

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Canyon High School	19-65136-1931492	04/25/19	06/12/19

# 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 by conducting surveys 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: a strong sense of community and family; the 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 EL and socioeconomically disadvantaged population; and a need to update and increase the use of technology on campus.

Several of the parents and students mentioned a need for supplies in and out of their classroom to help support their needs, and additional instructional time with their teachers for help.

Annual review of school-wide goals: Data analysis of annual CAASPP scores and Dashboard metrics; Data analysis of earned credits on semester report cards takes place within Department and Leadership meetings; Data analysis of D/F rates on report cards within Department and Leadership Meetings; Data analysis on suspensions reviewed annually with staff.

In addition, climate surveys and ongoing parent feedback is conducted after Parent Presentation Nights to continue to improve communication, information, and presentations.

Overwhelmingly, our community felt that our students need to increase student attendance and decrease student tardies, lower suspension rates, and increase student graduation rates. Additionally, there is a need to improve in the areas of student engagement, student/teacher relationships, and cultural competency; increase the percentage of students deemed prepared by the CDE Dashboard; and decrease the achievement gap between our underperforming and higher performing students in both ELA and math as depicted in our CAASPP scores.

After conducting the surveys, 97% of parents felt that there was at least one trusted adult on campus. Students responded that 84.9% of students felt they had at least one trusted adult. Canyon needs to focus on the other 15.1% of students who do not feel they have at least one trusted adult. On a positive note, 91.4% of students felt that teachers and staff develop positive relationships with students on campus. Canyon needs to capture the 8.6%.

From the parent surveys, 31% of parents would like to see more writing workshops and skills labs. 20% want to see more field trips to a museum or outside activities. 12.5% would like their student to have more time with a counselor. 13.3% would like their student to attend motivational presentations by guest speakers. 10% would like their students to be rewarded for their behavior, attendance, and grade in a positive manner.

88% of parents would like their student to take the PSAT for free. Of the 12.5%, that replied "No" did so because their student was an incoming 9th, outgoing 12th, or a student who will be in 12th grade. Similarly, 83% of students wanted to take the PSAT for free.

23% of parents report that the cost of an AP test is why their student may not take the course or not take the AP test. 33% of students felt that the cost of an AP exam stopped them from taking the AP exam.

After asking for support needed, 29.2% of parents felt that skill builder workshops are needed. 26.7% want goal setting workshops. 15.8 % want more student help Wednesdays. 15% want intervention to a specific subject. 6.7% want more extended library time for students.

41.7% of parents want to see more technology-based activities in the classroom. 32.5% want more Chromebooks on campus for student use. 47.5% want more specific teacher intervention help for students. 22% request access to school supplies, snacks, etc. 20% want additional AP supplies, classroom supplies, and check out materials. 16.7% want calculators for student use.

From the student surveys, 74% of students wanted more field trips and museum trips. 34% would like to attend an assembly for motivation or success. 47% would like to be rewarded for their behavior, grades, or attendance. 22% would like to attend a skills lab. 32% would like more time with their counselor. 28.4% of students want more student help days. 22% of students want online assistive technology. 13.7% want skill building workshops. 8.5% want intervention specific to their subject. 8.2% want goal setting workshops. 6.5% want extended library nights.

56% of students requested school supplies, snacks, food, and daily items. 32% want more technology-based activities. 25% want specific content help. 20% want AP supplies, and library check out supplies. 19% want newer projectors and/or TVs in their classrooms. 5% want additional instructional aides. 14.1% requested additional whiteboards in their classrooms. 12.4% requested additional materials for textbooks for their content areas. 19.5% requested additional lab equipment. 14.9% requested additional chromebooks. 31% requested calculators for checkout.

Overall, using a 5 scale rubric (5 strongly agree, 4 agree, 3 neutral, 2 disagree, 1 strongly disagree) to answer the statement that "teachers are helping their students develop their reading, writing, listening and speaking skills" - parents surveys said 50% strongly agree, 30% agree, 15.8% neutral, 4.2% disagree, 0% strongly disagree. Students responded with 27.3% strongly agree, 39.2% agree, 26.5% neutral, 4% disagree, 3% strongly disagree. There is a need to improve these skills for students.

Using a 5 scale rubric (5 strongly agree, 4 agree, 3 neutral, 2 disagree, 1 strongly disagree) to answer the statement, "I feel that the teachers help my student(s) develop their critical thinking skills (ex. problem solving, reasoning, constructing arguments, critiquing others, modeling, and using appropriate and strategic tools/resources)" - parents responded 41.7% strongly agree, 30.8% agree, 23.3% neutral, 4.2% disagree, and 0% strongly disagree. Students responded 20.7% strongly agree, 38.4% agree, 28.5% neutral, 8.8% disagree, 3.5% strongly disagree. Canyon needs to focus on building these skills.

Using a 5 scale rubric (5 strongly agree, 4 agree, 3 neutral, 2 disagree, 1 strongly disagree) to answer the statement, "Canyon High School does a good job of communicating with me about my student(s) grades, or activities happening on campus," - parents responded 54.2% strongly agree, 26.7 agree, 15% neutral, 2.5% disagree, 0% strongly disagree. Students responded 25.1% strongly agree, 28.3% agree, 27.9% neutral, 12.7% disagree, 6.1% strongly disagree. Canyon needs to focus on helping students understand their rights and communication needs.

The results of these surveys will continue to support our 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).

## Classroom Observations

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

Throughout the school year, the administration and instructional coach will observe teachers in the classroom, on the field, and in other locations. Drop-in observations will be regularly scheduled by each administrator to observe all staff. Administrators will report their findings weekly with a summary of observations. Administrators will drop-in for quick visits, stay for entire lessons, and conduct formal observations. Teachers will also participating in classroom visitations to observe peers and review effective lessons and instructional strategies in action.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Canyon will use DASHBOARD, CAASPP, ELPAC, AP Tests, District English Performance Tasks, NGSS common assessments, and additional common assessments in other content areas to help guide instruction, curriculum mapping, and areas for improvement.

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

Canyon will continue to monitor D/F grades after each semester in departments, leadership, and across all content areas to guide instruction, assessments, and improvements to modify instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Canyon will be staffed 100% with fully credentialed teachers by June 2018. Our staff is filled with highly trained, dedicated, and compassionate teachers who work very hard to support student needs.

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

Credentialed teachers participate annually in district-wide professional development and have access to State standards-aligned instructional materials that are adopted by the district. Credentialed teachers clear their credential through district mandated PAR courses. Canyon also runs additional site-based professional development. The PD team provides teachers with training on technology, cultural competency, differentiation, and strategies for implementation of the Common Core and Math Practice Standards. Professional Development training is provided to teachers each month. All teachers, counselors, and administrators participate in professional development and collaborate on implementing best practices for school-wide improvement. Reflection and collaboration regarding the implementation of PD training are discussed at monthly Department and Leadership meetings. The site instructional coach works with teachers through departments, small group, and individual sessions to help support teachers with the embedding of best practices and focus on school site goals. Teachers collaborate with other departments each month through team meetings to discuss student achievement and to develop cross-curricular activities. Department members collaborate monthly to analyze student data and develop effective lessons and assessments to increase student achievement.

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

Starting in 2018, Canyon staff has been following a professional development program outlined in Mike Schmoker's book, "Leading with Focus." Professional Development is built around curriculum mapping to the standards (Schmoker's "Focus"), analyzing the dashboard data, and addressing additional professional needs. Additional training is provided to staff pertaining to student and staff safety ("Stop the Bleed" district initiative), wellness (wellness center installation), and student connections (Capturing Kids' Hearts). Additional training can be supplied using categorical funding.

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

Canyon currently has one instructional coach to support all teachers needs and lead professional development. The district provides support from content experts through the ELA, Math, and Science TOSAs, ELD Program Specialist, and Math and Science Curriculum Specialists.

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

Canyon currently runs a weekly Wednesday meeting schedule to allow for teacher collaboration, student help / intervention time, department meetings, professional development, and faculty meetings.

## Teaching and Learning

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

All content areas align with state mandated curriculum using district provided materials.

