Bostonia Global
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

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

2024-25 School Contact Information

School Name	Bostonia Global High School
Street	1221 Emerald Avenue
City, State, Zip	El Cajon, CA 92021
Phone Number	619-590-6815
Principal	Johanna Simko
Email Address	simkoj@cajonvalley.net
School Website	https://www.cajonvalley.net/bostonia
Grade Span	K-12
County-District-School (CDS) Code	37-67991-0140558

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

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

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

We are a community!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	170
Grade 1	124
Grade 2	112
Grade 3	104
Grade 4	89
Grade 5	107
Grade 6	67
Grade 7	75
Grade 8	79
Grade 9	76
Grade 10	64
Grade 11	84
Grade 12	24
Total Enrollment	1,175

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.2
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	1
Black or African American	3.9
Hispanic or Latino	70.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.3
White	18.6
English Learners	32.3
Foster Youth	0.1
Homeless	1
Migrant	0.1
Socioeconomically Disadvantaged	75.7
Students with Disabilities	17.4

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.20	78.08	738.40	89.09	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	15.10	1.82	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	5.16	21.80	2.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	3.99	17.70	2.15	11746.90	4.23
Unknown/Incomplete/NA	6.80	12.74	35.60	4.31	14303.80	5.15
Total Teaching Positions	54.10	100.00	828.80	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers		0.00	1.8
Misassignments		1.00	1
Vacant Positions		0.00	0
Total Teachers Without Credentials and Misassignments		1.00	2.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver		2.90	1.5
Local Assignment Options		0.00	0.6
Total Out-of-Field Teachers		2.90	2.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.9	2.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0	2

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2024

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

	K-8, California GoMath (Spanish Edition), Houghton Mifflin Harcourt, Adopted 2015		
	6-8, California GoMath, Houghton Mifflin Harcourt, Adopted 2014		
Science	TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK Hands-On Standards Science (translated) Spanish, ETA Cuisinaire, Adopted 2012 K California Science 2008 (Spanish Edition) [Teacher flip chart only], MacMillan McGraw-Hill, Adopted 2007 K-5, California Science 2008, Macmillan McGraw-Hill, Adopted 2007 1-5 California Science 2008 (Spanish Edition), MacMillan McGraw-Hill, Adopted 2007 6-8, Amplify Science, Amplify Education, Inc., Adopted 2020	Yes	0
History-Social Science	TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK, Houghton Mifflin: HSP California Excursions 2010, Houghton Mifflin Adopted 2012 K-5, History/Social Science for California, Scott Foresman, Adopted 2006 K-5 Historia/Ciencias Sociales para California 2006, Scott Foresman, Adopted 2006 6-8, History Alive, Teachers Curriculum Institute (TCI), Adopted 2006 6-8 Historia Viva, Teachers Curriculum Institute (TCI), Adopted 2006	Yes	0
Health	K-2, Primarily Health 1998, Wright Group, Adopted 1998 4-5, Healthy You 1996, Harcourt Brace, Adopted 2000 6-8, Positive Prevention Plus, Positive Prevention Plus, Adopted 2016 6-8, Project ALERT 2000, Best Foundation, Adopted 2003 7-8 CVUSD Sexual Health Curriculum CVUSD 2023	Yes	0
Visual and Performing Arts	K-8, Music and You 1988, Macmillan Publishing Company, Adopted 1990	Yes	0

Note: Cells with N/A values do not require data.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The House on Mango Street, Sandra Cisneros, Arte Público Press, ASIN : B00C8S9WJM Self-Reliance, Ralph Waldo Emerson, American Transcendentalism Web 2020 https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/selfreliance. html Romeo and Juliet, Folger Shakespeare Library, Paperback 2004	Yes	0
Mathematics	Integrated Math 1, 2, 3, and 4 Interactive Mathematics Program Year 1, 2, 3, 4, Activate Learning, 2nd Edition ALEKS Math TEDx Presentation Materials	Yes	0
Science	Slow Food USA Website: www.slowfoodusa.org Soil Born Farms Website: http://soilborn.org/ Collective School Garden Network Website: www.csgn.org Student Farm Website: www.studentfarm.ucdavis.edu Earthlabs for Educators Website: http://serc.carleton.edu/index.html Engineering the Future Website: https://activatelearning.com TEDx Presentation Materials Website: http://bit.ly	Yes	0
History-Social Science	The History of the Standard Oil Company Ida Tarbell Public Domain 1904 The Octopus Frank Norris Public Domain 1901 Declaration of Independence Federalist Papers Constitution Anti Federalist papers Parker, P. (n.d.). Visual reference guides: World history. Antony Best, Jussi M. Hanhimäki, Joseph A. Maiolo, & Kirsten E. Schulze. (2015). International History of the Twentieth Century and Beyond (3rd ed.). West's American Government Roger Miller Ntc Pub Group 2nd Edition, 1999, 2002 Economics: Khan Academy Economics https://www.khanacademy.org/economics-finance-domain Econedlink https://www.econedlink.org/ Stock Market Exchange Resource https://www.cmegroup.com/education/practice.html Investopedia Dictionary https://www.investopedia.com/financial-term-dictionary-4769738 World Factbook https://www.cia.gov/the-world-f	Yes	0

