



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	May 9, 2023	July 20, 2023

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)

Additional Targeted Support and Improvement

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. Our school has been identified for Additional Targeted Support and Improvement (ATSI) based on the California 2022-2023 Dashboard results. Our school plan will specifically address the metrics that led to eligibility for ATSI, which includes monitoring Chronic Absenteeism and Suspension for our African American student group.

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 2022-23 School Quality Survey for parents, students and staff was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups:

Parents -- 296

Students- 881

Staff – 42

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

1. 96% of the parents feel the school keeps families informed of their student's academic progress, such as using the CVUSD Aeries Parent Portal..
2. 98% of the staff feel there is a teacher, counselor, or other staff member to whom a student can go for help with a school concern.
3. 90% of the students feel that the principal and/or assistant principal(s) are visible on campus throughout the school day.

Here are three data points that we can celebrate:

1. 96% of parents said that this school Families are encouraged to attend school-sponsored activities, such as back-to-school night, parent-teacher conferences, or college nights.
2. 98% of staff said that there is a teacher, counselor, or other staff member to whom a student can go for help with a personal concern.
3. 89% of students said that this school's keeps families informed of their student's academic progress, such as using the CVUSD Aeries Parent Portal.

Here are three data points that show our opportunities:

1. 60% of students said teachers successfully show students how lessons relate to life outside of school.
2. 65% of staff said that discipline is enforced fairly.
3. 72% of students said that teachers give timely feedback about student work.

In the 2022-23 Family Engagement Survey, parents told us that they would like us to offer the following workshops:

1. Parenting techniques and strategies/transitioning to new grade levels
2. College Awareness
3. Learning Modalities

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 3/23/23, an External TFI completed at Canyon Hills reflected 80% implementation for school-wide PBIS implementation of Tier I and 96% implementation of tier 2. The PBIS team the following area(s) of focus for the 23-24 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 increased engagement and rigor.

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 aligning shared understanding of rigor as outlined by verbs within the Essential Standards.

Administrators conducted walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Specifically, our 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: September 2022

Canyon Hills: October 2022

Hidden Trails: January 2023

Litel: February 2023

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 2021 to review CVUSD Essential Standards Assessment (ESA) Data and to review progress on our site 20-21 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 21-22 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: School Level SMART Goal: On the 2022 CAASPP, the percent of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA will increase from 71% to 76% and in Math will increase from 58% to 63%.

SMART Goal 2: By the beginning of the 22/23 school year, the complete Tier 1 team will create clear definitions for behaviors that interfere with academic and social success.

SMART Goal #3: By the end of May 2023, documentation will include and emphasize proactive approaches and administrators will report consistent use by all staff.

SMART Goal #4: As a team, review discipline data at least monthly and modify action plan, as needed.

School Level SMART Goal: By External TFI #2 we will score a 2 out of 2 on Tier 1 TFI feature 1.1, 1.10, and 1.11 dealing with Student, Family, Community Involvement and Data Evaluation. 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 2018-2019 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 2022

Essential Standards Baseline Data Math /August 2022

Grade/ Percent Exceeded or Met standard

7th Grade- 57.1%

8th Grade- 20.8%

IM1- 66.2%

Essential Standards Baseline Data ELA /August 2022

Grade/ Percent Exceeded or Met standard

7th Grade- 72.5%

8th Grade- 71.4%

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 2023 Grade/ Percent Exceeded or Met standard

7th Grade- 59.8%

8th Grade- 33.9%

IM1- 85.9%

Essential Standards Final Benchmark Data ELA /Spring 2023

Spring 2023 Grade/ Percent Exceeded or Met standard

7th Grade- 75.6%

8th Grade- 77.9%

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 to 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 2023-2024 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process, Student Engagement, and Instructional Technology. Support will also be given in ELA/ELD, Math, 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: Students with disabilities, English Language Learners, and socio-economically disadvantaged students.

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

Our site 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 sections) 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 English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners 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 and Tier II 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. We 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 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 our on 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 parent son 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 2022-2023 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 2022-23 SPSA was reviewed and shared with all stakeholders and adopted by SSC prior to Board Approval. School Site Council Meetings were held on: 11/9/22, 12/6/22, 1/24/23, 2/28/23, 3/21/23, 5/9/23. English Language Advisory Council meetings were held on: 8/31/22, 10/21/22, 1/27/23, 3/16/23, 5/5/23.

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 master schedule it has been identified that students receiving English Language Development classes do not have the same access to enrichment courses such as: computers, art, band, choir, AVID, and other electives designated to enrich the learning experiences; due to the fact that they receive additional support in English acquisition courses for their elective. To account for the lack of time within the master schedule for our English Learning population to receive enrichment; the Canyon Hills team is dedicated to ensuring that all 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 sections of collaborations classes for the four core subjects by one additional section. On the California Dashboard, the following subgroup is falling very low in the area of Chronic Absenteeism and Suspension: Black/African American.

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		0	494		0	494		0.0	98.0	
Grade 8	578	542		0	530		0	529		0.0	97.8	
All Grades	1120	1046		0	1024		0	1023		0.0	97.9	

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.			43.72			38.46			12.55			5.26	
Grade 8		2620.			34.97			37.43			15.31			12.29	
All Grades	N/A	N/A	N/A		39.20			37.93			13.98			8.90	

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			54.86			5.67	
Grade 8		34.97			52.55			12.48	
All Grades		37.15			53.67			9.19	

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			42.51			5.47	
Grade 8		42.16			45.18			12.67	
All Grades		46.92			43.89			9.19	

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			67.81			5.47	
Grade 8		22.87			69.94			7.18	
All Grades		24.73			68.91			6.35	

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			52.63			5.87	
Grade 8		32.89			57.66			9.45	
All Grades		37.05			55.23			7.72	

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 26.72% of 7th grade students and 22.87% of 8th grade students scoring Above Standard. This data demonstrates approximately 8% growth in 7th grade ELA and a 2% drop in 8th grade ELA (when compared to the 2019 CAASPP).
3. When examining trends from the 2019 CAASPP to the 2022 CAASPP it is important to note growth in both seventh and eighth grade ELA.

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		0	498		0	498		0.0	98.8	
Grade 8	578	542		0	532		0	532		0.0	98.2	
All Grades	1120	1046		0	1030		0	1030		0.0	98.5	

* 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.			42.37			18.47			23.49			15.66	
Grade 8		2591.			32.89			19.36			20.68			27.07	
All Grades	N/A	N/A	N/A		37.48			18.93			22.04			21.55	

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			41.77			15.26	
Grade 8		33.71			44.63			21.66	
All Grades		38.19			43.25			18.56	

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			48.39			14.06	
Grade 8		30.83			47.37			21.80	
All Grades		34.08			47.86			18.06	

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			51.81			10.24	
Grade 8		28.38			57.14			14.47	
All Grades		33.01			54.56			12.43	

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 Reasoning; with 33.01% of students scoring Above Standard and 54.56% 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 18.56% 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 26.36% in 2019 to 18.56% in 2022.

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		1562.1	1557.4		1536.1	1557.8		28	19	
8	1543.7	1588.7		1543.9	1615.5		1543.0	1561.4		29	26	
All Grades										57	45	

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		22.22	36.84		22.22	10.53		22.22	21.05		27	19	
8	24.14	46.15		24.14	19.23		24.14	19.23		27.59	15.38		29	26	
All Grades	28.57	40.00		23.21	26.67		23.21	15.56		25.00	17.78		56	45	

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		25.93	26.32		14.81	10.53		14.81	21.05		27	19	
8	34.48	61.54		27.59	7.69		20.69	15.38		17.24	15.38		29	26	
All Grades	39.29	53.33		26.79	15.56		17.86	13.33		16.07	17.78		56	45	

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		29.63	31.58		14.81	26.32		40.74	21.05		27	19	
8	10.34	19.23		34.48	30.77		24.14	23.08		31.03	26.92		29	26	
All Grades	12.50	20.00		32.14	31.11		19.64	24.44		35.71	24.44		56	45	

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		59.26	63.16		14.81	21.05		27	19	
8	6.90	34.62		72.41	53.85		20.69	11.54		29	26	
All Grades	16.07	26.67		66.07	57.78		17.86	15.56		56	45	

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		14.81	21.05		18.52	15.79		27	19	
8	51.72	61.54		31.03	23.08		17.24	15.38		29	26	
All Grades	58.93	62.22		23.21	22.22		17.86	15.56		56	45	

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		25.93	47.37		51.85	26.32		27	19	
8	31.03	26.92		20.69	34.62		48.28	38.46		29	26	
All Grades	26.79	26.67		23.21	40.00		50.00	33.33		56	45	

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		62.96	63.16		25.93	10.53		27	19	
8	3.45	3.85		79.31	92.31		17.24	3.85		29	26	
All Grades	7.14	13.33		71.43	80.00		21.43	6.67		56	45	

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

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,034	22.7	4.4	0
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	45	4.4
Foster Youth	0	0
Homeless	16	1.5
Socioeconomically Disadvantaged	235	22.7
Students with Disabilities	101	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	2.9
American Indian	0	0
Asian	388	37.5
Filipino	91	8.8
Hispanic	354	34.2
Two or More Races	26	2.5
Pacific Islander	5	0.5
White	134	13.0

Conclusions based on this data:

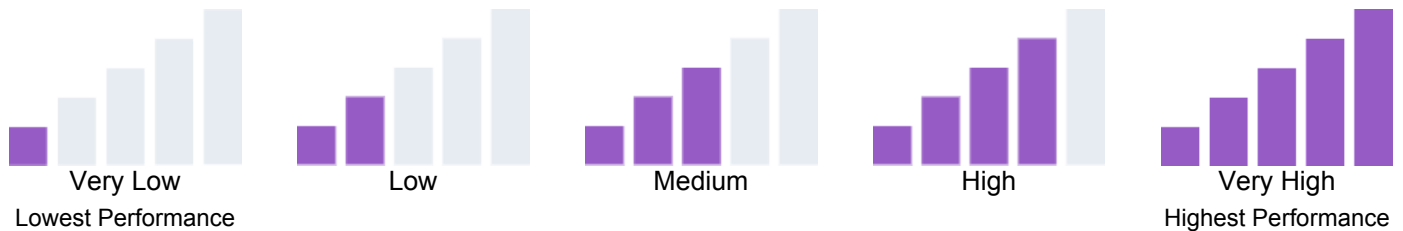
1. Canyon Hill Junior High School is comprised of students from varying backgrounds and needs. Based upon the data provided it is imperative that we build relationships with all students on campus to ensure that each student gets his/her needs met in the educational process.
2. The highest percentage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

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



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.