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

N/A

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

Canyon currently has three intervention classes by grade-level for LTEL students, and two parallel support math classes for Geometry and Algebra. Our master schedule adapted with the results of data analysis by eliminating Algebra Prep and Geometry Prep. Those courses required the scheduling of students earning D's or F's in Algebra and Geometry at the end of the first semester to build their Algebra readiness, and then repeat the first semester of the course. We have replaced that model with parallel support classes for Algebra and Geometry and are monitoring our students' progress. Teachers who are part of the parallel class work closely with their colleagues in the math department to identify students' challenges and address them directly within the school day. This allows the student to stay on track to progress through the math program in proper grade level sequence.

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

All content areas have standards-based instructional materials provided by the district for all student groups.

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

All students have SBE adopted materials for their courses, intervention materials and access to standard-aligned core courses.

## Opportunity and Equal Educational Access

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

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 for 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 support teacher training and educational programs to better educate our teachers on how to meet the needs of our underperforming subgroups. Educational research has shown all of these aforementioned strategies to be highly effective in increasing student achievement in secondary settings.

We have included parallel classes within the school day for Algebra and Geometry students. Enrollment in these classes is for students identified by D/F rates and performance on district benchmarks. We have also included Achieve designated support classes in grades 9-11 for our LTEL population based on D/F rates and eighth-grade CAASPP scores. This course is taught by 2 English teachers in 9th and 10th grade, and by a U.S. History teacher for 11th grade. Our intervention on Saturdays targets specific standards that students are struggling to achieve. The intervention teacher collects data on the success of the intervention to share with departments and leadership.

Our Special Education Department is working with teach-alike groups to better align curriculum delivery to their population.

## Evidence-based educational practices to raise student achievement

Our students also have a critical need to access technology and develop much needed 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, many of our students 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. We continue to use the CAASPP data as a tool to evaluate our progress in closing achievement gaps. We are using curriculum guides that identify common texts, assessments, writing tasks, and rubrics across subjects. Literacy is a focus school-wide with our instructional coach and professional development team working with teachers on identifying best practices for literacy instruction.

In the humanities and science, we are developing common and more frequent writing tasks and assessments. Teachers are norming their grading of written work using a common SBAC-aligned rubric for evaluating student progress. Our CTE courses are also developing writing tasks and prompts, and utilizing texts that support their content. Math is also developing common assessments at the district level, and also as a department on site.

We are working on implementing effective strategies for English Learners in all classes as this supports all underperforming subgroups. These include strategies such as chunking texts, paraphrasing, locating the main idea, summarizing, thinking charts, captioning videos, CATCH annotation, and color coding to organize information. We are training our staff on writing prompts, and understanding and implementing the SBAC-aligned rubrics. We are collecting anchor papers as a way to norm our evaluation for students. With the guidance of our instructional coach, teachers in subject-alike teams have developed coherently sequenced core content that is taught through reading, writing, and discussion using complex text and vocabulary. There is at least 80% commonality in content in each subject-alike teaching group. The librarian has shared various new library databases that serve as support for finding resources for literacy development in the teacher's curriculum and has worked closely with various teachers to develop literacy-rich lesson plans. Each team has developed common writing expectations for their students. The school has been trained on how to access CAASPP interim assessments to better understand literacy skills students need to demonstrate competency.

We have increased our BIA hours to provide language support for EL students who have been integrated into regular classes. Our focus on literacy strategies for English Learners is intended to provide teachers with the training needed for working with this population now included in their classrooms.

Special Education transition plans continue in annual / triennial IEPs for students 16 years and older. These plans continue to cover the transition goals of education, employment, and independent living. Case managers administer several assessments to help guide the plan. We have added a College of the Canyons field trip where interested students attend an orientation, register for enrollment, and meet with DSPS personnel to pursue their transition goals. Workforce Prep continues to prepare our special education students by giving them practice in such activities as building a resume, job interviews, and letter writing. Counseling has implemented the Dream Project that brings in professionals to share their on-the-job experiences with all students, and our special education department strongly encourages its students to attend.

## Parental Engagement



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

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 digital literacy, athletic and performing arts participation, and a gap in CAASPP scores in both math and English Language Arts.

The ELD coordinator, EL counselor, and Bilingual Instructional Assistants reach out to each family personally to invite and confirm attendance for all ELAC meetings. The meetings are structured around their students' specific progress. Each parent/guardian is provided with grade and attendance reports as well as information on A-G requirements and related supports on campus. At each meeting, students are charged with sharing out good news about their English development and proficiency. An outreach coordinator from College of the Canyons presents to the families about the transition to the junior college and beyond.

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An additional counselor was funded through Title I last year to bring down the counselor to student ratio. In addition, the counseling department hosts parent nights once a month to help support parents in a variety of topics and needs. DIS and ERICS therapists are in constant communication with the families of the students they serve and sometimes conduct family therapy sessions.

Our Child and Welfare technician works with our students who need additional support due to their attendance issues or homeless status. Her support is vital to our students and she goes above and beyond to support these families.

Canyon is opening a Resource Center to support students and families with community resources, food, clothing, and additional supplies to help them succeed.

Child & Family, SCV Youth Project, and Action Family Counseling run small group sessions on campus to help support students with their socio-emotional needs beyond the counseling team.

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

Parents, community members, teachers, students, and staff are invited to be part of planning through events like Open House, Back to School Night, PAC nights, ELAC meetings, Performances, and Coffee/Lunch with the Principal. We connect with families through Infinite Campus, emails, personal calls home, Blackboard Connect, the Week at a Glance publication, and letters home.

Parents, teachers, staff, and students are involved annually in the development, implementation, and evaluation of the district's Title I and Title III plans to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC Meetings and School Site Council meetings.



## Funding

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

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

Canyon High School receives fiscal support through district, state, and federal sources. The School Formula Account allocates funding at the school level to address areas of need in support of the instructional program. The district funds quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

## **Stakeholder Involvement**

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

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

The School Site Council was involved in the development, writing, evaluation, and review of the SPSA. SSC members were invited to each meeting through emails for addendum, updates, and review purposes. All stakeholders were invited to participate in the School Site Council. All students, parents, and staff were asked to complete surveys to obtain information to build action steps. All stakeholders have access to the SPSA plan located on the school website for review.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.2%	0.14%	2	5	3
African American	4.1%	4.3%	4.37%	96	97	97
Asian	2.5%	2.1%	2.43%	57	48	54
Filipino	3.7%	2.9%	2.84%	87	66	63
Hispanic/Latino	48.6%	50.2%	51.98%	1,131	1,125	1153
Pacific Islander	0.2%	0.2%	0.23%	4	4	5
White	37.4%	36.7%	35.48%	871	823	787
Multiple/No Response	3.4%	0.1%	0.09%	79	2	2
Total Enrollment				2,327	2,243	2218

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	626	579	546
Grade 10	598	614	581
Grade 11	549	554	571
Grade 12	554	496	520
Total Enrollment	2,327	2,243	2,218

### Conclusions based on this data:

1. There are high populations of Hispanic students on campus.
2. Our enrollment is slightly decreasing over the years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	306	300	217	13.1%	13.4%	9.8%
Fluent English Proficient (FEP)	477	481	561	20.5%	21.4%	25.3%
Reclassified Fluent English Proficient (RFEP)			30	0.0%	0.0%	10.0%

### Conclusions based on this data:

1. Canyon is working very hard to reclassify students through skill building and intervention courses.
2. Population in English Learners is slowly decreasing, while our Fluent English Proficient students is increasing.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	531	543	547	511	532	539	511	532	539	96.2	98	98.5
All Grades	531	543	547	511	532	539	511	532	539	96.2	98	98.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2655.	2670.	2664.	41	47.74	47.68	42	37.41	35.81	13	12.78	12.06	5	2.07	4.45
All Grades	N/A	N/A	N/A	41	47.74	47.68	42	37.41	35.81	13	12.78	12.06	5	2.07	4.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	41	49.44	48.61	51	43.42	43.97	8	7.14	7.42
All Grades	41	49.44	48.61	51	43.42	43.97	8	7.14	7.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	57	66.04	62.45	39	31.32	32.90	5	2.64	4.65
All Grades	57	66.04	62.45	39	31.32	32.90	5	2.64	4.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	29	36.65	37.29	63	58.65	57.33	8	4.70	5.38
All Grades	29	36.65	37.29	63	58.65	57.33	8	4.70	5.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	54	59.77	55.47	43	36.65	38.40	3	3.57	6.12
All Grades	54	59.77	55.47	43	36.65	38.40	3	3.57	6.12

