practices to raise student achievement

Rigor, Relevance, Engagement, Relationships, PLCs, Rigorous Curriculum Design (RCD) units, STEM/ELA project based learning, designated and integrated ELD, and TUSD Key Instructional Strategies are all part of our work to raise student achievement.

Parental Engagement

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

Bohn Elementary School is a Title I school that uses its resources to fund paraprofessionals (one EL para educator and four general para educators) to help provide intervention and English Learner support. The funds allow us to give targeted intervention for students and professional development for staff. We created a Bilingual Parent/Community Lending Library. We have a bilingual parent liaison and we have partnered with Valley Community Counseling to support our students' social-emotional needs. On campus, we had academic and social-emotional support and coaching through Faith in Action Community Education Services (FACES) through March 8th. The Boys and Girls Club After School Program is offered to families who are interested in their community resources.

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

Parent liaison support/education/outreach, Student Success Team, English Language Advisory Committee (ELAC), School Site Council (SSC), Title I Parent Reps, Parent-Teacher Organization (PTO), Parent Cafe (Cafecito), and staff are involved in planning, implementing and evaluating programs.

Funding

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

All students have access to daily intervention and ELD support. Intervention is provided through a push-in and/or pull-out model. Additionally, we offered STEM for each student, professional development training for each teacher, 4 para educators who assist teacher led interventions, English Language Proficiency Assessments for California (ELPAC)/EL Coordinator, activities to increase student attendance for students at risk for chronic absenteeism, parent communication, and interpretation services.

Fiscal support (EPC)

We have Title I, Targeted (SES/EL/FY), Targeted EL fiscal supports.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Educational partners were involved in an ongoing collaborative process in the development of the SPSA. Educational partners were involved in the 2024-2025 budget development process via meeting opportunities to dialogue and to gather input. These included School Site Council (SSC), English Language Advisory Committee (ELAC), Bohn Lead Team (BLT), Instructional Leadership Team (ILT), staff meetings, and Parent Teacher Organization (PTO). We also hold parent cafes and formalized parent information nights in person.

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Resource Inequities

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

Louis A. Bohn serves Transitional Kindergarten through 5th grade. Absences, tardies, disruptive behavior, learning disabilities, social-emotional deficits, and limited proficiency in English are some barriers to achievement. Currently the two largest subgroups at Bohn are Hispanic at 54.3% (decline from 57% in 21-22) and Socioeconomically Disadvantaged at 74.9% (increase from 62.8% in 21-22) . After reviewing the responses to needs assessment there is a high interest in:

- continuing to work collaboratively during Professional Learning Communities, grade level meetings, and vertical articulation meetings to analyze assessment data, plan instruction, plan enrichment, plan intervention, and monitor student progress
- continue to explore team collaborative instructional rounds
- continuing designated English Language Development (ELD) five times a week, with para educator support
- promote attendance with engagement, incentives, and parent outreach
- continuing restorative practices, Social Emotional Learning (SEL), and positive behavior intervention systems
- increase parent engagement with our largest subgroup of students with support from our parent liaison

These proposed actions will support an increase in average daily attendance, bolster the efficacy of instruction in English Language Development, and develop student agency to resolve disagreements, take ownership of behavior, and engage in acts of empathy and forgiveness..

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.58%		0	2
African American	8.5%	8.38%	8.96%	32	30	31
Asian	10.6%	9.78%	12.72%	40	35	44
Filipino	4.0%	4.19%	4.34%	15	15	15
Hispanic/Latino	53.2%	56.98%	54.34%	201	204	188
Pacific Islander	1.1%	0.56%	1.16%	4	2	4
White	17.2%	13.97%	12.43%	65	50	43
Multiple/No Response	5.6%	6.15%	5.49%	21	22	19
			Total Enrollment	378	358	346

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	49	53	55
Grade 1	62	58	59
Grade 2	61	65	55
Grade3	53	55	68
Grade 4	95	49	56
Grade 5	58	78	53
Total Enrollment	378	358	346

Conclusions based on this data:

1. Our largest sub-group is Hispanic students although it has decreased by 2.64 percentage points from the prior school year. The next largest sub-group is Asian at 12.72%. During the prior school year our second largest sub-group was White.
2. Our highest number of students is in the 3rd grade at 68 students. Our lowest number of students is in 5th grade at 53 students.
3. Our enrollment has declined by 12 students from the year prior.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	93	91	94	24.6%	25.4%	27.2%
Fluent English Proficient (FEP)	23	21	19	6.1%	5.9%	5.5%
Reclassified Fluent English Proficient (RFEP)	2	11	9	2.2%	3.1%	2.6%

Conclusions based on this data:

1. Our percentage of identified English Learners has increased over the past three school years with the final year of that span peaking at 27.2%.
2. Our number of Fluent English Proficient (FEP) students has decreased in the past three school years with the final year of that span dropping to a low of 5.5%
3. Our percentage of reclassified students is 2.6% which is a decrease from 3.1% in 21-22 but an increase from 2.2% in 20-21.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	59	68	51	58	68	51	58	68	94.4	98.3	100.0
Grade 4	89	53	54	86	53	54	86	53	54	96.6	100.0	100.0
Grade 5	57	78	55	55	77	53	54	77	53	96.5	98.7	96.4
All Grades	200	190	177	192	188	175	191	188	175	96.0	98.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2354.	2366.	2398.	3.92	10.34	19.12	15.69	13.79	19.12	25.49	24.14	20.59	54.90	51.72	41.18
Grade 4	2407.	2379.	2396.	6.98	7.55	5.56	12.79	3.77	16.67	27.91	16.98	22.22	52.33	71.70	55.56
Grade 5	2441.	2427.	2408.	5.56	3.90	3.77	20.37	16.88	13.21	27.78	20.78	15.09	46.30	58.44	67.92
All Grades	N/A	N/A	N/A	5.76	6.91	10.29	15.71	12.23	16.57	27.23	20.74	19.43	51.31	60.11	53.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.96	8.62	11.76	58.82	62.07	61.76	39.22	29.31	26.47
Grade 4	12.79	1.89	9.26	56.98	60.38	53.70	30.23	37.74	37.04
Grade 5	7.41	7.79	3.77	59.26	58.44	47.17	33.33	33.77	49.06
All Grades	8.38	6.38	8.57	58.12	60.11	54.86	33.51	33.51	36.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.84	5.17	11.76	39.22	53.45	51.47	52.94	41.38	36.76
Grade 4	1.16	3.77	5.56	53.49	32.08	44.44	45.35	64.15	50.00
Grade 5	11.32	3.90	3.77	50.94	41.56	32.08	37.74	54.55	64.15
All Grades	5.79	4.26	7.43	48.95	42.55	43.43	45.26	53.19	49.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	10.34	2.94	76.47	58.62	79.41	23.53	31.03	17.65
Grade 4	5.81	5.66	3.70	68.60	62.26	61.11	25.58	32.08	35.19
Grade 5	5.66	5.19	3.77	67.92	72.73	62.26	26.42	22.08	33.96
All Grades	4.21	6.91	3.43	70.53	65.43	68.57	25.26	27.66	28.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.92	3.45	19.12	70.59	63.79	51.47	25.49	32.76	29.41
Grade 4	4.65	5.66	1.85	65.12	64.15	70.37	30.23	30.19	27.78
Grade 5	7.41	2.60	7.55	55.56	66.23	58.49	37.04	31.17	33.96
All Grades	5.24	3.72	10.29	63.87	64.89	59.43	30.89	31.38	30.29

