



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	30-73650-6097042	May 7, 2025	June 24, 2025

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.

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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	
Data Analyzed	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 24-25 school year since Science of Reading has been a focus in our PLCs.
Strengths	Our dashboard data indicates that we have only one student group below the green category and only one student group, students with disabilities in the orange category. As a school we are 74.3 above standard (Equal to last year). In particular, we are most proud that our Asian population is now 99 points above standard and grew 5.8 points last year. Our LPA data shows students in grades K-2 are at 80% proficient at their grade level standards as measured by End of Year data.
Areas for Growth	We must analyze why, even though our scores are very high, we had some decline that was outside 2-3% on our CAASPP scores last year. We will revisit these numbers over to see where we are.
Questions & Key Findings	We are looking forward to seeing the 24-25 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	
Data Analyzed	We analyzed the California Dashboard to see how well our students are meeting grade level standards. We also looked at our Math End of Year data from the 23-24 school year.
Strengths	Our dashboard data indicates that we have only one group below the green category and three student groups, English Learners, Asian and SED students in the green category. As a school we are 53.8 above standard and our students increased by 9 points from last year. In particular, we are most proud that our White population are now 38.8 points above standard and grew 12.5 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.
Areas for Growth	We need to focus more on our Student with Disabilities who are not only 30 points below the standard they fell 10 points last year CAASPP.
Questions & Key Findings	Over the past few years we have been inconsistent in our math progress in our Math CAASPP scores. This generated a discussion that led us to implement adopting district materials with fidelity across all grade levels and piloting "Running Records" to find where our students have deficiency in their knowledge. We are directly addressing the needs we find in our PLCs.

SEL/Behavior	
Data Analyzed	2025-Annual Survey

SEL/Behavior	
Strengths	42% more of the teachers believe students are showing lower stress levels. This school year has seen a significant decrease in suspensions with only two days this year schoolwide.
Areas for Growth	Staff survey results indicate 20% of our staff don't feel they know how to respond to bullying and we still have 50% of our students not feeling it's a part of the learning process to make mistakes in class.
Questions & Key Findings	This would be a good area to explore leadership discussion and possible professional development. We still must close the gap between student and teacher perception around making mistakes in class and it is an integral part of the learning process. We address this in the School Climate section as well.

School Climate	
Data Analyzed	2025 - Annual Survey
Strengths	Over 85% of all stakeholder groups are satisfied/very satisfied with our sense of community. 100% our staff believes their grading accurately reflects student learning of the content standards. 82% of students report understanding the connection between what they learn in class and its real-world application.
Areas for Growth	52% of our students surveyed say they don't feel comfortable making mistakes in class. This was a goal this year and we saw no change and it must become more of a priority for us to address.
Questions & Key Findings	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. Our Leadership team will make this a priority to brainstorm ideas for how this number can change for the better.

College and Career Readiness (High Schools Only)	
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

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.)

Our curriculum offered for math has not been consistent. We are addressing this critical issue by continuing to mandate that all grade levels use the district adopted materials next year for consistency of academic language and consistency of process for our students. We have also implemented Running Records for math Professional Development this spring. We are hopeful these two significant changes will help students reach their goals and identify the areas off need for our students so that our PLCs can be more targeted in their intervention strategies.

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

We actively engage our PTA Executive Board, School Site Council, and School Leadership Team in analyzing our academic and annual survey data to identify key areas of focus. Together, we celebrate our successes and take an honest look at areas where growth is needed. These groups meet at least four times per year—often more—to ensure ongoing dialogue and shared accountability. Through these open discussions with our community partners, we remain committed to continuous improvement and transparency. School Site council met 11/14/2024, 1/16/2025, 3/6/2025 and 5/7/2025.

Annual Review

SPSA Year Reviewed: 2024-25

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?

All strategies outlined in our SPSA were fully implemented during the past year. While we are proud of this progress, we recognize that continued refinement and focus are necessary to achieve the level of student outcomes we are striving for. Implementation alone is not enough—ongoing analysis, collaboration, and targeted support will be essential as we work to deepen the impact of these strategies and close remaining gaps in student achievement.

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.

We still need to address the lack of growth in math scores in both our CAASPP scores and our scores entered into EduClimber.

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

One area of concern identified through our data review and staff feedback is the lack of consistency in math instruction across grade levels. This inconsistency has contributed to gaps in academic language and varied instructional processes, ultimately impacting student achievement and progress.