**Conclusions based on this data:**

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. 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.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	529	540	545	508	529	527	500	529	526	96	98	96.7
All Grades	529	540	545	508	529	527	500	529	526	96	98	96.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2614.	2600.	2606.	19	16.45	16.92	27	26.47	27.19	26	25.14	28.52	28	31.95	27.38
All Grades	N/A	N/A	N/A	19	16.45	16.92	27	26.47	27.19	26	25.14	28.52	28	31.95	27.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	32	28.54	26.62	35	31.00	37.45	33	40.45	35.93
All Grades	32	28.54	26.62	35	31.00	37.45	33	40.45	35.93

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	18.53	20.34	55	52.93	53.99	22	28.54	25.67
All Grades	23	18.53	20.34	55	52.93	53.99	22	28.54	25.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	26	21.74	23.76	58	58.60	59.51	17	19.66	16.73
All Grades	26	21.74	23.76	58	58.60	59.51	17	19.66	16.73

### 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.



# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1560.4	1561.2	1559.2	34
Grade 10	1573.6	1576.7	1570.1	40
Grade 11	1571.9	1562.0	1581.3	38
Grade 12	1565.7	1548.6	1582.5	38
All Grades				150

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	13	38.24	13	38.24	*	*	*	*	34
Grade 10	15	37.50	16	40.00	*	*	*	*	40
Grade 11	14	36.84	13	34.21	*	*	*	*	38
Grade 12	12	31.58	16	42.11	*	*	*	*	38
All Grades	54	36.00	58	38.67	30	20.00	*	*	150

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	21	61.76	*	*	*	*	*	*	34
Grade 10	21	52.50	13	32.50	*	*	*	*	40
Grade 11	21	55.26	12	31.58	*	*	*	*	38
Grade 12	18	47.37	17	44.74	*	*	*	*	38
All Grades	81	54.00	50	33.33	12	8.00	*	*	150

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	15	44.12	*	*	34
Grade 10	*	*	15	37.50	15	37.50	*	*	40
Grade 11	*	*	*	*	16	42.11	*	*	38
Grade 12	*	*	14	36.84	16	42.11	*	*	38
All Grades	23	15.33	44	29.33	62	41.33	21	14.00	150

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	13	38.24	19	55.88	*	*	34
Grade 10	22	55.00	14	35.00	*	*	40
Grade 11	18	47.37	14	36.84	*	*	38
Grade 12	11	28.95	19	50.00	*	*	38
All Grades	64	42.67	66	44.00	20	13.33	150

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	25	73.53	*	*	*	*	34
Grade 10	27	67.50	12	30.00	*	*	40
Grade 11	29	76.32	*	*	*	*	38
Grade 12	32	84.21	*	*	*	*	38
All Grades	113	75.33	30	20.00	*	*	150

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	15	44.12	13	38.24	34
Grade 10	*	*	23	57.50	*	*	40
Grade 11	*	*	18	47.37	14	36.84	38
Grade 12	*	*	21	55.26	12	31.58	38
All Grades	26	17.33	77	51.33	47	31.33	150

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	29	85.29	*	*	34
Grade 10	*	*	29	72.50	*	*	40
Grade 11	16	42.11	20	52.63	*	*	38
Grade 12	18	47.37	18	47.37	*	*	38
All Grades	46	30.67	96	64.00	*	*	150

**Conclusions based on this data:**

1. The ELPAC results show that our students needs additional help in the reading, writing and listening domains.
2. Our EL students show the most success in the speaking category with 77% of our students well developed and only 20% in the moderately developed.



# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,218	41.8%	9.8%	0.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	217	9.8%
Foster Youth	6	0.3%
Homeless	28	1.3%
Socioeconomically Disadvantaged	927	41.8%
Students with Disabilities	322	14.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	97	4.4%
American Indian	3	0.1%
Asian	54	2.4%
Filipino	63	2.8%
Hispanic	1,153	52.0%
Two or More Races	54	2.4%
Pacific Islander	5	0.2%
White	787	35.5%







### Conclusions based on this data:

1. There is a high population of socioeconomically disadvantaged students.
2. There is a high population of Hispanic students.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. A green performance level in Suspension Rate indicates a decrease from the previous year, thus proving our action items are successful and need to be continued.
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.
3. Mathematics is currently at a yellow and needs to be reviewed using action items to support math goals.

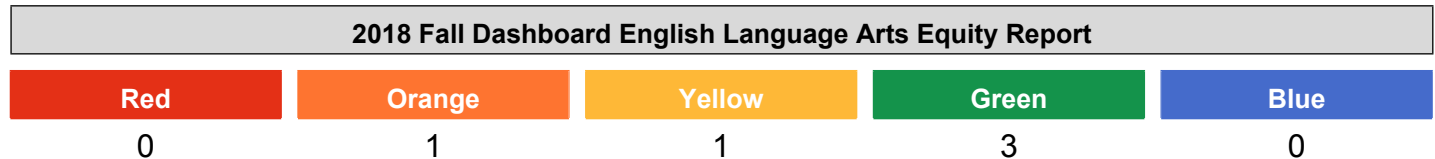
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green		 Yellow		 No Performance Color	
82.5 points above standard		7.8 points above standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined -7.5 points		Declined -21.1 points		2 students	
527 students		72 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Green		 Orange	
Less than 11 Students - Data Not Displayed for Privacy		53.8 points above standard		19.1 points below standard	
10 students		Declined -12.1 points		Declined -7 points	
		211 students		71 students	



### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 82.6 points above standard Increased 17.8 points 25 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 141.5 points above standard 15 students	<b>Filipino</b>  No Performance Color 96.2 points above standard Declined -24.6 points 21 students
<b>Hispanic</b>  Green 62.3 points above standard Declined -8.9 points 261 students	<b>Two or More Races</b>  No Performance Color 119.5 points above standard Declined -4.6 points 13 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Green 100.6 points above standard Declined -13.2 points 190 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 24.9 points below standard Declined -30.7 points 33 students	<b>Reclassified English Learners</b> 34.5 points above standard Declined -28.7 points 39 students	<b>English Only</b> 94 points above standard Declined -3.8 points 349 students
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#### Conclusions based on this data:

- English Learners and Students with Disabilities are currently reflecting yellow and orange and thus need to be reviewed and supported using action items.

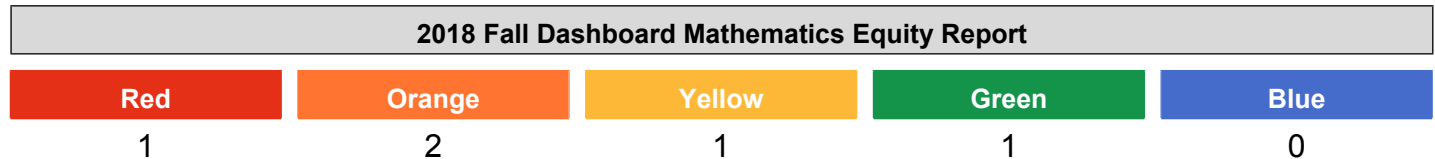
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 21.7 points below standard Maintained 2.6 points 517 students	<b>English Learners</b>  Orange 111.2 points below standard Declined -3.1 points 72 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>Socioeconomically Disadvantaged</b>  Orange 60.1 points below standard Maintained -0.5 points 206 students	<b>Students with Disabilities</b>  Red 153.8 points below standard Maintained -2.3 points 67 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 47.4 points below standard Increased 28.2 points 24 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 117.3 points above standard 14 students	<b>Filipino</b>  No Performance Color 2.4 points above standard Declined -26.3 points 21 students
<b>Hispanic</b>  Yellow 52.6 points below standard Maintained 1.7 points 257 students	<b>Two or More Races</b>  No Performance Color 12.9 points above standard Declined -43.7 points 12 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Green 7 points above standard Declined -5.4 points 187 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 154.9 points below standard Declined -12.3 points 35 students	<b>Reclassified English Learners</b> 69.9 points below standard Declined -11.5 points 37 students	<b>English Only</b> 6 points below standard Maintained 1.3 points 342 students
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#### Conclusions based on this data:

1. All student sub groups are performing low in mathematics and need to be supported using action items.
2. Students with Disabilities are currently scoring red, English Learners and Socioeconomically Disadvantaged students are currently scoring orange, and need to be supported to increase their success.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
150	36%	38.7%	20%	5.3%

### Conclusions based on this data:

1. Most of our students fall in the "Well Developed" or "Moderately Developed" category. The students who fall in the "Somewhat Developed" and "Beginning Stage" will be supported with additional BIA hours.

