



# School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bonita Canyon Elementary School	30-73650-6097042	May 14, 2024	June 25, 2024

## Purpose and Description

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

### School Wide Program

This school plan describes a School Wide Program that includes strategies, actions and services to support and advance each student to the best of our ability.

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Needs Assessment..... 3
- Priority Focus Areas/Identified Needs..... 5
- Educational Partner Involvement ..... 6
- Annual Review ..... 6
- Resource Inequities ..... 7
- Priority Focus Area (Goal) 1: ..... 8
- Priority Focus Area (Goal) 2: ..... 10
- Priority Focus Area (Goal) 3: ..... 12
- LCAP ITEM (High School & Middle Schools Only): ..... 14
- LCAP ITEM (Elementary Schools Only): ..... 14
- ATSI Identified Schools..... 15
- Budget Summary ..... 17
  - Budget Summary ..... 17
  - Other Federal, State, and Local Funds ..... 17
- Budgeted Funds and Expenditures in this Plan ..... 18
  - Funds Budgeted to the School by Funding Source..... 18
  - Expenditures by Funding Source ..... 18
  - Expenditures by Budget Reference ..... 18
  - Expenditures by Budget Reference and Funding Source ..... 18
  - Expenditures by Goal ..... 18
- Recommendations and Assurances ..... 19
- School Site Council Membership ..... 20
- School and Student Performance Data ..... 21
  - Student Enrollment..... 21
  - CAASPP Results..... 23
  - ELPAC Results ..... 27
  - California School Dashboard ..... 31
- Instructions..... 45
- Appendix A: Plan Requirements ..... 52
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... 55
- Appendix C: Select State and Federal Programs ..... 58

# Needs Assessment

## Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
<b>Data Analyzed</b>	We analyzed the California Dashboard to see how well our students are meeting grade level standards. At first look we are doing very well in the area of student literacy. We also looked at our LPA data from the 22-23 school year since Science of Reading was a focus in our PLCs.
<b>Strengths</b>	Our dashboard data indicates that we don't have student groups below the green category and only one student group, students with disabilities, in the green category. As a school we are 74.3 above standard and our students increased by 13.1 points. In particular, we are most proud that our SED population is now 47 points above standard and grew 44.2 points last year. Our LPA data shows students in grades K-2 are at 75% proficient at their grade level standards as measured by End of Year data.
<b>Areas for Growth</b>	We need to focus more on grades 3-6 as we still have 12% or 27 students who are below standard on the CAASPP.
<b>Questions &amp; Key Findings</b>	We are looking forward to seeing the 23-24 data as we have made literacy across all grade levels, Science of Reading in particular, a schoolwide focus this year. Our hope is that all subgroups will increase with more targeted instruction.

	Math
<b>Data Analyzed</b>	We analyzed the California Dashboard to see how well our students are meeting grade level standards. We are doing very well in the area of mathematics. We also looked at our Math End of Year data from the 22-23 school year.
<b>Strengths</b>	Our dashboard data indicates that we don't have student groups below the green category and two student groups, white/students with disabilities, in the green category. As a school we are 44.8 above standard and our students increased by 10.9 points. In particular, we are most proud that our SED population is now 2.3 points above standard and grew 29.7 points last year. Our Math data shows students in grades 1-6 are at 80% proficient at their grade level standards as measured by End of Year data.
<b>Areas for Growth</b>	We need to focus more on grades 3-6 as we still have 26% or 63 students who are below standard on the CAASPP.
<b>Questions &amp; Key Findings</b>	Since the pandemic we have not shown growth in Math CAASPP scores. This generated a discussion that led us to implement adopting district materials with fidelity across all grade levels.

	SEL/Behavior
<b>Data Analyzed</b>	4-9-2024-Annual Survey
<b>Strengths</b>	Teacher perception of student stress levels is up 42%, believing students are showing lower stress levels. This school year has seen a significant decrease in suspensions with only two days this year schoolwide.
<b>Areas for Growth</b>	Staff survey results indicate 20% of our staff don't feel they know how to respond to bullying.