Planned Actions/Changes:

To address this, we will require all grade levels to implement the district-adopted math curriculum with fidelity beginning next school year. This action is intended to ensure vertical and horizontal alignment of instruction, providing students with a consistent and coherent learning experience. In addition, we have initiated the use of Math Running Records as part of our professional development this spring. This formative assessment tool will support teachers in identifying specific student needs and misconceptions, allowing for more targeted and responsive instruction during PLC collaboration.

We are confident that these two focused actions—curriculum alignment and data-informed instruction—will support student growth in mathematics and strengthen the effectiveness of our intervention strategies.

Priority Focus Area (Goal) 1:

We believe all students at Bonita Canyon can and will be reading at benchmark by the end of the 2025–26 school year. Given our small school size and relatively stable student population, we see this as an attainable and realistic goal. To achieve this, we will closely monitor student literacy progress through ongoing analysis of EduClimber data, allowing us to identify trends, gaps, and individual needs. Additionally, we will provide targeted professional development to ensure that all Bonita Canyon teachers are equipped with and consistently applying research-based best practices in literacy instruction.

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Summative Assessments, Formative Assessments, District provided assessments	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.	District literacy assessments are administered up to four times per year for students who are not yet meeting grade-level benchmarks. This ongoing assessment cycle provides timely data that helps us identify the specific needs of students performing below benchmark. Professional Learning Communities (PLCs) use this data to collaboratively determine targeted instructional strategies and interventions, ensuring students receive support in the most critical areas of reading development. Measurable Outcomes: By June 2025, at least 80% of students in grades K–3 will meet or exceed grade-level reading benchmarks as measured by district literacy assessments. All identified students not meeting benchmark will show measurable growth (at least one year's worth) in reading proficiency, as evidenced by progress monitoring data.	By June 2026, 90% of students in grades K–3 will meet or exceed grade-level reading benchmarks as measured by district literacy assessments. All students identified as performing below benchmark will continue to demonstrate at least one year's growth in reading proficiency, supported by targeted instruction and intervention. Grade-level PLCs will refine their data practices by deepening their use of EduClimber analytics to monitor progress, adjust interventions, and document impact on a quarterly basis.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		100% of grade-level PLCs will implement targeted reading interventions based on assessment data and document impact quarterly through EduClimber.	
Professional development focused on literacy instruction and what best practices are for each grade level.	PD opportunities focused on educ climber 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.	<p>Professional development opportunities will center on strengthening instructional practices and data-driven decision-making. Key areas of focus will include:</p> <p>Effective use of EduClimber for data review and progress monitoring</p> <p>Deepening teacher knowledge and implementation of district-adopted literacy materials as the core curriculum</p> <p>Integration of district-created resources to enhance literacy instruction</p> <p>Use of differentiated materials to support both intervention and enrichment</p> <p>The design and implementation of these professional learning experiences will be guided by our school's MTSS team to ensure alignment with student needs and school-wide goals.</p>	<p>Building on the foundation established in 2025–26, professional development in 2026–27 will focus on refining instructional practices and sustaining effective systems. Emphasis will be placed on:</p> <p>Advanced analysis of student progress using EduClimber to inform real-time instructional adjustments</p> <p>Deepening instructional expertise in small group reading instruction and targeted intervention</p> <p>Integrating enrichment strategies that extend learning for students at or above benchmark</p> <p>Strengthening vertical alignment of literacy instruction across grade levels</p> <p>The MTSS team will continue to guide this work, ensuring that professional learning remains responsive to student outcomes and grounded in schoolwide data trends.</p>

Actions, Strategies, and Expenditures:

Actions and Strategies: 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>YEAR 1:</p> <p>Continue to refine agenda, more specific to our 2024-25 PLC goals</p> <p>Meetings are attended by either TOSA or Principal to support and help remove any roadblocks the team encounters</p> <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>YEAR 1:</p> <p>LCFF Base LCFF Supplements Lottery</p>	<p>YEAR 1:</p> <p>26,843 10,076 2,130</p>	<p>YEAR 1:</p> <p>Whole Population</p>	<p>YEAR 1:</p> <p>MTSS Team Principal</p>
<p>YEAR 2:</p> <p>Continue to refine agenda, more specific to our 2025-26 PLC goals</p> <p>Meetings are attended by either TOSA or Principal to support and help remove any roadblocks the team encounters</p> <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>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>YEAR 2:</p> <p>LCFF Base LCFF Supplements Lottery</p>	<p>YEAR 2:</p> <p>26,843 10,076 2,130</p>	<p>YEAR 2:</p> <p>Whole Population</p>	<p>YEAR 2:</p> <p>MTSS Team Principal</p>
<p>YEAR 3:</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>Year 1: Literacy Department Trainings, PLC FC Training,</p> <p>Year 2: Literacy Department Trainings, PLC FC Training,</p>			

Actions and Strategies: 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
	Year3: Literacy Department Trainings, PLC FC Training,			

Priority Focus Area (Goal) 2:

Teachers will continue to emphasize the development of students' ability to articulate their mathematical thinking through both verbal and written expression. Students will demonstrate mathematical reasoning during class discussions and in written assignments aligned to key grade-level learning targets.