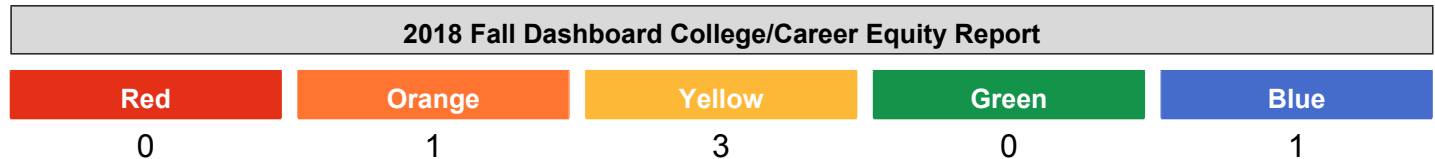
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Green 60.8% prepared Maintained 1.6% 498 students	<b>English Learners</b>  Yellow 31.9% prepared Increased 18% 69 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<b>Homeless</b>  No Performance Color 33.3% prepared Declined -16.7% 15 students	<b>Socioeconomically Disadvantaged</b>  Yellow 51.4% prepared Maintained -0.1% 286 students	<b>Students with Disabilities</b>  Orange 10.8% prepared Maintained -1.1% 65 students

### 2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 33.3% prepared Increased 2.1% 21 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 89.5% prepared Maintained 1.2% 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.8% prepared Maintained 1.2% 262 students	 No Performance Color 83.3% prepared Increased 11.9% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 72.6% prepared Increased 5.4% 168 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
52.8% Prepared	59.2 Prepared	60.8 Prepared
24.2% Approaching Prepared	17.2 Approaching Prepared	18.1 Approaching Prepared
22.9% Not Prepared	23.5 Not Prepared	21.1 Not Prepared

#### Conclusions based on this data:

1. This is the first year with CCR data, and it shows that we are increasing our student preparedness.
2. Students with Disabilities need to be supported in the CCR fields. More accommodations and support should be made in these classes.



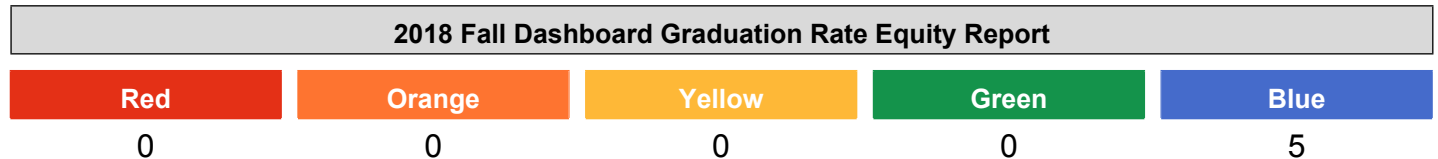
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Blue 98.8% graduated Increased +1.1% 498 students	<b>English Learners</b>  Blue 97.1% graduated Increased +7.9% 69 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<b>Homeless</b>  No Performance Color 100% graduated Maintained 0% 15 students	<b>Socioeconomically Disadvantaged</b>  Blue 97.9% graduated Increased +1.3% 286 students	<b>Students with Disabilities</b>  Blue 98.5% graduated Increased +3.5% 65 students

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100% graduated Increased +6.3% 21 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 100% graduated Maintained 0% 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 98.5% graduated Increased +2.1% 262 students	 No Performance Color 100% graduated Increased +4.8% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 98.8% graduated Maintained -0.7% 168 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate by Year

2017	2018
97.7% graduated	98.8% graduated

#### Conclusions based on this data:

1. Graduation rate for all students and all subgroups has the highest performance rating of blue.
2. Students that fall in the 1.2% of non-grads need to be supported.

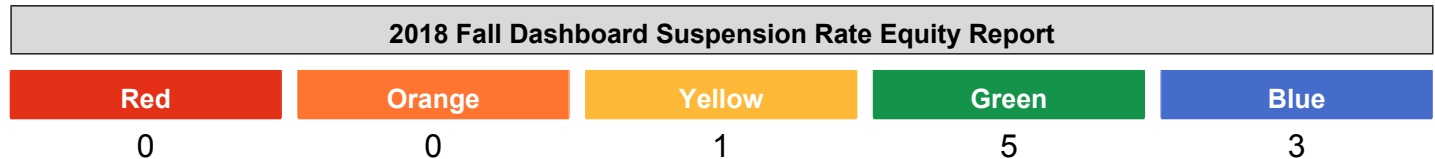
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 1.2% suspended at least once Declined -1.4% 2346 students	<b>English Learners</b>  Green 2.1% suspended at least once Declined -2.2% 242 students	<b>Foster Youth</b>  No Performance Color 0% suspended at least once Declined -4.8% 13 students
<b>Homeless</b>  No Performance Color 6.4% suspended at least once Increased 6.4% 47 students	<b>Socioeconomically Disadvantaged</b>  Green 1.6% suspended at least once Declined -2.7% 1026 students	<b>Students with Disabilities</b>  Green 2.8% suspended at least once Declined -3.9% 357 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Green 1.9% suspended at least once Declined -5.6% 106 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 4 students	<b>Asian</b>  Blue 0% suspended at least once Maintained 0% 55 students	<b>Filipino</b>  Green 1.5% suspended at least once Maintained 0.1% 65 students
<b>Hispanic</b>  Blue 1.1% suspended at least once Declined -2.7% 1231 students	<b>Two or More Races</b>  Blue 0% suspended at least once Maintained 0% 60 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 5 students	<b>White</b>  Yellow 1.5% suspended at least once Increased 0.6% 820 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
1% suspended at least once	2.6% suspended at least once	1.2% suspended at least once

#### 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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

## Goal 1

Decrease the number of behavioral discipline referrals by 10%, decrease suspensions rate 1% , chronic absences from 11% to 8 % and bias-motivated acts related to cultural issues on campus through a campus-wide focus on positive relationships and building character.

## Identified Need

The School Site Council has analyzed behavior discipline referrals, response to needs assessment and chronic absences data. The Council found a need to decrease referrals, suspensions, and absences by using the following action items.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monitor discipline data including monthly behavioral referrals and suspension rates, daily attendance data, district bias logs, school-wide comprehensive needs assessment	Current number of students with suspensions on Dashboard is 29. Chronic Absenteeism is at 11.2%.	Canyon would like to decrease the suspensions by 10%. Canyon would like to decrease the absences from 11% to 8%.

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

## Strategy/Activity 1

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

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

All students will be served under Goal 1.1

### Strategy/Activity

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. In addition, remind staff and "recharge" with information to start the school year strong.

### 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.

#### 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 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 nationwide to improve five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

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.

The attached research articles on "Capturing Kids' Hearts" provides data on the effectiveness of this program.

#### **Proposed Expenditures for this Strategy/Activity**

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

##### Description:

Flippen Group training fees - Session 1 (15 staff members)  
(OBJ 5810)

##### Amount:

8000.00

##### Available Balance:

8,000.00

##### Federal 19-20 Title I, Part A - Allocation

5800: Professional/Consulting Services And Operating Expenditures

##### Description:

Certificated sub wages paid at \$125 per day x 15 x 2 days  
(OBJ 1160) If this activity is created during the school year we will need subs to cover each teacher, but if the event is created outside of work hours, we will need credential additional

##### Federal 19-20 Title I, Part A - Allocation

1000-1999: Certificated Personnel Salaries



pay hours. This event is still being created at this time.

