



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Canyon Hills Junior High School	36676786109813	April 23, 2024	June 20,2024

Purpose and Description

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

Schoolwide Program

Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes.

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

This plan effectively meets the Every Story Succeeds Act (ESSA) and aligns with the district's three LCAP goals to support all stakeholders and provide input from all stakeholder groups regarding :
LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2, and 7)

LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success (Priority 3,5, and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2023-24 School Quality Survey for parents, students and staff was administered during in winter of 2024. At our school, we had the following numbers of participants for each participating groups:

Parents -- 185

Students- 993

Staff – 52

In the K12 parent survey, we learned the following about our engagement groups:

1. 97% of parents feel that this school keeps families informed of their student's academic progress.
2. 100% of staff feel this school keeps families informed of their student's academic progress.
3. 90% of the students feel that this school keeps families informed of their student's academic progress.

Here are three data points that we can celebrate:

1. 92% of parents say that this school has high learning standards for all students.
2. 98% of staff say that students are academically challenged by their schoolwork.
3. 88% of students say that staff member to whom a student can go for help with a school concern.

Here are three data points that show our opportunities:

1. 81% of parents say that teachers give timely feedback about student work.
2. 88% of staff say that discipline is enforced fairly.
3. 49% of students say that teachers successfully show students how lessons relate to life outside of school.

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 3/23/24, an External TFI completed at Canyon Hills reflected 93% implementation for school-wide PBIS implementation of Tier I, 100% implementation of Tier 2, and 82% implementation of Tier 3.. The PBIS team the following area(s) of focus for the 24-25 school year is to strengthen implementation of the PBIS Rewards System (5 Star).

Through this comprehensive needs assessment process, academic performance, timely teacher feedback, and clarity regarding how lessons relate to life outside of school are our areas of focus. The first goal within this SPSA plan will monitor academic progress.

An LCAP site engagement meeting was held and the following themes emerged from the feedback received through the survey that was provided to parents.

Goal 1: Overall, the feedback for Goal1 indicates the highest levels of positive feedback. One area noted for growth was working with all students to ensure that off task behaviors do not cause distractions from learning.

Goal 2: The survey indicates that staff connectedness is the highest predictor of motivation. One area of suggested growth noted additional group assignments.

Goal 3: Feedback suggests that students will find deeper academic success by engaging in National Competitions and with the support of teachers in demonstrating how their learning applies to real-world experiences.

Classroom Observations

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

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

Two District Collaborative Learning Round (CLR) made up of a team of District Administrators were scheduled to walk through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on the CVUSD 24/25 Areas of Emphasis to ensure high levels of learning for all students.

In addition, the school site instructional leadership team, consisting of one teacher from each department, site administration, collaborated monthly with a focus on the PLC process and the Essential Standards.

Administrators conducted classroom walk-throughs on a regular basis and observations were reflected upon by the Instructional Leadership Team. Observations of the learning environment were based on District wide observables which were created by the Teaching and Learning Taskforce to align with the District's Yellow sheet. Specifically, the Ayala feeder group collected evidence of visible learning as observed by posted Learning Intentions and Success Criteria in all classrooms and students' ability to articulate their learning.

Out feeder group walked classrooms at the following sites this year on the following dates:

Country Springs Elementary: September

Canyon Hills Junior High: January

Ayala High School: February

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2023 to review CVUSD Essential Standards Assessment (ESA) Data and to review progress on our site 22-23 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

SMART Goal 1: On the 2024 CAASPP, the percent of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA will increase from 75.5% to 78.5%, Math will increase from 60% to 63%, and Science will increase from 50% to 56%

SMART Goal 2: By April 2024 (external TFI) we will score a 2 out of 2 on Tier 1 TFI for enhanced classroom procedures and student recognition (1.8) and the related data evaluation. Staff will successfully use the 5 star app to recognize positive behavior.

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ESA Data for August 2023

Essential Standards Baseline Data Math /August 2023

Grade/ Percent Exceeded or Met standard

7th Grade- 58.7%

8th Grade-35.7%

IM1- 78.3%

Essential Standards Baseline Data ELA /August 2023

Grade/ Percent Exceeded or Met standard

7th Grade- 69.1%

8th Grade- 64.0%

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the Common Formative Assessments created through the PLC process as well as CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

Essential Standards Final Benchmark Data Math

Spring 2024 Grade/ Percent Exceeded or Met standard

7th Grade- 67.4%

8th Grade- 43.0%

IM1- 89.3%

Essential Standards Final Benchmark Data ELA /Spring 2024

Spring 2024 Grade/ Percent Exceeded or Met standard

7th Grade- 75.7%

8th Grade- 72.5%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements in the field that they are assigned. We have successfully hired and filled every class with highly qualified teachers.

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

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:

1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.

The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.

The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

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

Staff development is aligned to the district's 2024-2025 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process, Student Engagement, and Essential Standards. Support will also be given in all content areas and Positive School Culture. Our site will hold PD annually to support the instruction of our English Learners.

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right". Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

Teaching and Learning

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

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials. SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student groups were identified in needing support to become proficient: Math - Students with disabilities,

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

Canyon Hills adheres to the current state required daily instructional minutes. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code. A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:

K	36,000
1–3	50,400
4–8	54,000
9–12	64,800

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

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of the following intervention courses or blocks of time: Read 180 (one section) Math 180 (one section).

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

100% of our students have available to them standards-based instructional materials.

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

100% of our students have access to standards-aligned core course and instructional materials.

Opportunity and Equal Educational Access

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

The following services are provided by our regular program that enable under-performing students to meet standards: Math 180, Read 180, Lunch Bunch (lunchtime peer tutoring once students return to campus) Tier II supports for students demonstrating a lack of mastery on Common Formative Assessments.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our Students with disabilities is math is a group that need support. The number of students scoring a nearly met/not met on ESA declined as shown in the data summary pages of this SPSA. Students with disabilities data in math will be evaluated annually through the ESA and SBAC. The three goals within this SPSA plan will monitor the progress of the students with disabilities each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place: School Wide AVID Strategies, annual IEP goals, and Tier II/III small group instruction to support mastery of essential standards.

Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. Canon Hills also have multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

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

The Action Team for Partnership committee collaborates on the development of the engagement policy and the Home School Compact. This committee ensures each site receives SSC approval and distributes a copy to each parent and family member of each student. The Action Team for Partnership meets three times per year as a group of admin, parents, and teachers to discuss the planning, implementation, and evaluation of parent programs. DELAC meets 4 times per year and discuss the planning, implementation, and evaluation of the consolidated application programs. The Parent Engagement Policy is found on our school website and in the lobby of our school office. The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities. The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parents on PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts workshops for parents and family caregivers to support mental health awareness. Our school site has a ELAC and School Site Council.

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Canyon Hills is committed to meaningful educational partner involvement in developing and gaining input on the School Plan for Student Achievement (SPSA). Educational partners including students, parents, and staff were involved in the process. Educational partners reviewed the progress of actions/ services implemented in the past year and reviewed data related to each school goal. Feedback from the 2023-2024 Parent, Student, and Staff Surveys was included as part of the data review. An analysis of progress toward goals, current data, and impact on student learning was done and the SPSA was updated based on identified current learning needs. The 2023-24 SPSA was reviewed and shared with all educational partners and adopted by SSC prior to Board Approval.

School Site Council Meetings were held on: 11/14/23, 12/12/23, 1/30/24, 2/28/23, 3/19/24, 4/23/24. English Language Advisory Council meetings were held on: 10/13/23, 4/5/24.

Resource Inequities

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

Canyon Hills annually reviews our resources to ensure equity among student subgroups. Budget allocations and master schedule are reviewed to ensure equitable resources are allocated to all student groups. Within the academic data it has been identified that students with disabilities can use additional support in ELA and math. To account for the additional support outside the master schedule for students to receive enrichment; the Canyon Hills team is dedicated to ensuring that these students have access to extra curricular and co-curricular clubs to allow access to enrichment. When examining the California Dashboard it is essential to note that Students with Disabilities were the lowest performing subgroup in both ELA and Mathematics. To support academic growth of our SWD, Canyon Hills has increased staffing of collaborations classes for the four core subjects to increase student support.

On the California Dashboard, the following subgroup is falling low in the area of Chronic Absenteeism is Two or More Races.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	543	498	511
Grade 8	576	536	519
Total Enrollment	1,119	1,034	1,030

Conclusions based on this data:

1. The number of eighth graders has declined over the years.
2. Enrollment is decreasing over the 3 years
3. The number of seventh graders is on the rise again

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	58	45	34	5.20%	4.4%	3.3%
Fluent English Proficient (FEP)	320	323	310	28.60%	31.2%	30.1%
Reclassified Fluent English Proficient (RFEP)	16			27.6%		

Conclusions based on this data:

1. Canyon Hills offers English Language Development Courses to all identified English Learners as a means of assuring mastery of the English language. Based upon the first Essential Standard Assessment, Canyon Hills English Learners demonstrated a 20% increase in students meeting and exceeding standards for the first benchmark.
2. 2020-2021 saw the largest percentage of Reclassified Fluent English Proficient (RFEP) in the last three years. The number of reclassified students jumped from 20 student in 19-20 to 23 students in 20-21.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	542	504	509	0	494	506	0	494	505	0.0	98.0	99.4
Grade 8	578	542	518	0	530	514	0	529	513	0.0	97.8	99.2
All Grades	1120	1046	1027	0	1024	1020	0	1023	1018	0.0	97.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2629.	2624.		43.72	41.98		38.46	38.02		12.55	12.87		5.26	7.13
Grade 8		2620.	2633.		34.97	40.35		37.43	32.36		15.31	18.52		12.29	8.77
All Grades	N/A	N/A	N/A		39.20	41.16		37.93	35.17		13.98	15.72		8.90	7.96

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		39.47	39.01		54.86	54.65		5.67	6.34
Grade 8		34.97	33.33		52.55	55.17		12.48	11.50
All Grades		37.15	36.15		53.67	54.91		9.19	8.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		52.02	48.32		42.51	44.55		5.47	7.13
Grade 8		42.16	44.44		45.18	46.20		12.67	9.36
All Grades		46.92	46.37		43.89	45.38		9.19	8.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		26.72	20.79		67.81	71.88		5.47	7.33
Grade 8		22.87	21.64		69.94	71.73		7.18	6.63
All Grades		24.73	21.22		68.91	71.81		6.35	6.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		41.50	42.18		52.63	50.89		5.87	6.93
Grade 8		32.89	42.30		57.66	50.88		9.45	6.82
All Grades		37.05	42.24		55.23	50.88		7.72	6.88

Conclusions based on this data:

1. The data reveals that both the 7th and 8th grade students achieved the highest scores in the Writing on the California Assessment of Student Progress and Performance.
2. Students were the least successful in the Listening section of the assessment, with 20.79% of 7th grade students and 21.64% of 8th grade students scoring Above Standard. This data demonstrates approximately 6% decrease in 7th grade ELA and a 1% drop in 8th grade ELA (when compared to the 2022 CAASPP).
3. When examining trends from the 2022 CAASPP to the 2032 CAASPP it is evident that there is a need to focus CFAs in the claim of Listening so as to provide students with access to this type of testing format to prepare for the CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	542	504	508	0	498	505	0	498	505	0.0	98.8	99.4
Grade 8	578	542	518	0	532	516	0	532	516	0.0	98.2	99.6
All Grades	1120	1046	1026	0	1030	1021	0	1030	1021	0.0	98.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2602.	2614.		42.37	47.52		18.47	17.62		23.49	19.41		15.66	15.45
Grade 8		2591.	2615.		32.89	39.92		19.36	17.05		20.68	24.03		27.07	18.99
All Grades	N/A	N/A	N/A		37.48	43.68		18.93	17.34		22.04	21.74		21.55	17.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		42.97	49.50		41.77	34.26		15.26	16.24
Grade 8		33.71	38.37		44.63	44.77		21.66	16.86
All Grades		38.19	43.88		43.25	39.57		18.56	16.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		37.55	40.20		48.39	45.54		14.06	14.26
Grade 8		30.83	36.24		47.37	48.06		21.80	15.70
All Grades		34.08	38.20		47.86	46.82		18.06	14.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		37.95	38.81		51.81	49.70		10.24	11.49
Grade 8		28.38	31.98		57.14	53.68		14.47	14.34
All Grades		33.01	35.36		54.56	51.71		12.43	12.93