	<b>SEL/Behavior</b>
<b>Questions &amp; Key Findings</b>	This would be a good area to explore leadership discussion and possible professional development.

	<b>School Climate</b>
<b>Data Analyzed</b>	4-9-2024-Annual Survey
<b>Strengths</b>	Over 80% of all stakeholder groups are satisfied/very satisfied with our sense of community. 94% our staff believes they are supported by district-level administrators. (Up 38%) All stakeholder groups increase by 7% or more when asked if students understand what they need to do to improve.
<b>Areas for Growth</b>	54% our our students surveyed say they don't feel comfortable making mistakes in class. This was a goal this year and we saw no change.
<b>Questions &amp; Key Findings</b>	We need to make this topic a priority so that more Bonita Canyon students understand that making mistakes is a critical part of their learning and we expect them to make mistakes and grow from them here at school.

	<b>College and Career Readiness (High Schools Only)</b>
<b>Data Analyzed</b>	
<b>Strengths</b>	
<b>Areas for Growth</b>	
<b>Questions &amp; Key Findings</b>	

## Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

**(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)**

We need to focus more on grades 3-6 math as we still have 26% or 63 students who are below standard on the CAASPP. Since the pandemic, our curriculum offered for math has not been consistent. We are addressing this critical issue by mandating all grade levels use the district adopted materials next year. We have also implemented Running Records for math through >6 hours of Professional Development this spring. We are hopeful these two significant changes will help students reach their goals.

# Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

## Involvement Process for the SPSA and Annual Review and Update

The SPSA was created by our 23-24 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 in the upcoming school year. This year we are using SEL data, Hanover survey results, CAASPP and school literacy and math testing 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.

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts for each goal.

### ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Goal #1: We believe all students at Bonita Canyon can and will be reading at benchmark. 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. This year we implemented a focus on the science of reading and we feel it went very considering our low numbers of students needing Tier 3 supports as the year went along. Being our first year with a Tier 3 intervention teacher we are still looking for this to be a goal of ours until we fell even more confident about the systems we have in place and how they are evolving with support from our whole staff and their feedback.

Goal #2: 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. We now see our EL students at 20.2 above the standard and the other two focus groups dropped to levels below population sizes that gave us data. Our implementation went as planned and we hopeful for more of the same increases next year.

Goal #3: 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. This hasn't changed int he past year and will become more of a focus for our school sitewide in the upcoming year.

Which strategies were most effective? Least effective?

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

There really wasn't any. Our plan was implemented and went off as we anticipated.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

We will be making students' understanding of how making mistakes is part of the learning process more of a priority.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (Schools that are eligible for ATSI are required to conduct a resource equity analysis to identify any inequities).

Questions to reflect on before completing this section:

- Do all at-risk students have access to interventions and additional support as needed?
- How do you determine which students participate in interventions?
- How are funds allocated to meet the needs of at-risk students?
- How is personnel assigned to support at-risk students?
- Do at-risk students have access to the most experienced and effective teachers?
- Do all students have access to technology and other instructional materials?
- Do all students have access to core texts to use at school and at home?
- What are the suspension rates across student groups?
- What is your school's reclassification rate?

# Priority Focus Area (Goal) 1:

We believe all students at Bonita Canyon can and will be reading at benchmark by the end of 2024-25. 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.

## Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
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 in Tier 2 and Tier 3 supports.
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 focused on literacy instruction and what best practices are for each grade level.	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 trainings will provide the knowledge of best first instruction, district adopted material and how to use educlimber data to ensure our goal is met.

## Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<b>YEAR 1:</b> Continue to refine agenda, more specific to our 2024-25 PLC goals Meetings are attended by either TOSA or Principal to support and help remove any roadblocks the team encounters	<b>YEAR 1:</b> LCFF Base LCFF Supplemental	<b>YEAR 1:</b>	<b>YEAR 1:</b> Whole Population	<b>YEAR 1:</b> MTSS Team Principal



<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>PLCs analyze/review student data from site-based common formative and summative assessments and SBAC to drive upcoming instruction</p> <p>Provide intervention support for students not demonstrating mastery on learning targets</p> <p>Provide enrichment/challenge opportunities for students throughout the year</p> <p>Implement intervention time during instructional day (Aide Support during WIN time four days a week)</p> <p>Design trainings around supporting students in making them feel comfortable with mistakes in the classroom and how they learn from them</p> <p><b>YEAR 2:</b></p> <p><b>YEAR 3:</b></p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>By focusing on this goal in PLCS, data will be analyzed that includes all students and their specific needs</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p><b>Year 1:</b> Literacy Department Trainings, PLC FC Training,</p> <p><b>Year 2:</b> Literacy Department Trainings, PLC FC Training,</p> <p><b>Year3:</b> Literacy Department Trainings, PLC FC Training,</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p><b>Year 1:</b> We will look at all the longitudinal data from Educlimber</p> <p><b>Year 2:</b> We will look at all the longitudinal data from Educlimber</p> <p><b>Year3:</b> We will look at all the longitudinal data from Educlimber</p>			

## Priority Focus Area (Goal) 2:

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.

### Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
SBAC 3rd-6th, spring 2024 data will be used in the fall of 2024	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) 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 (District Adopted Math Curriculum, Common Assessments, 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.
Use of Running Records at all Grade Levels	Not being used yet	All grade level PLCs will be able to speak to specific areas of need concerning their students struggling with math facts and their fluency

### Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<b>YEAR 1:</b>	<b>YEAR 1:</b> LCFF Base	<b>YEAR 1:</b>	<b>YEAR 1:</b>	<b>YEAR 1:</b>

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Develop common grade level math assessments, formative and summative, and use those provided by district TOSAs and utilize Tier 3 Teacher supports Continue to develop common, formative and summative, assessments at each grade level Administer common formative assessments at each grade level throughout the year and evaluate the data to drive next steps in instruction, enrichment and intervention Provide math intervention and math enrichment throughout the year for all students based on student data collected by teachers' common assessments and data analyzed at each PLC meeting Administer Running records at each grade level throughout the year and evaluate the data to drive next steps in instruction and intervention for students<25th%  <b>YEAR 2:</b>  <b>YEAR 3:</b>	LCFF Supplementa l			Classroom Teachers MTSS Team Intervention Team Principal Tier 3 TOSA
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	By focusing on this goal in PLCS, data will be analyzed that includes all students and their specific needs			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<b>Year 1:</b> Math Department Trainings, PLC FC Training,  <b>Year 2:</b> Math Department Trainings, PLC FC Training,  <b>Year3:</b> Math Department Trainings, PLC FC Training,			
How will success be measured? What data will be collected to measure progress and when?	<b>Year 1:</b> We will look at all the longitudinal data from Educlimber and consult progres on Running Records where appropriate  <b>Year 2:</b> We will look at all the longitudinal data from Educlimber and consult progres on Running Records where appropriate  <b>Year3:</b> We will look at all the longitudinal data from Educlimber and consult progres on Running Records where appropriate			

## Priority Focus Area (Goal) 3:

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.

### Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
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.

### Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<b>YEAR 1:</b> Implement the student of the week and monthly reward system for those exhibiting risk taking Hold assemblies to review and support expected behaviors on campus  <b>YEAR 2:</b>  <b>YEAR 3:</b>	<b>YEAR 1:</b> LCFF Base	<b>YEAR 1:</b>	<b>YEAR 1:</b> Whole Population	<b>YEAR 1:</b> Classroom Teacher Intervention Team Principal
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	By focusing on this goal in PLCs and MTSS, data will be analyzed that includes all students and their specific needs			
What professional learning will be offered to staff to support these actions? How will the	<b>Year 1:</b> PLC Trainings, ERC Support			

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
staff be supported during implementation?	<b>Year 2:</b> PLC Trainings, ERC Support  <b>Year3:</b> PLC Trainings, ERC Support			
How will success be measured? What data will be collected to measure progress and when?	<b>Year 1:</b> We will look at all the longitudinal data from the IUSD Annual Survey  <b>Year 2:</b> We will look at all the longitudinal data from the IUSD Annual Survey  <b>Year3:</b> We will look at all the longitudinal data from the IUSD Annual Survey			

## LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding for the following:

- impacted and intervention sections?
- site funding to support intervention programs before, during and after school?
- student support and safety?

## LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding for the following:

- instructional aides allocated from the LCAP?
- site funding to support intervention programs before, during and after school?
- support TOSA/AP?

Instructional assistants support students across all grade levels. They work on a schedule that allows for support during WIN time and GEt Ready support for our EL students at all grade levels. They are provided with professional learning opportunities to continually improve their strategies to support students.

Intervention opportunities are provided for students during instruction time during the day. Data analysis allows the team to determine what interventions are needed and what students would best benefit from them.

Our site support TOSA provides academic, behavioral and social-emotional support to students across the grade levels. Our TOSA also supports teachers and staff in the day to day operations of the school site.

# ATSI Identified Schools

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. Indicate the area which led to eligibility for ATSI and briefly describe the purpose of this plan.

Bonita Canyon Elementary School has been identified for Additional Targeted Support and Improvement (ATSI) in the area of .

This ATSI Plan is aligned to the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. It will establish a goal to address the identified need for additional targeted support and improvements. This goal will be established based on measurable metrics and the strategies/actions will outline what will be implemented to attain the expected outcomes. Budgets, funding sources and people responsible will be indicated for the strategies and actions.

How were Educational Partners involved in the ATSI plan?

ATSI Plan:

Goal:

Identified Need

Metric	Baseline	Expected Outcome

Strategies & Actions:	Funding Source	Budgeted	Persons
PDs from Edtech Mentors to show teachers the model from which they can create			
Follow up opportunities offered to teachers on a monthly basis to continue the learning offered at our school wide PD sessions			

## ATSI Annual Review (2023-2024)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

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

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

## Expenditures by Goal

Goal Number	Total Expenditures
ATSI Goal	

# Recommendations and Assurances

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

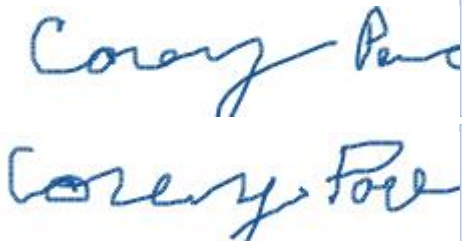
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

**Signature**

**Committee or Advisory Group Name**



Corey Pace  
Corey Pace

English Advisory Committee

Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/24/24.

Attested:



Corey Pace

Principal, Corey Pace on 05/24/24

SSC Chairperson, Lindsay Smith on 5/24/2024

# School Site Council Membership

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

School Principal

Classroom Teachers

Name of Members	Role
Rhianna Nazari	Classroom Teacher
Kristi Arledge	Classroom Teacher
Nicole Stotts	Classroom Teacher Parent or Community Member
Lindsay Smith	Parent or Community Member
Xiao Han	Parent or Community Member
Edward Alberola	Parent or Community Member
Corey Pace	Principal

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Bonita Canyon Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.25%	0.25%		1	1
African American	0.5%	0.25%	0%	1	1	0
Asian	24.0%	25.19%	27.72%	52	99	112
Filipino	1.4%	2.04%	1.98%	3	8	8
Hispanic/Latino	7.8%	10.18%	10.15%	17	40	41
Pacific Islander	%	%	0%		0	0
White	52.5%	44.78%	42.57%	114	176	172
Multiple/No Response	13.4%	11.20%	13.86%	29	44	56
<b>Total Enrollment</b>				217	393	404

