

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	5/12/2020	6/10/2020

Purpose and Description

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

Schoolwide Program

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

The school has developed this Plan by aligning the site goals with the LCAP goals established by the District. All actions and services listed in this Plan are in addition to other services provided by the District through LCAP or federal program funding. In an integrated approach, the school leadership team works directly with the Director of Special Programs who coordinates, manages, and oversees the implementation of all LCAP and federal programs, ensuring that our school's work supports the District vision and goals, but does not duplicate, contradict, or supersede District initiatives.

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.

Many 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 includes the following: analysis of annual CAASPP scores and Dashboard metrics reviewed annually with staff, analysis of earned credits on semester report cards which takes place within Department and Leadership meetings; analysis of D/F grade rates on report cards which takes place within Department and Leadership Meetings; analysis of suspensions which are reviewed annually with all 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 college and career indicator 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 under-performing and higher-performing students in both ELA and math as depicted in our CAASPP scores. This year, due to the pandemic Canyon was unable to administer the CAASPP test and will need to use scores from the 18/19 school year in lieu of the 19/20 scores.

After conducting climate surveys, 51% of parents felt strongly that Canyon High School was safe for their students, and only 3.7% of parents disagreed. Students responded that 82% of students felt physically safe on campus. Canyon needs to make sure all students feel safe. 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, 54% strongly agree and 22% somewhat agree that Canyon is preparing students for the next level. We need to work on improving this score to include the other 27%. We can do this by using our Title action items to prepare students, teachers, and parents in workshops and educational action items.

In a previous study, 23% of parents report that the cost of an AP test is why their students 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. This will change our previous action items for covering testing for low-income families. After looking into support only 66% of parents stated they strongly agreed or somewhat agreed that students' needs are being met. In addition, only 70% of students feel they are satisfied with their achievement for their courses. In an effort to increase these percentages, Canyon will place more effort into professional development for students, teachers, and families for the 20/21 school year.

When surveying teachers at Canyon High School, we found that teachers felt that having a highly qualified teacher is the top benefit for students. In order to meet students changing needs, Canyon will provide more instructional time to train a teachers in differentiation, content building and curriculum mapping through additional workshops and professional development. Teachers also felt that students needed more support with their reading, writing, speaking, and listening skills. In an effort to assist students, Canyon teachers will offer more outside class time to support student learning in these areas of need. Only 40% of teachers felt they had enough to plan their instruction, and thus more time is needed for teachers to work on their curriculum and skills. Overall the survey provided the data that a majority of teachers want more professional development for their content, classroom management and additional training to support students with lower-socioeconomic disadvantages, EL and Special education.

In an effort to align school goals, there is a change in Title I goals to the following:

Goal 1: Canyon High School will increase Literacy among all students and close the achievement gap in Literacy between high and low performing subgroups. This will be measured by D/F rates during each reporting period, English Learner Reclassification rates, and English Benchmarks.

Goal 2: Canyon High School will increase Math proficiency among all students and close the achievement gap in Math proficiency between high and low performing subgroups. This will be measured by analyzing D/F rates during each reporting period and benchmarks in Math courses.

Goal 3: Canyon High School will increase the number of students prepared for college and/or career, as measured by College and Career Indicators. Some indicators include AP test results, A-G rates annually, CTE Course enrollment, completion of CTE pathways, and enrollment and completion of College Now courses.

Goal 4: Canyon High School will cultivate a safe and positive school culture that supports all students' personal and academic growth. This will be measured by surveys, parent engagement data, wellness center data, family center data, discipline referrals, chronic absenteeism, suspensions, and California Healthy Kids survey.

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 the California 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 in their assigned content area in 2020. 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 required Induction 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). In Fall 2020, Canyon will continue to improve their curriculum maps as well as find creative new professional development to support teacher learning through self-selected professional development.

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 instructional coach also helps run a professional development team lead by strong members of each department meant to support and adjust the professional development plans and implementation.

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)

Lessons are designed using the district-adopted curriculum. Instructional design is based on Common Core standards and Math Practice Standards. The use of common curriculum guides helps to ensure that all students are receiving grade level standards-based instruction. The English department administers a district-wide Performance Task twice a year to calibrate assessments and develop future lessons and instructional needs based on assessment data for student mastery of concepts in literacy.

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 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 reduce educational learning gaps between our populations. 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. 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 English 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 staff has been trained on how to access CAASPP interim assessments to better understand literacy skills students need to demonstrate competency.

We have increased our Bilingual Instructional Aide hours to provide language support for EL students who have been integrated into regular classes. Our focus on literacy strategies is intended to provide teachers with the training to ensure all students receive access to the same rigorous content.