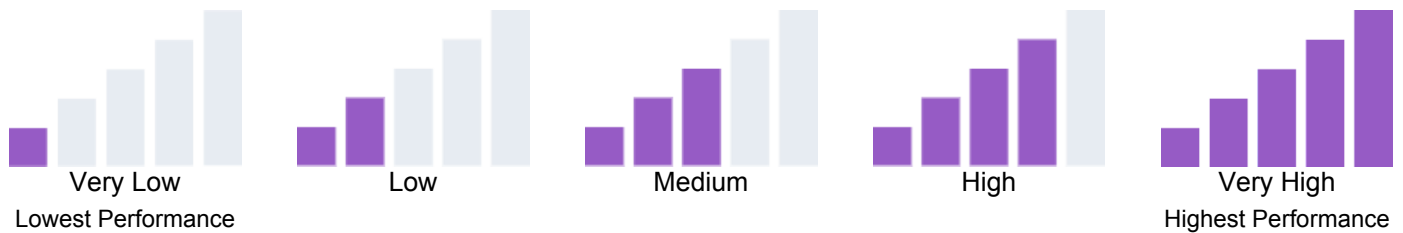
3. Chronic absenteeism was high for the 2021-2022 school year and continue to be a focus for growth.

School and Student Performance Data

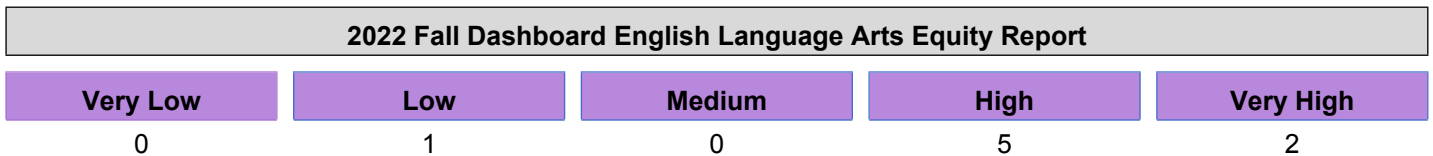
Academic Performance English Language Arts

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

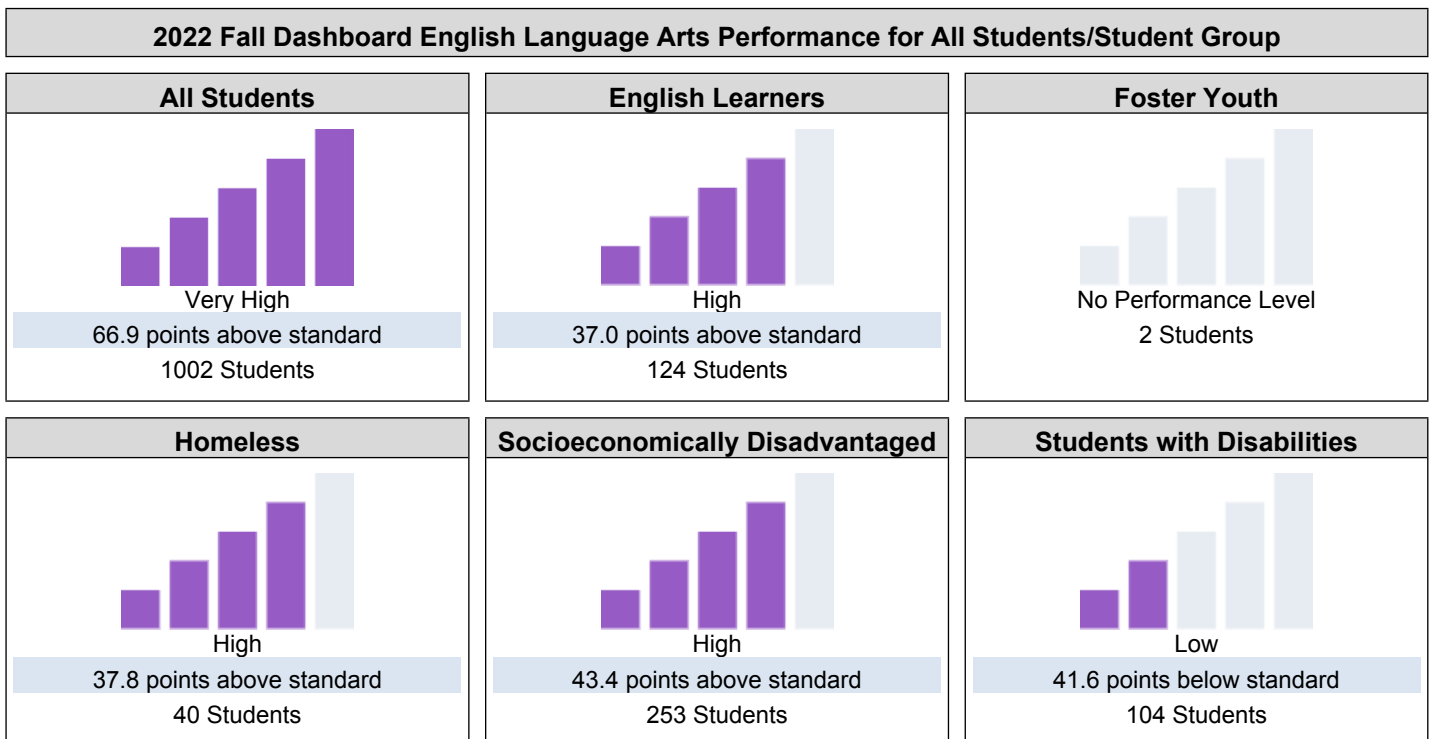
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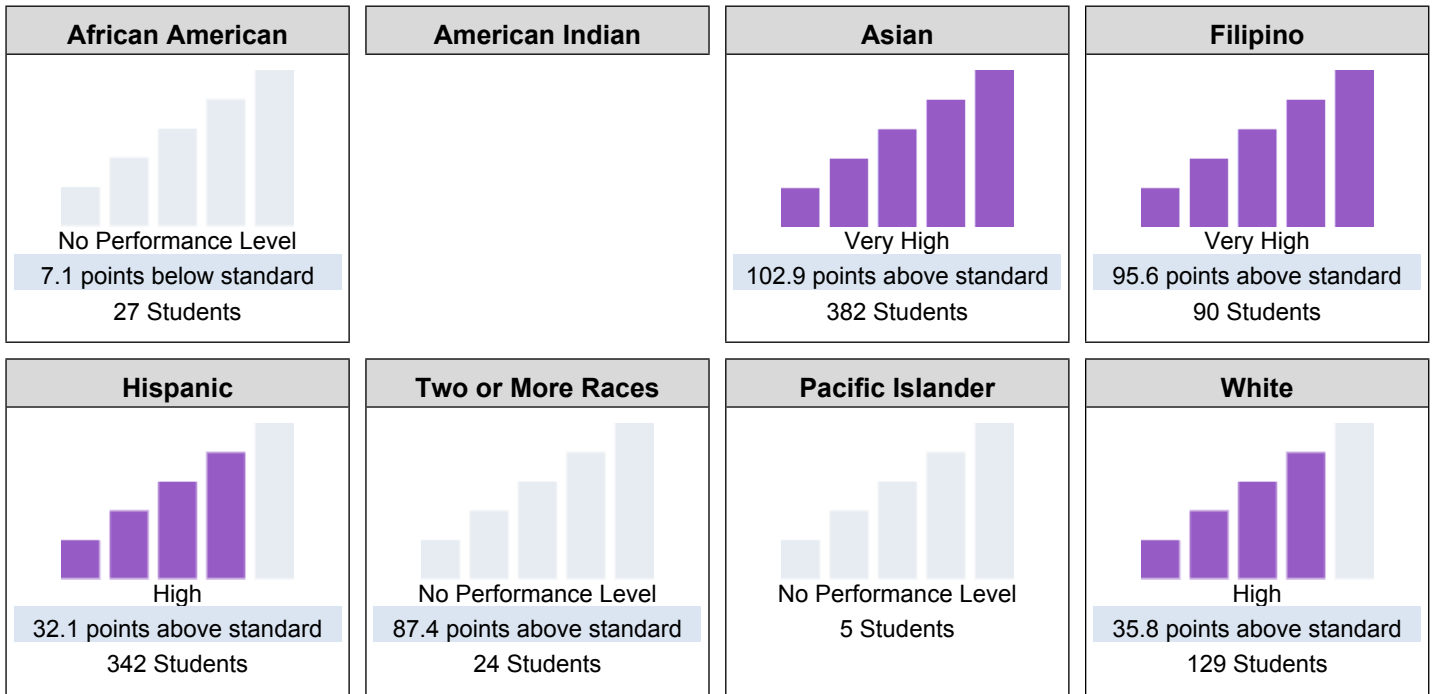
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.0 points below standard 35 Students	77.5 points above standard 89 Students	54.7 points above standard 643 Students