Conclusions based on this data:

1. In Overall Achievement for All Students, our 3rd grade students from 20-21 compared to our 5th grade students from 22-23, demonstrated a decline in percentage of students that met or exceeded standards. Our 4th grade students from 21-22 compared to our 5th grade students from 22-23, demonstrated a decline in percentage of students that exceeded standards and demonstrated an increase in percentage of students that met standards.
2. In Reading, our 3rd grade students from 20-21 compared to our 5th grade students from 22-23, demonstrated an increase in percentage of students that exceeded standards.
3. In Overall Achievement for All Students, the percentage of students scoring below standard in all grades combined decreased from 21-22.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	59	68	51	58	68	51	58	68	94.4	98.3	100.0
Grade 4	89	53	54	86	53	54	86	53	54	96.6	100.0	100.0
Grade 5	57	78	55	52	77	53	52	77	53	91.2	98.7	96.4
All Grades	200	190	177	189	188	175	189	188	175	94.5	98.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2360.	2363.	2405.	7.84	3.45	13.24	9.80	20.69	29.41	29.41	25.86	17.65	52.94	50.00	39.71
Grade 4	2409.	2403.	2422.	4.65	3.77	0.00	10.47	11.32	25.93	36.05	28.30	25.93	48.84	56.60	48.15
Grade 5	2418.	2430.	2434.	1.92	5.19	3.77	11.54	9.09	9.43	28.85	25.97	30.19	57.69	59.74	56.60
All Grades	N/A	N/A	N/A	4.76	4.26	6.29	10.58	13.30	22.29	32.28	26.60	24.00	52.38	55.85	47.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.76	10.34	22.06	25.49	43.10	41.18	62.75	46.55	36.76
Grade 4	3.49	7.55	11.11	40.70	33.96	42.59	55.81	58.49	46.30
Grade 5	1.92	7.79	3.77	25.00	32.47	35.85	73.08	59.74	60.38
All Grades	5.29	8.51	13.14	32.28	36.17	40.00	62.43	55.32	46.86

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.76	8.62	19.12	35.29	37.93	45.59	52.94	53.45	35.29
Grade 4	5.81	11.32	5.56	46.51	35.85	42.59	47.67	52.83	51.85
Grade 5	5.77	5.19	9.43	46.15	38.96	32.08	48.08	55.84	58.49
All Grades	7.41	7.98	12.00	43.39	37.77	40.57	49.21	54.26	47.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.84	6.90	17.65	54.90	55.17	52.94	37.25	37.93	29.41
Grade 4	5.81	5.66	3.70	58.14	49.06	72.22	36.05	45.28	24.07
Grade 5	0.00	1.30	7.55	73.08	58.44	60.38	26.92	40.26	32.08
All Grades	4.76	4.26	10.29	61.38	54.79	61.14	33.86	40.96	28.57

Conclusions based on this data:

1. In Overall Achievement for All Students, our 3rd grade students from 20-21 compared to our 5th grade students from 22-23 demonstrated a decline in percentage of students that met or exceeded standards in overall achievement. Our 4th grade students from 21-22 compare to our 5th grade students from 22-23 demonstrated an increase in percentage of students that exceeded standards and a decrease in percentage of students that met standards in overall achievement.
2. In Communicating Reasoning (ability to support mathematical conclusions), our 3rd grade students from 20-21 compared to our 5th grade students from 22-23 demonstrated an increase in percentage of students that were at or near meeting standards.
3. In Overall Achievement for All Students, the percentage of students scoring below standard in all grades combined decreased from 20-21 and 21-22.

School and Student Performance Data

CAASPP Test Results in Science for All Students

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)	11.69	3.77	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. Bohn science scores for our 5th graders decreased significantly from 11.69 in 21-22 to 3.77 in 22-23.
2. Science scores in TUSD increased from 23.05 in 21-22 to 24.54 in 22-23.
3. Although science scores for TUSD increased, we continue to underperform compared to State achievement.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1450.8	1413.9	1428.8	1455.0	1411.5	1429.0	1441.0	1418.9	1428.6	14	14	17
1	1440.8	1427.8	1431.3	1446.8	1435.7	1435.5	1434.2	1419.3	1426.5	12	12	14
2	1468.4	1466.1	1465.5	1458.7	1460.1	1462.6	1477.4	1471.7	1467.8	14	12	14
3	1479.9	1473.9	1483.7	1477.0	1468.0	1473.2	1482.0	1479.3	1493.8	22	16	13
4	1487.2	1502.1	1514.8	1486.9	1507.2	1506.4	1487.2	1496.4	1522.9	20	17	12
5	1498.9	*	1527.4	1499.5	*	1530.1	1497.9	*	1524.2	13	10	17
All Grades										95	81	87

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	7.14	17.65	42.86	28.57	29.41	28.57	42.86	47.06	0.00	21.43	5.88	14	14	17
1	8.33	0.00	0.00	33.33	25.00	35.71	50.00	33.33	35.71	8.33	41.67	28.57	12	12	14
2	7.14	8.33	0.00	42.86	50.00	50.00	42.86	16.67	35.71	7.14	25.00	14.29	14	12	14
3	4.55	6.25	7.69	36.36	18.75	46.15	36.36	50.00	23.08	22.73	25.00	23.08	22	16	13
4	15.00	11.76	16.67	35.00	29.41	58.33	30.00	35.29	8.33	20.00	23.53	16.67	20	17	12
5	15.38	*	23.53	23.08	*	35.29	38.46	*	35.29	23.08	*	5.88	13	*	17
All Grades	12.63	10.00	11.49	35.79	33.75	41.38	36.84	32.50	32.18	14.74	23.75	14.94	95	80	87

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	7.14	11.76	50.00	21.43	29.41	21.43	42.86	52.94	0.00	28.57	5.88	14	14	17
1	8.33	16.67	0.00	33.33	16.67	28.57	50.00	41.67	57.14	8.33	25.00	14.29	12	12	14
2	7.14	16.67	0.00	50.00	50.00	50.00	35.71	8.33	42.86	7.14	25.00	7.14	14	12	14
3	18.18	12.50	38.46	45.45	50.00	30.77	27.27	12.50	0.00	9.09	25.00	30.77	22	16	13
4	40.00	11.76	33.33	35.00	64.71	50.00	15.00	17.65	16.67	10.00	5.88	0.00	20	17	12
5	30.77	*	41.18	30.77	*	52.94	15.38	*	0.00	23.08	*	5.88	13	*	17
All Grades	23.16	17.50	20.69	41.05	42.50	40.23	26.32	21.25	28.74	9.47	18.75	10.34	95	80	87

