

# The Single Plan for Student Achievement

**School:** Canyon High School  
**CDS Code:** 19-65136-1931492  
**District:** William S. Hart Union High School District  
**Principal:** Shellie Holcombe  
**Revision Date:** April 10, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on May 2, 2018.**

## 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).

Canyon High School conducted a comprehensive needs assessment survey of stakeholders, including teachers, parents, and students. We asked similar questions of all three groups, although the questions were slightly modified for each audience. The following were identified as Canyon's areas of strength: strong sense of community and family; a growing use of data analysis to drive instruction; numerous opportunities for students to become involved in activities. Through the same process, the following areas were identified as areas for growth: a need to address growing diversity, including an increasing ELL and socioeconomically disadvantaged population; a need to update and increase the use of technology on campus. An Additional Survey was conducted in correlation with the Wish Foundation in order to attain technology needs of our undeserved populations. The results concluded that 53% of homework assigned required technology usage and 49% required the use of internet. Once the surveys were completed the Site Council met to go over the findings and review an action plan for meeting those perceived needs. Overwhelmingly our community felt that our students needed to increase student attendance and decrease student tardies, lower suspension rates and increase student graduation rates. Increase student engagement, student/teacher relationships and cultural competency. Increase the percentage of students deemed

prepared by the CDE Dashboard, decrease the achievement gap between our under performing and higher performing students in both ELA and math as depicted in our CAASPP scores.

### **Description of Comprehensive Needs Assessment Process**

This section provides a description of the process for conducting the Comprehensive Needs Assessment of the entire school, and summary of findings of the needs assessment.

School-wide data was analyzed by staff, parents and students to better understand the needs of the school through WASC accreditation process and Comprehensive Needs Assessment. Once all data was reviewed, the CHS stakeholders met to go over the findings and discuss an action plan for meeting those perceived needs. Overwhelmingly our community felt that our students need the following school goals:

Goal 1: Canyon High School will increase literacy among all students and close the achievement gap in literacy between high and low performing subgroups. (Supports LCAP goals 2, 3, & 4).

Goal 2: Canyon High School will increase math proficiency among all students and close the achievement gap in literacy between high and low performing subgroups. (Supports LCAP goals 2, 3, & 4).

Goal 3: Canyon High School will increase the number of students prepared for college and careers, as measured by A-G completion rates, participation in Advanced Placement courses, and participation in Career Technical Education (CTE) courses. (Supports LCAP goal 3).

The comprehensive needs assessment determined the following as areas of focus to improve student success in a post secondary environment:

- \* Train staff in “Capturing Kids’ Hearts” relational / leadership / communication model
- \* Purchase supplemental educational materials for maximizing hands-on engaging classroom curriculum
- \* Provide additional extra-help and tutoring opportunities with engaging curriculum and technology after school, in the evenings, and on Saturdays as necessary
- \* Provide additional hours for Bilingual Aides directly helping students learn both the English language and content material
- \* Increase family access to technology and additional educational resources at school through a Parent Resource Center
- \* Implement parent information nights and career days with guest speakers, professionals, and experts teaching about study habits, success skills, college & career pathways, use of Infinite Campus, access to Internet, etc.
- \* Take field trips to local colleges, universities, and museums with parent volunteer chaperones
- \* Implement mentoring programs building appropriate teen and adult mentor relationships
- \* Increase all students’ access to technology at school
- \* Take field trips with an emphasis on college awareness, cultural understanding, tolerance, and acceptance including parent volunteer chaperones
- \* Recognize students as often as possible for genuine display of great character and academic improvement

### **Information on Academic Achievement**

This section provides a description of the information on academic achievement, particularly of students failing or at-risk of failing to meet academic standards.

Math is a critical needs area. During the 2015 CAASPP administration, 31% of all students scored proficient or higher in the mathematical section while 19% of our lower socioeconomically disadvantaged students' met or exceeded the standard. That number increased to 46% for all students and to 35% for our socioeconomically disadvantaged students during the 2016 CAASPP testing. In 2017, 43% of all students met or exceeded the standard but only 30% of our socioeconomically disadvantaged students met or exceeded the standard.

Language Arts also experienced an increase in proficiency levels from the 2015 to 2017 school years for our all students from 68% in 2015, to 83% in 2016, and 85% in 2017. However, our socioeconomically disadvantaged student scores continue to reflect a need for additional support, as their score remained lower: 53% in 2015, 74% in 2016, and 80% in 2017. Although, the English and math departments have expanded their intervention and parallel support class offerings, more still needs to be done to address the needs of our under-performing subgroups.

Our students also have a critical need to access technology and develop technology skills to prepare them for college, careers, and the growing dependence on the use of technology to be successful global citizens. With over 40% of our students living in lower

socioeconomic households, they are not able to attain the 21st century skills they need at home. Most of our lower socioeconomic students can only access the internet on their phones or at a public library. This makes creating multimedia presentations and submitting assignments through the internet difficult or impossible for them. It is vital that they have access to cutting edge technology skills and equipment at school, providing equal access to education like students in more wealthy, affluent areas. All students need to acquire these skills to apply to college and compete in an increasingly electronic workplace.

The Canyon High School goals listed in this plan were determined by analyzing data from the CDE Dashboard, CAASPP scores, Brightbytes Technology Surveys, as well as other local and state data available.

#### **Impact of Instructional Program**

This section provides a description of the impact of the instructional program on student achievement, and other factors determined by the LEA/School.

Our lower socioeconomically disadvantaged students do not have the same access to food, healthcare, shelter, technology, and other basic necessities as students from more affluent families. Consequently, their academic success is hindered in many cases by circumstances beyond their control. At Canyon High School, we see this difference in our students in the form of technology access and skills, athletic and performing arts participation, and a gap in CAASPP scores in both math and English Language Arts.

Our goal at Canyon High School is to minimize these gaps through the use of our Title 1 funds. Our plan seeks to increase access to up-to-date technology in our math and English classrooms and support our focus on inquiry-based and collaborative learning. We will also facilitate small group learning through additional instructional assistants in the math and English classrooms of our most fragile learners. Part of our plan is to also increase parent involvement along with increasing counseling services and college awareness programs. We will also utilize Title 1 support for teacher training and educational programs to better educate our teachers on how to meet the needs of our under-performing subgroups. Educational research has shown all of these aforementioned strategies to be highly effective in increasing student achievement in secondary settings.

#### **Annual Evaluation of Prior Year Plan**

This section provides a description of the results of the annual evaluation of the prior year's plan.