To support this focus, grade-level PLCs will collaborate to design and analyze common formative assessments that measure student understanding of these critical learning targets. The results of these assessments will guide instructional next steps and identify students in need of additional support to master specific concepts.

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
CAASPP 3rd-6th, Spring 2025 data will be used in the fall of 2025	Information analyzed one time per year	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 PLC teams will focus on creating and refining common formative and summative assessments aligned to key learning targets. This work will be documented in PLC agendas a minimum of twice per month, reflecting a consistent emphasis on assessment design and data analysis. The fidelity and consistency of this practice will be monitored by the PLC Facilitator and the Principal to ensure alignment with schoolwide instructional goals and to support targeted intervention planning.	PLC teams will build on their foundational work by refining the quality and alignment of common formative and summative assessments. Agendas will continue to reflect focused assessment work at least twice per month, with an added emphasis on analyzing trends across student performance and adjusting instruction accordingly. PLCs will engage in deeper calibration conversations to ensure consistency in scoring and expectations across classrooms. Monitoring by the PLC Facilitator and Principal will continue, with an increased focus on how assessment data is driving instructional shifts and intervention decisions.	Our goal is to sustain a deeply embedded culture of collaborative, data-driven instruction. PLC teams will not only consistently create and analyze common assessments, but also take increased ownership in leading instructional shifts based on student performance data. Teacher leaders will emerge to facilitate calibration and instructional planning conversations, supporting a schoolwide commitment to equity and high expectations. The focus will be on using assessment data to close achievement gaps, personalize learning, and ensure all students are mastering essential grade-level standards.
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 reach students who need support on specific learning targets.	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	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,

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Also, making sure the core lessons are addressing the need for differentiation and who needs the extra support before the lesson even begins.	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.	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	With the implementation of Math Running Records, we are better equipped to identify and meet the needs of our most at-risk math students. This data allows teachers to pinpoint specific skill gaps and tailor instruction accordingly. Over time, we also expect to see patterns emerge that will inform lesson design and instructional pacing, enabling teachers to proactively address areas of need before they require formal intervention. This approach supports a more responsive and preventative instructional model within our MTSS framework.	In the second year of Math Running Records implementation, we expect to refine how data is used not only for individual intervention, but also to drive grade-level instructional planning. Teachers will use trend data to anticipate common areas of difficulty and design lessons that proactively address these concepts across all tiers of instruction. PLCs will integrate Running Records data into regular data cycles, using it to guide targeted small group instruction and adjust core lesson strategies. As a result, we anticipate earlier skill mastery and a reduction in the number of students requiring Tier 2 and Tier 3 math intervention.

Actions, Strategies, and Expenditures:

Actions and Strategies: 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
YEAR 1: 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	YEAR 1: LCFF Base LCFF Supplements Lottery	YEAR 1: 26,844 10,078 2,130	YEAR 1:	YEAR 1: Classroom Teachers MTSS Team Intervention Team Principal

Actions and Strategies: 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>to drive next steps in instruction, enrichment and intervention</p> <p>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</p> <p>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%</p>				Tier 3 TOSA
<p>YEAR 2:</p> <p>Develop common grade level math assessments, formative and summative, and use those provided by district TOSAs and utilize Tier 3 Teacher supports</p> <p>Continue to develop common, formative and summative, assessments at each grade level</p> <p>Administer common formative assessments at each grade level throughout the year and evaluate the data to drive next steps in instruction, enrichment and intervention</p> <p>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</p> <p>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%</p>	<p>YEAR 2:</p> <p>LCFF Base</p> <p>LCFF Supplements</p> <p>Lottery</p>	<p>YEAR 2:</p> <p>26,844</p> <p>10,078</p> <p>2,130</p>	<p>YEAR 2:</p>	<p>YEAR 2:</p> <p>Classroom Teachers</p> <p>MTSS Team</p> <p>Intervention Team</p> <p>Principal</p> <p>Tier 3 TOSA</p>
YEAR 3:				
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?		<p>Year 1: Math Department Trainings, PLC FC Training,</p> <p>Year 2: Math Department Trainings, PLC FC Training,</p> <p>Year 3: Math Department Trainings, PLC FC Training,</p>		

Priority Focus Area (Goal) 3:

For the past three years, our annual student survey has consistently shown that a significant number of students do not feel comfortable making mistakes at school—despite our ongoing efforts to promote a growth mindset. In the most recent survey, only 52% of students reported feeling safe to make mistakes, compared to 100% of staff who believe they do. This persistent perception gap must be addressed. In 2025–26, we will implement intentional strategies to foster classroom environments where mistake-making is normalized as part of the learning process. Our goal is to increase the percentage of students who report feeling comfortable making mistakes to at least 70% by the end of the school year.