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. During ELAC meetings parents provide input on the needs assessment, provide input on the SPSA and learn about programs offered at Canyon through presentations by program leaders. Additionally, ELAC meetings include time for staff to provide personalized information for parents about their students' specific progress and have time dedicated for students to share their academic success with their families.

The counseling department hosts parent nights once a month to help support all parents in a variety of topics and needs as determined through school-wide surveys. When needed, 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. 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.

Canyon will continue our family resource center called "Cowboy Corner" which supports students and families with community resources, food, clothing, and additional supplies to help them succeed.

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 school surveys, needs assessments and stakeholder input meetings. Additionally, Open House, Back to School Night, PAC nights, ELAC meetings, Performances, and Coffee/Lunch with the Principal allows for opportunities where parents can provide input when necessary. We also 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 supplemental 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, 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. ELAC parents provided input to the needs assessment survey that was sent to all stakeholders. 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.

Resource Inequities

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

Inequities exist between schools in more affluent neighborhoods and those in residency areas with higher percentages of low income families. As evident in our school, inequities include limited resources for students and parents to access online platforms, school supplies, tutoring services, and basic living needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.14%	0.14%	0.2%	3	3	4
African American	4.37%	4.27%	4.68%	97	90	95
Asian	2.43%	2.75%	2.51%	54	58	51
Filipino	2.84%	3.18%	3.1%	63	67	63
Hispanic/Latino	51.98%	51.87%	55.2%	1153	1,094	1,120
Pacific Islander	0.23%	0.19%	0.1%	5	4	2
White	35.48%	34.99%	31.3%	787	738	635
Multiple/No Response	0.09%	%	2.91%	2		0
Total Enrollment				2218	2,109	2,029

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	546	501	508
Grade 10	581	528	494
Grade 11	571	544	509
Grade 12	520	536	518
Total Enrollment	2,218	2,109	2,029

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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	217	149	117	9.8%	7.1%	5.8%
Fluent English Proficient (FEP)	561	590	601	25.3%	28.0%	29.6%
Reclassified Fluent English Proficient (RFEP)	30	64	3	10.0%	29.5%	2.0%

Conclusions based on this data:

1. Canyon needs to ensure EL students are meeting district reclassification criteria.
2. EL student population has decreased over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	543	547	530	532	539	513	532	539	512	98	98.5	96.8
All Grades	543	547	530	532	539	513	532	539	512	98	98.5	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2670.	2664.	2658.	47.74	47.68	45.51	37.41	35.81	34.77	12.78	12.06	15.43	2.07	4.45	4.30
All Grades	N/A	N/A	N/A	47.74	47.68	45.51	37.41	35.81	34.77	12.78	12.06	15.43	2.07	4.45	4.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	49.44	48.61	43.95	43.42	43.97	45.12	7.14	7.42	10.94
All Grades	49.44	48.61	43.95	43.42	43.97	45.12	7.14	7.42	10.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	66.04	62.45	65.75	31.32	32.90	31.31	2.64	4.65	2.94
All Grades	66.04	62.45	65.75	31.32	32.90	31.31	2.64	4.65	2.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.65	37.29	33.79	58.65	57.33	59.77	4.70	5.38	6.45
All Grades	36.65	37.29	33.79	58.65	57.33	59.77	4.70	5.38	6.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	59.77	55.47	47.64	36.65	38.40	46.65	3.57	6.12	5.71
All Grades	59.77	55.47	47.64	36.65	38.40	46.65	3.57	6.12	5.71

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.
3. There will be no scores for the 19/20 school year due to COVID-19 Pandemic.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	540	545	528	529	527	515	529	526	515	98	96.7	97.5
All Grades	540	545	528	529	527	515	529	526	515	98	96.7	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2600.	2606.	2601.	16.45	16.92	18.06	26.47	27.19	23.30	25.14	28.52	27.18	31.95	27.38	31.46
All Grades	N/A	N/A	N/A	16.45	16.92	18.06	26.47	27.19	23.30	25.14	28.52	27.18	31.95	27.38	31.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.54	26.62	26.99	31.00	37.45	32.82	40.45	35.93	40.19
All Grades	28.54	26.62	26.99	31.00	37.45	32.82	40.45	35.93	40.19

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.53	20.34	21.94	52.93	53.99	49.13	28.54	25.67	28.93
All Grades	18.53	20.34	21.94	52.93	53.99	49.13	28.54	25.67	28.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.74	23.76	22.91	58.60	59.51	54.95	19.66	16.73	22.14
All Grades	21.74	23.76	22.91	58.60	59.51	54.95	19.66	16.73	22.14