N/A

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	590	531	543	575	511	532	572	511	532	97.5	96.4	98
All Grades	590	531	543	575	511	532	572	511	532	97.5	96.4	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2616.4	2655.7	2670.1	24	41	47.74	43	42	37.41	24	13	12.78	9	5	2.07
All Grades	N/A	N/A	N/A	24	41	47.74	43	42	37.41	24	13	12.78	9	5	2.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	30	41	49.44	56	51	43.42	14	8	7.14
All Grades	30	41	49.44	56	51	43.42	14	8	7.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	43	57	66.04	47	39	31.32	10	5	2.64
All Grades	43	57	66.04	47	39	31.32	10	5	2.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	17	29	36.65	70	63	58.65	13	8	4.70
All Grades	17	29	36.65	70	63	58.65	13	8	4.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	38	54	59.77	52	43	36.65	10	3	3.57
All Grades	38	54	59.77	52	43	36.65	10	3	3.57

**Conclusions based on this data:**

1. 1. Scores continue to decline in all four sub-categories in ELA over the past three years for students scoring "at" or "near" standard.
2. 2. The percentages of students at the "standard met" performance band stayed relatively the same, while the percentage of students at the "standard nearly met" and "standard not met" levels decreased.
3. 3. The highest percentage of students in the "below standard" in 2017 fell within the reading component (at 7%), while the highest percentage of students "above standard" in 2017 fell within the writing component (at 66%)

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	590	529	540	575	508	529	573	500	529	97.5	96.2	98
All Grades	590	529	540	575	508	529	573	500	529	97.5	96.2	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2578.4	2614.9	2600.3	10	19	16.45	21	27	26.47	32	26	25.14	37	28	31.95
All Grades	N/A	N/A	N/A	10	19	16.45	21	27	26.47	32	26	25.14	37	28	31.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	19	32	28.54	39	35	31.00	43	33	40.45
All Grades	19	32	28.54	39	35	31.00	43	33	40.45

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	12	23	18.53	60	55	52.93	28	22	28.54
All Grades	12	23	18.53	60	55	52.93	28	22	28.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	26	21.74	66	58	58.60	21	17	19.66
All Grades	13	26	21.74	66	58	58.60	21	17	19.66

#### Conclusions based on this data:

1. The majority of the students tested last year in 2017 fell within the "standard nearly met" and "standard not met" band, at 57% combined percentage.
2. Students' overall scores fell during the 2016-17 school year as compared to previous years.

3. The math "Concepts and Procedures" section had the highest percentage of students falling in the "below standard" performance band at 40% of students.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	15	11	7	48	52	53	34	27	33	3	8	3		3	3
<b>10</b>	13	23	13	48	48	56	32	21	21	5	5	6	2	4	4
<b>11</b>	41	26	34	42	55	50	15	12	10	1	4			3	6
<b>12</b>	30	45	45	51	35	34	13	13	11	3	3	9	3	3	2
<b>Total</b>	24	26	24	47	48	49	25	18	19	3	5	4	1	3	4

#### Conclusions based on this data:

1. Students in the Advanced and Early Advanced proficiency levels have not significantly changed over the past 3 years.
2. Overall, the majority of students were all in the Early Advanced proficiency level.
3. Over the past three years the smallest percentage of students remain in the Beginning proficiency level.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	15	13	6	44	47	53	30	25	30	6	9	3	4	6	8
<b>10</b>	14	23	13	46	45	54	30	21	19	5	5	5	4	6	9
<b>11</b>	38	29	32	42	53	49	17	13	11	3	4		1	3	8
<b>12</b>	29	44	46	51	35	33	14	13	11	3	5	9	3	3	2
<b>Total</b>	23	26	23	45	46	48	24	18	17	5	6	4	3	5	7

#### Conclusions based on this data:

1. The highest percentage of students fell within the Early Advanced proficiency level over the three years in this combined report.
2. The number of students in the Beginning proficiency level has increased over the past three years from 3% to 7%, representing an increase in the number of English Learners entering CHS.
3. The number of students in the Advanced proficiency level has decreased over the last two years when combining these initial and annual results.

## School and Student Performance Data

### Student Enrollment by Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.2%	0.1%	0.2%	4	2	5
African American	4.0%	4.1%	4.3%	94	96	97
Asian	2.7%	2.5%	2.1%	63	57	48
Filipino	3.6%	3.7%	2.9%	84	87	66
Hispanic/Latino	46.0%	48.6%	50.2%	1,088	1,131	1,125
Pacific Islander	0.2%	0.2%	0.2%	5	4	4
White	40.0%	37.4%	36.7%	946	871	823
Multiple/No Response	0.0%	0.0%	0.1%	0	0	2
<b>Total Enrollment:</b>				<b>2,363</b>	<b>2,327</b>	<b>2,243</b>

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten	0	0	
Grade 1	0	0	
Grade 2	0	0	
Grade 3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	0	0	
Grade 7	0	0	
Grade 8	0	0	
Grade 9	619	626	579
Grade 10	596	598	614
Grade 11	616	549	554
Grade 12	532	554	496
<b>Total Enrollment:</b>	<b>2363</b>	<b>2,327</b>	<b>2,243</b>

## School and Student Performance Data

### Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		9	5
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		5	0
College/Career (9-12)	N/A	N/A	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. An orange performance level in Suspension Rate indicates a need to review subgroups in this category as well as the increase or decrease from the previous reporting year.
2. Suspension rate can be positively influenced by school culture, indicating a need for us to review possible ways to improve overall climate, school connectness, and student behavior through relationship-building.

## School and Student Performance Data

### Status and Change Report

#### Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		2,361	Medium 2.6%	Increased +1.6%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		2,361	Medium 2.6%	Increased +1.6%
English Learners		284	Medium 4.2%	Increased +2.7%
Foster Youth		21	Medium 4.8%	Increased +0.4%
Homeless		22	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		932	Medium 4.3%	Increased +2.9%
Students with Disabilities		341	High 6.7%	Increased Significantly +3.8%
African American		107	High 7.5%	Increased Significantly +5.7%
American Indian		5	*	*
Asian		49	Very Low 0%	Declined -1.6%
Filipino		70	Low 1.4%	Increased +1.4%
Hispanic		1,199	Medium 3.8%	Increased +2.5%
Pacific Islander		4	*	*
Two or More Races		76	Very Low 0%	Maintained 0%
White		849	Low 0.8%	Increased +0.3%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

1. Certain subgroups of students show an increase in the percentage number of suspensions from the previous reporting period.
2. This indicates a need to work with teachers on positive behavior interventions and relationship building models for impacting student behavior and performance.

## School and Student Performance Data

### Status and Change Report

#### English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		277	Very High 91.7%	Declined -3.2%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 4.2%	Increased +2.7%
English Learner Progress (1-12)		Very High 91.7%	Declined -3.2%
Graduation Rate (9-12)		Very High 95.8%	Increased +2.8%
College/Career (9-12)	N/A	Low 26.4%	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. English Learner progress is commendable, with a very high green performance level at 91.7%.