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	7.14	11.76	14.29	35.71	41.18	50.00	42.86	23.53	7.14	14.29	23.53	14	14	17
1	8.33	0.00	0.00	33.33	25.00	28.57	41.67	16.67	28.57	16.67	58.33	42.86	12	12	14
2	7.14	0.00	0.00	42.86	50.00	21.43	21.43	25.00	64.29	28.57	25.00	14.29	14	12	14
3	4.55	0.00	7.69	22.73	12.50	46.15	36.36	68.75	15.38	36.36	18.75	30.77	22	16	13
4	0.00	0.00	16.67	40.00	29.41	33.33	30.00	41.18	33.33	30.00	29.41	16.67	20	17	12
5	0.00	*	11.76	15.38	*	5.88	38.46	*	64.71	46.15	*	17.65	13	*	17
All Grades	7.37	1.25	8.05	28.42	28.75	28.74	35.79	45.00	39.08	28.42	25.00	24.14	95	80	87

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.71	14.29	23.53	64.29	78.57	70.59	0.00	7.14	5.88	14	14	17
1	33.33	16.67	21.43	58.33	83.33	64.29	8.33	0.00	14.29	12	12	14
2	14.29	0.00	14.29	78.57	83.33	85.71	7.14	16.67	0.00	14	12	14
3	18.18	6.25	7.69	68.18	87.50	69.23	13.64	6.25	23.08	22	16	13
4	45.00	35.29	33.33	45.00	52.94	66.67	10.00	11.76	0.00	20	17	12
5	23.08	*	29.41	53.85	*	64.71	23.08	*	5.88	13	*	17
All Grades	28.42	16.25	21.84	61.05	76.25	70.11	10.53	7.50	8.05	95	80	87

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	7.14	5.88	71.43	57.14	47.06	7.14	35.71	47.06	14	14	17
1	8.33	0.00	0.00	75.00	50.00	64.29	16.67	50.00	35.71	12	12	14
2	14.29	16.67	28.57	78.57	58.33	50.00	7.14	25.00	21.43	14	12	14
3	31.82	18.75	53.85	59.09	50.00	15.38	9.09	31.25	30.77	22	16	13
4	35.00	11.76	50.00	45.00	82.35	41.67	20.00	5.88	8.33	20	17	12
5	61.54	*	82.35	15.38	*	11.76	23.08	*	5.88	13	*	17
All Grades	29.47	21.25	36.78	56.84	53.75	37.93	13.68	25.00	25.29	95	80	87

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	14.29	23.53	78.57	71.43	64.71	7.14	14.29	11.76	14	14	17
1	8.33	0.00	14.29	58.33	50.00	35.71	33.33	50.00	50.00	12	12	14
2	7.14	25.00	7.14	85.71	50.00	85.71	7.14	25.00	7.14	14	12	14
3	4.55	0.00	7.69	45.45	50.00	53.85	50.00	50.00	38.46	22	16	13
4	15.00	0.00	8.33	50.00	58.82	83.33	35.00	41.18	8.33	20	17	12
5	0.00	*	17.65	53.85	*	58.82	46.15	*	23.53	13	*	17
All Grades	8.42	6.25	13.79	60.00	58.75	63.22	31.58	35.00	22.99	95	80	87

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.71	35.71	41.18	42.86	42.86	23.53	21.43	21.43	35.29	14	14	17
1	8.33	0.00	0.00	66.67	66.67	78.57	25.00	33.33	21.43	12	12	14
2	14.29	16.67	7.14	42.86	66.67	78.57	42.86	16.67	14.29	14	12	14
3	9.09	6.25	15.38	72.73	87.50	69.23	18.18	6.25	15.38	22	16	13
4	0.00	23.53	16.67	75.00	52.94	58.33	25.00	23.53	25.00	20	17	12
5	7.69	*	11.76	69.23	*	64.71	23.08	*	23.53	13	*	17
All Grades	11.58	17.50	16.09	63.16	65.00	60.92	25.26	17.50	22.99	95	80	87

Conclusions based on this data:

1. There was a slight decrease in the percentage of EL students in performance levels 1 and 3 from 2020-2021 to 2021-2022.
2. 33% of EL students scored at performance level 4 in 2021-22.
3. Overall, the number of students tested fell by 24.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
346	**74.9**	**27.2**	**0.3**
Total Number of Students enrolled in Louis A. Bohn Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	94	27.2
Foster Youth	1	0.3
Homeless	16	4.6
Socioeconomically Disadvantaged	259	74.9
Students with Disabilities	83	24

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	9
American Indian	2	0.6
Asian	44	12.7
Filipino	15	4.3
Hispanic	188	54.3
Two or More Races	19	5.5
Pacific Islander	4	1.2
White	43	12.4

Conclusions based on this data:

1. Our Hispanic students comprise 54.3% of our student population which is a decrease from 57% the year prior. It remains our largest student group. Our Asian students comprise the second largest student group at 12.7% of the student population, a decrease from 14% the year prior.
2. Our socioeconomically disadvantaged students comprise 74.9% of the student population which is an increase from 62.8% from the year prior.
3. Our English Learners comprise 27.2% of the student population which is an increase from 25.4% last school year.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. Suspension Rate and Chronic Absenteeism went from Very High in 2022 to Medium in 2023 which is an improvement of two ranges.
2. English Learner Progress went from Very Low in 2022 to High in 2023 which is an improvement of three ranges.