Conclusions based on this data:

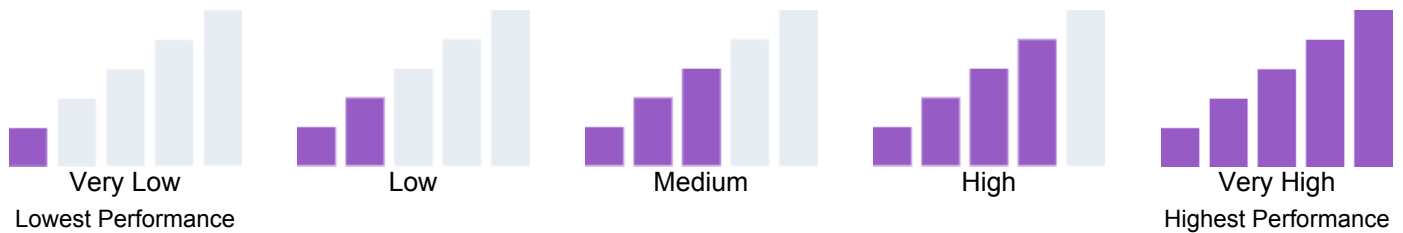
1. Canyon Hills will continue to focus on ways to support Students with Disability in their acquisition of mastery of English Language Arts by create additional sections of Collaboration Classes with scaffolding as support.
2. Students with Disabilities scored the lowest of all subgroups on the CAASPP. 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

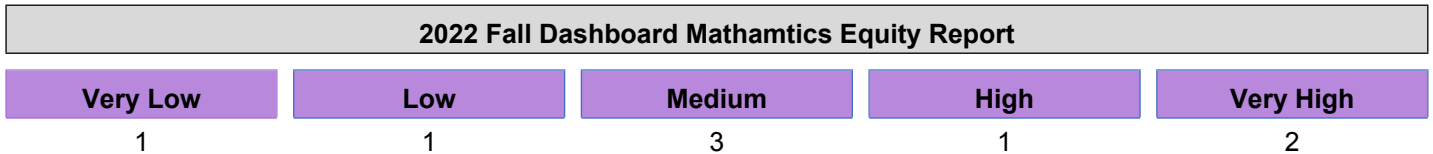
Academic Performance Mathematics

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

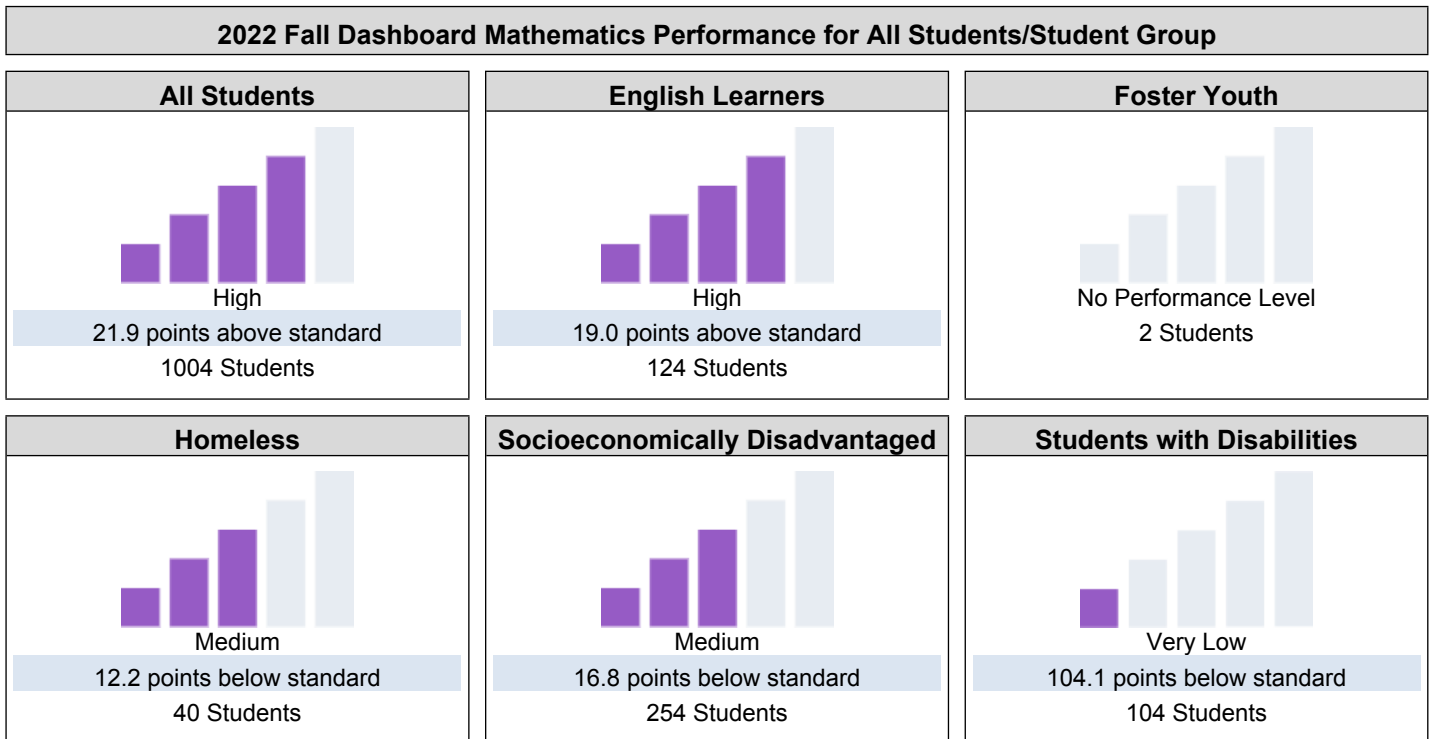
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



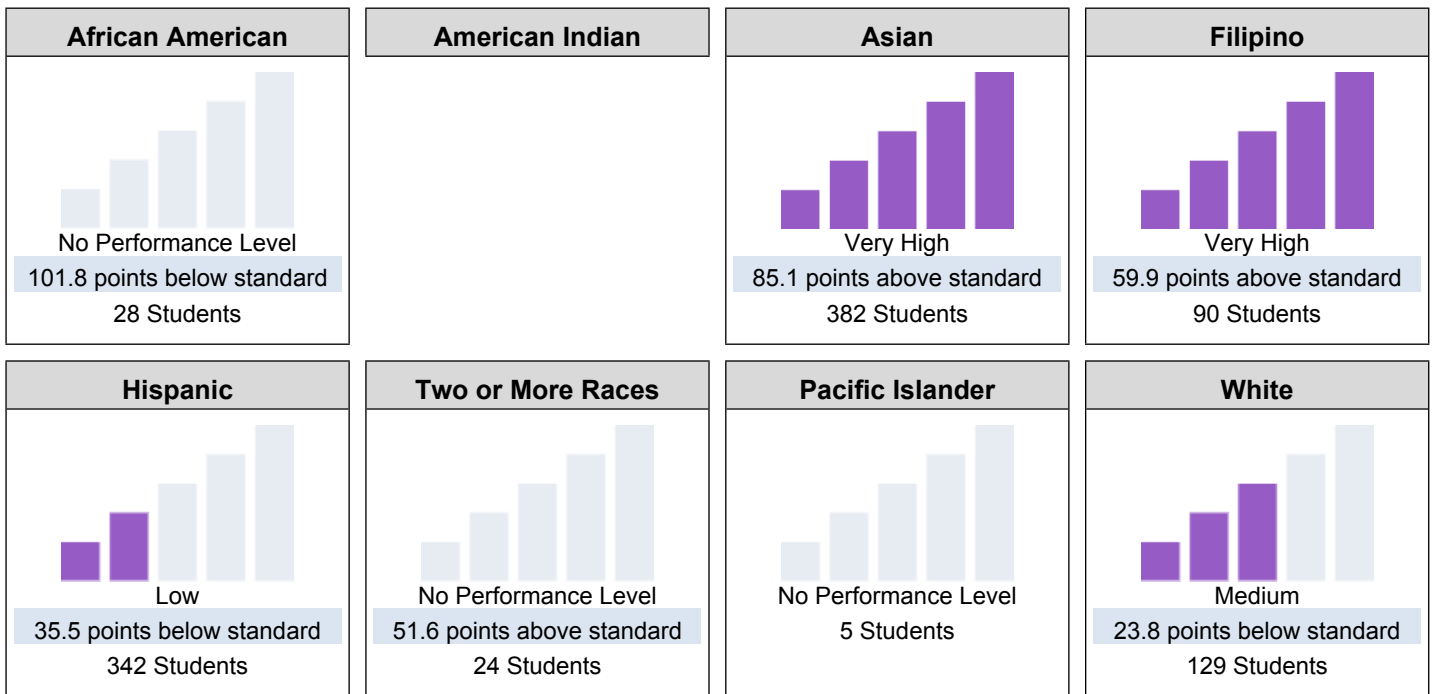
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>55.4 points below standard 35 Students</p>	<p>48.3 points above standard 89 Students</p>	<p>1.7 points below standard 645 Students</p>

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.

