School Year: **2023-24**

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bonita Canyon Elementary School	30-73650-6097042	May 18, 2023	

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 Impact that Stakeholder Engagement had on the process

The SPSA was created by our 22-23 School Site Council. We included our PTA executive board, school leadership committee and student council when looking for goals and areas to be focused on for school improvement int he upcoming school year. This year we are using SEL data and the Hanover survey results to guide our next steps as a BC community. We have met multiple times to ensure we all have the best information possible to create a great plan for Bonita Canyon.

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:

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

X English Learner Advisory Committee

		Signature
X	Special Education Advisory Committee	
		Signature
	Gifted and Talented Education Program Advisory Committee	
		Signature
	Other committees established by the school or district (list):	
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/19/2023

Attested:

Corey Pace		05/19/2023
Typed Name of School Principal	Signature of School Principal	Date

Jason Chao		5/19/2023
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Site Council Membership

The School Plan for Student Achievement
The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)
Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	**Classroom Teacher**	**Other School Staff**	**Parent or Community Member**	**Secondary Students**
Corey Pace	1				
Rhianna Nazari		1			
Kristi Arledge		1			
Ting Bohman				1	
Lindsay Smith				1	
Jason Chao				1	
Numbers of members of each category	**1**	**2**		**3**	
(Totals of Group A and Group B must equal)	**Total Group A: 3**			**Total Group B: 3**	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
    a. The development of the section in the SPSA pertaining to EL students' education
    b. The development of the school's needs assessment
    c. Implications of language census for translation requirement
    d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Corey Pace	1			
Ting Bohman			1	
Numbers of members of each category	**1**		**1**	

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

X Site has chosen to combine SSC and ELAC using the above guidelines.

OR

Site has chosen NOT to combine SSC and ELAC using the above guidelines.

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:
The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$79,107.00	34,000
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$35,137.00	27,500
Lottery Funds Purpose: Purchase site instructional materials	$3,870.00	
Total amount of state categorical funds allocated to this school	$118,114	61,500
Federal Programs	**Preliminary Allocation (Fall)**	**Amount Allocated in SPSA**
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	$0.00	
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	$0.00	
Total amount of federal categorical funds allocated to this school	$0	
Total amount of state and federal categorical funds allocated to this school	$118,114	$61,500

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

We believe all students at Bonita Canyon can and will be reading at benchmark by the end of 2023-24. Our school is small enough and our population is non-transient enough that we believe this is an attainable goal. This will be accomplished through scrutinizing our educlimber data concerning student literacy progress and professional development that ensures Bonita Canyon teachers are using the best practices around literacy instruction.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EduClimber Data	Assessments done four times per year if students are not at benchmark. This data then used to pinpoint needs of specific students not at grade level benchmark. The PLC will then determine how to support these students in the areas they are in most critical need of support in reading instruction.	Teachers and support staff will learn how to decipher the educlimber data so that they can know exactly what their students need so that they will progress appropriately in their literacy growth. In turn, the teachers will know exactly which child needs in a timely manner so that they can address needs quickly.
Student Formative Assessments and Summative Assessments	Reviewed at each appropriate PLC meeting	These assessments will show use of students' errors in how they are created. They will also be used to drive intervention for those students who need extra support to demonstrate mastery of learning targets and essential standards.
Professional development in the fall will be focused on literacy instruction and what best practices are for each grade level.	First three PD opportunities focused on educlimber data review, digging in to district adopted literacy materials as the base curriculum, districted created materials to support literacy instruction and differentiated materials for intervention and enrichment.	The training will provide the knowledge of best first instruction, district adopted material and how to use educlimber data to ensure our goal is met.