### 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
<b>Total Enrollment</b>	217	393	404

#### Conclusions based on this data:

1. We are coming back and are more stable after the inconsistency of the pandemic years

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	16	53	43.8%	17.00%	58.20%

### Conclusions based on this data:

1. We are growing in our EL numbers
2. We are bolstering our EL intervention because of our growing numbers and the disbanding of the district EL regional classes.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		38.10	49.06		53.97	45.28		7.94	5.66
<b>Grade 4</b>		33.96	50.79		52.83	44.44		13.21	4.76
<b>Grade 5</b>		45.59	48.98		39.71	48.98		14.71	2.04
<b>Grade 6</b>		37.70	43.48		55.74	50.72		6.56	5.80
<b>All Grades</b>		39.18	47.86		50.20	47.44		10.61	4.70

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		26.98	32.08		69.84	58.49		3.17	9.43
<b>Grade 4</b>		20.75	26.98		67.92	68.25		11.32	4.76
<b>Grade 5</b>		26.47	30.61		69.12	57.14		4.41	12.24
<b>Grade 6</b>		27.87	26.09		68.85	71.01		3.28	2.90
<b>All Grades</b>		25.71	28.63		68.98	64.53		5.31	6.84

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		30.16	39.62		65.08	58.49		4.76	1.89
<b>Grade 4</b>		33.96	34.92		56.60	61.90		9.43	3.17
<b>Grade 5</b>		39.71	38.78		52.94	57.14		7.35	4.08
<b>Grade 6</b>		34.43	43.48		65.57	53.62		0.00	2.90
<b>All Grades</b>		34.69	39.32		60.00	57.69		5.31	2.99

**Conclusions based on this data:**

1. Our teachers and students are performing at a very high level.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		37.10	48.21		48.39	46.43		14.52	5.36
<b>Grade 4</b>		33.33	35.38		55.56	56.92		11.11	7.69
<b>Grade 5</b>		34.85	40.00		57.58	48.00		7.58	12.00
<b>Grade 6</b>		35.48	37.14		54.84	54.29		9.68	8.57
<b>All Grades</b>		35.25	39.83		54.10	51.87		10.66	8.30

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		38.71	50.00		53.23	46.43		8.06	3.57
<b>Grade 4</b>		44.44	43.08		48.15	49.23		7.41	7.69
<b>Grade 5</b>		36.36	38.00		60.61	56.00		3.03	6.00
<b>Grade 6</b>		38.71	37.14		56.45	51.43		4.84	11.43
<b>All Grades</b>		39.34	41.91		54.92	50.62		5.74	7.47

**Conclusions based on this data:**

1. We need to focus more on Math and move our newly met students to met.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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	7
1	*	*	*	*	*	*	*	*	*	7	5	*
2	*	*	*	*	*	*	*	*	*	7	6	7
3	*	*	*	*	*	*	*	*	*	8	8	6
4	*	1551.9	*	*	1577.1	*	*	1526.3	*	9	11	5
5	*	*	*	*	*	*	*	*	*	*	7	5
6	*	*	*	*	*	*	*	*	*	*	4	6
<b>All Grades</b>										36	48	38

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	39.58	39.47	33.33	39.58	36.84	8.33	12.50	7.89	8.33	8.33	15.79	36	48	38

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	60.53	22.22	29.17	18.42	5.56	8.33	7.89	8.33	6.25	13.16	36	48	38

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	26.32	27.78	25.00	21.05	11.11	35.42	31.58	13.89	14.58	21.05	36	48	38

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	42.11	22.22	35.42	44.74	5.56	8.33	13.16	36	48	38

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	68.42	33.33	31.25	13.16	11.11	6.25	18.42	36	48	38

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	18.42	36.11	41.67	55.26	16.67	27.08	26.32	36	48	38

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	39.47	44.44	66.67	47.37	13.89	6.25	13.16	36	48	38

**Conclusions based on this data:**

1. I'll be curious to see how are students do this year considering the growing number of EL students at our school

- 
2. We started using an EL intervention program for the first time this year, the data will be telling if it was helpful