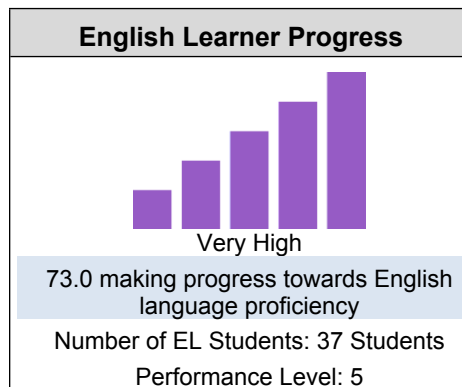
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.4%	21.6%	10.8%	62.2%

Conclusions based on this data:

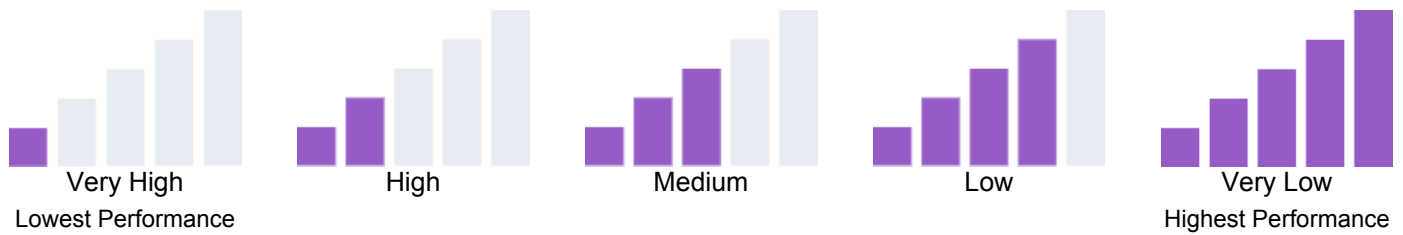
1. Canyon Hills Junior High School continues to support English Learners in their acquisition of the English Language as evident from the ELPAC.
2. We have a high number of students making progress towards proficiency with 73.0% of students making progress towards English language proficiency.
3. Of 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

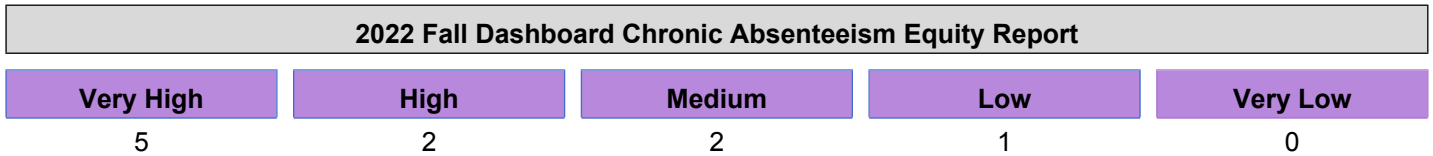
Academic Engagement Chronic Absenteeism

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

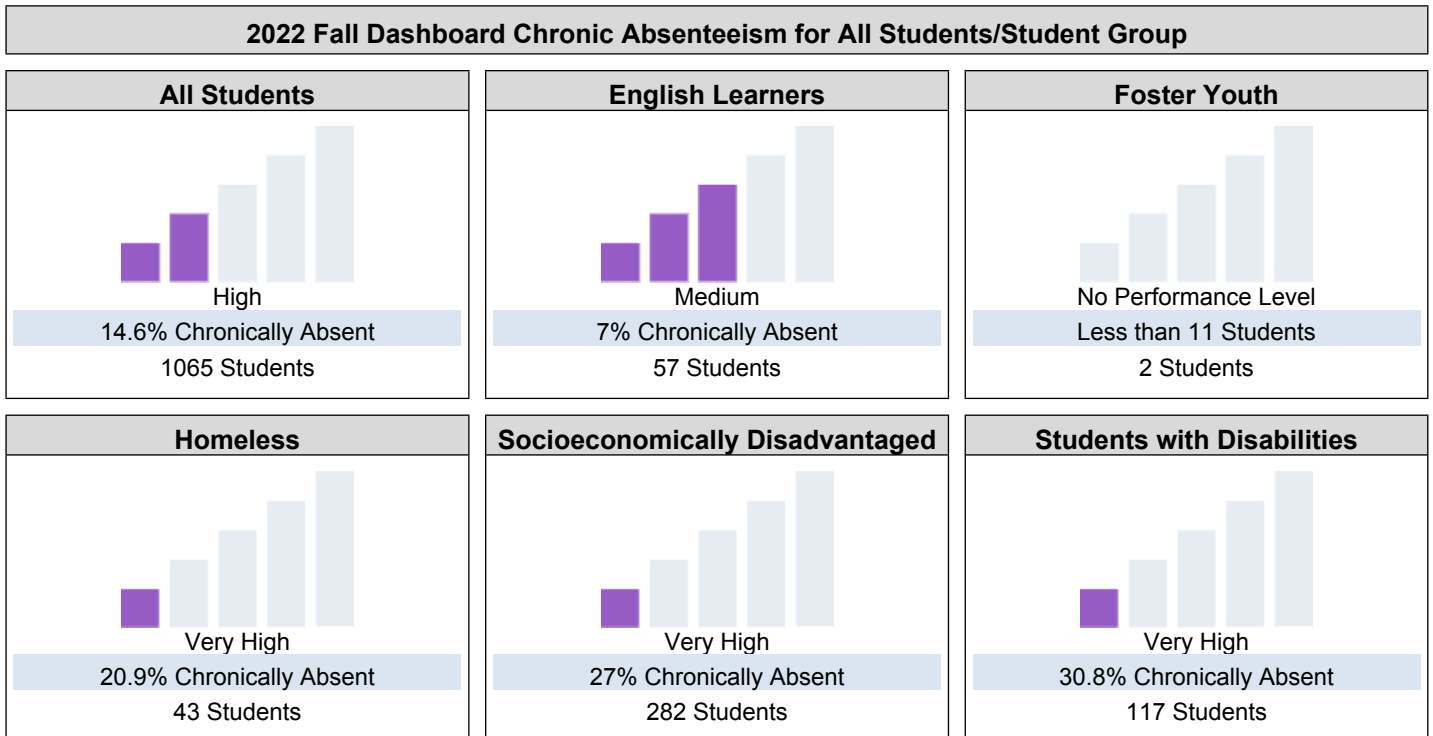
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



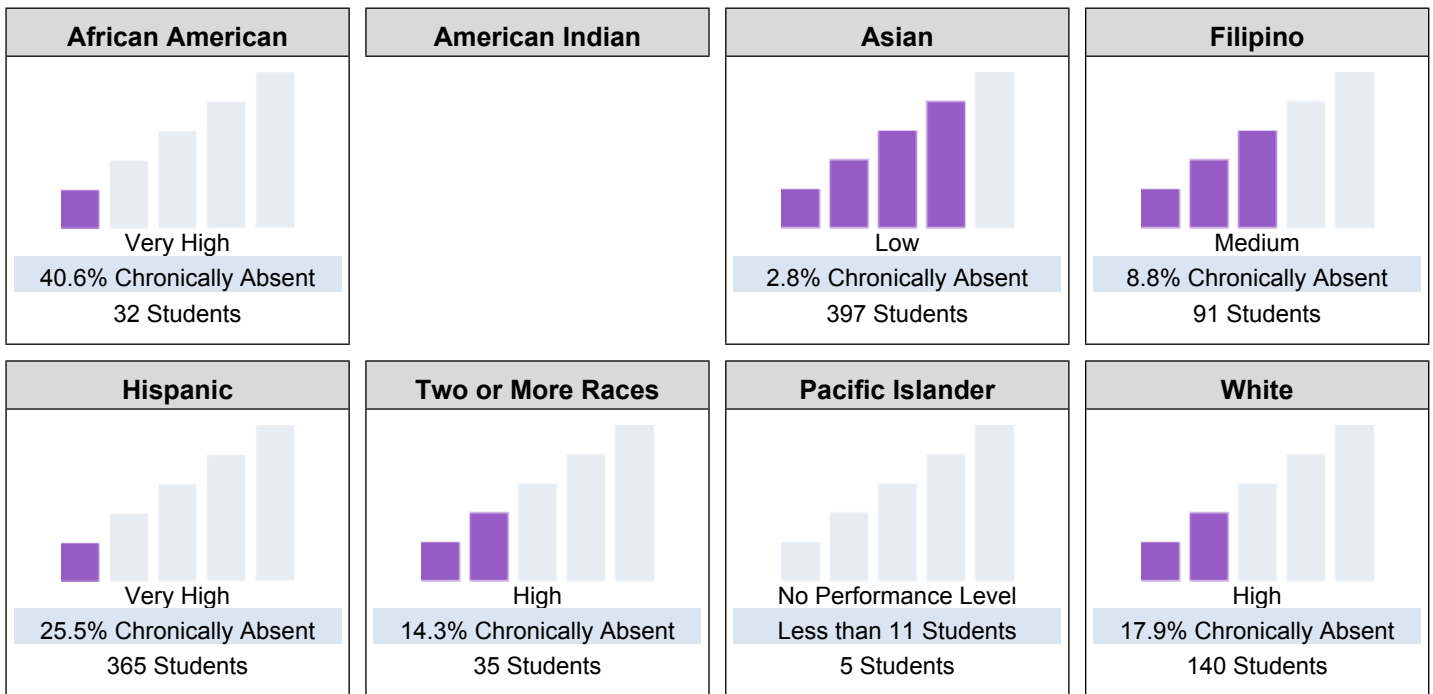
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