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Teachers will continue to focus on students being able to explain their math thinking in both verbal expression and written expression, as well as student success on key math learning targets for their grade. Students will demonstrate math reasoning through conversations in class, as well as on written assignments. Teachers will use PLC time to create/analyze common and formative assessments focused on key learning targets to support next steps in instruction. These assessments will also be used to define which students need extra support in mastering any learning target necessary.
We expect to be able to address our needs of our current english learners, 54.8 points below the standard, and our socioeconomically disadvantaged, 27.5 points below the standard, and students with disabilities, 37.6 below the standard, with the metrics listed below.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC 3rd-6th, spring 2023 data will be used in the fall of 2023	Information analyzed one time per year	Students will meet grade level standards on each category of the Math assessment.
Grade level created common assessments (Formative & Summative)	PLC work will on creating common assessments will be reflected in their agendas twice a month. The agendas will show the focus on common formative and summative assessment. The consistency of this practice will be monitored by the PLC FC and Principal.	Students will meet learning targets assessed by their grade level. Information will also be used to drive enrichment and intervention, particular during in class small groups and WIN time.
Develop common pathways for intervention and enrichment of concepts	Begin with what we have now (SST Process and WIN time four days a week) working in conjunction with our MTSS team. Utilizing the WIN to be reach students who need support on specific learning targets. Also, making sure the core lessons are addressing the need for differentiation and who needs the extra support before the lesson even begins.	Each grade level will develop and use resources self-made and trained to use, to support math growth for all students (Common Tools, Assessments, TPT, WIN Time etc.) Initial lesson development will contain how it is being differentiated for each classes unique population.The WIN time will be the key factor in reach students on the Tier 2 level of support.

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Our annual survey shows us that our students, who we strive to teach them growth mindset, do not feel comfortable making mistakes at school and our staff believes they do. The annual survey says that 100% of our staff who took the survey believe our students feel comfortable making mistakes at school and only 50% of students surveyed believe the same.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Survey	Analyzed once per year	Increase, from 50%to 90%, percentage of students who feel comfortable making mistakes at school
Consistent training for staff	Every staff meeting and PD day will have this topic as an agenda item. This will manifest itself in the form of staff discussions on how each grade level is addressing this goal.	Or staff will learn to integrate ways to makes students comfortable in to daily lessons
Informal & Formal surveys of students	Our MTSS team will create surveys to give students three times before the Annual survey is given.	By giving surveys to measure how our students are feeling after the teacher training and discussions, we will know if our strategies for growth are effective.

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Continue to refine agenda, more specific to our 2022-23 PLC goals	Whole Population	Classroom teachers/grade level teams PLC FC		X	X	X		
2.	Meetings are attended by either TOSA or Principal to support and help remove any roadblocks the team encounters	Whole Population	Classroom teachers/grade level teams Principal PLC FC		X	X	X		
3.	PLCs analyze/review student data from site-based common formative and summative assessments and SBAC to drive upcoming instruction	Whole population	classroom teachers/PLCs PLC FC TOSA Principal MTSS Team		X	X	X		
4.	Provide intervention support for students not demonstrating mastery on learning targets	Whole population	classroom teachers MTSS Team TOSA Principal	LCAP B 4000 LCAP S 3500	X	X			
5.	Provide enrichment/challenge opportunities for students throughout the year	whole population	classroom teachers MTSS Team TOSA Principal	LCAP B 2500	X	X			

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
6.	Implement intervention time during instructional day (Aide Support during WIN time four days a week)	whole population	classroom teachers instructional aides	LCAP B 25,000 LCAP S 24,000 Gift 32,000	X	X	X		
7.	Design trainings around supporting students in making them feel comfortable with mistakes in the classroom and how they learn from them	Whole Population	classroom teachers/PLCs PLC FC TOSA Principal MTSS Team District TOSAs				X		
8.									
9.									
10.									
11.	Develop common grade level math assessments, formative and summative, and use those provided by district TOSAs and utilize Tier 3 Teacher supports	Whole population	PLC PLC FC (Facilitator Coach) District TOSAs MTSS/Leadership Team			X	X		
12.	Continue to develop common, formative and summative, assessments at each grade level	Whole population	PLC PLC FC District TOSAs MTSS Team		X	X	X		
13.	Administer common formative assessments at each grade level throughout the year and evaluate the data to drive next steps in instruction, enrichment and intervention	Whole population	PLC		X	X	X		
14.	Provide math intervention and math enrichment throughout the	whole population	Classroom teachers	LCAP B 2500		X			

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	year for all students based on student data collected by teachers' common assessments and data analyzed at each PLC meeting		SPED teachers MTSS Team District MAth TOSAs						
15.									
16.									
17.									
18.									
19.									
20.									