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Annual Survey	Analyzed once per year	Analyzed once per year	Increase, from 50% to 70%, 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.	In the second year of our focused effort to improve student comfort with making mistakes, we will deepen our commitment by shifting from awareness and discussion to measurable classroom practices. Staff meetings and professional development will continue to include this as a standing agenda item, with an increased emphasis on sharing specific strategies, classroom evidence, and student feedback. Grade-level teams will collaborate to develop and refine common practices that promote psychological safety and normalize mistake-making as part of the learning process. Our goal is to increase the percentage of students reporting comfort with making mistakes to at least 80%, using annual survey data as a key measure of progress.	We will deepen our commitment to creating a school culture that encourages risk-taking and views mistakes as essential to learning. Every staff meeting and professional development day will continue to include structured discussions on strategies to support this goal, with grade-level teams sharing practices and outcomes. Additionally, we will implement student-led forums to provide students with a platform to express their experiences and suggestions, ensuring their voices inform our practices. Our aim is to increase the percentage of students who report feeling comfortable making mistakes to at least 70% by the end of the school year.
Informal & Formal surveys of students	Our MTSS team will create surveys to give students three times before the Annual survey is given.	Our MTSS team will create surveys to give students three times before the Annual survey is given.	Student surveys will be used to measure how students are feeling about making mistakes and taking

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
			academic risks following our staff training and ongoing grade-level discussions. These surveys will serve as a key indicator of whether our strategies to promote a growth mindset and safe learning environments are having the intended impact. The feedback will help us evaluate the effectiveness of our efforts and guide adjustments to our approach as needed.

Actions, Strategies, and Expenditures:

Actions and Strategies: 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
YEAR 1: 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	YEAR 1: LCFF Base	YEAR 1: 26,843	YEAR 1: Whole Population	YEAR 1: Classroom Teacher Intervention Team Principal
YEAR 2: Continue the implementation of the student of the week and monthly reward system for those exhibiting risk taking Use Flag Decks and specific assemblies to help address the importance of making mistakes and how that is key to how everyone learns.	YEAR 2: LCFF Base	YEAR 2: 26,843	YEAR 2: Whole Population	YEAR 2: Classroom Teacher Intervention Team Principal
YEAR 3:				
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 staff be supported during implementation?	Year 1: PLC Trainings, ERC Support Year 2: PLC Trainings, ERC Support, Assemblies			

Actions and Strategies: 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
	Year3: PLC Trainings, ERC Support, Assemblies			

Priority Focus Area (Goal) 4:

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

Actions, Strategies, and Expenditures:

Actions and Strategies: 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
YEAR 1: 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	YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2: whole population Whole Population	YEAR 2:
YEAR 3:				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year 3:			

LCAP ITEM (High School & Middle Schools Only):

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

- Impacted and interventions sections?
 - High School - 1 FTE (6 sections)
 - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

LCAP ITEM (Elementary Schools Only):

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

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

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

ATSI Annual Review (2024-2025)

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	\$104,944.00
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 (\$)
LCFF Base	\$80,530.00
LCFF Supplemental	\$20,154.00
Lottery	\$4,260.00

Subtotal of state or local funds included for this school: \$104,944.00

Total of federal, state, and/or local funds for this school: \$104,944.00

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
LCFF Base	80,530.00
LCFF Supplemental	20,154.00
Lottery	4,260.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	80,530.00
	LCFF Supplemental	20,154.00
	Lottery	4,260.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,049.00
Goal 2	39,052.00
Goal 3	26,843.00
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
	English 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 5/7/2025.