Conclusions based on this data:

1. The majority of the students tested last year in 2018-2019 fell within "at or near standard" and "below standard" bands, at 77% combined percentage.
2. The percentage of students "below standard" increased by 5.4% from 2017-2018 to 2019-2020
3. There will be no scores for the 19/20 school year due to COVID-19 Pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1560.4	1533.9	1561.2	1526.7	1559.2	1540.5	34	32
Grade 10	1573.6	1559.3	1576.7	1542.4	1570.1	1575.5	40	27
Grade 11	1571.9	1534.5	1562.0	1515.9	1581.3	1552.6	38	27
Grade 12	1565.7	1556.5	1548.6	1534.9	1582.5	1577.7	38	26
All Grades							150	112

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	38.24	15.63	38.24	34.38	*	31.25	*	18.75	34	32
10	37.50	22.22	40.00	48.15	*	14.81	*	14.81	40	27
11	36.84	7.41	34.21	44.44	*	29.63	*	18.52	38	27
12	31.58	15.38	42.11	34.62	*	30.77	*	19.23	38	26
All Grades	36.00	15.18	38.67	40.18	20.00	26.79	*	17.86	150	112

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	61.76	25.00	*	34.38	*	18.75	*	21.88	34	32
10	52.50	33.33	32.50	40.74	*	11.11	*	14.81	40	27
11	55.26	14.81	31.58	40.74	*	22.22	*	22.22	38	27
12	47.37	23.08	44.74	42.31	*	15.38	*	19.23	38	26
All Grades	54.00	24.11	33.33	39.29	8.00	16.96	*	19.64	150	112

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	18.75	44.12	40.63	*	40.63	34	32
10	*	11.11	37.50	44.44	37.50	25.93	*	18.52	40	27
11	*	0.00	*	22.22	42.11	48.15	*	29.63	38	27
12	*	11.54	36.84	34.62	42.11	26.92	*	26.92	38	26
All Grades	15.33	5.36	29.33	29.46	41.33	35.71	14.00	29.46	150	112

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	38.24	6.25	55.88	68.75	*	25.00	34	32	
10	55.00	0.00	35.00	88.89	*	11.11	40	27	
11	47.37	0.00	36.84	66.67	*	33.33	38	27	
12	28.95	3.85	50.00	61.54	*	34.62	38	26	
All Grades	42.67	2.68	44.00	71.43	13.33	25.89	150	112	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	73.53	65.63	*	18.75	*	15.63	34	32	
10	67.50	66.67	30.00	18.52	*	14.81	40	27	
11	76.32	59.26	*	18.52	*	22.22	38	27	
12	84.21	65.38	*	23.08	*	11.54	38	26	
All Grades	75.33	64.29	20.00	19.64	*	16.07	150	112	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	3.13	44.12	50.00	38.24	46.88	34	32	
10	*	25.93	57.50	51.85	*	22.22	40	27	
11	*	3.70	47.37	48.15	36.84	48.15	38	27	
12	*	7.69	55.26	61.54	31.58	30.77	38	26	
All Grades	17.33	9.82	51.33	52.68	31.33	37.50	150	112	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	6.25	85.29	71.88	*	21.88	34	32
10	*	0.00	72.50	88.89	*	11.11	40	27
11	42.11	0.00	52.63	81.48	*	18.52	38	27
12	47.37	15.38	47.37	73.08	*	11.54	38	26
All Grades	30.67	5.36	64.00	78.57	*	16.07	150	112

Conclusions based on this data:

1. Changes in the scale score ranges from 17/18 to 18/19 caused changes to our data. Additionally, our number of tested ELs decreased from 150 in 17/18 to 112 in 18/19 which caused changes in data results.
2. Overall ELPAC domain scores remain low with students needing support in all domain areas but especially in Writing, Reading and Listening as those domain scores are the lowest.
3. ELPAC data shows our EL students need additional support in content area growth to develop the speaking, listening, reading and writing skills necessary to show growth on the 20/21 ELPAC assessment.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2109	43.3	7.1	0.1
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	7.1
Foster Youth	3	0.1
Homeless	38	1.8
Socioeconomically Disadvantaged	913	43.3
Students with Disabilities	310	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	90	4.3
American Indian	3	0.1
Asian	58	2.8
Filipino	67	3.2
Hispanic	1094	51.9
Two or More Races	55	2.6
Pacific Islander	4	0.2
White	738	35.0

Conclusions based on this data:

1. 51.9% of our students are Hispanic which means our student demographics have significantly changed over the last three years.
2. 43.3% of our students are Socioeconomically disadvantaged which shows that a large portion of our student population needs additional support from our staff.
3. 7.1% of our students are English Learners which shows we need to focus on language acquisition in all of our classrooms in order to show language growth on yearly ELPAC assessments.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Yellow		
College/Career  Green		

Conclusions based on this data:

1. An orange suspension rate needs to be monitored and action items need to address this need.
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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 74.9 points above standard Declined -7.6 points 506	 Orange 21.5 points below standard Declined Significantly -23.1 points 51	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 1.1 points above standard 16	 Green 59.4 points above standard Increased ++5.6 points 214	 Yellow 19.7 points below standard Increased ++6.5 points 75

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 61 points above standard Declined Significantly -21.6 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 65.2 points above standard Declined Significantly -76.3 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 59.4 points above standard Maintained -2.9 points 247	 No Performance Color 106.5 points above standard Declined -13 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 94.3 points above standard Declined -6.4 points 195

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.3 points below standard Declined Significantly -37.3 points 20	3.8 points above standard Declined Significantly -25.1 points 31	84.3 points above standard Declined -9.7 points 328

Conclusions based on this data:

- EL students are Orange showing a significant decrease of 23.1 points from last year's scores.
- Current EL students declined significantly by 37.3 points making them 62.3 points below standard and RFEP students also declined by 25.1 points but they remain above standard by 3.8 points.
- Socioeconomically disadvantaged students increased by 5.6 points making them 59.4 points above standards

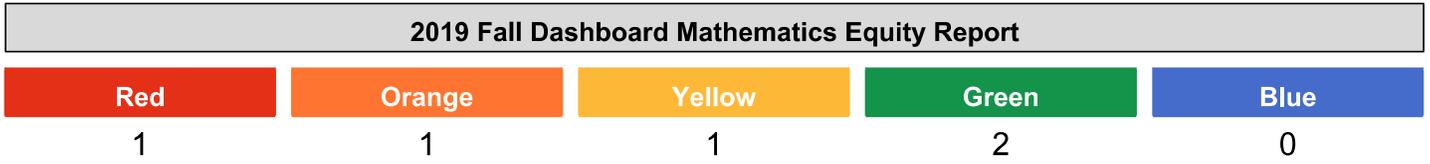
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 25.9 points below standard Declined -4.2 points 503	<p>English Learners</p>  Red 125.1 points below standard Declined -3.6 points 51	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 85.1 points below standard 16	<p>Socioeconomically Disadvantaged</p>  Green 49.5 points below standard Increased ++10.6 points 214	<p>Students with Disabilities</p>  Orange 144.2 points below standard Increased Significantly ++19.5 points 75

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 47 points below standard Maintained ++0.4 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 12.7 points below standard Declined Significantly -130 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 51.7 points below standard Maintained ++1 points 245	 No Performance Color 43.4 points above standard Increased Significantly ++30.5 points 15		 Green 2.5 points above standard Declined -4.5 points 195

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
183.7 points below standard Declined Significantly -28.9 points 21	85.3 points below standard Declined -3.8 points 30	11.3 points below standard Declined -5.3 points 326

Conclusions based on this data:

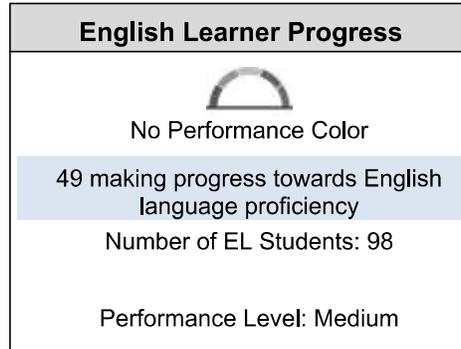
1. All student sub groups are performing low in mathematics and need to be supported using action items.
2. English Learners are currently scoring red, Students with Disabilities and Socioeconomically Disadvantaged students are currently scoring orange, and need to be supported to increase their success.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	36	7	41

Conclusions based on this data:

1. 14 students decreased one ELPAC level showing that language proficiency has stagnated.
2. 41 students showed progress in at least one ELPAC level meaning they have increased their language ability compared to 17/18 scores.
3. This data shows targeted language development for students who are close to ELPAC level 4 needs to be a focus for Canyon in 2020-21 to ensure students demonstrate growth.