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
    1. Create a culturally and linguistically responsive learning environment
    2. Include parent and family engagement that enhances learning support for their children
    3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
    4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
    5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
    1. Understand, monitor, support, and report student learning and acquisition of language
    2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

This plan supports our ELL population by 1) recognizing a pathway for students who need intervention or enrichment in math content areas. 2) creating lessons/assessments that give students multiple opportunities to demonstrate mastery of a learning target. 3) utilizing district adopted materials that have supports built in for our ELL students 4) building a school culture where students enjoy coming to class to learn and providing them with a safe place to make mistakes as they learn in conjunction with their peers. 3) using PD and staff meetings to focus on core areas like math instruction/intervention/enrichment to continue the development of our teacher's growth in supporting all of their students' needs. We are using LCAP Supplemental funds to provide support in the form of instructional aides to help teachers run intervention and enrichment support groups.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
    1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
    2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

This plan supports our Low-Income/foster Youth population by 1) PLCs creating a pathway for students who need intervention or enrichment in all content areas within their classrooms. 2) creating lessons/assessments that give students multiple opportunities to demonstrate mastery of a learning target. 3) building a school culture where students enjoy coming to class to learn and providing them with a safe place to make mistakes as they learn in conjunction with their peers. 3) using PD and staff meetings to focus on core areas like math instruction/intervention/enrichment to continue the development of our teacher's growth in supporting all of their students' needs. 4) utilizing a myriad of mental health resources for students and families to access here on campus.

Addendum

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

Instructions

1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
- **CA Dashboard (Required)**
- Universal Screening Assessments (K-8)
- District End of Course Exams
- Common Formative Assessments

Questions to Consider:
- Are there any content areas or grade levels that may benefit from additional support?
- Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:
- BrightBytes Survey
- School technology access
- Professional Learning Plan

Questions to Consider:
- What additional tools, resources, or trainings might be needed?
- What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)
Office discipline referrals (SWIS Data), suspensions and expulsions
Attendance data
Site based surveys (PLC implementation, PBIS Self-Assessment Survey)
Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?
What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?
How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)
SSC participation and attendance at PTA Meetings
Communication plans or site procedures
Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?
What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

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

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

Expected Annual Measurable Outcomes: In the table, 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.

Planned Strategies and Activities:

1. Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.(Each goal can have one or more identified strategies and/or actions.)

   ***Title 1 Schools**: A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2. Students to be Served: 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.

3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.

4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

5. Supporting Targeted Groups

Directions included in the document.

6. 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 should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated 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. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves $5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	14	42	48
Grade 1	26	45	52
Grade 2	43	56	48
Grade3	31	62	59
Grade 4	33	56	68
Grade 5	39	69	56
Grade 6	31	63	73
Total Enrollment	217	393	404

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	32	78	38	14.7%	19.8%	9.4%
Fluent English Proficient (FEP)	27	48	90	12.4%	12.2%	22.3%
Reclassified Fluent English Proficient (RFEP)	14			43.8%		

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	39	63	56	0	63	53	0	63	53	0.0	100.0	94.6
Grade 4	41	55	66	0	53	63	0	53	63	0.0	96.4	95.5
Grade 5	42	69	51	0	68	49	0	68	49	0.0	98.6	96.1
Grade 6	31	63	70	0	61	69	0	61	69	0.0	96.8	98.6
All Grades	153	250	243	0	245	234	0	245	234	0.0	98.0	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2484.	2507.		49.21	60.38		23.81	24.53		19.05	13.21		7.94	1.89
Grade 4		2529.	2555.		50.94	65.08		30.19	26.98		5.66	6.35		13.21	1.59
Grade 5		2571.	2592.		63.24	59.18		14.71	30.61		13.24	4.08		8.82	6.12
Grade 6		2606.	2611.		50.82	55.07		39.34	31.88		6.56	5.80		3.28	7.25
All Grades	N/A	N/A	N/A		53.88	59.83		26.53	28.63		11.43	7.26		8.16	4.27