Foreign Language	Edgenuity Realia, Middlebury Interactive Languages Various content lessons and special interest articles, Beable CultureGrams TM, Multi-media cultural presentations, ProQuest LLC Diglot Weave Stories, Interactive language immersion stories, Middlebury Interactive Languages Reinforcement Activities, Interactive games, Middlebury Interactive Languages		
Health	Everfi-Health & Wellness Big Picture Living, 2020 https://www.bpliving.org/about American College of Lifestyle Medicine https://www.lifestylemedicine.org/ Loma Linda University Health https://lluh.org/ TEDxPresentation Materials https://bit.ly/3govKNZ	Yes	0
Visual and Performing Arts	Invent to Learn: Making, Tinkering, and Engineering in the Classroom, Constructing Modern Knowledge Press, 2013 Design Principles and Problems, Wadsworth Group/Thomas Learning, 1996	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Botonia TK-8

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

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

Facilities Description (TK-8)
This school has 40 permanent classrooms and 11 portable classrooms, a library with computer lab, a multipurpose room, and an administration building. The main campus was build in 1995. Five relocatable classrooms were added in 2015. Five relocatable classrooms wer added in 2021. The library building was remodeled to accommodate one addtional classroom.

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

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

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	Jan 2025

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

School Facility Conditions and Planned Improvements

Bostonia Global HS

General
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School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	Nov 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	35	33	33	32	46	47
Mathematics (grades 3-8 and 11)	24	19	23	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	591	585	98.98	1.02	32.99
Female	291	287	98.63	1.37	32.40
Male	300	298	99.33	0.67	33.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	26.09
Filipino	0	0	0	0	0
Hispanic or Latino	418	414	99.04	0.96	29.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	36	97.30	2.70	58.33
White	106	105	99.06	0.94	41.90
English Learners	198	195	98.48	1.52	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	437	433	99.08	0.92	27.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	128	124	96.88	3.12	10.48

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	591	586	99.15	0.85	18.60
Female	291	287	98.63	1.37	17.42
Male	300	299	99.67	0.33	19.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	13.04
Filipino	0	0	0	0	0
Hispanic or Latino	418	415	99.28	0.72	16.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	36	97.30	2.70	33.33
White	106	105	99.06	0.94	22.86
English Learners	198	196	98.99	1.01	2.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	437	433	99.08	0.92	14.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	128	124	96.88	3.12	5.65

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.12	16.79	21.95	19.33	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	282	280	99.29	0.71	16.79
Female	141	139	98.58	1.42	17.99
Male	141	141	100.00	0.00	15.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	175	175	100.00	0.00	15.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	33.33
White	72	71	98.61	1.39	19.72
English Learners	90	90	100.00	0.00	1.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	214	212	99.07	0.93	15.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	70	68	97.14	2.86	7.35

2023-24 Career Technical Education Programs

World of Work - Be Curious and Achieve Gainful Employment
Course Overview:

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

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

During advisory on non-internship days, students engage in mentor search activities. With support of their school advisor and internship coordinator, students find their own internship placements. They research potential internship locations based on

2023-24 Career Technical Education Programs

their interests and create a community map marking these locations. Students develop resumes and "elevator pitch" phone scripts. They practice interviewing skills and learn how to "set the hook" with a potential mentor for job shadow and internship opportunities. They develop presentation literacy and writing skills and hone critical thinking and problem solving strategies.

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

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.39
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

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

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

2024-25 Opportunities for Parental Involvement

Parent Participation:

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

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

District Committees:

Superintendent's Parent Advisory Council (PAC) – Parent representatives from each school meet with the Superintendent and Senior District Leaders to provide input and collaborate on activities and initiatives in alignment with the District Vision, Goals, and Strategic Planning. The PAC members are the elected Presidents of (PTA/PTO, School Site Council, and English Language Advisory Committee) The PAC meets three times in a school year and additionally as needed.

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

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

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

Local Control Accountability Plan (LCAP): In California, school districts are mandated to create, adopt, and update a three-year Local Control and Accountability Plan (LCAP) annually. The Cajon Valley LCAP Committee actively involves a diverse group of stakeholders—including parents, community members, students, and school and district staff—in the development of the plan. This collaborative process focuses on identifying annual goals, outlining specific actions, and establishing measures of student progress. Input from families, staff, students, and educational partners is essential in guiding decisions about actions and services for all students in the district, with particular attention to low-income students, English Learners, and foster youth.