Conclusions based on this data:

1. Canyon Hills Students found the most success on the California Assessment of Student Progress and Performance for Mathematics in the area of Communicating Reasonings; with 35.36% of students scoring Above Standard and 51.71% At scoring Near Standard.
2. The greatest area for growth on the California Assessment of Student Progress and Performance for Mathematics came in the area of Concepts and Procedures; with 16.55% of students Below Standard.
3. While Concepts and Procedures remain the an area of growth for Canyon Hills, it is important to note that the number of students below standard dropped from 18.56% in 2022 to 16.55% in 2023.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1549.3	1557.9	1559.4	1562.1	1557.4	1555.5	1536.1	1557.8	1562.9	28	19	18
8	1543.7	1588.7	1563.0	1543.9	1615.5	1559.0	1543.0	1561.4	1566.7	29	26	23
All Grades										57	45	41

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	33.33	31.58	27.78	22.22	36.84	38.89	22.22	10.53	22.22	22.22	21.05	11.11	27	19	18
8	24.14	46.15	34.78	24.14	19.23	26.09	24.14	19.23	17.39	27.59	15.38	21.74	29	26	23
All Grades	28.57	40.00	31.71	23.21	26.67	31.71	23.21	15.56	19.51	25.00	17.78	17.07	56	45	41

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	44.44	42.11	33.33	25.93	26.32	33.33	14.81	10.53	27.78	14.81	21.05	5.56	27	19	18
8	34.48	61.54	39.13	27.59	7.69	30.43	20.69	15.38	8.70	17.24	15.38	21.74	29	26	23
All Grades	39.29	53.33	36.59	26.79	15.56	31.71	17.86	13.33	17.07	16.07	17.78	14.63	56	45	41

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	14.81	21.05	27.78	29.63	31.58	22.22	14.81	26.32	27.78	40.74	21.05	22.22	27	19	18
8	10.34	19.23	21.74	34.48	30.77	30.43	24.14	23.08	34.78	31.03	26.92	13.04	29	26	23
All Grades	12.50	20.00	24.39	32.14	31.11	26.83	19.64	24.44	31.71	35.71	24.44	17.07	56	45	41

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	25.93	15.79	27.78	59.26	63.16	66.67	14.81	21.05	5.56	27	19	18
8	6.90	34.62	17.39	72.41	53.85	65.22	20.69	11.54	17.39	29	26	23
All Grades	16.07	26.67	21.95	66.07	57.78	65.85	17.86	15.56	12.20	56	45	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	66.67	63.16	55.56	14.81	21.05	33.33	18.52	15.79	11.11	27	19	18
8	51.72	61.54	60.87	31.03	23.08	17.39	17.24	15.38	21.74	29	26	23
All Grades	58.93	62.22	58.54	23.21	22.22	24.39	17.86	15.56	17.07	56	45	41

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	22.22	26.32	27.78	25.93	47.37	33.33	51.85	26.32	38.89	27	19	18
8	31.03	26.92	30.43	20.69	34.62	30.43	48.28	38.46	39.13	29	26	23
All Grades	26.79	26.67	29.27	23.21	40.00	31.71	50.00	33.33	39.02	56	45	41

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.11	26.32	38.89	62.96	63.16	55.56	25.93	10.53	5.56	27	19	18
8	3.45	3.85	17.39	79.31	92.31	73.91	17.24	3.85	8.70	29	26	23
All Grades	7.14	13.33	26.83	71.43	80.00	65.85	21.43	6.67	7.32	56	45	41

Conclusions based on this data:

- Forty-five students took the LPAC in 2021-2022 with 40% of the students achieving level four, 26.67% of students achieving level three, 15.56% of students achieving level two, and 17.78 students achieving level 1.
- Students at Canyon Hills found the most success on the Speaking Domain and Listening Domain of the LPAC with 84.44% and 84.45% of students achieving level's three or four respectively.
- The writing domain should be an area of focus since 80.0% of students scored in somewhat/moderately.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1030	23.8	3.3	0.1
Total Number of Students enrolled in Canyon Hills Junior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	3.3
Foster Youth	1	0.1
Homeless	21	2
Socioeconomically Disadvantaged	245	23.8
Students with Disabilities	90	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	2.2
American Indian	2	0.2
Asian	380	36.9
Filipino	90	8.7
Hispanic	350	34
Two or More Races	31	3
Pacific Islander	5	0.5
White	141	13.7

Conclusions based on this data:

1. Canyon Hill Junior High School is comprised of students from varying backgrounds and needs. Based upon the data provided it is imperative that we build relationships with all students on campus to ensure that each student gets his/her needs met in the educational process.
2. The highest percentage of student groups is our Asian and Hispanic population.
3. Almost 10% of our students are SWD.

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Blue</p></div>	<div>Chronic Absenteeism</div> <div><p>Green</p></div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Blue</p></div>		

Conclusions based on this data:

1. Canyon Hills Junior High School will continue to focus on ensuring that all students receive the highest level of academic rigor, while focusing on school attendance and behavioral expectations.
2. In spite of disruptions to in-person learning due to COVID-19, students returning to school for the 2021-2022 school year scored Very High and High on the Language Arts and Mathematics portions of the 2022 CAASPP,

respectively. Furthermore, English Learning Progress on the ELPAC was identified as Very High denoting growth in achievement levels of students.