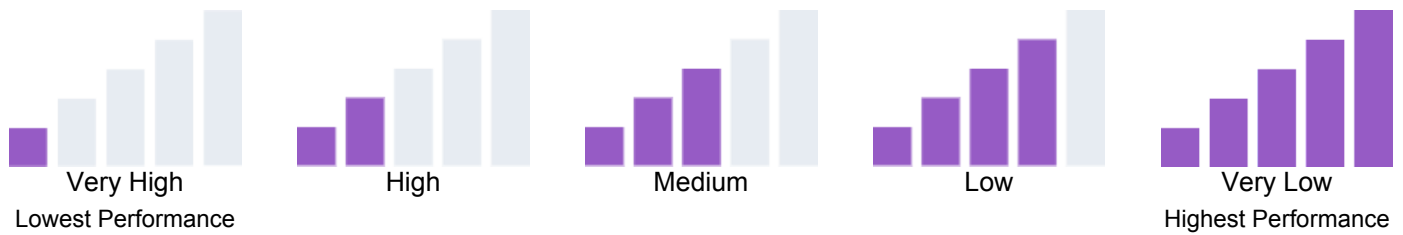
1. Canyon Hills Junior High School continues to create a physically and emotionally safe learning environment that welcomes students to the campus and ensures high attendance rates.
2. With only one group scoring low on Chronic Absenteeism, it is essential that we continue to offer opportunities to recoup 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

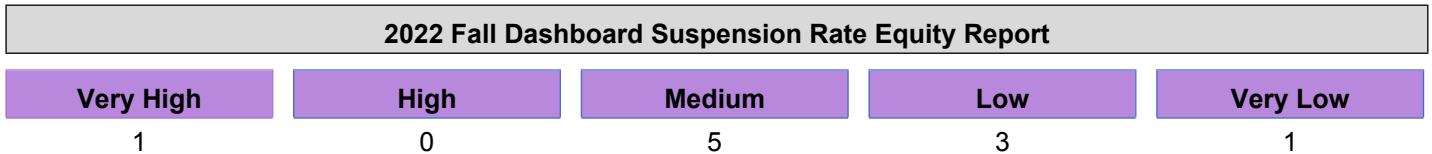
Conditions & Climate Suspension Rate

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

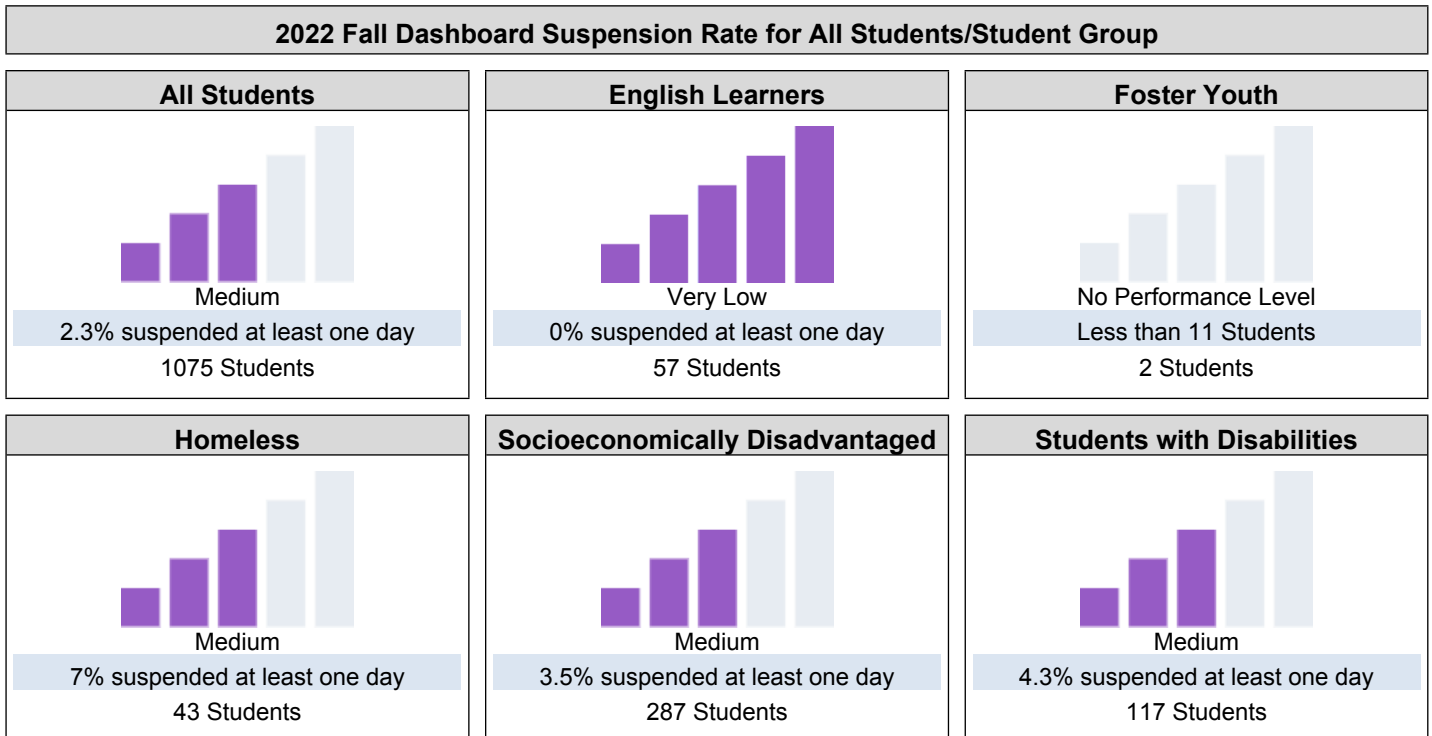
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



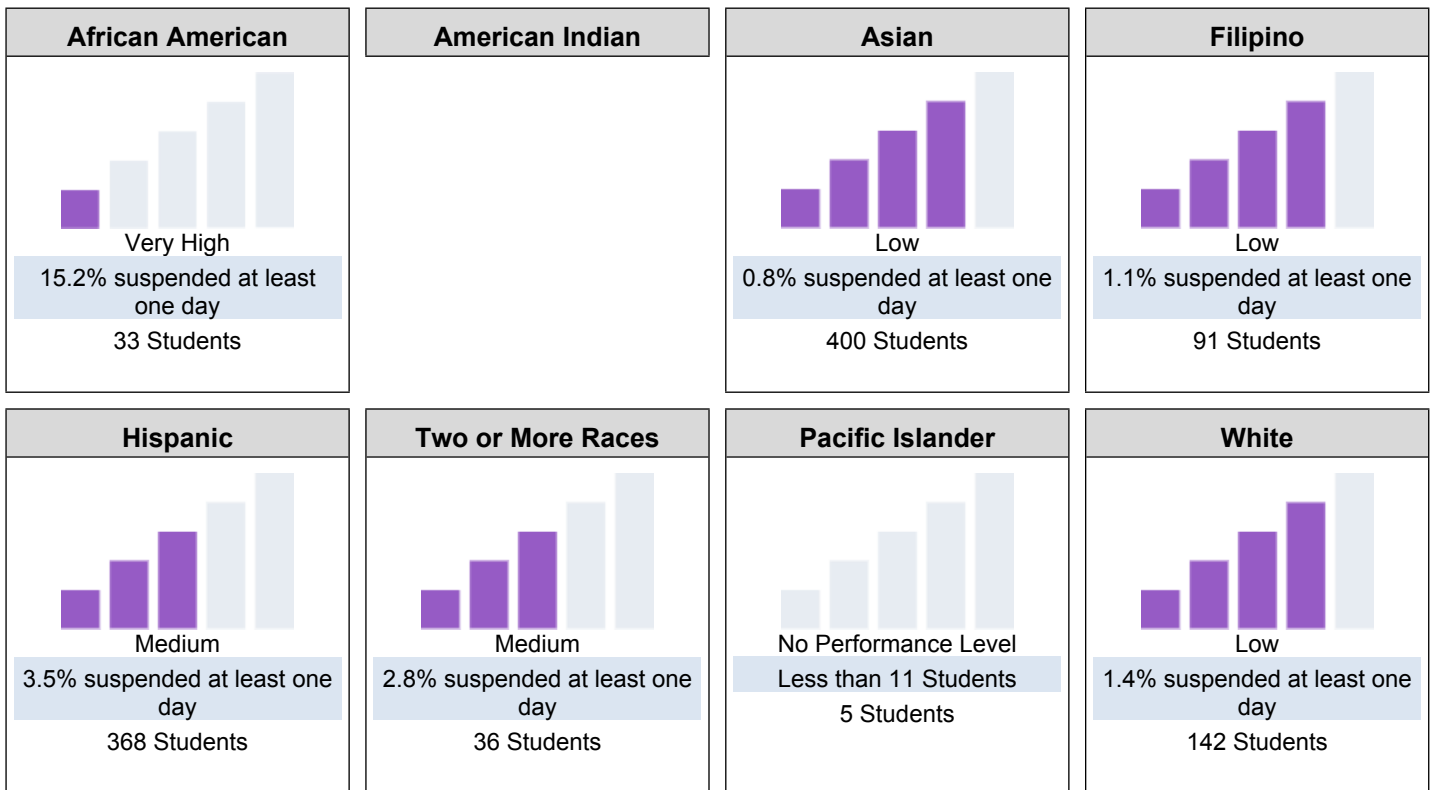
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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

Plan and implement professional development for all teachers focusing on First Best Instruction of essential standards, Student Engagement Through Collaborative Communication, 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

Canyon Hills focus for Goal 1 has been identified given 2021-2022 California Assessment for Student Progress and Performance as well as the 2021-2022 Essential Standards Assessment data.