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		41.27	49.06		50.79	47.17		7.94	3.77
Grade 4		39.62	39.68		56.60	58.73		3.77	1.59
Grade 5		41.18	48.98		51.47	44.90		7.35	6.12
Grade 6		49.18	50.72		47.54	40.58		3.28	8.70
All Grades		42.86	47.01		51.43	47.86		5.71	5.13

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		38.10	49.06		53.97	45.28		7.94	5.66
Grade 4		33.96	50.79		52.83	44.44		13.21	4.76
Grade 5		45.59	48.98		39.71	48.98		14.71	2.04
Grade 6		37.70	43.48		55.74	50.72		6.56	5.80
All Grades		39.18	47.86		50.20	47.44		10.61	4.70

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		26.98	32.08		69.84	58.49		3.17	9.43
Grade 4		20.75	26.98		67.92	68.25		11.32	4.76
Grade 5		26.47	30.61		69.12	57.14		4.41	12.24
Grade 6		27.87	26.09		68.85	71.01		3.28	2.90
All Grades		25.71	28.63		68.98	64.53		5.31	6.84

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		30.16	39.62		65.08	58.49		4.76	1.89
Grade 4		33.96	34.92		56.60	61.90		9.43	3.17
Grade 5		39.71	38.78		52.94	57.14		7.35	4.08
Grade 6		34.43	43.48		65.57	53.62		0.00	2.90
All Grades		34.69	39.32		60.00	57.69		5.31	2.99

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	39	63	56	0	62	56	0	62	56	0.0	98.4	100.0
Grade 4	41	55	66	0	54	65	0	54	65	0.0	98.2	98.5
Grade 5	42	69	51	0	66	50	0	66	50	0.0	95.7	98.0
Grade 6	31	63	70	0	62	70	0	62	70	0.0	98.4	100.0
All Grades	153	250	243	0	244	241	0	244	241	0.0	97.6	99.2

* 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		2474.	2497.		38.71	50.00		29.03	32.14		20.97	12.50		11.29	5.36
Grade 4		2515.	2527.		37.04	35.38		37.04	35.38		16.67	20.00		9.26	9.23
Grade 5		2572.	2574.		51.52	50.00		27.27	24.00		15.15	18.00		6.06	8.00
Grade 6		2593.	2604.		48.39	50.00		22.58	20.00		17.74	24.29		11.29	5.71
All Grades	N/A	N/A	N/A		44.26	46.06		28.69	27.80		17.62	19.09		9.43	7.05

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		46.77	53.57		38.71	39.29		14.52	7.14
Grade 4		35.19	38.46		51.85	49.23		12.96	12.31
Grade 5		53.03	60.00		40.91	28.00		6.06	12.00
Grade 6		41.94	52.86		43.55	41.43		14.52	5.71
All Grades		44.67	50.62		43.44	40.25		11.89	9.13

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		37.10	48.21		48.39	46.43		14.52	5.36
Grade 4		33.33	35.38		55.56	56.92		11.11	7.69
Grade 5		34.85	40.00		57.58	48.00		7.58	12.00
Grade 6		35.48	37.14		54.84	54.29		9.68	8.57
All Grades		35.25	39.83		54.10	51.87		10.66	8.30

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		38.71	50.00		53.23	46.43		8.06	3.57
Grade 4		44.44	43.08		48.15	49.23		7.41	7.69
Grade 5		36.36	38.00		60.61	56.00		3.03	6.00
Grade 6		38.71	37.14		56.45	51.43		4.84	11.43
All Grades		39.34	41.91		54.92	50.62		5.74	7.47