3. English Language Arts and Mathematics scores went from Low in 2022 to Medium in 2023 which is an improvement of one range.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
63.9 points below standard	72.6 points below standard	0 Students
Increased +6.1 points	Increased Significantly +21 points	
166 Students	56 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
126.3 points below standard	 Orange	 Orange
11 Students	74.3 points below standard	112.8 points below standard
	Increased +7.8 points	Increased +10.8 points
	123 Students	55 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
122.4 points below standard Decreased Significantly -39.1 points 12 Students	 No Performance Color 0 Students	48.3 points below standard Decreased -9.5 points 21 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 69 points below standard Increased +13.4 points 93 Students	Less than 11 Students 10 Students	Less than 11 Students 2 Students	63.5 points below standard Decreased -4.7 points 22 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
70.5 points below standard Increased Significantly +31.1 points 41 Students	78.3 points below standard Maintained -0.2 points 15 Students	66.2 points below standard Decreased -7.4 points 105 Students

Conclusions based on this data:

1. All of our Student Groups performed below standard in English Language Arts. Our English Learners group has the least amount of points below standard. Our Students with Disabilities group has the most points below standard.
2. All of our Race/Ethnicity student groups performed below standard. Our Hispanic group is the only Race/Ethnicity group to increase their score. They increased by 21 points, the highest increase of all Student Groups.
3. Our English Only group has the least amount of points below standard and our Reclassified English Learners group has the most points below standard. Overall, the strongest performer group is Asian.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
58 points below standard	81.7 points below standard	0 Students
Increased Significantly +18.9 points	Increased Significantly +22.4 points	
166 Students	56 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
107.5 points below standard	 Yellow	 Yellow
11 Students	65.6 points below standard	83.3 points below standard
	Increased Significantly +25.4 points	Increased Significantly +24.7 points
	123 Students	55 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
84.3 points below standard Increased Significantly +22.3 points 12 Students	 No Performance Color 0 Students	60.2 points below standard Decreased -10 points 21 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 60.3 points below standard Increased Significantly +28.8 points 93 Students	Less than 11 Students 10 Students	Less than 11 Students 2 Students	71.1 points below standard Decreased -6.4 points 22 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.7 points below standard Increased Significantly +26.9 points 41 Students	78.8 points below standard Increased +14.6 points 15 Students	50.6 points below standard Increased +13.9 points 105 Students

Conclusions based on this data:

1. Bohn mathematics scores (all students) increased 18.9 points which is a significant increase.
2. All of our Race/Ethnicity student groups performed below standard in Mathematics. Our Asian and Hispanic groups have the least amount of points below standard. Our African American group has the most points below standard.
3. Our Hispanic group scores increased by 28.8 points, the most significant increase of all the subgroups. Our Asian group scores decreased by 10 points. Our African American group scores increased by 22.3 points, also a significant increase.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Green
50.7 points above standard making progress towards English language proficiency
Number of EL Students: 67 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	19	0	34

Conclusions based on this data:

1. English Learner Progress went from Very Low in 2022 to High in 2023 which is an improvement of three ranges.
2. English Learner Progress is 50.7 points above standard.
3. 34% of our English Learners progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Bohn Elementary School is a TK-5 school, therefore we have no data for the Academic Performance College / Career category.
2. NA
3. NA

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	2	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Orange	Less than 11 Students
29.1% Chronically Absent	28.2% Chronically Absent	1 Student
Declined Significantly -11.2	Declined -8.6	
371 Students	103 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
26.7% Chronically Absent	 Yellow	 Orange
Declined -36.3	30.1% Chronically Absent	23% Chronically Absent
30 Students	Declined Significantly -13.3	Declined -20.6
	282 Students	100 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	Less than 11 Students	 Red	0% Chronically Absent
30.3% Chronically Absent	2 Students	35.4% Chronically Absent	Declined -18.8
Declined -13.8		Increased 13.8	15 Students
33 Students		48 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	31.8% Chronically Absent	Less than 11 Students	 Orange
29.6% Chronically Absent	Declined -18.2	7 Students	27.1% Chronically Absent
Declined Significantly -12.9	22 Students		Declined -16.8
196 Students			48 Students

Conclusions based on this data:

1. Overall, our school significantly declined in Chronic Absenteeism by 11.2%.
2. For All Students/Student Group, our Asian group has the highest percentage of Chronic Absenteeism at 35.4%. Last year it was our Homeless group that had the highest percentage of Chronic Absenteeism at 63%. This year our Homeless group is 26.7% Chronically absent which is a significant decline of 36.3 points.
3. The largest decline in Chronic Absenteeism was our Homeless group and our Asian group increased by 13.8 points in Chronic Absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Bohn Elementary School is a K-5 school, therefore we have no data for the Academic Engagement Graduation Rate category.
2. NA
3. NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	3	1	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Green	Less than 11 Students
5.3% suspended at least one day	2.9% suspended at least one day	1 Student
Declined Significantly -3.3	Declined -5.3	
379 Students	105 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
12.9% suspended at least one day	 Yellow	 Red
Increased 1.8	6.3% suspended at least one day	7.8% suspended at least one day
31 Students	Declined Significantly -5.3	Maintained 0.1
	285 Students	103 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	Less than 11 Students	 Blue	0% suspended at least one day
21.2% suspended at least one day	2 Students	0% suspended at least one day	Maintained 0
Increased 5.4		Maintained 0	15 Students
33 Students		49 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	8.7% suspended at least one day	Less than 11 Students	 Yellow
4% suspended at least one day	Declined -9.5	7 Students	6% suspended at least one day
Declined Significantly -4.3	23 Students		Declined -4.2
200 Students			50 Students

Conclusions based on this data:

1. Overall, the group with the highest suspension rate was African American with 21.2% suspended at least one day. The group with the lowest suspension rate was English Learners with 2.9% suspended at least one day.
2. For All Students/Student Group, Two or More Races declined in suspensions by 9.5 points which is the most significant decline of all groups.
3. For All Students/Student Group, Homeless had the second highest suspension rate at 12.9%, which was an increase of 1.8 points from last year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

Goal 1

Prepare each student for college and career readiness and ensure that each student meets grade level standards with a focus on closing the achievement gap between all student groups. 3rd - 5th grade students will demonstrate an increase in growth by at least 3 percentage points as measured on their ELA, math, and science CAASPP and CAST benchmark targets by the end of the 2024-2025 school year. In alignment with this goal, we will concentrate actions, services, and resources on the following initiatives:

a. STEM for each student with support of the AdvanceSTEM Grant
b. Social-Emotional Learning and mental health resources for each student
c. Multi-Tiered System of Support (MTSS) for each student who is at risk of not accessing learning
e. Each student will read at grade level by 3rd grade