Current Reality for English Language Arts:

2022-2023 ESA results indicate clear growth in the percentage of students demonstrating mastery throughout the year as evidence by students Meeting or Exceeding Standards.

7th Grade percentage of students Meeting or Exceeding Standards in ELA

ESA1: 72.2%

ESA2: 69.5%

ESA3: 75.6%

8th Grade percentage of students Meeting or Exceeding Standards in ELA

ESA1: 70.9%

ESA2: 69.8%

ESA3: 77.9%

Current Reality for mathematics:

2021-2022 ESA results indicate clear growth in the percentage of students demonstrating mastery throughout the year evidence by students Meeting or Exceeding Standards..

7th Grade percentage of students Meeting or Exceeding Standards in Mathematics

ESA1: 45.3%

ESA2: 62.0%
 ESA3: 59.8%

8th Grade percentage of students Meeting or Exceeding Standards in Mathematics

ESA1: 39.9%
 ESA2: 29.6%
 ESA3: 33.9%

8th Grade IM1 percentage of students Meeting or Exceeding Standards in Mathematics

ESA1: 45.8%
 ESA2: 81.4%
 ESA3: 85.9%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
When administration visits classrooms (5 classrooms per week) at a duration of 5 to 7 minutes, the staff will post and reference the "I can statements for the observable lesson in 100% of the classroom visits. Students will be able to articulate the Learning Intention of the lesson 90% of the time when asked by administration.	Currently Canyon Hills administration has noted that Learning Intentions and Success Criteria is posted in 95% of classrooms. Through classroom observations, students are able to articulate Learning Intentions with 60% accuracy.	100% of Canyon Hills classrooms will post Learning Intentions and Success Criteria as observed by classroom visits by administration. Students will be able to articulate their learning 9 out of 10 times as observed by administrative classroom visits.
<p>Canyon Hills Teacher Teams will administer 3 CFAs (1 per trimester) to assess mastery of Essential Standards</p> <p>SMART Goal Checkpoint 1: Essential Standards Assessment 1: 8/10/22 - 9/4/22 ELA = 73% Math = 65%</p> <p>SMART Goal Checkpoint 2: Essential Standards Assessment 2: 11/2/22-12/4/22 ELA = 76% Math = 68%</p> <p>SMART Goal Checkpoint 3: Essential Standards Assessment 3: 2/8/23 - 3/5/23 ELA = 79% Math = 71%</p>	<p>2020-2021 Canyon Hills Teacher Teams administered 1 CFA per trimester to fidelity to answer the 4 questions of the PLC:</p> <ol style="list-style-type: none"> 1. What do we want all students to know? 2. How will we know if all students "know it"? 3. What will we do when students don't "know it"? 4. What will we do when students do "know it"? 	<p>100% of students will achieve mastery of essential standards that are assessed through the CFA by adhering strictly to questions 2 and 3 of the PLC process.</p> <p>Professional Learning Communities at Canyon Hills will administer two versions of a CFA per unit to ensure mastery of essential standards that are:</p> <ol style="list-style-type: none"> 1. hard to learn 2. hard to teach 3. worth the intervention

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Canyon Hills Teacher Teams will work through the PLC process addressing all 4 questions of the PLC at a minimum of 1 time per trimester.		
Administer Essential Standard Assessment 1-2-3 over the course of the school year.	<p>The Essential Standard Assessment will provide a baseline for growth for our students. Expected outcomes for students to achieve mastery on ESAs in ELA and Math are based upon 2018-2019 CAASPP Data</p> <p>English Language Arts 7 CAASPP: 72% of students met or exceeded standards</p> <p>English Language Arts 8 CAASPP: 70% of students met or exceeded standards</p> <p>Mathematics 7 CAASPP: 61% of students met or exceeded standards</p> <p>Mathematics 8 CAASPP: 55% of students met or exceeded standards</p>	<p>English Language Arts: ESA 1: 69% of students achieve mastery ESA 2: 73% of students achieve mastery ESA 3: 76% of students achieve mastery</p> <p>Mathematics: ESA 1: 56% of students achieve mastery ESA 2: 60% of students achieve mastery ESA 3: 63% of students achieve mastery</p>

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)

Students with Disabilities and English Learners

Strategy/Activity

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.

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)

5900

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Common Planning Time will be provided for teachers to reflect, plan and analyze units in department and grade level teams. Data-driven dialogues will take place in PLCs

51,078

General Fund
4000-4999: Books And Supplies
Funds will be used to support the PLC process and to ensure high levels of engagement are accessible for all students. Supplies will be purchased to ensure orderly operation of the school site.

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 Students With Disabilities and English Learners

Strategy/Activity

CA Academic Standards aligned assessments:
Provide opportunities for highly qualified professional development on working within the Professional Learning Community.

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
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
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

100% of students at Canyon Hills have access to one to one devices to support engagement with Essential Learning in class and at home. Funds will be used to support the PLC process and to ensure high levels of engagement are accessible for all students.

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)

19637.85

Source(s)

ESSER III
4000-4999: Books And Supplies
Funds will be used to support the PLC process and to ensure high levels of engagement are accessible for all students.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students need access to the most current CA Next Generation Science Standard aligned materials. Science teachers will collaborate within their department to create units of study that support acquisition of content knowledge.
Science Curricular Coach will work with the Science Department during weekly PLC meetings and PLC release days to focus on Essential Learning and engagement with pilot materials. CVUSD will adopt a new science curriculum for the 2022-2023 school year. Release time will be provided to the

Science Department to collectively plan with the new text and to engage with data driven discussions regarding results of assessment.

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)

2000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Extra hours and sub release time for teachers

Annual Review

SPSA Year Reviewed: 2022-23

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 in Goal 1:

- Strategy 1: Full engagement with the District adopted text in ELA occurred and the text is used to support mastery of essential learning. This strategy will continue next year, however it will not be written into the SPSA.
- Strategy 2 and 4: Standard aligned assessments (CFAs and ESAs) were created, engaged with, and used to drive instruction. This strategy will continue next year.
- Strategy 3: Before school intervention with a fully credentialed teacher was provided four days a week to support students in comprehension of essential learning. This strategy will continue next year.
- Strategy 5: Release time was provided to science teachers to support common planning with the newly adopted Discovery textbook. This strategy will continue 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.

- Strategy 1: Full engagement with the District adopted text in ELA occurred and the text is used to support mastery of essential learning. This strategy was effective and will continue next year, however it will not be written into the SPSA.
- Strategy 2 and 4: Standard aligned assessments (CFAs and ESAs) were created, engaged with, and used to drive instruction. This strategy was effective and used to target "student by student" and "standard by standard." This will continue next year.
- Strategy 3: Before school intervention with a fully credentialed teacher was provided four days a week to support students in comprehension of essential learning. This strategy

was effective, however only serviced approximately 8-10 students per meeting. This strategy will continue next year and will need to be promoted better in order to offer support to larger populations of students.

- Strategy 5: Release time was provided to science teachers to support common planning with the newly adopted Discovery textbook. This strategy was very effective and will continue next year.

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.

This goal will not focus on implementation of ELA adopted text for the 23-24 school year. Furthermore, strategies 2 and 4 will be combine.

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

By March 2023, we will score 2 out of 2 on Tier 1 TFI points 1.5 by creating clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed versus classroom-managed problems.

Checkpoints:

Internal TFI #1

External TFI #3

The total enrollment of Canyon Hills is 1,075, 80% of our school population will meet the criteria for not being chronically absent ($1,075 \times .80 = 860$). The Black/African American population is made up of 32 students, 80% of this population will meet the criteria for not being chronically absent ($32 \times .80 = 26$).

Goal: a maximum number of 215 students will be on the chronically absent list. There will be a maximum of 6 Black/African American students will be categorized as chronically absent in order for Canyon Hills to exit ATSI status.

Canyon Hills will use the "Students with Absences" report in AERIES to determine the number of students that have met the requirements for chronically absent (18 or more days). Reports will be run monthly to ensure students are supported in attending school.

Metrix

The number of Chronically Absent Students will be tracked using the AERIES "Students with Absences." SART and SARB lists will be used to monitor students considered at risk for Chronic Absenteeism.

Identified Need

Canyon Hills focus for Goal 2 has been identified given 2021-2022 Spring Tiered Fidelity Inventory Internal Assessment which identifies school wide implementation of Positive Behavior and Support best practices.