# School and Student Performance Data

## Status and Change Report

### Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Graduation Rate (9-12)		532	Very High 98.9%%	Increased +1%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		532	Very High 98.9%%	Increased +1%
English Learners		72	Very High 95.8%%	Increased +2.8%
Foster Youth		6	*	*
Homeless		31	High 93.5%%	Increased +1%
Socioeconomically Disadvantaged		261	Very High 97.7%%	Maintained +0.7%
Students with Disabilities		60	Very High 96.7%%	Maintained -0.2%
African American		26	High 92.3%%	Declined -4.9%
American Indian		0	*	*
Asian		20	Very High 100%%	Increased Significantly +6%
Filipino		18	Very High 100%%	Increased +1.5%
Hispanic		221	Very High 99.1%%	Increased +1.8%
Pacific Islander		1	*	*
Two or More Races		21	Very High 100%%	Maintained 0%
White		225	Very High 99.1%%	Maintained +0.5%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

1. Graduation rate for all students and all subgroups has the highest performance rating of blue.

## School and Student Performance Data

### Status and Change Report

#### College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
College/Career	N/A	532	Medium 52.8%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students	N/A	532	Medium 52.8%	N/A
English Learners	N/A	72	Low 26.4%	N/A
Foster Youth	N/A	6	*	N/A
Homeless	N/A	31	Low 32.3%	N/A
Socioeconomically Disadvantaged	N/A	261	Medium 41.4%	N/A
Students with Disabilities	N/A	60	Very Low 6.7%	N/A
African American	N/A	26	High 57.7%	N/A
Asian	N/A	20	High 65%	N/A
Filipino	N/A	18	Very High 88.9%	N/A
Hispanic	N/A	221	Medium 41.2%	N/A
Pacific Islander	N/A	1	*	N/A
Two or More Races	N/A	21	Medium 52.4%	N/A
White	N/A	225	High 59.6%	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

### Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	519	89.9 points above level 3	+19.7 points

Assessment	Number of Students	Status	Change
Mathematics (Grade 11)	516	24.3 points below level 3	-11.1 points

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

1. There is no prior data to form a comparison for College / Career Readiness. Therefore, we will study these numbers as baseline data in order to make decisions about preparing more students for college & careers annually.
2. Students in Grade 11 overall scored 89.9 points above the required level 3 in English performance, increasing by 19.7 points from the year before. This is outstanding progress.
3. Students in Grade 11 overall scored 24.3 points below the required level 3 in mathematics performance, decreasing by 11.1 points from the year before. This is an area of great concern.

## School and Student Performance Data

### Detailed Report

#### Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	94.9%	91.7%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared
Class of 2016	52.8%	24.2%	22.9%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

#### English Language Arts

#### Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017
English Language Arts	70.2 points above level 3	89.9 points above level 3
Mathematics	13.2 points below level 3	24.3 points below level 3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. The percentage of English Learners who made progress towards English proficiency fell slightly, but still remains very high over 90%.
2. The results of all 11 Grade students overall who scored above the required level 3 in English performance increased significantly from 70.2 to 89.9 points above.
3. The results of all 11 Grade students decreased in Mathematics performance falling from 13.2 points below the required level 3 score, to 24.3 points below.

## School and Student Performance Data

### Detailed Report

#### School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1% (25)	2.6% (62)

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#### Conclusions based on this data:

1. The number of suspensions school-wide increased from 2016 to 2017 indicating a need for our site to look more closely at this data in more detail to determine possible reasons, trends, and remedies.

## School and Student Performance Data

### Detailed Report

#### Academic Engagement

Graduation			
Indicator	2015	2016	2017
Graduation	98.7%	96.8%	98.9%%

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#### Conclusions based on this data:

1. Canyon's graduation rate remains extremely high over a three-year comparison.

# School and Student Performance Data

## Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:** Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

**Conclusions based on this data:**

1. Suspension rate indicates the biggest priority area of concern and focus for improvement.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.</b>
<b>SCHOOL GOAL #1:</b>
Decrease the number of behavioral discipline referrals, suspensions, chronic absences and bias motivated acts related to cultural issues on campus through a campus-wide
<b>Data Used to Form this Goal:</b>
Monitor discipline data including monthly behavioral referrals and suspension rates, daily attendance data, district bias logs, school-wide comprehensive needs assessment
<b>Findings from the Analysis of this Data:</b>
The number of suspensions increased from last year. And our attendance data indicates an 11% chronic absenteeism rate. These issues combined cause unhealthy

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Send staff to "Capturing Kids' Hearts" Training. Support staff with learning strategies that develop positive relationships. These relationships with teachers and among students create a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to attend and have positive outcomes.</p> <p>RATIONALE: After reviewing school-wide data for discipline referrals, suspension rates, comprehensive needs survey and bias motivated acts, evidence shows a need to focus on improving student relationships with peers and adults. This has a direct impact on school culture and academic achievement.</p> <p>RESEARCH: "Capturing Kids' Hearts" is a research based positive behavior intervention program that has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America. It shows teachers how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. It provides specific strategies and training for teachers and administrators to</p>	Fall 2018 session 1, Spring 2019 session 2	Administration, Leadership team, PD team, Teachers	Flippen Group training fees Session 1 (50 staff members) (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	24,500
			Certificated wages paid at \$125 per day x 50 x 2 days	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	12,500
			Certificated benefits paid at 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	2,573
			Trainer Travel package (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	1,500
			Flippen Group training Session 2 (50 staff members)(OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	24,500
			Certificated SUB wages paid at \$125 per day x 50 x 2 days (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	12,500
			Certificated benefits paid at 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	2573
			Trainer Travel package (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>develop high achieving teams and self-managing classrooms so that all students can succeed academically, grow personally, and feel safe emotionally. The research-based processes taught through CKH have been shown nation-wide to improve five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.</p> <p>Data shows that schools that implement the processes report: strengthened student connectedness to others by enhancing healthy bonds with teachers; consistent rules of conduct with reduced disciplinary escalations and referrals; reduction in truancy and dropouts; reduced negative behaviors by students; improvement in student academic performance; district-wide improvements in test scores; higher rate of job satisfaction among teachers; and increased teacher retention and improvement in teacher recruiting.</p> <p>The attached research articles on "Capturing Kids' Hearts" provides data on the effectiveness of this program.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Food and drinks for CKH training days  <b>RATIONALE:</b> During the Capturing Kids' Hearts training days, faculty attendees will need breakfast and lunch items in order to maximize training time on site, allowing staff to remain on site for most efficient use of time, condensing a three-day training down into two-full day trainings per session.  <b>RESEARCH:</b> Same as 1.1	Fall 2018, Spring 2019	Administrators	Breakfast and lunch items for training days - session 1 (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,450.00
			Breakfast and lunch items for training days - session 2 (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1,450.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 Hire one highly qualified Title 1 Program Specialist to manage Title 1 funding responsibilities, and increase opportunities for monitoring of student achievement progress.</p> <p>Responsibilities will include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Review federal mandates regarding Title 1 regulations and policies</li> <li>Attend District Title 1 meetings with supervising administrator</li> <li>Develop and monitor implementation of Title 1 site budget</li> <li>Monitor and measure student data for effectiveness of action items</li> <li>Coordinate annual revisions of School Plan</li> <li>Organize site Title 1 / School Site Council meetings</li> <li>Support school staff in implementing and monitoring School Plan action items.</li> <li>Create, review, and submit requisitions for Title 1 purchases with required supporting documentation</li> <li>Coordinate parent engagement action items as necessary</li> <li>Maintain proper documentation of Title 1 meeting agendas, minutes, surveys, sign-in sheets, invoices, receipts, and more as appropriate</li> <li>Other duties as assigned</li> </ul>	2018-2019 School Year	Principal, Assistant Principals	<p>Certificated Salary per contract (OBJ 1310)</p> <p>Benefits on above salary calculated at 20.58%</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>60,000</p> <p>12,348</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>This position will alleviate the current workload on counselors and administrators fulfilling all the additional work required with federal mandates attached to receiving and properly using Title 1 funds. It is our belief that by reducing the overall caseloads of all our counselors and Administrators, we can increase services, decrease misbehavior, and increase student achievement. Our counselors and Administrators will have more time to meet individually with their students and monitor their progress towards graduation and meeting A-G requirements.</p> <p>According to, "Are School Counselors an Effective Educational Input?" by Carrell, S. E., &amp; Hoekstra, M. (2014), "We exploit within school variation in counselors and find that one additional counselor reduces student misbehavior and increases academic achievement". These effects compare favorably with those of increased teacher quality and smaller class sizes.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.4 Create Parent Resource Center on campus as a place to provide families with access to computers, workshops, presentations, resources, and immediate living supplies and food needs to support their child's education.</p> <p>In addition, the Parent Resource Center will provide a digital and print Family Newsletter, as well as daily updated web content with parental engagement tips (in both English and Spanish).</p> <p><b>RATIONALE:</b> Results of our school-wide comprehensive needs assessment reveals that we have a significant number of low-income families, homeless students, and foster youth with many inherent barriers to educational success. These families often lack access to technology in their homes, especially computers, printers, and access to the Internet. Therefore, parents also lack the ability and knowledge of how to support their students academically without the necessary resources and prior educational experiences themselves.</p> <p>Because of this, our staff, parents, and school site council agree that many families need guidance in learning how to use computers, and how to support their children through the monitoring of grades and attendance using the District's</p>	Fall 2018, ongoing	Administration, CWA, Counselors, Additional School Staff	Furnishings for new parent center (OBJ 4310/4410)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	3000
			Purchasing computers and printer for families to access students' grades, attendance, and community resources (OBJ 4310/4420)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	3000
			Additional school supplies (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	657
			Initial / immediate living needs (only allowable expenditures), food, clothing for student(s), toiletries (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1000
			Certificated wages paid at \$34 per hour for 15 hours to help students and parents attain resources. (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	1,870
			Plus Teacher/Counselor presentations to parents \$68 x 2 hours x 10 sessions (OBJ 1130)			
			Certificated benefits paid at 20.58%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	385