Amount:  
3800.00

Available Balance:  
3800.00

Description:  
Certificated benefits paid at 21.40%  
(OBJ 3001)

Amount:  
814.00

Available Balance:  
814.00

Description:  
Trainer Travel package  
(OBJ 5810)

Amount:  
450.00

Available Balance:  
450.00

Description:  
Flippen Group Recharge training fee

Amount:  
10,000.00

Available Balance:  
10,000.00

Description:  
Classified wages for CKH's training - 10  
(calculated estimate) 250 X 10 X 2 day (OBJ's  
2230 or 2260)

Amount:  
5000.00

Federal 19-20 Title I, Part A - Allocation  
3000-3999: Employee Benefits

Federal 19-20 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Federal 18-19 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Federal 19-20 Title I, Part A - Allocation  
2000-2999: Classified Personnel Salaries

Available Balance: 5000.00	
Description: Classified Benefits paid at 31.2% (OBJ 3XX2)	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Amount: 1560.00	
Available Balance: 1560.00	

## Strategy/Activity 2

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

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

All students will be supported with Goal 1.2

### Strategy/Activity

1.2

Food and drinks for CKH training days

**RATIONALE:** 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 training per session.

**RESEARCH:** Same as 1.1

### Proposed Expenditures for this Strategy/Activity

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

Description: Breakfast and lunch on training days - (OBJ 4322)	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Amount: 1750.00	
Available Balance: 1750.00	

## Strategy/Activity 2

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

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

All students supported with Goal 1.3

## Strategy/Activity

### 1.3

Hire one highly qualified program specialist / counselor with 100% funding responsibilities, and increase opportunities for monitoring of student achievement progress.

Responsibilities will include, but are not limited to:

- Review federal mandates regarding Title 1 regulations and policies
- Attend District Title 1 meetings with supervising administrator
- Develop and monitor implementation of Title 1 site budget
- Monitor and measure student data for effectiveness of action items
- Coordinate annual revisions of School Plan
- Organize site Title 1 / School Site Council meetings
- Support school staff in implementing and monitoring School Plan action items.
- Create, review, and submit requisitions for Title 1 purchases with required supporting documentation
- Coordinate parent engagement action items as necessary
- Maintain proper documentation of Title 1 meeting agendas, minutes, surveys, sign-in sheets, invoices, receipts, and more as appropriate
- Other duties as assigned

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.

According to, "Are School Counselors an Effective Educational Input?" by Carrell, S. E., & 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.

### **Proposed Expenditures for this Strategy/Activity**

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

Description:  
Certificated Salary per contract  
(OBJ 1210)

Amount:  
78,059.00

Available Balance:  
78,059.00

Federal 19-20 Title I, Part A - Allocation  
1000-1999: Certificated Personnel Salaries

Description:  
Benefits on above salary calculated at 21.40%  
(OBJ 3XX1)

Amount:  
19,852.00

Available Balance:  
19,852.00

Federal 19-20 Title I, Part A - Allocation  
3000-3999: Employee Benefits

Description:  
Health and Welfare Benefits  
(OBJ 3411)

Amount:  
10,148.00

Available Balance:  
10,148.00

Federal 19-20 Title I, Part A - Allocation  
3000-3999: Employee Benefits

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All students supported by Goal 1.4-A

#### **Strategy/Activity**

##### **1.4-A**

Create Parent Resource/Student Wellness 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. In addition, the Parent Resource Center will Provide a digital and print Family Newsletter, as well as updated web content with parental engagement tips (in both English and Spanish).

##### **RATIONALE:**

Results of our school-wide comprehensive needs assessment reveal 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.

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 "Infinite Campus" student information system.

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.

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.

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.

#### 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 of how to access our grading system, we should teach them. If they have no outside 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.)

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.)

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, & Prothrow-Stith, 2008). Furthermore, Wilder Research concludes that nutrition "can enhance a student's psycho-social well-being, reduce aggression and school suspensions, and decrease discipline problems" (Brown et al., 2008).

#### **Proposed Expenditures for this Strategy/Activity**

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

##### Description:

- Family Newsletter - digital and print English and Spanish versions

\$488 yearly subscription / print (OBJ's 5840, 5811)

##### Amount:

Federal 18-19 Title I, Part A - Parent Participation

5800: Professional/Consulting Services And Operating Expenditures

488.00	
Available Balance: 488.00	
Description: Mailing costs (OBJ 5910)	Federal 18-19 Title I, Part A - Parent Participation
Amount: 162.00	5900: Communications
Available Balance: 162.00	

## Strategy/Activity 4

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

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

All students supported with Goal 1.4-B

### Strategy/Activity

#### 1.4-B

Create Parent Resource/Student Wellness 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. In addition, the Parent Resource Center will provide a digital and print Family Newsletter, as well as updated web content with parental engagement tips (in both English and Spanish).

#### RATIONALE:

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.

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 "Infinite Campus" student information system.

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.

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.

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.

#### 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 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.)

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.)

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, & 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).

#### Proposed Expenditures for this Strategy/Activity

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

Description:  
Collaborative seating arrangements to be utilized with computer-based resource support technology. (OBJ 4310/4410)

Amount:  
2388.00

Available Balance:  
2388.00

Federal 18-19 Title I, Part A - Parent Participation  
4000-4999: Books And Supplies

Description:  
Purchasing computers and printer for families to access students' grades, attendance, and community resources (OBJ 4310/4420)

Federal 18-19 Title I, Part A - Parent Participation  
4000-4999: Books And Supplies

Amount:  
1453.00

Available Balance:  
1453.00

Description:  
Additional school supplies  
(OBJ 4310)

Amount:  
1000.00

Available Balance:  
1000.00

Description:  
Initial / immediate living needs (only allowable  
expenditures), food, clothing for student(s),  
toiletries  
(OBJ 4310)

Amount:  
1000.00

Available Balance:  
1000.00

Description:

Amount:

Available Balance:

Description:  
Supplemental Furnishings to hold supplies in  
Parent Resource Center. Collaborative seating,  
wall folders to hold resources, cabinets for  
supplies (OBJ 4310/4410)

Amount:

Federal 18-19 Title I, Part A - Allocation  
4000-4999: Books And Supplies

Federal 18-19 Title I, Part A - Allocation  
4000-4999: Books And Supplies

Federal 19-20 Title I, Part A - Parent  
Participation  
4000-4999: Books And Supplies



2500.00

Available Balance:  
2500.00

Description:  
Our community liaison will coordinate community resources, create partnerships with local businesses and civic organizations, and present parent workshops. (OBJ 5810)

Amount:  
20,000.00

Available Balance:  
20,000.00

Federal 19-20 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Description:  
Food for Parent / Community participants (Obj 4322)

Amounts:  
500.00

Available Balance:  
500.00

Federal 19-20 Title I, Part A - Parent  
Participation  
4000-4999: Books And Supplies

Description:  
Snacks / Water \$50 x 10 workshops (OBJ 4322)

Amounts:  
500.00

Available Balance:  
500.00

Federal 19-20 Title I, Part A - Parent  
Participation  
4000-4999: Books And Supplies

## Strategy/Activity 5

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

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

All students will be supported in Goal 1.5.

### Strategy/Activity

1.5

Institute a Character Counts Program, including a student recognition ceremony per quarter.

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.

#### **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.

In addition, after completing our school-wide comprehensive needs assessment, evidence shows that there is also a need to strengthen the 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.

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.

#### **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)

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 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."

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."

#### **Proposed Expenditures for this Strategy/Activity**

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

Description:  Amount:  Available Balance:	
Description: Refreshments for parents (OBJ 4322)  Amount: 400.00  Available Balance: 400.00	Federal 19-20 Title I, Part A - Parent Participation 4000-4999: Books And Supplies
Description: Student Incentives (OBJ 4310)  Amount: 3500.00  Available Balance: 3500.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

## Strategy/Activity 6

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Description:  Amount:  Available Balance:	
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## Strategy/Activity 7

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

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

All students will be supported with Goal 1.6

### Strategy/Activity

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.

#### 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.

Parents may lack experience themselves in how to help their students discover and set goals & 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.

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 long term goals for success. Participation will be monitored through an online program to keep track of student involvement in school activities and events with web, mobile and barcode scanning technology. This program is a web-based platform that helps educators and administrators track and drive student involvement in school activities and events.