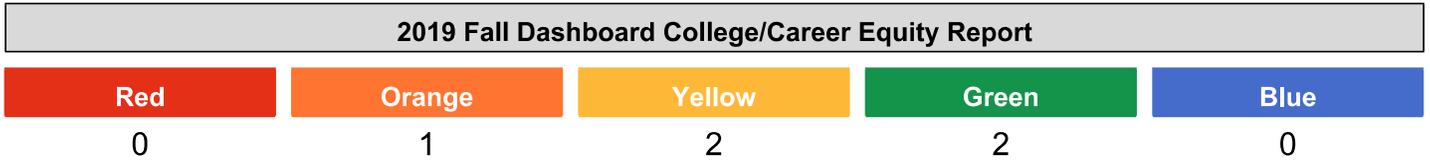
School and Student Performance Data

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Green 62.1 Maintained +1.3 512	<p>English Learners</p>  Orange 26.2 Declined -5.7 61	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color 46.7 Increased Significantly +13.3 15	<p>Socioeconomically Disadvantaged</p>  Green 54.6 Increased +3.2 280	<p>Students with Disabilities</p>  Yellow 13.1 Increased +2.3 61

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 65 Increased Significantly +31.7 20	 No Performance Color 0 Students	 No Performance Color 87.5 16	 No Performance Color 68 Declined Significantly -21.5 25
Hispanic	Two or More Races	Pacific Islander	White
 Green 56.4 Increased +5.6 250	 No Performance Color 46.7 Declined Significantly -36.7 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 67.4 Declined -5.2 184

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	60.8 Prepared	62.1 Prepared
Approaching Prepared	18.1 Approaching Prepared	17.6 Approaching Prepared
Not Prepared	21.1 Not Prepared	20.3 Not Prepared

Conclusions based on this data:

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

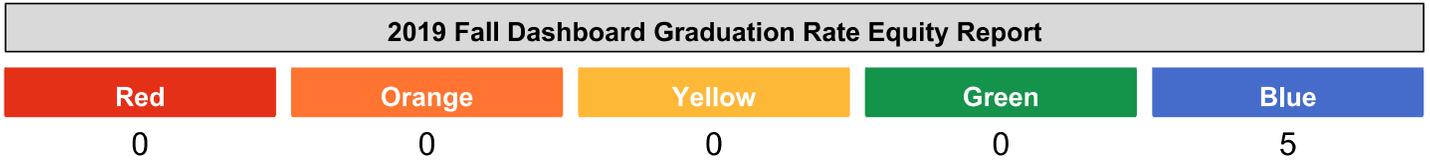
School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 98.3 Maintained -0.6 513	<p>English Learners</p>  Blue 96.7 Maintained -0.5 61	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color 100 Maintained 0 15	<p>Socioeconomically Disadvantaged</p>  Blue 97.2 Maintained -0.8 281	<p>Students with Disabilities</p>  Blue 98.4 Maintained -0.1 61

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100 Maintained 0 20	 No Performance Color 0 Students	 No Performance Color 100 16	 No Performance Color 100 Maintained 0 25
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.8 Declined -1.7 251	 No Performance Color 93.3 Declined -6.7 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 100 Increased +1.2 184

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
98.8	98.3

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.

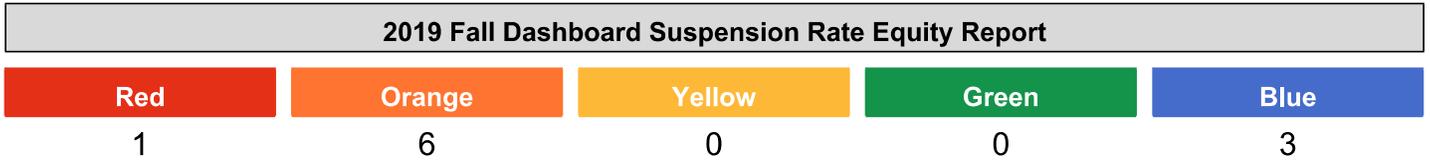
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.7 Increased +1.4 2223	<p>English Learners</p>  Orange 4.9 Increased +2.8 163	<p>Foster Youth</p>  No Performance Color 0 Maintained 0 12
<p>Homeless</p>  Orange 7.8 Increased +1.4 64	<p>Socioeconomically Disadvantaged</p>  Orange 3.6 Increased +2.1 1019	<p>Students with Disabilities</p>  Red 7.7 Increased Significantly +4.9 337

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5 Increased +3.1 101	 No Performance Color Less than 11 Students - Data 3	 Blue 0 Maintained 0 60	 Blue 0 Declined -1.5 68
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.3 Increased +2.1 1168	 Blue 0 Maintained 0 58	 No Performance Color Less than 11 Students - Data 4	 Orange 2.1 Increased +0.6 761

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	2.7

Conclusions based on this data:

- Certain subgroups of students show an increase in the percentage number of suspensions from the previous reporting period.
- This indicates a need to work with teachers on positive behavior interventions and relationship building models for impacting student behavior and performance.
- Students with disabilities is an area of growth needed to improve suspension rate.