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>"Infinite Campus" student information system.</p> <p>Supported by school personnel, parents using the Resource Center will have access to technology and will learn how to monitor and support their students' academic progress using Infinite Campus, as well as develop skills to communicate with teachers via email.</p> <p>Our school-wide comprehensive needs assessment also shows that a significant number of low-income families, homeless students, and foster youth struggle with food insecurity on the weekends. The Parent Resource Center will help alleviate this chronic hunger by providing shelf stable food that students can take home.</p> <p>Based on our school-wide needs assessment and the attached research, our school site council sees the immediate need for a Parent Resource Center to help our most fragile students succeed personally and academically.</p> <p>RESEARCH: Research shows that parent involvement indicates a true need for schools to meet parents where they are. If they have no access to technology, we should provide it. If they have no understanding how to access our grading system, we should teach them. If they have no outside</p>			Classified wages paid at \$19.42 per hour for 30 hours - Direct Admin. for Parent Center (Obj 2430)	2000-2999: Classified Personnel Salaries	Title I, Part A - Parent Involvement	971
			Plus Translation Services (BIA's)- 19.42 x 2 hours x 10 meetings (OBJ 2130)			
			Classified benefits paid at 28.20%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	274
			<ul style="list-style-type: none"> <li>Family Newsletter - digital and print English and Spanish versions \$488 yearly subscription (. Print and mailing costs)</li> </ul>	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Parent Involvement	650
			Snacks/Water \$ 50 x 10 workshops (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>counseling support, we should provide a safe, comfortable place for them to receive services. (See the attached articles from the "Educational Leadership" publication regarding the Arizona At-Risk Pilot Project and the Harvard Kennedy School Journal- Hispanic Policy Volume 28.)</p> <p>Research shows that "consistent nutrition is necessary for children to participate at school. Better test scores, improved reading skills, increased attendance have all be attributed to consistent childhood nutrition." Schools who send non-perishable food items home on the weekends to these students report that these students are significantly impacted. Studies show that "78% feel cared for by their community, 60% report improved school attendance and fewer behavioral issues, and 59% find it easier to learn at school." (See attached articles.)</p> <p>According to Wilder Research titled "Nutrition and Students' Academic Performance" studies have "demonstrated that nutrition affects students' thinking skills, behavior, and health, and that all factors impact academic performance." In addition, studies reveal that "nutrition also indirectly impacts school performance. Poor nutrition can leave students susceptible to illness or lead to headaches and stomachaches, resulting in school absences" (Brown, Beardslee, &amp;</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Prothrow-Stith, 2008). Furthermore, Wilder Research concludes that nutrition "can enhance a student's psychosocial well-being, reduce aggression and school suspensions, and decrease discipline problems" (Brown et al., 2008).						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.5 Institute a Character Counts Program, including a student recognition ceremony per quarter.</p> <p>Implement a quarterly award ceremony to acknowledge students who otherwise might not get recognized for attendance, character, and improvement. Teachers will nominate two students per quarter for the Character Counts Program. Teachers, students, and parents are invited to a recognition ceremony and lunch. Each teacher speaks publicly about the student(s) being honored and the student receives a certificate after his/her picture is taken with his/her teacher. The school will post the students' pictures in the Principal's Newsletter, and on the school website (with parent approval), and such recognition will be broadcast on the school news network.</p> <p>RATIONALE: After reviewing school-wide data for discipline referrals, suspension rates, comprehensive needs survey and bias motivated acts, evidence shows a need to focus on improving student relationships with adults, in particular teachers. This has a direct impact on school culture and academic achievement.</p> <p>In addition, after completing our school-wide comprehensive needs assessment, evidence shows that there is also a need to strengthen the</p>	2018-2019 school year	Assistant Principals, Counselors, Teachers, Classified staff	<p>Award Certificates (OBJ 4310)</p> <p>Refreshments for parents, students and teachers. (OBJ 4322)</p> <p>4 events per year</p> <p>Certificated personnel support for 8 hours @ 34.00 (OBJ 1130)</p> <p>Certificated benefits for 8 hours @20.58%</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>1,480</p> <p>600</p> <p>272</p> <p>56</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>relationship between parents and the school. Stronger relationships create a positive learning environment where students will be inspired to continue to strengthen their character and academic performance.</p> <p>Based upon our need to enhance student-adult relationships on campus, and the research that supports programs that address such needs, our school site council sees an immediate need to implement a positive behavior support program such as the Character Counts Program.</p> <p>RESEARCH: Other schools who have used similar recognition strategies have reported that "recognition of students fosters strong relationships among students, families, faculty, and the community and creates a positive school culture where students feel valued." Such programs "prepare students to be good citizens and contributing members of society...and celebrating success shows students that you care" (National Association of Secondary School Principals)</p> <p>Further research collected from the academic article titled "Utilizing Positive Behavior Supports in High School Settings to Improve School Completion Rates for Students with High Incident Conditions" explains the benefits of school-wide application of positive behavior</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supports that acknowledge the desired behavior "improve(s) school completion rates thus impacting the successful preparation of youth for the transition from high school to adult life through improved interactions between students and teachers ,and decrease(s) problematic behaviors that impede school completion and their successful transition to adulthood."</p> <p>It is important that not only students and teachers be present at the Character Counts Recognition Ceremony but that parents attend as well. Data suggests that parent involvement is key to ongoing student achievement. As reported in the academic school to community journal "Parent Involvement: They Key to Improved Student Achievement", "schools where student achievement was reported... found that parent involvement was a significant factor in both accelerated and sustained student academic performance." In addition, student academic performance was enhanced in part because of parental involvement which included "increased participation in school activities, improved attendance, enhanced self-esteem, and decreased numbers of discipline referrals."</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.6 Provide Parent Information Nights in English and Spanish with expert motivational speakers presenting ways to improve parent / student relationships, how to support students at home both personally and academically, and how to help them form both short-term and long-term goals with steps to achieve them.</p> <p>RATIONALE: After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.</p> <p>Parents may lack experience themselves in how to help their students discover and set goals &amp; plans for their education, college and/or career paths. Many parents come from families that are not college-minded, and often have limited education themselves beyond high school.</p> <p>Because of this, our staff, parents, and school site council agree that many families need guidance in developing relationships with school counselors, teachers, and administrators, in order to learn how to provide personal and academic support for their students at home, and how to help them set short and</p>	2018-2019 school year	Teachers, Counselors, Administrators, Bilingual Instructional Aides	Guest speaker professional fees (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Parent Involvement	2283.00
			Food and Beverages (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	500
			On site childcare for parent information nights (5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Parent Involvement	300
			Printing costs, and/or purchasing literature for parenting resources (OBJ 5811)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Parent Involvement	500
			Certificated wages paid hourly @ \$34/hr for 10 hrs (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	340
			Certificated benefits @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	70
			Classified wages paid hourly @19.42 for 10 hours (OBJ 2130)	2000-2999: Classified Personnel Salaries	Title I, Part A - Parent Involvement	194
			Classified benefits @ 10 28.2%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	55