Identified Need

Students' reading, math, and science scores on the CAASPP assessment are below grade level standard across all grade levels and along racial and socioeconomic lines as reflected in the 22-23 state testing data. 9 out of the 15 goals set for improvement in the Annual Measurable Outcomes (Expected Outcomes) for the 22-23 school year were met.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts and Mathematics Proficiency Data (Grades 3-5)	ELA: 46.29% (22-23) which is an increase from 39.89% (21-22) of students in grades 3-5 who exceeded, met or nearly met ELA standards overall. GOAL MET Math: 52.58% (22-23) which is an increase from 44.15% (21-22) of students in grades 3-5 who exceeded, met or nearly met math standards overall. GOAL MET	ELA: 3% increase of students in grades 3-5 will exceed, meet, or nearly meet ELA standards overall. Math: 3% increase of students in grades 3-5 will exceed, meet, or nearly meet math standards overall.
California School Dashboard English Language Arts and Mathematics Data (Grades 3-5)	ELA: 36.1% (22-23) which is an increase from 30.1% (21-22) of all students in grades 3-	ELA: 3% increase of students in grades 3-5 will exceed or meet ELA standards.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5 exceeded or met standards. GOAL MET Math: 42% (22-23) which is an increase from 23.1% (21-22) of all students in grades 3-5 exceeded or met standards. GOAL MET	Math: 3% increase of students in grades 3-5 will exceed or meet math standards.
CAASPP Science Proficiency Data (Grade 5)	Science: 54.72% (22-23) which is a decrease from 72.73% (21-22) of students in grade 5 who exceeded, met or nearly met science standard overall. GOAL NOT MET	Science: 3% increase of students in grade 5 will exceed, meet or nearly meet science standards overall.
FastBridge English Language Arts and Mathematics Data (Grades 2-5)	ELA: 43% (2023) which is an increase from 39% (2022) of students scored "College Pathway" or "Low Risk" as measured by the Winter FastBridge aReading assessment. GOAL MET 45% (2023) which is a decrease from 53% (2022) of students in grades 2-5 scored "Low Risk" as measured by the Winter FastBridge AUTOreading assessment. GOAL NOT MET Math: 35% (2023) which is a decrease from 37% (2022) of students in grades 2-5 scored "College Pathway" or "Low Risk" as measured by the Winter 2022 FastBridge aMath assessment. GOAL NOT MET	ELA: 3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge aReading and AUTOreading assessments. Math: 3% increase in students scoring "College Pathway" or "Low Risk" as measured by aMath FastBridge assessments.
ELPAC Assessment Data (Grades K-5)	2.6% (22-23) which is a decrease of 3.1% (21-22) of EL students have been Reclassified Fluent English Proficient (RFEP) GOAL NOT MET	Increase the number of students that are Reclassified Fluent English Proficient (RFEP) by at least .5%.
California School Dashboard English-Learner Progress (Grades K-5)	50.7% (22-23) of English Learners which is an increase from 31.3% (21-22) of English Learners are making progress	3% increase of English Learners will make progress toward English language proficiency.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	toward English language proficiency. GOAL MET	
AdvanceSTEM Rubric Data (Grades K-5)	88.64 % (22-23) which is an increase from 83.78% (21-22) of classroom walkthroughs showed "well developed" or "developed" evidence of rigor in Thoughtful Work. GOAL MET 77.27 % (22-23) which is an increase from 72.97% (21-22) of classroom walkthroughs showed "well developed" or "developed" evidence of rigor in High Level Questioning. GOAL MET 77.27% (22-23) which is a decrease from 81.08% (21-22) of classroom walkthroughs showed "well developed" or "developed" evidence of rigor in Academic Discussion. GOAL NOT MET	3% increase in evidence of "well developed" or "developed" rigor in the areas of Thoughtful Work, High Level Questioning, and Academic Discussion.
California School Dashboard Chronic Absenteeism (Grades TK-5)	29.1% (22-23) which is a decrease from 40.4% (21-22) of Chronically Absent students. GOAL MET	3% decrease in Chronically Absent students
Attendance Rate (Grades TK-5)	92.48% (23-24) which is an increase from 91.56% (22-23) of Average Daily Attendance GOAL NOT MET	3% increase in Average Daily Attendance

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide time and training for Professional Learning Communities (PLCs) to meet during Early Release Mondays (ERMs) to focus on student data and effective instructional practices to maximize student achievement. Teachers will have the opportunity to work collaboratively during

Professional Learning Communities, Grade Level Collaboration, and Vertical Articulation time to identify grade level proficiency using the results of multiple assessment (i.e. common formative assessments, universal screeners, district assessment results, FastBridge, and school adopted common formative assessments) to plan instruction, monitor student progress, and adjust instruction accordingly. They will use the results to inform instruction, plan additional interventions as well as small group intervention. This time will be used to address specific needs in literacy, math, and STEM.

Grade level teams will develop and monitor goals. Progress monitoring will be implemented through the cycle of Professional Learning Communities, Leadership Team, and common grade level planning using data collected from the Rigor, Relevance, and Engagement rubrics, and FastBridge assessments. Each student who requires additional intervention may be referred to the Student Support Team to further examine academic, behavioral, and social-emotional progress, and assist in proposing additional MTSS for the student.

District Funded

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Bohn Elementary is committed to providing support for students through a push-in model utilizing paraprofessionals. Every student who is at risk will have at least four days of intervention. This time will allow for differentiation and increased support on specific standards targeting ELA and/or math.

$69,644 (Title 1) Para Salaries
$12,840 (Targeted SES/EL/FY) Para Salaries

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

Amount(s)	Source(s)
69,644	Title I
12,840	LCFF - Supplemental
	None Specified

	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will have a spending account to purchase materials and supplies to benefit their students in accessing grade level standards. The teachers needs are dependent upon the class needs.

$3,000 (Title 1)
$1,500 (LCFF)
$2,000 (Targeted SES/EL/FY)
$3,200 (Targeted EL)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I
1,500	LCFF
2,000	LCFF - Supplemental
3,200	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extended learning opportunities will be offered to all students including field trips, enrichment, and in house assemblies that supplement and enhance the learning standards of the curriculum. The projected outcome is that students can access their current standards in the extended learning opportunities to further their academic and social-emotional learning.

$5,863 (Title 1)
$853 (LCFF)
$5,000 (Targeted EL)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,863	Title I
853	LCFF
5,000	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will participate in professional development to strengthen literacy, STEM, math instruction, MTSS, and support site goals as a community of learners. County of Education experts, District TOSA experts, ELD Steering Committee, our Teacher Librarian, and teacher leaders will also provide model lessons and in-house professional development in differentiated strategies to improve student learning and achievement. We will also have our technology department experts continue to present professional development on ways to integrate technology into instruction to accelerate, remediate, and reteach concepts and support student learning of complex skills.

$245 (Title 1)
$2,250 (LCFF)
$710 (Targeted SES, EL, FY)
$3,769 (Targeted EL)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
245	Title I
2,250	LCFF
710	LCFF - Supplemental
3,769	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Each English Learner will receive at least 30 minutes of Designated ELD instruction (TK & Kindergarten - 15 minutes), five times a week, based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day. Our EL para educator will support teachers to help foster development of English language. The

projected outcome is that we will have more students meeting and exceeding the ELD standards and scoring proficient on the annual ELPAC for redesignation.

$17,632 (Targeted EL)

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

Amount(s)	Source(s)
	None Specified
17,632	LCFF - Supplemental
	None Specified
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Every student in grades TK-5 will be provided with a literacy online program to enhance their reading skills and comprehension. Every student in grades TK-5 will be provided with a math online program account to enhance their math concepts, procedures, and problem solving skills. Every student in grades TK-5 will be provided a science online program to supplement and provide equity to our STEM learning. Data from these programs will be used to inform instruction and/or intervention. The projected outcome is that student reading, math, and science skills improve.