#### 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")

### Proposed Expenditures for this Strategy/Activity

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

#### Description:

Five-Star Student System Annual Subscription - online program with web, mobile and barcode scanning technology (OBJ 5840)

#### Amount:

1000.00

Federal 19-20 Title I, Part A - Parent Participation

5800: Professional/Consulting Services And Operating Expenditures

Available Balance:  
1000.00

## Strategy/Activity 8

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

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

Sophomore (Grade 10) students will be supported by Goal 1.7

### Strategy/Activity

1.7

Museum of Tolerance Field for all 10th grade students

#### 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 and need additional resources and support for understanding the 10th grade History and English units of instruction on the Holocaust.

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.

#### RESEARCH:

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 experience and see in person. (See attached research articles.)

### Proposed Expenditures for this Strategy/Activity

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

#### Description:

Transportation buses 5 per day for two days:  
\$1350 x 10 buses  
(OBJ 5710)

#### Amount:

13,500.00

#### Available Balance:

13,500.00

Federal 19-20 Title I, Part A - Allocation  
5700-5799: Transfers Of Direct Costs

Description:  
Student Admission tickets: 530 x \$12.50 per student  
(OBJ 5810)

Amount:  
6625.00

Available Balance:  
6625.00

Federal 19-20 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Description:  
Chaperone Admission tickets: 20 x \$15.00 (OBJ  
5810 - teachers)

Amount:  
300.00

Available Balance:  
300.00

Federal 19-20 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Description:  
Sub coverage for 20 teachers @125.00 daily  
sub-rate  
(OBJ 1160)

Amount:  
2500.00

Available Balance:  
2500.00

Federal 19-20 Title I, Part A - Allocation  
1000-1999: Certificated Personnel Salaries

Description:  
Certificated benefits @ 21.40%  
(Obj 3XX1)

Amount:  
535.00

Available Balance:  
535.00

Federal 19-20 Title I, Part A - Allocation  
3000-3999: Employee Benefits

## **Strategy/Activity 9**

### **Students to be Served by this Strategy/Activity**

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

Amount:

Available Balance:

### Strategy/Activity 39

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Description:

Amount:

Available Balance:

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

The activities for Goal 1 were intended to decrease school suspensions, chronic absenteeism, and bias-motivated acts. The effectiveness of the actions and services provided were measured by suspension data reported to the state, student and parent surveys, and monthly district bias logs. Throughout the 2018-19 school year, 88% of the staff was trained in the Capturing Kids' Hearts process. An increase in counseling staff provided support for at-risk students and lowered the caseload for all academic counselors. The Parent Resource Center is in the early stages of development, and will hold its "grand-opening" next year. The Cowboys of Character program, modeled after the Character Counts program, allowed for constant student recognition and rewards for students to find value in their community, thus decreasing bias motivated acts against others and improving campus culture. Parent Informational Nights allowed for parents to see the inner

workings of the school and gain a better understanding and positive perspective on a variety of topics. The Museum of Tolerance trip allowed for sophomore students to gain a deeper perspective on the topic of tolerance and acceptance of others as they connected what they learned to their relationships with students and staff at school. All action items aided in the success of building a more positive school culture on campus.

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

After the SPSA plan was developed in Spring of 2018, more monies were allocated for the Capturing Kids' Hearts program as it was highly requested and successful. Monies for the program specialist were increased as this person was originally hired on a 40% teacher, 60% counselor, but that became increasingly difficult with the amount of work required. The position was changed to 100% counselor, thus decreasing the caseload of other counselors and working on the implementation of the SPSA action steps according to the plan. The funding for the Parent Resource Center was decreased as a local community organization donated furnishings for the center. The Family Newsletter costs were minimal, so the money allocated towards that service were redistributed to other parts of the plan. The Cowboys of Character program had an increase of monies as it was determined to be successful based on student reports and the needs assessment. The Museum of Tolerance trip had a decrease in monies, as the district agreed to pay for half the cost out of diversity funding.

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

Reported district bias logs showed a significant decrease in bias motivated incidents, but total suspension data has not been released at this time. We have seen an increase in positive school culture, as reported by staff and students in surveys and the needs assessment. More staff still need to be trained and refreshed in the use of the Capturing Kids' Hearts techniques. Due to movement in the counseling office, the ability to keep a full-time counselor has allowed for the caseloads to stay lower and will continue to be supported through the SPSA, as many students and parents request additional time and counseling services. As the other goals were significant and rewarding, Canyon stakeholders have chosen to continue these action items to support students and build a positive school culture, decrease suspensions, and reduce chronic absenteeism.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/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 pathways and CTE courses.

## Goal 2

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 by 3%.

## Identified Need

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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Semester grade reporting, CDE Dashboard CAASPP results, A-G completion rates, CTE course enrollment data.	CAASPP ELA scores are 82.5 above standard.	Increase CAASPP ELA scores from 82.5 above standard to 85 above standard.
	Students with disabilities are scoring 19.1 points below the standard and need to be addressed.	Increase the students with disabilities category scores by at least 3 points.
	CAASPP MATH scores are 21.7 below standard.	Increase CAASPP MATH scores from 21.7 below standard to 15 below standard.
	60.8% of students are prepared for College/Career.	Increase 60.8% prepared for College/Career to 70% prepared.
		Decrease D/F rates from 12.5% to 11.5% based on semester grades.
		Increase graduation rates from 98.8% to 99.8%

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

## Strategy/Activity 1

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

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

All students are supposed by Goal 2.1

### Strategy/Activity

#### 2.1

Expose students to local colleges, universities, trades, post-secondary activities through field trips to CSUN, UCLA, USC, (and possibly other universities/colleges) and through guest speakers, museums, theaters, and additional educational locations/experiences to expose students to a variety of post-secondary options.

#### 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.

These students also lack rich, rewarding life experiences to help them discover and set goals & 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.

#### 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.

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. 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.

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 & 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 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.

Students will also have additional opportunities to tour other local universities including (but not limited to) California State University Northridge (CSUN) and the University of Southern California (USC).

**Proposed Expenditures for this Strategy/Activity**

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

<p>Description: 10 buses @ \$1350 (OBJ 5710)</p> <p>Amount: 13,500.00</p> <p>Available Balance: 13,500.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs</p>
<p>Description: 10 classroom substitutes @125.00 (OBJ 1160)</p> <p>Amount: 1,250.00</p> <p>Available Balance: 1,250.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits for sub coverage above @ 21.40% (OBJ 3XX1)</p> <p>Amount: 268.00</p> <p>Available Balance: 268.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

**Strategy/Activity 2**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

<p>Description:</p>	
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Amount:  Available Balance:	
Description:  Amount:  Available Balance:	

## Strategy/Activity 2

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

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

Students in grades 10 and 11 will be supported by Goal 2.3

### Strategy/Activity

2.2

The Junior and Sophomore class of 1100 students will participate in taking the PSAT / NMQR to establish a college-going culture.

#### 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 & plans for their education, college and/or career paths.

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. By exposing students to possible careers and future college opportunities, we hope to show them their full potential and open doors to possibilities. We also want to prepare our students, especially students who are under-achieving, for success by providing them additional I support and tools (i.e. test-taking skills and nutritional snacks) that will maximize their potential.

On the PSAT/NMSQ assessment, students will encounter:

- 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 meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.
- A focus on math that matters the most, including problem-solving, data analysis, algebra, and advanced mathematical concepts.

#### 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).

According to "What Makes a Student College Ready?" published in Educational Leadership, students need 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."

#### **Proposed Expenditures for this Strategy/Activity**

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

##### Description:

1100 Sophomores and Juniors taking exam -  
@16.00 per test  
(OBJ 5810)

##### Amount:

17,600.00

##### Available Balance:

17,600.00

##### Federal 19-20 Title I, Part A - Allocation

5800: Professional/Consulting Services And  
Operating Expenditures

#### **Strategy/Activity 3**

##### **Students to be Served by this Strategy/Activity**

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

All sophomore and junior students will be supported by Goal 2.4

##### Strategy/Activity

##### 2.3

We plan to feed our PSAT / NMSQ test takers a nutritious snack prior to taking the exam in October 2019 to help maximize their concentration and scores.