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>long term goals for success.</p> <p>RESEARCH:  Research done by the Hanover Research Company shows that family involvement is a critical piece to improving student attendance, intervention efforts, and overall academic success. (See research attached in "Best Practices for Improving Attendance in Secondary Schools")</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.7 Museum of Tolerance Field for all 10th grade students.</p> <p><b>RATIONALE:</b> After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success an additional resource and support of the 10th History and English units of instruction on the Holocaust.</p> <p>As Simon Wiesenthal expressed, "it must not only remind us of the past, but remind us to act." Many of our students never venture further than the surrounding streets between home and school. Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit local museums to gain educational experiences often reserved for more affluent families who travel more and naturally support their children's education outside the regular school day.</p> <p><b>RESEARCH:</b> Results of research studies from the University of Arkansas Department of Education show that taking students on school field trips increases students' critical thinking skills and retention of factual information from what they</p>	Spring 2019	Teachers, Counselors, Administrators, Instructional Assistants	Transportation buses 6 per day for two days. \$1350 times 12 buses (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	16,200
			Student Admission tickets: 580 x \$12.50 per student (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	7,250
			Chaperone Admission tickets: 24 x \$15.00 (OBJ 5220 - teachers)	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	360
			Sub coverage for 24 teachers @125.00 daily sub rate (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	3,000
			Certificated benefits @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	618

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
experience and see in person. (See attached research articles.)						

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LCAP Goal : LCAP Goal 3 - Increase the number of students prepared for college and career by enrolling students in a broad course of rigorous study that includes career</b>
<b>SCHOOL GOAL #2:</b>
Reduce D/F rate as measured through quarterly grade reports, Increase the number of students successfully completing A-G courses. Increase Graduation rate of all students
<b>Data Used to Form this Goal:</b>
Quarterly grade reporting, CDE Dashboard CAASPP results, A-G completion rates, CTE course enrollment data.
<b>Findings from the Analysis of this Data:</b>
Students who routinely earn Ds and Fs, do not complete A-G courses, and generally do not graduate from high school on time. They often lack the ability to see the connection