$5,000 (Title 1) Literacy Program
$2,250 (LCFF & Title 1) Math Program
$1,500 (Title 1) Science Program (to enhance STEM)

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

Amount(s)	Source(s)
7,500	Title I
1,250	LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide additional supplies for Physical Education programs and recess activities to support student gross motor and teamwork skills. The projected outcome is that each student has access to updated PE and recess supplies to further address physical needs.

$1,000 (LCFF)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students in 3rd, 4th, 5th grades

Strategy/Activity

Each 3rd, 4th, and 5th grade student will use daily agendas to help organize the different learning activities taking place during each class period. The agendas will be given to each student to facilitate organizational skills and better communication. With these planners being a part of the classroom experience, the projected outcome is that each student will be more likely to keep track of their assignments, set personal goals, and enhance communication between teachers, students, and parents.

$760 (Title 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
760	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will use Fastbridge Assessments and District RCD Pre and Post Assessments to monitor students' performance growth. We will compare growth of students from the previous year's data

results and/or across cohorts to review in PLCs, with grade level teams, administration, and leadership teams. Our benchmark will be to see our students increase by 3 percentage points or more.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide substitutes for planning days for Center for Model Schools (CMS), STEM, curriculum, interventions (MTSS), academic, EL and SEL lessons, and analyzing assessment data (activity 10) for all students. The projected outcome is collaboration on grade-level standards and improved student outcomes.

$8,000 (Title 1)
$4,500 (LCFF)
$6,500 (Targeted SES, EL, FY)
$2,820 (Targeted EL)

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

Amount(s)	Source(s)
8,000	Title I
4,500	LCFF
6,500	LCFF - Supplemental
2,820	LCFF - Supplemental

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in TK-2nd grades

Strategy/Activity

TUSD will contract with Houghton Mifflin to provide Tier I early literacy training to all TK-2nd grade teachers to ensure early reading foundations and instructional routines are implemented within each classroom.

District Funded

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase library supplies to support a well rounded, diverse literature collection available to all of our students. In addition, we will have a bi-annual book fair to expose our students to the newest literature available to support their love of reading.

$750 (Title 1)
$250 (Targeted EL)
$250 (LCFF) *compensation to run Book Fair

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

Amount(s)	Source(s)
750	Title I
250	LCFF - Supplemental
250	LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Contract for printing services (Riso & Ricoh contracts) and laminating additional EL support materials ($25 per teacher)

$850 (Riso - Title 1)
$5,000 (Ricoh - Title 1)
$500 (Targeted EL)

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

Amount(s)	Source(s)
5,850	Title I
500	LCFF - Supplemental

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

NGSS/STEM supplies, activities, and/or training (in addition to district provided)

$1,000 (Title 1)
$500 (Targeted EL)

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

Amount(s)	Source(s)
1,000	Title I
500	LCFF - Supplemental

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Copy budget for teachers & office to support communication, family outreach, and student learning.

$1,500 (Title 1) *4a2
$1,000 (LCFF) *4a2
$500 (Title 1) *2d1

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

Amount(s)	Source(s)
2,000	Title I
1,000	LCFF
	None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The 2023-24 school year was the third full year back to school since the 2018-19 school year. Even though students were able to participate in classroom instruction for two full years before this one, there still remains an achievement gap and inequities in student preparedness to learn. The staff at Bohn Elementary has focused on ensuring our students receive a quality education. Our efforts will continue to be centered in the goal of each student being able to learn at high levels, but we do understand that the pandemic has widened the achievement gap for many of our students and it will take more than a two or three years to address that. We have certainly made strides as much of our data shows. We will continue to concentrate our efforts on high quality teaching, engagement, support and intervention, and offering students a universal approach to learning new material.

We met our growth goals in CAASPP scores for ELA and math but regressed in science. In FastBridge we met one of our three goals in ELA and math. Data shows there is in increase in evidence of rigor in the classrooms in Thoughtful work and High Level Questioning but a decrease in evidence of rigor in the classrooms in Academic Discussions. Chronic Absenteeism decreased by 11.2% and our Average Daily Attendance increased by .91%. In our California School Dashboard data, we have no red levels and we made gains of one to three levels in each indicator.

It is our job to close the achievement gap through using our professional learning communities, grade level planning, and vertical articulation as our top priority to meet our students' needs. We recognize universal high expectations for all students require continual improvements in curriculum, instruction, assessment, leadership practices, and systems of support. These improvements require effective professional learning to expand educators' knowledge, skills, practices, and dispositions. These improvements also require time for our professionals to collaborate, analyze assessment data, and plan.

Relationship building among the students, staff, and community were a focus all year which allowed students to remain engaged and feel safe while at school. Our teachers participated in STEM professional development and How People Learn professional development to support student's academic growth. We will continue incorporating sense making notebooks as we become more comfortable with implementing our new science curriculum and continue with our AdvanceSTEM units of study. We will continue high leverage instructional practices (TUSD Key Instructional Strategies) in our daily teaching. Professional learning is embedded into our school's vision. Professional development is provided within the structure of Professional Learning Communities, staff meetings, and District ERMs. We will continue to take advantage of TUSD's Professional Learning and Curriculum Department experts. This is essential for us to close the achievement gap among all students as a true Professional Learning Community (PLCs) and to effectively analyze student data in order to plan and deliver responsive instruction.

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

No major differences.

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

Actual outcome of metrics is coupled with last year's data for purposes of comparison. GOAL MET or GOAL NOT MET message is provided for clarity.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment (including decreasing chronic absenteeism and reducing suspension rates) for all students, teachers, and staff where students' social-emotional welfare is our top priority. Foster positive parent, student, and community involvement and engagement to promote and support student success. Increase regular school attendance to support academic engagement. Provide a healthy and welcoming environment that will meet students' social-emotional learning needs, and provide the mental health counseling and resources that students need in order to decrease suspension rates. Increase our outreach efforts to gain more parental involvement in discussions regarding student progress and ways to work together to support improved student outcomes.

Identified Need

Our Bohn community is committed to supporting high levels of student engagement and wellness by emphasizing strong student choice, parent involvement, and social-emotional support. Social-emotional Learning (SEL), focusing on mindsets, skills, attitudes, and feelings that help student succeed in school, career, and life is the driving force behind all we do at our site (i.e. Second Step Lessons, Restorative Practice, Positive Behavior Interventions and Support, and counseling). Developing and supporting our students' social-emotional skills are essential in their own right as we work hard to develop students as individuals and as learners.

As a site we need to continue to support and teach our students how to focus on emotional regulation and positive self-efficacy through a process of changing the focus to address the underlying emotions driving the behavior, instead of just focusing on the observed behavior. By focusing on the emotions driving the behavior, students are able to understand the origin of their actions and choose new, on-target behavior for the situation. This puts the power of change with the student. Through an equity lens, responsible decision-making skills can help adults and students make decisions that are inclusive and equitable, understand the systemic implications of different outcomes, and reflect on how actions and decisions can impact equity. We are going to continue the focus on SEL and teacher-student relationships which research shows will foster a better learning environment and decrease discipline referrals. When students are equipped to deal with social-emotional challenges, they feel safer and attendance rates increase. When students feel safer, they are better able to focus on their learn.