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, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies, with additional targeted support for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

Goal 1

Goal 1: Canyon High School will increase Literacy among all students and close the achievement gap in Literacy between high and low performing subgroups. This will be measured by D/F rates during each reporting period, English Learner Reclassification rates, and English Benchmarks.

Identified Need

The School Site Council has analyzed CAASPP scores, D/F rates, EL reclassification rates, and English district provided benchmark data and found a need to increase student literacy skills through the following action items.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monitor D/F rates, CAASPP data, reclassification rates, English benchmark data.	<p>Currently, our CAASPP scores are showing green for our ELA scores, but Orange for our EL students, and Yellow for students with disabilities on the Dashboard.</p> <p>Our current amounts of D/F per semester is Q1 - 873 total D/Fs down to 761 in Q2,. Then, it went up to 1202 in Q3, with no Q4 data to report until June (update to follow).</p> <p>Our baseline data for English Benchmarks from 18/19 school year in the 18/19 school year is 46% of 9th grades scored a 3 or better for Organization and Purpose, 58% of 10th graders, and 69% of 11th graders scored above a 3 in Organization and Purpose.</p> <p>For Evidence and Elaboration, 28% of 9th graders scores above a 3, 48% of 10th graders scored above a 3, and 57% of 11th graders scored above a 3</p>	<p>Canyon's goal is to increase our ELA CASSPP scores to Blue, and elevate our Orange in EL to Yellow, and then elevate our Yellow score in students with disabilities to Green.</p> <p>Canyon would like to decrease our D/Fs by 10% in both Q3 and Q4. (Data for Q4 to be updated upon release in June)</p> <p>Canyon's goal is to increase student performance on our English benchmark data by 10% per category for each grade. In the category of Organization and Purpose and Evidence and Elaboration.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	. Due to COVID-19 there is no data for CAASPP, or District Benchmarks for the 19/20 school year.	

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 sophomore students will be served under Goal 1.1

Strategy/Activity

1.1

Museum of Tolerance Field trip 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 and Amount(s)

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

Source(s)

Federal 2020-21 Title I, Part A - Allocation
5700-5799: Transfers Of Direct Costs

<p>Amount: 13,500</p> <p>Available Balance: 13,500.00</p>	
<p>Description: Student Admission tickets: 530 x \$12.50 per student (OBJ 5810)</p> <p>Amount: 6625</p> <p>Available Balance: 6625.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Chaperone Admission tickets: 20 x \$15.00 (OBJ 5810 - teachers)</p> <p>Amount: 300</p> <p>Available Balance: 300.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Sub coverage for 20 teachers @125.00 daily sub-rate (OBJ 1160)</p> <p>Amount: 2500</p> <p>Available Balance: 2500.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated benefits @ 20.73% (Obj 3XX1)</p> <p>Amount: 518.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

<p>Available Balance: 518.00</p>	
<p>Description: Pay a teacher to coordinate the Museum of Tolerance field trip. Hourly pay at \$34 for 8 hours. (OBJ 1130)</p> <p>Amount: 272.00</p> <p>Available Balance: 272.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated benefits @ 20.73% (Obj 3XX1)</p> <p>Amount: 56.00</p> <p>Available Balance: 56.00</p>	<p>Federal 2020-21 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 1.2

Strategy/Activity

1.2
Additional Teacher Support: Intervention Hours and Additional Class Period

RATIONALE:
To help support students in their academic subjects, and to help develop positive, trusting relationships with students, extended learning and social activities have been shown to positively increase student success and personal development. Teachers 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 and Amount(s)	Source(s)
<p>Description: Certificated wages for teaching additional 1/6 class period (OBJ 1130)</p> <p>Amount: 20,000.00</p> <p>Available Balance: 20,000.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits (OBJ 3XX1)</p> <p>Amount: 4146.00</p> <p>Available Balance: 4146.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Teachers (@ \$34/hr x 50 hrs X 2 semesters) Additional intervention hours (OBJ 1130)</p> <p>Amount: 3400.00</p> <p>Available Balance: 3400.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>

<p>Description: Benefits @ 20.73% (OBJ 3XX1)</p> <p>Amount: 705.00</p> <p>Available Balance: 705.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will benefit from 1.3