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Expose students to local colleges and universities through field trips to CSUN, UCLA, USC, and through guest speakers</p> <p>RATIONALE: After conducting our school-wide comprehensive needs assessment, evidence shows a significant number of low-income families, homeless students, and foster youth with many inherent barriers to educational success.</p> <p>These students also lack rich, rewarding life experiences to help them discover and set goals &amp; plans for their education, college and/or career paths. Many may come from families that are not college-minded and may often have parents whose education level does not go much beyond high school. Students may lack older role models to emulate a course for long-term educational and career success.</p> <p>RESEARCH: UCLA has a unique "I'm Going to College Program" offered to Southern California school groups. This visit couples the excitement and tradition of UCLA Athletic events with a message about the importance of higher education.</p> <p>Upon arrival at the event (2-3 hours before the athletic game), groups are greeted by a current UCLA student and led to the IGTC college fair area.</p>	2018-2019 School year	Teachers, Counselors, Administrators, and Instructional Assistants	<p>10 buses @ \$1370 (OBJ 5710)</p> <p>Lunches for Field Trips for non-FRAM students (Obj 4322)</p> <p>10 classroom substitutes @125.00 (OBJ 1160)</p> <p>Benefits for sub coverage above @ 20.58%</p>	<p>5700-5799: Transfers Of Direct Costs</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p>	<p>13,700</p> <p>800</p> <p>1250</p> <p>258</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students are immediately immersed in Bruin traditions, as they learn the UCLA Eight Clap and the importance of higher education. While at the college fair, students speak with academic counselors and pick up educational information about questions they may have regarding education and preparing for college. Students also have the opportunity to get autographs from student-athletes. Other fun fair activities include carnival games, activity books, a DJ, give-away items, and removable tattoos. At the college fair, students and even some of their teachers can get into the UCLA spirit before heading into the stadium. During the winter and spring IGTC events that take place on campus, students and teachers are taken on a campus tour that features Pauley Pavilion, Royce Hall, Powell Library, Ackerman Union, the Bruin Bear, and Kerckhoff Hall.</p> <p>The "I'm Going to College" program is offered several times throughout the year. Specific events are targeted in the sports of football, women's basketball, gymnastics, and track &amp; field. "I'm Going To College" also offers educational materials for classrooms to prepare for their field trip to UCLA. By providing additional activities for students in the classroom, UCLA hopes to further illustrate the benefit of higher education and connect with students in an academic setting. By placing young students into a collegiate</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>atmosphere that stresses the excellence of both education and athletics, UCLA hopes to build positive relationships with young people in the community and motivate them to continue achieving goals in both school and life.</p> <p>Students will also have additional opportunities to tour the local California State University, (CSUN), and a private university, USC.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.2 The entire Junior class of 550 students will attend a Career Readiness seminar, "Connecting to Success," at our local Hyatt.</p> <p>RATIONALE: "Connecting To Success" is a high impact workforce preparation program in a business conference format in which our local business community partners lead students through role-playing, case studies, group discussions, and individual assessments to build workplace professionalism, and the ability to influence others as responsible adults.</p> <p>After conducting our school-wide comprehensive needs assessment, evidence shows that a significant number of low-income families, homeless students, and foster youth with many inherent barriers to educational success. These students also lack rich, rewarding life experiences to help them discover and set goals &amp; plans for their education, college and/or career paths.</p> <p>Our comprehensive needs assessments reveals students and parents seek opportunities for students to experience "real life" work scenarios outside of the high school day. Connecting to Success provides students with this opportunity.</p>	Fall 2018	Counselors, Teachers, Administrators, Instructional Assistants	<p>10 buses @ 400.00 (OBJ 5710)</p> <p>10 classroom substitutes @ 125.00 day (OBJ 1160)</p> <p>Benefits for sub coverage above @ 20.58%</p>	<p>5700-5799: Transfers Of Direct Costs</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>4000</p> <p>1250</p> <p>258</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>RESEARCH:  Research done at the University of California, Berkeley, "Career Academies: A Proven Strategy to Prepare High School Students for College and Career," show that when students participate in academies such as partnerships with employers and post-secondary education it is an effective way to improve students' performance. The research also shows that participation helps low income students finish high school and college. Students who participate in career programs get better grades, according to the study.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.3 The Junior class of 550 students will participate in taking the PSAT / NMQR to establish a college-going culture.</p> <p>RATIONALE: After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students, and foster youth with many inherent barriers to educational success. These students also lack rich, rewarding life experiences to help them discover and set goals &amp; plans for their education, college and/or career paths.</p> <p>By giving all 11th graders the experience in taking the PSAT / NMSQ is to create and perpetuate a college-going culture where ALL students strive to be A-G and college and career ready. The PSAT / NMSQ is highly relevant to the future success of a high school student because it focuses on what students know and are able to do. It measures what is learned in high school and what is needed to succeed in college.</p> <p>On the PSAT/NMSQ assessment, students will encounter:</p> <ul style="list-style-type: none"> <li>• A clear and strong focus on the skills and knowledge that are the most important for college and career readiness and success. -An emphasis on the</li> </ul>	October 2018	Counselors, Teachers, Assistant Principals, Instructional Assistants	<p>550 Juniors taking exam - @16.00 per test (OBJ 5810)</p> <p>Parent night to explain PSAT scores and correlation to SAT and college success (OBJ 5810)</p> <p>Envelopes and paper for mailings (OBJ 4310)</p> <p>Light snacks for parent meetings (OBJ 4322)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Parent Involvement</p>	<p>8,800</p> <p>200</p> <p>400</p> <p>200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.</p> <ul style="list-style-type: none"> <li>A focus on math that matters the most, including problem solving, data analysis, algebra, and advanced mathematical concepts.</li> </ul> <p>RESEARCH:            Juniors who score high on the PSAT may receive college scholarships, including the prestigious National Merit Scholarship Qualifier (NMSQ). Junior Hispanic students who do well could be invited to apply for academic recognition as part of the College Board's National Hispanic Recognition Program (NHRP).</p> <p>According to "What Makes a Student College Ready?" published in Educational Leadership, students needs to have specialized knowledge when it comes to college. The knowledge includes matching interests with majors. understanding federal and individual college financial aid programs and taking entrance exams. Research also states that, "High Schools with a college-going culture project the pervasive, school-wide belief that all students can succeed in post-secondary education."</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.4 We plan to feed our PSAT / NMSQ test takers a nutritious snack prior to taking the exam on October 10, 2018 to help maximize their concentration and scores.</p> <p>RATIONALE: After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students, and foster youth with many inherent barriers to educational success. These students often lack access to healthy snacks that are known to increase concentration and focus during testing.</p> <p>RESEARCH: A long exam is like a mental marathon in which endurance is critical. Nutritionists emphasize the importance of healthy eating habits at this stressful time. Studies reveal that the right food and drink can energize your system, improve your alertness and sustain you through the long exam hours. (<a href="http://www.goodluckexams.com/what-to-eat-before-an-exam/">http://www.goodluckexams.com/what-to-eat-before-an-exam/</a>)</p>	October 2018	Counselors, Teachers, Assistant Principals, Instructional Assistants	Healthy snack for 500 students (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.5 We plan to feed our 11th grade CAASPP (California Assessment of Student Performance and Progress) test takers and 12th grade CAST (California Science Test) assessment takers a nutritious snack prior to taking the tests in the Spring to help maximize their concentration and scores.</p> <p>RATIONALE: After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students, and foster youth with many inherent barriers to educational success. These students often lack access to healthy snacks that are know to increase concentration and focus during testing.</p> <p>RESEARCH: A long exam is like a mental marathon in which endurance is critical. Nutritionists emphasize the importance of healthy eating habits at this stressful time. Studies reveal that the right food and drink can energize your system, improve your alertness and sustain you through the long exam hours. (<a href="http://www.goodluckexams.com/what-to-eat-before-an-exam/">http://www.goodluckexams.com/what-to-eat-before-an-exam/</a>)</p>	Spring 2019	Counselors, Teachers, Assistant Principals, Instructional Assistants	Healthy food for 1000 students (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	2000.00