3. Chronic absenteeism was high for the 2021-2022 school year and continue to be a focus for growth.

School and Student Performance Data

Academic Performance English Language Arts

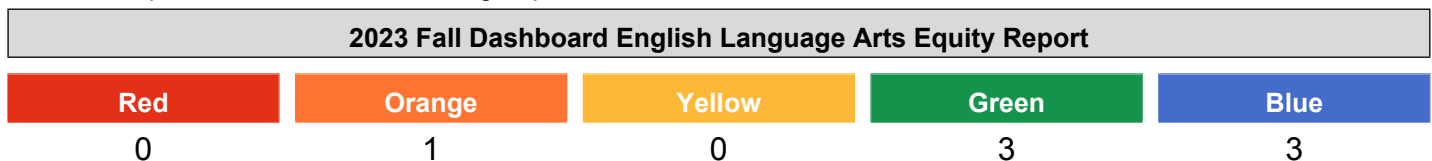
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 70.9 points above standard Increased +4.1 points 997 Students	English Learners Green 32.4 points above standard Decreased -4.6 points 94 Students	Foster Youth Less than 11 Students 1 Student
Homeless 40.8 points above standard Increased +3 points 24 Students	Socioeconomically Disadvantaged Green 33.8 points above standard Decreased -9.6 points 241 Students	Students with Disabilities Orange 53.9 points below standard Decreased -11.8 points 88 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American 15.8 points below standard Decreased -8.7 points 21 Students	American Indian Less than 11 Students 2 Students	Asian  Blue 107.1 points above standard Increased +4.2 points 370 Students	Filipino  Blue 129.3 points above standard Increased Significantly +33.7 points 90 Students
Hispanic  Green 31.1 points above standard Maintained -1 points 338 Students	Two or More Races 61.5 points above standard Decreased Significantly - 23.5 points 27 Students	Pacific Islander Less than 11 Students 5 Students	White  Blue 50.6 points above standard Increased Significantly +15.6 points 136 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 53.8 points below standard Increased +12.2 points 26 Students	Reclassified English Learners 65.4 points above standard Decreased -12.2 points 68 Students	English Only 61.1 points above standard Increased +6.4 points 663 Students
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Conclusions based on this data:

1. Canyon Hills will continue to focus on ways to support Students with Disability in their acquisition of mastery of English Language Arts by create additional sections of Collaboration Classes with scaffolding as support.
2. Students with Disabilities scored the lowest of all subgroups on the CAASPP. Additional inclusion classes were added to the Master Schedule for the 22-23 school year to ensure additional support for SWD.
3. At Canyon Hills two subgroups achieved the score of Very High, five groups achieved the score of High, and one group achieved the score of Low.

School and Student Performance Data

Academic Performance Mathematics

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

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This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	3	3

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 40.4 points above standard Increased Significantly +18.5 points 998 Students	 Green 31.4 points above standard Increased +12.4 points 95 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0.3 points below standard Increased +12 points 24 Students	 Green 2.2 points below standard Increased +14.5 points 243 Students	 Red 106.4 points below standard Maintained -2.3 points 89 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American 60.6 points below standard Increased Significantly +41.3 points 20 Students	American Indian Less than 11 Students 2 Students	Asian  Blue 106.8 points above standard Increased Significantly +21.7 points 371 Students	Filipino  Blue 80.1 points above standard Increased Significantly +20.1 points 90 Students
Hispanic  Green 21.8 points below standard Increased +13.6 points 339 Students	Two or More Races 42.5 points above standard Decreased -4.9 points 27 Students	Pacific Islander Less than 11 Students 5 Students	White  Blue 2.6 points above standard Increased Significantly +27.2 points 136 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 20.9 points below standard Increased Significantly +34.5 points 27 Students	Reclassified English Learners 52.2 points above standard Increased +3.9 points 68 Students	English Only 18.4 points above standard Increased Significantly +20.1 points 663 Students
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Conclusions based on this data:

1. Canyon Hills will continue to focus on ways to support Students with Disability in their acquisition of mastery of Mathematics by create additional sections of Collaboration Classes with scaffolding as support.
2. Additional tier one and tier two interventions need to be added to ensure that "all" students are gaining master of Essential Learning Standards.
3. Overall, Canyon Hills students scored nearly 70 points higher than the state average on the CAASPP for Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator					
	<table><tr><th>English Learner Progress</th></tr><tr><td>57.1% making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 28 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table>	English Learner Progress	57.1% making progress towards English language proficiency	Number of EL Students: 28 Students	Performance Level: No Performance Level
English Learner Progress					
57.1% making progress towards English language proficiency					
Number of EL Students: 28 Students					
Performance Level: No Performance Level					

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	7	3	13

Conclusions based on this data:

1. Canyon Hills Junior High School continues to support English Learners in their acquisition of the English Language as evident from the ELPAC.
2. We have a high number of students making progress towards proficiency with 73.0% of students making progress towards English language proficiency.
3. Of the 37 students at Canyon Hills receiving English Language support, 23 students progressed by at least one level while 12 maintained their current level.

School and Student Performance Data

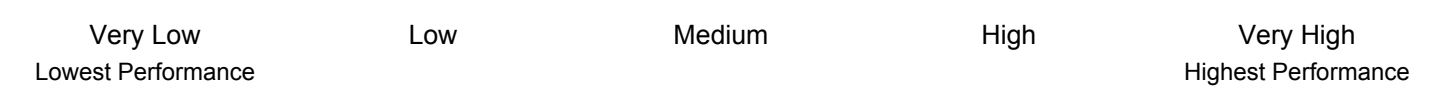
Academic Performance College/Career Report