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	*	*		*	*		*	*		*	7	
1	*	*		*	*		*	*		7	5	
2	*	*		*	*		*	*		7	6	
3	*	*		*	*		*	*		8	8	
4	*	1551.9		*	1577.1		*	1526.3		9	11	
5	*	*		*	*		*	*		*	7	
6	*	*		*	*		*	*		*	4	
All Grades										36	48	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	45.45		*	36.36		*	9.09		*	9.09		*	11	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	50.00	39.58		33.33	39.58		8.33	12.50		8.33	8.33		36	48	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	63.64		*	18.18		*	18.18		*	0.00		*	11	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	63.89	56.25		22.22	29.17		5.56	8.33		8.33	6.25		36	48	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	18.18		*	27.27		*	27.27		*	27.27		*	11	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	47.22	25.00		27.78	25.00		11.11	35.42		13.89	14.58		36	48	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	72.73		*	18.18		*	9.09		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	72.22	56.25		22.22	35.42		5.56	8.33		36	48	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	54.55		*	45.45		*	0.00		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	55.56	62.50		33.33	31.25		11.11	6.25		36	48	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	36.36		*	9.09		*	54.55		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	47.22	31.25		36.11	41.67		16.67	27.08		36	48	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	36.36		*	54.55		*	9.09		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	41.67	27.08		44.44	66.67		13.89	6.25		36	48	

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
393	**13.2**	**19.8**	**0.8**
Total Number of Students enrolled in Bonita Canyon 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	78	19.8
Foster Youth	3	0.8
Homeless		
Socioeconomically Disadvantaged	52	13.2
Students with Disabilities	54	13.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
American Indian	1	0.3
Asian	99	25.2
Filipino	8	2.0
Hispanic	40	10.2
Two or More Races	44	11.2
Pacific Islander		
White	176	44.8

Conclusions based on this data:

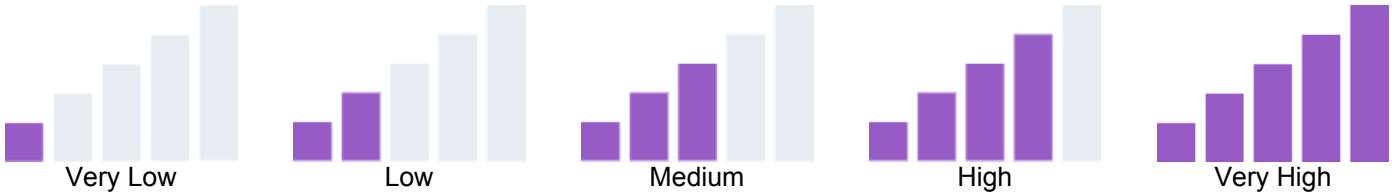
1. We have a growing number of students in our English Learner, Foster Youth and Socioeconomically disadvantaged populations. The need to support these students is reflected most specifically in goals #1 and #2 of our school plan.
2. It will be imperative that we are including the data for these groups, along with all of our students, when addressing areas of need in our school and how we address those needs could be changing as our population continues to change.
3. Our EL population is the catalyst to our growth and our staff will need more training on how to be the most effective teachers and staff they can be reaching this growing portion of our student body.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: High		
English Learner Progress: Very High		

Conclusions based on this data:

1. This is an area of strength for our school. We will continue to monitor these closely so that it remains an area of strength.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	0	3

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

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

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
61.2 points above standard	45.5 points above standard	3 Students
242 Students	63 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
2 Students	2.8 points above standard	5.6 points below standard
	32 Students	36 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	Very High 94.7 points above standard 66 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 21.9 points above standard 27 Students	No Performance Level 51.7 points above standard 29 Students		Very High 53.3 points above standard 101 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.7 points below standard 14 Students	80.4 points above standard 49 Students	62.0 points above standard 155 Students

Conclusions based on this data:

1. We need to look closely at how we are differentiating instruction for our current EL students.
2. We need to address this population's needs and how to address them in teacher training.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	0	2	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
33.9 points above standard	24.3 points above standard	3 Students
239 Students	63 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
2 Students	27.5 points below standard	37.6 points below standard
	32 Students	36 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	Very High 86.2 points above standard 66 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 5.3 points below standard 27 Students	No Performance Level 10.6 points above standard 29 Students		High 19.2 points above standard 98 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
54.8 points below standard 14 Students	46.9 points above standard 49 Students	28.0 points above standard 152 Students

Conclusions based on this data:

1. Our Socioeconomically disadvantaged student and students with disabilities populations are being addressed Goal #2 of our SPSA.
2. Closely monitor these populations throughout the year and make sure our plan is meeting their needs.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

67.7 making progress towards English language proficiency

Number of EL Students: 31 Students

Performance Level: 5

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.5%	25.8%	6.5%	61.3%

Conclusions based on this data:

1. This data shows we are making good advancements in reaching our EL population. We will continue to train our teachers in how to support their EL students in class.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

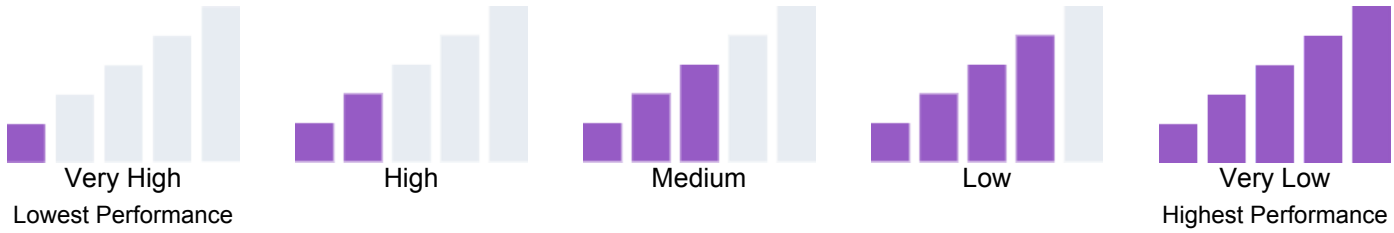
1. Not applicable to our site.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
2	4	1	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.

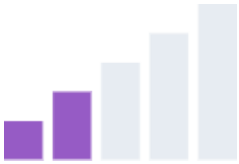
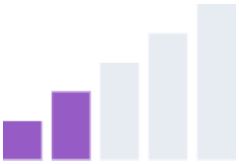
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
14.3% Chronically Absent	12.9% Chronically Absent	Less than 11 Students
420 Students	85 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	28.3% Chronically Absent	26.7% Chronically Absent
4 Students	60 Students	75 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Medium	No Performance Level
Less than 11 Students	Less than 11 Students	9.8% Chronically Absent	Less than 11 Students
1 Student	1 Student	112 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	High		High
18.6% Chronically Absent	12.7% Chronically Absent		16.3% Chronically Absent
43 Students	71 Students		184 Students

Conclusions based on this data:

1. We need to address attendance and determine if there are specific reasons for this data.
2. We will be consistent in messaging these families who need to be in the SARB process.
3. My office assistant and i will meet once a month to discuss families who are struggling with attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Not applicable to our site.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	1	6

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

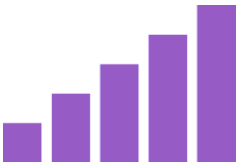
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.5% suspended at least one day	0% suspended at least one day	Less than 11 Students
434 Students	87 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
4 Students	60 Students	75 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Low	No Performance Level
Less than 11 Students	Less than 11 Students	0.8% suspended at least one day	Less than 11 Students
1 Student	1 Student	119 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0.5% suspended at least one day
45 Students	73 Students		187 Students

Conclusions based on this data:

1. We do well working with students and their families, not using suspension as a disciplinary tool.