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>404</b>	<b>11.1</b>	<b>9.4</b>	
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	9.4
Foster Youth		
Homeless	3	0.7
Socioeconomically Disadvantaged	45	11.1
Students with Disabilities	64	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.2
Asian	112	27.7
Filipino	8	2
Hispanic	41	10.1
Two or More Races	56	13.9
White	172	42.6

### 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





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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Blue		

#### 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.
2. This year we have had much less suspensions which will see us have no orange on the dashboard

# School and Student Performance Data

## Academic Performance English Language Arts

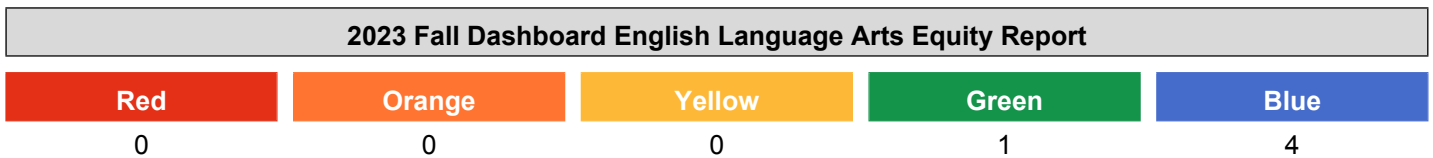
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>74.3 points above standard</p> <p>Increased +13.1 points</p> <p>243 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>63.1 points above standard</p> <p>Increased Significantly +17.6 points</p> <p>57 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>47 points above standard</p> <p>Increased Significantly +44.2 points</p> <p>32 Students</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>0.1 points below standard</p> <p>Increased +5.5 points</p> <p>39 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students  1 Student	 Blue 93.2 points above standard Maintained -1.4 points  70 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
45.2 points above standard Increased Significantly +23.3 points  28 Students	70.8 points above standard Increased Significantly +19.2 points  33 Students	 No Performance Color 0 Students	 Blue 68.6 points above standard Increased Significantly +15.4 points  95 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
36.5 points below standard Increased Significantly +40.2 points  13 Students	92.5 points above standard Increased +12.1 points  44 Students	74.7 points above standard Increased +12.8 points  160 Students

**Conclusions based on this data:**

1. We need to look closely at how we are differentiating instruction for our current EL students and our interventions.
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

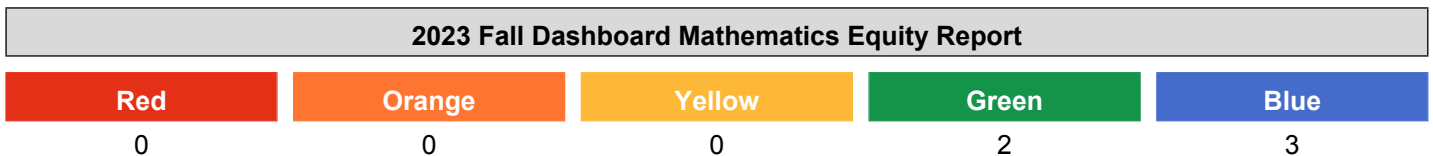
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue	 Blue	 No Performance Color
44.8 points above standard	43.7 points above standard	0 Students
Increased +10.9 points	Increased Significantly +19.4 points	
241 Students	56 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students	 Blue	 Green
2 Students	2.3 points above standard	19.9 points below standard
	Increased Significantly +29.7 points	Increased Significantly +17.8 points
	30 Students	37 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students  1 Student	 Blue 85.2 points above standard Maintained -1 points  70 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
29.2 points above standard Increased Significantly +34.5 points  27 Students	34.7 points above standard Increased Significantly +24.1 points  33 Students	 No Performance Color 0 Students	 Green 26.3 points above standard Increased +7.2 points  94 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
31.3 points below standard Increased Significantly +23.5 points  13 Students	66.4 points above standard Increased Significantly +19.5 points  43 Students	38.4 points above standard Increased +10.5 points  160 Students