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

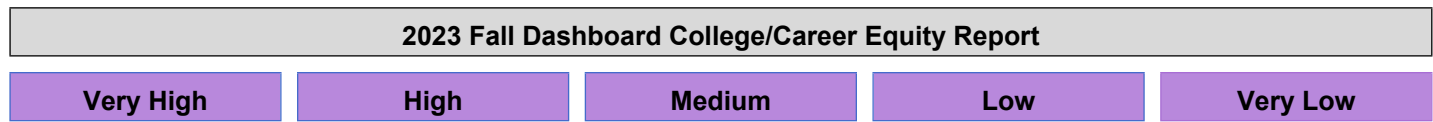
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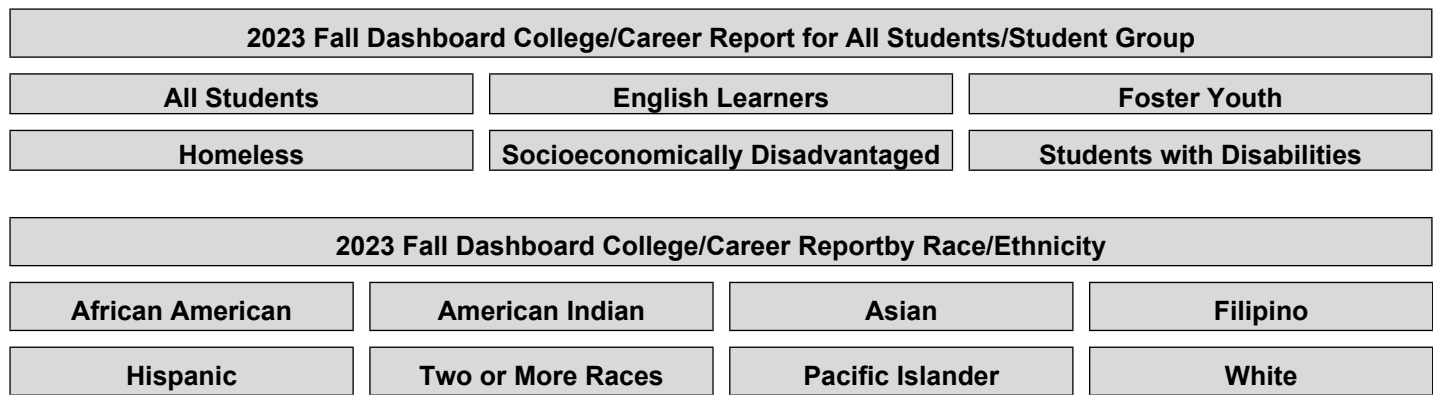
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Academic Engagement Chronic Absenteeism

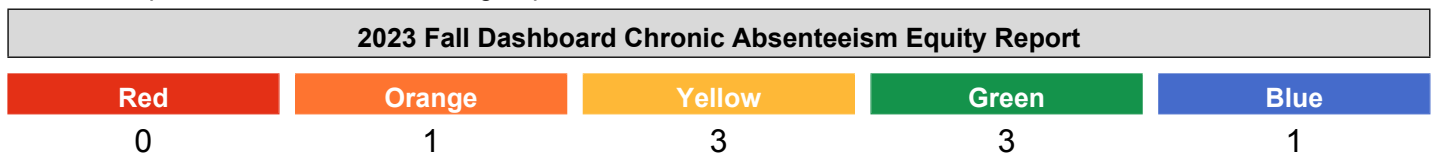
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Green</p> <p>8.8% Chronically Absent</p> <p>Declined Significantly -5.8</p> <p>1050 Students</p>	English Learners  <p>Blue</p> <p>2% Chronically Absent</p> <p>Declined -5</p> <p>49 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>1 Student</p>
Homeless <p>21.4% Chronically Absent</p> <p>Increased 0.5</p> <p>28 Students</p>	Socioeconomically Disadvantaged  <p>Yellow</p> <p>15.9% Chronically Absent</p> <p>Declined Significantly -11</p> <p>264 Students</p>	Students with Disabilities  <p>Yellow</p> <p>17.2% Chronically Absent</p> <p>Declined -13.6</p> <p>99 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 20% Chronically Absent Declined -20.6 25 Students	American Indian Less than 11 Students 2 Students	Asian  Green 3.1% Chronically Absent Maintained 0.3 388 Students	Filipino  Green 5.5% Chronically Absent Declined -3.3 91 Students
Hispanic  Yellow 14.5% Chronically Absent Declined Significantly -11 359 Students	Two or More Races  Orange 15.4% Chronically Absent Increased 1.1 39 Students	Pacific Islander Less than 11 Students 5 Students	White  Green 7.8% Chronically Absent Declined -10.1 141 Students

Conclusions based on this data:

1. Canyon Hills Junior High School continues to create a physically and emotionally safe learning environment that welcomes students to the campus and ensures high attendance rates.
2. With only one group scoring low on Chronic Absenteeism, it is essential that we continue to offer opportunities to recoup attendance as there is a correlation between dissemination of knowledge and acquisition of knowledge; thus when students are not present, the recouping of knowledge must be attended to.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate Suspension Rate

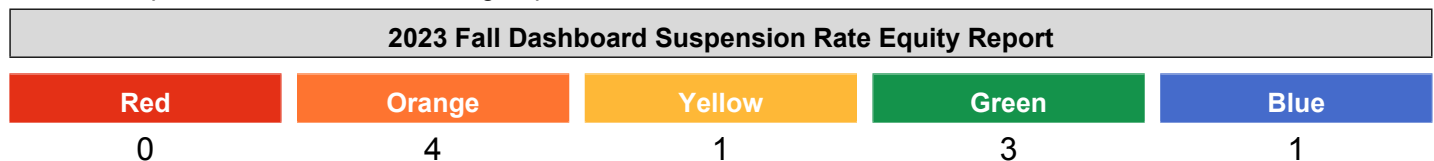
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 2.4% suspended at least one day Maintained 0 1054 Students	English Learners Orange 4% suspended at least one day Increased 4 50 Students	Foster Youth Less than 11 Students 1 Student
Homeless Green 3.3% suspended at least one day Declined -3.6 30 Students	Socioeconomically Disadvantaged Orange 3.7% suspended at least one day Increased 0.3 267 Students	Students with Disabilities Orange 9.1% suspended at least one day Increased 4.8 99 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 16% suspended at least one day Increased 0.8 25 Students	American Indian Less than 11 Students 2 Students	Asian  Green 0.8% suspended at least one day Maintained 0 389 Students	Filipino  Blue 0% suspended at least one day Declined -1.1 91 Students
Hispanic  Orange 4.2% suspended at least one day Increased 0.6 361 Students	Two or More Races  Yellow 2.6% suspended at least one day Maintained -0.2 39 Students	Pacific Islander Less than 11 Students 5 Students	White  Green 1.4% suspended at least one day Maintained 0 142 Students

Conclusions based on this data:

1. Canyon Hills Suspension rate has decreased dramatically over the past three reporting years due to the focus on Positive Behavior Intervention and Support on campus. Canyon Hills believes that the way to support students in demonstrating positive behavior is to keep students on campus, not suspend them.
2. It is the focus on Canyon Hills to address undesirable behaviors by incorporating all stakeholders in the corrective process.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]
Priority 1: Credentials, Instructional materials, Facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs

Goal 1

Current Reality: Professional development is provided for all teachers focusing on First Best Instruction, Essential Standards, Student Engagement, and Professional Learning Communities focusing on the four BIG questions of the PLC: which Essential Standards do we want all students to know, how will we know when students have demonstrated mastery of Essential Standards (CFAs), what will we do if students do not demonstrate mastery of Essential Standards on CFAs (re-engagement), what will we do when students demonstrate mastery of Essential Standards (extension).