##### 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.

#### 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. (<http://www.goodluckexams.com/what-to-eat-before-an-exam/>)

### **Proposed Expenditures for this Strategy/Activity**

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

#### Description:

Healthy Snack for test takers 1000 (obj 4322)

#### Amount:

1000.00

#### Available Balance:

1000.00

Federal 19-20 Title I, Part A - Allocation

4000-4999: Books And Supplies

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All Junior students (11th Grade) will be supported through Goal 2.5

#### Strategy/Activity

##### 2.4

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.

#### 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.

#### 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. (<http://www.goodluckexams.com/what-to-eat-before-an-exam/>)

**Proposed Expenditures for this Strategy/Activity**

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

<p>Description: Healthy snacks for 550 students (OBJ 4322)</p> <p>Amount: 1000.00</p> <p>Available Balance: 1000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
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**Strategy/Activity 5**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	
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**Strategy/Activity 6**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

<p>Description:</p>	
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Description:

Amount:

Available Balance:

### **Strategy/Activity 39**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **Proposed Expenditures for this Strategy/Activity**

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

Description:

Amount:

Available Balance:

## **Annual Review**

### **SPSA Year Reviewed: 2018-19**

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

## **ANALYSIS**

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

The action items for Goal 2 were implemented to reduce the number of D/Fs, increase graduation rates, and improve A-G completion rates. This is measured by semester grades, CAASPP scores, CTE enrollment data, A-G course completion, and graduation rates. Students were exposed to local colleges, universities, and trade schools to help them gain an understanding of the post-secondary educational world. The entire 11th grade class took the PSAT to provide practice taking standardized college assessments and help raise their academic testing scores. It also gave students an opportunity to practice applying skills and knowledge before the CAASPP test in the Spring. Students were fed before CASSPP testing and PSAT testing, helping with their cognitive functioning and concentration for the tests.



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

After the SPSA plan was developed, more surveys and narratives were included in the changes of the SPSA plan. College field trips were extended to include post-secondary and cultural experiences for students. This allowed students to attend museums, plays, musicals, and so much more. Broadening these experiences allowed for more student engagement and exposure to post-secondary opportunities. Originally, there was an action item for the the entire junior class to attend the “Connecting to Success” trip, but a local company decided to pay for all volunteered juniors to attend this event. The monies were reallocated to other goals within the SPSA. The PSAT was so successful, that in the future, Canyon would like to extend the PSAT for all Sophomores and Juniors. This gives students multiple chances to increase their scores on these academic tests.

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

Canyon would like to continue these goals and increase the success provided by each action step. The data for CAASPP scores, graduation rates, A-G completion, and D/F reports are still being completed at this time.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/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.

## Goal 3

Improve student achievement through teacher professional development, targeted student support through intervention, and increased teacher and student access to technology and digital programs.

## Identified Need

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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results, D/F rates, CDE Dashboard data, ELPAC data, Reclassification rate	Data reveals a significant gap between higher and lower performing students (ELL, SPED, SED).  EL Data - 36% Level 4 Well Developed, 38.7% Level 3 Moderately Developed, 20% Level 2 Somewhat Developed, 5.3% Level 1 Beginning State  Decrease D/F rates which are 13% after Q2 - 2018	Improve EL Data to - 41% Level 4 Well Developed, 40% Level 3 Moderately Developed, 15% Level 2 Somewhat Developed, 4% Level 1 Beginning State  Decrease D/F rates to 10% after Q2 - 2019

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

## Strategy/Activity 1

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

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

All students will be supported by Goal 3.1

### Strategy/Activity

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.

**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.

**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 introduced.

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).

Experts in educational leadership will provide our professional development. Staff and district experts will provide training to staff in effectively using iPads as teaching tools, implementing Nearpod, and additional training in technology applications.

**Proposed Expenditures for this Strategy/Activity**

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

Description:  
Professional Development Books and Supplies  
(OBJ 4210)

Amount:  
5000.00

Available Balance:  
5000.00

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

Description:  
Follow up 4-hr session with professional author, researcher, and trainer, Michael Schmoker for staff professional development (OBJ 5810)

Amount:  
5000.00

Federal 18-19 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Available Balance:  
5000.00

## Strategy/Activity 2

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

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

All students are supported by Goal 3.2

#### Strategy/Activity

3.2

Additional Teacher Support: Intervention Hours and Additional Class Period

#### RATIONALE:

To help develop positive, trusting relationships with students and to help support students their academic subjects, extended learning, and social activities have been shown to positively increase student success and personal development. The teacher(s) and will help develop critical skills needed for additional intervention, leadership, enhance social skills, encourage positive behaviors, and provide students with engaging activities in a safe, structured environment.

"After-school and summer learning programs have been shown to promote positive relationships among students, school personnel, and members of the community" (Pray, 2011). Research indicated that students, "who could benefit most from extended learning opportunities, typically have fewer opportunities to participate in high quality, affordable extended learning program. When school-age children and teen do not have access to such program are left unsupervised after school, they are more likely to receive a poor grade, drop out of school, and engage in high-risk behaviors than children who participate in constructive activities supervised by responsible adults." (NEA Policy Brief) Student participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved the linguistic and social development of ELLs (Pray, 2011). Moreover, helping ELL students improve their self-efficacy in mathematics not only supports their success in school but also can benefit all students in a school." (Pray, 2011).

According to NEA, "Expanding access to after-school and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success" (Roekel). The School Site Council supports the addition of a project-based learning academy that will provide a collaborative, engaging, and academically focused weekend learning opportunity which will enhance students achievement, increase self-efficacy, help students connect more with school and encourage students to explore and develop interests.

### Proposed Expenditures for this Strategy/Activity

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

Description:  
Teacher (@ \$34/hr x 50 hrs X 2 semesters)  
Additional hours for credential pay  
(OBJ 1130)

Federal 19-20 Title I, Part A - Allocation  
1000-1999: Certificated Personnel Salaries

<p>Amount: 3400.00</p> <p>Available Balance: 3400.00</p>	
<p>Description: Benefits for above goal @ 21.4% (OBJ 3XX1)</p> <p>Amount: 728.00</p> <p>Available Balance: 728.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Additional teacher coverage 1/6 class period to coverage wages based on master schedule (OBJ 1130)</p> <p>Amount: 20,000.00</p> <p>Available Balance: 20,000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits for the above goal (OBJ 3XX1)</p> <p>Amount: 4280.00</p> <p>Available Balance: 4280.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

## Strategy/Activity 2

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

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

All students will be supported by Goal 3.3

### Strategy/Activity

3.3

Supplemental Digital, Visual, Fine Arts, and Practical Arts Materials

Through the purchase of additional materials for fine art and practical art courses, students will be more engaged and motivated in school, increasing their achievement, literacy, and conceptual skills.

Studies show, "at-risk and failing students revived by immersion in arts programs offer such suggestions—including that students benefit from engagement inspired by the complexities of the arts in well-drawn programs. The arts can attract students who have been pushed away from other opportunities for success in school. As at-risk students frequently characterize their success as a consequence of induced or revived enthusiasm for school attained through the arts...higher engagement includes observations that children in schools with high levels of arts experiences are generally more engaged and motivated in school" (Catterall, 2007).

### Proposed Expenditures for this Strategy/Activity

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

Description:  
Additional Fine Arts / Practical Arts Supplies  
(OBJ 4310 for items less than \$500 including tax and shipping and OBJ 4410 for items over \$500) (budget split 60% OBJ 4310 and 40% OBJ 4410)

Amount:  
10,000.00

Available Balance:  
20,000.00

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

Description:

Amount:

Available Balance:

### Strategy/Activity 3

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

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

All EL and LTEL students will be supported by Goal 3.4

#### Strategy/Activity

3.4  
Extension of Bilingual Instructional Assistant Hours

#### 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 will 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.

#### 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.

#### Proposed Expenditures for this Strategy/Activity

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

Description:  
Classified wages paid at \$25 per hour for 300 additional hours (2130)

Amount:  
7500.00

Available Balance:  
7500.00

Federal 19-20 Title I, Part A - Allocation  
2000-2999: Classified Personnel Salaries

Description:  
Classified benefits paid at 31.20% (OBJ 3XX2)

Amount:  
2340.00

Available Balance:  
2340.00

Federal 19-20 Title I, Part A - Allocation  
3000-3999: Employee Benefits

Description:

Amount:

Available Balance:

## Strategy/Activity 4

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

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

All students will be supported by Goal 3.5

### Strategy/Activity

3.5

Document Cameras, Projectors, other technology support items, and cables

#### 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 & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities.

Currently at Canyon, not all classrooms are equipped with document cameras, LCD projectors or TVs, 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.