Strategy/Activity

1.3

Additional Professional Development

Provide additional, targeted, and continuous School-wide Professional Development on the implementation of Common Core State Standards, differentiated instruction, and student engagement strategies through conference attendance, additional 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 and Amount(s)	Source(s)
<p>Description: Professional Development Books and Supplies (OBJ 4210)</p> <p>Amount: 5000</p> <p>Available Balance: 5000.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Professional Development for certificated staff @ \$34 / hr (100 hours)</p> <p>Amount: 3400</p> <p>Available Balance: 3400.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits @ 20.73% (OBJ 3XX1)</p> <p>Amount: 705.00</p> <p>Available Balance: 705.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Professional Development for classified Instructional Aides @ (classified rates vary approx \$25 for 100 hours)</p> <p>Amount: 2500</p> <p>Available Balance: 2500.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits paid at 31.13% (OBJ 3XX2)</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

<p>Amount: 778.00</p> <p>Available Balance: 778.00</p>	
<p>Description: Conference fees including registration fees, travel expenses, lodging, resources and materials (OBJ 5220)</p> <p>Amount: 10,000</p> <p>Available Balance: 10,000</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student will benefit from 1.4

Strategy/Activity

1.4
Supplemental Literacy Software Site Licenses

RATIONALE:
Our comprehensive needs assessment reveals that students overall need to improve literacy. Adding more online tools can assist in gaining literacy for students.

RESEARCH:
Cognitive research in speech and language pathology indicates that there is a direct link between reading comprehension and good listening skills. (See attached research article by Hogan et al). Reading is both decoding words and linguistic comprehension or reading comprehension. As children learn to read and progress beyond word decoding to more complex text, deficits in reading comprehension begin to appear. There is a literacy impact in the act of being a good listener. Therefore, improving listening with Screencasting, Edpuzzle and other sources will help to improve literacy. Software licenses will provide access to lessons that can be differentiated for all levels of learners. The premium access allows teachers to use data to track progress over time. The lessons and activities within the software address curricular topics in English, science, and social studies, and other literacy means.

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 and Amount(s)	Source(s)
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Description:
Additional Site Licenses for literacy platforms
(OBJ 5840)

Amount:
15,000.00

Available Balance:
15,000.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

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 by 1.5

Strategy/Activity

1.5
Supplemental 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 and Amount(s)	Source(s)
<p>Description: High interest, low lexile level reading books (OBJ 4210)</p> <p>Amount: 3000</p> <p>Available Balance: 3000</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: High interest, low lexile level reading books (OBJ 4210) prioritize spending carryover funds first</p> <p>Amount: 5000</p> <p>Available Balance: 5000</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	

Annual Review

SPSA Year Reviewed: 2019-20

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.

New goals were created for 2020/21 SPSA plan in order to align our school goals. The action items for Goal 1 are to support literacy on campus through teacher professional development, technology, and increased programs. The staff has targeted professional development needs discussed through surveys. Previous Goal 1 action items met the needs for students through cultural programs and to decrease suspension and absenteeism. Those items have been moved to Goal 4 in order to extend our goals to create a positive, informed, intentional school.

Most action items in Goal 1 are continued from previous SPSA plans due to their success. During the 19/20 School year, some action items were unable to be completed due to COVID-19 school closure, such as the Museum of Tolerance Trip. Other goals were enhanced and needed during distance learning, such as the intervention hours for student achievement. Continuing the EL mentor position will help reclassify our EL students and give them warm welcoming staff support to help guide them through the new cultural challenges they face. In addition, continuing to support the expansion of library selections allows student choice in their literacy, increasing their desire for reading and learning.

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

Adjusting the SPSA goals to align with Canyon's school goals and WASC goals allows us to have a unified front to work on improving student success from all angles. It keeps everyone growing and building toward positive directions without being distract from the different agendas. Due to the coronavirus school shut down, many funds were not spent as previously allocated, allowing the Site Council to redefine and redistribute funds to successful programs as well as implement new ones.

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

The overall plan is changed to align with school goals and WASC goals. CAASPP data will not be released this year as the shut-down prevented testing. We will need to use previous CAASPP data to help our growth. Counselors were also working on collecting positive data before the shutdown and will continue to guide data practices to help show growth or areas of need. Canyon stakeholders see a need to build the literacy standards across our campus.

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, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies, with additional targeted support for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

Goal 2

Goal 2: Canyon High School will increase Math proficiency among all students and close the achievement gap in Math proficiency between high and low performing subgroups. This will be measured by analyzing D/F rates during each reporting period and benchmarks in Math courses.