Current Reality for Positive Behavior and Support Implementation indicates that Canyon Hills has currently implemented PBIS across 93% of the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>MTSS B Suspension/Expulsion: The number of office referrals, playground incidents, and suspensions will be monitored through the use of logs to establish impact and provide evidence of the Tier 1 PBIS Program implementation. Other Means of Correction usage will be monitored and logged to establish impact and provide evidence of OMC on the school program. Tier 2 and 3 at risk students assessment results will be reviewed every 12 weeks to measure effectiveness and verify students needs.</p>	<p>2022-2023 Office Referral</p>	<p>2023-2024 Office Referrals will remain within 10% of those referred from previous year.</p>

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

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)
0	None Specified None Specified The PBIS team will provide training one time per trimester to support site staff in implementing PBIS in the classroom.
1,000	None Specified None Specified Common Planning Time and PLCs will be allocated for meetings to identify students who will benefit from MTSS-B Tier II services.
3,977	Lottery: Instructional Materials 4000-4999: Books And Supplies 2c. Books and supplies will be purchased to support the PBIS recognition and rewards.
24,000	AVID 4000-4999: Books And Supplies 2d.Funds will be used to support students, the AVID program, and parent engagement on campus.
10,000	AVID 5800: Professional/Consulting Services And Operating Expenditures 2e.Professional development via conferences to support additional training in instructional based best practices.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, SWD, LI, FY, EL, and all Significant Subgroups will decrease in suspension rates and increase in attendance rates.

Strategy/Activity

Professional development will be provided to all staff to support five key indicators of success: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

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)
20,000	ESSER III 5800: Professional/Consulting Services And Operating Expenditures Provide a buy-back day for teachers and provide PD by Capturing Kids Hearts; a systemic approach, our research-based process improves the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

Strategy/Activity 3

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

All Students, SWD, LI, FY, EL, and all Significant Subgroups will decrease in suspension rates and increase in attendance rates by engaging with extracurricular and cocurricular 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)	Source(s)
50,000	ESSER III 1000-1999: Certificated Personnel Salaries extra curricular and co-curricular enrichment clubs and activities.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Strategies 1, 2, and 3 were fully implemented. The Zen Den was created to support student wellness, the PBIS team implemented a new behavior support system, and staff members attended training to support engagement and positive supports within the classroom.

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

Strategy 1 is partially effective, while the Zen Den has been created, very few students engage with this space. Strategy 2 has been highly effective, a new point system was created and scanning systems were implemented in all classrooms.

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.

The SPSA for 23-24 will not include creation of the Zen Den nor implementation of the new point system. It is recommended that Therapy dogs be brought onto campus to support mental healthy.

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

Current Reality:

ELA Overall: 77% of students at Canyon Hills Met or Exceeded Standards on the ELA portion of the 2022 CAASPP. On the ELA portion of the CAASPP, the percent of English Learners meeting or exceeding standards was _____.

7th Grade 82% Meets or Exceeds

8th Grade 72 % Meets or Exceeds

Math Overall: 56% of students at Canyon Hills Meet or Exceeded Standards on the Mathematics portion of the 2022 CAASPP.

7th Grade 60% Meets or Exceeds

8th Grade 52 % Meets or Exceeds

School Level SMART Goal: On the 2023 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 77% to 78% and in Math will increase from 52% to 63%. English Learners will increase the percentage of students scoring "Met" or "Exceeded" will increase from _____ % to _____%.

SMART Goal Checkpoint 1: Essential Standards Assessment 1: 8/8/22 - 8/26/22 7th ELA = 72%
7th Math = 60%

8th ELA= 72% 8th Math = 52%

ELD= IM1= 60%

SMART Goal Checkpoint 2: Essential Standards Assessment 1: 11/7/22 - 12/2/22 7th ELA = 75%
7th Math = 63%

8th ELA= 75% 8th Math = 58%

ELD= IM1= 75%

SMART Goal Checkpoint 3: Essential Standards Assessment 1: 2/14/23 - 3/7/23 7th ELA = 78%
7th Math = 65%

8th ELA= 78% 8th Math = 63%

ELD= IM1= 85%

Identified Need

Canyon Hills focus for Goal 3 has been identified given 2021-2022 California Assessment for Student Progress and Performance (CAASPP).

Current Reality for English Language Arts:

Overall: 77% of Students at Canyon Hills Meet or Exceeded Standards on the ELA portion of the 2022 CAASSP.

Current Reality for Mathematics:

Overall: 56% of Students at Canyon Hills Meet or Exceeded Standards on the Mathematics portion of the 2022 CAASSP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Progress and Performance will be used to assure that 76% of students will Meet or Exceed Standards in English Language Arts, and 63% of students will Meet or Exceed Standards in Mathematics.	Spring 2019 CAASPP Results (Students Meeting or Exceeding Standards) ELA and Mathematics: Spring 2019 CAASPP results indicate 71% of Canyon Hills Students are Meeting or Exceeding Standards in English Language Arts and 58% 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 71% to 76% (5 percentage points) in English Language Arts and from 58% to 63% (5 percentage points) in Mathematics, as measured by the California Assessment of Student Progress and Performance.
The Reading Inventory and the Math Inventory will be administered every 6 weeks to all students receiving intervention supports in English Language Arts and	Spring 2018-2019 Reading Inventory and Math Inventory results identify a one year growth for students in the program over a 6 month time span.	Fall of 2021 100% of 7th and 8th grade students participated in a school wide screening of reading through the Scholastic Reading Inventory. Based upon this data and 6th grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Mathematics via Read 180 and Math 180.</p>		<p>FAST data Canyon Hills students will receive math or reading intervention if they demonstrate below grade level results for ELA or Math. As a result of intervention classes and regular monitoring; 100% of ELA Intervention students will demonstrate growth in closing the achievement gap; and 100% of Math Intervention students will demonstrate growth in closing the achievement gap.</p>
<p>Canyon Hills will increase the overall percentage of students meeting and exceeding standards from 71% to 76% (5 percentage points) in English Language Arts and from 58% to 63% (5 percentage points) in Mathematics, as measured by the 4 big questions of the Professional Learning Community.</p>	<p>2020-2021 Canyon Hills Teacher Teams administered 1 CFA to fidelity to answer the 4 questions of the PLC:</p> <ol style="list-style-type: none"> 1. What do we want all students to know? 2. How will we know if all students "know it"? 3. What will we do when students don't "know it"? 4. What will we do when students do "know it"? 	<p>100% of students will achieve mastery of essential standards that are assessed through the CFA. The PLC process will continue throughout the 2020-2021 school year regardless of the learning delivery model.</p>
<p>Administer Essential Standard Assessment 1-2-3 over the course of the school year to ensure progress towards mastery of Essential Standards in preparation for the California Assessment of Student Progress and Performance.</p>	<p>2021-2022 ESA Data</p> <p>English Language Arts: ESA 1: 71.5% of students achieve mastery ESA 2: 773.5% of students achieve mastery ESA 3: 73.4% of students achieve mastery</p> <p>Mathematics: ESA 1: 42.5% of students achieve mastery ESA 2: 61.2% of students achieve mastery ESA 3: 66.1% of students achieve mastery</p>	<p>SMART Goal Checkpoint 1: Essential Standards Assessment 1: 8/10/22 - 9/4/22 ELA = 73% Math = 65%</p> <p>SMART Goal Checkpoint 2: Essential Standards Assessment 2: 11/2/22-12/4/22 ELA = 76% Math = 68%</p> <p>SMART Goal Checkpoint 3: Essential Standards Assessment 3: 2/8/23 - 3/5/23 ELA = 79% Math = 71%</p>

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

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)	Source(s)
8,000	Foundation 4000-4999: Books And Supplies Materials will be purchased to support the following CTE courses: Woodshop, Computer Technology, Digital Design, Art.
2,000	Foundation 1000-1999: Certificated Personnel Salaries VAPA and CTE teachers will be provided Professional Development.
900	Activities – General Fund None Specified Funding will be used for transportation to end of year events to celebrate student success in Junior High School as they promote to High School.
3600	Band – General Fund 4000-4999: Books And Supplies Band and Choir will split this money to ensure that our students have the most up-to-date equipment to support a high quality VAPA program.
41622	General Fund 4000-4999: Books And Supplies Funds will be used to purchase books and supplies to support VAPA, CTE, and other enrichment courses.

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

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)

11360

Source(s)

GATE

5800: Professional/Consulting Services And Operating Expenditures

- Purchase enrichment and extension materials and technologies for GATE Classes
- Provide afterschool enrichment and extension
- send teachers to the CAG conference

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; Students identified under IDEA and English Learners and any students not demonstrating mastery in English Language Arts and/or Mathematics

Strategy/Activity

English Learners will have academic success as they improve their English Proficiency:

Reclassification

Graduations Rate

Course completion

EL Academy/ELD

Summer School

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. Read 180 and Math 180 intervention coursed will be added into the mastery schedule to support interventions throughout the school day.

Student will have access to specialized instruction and the necessary technology to incorporate the 4Cs within the general education setting and as appropriate to the needs of the students.