Attested:

 	Principal, Corey Pace on 5/7/2025
	SSC Chairperson, Sara Sharif on 5/7/2025

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:

Corey Pace School Principal

Lisa Pursley, Christian Hinkle, Becca Ohlman Classroom Teachers

Nicole Stotts, Sara Sharif, Elmeera Niaki Parent or Community Members

Name of Members	Role
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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. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.25%	0.25%	0.47%	1	1	2
African American	0.25%	0%	0.23%	1	0	1
Asian	25.19%	27.72%	28.64%	99	112	122
Filipino	2.04%	1.98%	2.11%	8	8	9
Hispanic/Latino	10.18%	10.15%	9.39%	40	41	40
Pacific Islander	%	0%	%	0	0	
White	44.78%	42.57%	44.60%	176	172	190
Multiple/No Response	11.20%	13.86%	14.32%	44	56	61
Total Enrollment			393	404	426	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	42	48	36
Grade 1	45	52	66
Grade 2	56	48	57
Grade 3	62	59	55
Grade 4	56	68	60
Grade 5	69	56	69
Grade 6	63	73	58
Total Enrollment	393	404	426

Conclusions based on this data:

1. We could more primary enrollment and are hopeful the addition of the APAAS program will drive siblings to attend Bonita Canyon

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	78	38	50	14.7%	19.8%	11.7%
Fluent English Proficient (FEP)	48	90	87	12.4%	12.2%	20.4%
Reclassified Fluent English Proficient (RFEP)	16	53		43.8%	17.00%	

Conclusions based on this data:

1. Our English Learner population is growing relative to our total school population

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	56	53	63	53	50	63	53	50	100.0	94.6	94.3
Grade 4	55	66	58	53	63	57	53	63	57	96.4	95.5	98.3
Grade 5	69	51	64	68	49	62	68	49	62	98.6	96.1	96.9
Grade 6	63	70	57	61	69	56	61	69	56	96.8	98.6	98.2
All Grades	250	243	232	245	234	225	245	234	225	98.0	96.3	97

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	2484.	2507.	2495.	49.21	60.38	48.00	23.81	24.53	34.00	19.05	13.21	12.00	7.94	1.89	6.00	
Grade 4	2529.	2555.	2549.	50.94	65.08	63.16	30.19	26.98	22.81	5.66	6.35	5.26	13.21	1.59	8.77	
Grade 5	2571.	2592.	2586.	63.24	59.18	54.84	14.71	30.61	35.48	13.24	4.08	8.06	8.82	6.12	1.61	
Grade 6	2606.	2611.	2623.	50.82	55.07	57.14	39.34	31.88	26.79	6.56	5.80	10.71	3.28	7.25	5.36	
All Grades	N/A	N/A	N/A	53.88	59.83	56.00	26.53	28.63	29.78	11.43	7.26	8.89	8.16	4.27	5.33	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.27	49.06	40.00	50.79	47.17	54.00	7.94	3.77	6.00
Grade 4	39.62	39.68	35.09	56.60	58.73	59.65	3.77	1.59	5.26
Grade 5	41.18	48.98	38.71	51.47	44.90	59.68	7.35	6.12	1.61
Grade 6	49.18	50.72	48.21	47.54	40.58	50.00	3.28	8.70	1.79
All Grades	42.86	47.01	40.44	51.43	47.86	56.00	5.71	5.13	3.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.10	49.06	46.00	53.97	45.28	48.00	7.94	5.66	6.00
Grade 4	33.96	50.79	50.88	52.83	44.44	43.86	13.21	4.76	5.26
Grade 5	45.59	48.98	43.55	39.71	48.98	54.84	14.71	2.04	1.61
Grade 6	37.70	43.48	41.07	55.74	50.72	51.79	6.56	5.80	7.14
All Grades	39.18	47.86	45.33	50.20	47.44	49.78	10.61	4.70	4.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.98	32.08	20.00	69.84	58.49	74.00	3.17	9.43	6.00
Grade 4	20.75	26.98	29.82	67.92	68.25	64.91	11.32	4.76	5.26
Grade 5	26.47	30.61	27.42	69.12	57.14	70.97	4.41	12.24	1.61
Grade 6	27.87	26.09	30.36	68.85	71.01	66.07	3.28	2.90	3.57
All Grades	25.71	28.63	27.11	68.98	64.53	68.89	5.31	6.84	4.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.16	39.62	38.00	65.08	58.49	60.00	4.76	1.89	2.00
Grade 4	33.96	34.92	42.11	56.60	61.90	52.63	9.43	3.17	5.26
Grade 5	39.71	38.78	38.71	52.94	57.14	59.68	7.35	4.08	1.61
Grade 6	34.43	43.48	42.86	65.57	53.62	51.79	0.00	2.90	5.36
All Grades	34.69	39.32	40.44	60.00	57.69	56.00	5.31	2.99	3.56

Conclusions based on this data:

- Our percentage of students below the standard has decreased significantly over the past three years in all areas.
- Our 3rd grade reading scores need to be addressed in detail to find out why that grade level's numbers are inconsistent with the other grade levels.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	56	53	62	56	53	62	56	53	98.4	100.0	100
Grade 4	55	66	58	54	65	58	54	65	58	98.2	98.5	100
Grade 5	69	51	64	66	50	64	66	50	64	95.7	98.0	100
Grade 6	63	70	57	62	70	57	62	70	57	98.4	100.0	100
All Grades	250	243	232	244	241	232	244	241	232	97.6	99.2	100

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2474.	2497.	2480.	38.71	50.00	43.40	29.03	32.14	32.08	20.97	12.50	15.09	11.29	5.36	9.43
Grade 4	2515.	2527.	2563.	37.04	35.38	56.90	37.04	35.38	32.76	16.67	20.00	6.90	9.26	9.23	3.45
Grade 5	2572.	2574.	2565.	51.52	50.00	43.75	27.27	24.00	23.44	15.15	18.00	25.00	6.06	8.00	7.81
Grade 6	2593.	2604.	2621.	48.39	50.00	57.89	22.58	20.00	21.05	17.74	24.29	14.04	11.29	5.71	7.02
All Grades	N/A	N/A	N/A	44.26	46.06	50.43	28.69	27.80	27.16	17.62	19.09	15.52	9.43	7.05	6.90

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.10	48.21	45.28	48.39	46.43	45.28	14.52	5.36	9.43
Grade 4	33.33	35.38	55.17	55.56	56.92	39.66	11.11	7.69	5.17
Grade 5	34.85	40.00	34.38	57.58	48.00	53.13	7.58	12.00	12.50
Grade 6	35.48	37.14	47.37	54.84	54.29	47.37	9.68	8.57	5.26
All Grades	35.25	39.83	45.26	54.10	51.87	46.55	10.66	8.30	8.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.71	50.00	37.74	53.23	46.43	52.83	8.06	3.57	9.43
Grade 4	44.44	43.08	55.17	48.15	49.23	39.66	7.41	7.69	5.17
Grade 5	36.36	38.00	25.00	60.61	56.00	71.88	3.03	6.00	3.13
Grade 6	38.71	37.14	50.88	56.45	51.43	42.11	4.84	11.43	7.02
All Grades	39.34	41.91	41.81	54.92	50.62	52.16	5.74	7.47	6.03

Conclusions based on this data:

1. Our math numbers have been very consistent
2. We need to address the percentage of students scoring below the standard and look at getting the percentage below 5%

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 \(ELPAC\)](#) web page or the [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			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*	1439.8	*	*	1452.9	*	*	1408.8	7	7	18	
1	*	*	*	*	*	*	*	*	*	5	*	6	
2	*	*	*	*	*	*	*	*	*	6	7	5	
3	*	*	*	*	*	*	*	*	*	8	6	9	
4	1551.9	*	*	1577.1	*	*	1526.3	*	*	11	5	8	
5	*	*	*	*	*	*	*	*	*	7	5	5	
6	*	*	*	*	*	*	*	*	*	4	6	*	
All Grades										48	38	53	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	22.22	*	*	55.56	*	*	16.67	*	*	5.56	*	*	18
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.58	39.47	37.74	39.58	36.84	41.51	12.50	7.89	15.09	8.33	15.79	5.66	48	38	53

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			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*	16.67	*	*	61.11	*	*	22.22	*	*	0.00	*	*	18	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
4	63.64	*	*	18.18	*	*	18.18	*	*	0.00	*	*	11	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	56.25	60.53	56.60	29.17	18.42	24.53	8.33	7.89	15.09	6.25	13.16	3.77	48	38	53	

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			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*	11.11	*	*	27.78	*	*	55.56	*	*	5.56	*	*	18	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
4	18.18	*	*	27.27	*	*	27.27	*	*	27.27	*	*	11	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	25.00	26.32	18.87	25.00	21.05	37.74	35.42	31.58	28.30	14.58	21.05	15.09	48	38	53	

Listening Domain Percentage of Students by Domain Performance Level for All Students																
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students						
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*	22.22	*	*	77.78	*	*	0.00	*	*	18	*	*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
4	72.73	*	*	18.18	*	*	9.09	*	*	11	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	56.25	42.11	49.06	35.42	44.74	47.17	8.33	13.16	3.77	48	38	53				