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 of the classroom for the benefit of all students in every class as necessary.

#### 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.

### Proposed Expenditures for this Strategy/Activity

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

#### Description:

TVs for classroom use in effective instruction (OBJ's 4310 and 4420; if over \$5,000 then use 6410 and CDE pre-approval is required)

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies



Amount:  
21,923.00

Available Balance:  
21,923.00

Description:  
Classroom Projectors \$515 X 25  
(OBJ 4420)

Amount:  
12,365.00

Available Balance:  
12,365.00

Description:  
Cables for Projectors + TVs  
(OBJ 4310 if purchased separately; otherwise  
OBJ 4420)

Amount:  
1000.00

Available Balance:  
2000.00

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

## **Strategy/Activity 5**

### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

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

Description:

Amount:

Available Balance:

## Strategy/Activity 6

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Description:

Amount:

Available Balance:

## Strategy/Activity 7

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

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

All students will be supported by Goal 3.6

Strategy/Activity

3.6

Library Resources

#### RATIONALE:

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.

There is currently no district funding provided for the purchase of library books in any of our school libraries district-wide.

#### RESEARCH:

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 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).

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).

### **Proposed Expenditures for this Strategy/Activity**

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

Description:  
300 high interest, low lexile level reading books  
(OBJ 4210)

Amount:  
5000.00

Available Balance:  
5000.00

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

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

Description:

Amount:

Available Balance:

## Strategy/Activity 9

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

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

All students in math will be supported by Goal 3.7

### Strategy/Activity

3.7

Calculators:

Purchase 1 class set of 40 graphing calculators for use in math classes to help students with statistics and graphing capabilities. Students using these calculators will have practice in using functions for trigonometry, data analysis, and statistics which will continue to prepare them for the challenging mathematical skills in more advanced courses in high school. The school site council believes that access to these calculators will help increase student mastery of Common Core Math Practice Standards and the rigor of state curriculum which now includes aspects of Trigonometry, Pre-Calculus, and Statistics. Many students at Canyon cannot afford to purchase statistical and graphing calculators. Students who might be disengaged in a lesson with paper and pencil are more engaged when presented with technology components found in a graphing calculator. Use of these calculators will further help students more easily see how data is related in a concrete manner. Through the use of these calculators, students will be exposed to more real-world problem sets in mathematics.

Research indicates that "One of the prevalent claims for the use of graphing technology in mathematics courses is the improvement of conceptual understanding and visualization of mathematical concepts." Studies "...found significantly higher achievement for students who used calculators for problem-solving, computation, and conceptual understanding compared to students who did not use calculators. A significant difference also existed in the attitudes of students favoring those who used calculators in mathematics classes when compared to the attitudes of those who did not use calculators. Positive significant differences were found in the overall achievement of students in grades three, seven, eight, nine and 10 who used calculators in mathematics classes as opposed to those who did not use calculators." (Barton, 2000; retrieved from [archives.math.utk.edu/ICTCM/VOL13/C025/paper.pdf](http://archives.math.utk.edu/ICTCM/VOL13/C025/paper.pdf))

### Proposed Expenditures for this Strategy/Activity

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

Description:

Graphing Calculators (2 class set of 40 + additional 40 for checkout) = 120 calculators (OBJ 4310)

Amount:

12,000.00

Available Balance:

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

12,000.00

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **Proposed Expenditures for this Strategy/Activity**

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

Description:

Amount:

Available Balance:

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **Proposed Expenditures for this Strategy/Activity**

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

Description:

Amount:

Available Balance:

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

## Strategy/Activity 49

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Description:

Amount:

Available Balance:

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

The action items for Goal 3 were created to improve teacher professional development, and increase student access to technology and programs. Staff had additional targeted professional development supplies available to them, but not all staff took advantage of this opportunity. Release time, collaboration time, conference time, and planning time was provided. This goal was only partially executed, so it will remain as a focus for next year. Additional Bilingual Instructional Assistant hours were provided for EL students and was a valuable use of monies throughout the school year for direct student assistance and support. Document cameras and projectors were purchased through Title I funding to make sure that all classrooms had access to a document camera and up-to-date projectors for clear screen viewing for students. Library resources were purchased for students and showed an increase in student check out by 38%. Five-Star tracking software was purchased at the end of the school year and will be fully utilized next year to track student involvement in co-curricular activities and school engagement.

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

There were significant changes to this category when it comes to software and conferencing. As the school year continued, teachers were not utilizing the monies allocated. Therefore, the SSC agreed to reallocate funds to be used on other action items within the plan. The Listenwise software program had a team of 12 teachers pilot the software using a special piloting code supplied by the company. The teachers found the software to be outdated and “more work on the teacher than originally anticipated.” Thus, the SSC created an addendum to change the funding to purchase the Five-Star tracking system. More monies were placed into the purchase of document cameras and projectors as these were more important items. The Breakout Edu Kits company changed their software program and very few teachers wanted to run the program. Therefore, the SSC moved the allocated funding to support other action items.

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

As stated previously, there were several changes made to Goal 3. There was significant movement in reclassification this year, showing that there needs to be more extended BIA hours in the future. We are continuing to look into available software programs to support students, and software that teachers will find valuable to use in their classrooms. Collaboration time and conference training will be supported for the teachers to continue to build their capacity to increase student achievement. In addition, Canyon will support more programs on campus as identified by the needs assessment, and continue the support of updating technology in all classrooms.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$342,938.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Federal 18-19 Title I, Part A - Allocation	\$17,000.00
Federal 18-19 Title I, Part A - Parent Participation	\$4,491.00
Federal 19-20 Title I, Part A - Allocation	\$316,547.00
Federal 19-20 Title I, Part A - Parent Participation	\$4,900.00

Subtotal of additional federal funds included for this school: \$342,938.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$342,938.00



## Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Federal 19-20 Title I, Part A -	316,547.00	0.00
Federal 19-20 Title I, Part A -	5,400.00	
Federal 18-19 Title I, Part A -	48,924.00	31,924.00
Federal 18-19 Title I, Part A -	26,534.00	22,043.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Federal 18-19 Title I, Part A - Allocation	17,000.00
Federal 18-19 Title I, Part A - Parent Participation	4,491.00
Federal 19-20 Title I, Part A - Allocation	316,547.00
Federal 19-20 Title I, Part A - Parent Participation	4,900.00

## Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	109,009.00
2000-2999: Classified Personnel Salaries	12,500.00
3000-3999: Employee Benefits	40,525.00
4000-4999: Books And Supplies	84,279.00
5700-5799: Transfers Of Direct Costs	27,000.00
5800: Professional/Consulting Services And Operating	69,463.00
5900: Communications	162.00

# School Site Council Membership

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

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

Name of Members	Role
Shellie Holcombe	Principal
Zaid Bakoo	Other School Staff
Stephanie Beaty	Parent or Community Member
Scott Goodspeed	Parent or Community Member
Nora Felix (alt)	Parent or Community Member
Rylnn Smith-Thomas	Parent or Community Member
Arthur Jensen	Secondary Student
Ethan Haggart	Secondary Student
Kim Goller (alt)	Other School Staff
Dan Davis	Classroom Teacher
Laurel Priesz	Classroom Teacher
Lori Hermelin (alt)	Other School Staff
Kim Arnold	Classroom Teacher
Maria Cooper	Classroom Teacher
Michael Crawford (alt)	Classroom Teacher
Karen Goodspeed (alt)	Parent or Community Member
Ignacio Guerra (alt)	Parent or Community Member
Valeria Aguirre (alt)	Secondary Student
Jaiden Bratlien (alt)	Secondary Student
Ryan GuLuzza	Secondary Student

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




## Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: PAC President -- See attachment

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

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

This SPSA was adopted by the SSC at a public meeting on 4/25/19.

Attested:

	Principal, Shellie Holcombe on 4/25/19
	SSC Chairperson, SEE ATTACHMENT on 4/25/19