We will continue to work towards implementing Tier II and Tier III supports for students not advancing in their social-emotional, behavioral, and academic development. We will review this process during our PLC meetings in order to bring students of concern to the SST process for support, in an effort to narrow the achievement gap. Students will be referred to individual and/or group counseling with our three Valley Community Counseling (VCC) counselors, to support social-emotional health and well-being. A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways. We will use our Fastbridge mySAEBRS SEL Assessment to regularly assess students social/emotional learning.

Parents and families play a critical role as partners in our children's education. We will work to increase our parent/community involvement and educational outreach to support the SEL needs of our students (i.e. curriculum nights, Parent Cafés, bilingual communication, counseling, etc.). The current emphasis on successful strategies for school turnaround necessitates research-based information and practices on effective family and community engagement approaches that support student achievement and school improvement. The research shows that family and community engagement strategies that are most related to student achievement include engaging parents in their children's learning through social networks, empowering parents with leadership roles in the school environment, providing parents with classes to help with their child's education, and providing families with opportunities to engage with their children's education at home and at school.

2024 Discipline Data

- 5.3% of students were suspended at least one day (decrease from 8.6% in 2023)

2024 Average Daily Attendance (ADA)

- School Total: 92.48% (increase from 91.56% in 2023)
- TK: 88.30% (no data from 2023)
- Kindergarten: 89.70% (increase from 88.87% in 2023)
- 1st Grade: 91.77% (increase from 90.43% in 2023)
- 2nd Grade: 93.77% (increase from 92.70 in 2023)
- 3rd Grade: 92.66% (increase from 92.19% in 2023)
- 4th Grade: 92.97% (increase from 92.41% in 2023)
- 5th Grade: 95.39% (increase from 93.40% in 2023)

2024 LCAP Survey: School Climate & Safety
All parents, students in 4th and 5th grade, and all staff are surveyed on school climate & safety.

Areas of Strength

- 100% of parents report they are comfortable talking to his or her teacher(s) if they have a question, comment, or concern about their child. (88.57% in 2023)
- 98.69% of parents report they are comfortable talking to the school's administration if they have a question, comment, or concern about their child. (70.56% in 2023)
- 98.88% of parents report their child is safe at school before, during, and after school on the school ground and in the classroom. (88.18% in 2023)
- 87.69% of students report their teachers recognize the good work they are doing and provide timely feedback. (80.36% in 2023)
- 85% of students report the school communicates the importance of respecting all cultural beliefs and practices. (72.73% in 2023)
- 95.65% of students report they know the school rules. (89.29% in 2023)
- 100% of staff reports members of the school/department collaborate to achieve our school goals. (93.33% in 2023)
- 100% of staff reports the buildings and grounds at this school are clean and well maintained. (100% in 2023)
- 100% of staff report their workplace is safe. (86.67% in 2023)
- All 16 parent questions (climate & safety combined) ranged from 92%-100% reporting positive feedback (66.67%-94.87% was the range in 2023)

Areas for Growth

- 70% of students report the buildings and grounds at the school are clean and well maintained. (57.14% in 2023)

- 73.21% of students report they feel safe from gang activity and gang violence at school. (46.43% in 2023)
- 69.23% of staff reports our district ensures effective communication across the organization. (62.50% in 2023)

5 out of the 8 goals set for improvement in the Annual Measurable Outcomes (Expected Outcomes) for the 22-23 school year were met.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge MySAEBRS SocialEmotional Learning Survey	64% (2023) an increase from 62% (2022) of students scored "Low Risk" as measured by the Winter 2022 FastBridge mySAEBRS screening. GOAL NOT MET 33% (2023) no change from 33% (2022) of students scored "Some Risk" as measured by the Winter 2022 FastBridge mySAEBRS screening. NO GOAL 3% (2023) a decrease from 5% (2022) of students scored "High Risk" as measured by the Winter 2022 FastBridge mySAEBRS screening. NO GOAL	3% increase in students scoring "Low Risk" as measured by FastBridge mySAEBRS screening.
California School Dashboard Chronic Absenteeism	29.1% (2023) a decrease from 40.4% (2022) of all students were chronically absent. GOAL MET	5% decrease in students who are chronically absent
Average Daily Attendance Rate	92.48% (2024) an increase from 91.56% (2023) Average Daily Attendance GOAL NOT MET	3% increase in Average Daily Attendance
California School Dashboard Suspension Rate	5.3% (2023) a decrease from 8.6% (2022) of all students were suspended at least one day. GOAL MET	3% decrease in students suspended at least one day
Suspension Data	20 (2023) a decrease from 63 (2022) students were suspended at least one day. GOAL MET	Decrease number of students suspended at least one day by 10 or more students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC Attendance	70% (2024) an increase from 54% (2023) of School Site Council members have attended meetings. GOAL MET	Increase School Site Council attendance.
ELAC Attendance	71% of ELAC members have attended meetings in the 2023-2024 school year. NO PREVIOUS DATA	100% of English Language Advisory Committee members will attend meetings.
Back to School Night, Parent Teacher Conference, and Open House Participation Rate	54% (2023) an increase from 42% (2022) of parents attended Back to School Night. GOAL NOT MET 85% of parents attended Parent Teacher Conferences in 2023. GOAL MET	85% of families will attend Back to School Night, Parent Teacher Conferences, and Open House.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to help students build their SEL skills:

- Dedicate the first week of the school year, across all grade levels, on building relationships with the students and social connections between classmates.
- Use mySABERS SEL assessment results to identify at risk students at least 3 times each year.
- Use 2nd Step social-emotional curriculum, school-wide from the first day of school.
- Counseling services will be provided for students who need additional support regarding SEL development.
- Students work with peers in other classrooms (in same and across grade levels) to assist them in their academic progress.
- Post appropriately student celebrations, growth, and work on school site social media
- Students participate in our SHARKS Character Counts, Red Ribbon Week, and DARE to support their social emotional growth and development.
- Activities to support positive student expectations.