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LCAP Goal : LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.</b>
<b>SCHOOL GOAL #3:</b>
Improve student achievement through teacher professional development, targeted student support through intervention, and increased teacher and student access to technology and digital programs.
<b>Data Used to Form this Goal:</b>
CAASPP results, D/F rates, CDE Dashboard data, CELDT / ELPAC data, Reclassification rate
<b>Findings from the Analysis of this Data:</b>
Data reveals a significant gap between higher and lower performing students (ELL, SPED, SED).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Provide additional, targeted, and continuous School-wide Professional Development on the implementation of Common Core State Standards, differentiated instruction, and student engagement strategies through conferences, district staff development, and workshops, in addition to regular annual professional development.</p> <p>RATIONALE: After conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with access to an array of personalized staff development approaches that will assist teachers in selecting the appropriate teaching and learning strategies and tools to meet the needs of all students for learning in the 21st century.</p> <p>RESEARCH: Ongoing staff training is found to be one of the most important factors in securing school improvement. Opportunities for teachers to visit other schools, gather examples of best practices, and reflect upon their own skills are critically important in raising teachers' morale and increasing expectations of teaching performance. The quality, duration and relevance to classroom practice are important features of successful development activities. Mentoring, coaching and peer review must be</p>	2018-2019 School year	Teachers, Administrators, Trainers,	Professional Development Books and Supplies (OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Allocation	4000
			Release time for teacher observation and debrief collaboration.	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	12,500
			50 teachers once a semester over the span of the 2018-19 school year.			
			Sub pay for 100 teachers @ \$125 per day. (OBJ 1160)			
			Benefits for Sub coverage above @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	2573
Follow up 4-hr session with professional author, researcher, and trainer, Michael Schmoker for staff in Spring 2019 (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	5000			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>introduced.</p> <p>Research by Thomas Gursky and Kwang Suk Moon determined that "educators at all levels need just-in-time, job-embedded assistance as they struggle to adapt new curricula and new instructional practices to their unique classroom contexts" (See attached research article).</p> <p>Experts in educational leadership will provide our professional development focus. Staff and district experts will provide training to staff in effectively using iPads as teaching tools, implementing Nearpod, and additional training in technology applications.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.2 Additional Professional Development Team planning time.</p> <p>RATIONALE: Based on the results of our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve when teachers are trained in appropriate teaching and learning strategies to meet the needs of all students. In order to provide this training, the Canyon PD team needs time to plan quarterly staff development workshops.</p> <p>RESEARCH: Ongoing staff training is found to be one of the most important factors in securing school improvement. Opportunities for teachers to visit other schools, gather examples of best practice, and reflect upon their own skills are critically important in raising teachers' morale and increasing expectations of teaching performance. The quality, duration and relevance to classroom practice are important features of successful development activities. Mentoring, coaching and peer review must be introduced.</p> <p>Research by Thomas Gursky and Kwang Suk Moon determined that "educators at all levels need just-in-time, job-embedded assistance as they struggle to adapt new curricula and new instructional</p>	Fall 2018	PD team members, Assistant Principals	<p>Subs for 10 PD members - @ 125.00 per day, once each quarter (OBJ 1160)</p> <p>Benefits for Sub coverage above @ 20.58%</p> <p>Beverages and snacks (OBJ 4322)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>5000</p> <p>1029</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
practices to their unique classroom contexts" (see attached research article).						
<p>3.4 Extension of Bilingual Instructional Assistant Hours</p> <p>RATIONALE After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in Math and English, Dashboard progress indicators, and direct reflection from teachers about students' abilities, all stakeholders agreed that additional support for our under-performing subgroups would increase student access to grade level materials, and increase student confidence, engagement and academic success. English language learners, in particular, need first language support in order to better access academic skills in their first language.</p> <p>RESEARCH Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day.</p>	Fall semester 2018 ongoing	Assistant Principal, EL Coordinator, Bilingual Instructional Assistants	<p>Classified wages paid at \$19.42 per hour for 2 aides per 2 weeks (OBJ 2130)</p> <p>Classified benefits paid at 28.20%</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>2331</p> <p>658</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.5 Document Cameras and cables</p> <p>RATIONALE: After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in Math and English, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that students need engaging curriculum that addresses all learning modalities - including regular visual &amp; auditory examples, modeling, demonstrating, and engaging interesting lessons &amp; activities.</p> <p>Currently at CHS not all classrooms are equipped with document cameras so not all students have access to engaging lessons and curriculum throughout the school day. This indicates an equity issue where not all students have the ability to access engaging, hands-on curriculum as their peers in more affluent schools.</p> <p>Parent and student surveys in our school indicate a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs. Therefore, our staff and school site council members agree that student achievement will improve with the ability of teachers and students to use document cameras in the front</p>	Fall Semester 2018	Assistant Principal, Computer Tech	Document cameras \$590 x 25 (OBJ 4410)	4000-4999: Books And Supplies	Title I, Part A - Allocation	15340

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>of the classroom for the benefit of all students in every class as necessary.</p> <p>RESEARCH: National studies in education (see attached research by Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology. There are significant disparities in access to technology between affluent and low-income schools where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a textbook and rote drill of routine skills, student understanding and achievement increases.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.6 Listenwise Software Site License</p> <p><b>RATIONALE:</b> Our comprehensive needs assessment reveals that students overall need to improve literacy. There is a literacy impact in the act of being a good listener.</p> <p><b>RESEARCH:</b> Cognitive research in speech and language pathology indicates that there is a direct link between reading comprehension and good listening skills. (See attached research article by Hogan et al). Reading is both decoding words and linguistic comprehension or reading comprehension. As children learn to read and progress beyond word decoding to more complex text, deficits in reading comprehension begin to appear. There is a literacy impact in the act of being a good listener.</p> <p>Therefore, improving listening with Listenwise will help to improve literacy. The Listenwise license will provide access to lessons that can be differentiated for all levels of learners. The premium access allows teachers to use data to track progress over time. The lessons and activities within the software address curricular topics in English, science, and social studies. There are current events added daily with scaffolding activities and a variety of assessments.</p>	Fall 2018	Teachers, PD team, Administrators	Listenwise Site License (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.7 Library Resources</p> <p><b>RATIONALE:</b> After conducting our school-wide comprehensive needs assessment, evidence shows that Canyon High students need access to updated, contemporary, current reading material in the school library. Student interest surveys paired with research provides evidence that having up-to-date material is critical for student success both academically and personally. The Canyon English Department advocates for free independent reading, and partners with the Canyon High Library for reading promotion and regular book check-out in the hopes of creating a culture of readers.</p> <p>There is currently no district funding provided for the purchase of library books in any of our school libraries district-wide.</p> <p><b>RESEARCH:</b> The amount of free choice pleasure reading done outside of school has consistently been found to relate to achievement in vocabulary, reading comprehension, verbal fluency, and general information. Although larger studies focus on elementary grades, one recent smaller study conducted by Christy Whitten, Sandra Labby, and Sam L. Sullivan in 2015 measured performance of juniors ages 15-17 across core classes</p>	2018-2019 school year	Teacher Librarian	300 high interest, low reading level books (OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Allocation	7000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>including math, English, social studies, and science who engaged in pleasure reading. Teachers from the four core content areas measured, agreed that encouraging students to “engage in self-selected pleasure reading was beneficial, even essential, to ‘developing successful learners’” as the performance scores of frequent pleasure readers were markedly higher in those core classes. (See research article attached).</p> <p>Students’ reading achievement correlates with success in school and the amount of independent reading they do. (Anderson, Wilson, and Fielding 1988; Guthrie and Greaney 1991; Krashen 1993; Cunningham and Stanovich 1991; Stanovich and Cunningham 1993). Library programs are founded on the knowledge that literacy experiences have a lasting effect on language growth, reading development, and scholastic achievement (ALSC 1996; ALA 1996; Bridge and Carney 1994). Common features of effective programs designed to promote reading in schools, homes, and libraries include access to varied material that appeals to all ages and tastes and collaboration among significant adults in students’ lives. In order to develop a reading habit, one must have easy access to books, and studies have found a clear relationship between access to books and frequency of reading (Krashen, 2004).</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.9 Los Angeles County Office of Education (LACOE) training by department</p> <p>RATIONALE: After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in math and English, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that teachers need targeted subject specific professional development specifically in addressing the needs of our English Language learner population where the achievement gap is the highest.</p> <p>Sending each department at our school to the LACOE Multilingual Academic Support trainings and to other LACOE subject specific trainings will provide our staff with much needed support in addressing the needs of our under-performing sub groups such as English Language Learners, socio-economically disadvantaged students, and students with disabilities. With such training, all teachers will be able to address the needs of all of their students, providing equal access to the same high-quality education for all students.</p> <p>RESEARCH: LACOE provides professional development that allows teachers and administrators to "create and</p>	2018-2019 school year	Teachers, Administrators	<p>Travel for Trainers of teachers</p> <ul style="list-style-type: none"> <li>Registration @ approx. \$200 per 2 teachers per dept.</li> <li>Mileage and food for conference attendance</li> </ul> <p>20 teachers attend at least one conference per dept (OBJ 5220)</p>	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	4800
			Subs for 20 teachers @125.00 for 1 day (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	2500
			Certificated Benefits for Sub coverage above-calculated @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	515