Identified Need

2023-2024 Essential Standards Assessment data. Students with disabilities in math are a subgroup that will be provided additional support. As the Ayala feeder group collective commitment, Canyon will support teachers to ensure success criteria is posted and students will be able to identify and interact with the learning intentions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CVUSD Essential Standards Assessment will be administered according to CVUSD testing timeline.	2023-2024 7th Grade percentage of students Meeting or Exceeding Standards in ELA ESA3: 75.7%	2024-2025 7th Grade percentage of students Meeting or Exceeding Standards in ELA ESA3: 78%
	8th Grade percentage of students Meeting or Exceeding Standards in ELA ESA3: 72.5%	8th Grade percentage of students Meeting or Exceeding Standards in ELA ESA3: 75%
	7th Grade percentage of students Meeting or Exceeding Standards in Mathematics	7th Grade percentage of students Meeting or Exceeding Standards in Mathematics

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ESA3: 67.4%	ESA3: 70%
	8th Grade percentage of students Meeting or Exceeding Standards in Mathematics ESA3: 43.0%	8th Grade percentage of students Meeting or Exceeding Standards in Mathematics ESA3: 46.0%
	8th Grade IM1 percentage of students Meeting or Exceeding Standards in Mathematics ESA3: 89.3%	8th Grade IM1 percentage of students Meeting or Exceeding Standards in Mathematics ESA3: 92%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 Students need access to the most current CA academic Standards aligned materials for all core subject areas. Teachers need to be provided with release time to provide collective teacher efficacy. Focus will be on students with disabilities, English learners, and GATE

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,400.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.1a Common Planning Time will be provided for teachers to reflect, plan, and analyze units in departments and grade level teams. Data-driven dialogues will take place in PLCs and common planning time.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students (Including GATE, English Learners and Special Education)

Strategy/Activity

1.2 All teachers will receive professional development training and support via release time or buy back pay in the area of Professional Learning Communities in the areas of analyzing data from Essential Standards Assessments and Common Formative Assessments and developing interventions and extensions to increase student academic achievement for all students, including English Learners and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
290506	District Funded 1000-1999: Certificated Personnel Salaries 1.2a Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards. 290,506
113648	District Funded 1000-1999: Certificated Personnel Salaries 1.2b Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs. Professional Development will be provided to Canyon Hills staff with a focus on the PLC process and Common Formative Assessments. District Instructional Coaches will be used weekly to guide site PLCs through questions two and three of the PLC process. Question 2: What do we want all students to know (creating of Common Formative Assessments) Question 3: What will we do if students don't "get it?" (re-engagement of students who do not demonstrate mastery of Essential Learning on the Common Formative Assessment)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.3 Teachers need access to supplemental materials and additional resources that align to Essential Standards and district curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3477

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
1.3a Teachers submit requests through district print center for duplicating to support the core curriculum.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in the AVID program

Strategy/Activity

Teachers that are teaching AVID courses will be provided professional development and/or release time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15000

Source(s)

AVID
5800: Professional/Consulting Services And Operating Expenditures
1.4a Professional development via conferences to support additional training in instructional based best practices.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The following strategies were fully implemented. Professional development was provided for all teachers focusing on First Best Instruction of essential standards, Student Engagement Through Collaborative Communication, and Professional Learning Communities.

ESA scores show a growth in ELA and Math from ESA 1 - ESA 3. Feeder group collective agreements will stay the same next year.

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

Funds for student enrichment, release time, and supplies was able to last through the three year timeline.

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

\$19637.85 have been moved to support enrichment for students as the table was not approved to be purchased.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connections and Engaging at School Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

Current Reality: Canyon purchased the 5 star app in order to help recognize students. Teachers and staff used it minimally the past two school years. This is a great tool to involve students and provide all staff a way to recognize students and involve the students in their recognition. It also allows us to manage student positive behaviors of being safe, respectful, and responsible.

LCAP Goal 2: By April 2025 (external TFI) we will score a 2 out of 2 on Tier 1 TFI for enhanced classroom procedures and student recognition (1.8) and the related data evaluation. Staff will successfully use the 5 star app to recognize positive behavior.

Identified Need

Canyon Hills focus for Goal 2 has been identified given 2023-2024 Spring Tiered Fidelity Inventory Internal Assessment which identifies school wide recognition positive behavior and support. Positive Behavior and Support Implementation indicates that Canyon Hills has currently scored 80% in Tier 1.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In an effort to support positive behavior support through recognition of student behavior, two Internal Tiered Fidelity Inventory assessments and one External Tiered Fidelity Inventory will be conducted to ensure a positive behavior rewards system exists.	Fall Internal TFI: 0% of students interviewed will have received acknowledgement either paper or through 5 star. Winter Internal TFI: 5% of students interviewed will have received acknowledgement either paper or through 5 star.	Fall Internal TFI: 50% of students interviewed will have received acknowledgement either paper or through 5 star. Winter Internal TFI: 55% of students interviewed will have received acknowledgement either paper or through 5 star.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Spring External TFI: 10% of students interviewed will have received acknowledgement either paper or through 5 star.	Spring External TFI: 60% of students interviewed will have received acknowledgement either paper or through 5 star.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by the Tier 1 school wide MTSS-B through a rigorous Second Step Curriculum which focuses on building a students social/emotional growth. Students identified by staff members as those who will benefit from Tier 2 MTSS-B group counseling will be evaluated for need based upon teach surveys and a formal STEP meeting. If students qualify for Tier 2 services then they will participate in a rigorous group session for 12 weeks. Following the 12 week Tier 2 intervention students still identified as those who will benefit from further support will participate in Tier 3 interventions. The MTSS-B Team will engage with the PLC process to support students acquisitions of site specific expectation.