#### Conclusions based on this data:

1. Our Socioeconomically disadvantaged students 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

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
64.7 points above standard making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	4	0	11

#### 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.
2. We will continue to pull students in this area for intervention to support their english growth

# School and Student Performance Data

## Academic Performance College/Career Report

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

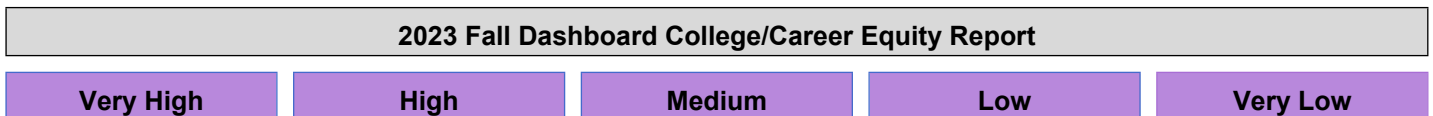
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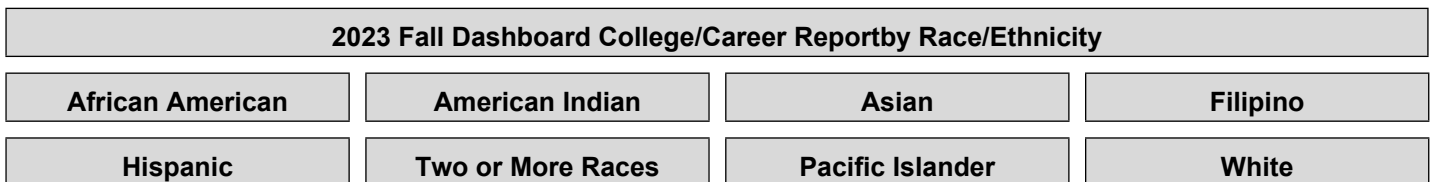
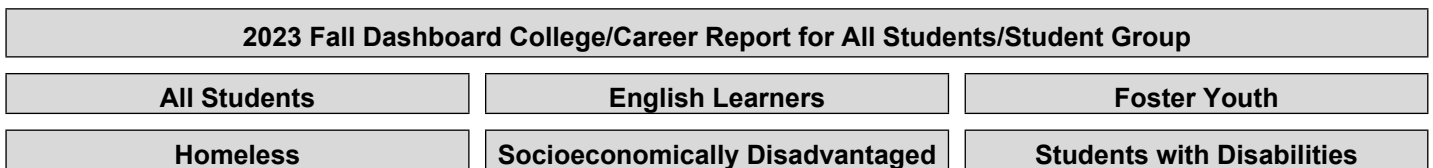
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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.



### Conclusions based on this data:

1. Not applicable to our site.
2. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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






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



This section provides number of student groups in each level.









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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 10.4% Chronically Absent Declined Significantly -3.9 422 Students	 Orange 17.4% Chronically Absent Increased 4.5 46 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 3 Students	 Orange 22.4% Chronically Absent Declined -5.9 58 Students	 Orange 23.3% Chronically Absent Declined -3.4 73 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students  1 Student	 Green 7.6% Chronically Absent Declined -2.2  118 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 23.3% Chronically Absent Increased 4.7  43 Students	 Green 5.9% Chronically Absent Declined -6.8  68 Students	 No Performance Color 0 Students	 Yellow 11.4% Chronically Absent Declined Significantly -4.9  184 Students

**Conclusions based on this data:**

1. We need to address attendance and determine if there are specific reasons for this data and address each family..
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.