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
design schools and classrooms that give each English Learner a rich language and academic education." Such instruction will "promote excellence to achieve equity for our English Learners." (See attached description)						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.10 Breakout Edu Kits and platform subscription</p> <p>RATIONALE: After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that all students need to be challenged and supported in the classroom with hands-on engaging curriculum, especially increasing their abilities to use technology and computers in their educational progress. Immersive Learning Games is one way to harness technology to teach a wide array of rigorous and standards-aligned curriculum.</p> <p>RESEARCH Research supports that working collaboratively supports learning objectives for all sub-groups such as EL, SpEd, and SED students. Providing students with game-based constructivist learning is engaging and motivating, and allows teachers to facilitate each student's natural curiosity and learning style. (See articles "Games in the Classroom," "Digital Pedagogy," and "Outcomes of Game-based Learning: Research Roundup") . According to the research (See "Cooperative Learning" in Using Technology with Classroom</p>	2018-2019 school year	Teachers, Trainers	<p>24 Breakout EDU kits and a 12-month subscription to the platform for all costs (material is OBJ 4310 and online subscription is OBJ 5840)</p> <p>4 sets of subscriptions</p> <p>Training of PD teams. One day of sub coverage for trainer @ \$125 per day.</p> <p>5 subs to cover costs of PD member release time @ \$125 per day. (OBJ 1160)</p> <p>Certificated Benefits for Sub coverage above-calculated @ 20.58%</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>3800</p> <p>625</p> <p>129</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction that works), cooperative learning is grounded in the theory that learning can be maximized through well-designed, intentional social interaction with others. Students who talk through material gain a deeper understanding and retain more of what they have learned. Well-designed multiplayer computer games offer opportunities for problem solving in an engaging environment.						

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I, Part A - Allocation	294903.00	0.00
Title I, Part A - Parent Involvement	16292.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I, Part A - Allocation	294,903.00
Title I, Part A - Parent Involvement	16,292.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	113,607.00
2000-2999: Classified Personnel Salaries	3,496.00
3000-3999: Employee Benefits	24,372.00
4000-4999: Books And Supplies	48,677.00
5000-5999: Services And Other Operating Expenditures	5,810.00
5700-5799: Transfers Of Direct Costs	33,900.00
5800: Professional/Consulting Services And Operating	81,333.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	111,397.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	2,331.00
3000-3999: Employee Benefits	Title I, Part A - Allocation	23,588.00
4000-4999: Books And Supplies	Title I, Part A - Allocation	40,477.00
5000-5999: Services And Other Operating	Title I, Part A - Allocation	5,160.00
5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	33,900.00
5800: Professional/Consulting Services	Title I, Part A - Allocation	78,050.00
1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	2,210.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Parent Involvement	1,165.00
3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	784.00
4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	8,200.00
5000-5999: Services And Other Operating	Title I, Part A - Parent Involvement	650.00
5800: Professional/Consulting Services	Title I, Part A - Parent Involvement	3,283.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	203,779.00
<b>Goal 2</b>	34,116.00
<b>Goal 3</b>	73,300.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Shellie Holcombe	X				
Zaid Bakoo			X		
Stephanie Beaty				X	
Scott Goodspeed				X	
Nora Felix				X	
Rylnn Smith-Thomas				X	
Arthur Jensen					X
Ethan Haggart					X
Kim Goller			X		
Dan Davis		X			
Laurel Priesz		X			
Lori Hermelin			X		
Maria Cooper (alt)		X			
Michael Crawford (alt)		X			
Karen Goodspeed (alt)				X	
Ignacio Guerra (alt)				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>2</b>

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

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

X	English Learner Advisory Committee	_____
		Signature
X	Departmental Advisory Committee (secondary)	_____
		Signature
X	Other committees established by the school or district (list): PAC President	_____
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 4/10/18.

Attested:

Shellie Holcombe	_____	_____
Typed Name of School Principal	Signature of School Principal	Date
_____	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

## Recommendations and Assurances

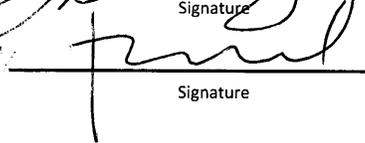
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- X Departmental Advisory Committee (secondary)
- X Other committees established by the school or district (list):  
PAC President

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Signature

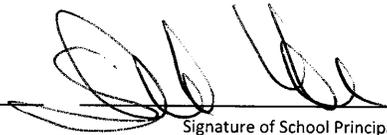
  
\_\_\_\_\_  
Signature

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Attested:

Shellie Holcombe

Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

4/10/18  
\_\_\_\_\_  
Date

R. Lynn Smith-Thomson

Typed Name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

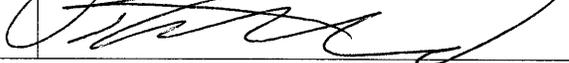
4/10/18  
\_\_\_\_\_  
Date

Canyon High School Site Council

Tuesday, April 10, 2018

Title 1

Name	Role	Signature
Aguirre, Valeria	Student ✓	
Arnold, Kim	Parent ✓	Kim Arnold Alt
<del>Bakoo, Zaid</del> ✓	<del>Asst. Principal</del>	
* P Beaty, Stephanie ✓	Parent ✓	Stephanie Beaty
Bratlien, Jaiden	Student ✓	
* st/bb Cooper, Maria	Teacher	Maria Cooper
* st/bb Crawford, Michael	Teacher	Michael Crawford
* st/bb Davis, Dan	Teacher	Dan Davis
* P Felix, Nora ✓	Parent ✓	Nora Felix
* st/bb Goller, Kim	Counselor	Kim Goller
* Goodspeed, Karen	Parent ✓	Karen Goodspeed Alt
* P Goodspeed, Scott ✓	Parent ✓	Scott Goodspeed
Guerra, Ignacio	Parent ✓	Ignacio Guerra Alt
<del>GuLuzza, Ryan</del>	<del>Student ✓</del>	
* S Haggart, Ethan ✓	Student ✓	Ethan Haggart
* st/bb Hermelin, Lori	Librarian	Lori Hermelin
Holcombe, Shellie ✓	Principal	Shellie Holcombe
* S Jensen, Arthur	Student ✓	Arthur Jensen

Nath, Nikash		Student ✓	
Priesz, Laurel	1 stall	Teacher	
Smith-Thomas, Rlynn	* P	Parent ✓	

21 print to 2 students

~~150~~ 6 stalls -