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*	44.44	*	*	44.44	*	*	11.11	*	*	*	18
1	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	54.55	*	*	45.45	*	*	0.00	*	*	11	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	62.50	68.42	56.60	31.25	13.16	35.85	6.25	18.42	7.55	48	38	53	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*	22.22	*	*	72.22	*	*	5.56	*	*	*	18
1	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	36.36	*	*	9.09	*	*	54.55	*	*	11	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	18.42	22.64	41.67	55.26	60.38	27.08	26.32	16.98	48	38	53	

Writing Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*	38.89	*	*	50.00	*	*	11.11	*	*	*	18
1	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.08	39.47	26.42	66.67	47.37	62.26	6.25	13.16	11.32	48	38	53	

Conclusions based on this data:

1. Differentiation in our Tier 1 and Tier 2 teaching must continue to be a priority to support our growing English Learner population.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
426	14.8%	11.7%	0.0%
Total Number of Students enrolled in Bonita Canyon.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	11.7%
Foster Youth	0	0.0%
Homeless	3	0.7%
Socioeconomically Disadvantaged	63	14.8%
Students with Disabilities	61	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	2	0.5%
Asian	122	28.6%
Filipino	9	2.1%
Hispanic	40	9.4%
Two or More Races	61	14.3%
Pacific Islander	0	0.0%
White	190	44.6%

Conclusions based on this data:

1. We are a diverse population and need to address that fact when planning all instruction and community building events.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



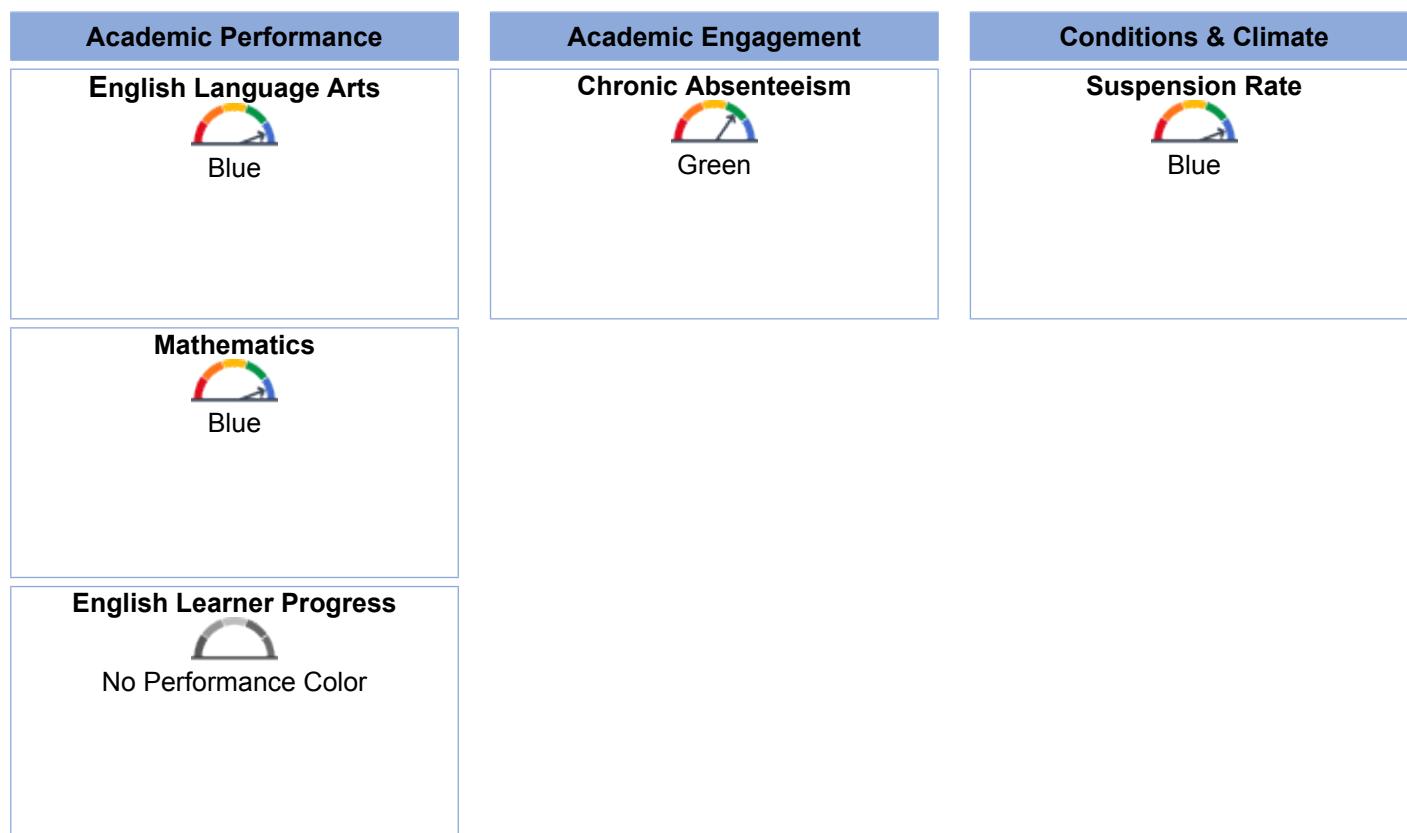
Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. We are a strong school relative to state standards and must strive to maintain the high level of academics we demand from our staff, community and students.