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)
2000	<p>Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 3f. Teachers will work with the Instructional Coach to continue to increase their skills in supporting EL students. All teachers will be provided professional development in the areas of 21st Century Skills, CCSS, and 4C's. Training will emphasize the application of strategies provided coupled with a focus on quality lesson planning that provides clear learning goals to support positive learning outcomes.</p> <p>Teachers will collaborate on best practices for virtual engagement strategies for students with Limited English Proficiency</p> <p>All Departments at Canyon Hills will be trained in Integrated English Language Development (IELD) strategies to support English Learners across content areas.</p> <p>Common Planning Time and Professional Learning Community time will be allocated to review the 4 essential questions of the PLC, identify students at risk, collaboratively reflect, plan, and analyze assignments between ELD teachers and core teachers.</p>
3,000	<p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries This funding source will allow for the site to timesheet a certificated employee to provide before school intervention for English Learners two days per week.</p>
500	<p>Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 3k. Training and support was provided by district to assist teachers with implementation. Read 180/Math 180 is a district-wide initiative to support students reading below grade level.</p>
2000	<p>ESSER III 1000-1999: Certificated Personnel Salaries</p>

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

FY, LI, EL, SWD

Strategy/Activity

Homeless, foster youth, socioeconomically disadvantaged students and students with disabilities will demonstrate academic success:

Graduation Rate

Drop Out Rate

Alternative Supports for Foster Youth

AVID

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)

4000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Provide release time for grade level and department level collaboration. Co-planning, co-teaching, development of instructional materials and data analysis will be implemented to identify at risk youth and address interventions for support.

50,000

ESSER III
1000-1999: Certificated Personnel Salaries
Two Read 180 and two Math 180 intervention classes will be added into the master schedule to support mastery of essential standards for all students.

50,000

ESSER III
2000-2999: Classified Personnel Salaries
Additional hours will be paid via timesheet for Instructional Aides to support collaboration classes.

2000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
3l. Common Planning Time will be allocated to reflect, plan, and analyze units with general education teachers. Additional training in the collaboration model will be provided to both the Special Education and General Education teachers

Strategy/Activity 5

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 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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Strategies 1-6 were fully implemented. CTE technology was purchased using Perkins Funds, English Learner progress was a focus of teachers and instructional coaches, a zero drop-out rate was present with homeless and foster youth. Furthermore, intervention classes were fully implemented and processes for entering and exiting intervention courses were outlined. Finally, GATE funds were used to offer enrichment field trips for students.

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

CTE technology was purchased using Perkins Funds, English Learner progress was a focus of teachers and instructional coaches, a zero drop-out rate was present with homeless and foster youth. Furthermore, intervention classes were fully implemented and processes for entering and exiting intervention courses were outlined. Finally, GATE funds were used to offer enrichment field trips for students.

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.

For the 23-24 school year, GATE funds will be used to send teachers to the CAG conference.

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	\$772,728.85

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 (\$)
Title II Part A: Improving Teacher Quality	\$16,400.00

Subtotal of additional federal funds included for this school: **\$16,400.00**

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 (\$)
Activities – General Fund	\$900.00
AVID	\$34,000.00
Band – General Fund	\$3,600.00
District Funded	\$404,154.00
ESSER III	\$191,637.85
Foundation	\$10,000.00
GATE	\$11,360.00
General Fund	\$92,700.00
LCFF - Supplemental	\$3,000.00
Lottery: Instructional Materials	\$3,977.00
None Specified	\$1,000.00
None Specified	\$1,000.00

Subtotal of state or local funds included for this school: \$756,328.85

Total of federal, state, and/or local funds for this school: \$772,728.85

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	11,360.00	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	0.00
Activities – General Fund	900.00	0.00
General Fund	92,700.00	0.00
AVID	34,000	0.00
LCFF - Supplemental	3,000	0.00
ESSER III	189,637.85	-2,000.00

Expenditures by Funding Source

Funding Source	Amount
Activities – General Fund	900.00
AVID	34,000.00
Band – General Fund	3,600.00
District Funded	404,154.00
ESSER III	191,637.85
Foundation	10,000.00
GATE	11,360.00
General Fund	92,700.00
LCFF - Supplemental	3,000.00
Lottery: Instructional Materials	3,977.00
None Specified	1,000.00
Title II Part A: Improving Teacher Quality	16,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	527,554.00
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	151,914.85
5800: Professional/Consulting Services And Operating Expenditures	41,360.00
None Specified	1,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Activities – General Fund	900.00
4000-4999: Books And Supplies	AVID	24,000.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	10,000.00
4000-4999: Books And Supplies	Band – General Fund	3,600.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
1000-1999: Certificated Personnel Salaries	ESSER III	102,000.00
2000-2999: Classified Personnel Salaries	ESSER III	50,000.00
4000-4999: Books And Supplies	ESSER III	19,637.85
5800: Professional/Consulting Services And Operating Expenditures	ESSER III	20,000.00
1000-1999: Certificated Personnel Salaries	Foundation	2,000.00
4000-4999: Books And Supplies	Foundation	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	GATE	11,360.00
4000-4999: Books And Supplies	General Fund	92,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	3,977.00
None Specified	None Specified	1,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	16,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	482,769.85
Goal 2	108,977.00
Goal 3	180,982.00

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
Todd Finkbiner	Principal
Charlie Hemsley	Classroom Teacher
Tamra Rowcliffe	Classroom Teacher
Courtney Mullen	Classroom Teacher
Lesa lasparro	Parent or Community Member
Christine Dahlstrom	Other School Staff
Edward Chien	Secondary Student
Phoebe You	Secondary Student
Carma Ghobrial	Secondary Student
Sofia Henderson	Secondary Student
Herman Kohli	Secondary Student
Ethan West	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 5/9/23.

Attested:



Principal, Todd Finkbiner on 5/9/23

SSC Chairperson, Tamra Rowcliffe on 5/9/23

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**easurable, **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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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

2021-2022

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. *(School Name)* 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.
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.
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.
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.
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.

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.

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.

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

**(909) 628-1201 ext 5601
(Chinese) (909) 628-1201 ext 5602**

Family Participation

Activities to Build Engagement

- Parent Teacher Conferences scheduled as needed
- Back to School Night & Successfest
- Student Recognition Breakfasts
- School Site Council
- AVID Parent Workshops
- Aeries Parent Portal Trainings
- Coffee with Counselors
- PTSA Meetings
- ELAC Meetings
- Rally Assemblies
- Partnerships for Learning Network
- Community Service Clubs

Volunteering Opportunities

If you would like to volunteer, participate in, and/or observe a classroom, please contact the office.

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**
 - Emails/newsletters
 - school website
 - school marquee
 - frequent progress monitoring
- **Home to School**
 - school agendas
 - email
 - parent-teacher meetings
 - participate in "activities to build partnerships" (see above)

School Website: <https://www.chino.k12.ca.us/Domain/30>

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT

2023-2024



7th and 8th GRADE FOCUS FOR STUDENT SUCCESS

Tell me and I forget. Teach me and I remember.

Involve me and I learn.

----Benjamin Franklin

**Canyon Hills Junior High School
2500 Madrugada Drive 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

100% of our classrooms will incorporate the 4 C's (Communication, Collaboration, Creativity, Critical Thinking) of a 21st Century education with an emphasis on critical thinking, to facilitate college and career readiness.

Teachers will expand access to 21st century skills by incorporating the 4 C's and problem-based learning to all students.

Non-Academic

By end of year, school staff will have established and implemented a school-wide Tier 1 MTSS-B program and students identified at-risk are offered Tier 2 and 3 interventions.

English Learner

English Learners will band up one language proficiency level on the ELPAC (English Language Proficiency Assessments for California)

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

In the Classroom

In the classroom, 7th and 8th grade teachers will focus effective instruction and these high-impact strategies to support school goals:

Incorporate the 4 C's into all disciplines with an emphasis on critical thinking to facilitate 21st century skills.

Provide instruction and opportunities to navigate and utilize various technological tools such as PowerPoint presentation, multi-media, digital text, and video lessons into all core classes to facilitate 21st century technology skills.

Utilize "think-time" to process a question and "pair-share" to formulate a final answer before class discussions. Teachers check for understanding throughout the lesson using various instructional strategies.

Provide online math and language arts program at school and from home to facilitate the continued practice of standards-aligned mathematics and language concepts.

Provide access to the school website, Google Classroom and Aeries parent portal.

Inform parents and students of up-to-date progress, grades, and reminders of upcoming assignments.

Provide daily ELD (English Language Development) instruction for English Learner students.

At Home

Activities at home to support what my child is doing at school:

In ELA/ELD

- Encourage daily reading at home and discuss readings with your student.
- Have conversations with your student and ask for reasoning and evidence.
- Attend ELA/ELD workshops and ELAC meetings.

In Math

- Review homework with your student for completion and to ensure students have shown their work.
- Encourage consistent use of web-based supplemental programs (BigIdeasMath.com) at home.
- Encourage students to attend before/ after school help sessions.
- Attend informational meetings.

In both ELA/ELD and Math

- Check student's agenda, notebooks, backpacks, and Aeries gradebook or other online grading programs on a daily/ weekly basis.
- Hold your student accountable for completing homework on a nightly basis.
- Stay in contact with your student's teachers and counselor.

At home, I will reinforce classroom learning by: checking agenda nightly, reviewing homework, and staying in communication with teachers.

Student Learning Activities

Activities students will do to support their learning: Writing classwork and homework for each subject in agenda daily, completing and turning in all assigned classwork and homework with quality effort, attending after school help with teachers when needed, keeping binder organized and all supplies brought to school daily, communicating with teachers, and checking grades frequently.