Strategy/Activity

2.1 Positive Behavior Support Team will be created to support the implementation of MTSS-B. The team will attend district provided training, will train the school site staff on how to implement PBIS within the classroom, and will meet monthly to identify progress towards full implementation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
	None Specified None Specified
500	Lottery: Instructional Materials 4000-4999: Books And Supplies 2.1a Books and supplies will be purchased to support the PBIS recognition and rewards.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will decrease in suspension rates and increase in attendance rates.

Strategy/Activity

2.2 All Students including significant subgroups will increase in attendance rates by engaging with extracurricular and co-curricular enrichment clubs and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100,000

Source(s)

AMIM / 0000
1000-1999: Certificated Personnel Salaries
2.2a extra curricular and co-curricular enrichment clubs and activities and end of year student recognition rewards/celebrations to support school connectivity and increase attendance and academic success while decreasing undesirable student behaviors.

73,487

AMIM / 0000
4000-4999: Books And Supplies
2.2b extra curricular and co-curricular enrichment materials and/or supplies to support school connectivity and increase attendance and academic success while decreasing undesirable student behaviors.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

This goal is partially implemented. Not all teachers are using the 5 Star app. Our TFI score on the internal for 1.8 was a 2 out of 2.

Strategies are continuing to be effective as Canyon Hills Junior High has the highest attendance rates for all junior highs.

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

Most of ESSER III funds have been spent as this is the last year of availability for ESSER funds.

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

Funds were spent to timesheet teachers for advising before school and after school clubs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]

Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC

Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

Goal 3

LCAP Goal 3: On the 2025 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from % to % and in Math will increase from % to %.

Identified Need

Canyon Hills focus for Goal 3 has been identified given 2022-2023 California Assessment for Student Progress and Performance (CAASPP).

Current Reality for English Language Arts:

Overall: 75.5% of Students at Canyon Hills Meet or Exceeded Standards on the ELA portion of the 2023 CAASSP.

Current Reality for Mathematics:

Overall: 60% of Students at Canyon Hills Meet or Exceeded Standards on the Mathematics portion of the 2023 CAASSP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment for Student Progress and Performance (CAASPP)	Spring 2023 CAASPP Results (Students Meeting or Exceeding Standards) ELA and Mathematics: Spring 2023 CAASPP results indicate 75.5% of Canyon Hills Students are Meeting or Exceeding Standards in English Language Arts and 60% of Canyon Hills Students are Meeting or Exceeding Standards in Mathematics.	Canyon Hills will increase the overall percentage of students meeting and exceeding standards from __% to __% (5 percentage points) in English Language Arts and from __% to __% (5 percentage points) in Mathematics, as measured by the California Assessment of Student Progress and Performance.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Allow access to advanced courses and provide technology to allow students to access content and supplemental material on computers and access CTE and VAPA pathways.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Perkins
4000-4999: Books And Supplies
3.1a Materials will be purchased to support the following CTE courses: Woodshop, Computer Technology, Digital Design, Art.

2000

Perkins
1000-1999: Certificated Personnel Salaries
3.1b VAPA and CTE teachers will be provided Professional Development.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified for Gifted and Talented Education services

Strategy/Activity

3.2 Provide enrichment opportunities for students identified as GATE

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

GATE
4000-4999: Books And Supplies
3.2a Purchase enrichment and extension materials and technologies for GATE Classes

- Provide afterschool enrichment and extension

3312	GATE 5800: Professional/Consulting Services And Operating Expenditures 3.2b Support professional growth through conference, certifications, and professional development.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students identified as Limited English Proficient and/or disabilities; Students identified under IDEA, English Learners, students with disabilities in math, and any students not demonstrating mastery in English Language Arts and/or Mathematics

Strategy/Activity

3.3 English Learners will have academic success as they improve their English Proficiency: Provide technology (Read 180/Math 180) to allow students access content and supplemental materials on computers as well as the ability to practice computer based testing skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3.3a Teachers will provide before/after school intervention for students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

3.4 AVID students will be provided enrichment activities, and/or materials and supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18,796.00	AVID 4000-4999: Books And Supplies

3.4 Students will be provided extracurricular enrichment opportunities and/or materials.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.5 Provide enrichment materials and or experiences for students to increase student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

50000

Source(s)

AMIM / 0000
4000-4999: Books And Supplies
3.5 extra curricular and co-curricular enrichment materials/technology/site licenses and/or supplies to support student success and increase academic success.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The overall implementation of the strategies/activities were fully implemented. All departments were given at least two full day planning days.

ESSER funds have been used for student enrichment before and after school.

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

ESSER funds have been used for student enrichment before and after school.

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

ESSER funds have been used for student enrichment before and after school. Esser III funds will no longer be used as they are no longer available.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 12

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 13

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 14

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$710,126.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Perkins	\$12,000.00
Title II Part A: Improving Teacher Quality	\$16,400.00

Subtotal of additional federal funds included for this school: \$28,400.00

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

State or Local Programs	Allocation (\$)
AMIM / 0000	\$223,487.00
AVID	\$33,796.00
District Funded	\$404,154.00
GATE	\$13,312.00
LCFF - Supplemental	\$3,000.00
Lottery: Instructional Materials	\$3,977.00

Subtotal of state or local funds included for this school: \$681,726.00

Total of federal, state, and/or local funds for this school: \$710,126.00

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
GATE	13,312.00	0.00
Title II Part A: Improving Teacher Quality	16,400.00	0.00
Lottery: Instructional Materials	3,977.00	0.00
Band – General Fund	3,600.00	3,600.00
Activities – General Fund	900.00	900.00
General Fund	91,637.00	91,637.00
AVID	33,796.00	0.00
LCFF - Supplemental	3000	0.00
AMIM / 0000	223,487.00	0.00
Perkins	12,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
AMIM / 0000	223,487.00
AVID	33,796.00
District Funded	404,154.00
GATE	13,312.00
LCFF - Supplemental	3,000.00
Lottery: Instructional Materials	3,977.00
Perkins	12,000.00
Title II Part A: Improving Teacher Quality	16,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	525,554.00
4000-4999: Books And Supplies	166,260.00