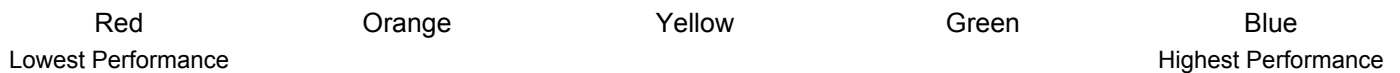
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

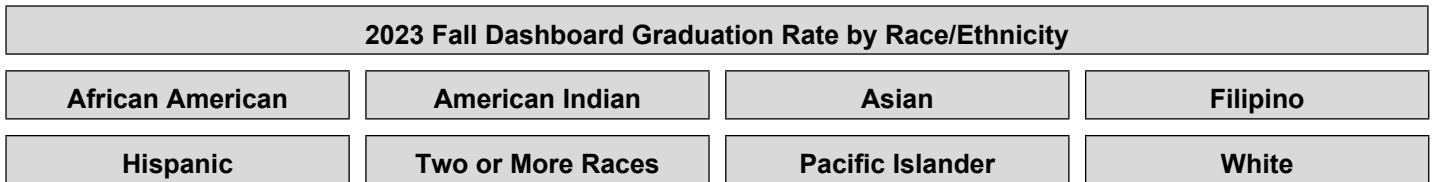
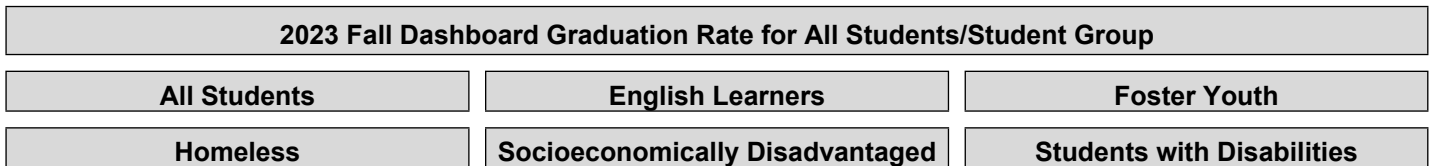
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



### Conclusions based on this data:

1. Not applicable to our site.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

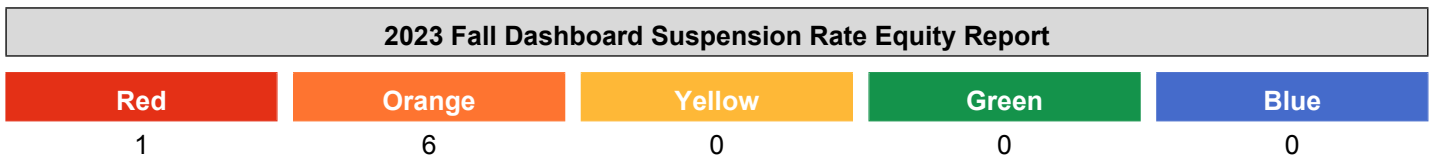
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.9% suspended at least one day</td> </tr> <tr> <td>Increased 1.4 426 Students</td> </tr> </tbody> </table>	All Students	 Orange	1.9% suspended at least one day	Increased 1.4 426 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.5% suspended at least one day</td> </tr> <tr> <td>Increased 6.5 46 Students</td> </tr> </tbody> </table>	English Learners	 Red	6.5% suspended at least one day	Increased 6.5 46 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
All Students													
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Foster Youth													
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0 Students													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students 3 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.4% suspended at least one day</td> </tr> <tr> <td>Increased 3.4 58 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	3.4% suspended at least one day	Increased 3.4 58 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.7% suspended at least one day</td> </tr> <tr> <td>Increased 2.7 74 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	2.7% suspended at least one day	Increased 2.7 74 Students	
Homeless													
Less than 11 Students 3 Students													
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Increased 3.4 58 Students													
Students with Disabilities													
 Orange													
2.7% suspended at least one day													
Increased 2.7 74 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 1 Student	 Orange 1.7% suspended at least one day Increased 0.8 121 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.7% suspended at least one day Increased 4.7 43 Students	 Orange 1.5% suspended at least one day Increased 1.5 68 Students	 No Performance Color 0 Students	 Orange 1.6% suspended at least one day Increased 1.1 185 Students

**Conclusions based on this data:**

1. We do well working with students and their families, not using suspension as a disciplinary tool.
2. 23-24 numbers have decreased

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the



baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>



## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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