$500 (Title 1) Character Counts, DARE, Red Ribbon Week, Read Across America Week *2a3

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Behavior/Discipline

- All students in each class contribute to developing the classroom agreements that they will follow for the entire school year.
- Each student sets personal goals that are revisited each trimester (academic, social, behavioral, vocational).
- Communicate the behavioral expectations to students and parents at the beginning of the school year. Principal will visit each classroom at the start of the year to review with classes expectations of Bohn Sharks. As a staff, we will be consistent with the behavioral expectation and messaging throughout the year.
- Behavior agreements are established for students who need more structure and support with behavioral issues.
- We will use a portion of our PLC time devoted to reviewing specific subgroups of students (including those who are acting out, withdrawn, chronically absent/tardy, ELD, homeless, foster youth, etc.). Within our PLC teams, review current strategies and consideration for which student should be referred to the SST process.
- Time is dedicated to physical fitness each week/day. Healthy habits are encouraged.
- Positive Behavior Intervention System to encourage students to make good choices and reward positive behaviors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Attendance

- Regularly communicate attendance expectations and the importance of good attendance at school to students and parents through a variety of formats including newsletter, office displays, Facebook posts, school messenger posts, etc. in English and Spanish.
- Each school newsletter will contain attendance information celebrating improved attendance rates.
- During Back to School Night share with families the parent/community educational video about attendance from Attendance Works website and reinforce messaging about the importance of good attendance.
- Regularly monitor weekly attendance (Administration/Office Staff/Parent Liaison). Make phone calls home to check on students who have been absent for two or more days and have not contacted the office staff to see if family needs any information, resources, or supports.
- Set up monthly meetings with parents of students who have attendance issues to review the importance of good attendance, discuss the student's situation, address barriers, help with community resources, set goals, and create an Attendance Success Action Plan.
- Attendance team will maintain updated lists to track students who are chronically absent or truant. Students will receive follow-up phone calls, letters, and home visits if attendance does not improve and SART and SARB referral procedures will be followed.
- Enrichment activities to incentivize attendance

$500 (LCFF) *2a1

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

Amount(s)	Source(s)
500	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement

- Teacher and school site establish a positive connection with each family at the beginning of the school year. Confirm methods of communication, let parents know that an interpreter will be available, let parents know when to expect certain communications. Teacher offers multiple forms of communication.
- Translate communications into home language of student using translator or electronic translation platforms.
- Teachers provide regular communication (i.e. class website, newsletter, Remind App, etc.) with families and updates information about current academics, projects, events, resources, celebrations, calendar of events, etc. Communication should also provide regular updates on student progress.

- Bohn School's website post monthly information to support parents (how to promote reading at home, on-line resources for student learning, successful report card conferences, etc.)
- Share resources information which is available through the school district and in the local community (food, health care, homelessness, transportation, counseling, etc.).
- Tell parents about all of the opportunities for them to volunteer in the classroom and on campus (including our scholarship program for fingerprinting fees from PTO).
- Encourage parents to join School Site Council, ELAC, PTO, and District committees. Have volunteer students create invitations to send out to these different committees.
- Ask parents to complete occasional surveys in order to find out about their concerns and possible discussion topics that they would be interested in for monthly Parent Café. Invite parents to monthly Parent Café hosted by the parent liaison and principal. Address topics that the parents have indicated an interest in, as part of the discussion.
- Advertise and encourage our families to visit our bilingual parent/family resource lending library in the library.
- Invite parents, family members, and/or community members to come to class and read to the students.
- Our bilingual parent liaison will be available 2 1/2 days each week, to assist Spanish and English families in order to increase parent involvement, assist families with their needs, and ensure a cohesive school community.

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

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted students (including SES/FY/EL)

Strategy/Activity

Offer intervention planning for para educators with teachers for at-risk students. The projected outcome is that para educators and teachers meet on a monthly basis to discuss interventions for students in their classes.

$1,500 (Targeted SES, EL, FY)

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

Amount(s)	Source(s)
1,500	LCFF - Supplemental

	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will provide ongoing parent/family education and outreach regarding meeting students' achievement needs through newsletters, PTO, Family Curricular Nights, SSC and ELAC meetings. The projected outcome is that parents attend these meetings and learn more about the school and what it offers to its students.

$1,250 (LCFF) Supplemental office supplies for parent/family education *4a4
$250 (Title 1) Supplemental postage for parent communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,250	LCFF
0	None Specified
250	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplies and communication for Family Community Nights and Parent Cafes.

$500 (Title 1) Supplies and communication *2d2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase additional safety items for site to maintain safety for all students, teachers, and staff (e.g. additional radios; additional bullhorns).

$250 (LCFF)

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

Amount(s)	Source(s)
250	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue with Valley Community Counseling to provide counseling for students in small group and on an individual basis. The projected outcome is that students continue to meet with counselors or therapists to learn and build upon skills.

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

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Students need Social-Emotional Learning (SEL) in order to maximize access to learning. Students that have met with the Valley Community Counseling (VCC) counselors and/or therapists are learning strategies to use when they face barriers that are academic, behavioral, or

social/emotional. The continued counselor/therapy services next year will be an asset because students will already know the clinicians and can build on their skills with her. For 2024-2025, Bohn will continue to focus on Tier II and III counseling for students. In the 2023-24 school year, VCC was on-site for five days which gave students consistency and just in time access to support when needed. Bohn was also fortunate enough to have a FACES behaviorist and academic tutor on campus 5 days a week for 70% of the school year. This was possible through the use of carryover Title 1 funds. Our FACES staff supported students in real time they faced adversity in working through their school day.

During the 2023-2024 school year, attendance improved. The Average Daily Attendance (ADA) was 92.48% which was an increase from 91.56% in 2022-2023. In 2023, 29.1% of students were chronically absent which is a decrease from 40.4% in 2022. We will continue to meet with parents whose students are chronically absent and educate families on the importance of regular school attendance. We will work to find ways to inspire our school community to improve our students' overall attendance rate through universal/preventive programs and early outreach efforts.

It is a positive sign that over 98% of our families in this year's LCAP survey stated that they felt their child was safe on school grounds and in the classroom which is an increase of 2% from last year. We will continue to find ways to make our campus safe for our parents, students, and staff members.

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

We had less barriers than the year prior in having in-person outreach. We held several in-person events such as Cafecitos, Movie Nights, and Engineering Explorations Night.

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

NA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$53882
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$177,686.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$105,862.00

Subtotal of additional federal funds included for this school: $105,862.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$14,603.00
LCFF - Supplemental	$57,221.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $71,824.00

Total of federal, state, and/or local funds for this school: $177,686.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jacqui Nott	Principal
Debra Selig	Classroom Teacher
Jaspreet Gill	Classroom Teacher
Kimiko Mate	Classroom Teacher
Nelly Beteta	Other School Staff
Kehia Mckinney	Parent or Community Member
Kim Striat	Parent or Community Member
Nika Cain	Parent or Community Member
Robert Jones	Parent or Community Member
Jocelyne Roman	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: Bohn Staff during ERWs, Bohn's Leadership Team, PTO, ELAC, Parent Cafe

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

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

This SPSA was adopted by the SSC at a public meeting on 3/21/2024.

Attested:

	Principal, Jacqui Nott on 3/21/2024
	SSC Chairperson, Jaspreet Gill on 3/21/2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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