5800: Professional/Consulting Services And Operating Expenditures

18,312.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	AMIM / 0000	100,000.00
4000-4999: Books And Supplies	AMIM / 0000	123,487.00
4000-4999: Books And Supplies	AVID	18,796.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	15,000.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
4000-4999: Books And Supplies	GATE	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	GATE	3,312.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	3,977.00
1000-1999: Certificated Personnel Salaries	Perkins	2,000.00
4000-4999: Books And Supplies	Perkins	10,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	16,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	439,031.00
Goal 2	173,987.00
Goal 3	97,108.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
DJ Ries	Principal
Pamela Senat	Classroom Teacher
Tamra Rowcliffe	Classroom Teacher
Courtney Mullen	Classroom Teacher
Michelle Gomez	Other School Staff
Sunny Graffious	Parent or Community Member
Hengyin Zhu	Parent or Community Member
Jessica Santana	Parent or Community Member
Mina Kim	Parent or Community Member
Ava Park	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner 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 4/23/24.

Attested:



Principal, David Ries on 5/9/24

SSC Chairperson, Tamra Rowcliffe on 5/9/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Chino Valley Unified School District

Canyon Hills Junior High School

Parent and Family Engagement Policy

2024-2025

School Policy Engagement:

Canyon Hills Junior High School recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Canyon Hills Junior High School shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting to inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of Canyon Hills Junior High School in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. Canyon Hills Junior High School will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. Canyon Hills Junior High School's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area**. The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Canyon Hills Junior High School will support these home-school partnerships by using the following **six types of engagement**:

1. ***Parenting.*** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. Canyon Hills Junior High School will offer opportunities for parents to attend events to inform them of current topics related to their child such as coffee with the counselors, we will also keep parents updated on any events that are offered through the district to support parents and their child.
2. ***Communication.*** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Canyon Hills Junior High School will inform parents of events using multiple methods which include phone calls, email, Aeries communications (parent square), weekly newsletters, Peachjar (digital flyers), teacher communication tools such as Remind.
3. ***Volunteering.*** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Canyon Hills Junior High School will encourage parents through parent notification to attend events such as math meets, PFA meetings, and other school sponsored events where they have the opportunity to volunteer.
4. ***Learning at Home.*** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Canyon Hills Junior High School will support learning at home by encouraging parents to check Aeries parent portal, their child's google classroom, and their child's agenda.
5. ***Decision-making.*** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Canyon Hills Junior High School will offer many opportunities such as the PFA, CSSP, SSC, ELAC, GATE, K-12 insight survey and parent teacher conferences to encourage participation in the decision making of their child's education. Through these meetings we will solicit feedback from parents and members of the community.

6. ***Collaborating with Community.*** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Canyon Hills Junior High School provide parents with resources, should the need arise, through programs such as the CARE center, Counseling services (Chino Human Services or MTSS-B), and the Family Engagement Center.

Building Capacity for Parent Engagement

The Canyon Hills Junior High School staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Canyon Hills Junior High School and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(revised 2019-2020)

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

909 628-1201 ext. 5601/5604 (Spanish)

(Chinese) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- Grade Level Activities
- Committee involvement including School Site Council, English Learner Advisory Committee, Parent Advisory Committee, and PBIS Tier I Team
- Success Fest
- Partnership for Learning Network
- Math Meets
- Back to School Night
- Rallies for Academic Achievements

Social-Emotional Development and Growth

- PTSA Involvement
- Various Student Led Clubs
- Second Step Lessons
- MTSS-B Counseling Lessons
- Welcome Back
- Chino Human Services
- MTSS-B counselor
- Wellness Room
- Talent Show
- Coffee with Counselors

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - Phone calls/email
 - School website
 - School marquee
 - Weekly newsletter
 - Parent Square
 - School Agendas
 - **Home to School**
 - Phone calls
 - Email
 - Parent-teacher meetings
 - Parent events
- <https://www.chino.k12.ca.us/canyonhills>

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2024-2025



Grade Seventh- Eighth

"Always walk through life as if you have something new to learn and you will."

Vernon Howard

Canyon Hills Junior High
The World's Greatest Junior High

2500 Madrugada

Chino Hills, CA. 91709

909-464-9938

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. This goal supports teachers and classified staff in the classroom including Professional Development training, materials for students, and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBIS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

As a seventh/eighth grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Goals:

- Engage students in Project Based Learning that is cross-curricular and incorporates technology
- Challenge students' learning environment through STEAM activities
- Allow students to demonstrate their understanding through the use of informal/formal assessments, posters, and group presentations
- Foster a student's individual potential and ensure students are well equipped for the world around them

English Learner Goals:

- Use structured, collaborative grouping configurations to develop ELA/literacy skills and cross-curricular standards
- Frontload Vocabulary
- Require students to annotate text
- Use manipulatives in Math
- Provide multiple opportunities to access information in a variety of ways.

Activities students will do to support their learning:

- Students will come prepared to learn, with necessary tools & seek help/guidance when needed, to further improve their academic success.
- Students will use 21st Century skills to organize, plan, and support learning to meet grade level expectations.

At Home

Here are some ideas of how families can support students' success:

- Utilize the AERIES Parent Portal to access your child's grades, attendance, and behavior
- Contact teachers or counselor to maintain an open line of communication via email or phone.
- Be present! Establish time at home to discuss school, daily experiences, and positive interactions and take time to listen.
- Structure a routine for your child that fosters attention to completing homework, maintaining a healthy lifestyle, and attending daily.
- Check your child's schoolwork, school supplies, and back pack routinely to establish an expectation of success.
- Attend school events, join decision-making committees, and participate in parent workshops. I will reinforce classroom learning by, upholding the school's attendance and homework policies.

I will reinforce classroom learning by, upholding the school's attendance and homework policies.