School and Student Performance Data

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	3	1

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students 74.3 points above standard Maintained 0.0 points 228 Students	English Learners 56.3 points above standard Declined 6.8 points 49 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged 26.5 points above standard Declined 20.5 points 33 Students

Students with Disabilities	African American	American Indian
 Orange 6.5 points below standard Declined 6.4 points 31 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 1 Student
Asian	Filipino	Hispanic
 Blue 99.0 points above standard Increased 5.8 points 70 Students	 No Performance Color Less than 11 Students 6 Students	 No Performance Color 72.0 points above standard Increased 26.8 points 23 Students
Two or More Races	Pacific Islander	White
 No Performance Color 53.0 points above standard Declined 17.9 points 28 Students	 No Performance Color Less than 11 Students 0 Students	 Green 63.1 points above standard Declined 5.5 points 98 Students

Conclusions based on this data:

1. Our SWD must become more of a priority when planning student achievement goals

School and Student Performance Data

Academic Performance Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	3	1

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students 53.8 points above standard Increased 9.0 points 232 Students	English Learners 38.0 points above standard Declined 5.7 points 52 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged 6.7 points above standard Increased 4.4 points 35 Students

Students with Disabilities	African American	American Indian
 Orange 30.0 points below standard Declined 10.2 points 32 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 1 Student
Asian	Filipino	Hispanic
 Green 78.7 points above standard Declined 6.5 points 72 Students	 No Performance Color Less than 11 Students 6 Students	 No Performance Color 52.0 points above standard Increased 22.8 points 23 Students
Two or More Races	Pacific Islander	White
 No Performance Color 54.0 points above standard Increased 19.2 points 28 Students	 No Performance Color Less than 11 Students 0 Students	 Blue 38.8 points above standard Increased 12.5 points 100 Students

Conclusions based on this data:

1. Our SWD must become more of a priority when planning student achievement goals

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 No Performance Color 77.3% making progress. Number Students: 22 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2024 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
13.6%	9.1%	0%	68.2%

Conclusions based on this data:

1. Why did 13.6% decrease one level?

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students
7.3% Chronically Absent
Declined 3.1

English Learners
10% Chronically Absent

Long-Term English Learners

Foster Youth

Homeless
 Fewer than 11 students - data not displayed for privacy 3 Students

Socioeconomically Disadvantaged
 11.4% Chronically Absent Declined 11 70 Students

Students with Disabilities	African American	American Indian
 Yellow 14.7% Chronically Absent Declined 8.6 68 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian	Filipino	Hispanic
 Green 6.2% Chronically Absent Declined 1.4 129 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	 Yellow 11.9% Chronically Absent Declined 11.4 42 Students
Two or More Races	Pacific Islander	White
 Green 4.8% Chronically Absent Declined 1.1 63 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 Green 7.9% Chronically Absent Declined 3.6 191 Students

Conclusions based on this data:

1. We are declining in this area, but must maintain our consistency in addressing the families who struggle with consistent attendance

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance
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This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red Orange Yellow Green Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	5

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students Blue 0.4% suspended at least one day Declined 1.4% 449 Students	English Learners Blue 0% suspended at least one day Declined 6.5% 61 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined 3.4% 74 Students

Students with Disabilities	African American	American Indian
 Yellow 2.9% suspended at least one day Maintained 0.2% 69 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian	Filipino	Hispanic
 Blue 0% suspended at least one day Declined 1.7% 133 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	 Blue 0% suspended at least one day Declined 4.7% 45 Students
Two or More Races	Pacific Islander	White
 Yellow 1.6% suspended at least one day Maintained 0.1% 63 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 Blue 0.5% suspended at least one day Declined 1.1% 194 Students

Conclusions based on this data:

1. We do very few suspensions and this data shows that.
2. We are declining in the number of suspensions at our school.

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.

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.

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 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.

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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