School Site Committees:

Bostonia Global Emerald provides learning opportunities where students develop and deepen their understanding of their strengths, interest, and values to develop their since belonging in the world.

School Events:

School Site Council (SSC) –We have a TK-12th School Site Council that is comprised of parents, staff, and the site principals. The School Site Council makes decisions for the school through the development and implementation of the Comprehensive School Plan for Student Achievement. The SSC approves categorical budget expenditures focused on improving student achievement.

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

2024-25 Opportunities for Parental Involvement

Parent Education:

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

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

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

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate			4.2			4.2	7.8	8.2	8.9
Graduation Rate			95.8			95.8	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	24	23	95.8
Female	15	14	93.3
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	12	11	91.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	19	19	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1249	1224	274	22.4
Female	633	621	146	23.5
Male	615	602	128	21.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	13	3	23.1
Black or African American	52	52	15	28.8
Filipino	--	--	--	--
Hispanic or Latino	870	852	192	22.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	28	7	25.0
White	231	228	44	19.3
English Learners	414	406	93	22.9
Foster Youth	--	--	--	--
Homeless	22	20	11	55.0
Socioeconomically Disadvantaged	959	937	236	25.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	251	246	65	26.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	**School 2022-23**	**School 2023-24**	**District 2021-22**	**District 2022-23**	**District 2023-24**	**State 2021-22**	**State 2022-23**	**State 2023-24**
1.43	3.66	7.37	2.72	5.18	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	**School 2022-23**	**School 2023-24**	**District 2021-22**	**District 2022-23**	**District 2023-24**	**State 2021-22**	**State 2022-23**	**State 2023-24**
0	0	0	0	0.01	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.37	0.00
Female	5.37	0.00
Male	9.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	10.82	0.00
English Learners	10.14	0.00
Foster Youth	0.00	0.00
Homeless	13.64	0.00
Socioeconomically Disadvantaged	8.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.37	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Bostonia Global is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2024-2025 school year, it was approved by the School Site Council on 12/06/2024 and discussed and reviewed by the staff on 12/10/2024.

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

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	25		5	
2	27		4	1
3	26		4	
4	30		3	
5	18	6		
6	11	6		

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	4	2	
Mathematics	15	7	1	
Science	15	8		
Social Science				

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	235

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,294	$3,321	$9,973	$79,431
District	N/A	N/A	$7,698	88,191
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2023-24 Types of Services Funded

A variety of supplemental services are available at Bostonia Global Emerald, funded by the school's categorical budgets: Title I, Supplemental Concentration, Basic, and Donation. These extra support services include supplemental literacy and math programs, in classroom assistance, small group tutoring during the instructional day, and enrichment club opportunities that provide our students to explore.

Along with the academic supplemental services, Bostonia Global Emerald offers support programs for students and families. Character education is promoted through an advisory model where scholars are supported, mentored, counseled, and coached on character values. We have a principal, assistant principal, World of Work Coordinator, Instructional Coach, Counseling Technician, Campus Safety lead, Learning Lost Intervention Teachers and school counselors to provide additional support to staff, students and families.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,416	$58,553
Mid-Range Teacher Salary	$89,713	$93,924
Highest Teacher Salary	$122,128	$119,489
Average Principal Salary (Elementary)	$153,526	$149,898
Average Principal Salary (Middle)	$152,279	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$381,236	$270,432
Percent of Budget for Teacher Salaries	30.12	31.93
Percent of Budget for Administrative Salaries	6.2	5.62

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

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

Professional Development

- Certificated and support staff participate in workshops offered within the District (in person and virtual), offered by the San Diego County Office of Education, local universities or outside vendors as appropriate.
- An online professional learning platform, Cajon 365, which includes Cajon Valley Union School District offerings for the year is accessible to all staff. This includes our district initiatives, safety, mandated training, and professional learning for new staff.
- Professional Learning is available for certificated personnel as well as classified staff members who work with students. Site categorical fund expenditures must be approved by the School Site Council.
- Professional Learning opportunities are offered during summer, winter, and spring intersession (in person and virtual), as well as during the school year. Certificated staff who attend workshops during the year are frequently called upon to present relevant information and teaching techniques during site and district professional development sessions.
- Full day release and after-school workshops and trainings are also available.

In the 2023-24 school year, elementary and middle school teachers were released for one-half day each trimester to collaborate with grade level/department peers, analyze student work, review formative assessment data, develop lesson plans and identify instructional strategies to meet student needs. In addition, workshops on the topics listed below were offered prior to and during the school year:

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

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2