Identified Need

The School Site Council has analyzed CAASPP scores, D/F rates, and Math district provided benchmark data and found a need to increase student numeracy skills through the following action items.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Semester grade reporting, CAASPP results, as well as D/F reports.	<p>CAASPP Math scores are 25.9 below standard.</p> <p>English learners are scoring in the Red: 125.1 points below standard</p> <p>Students with disabilities are scoring in orange: 144.2 points below standard</p> <p>Hispanic population is scoring in yellow: 51.7 points below standard</p> <p>Socially economically disadvantages is scoring in green: 49.5 points below standard</p> <p>There will be no CAASPP data for the 19/20 school year due to COVID-19.</p> <p>There are also 185 D/F rates within mathematics for Q2/Semester 1.</p> <p>There are _____ D/Fs within mathematics for Q4/Semester 2 (will be updated June)</p>	<p>CAASPP Math scores are 25.9 below standard and need to increase students understanding to move out of the below standard range.</p> <p>English learners are scoring in the Red: 125.1 points below standard, we would like to move this category to Orange.</p> <p>Students with disabilities are scoring in orange: 144.2 points below standard, we would like to move this category to yellow.</p> <p>The Hispanic population is scoring in yellow: 51.7 points below standard, we would like to move this category to green.</p> <p>Socially economically disadvantages is scoring in green: 49.5 points below standard, we would like to move this category to blue.</p> <p>There will be no CAASPP data for the 19/20 school year due to COVID-19.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Canyon would like to see the D/F rate decrease by 10% in both Q2/Semester 1, and Q4/Semester 2.

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 supported by Goal 2.1

Strategy/Activity

2.1
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 and Amount(s)	Source(s)
<p>Description: Professional Development Books and Supplies (OBJ 4210)</p> <p>Amount: 1119</p> <p>Available Balance: 1119</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Conference fees including registration fees, travel expenses, lodging, and materials (OBJ 5220)</p> <p>Amount: 10,000</p> <p>Available Balance: 10,000</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</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 benefit from Goal 2.2

Strategy/Activity

Additional Teacher Support Intervention Hours

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 and Amount(s)	Source(s)
<p>Description: Teacher (@ \$34/hr x 50 hrs X 2 semesters) Additional intervention hours (OBJ 1130)</p> <p>Amount: 3400</p> <p>Available Balance: 3400</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits @ 20.73% (OBJ 3XX1)</p> <p>Amount: 705.00</p> <p>Available Balance: 705.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student will be supported by goal 2.3

Strategy/Activity

2.3
Supplemental Math Software Site Licenses

RATIONALE:

Our comprehensive needs assessment reveals that students overall need to improve in their numeracy and mathematics skills.

RESEARCH:

Web-based tools and activities can be an effective adjunct to the mathematics curriculum. Many are designed to provide visual representations of math concepts. Analyzing these representations supports understanding of more abstract, symbolic concepts (Butler, Miller, Crehan, Babbitt, & Pierce, 2003; Stylianou, 2002); the ability to translate from one form of representation to another is an important factor in problem-solving (Gagatsis & Shiakalli, 2004). When the representations are dynamic and interactive they can aid students in seeing underlying patterns and recognizing critical elements, which also is important for grasping math concepts (Ahmed, Clark-Jeavons, & Oldknow, 2004; Arcavi, 2003 ; Sloutsky & Yaras, 2000).

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 and Amount(s)

Description:
Math Software Licences (OBJ 5840)

Amount:
5000

Available Balance:
5000.00

Source(s)

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

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 2.4

Strategy/Activity

2.4

Supplemental Student Math Supplies

Purchase 3 class sets 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 able to apply their learning to more real-world problem sets in mathematics.

Purchase geometry compasses to assist in additional lessons for students.

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)

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 and Amount(s)	Source(s)
Description: \$4000 (graphing calculators) \$1000 (standard calculators) Amount: 5000 Available Balance: 5000	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Compasses Amount:	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

2000
Available Balance:
2000

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:

Annual Review

SPSA Year Reviewed: 2019-20

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.

New goals were recreated for 2020-21 SPSA plans in order to align more with our school goals. The action items for Goal 2 are to support numeracy on campus through teacher professional development, technology, and increased support for students. The staff has targeted professional development needs to be discussed through surveys. Previous items within the Title I Goals were supported through the plan.

Previously Goal 2 supported overall the reduction of D/F rates, increase graduation rates, and A-G rates. Due to the realignment of goals, students will be supported through similar action items but goals that align directly with out school goals.

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

Readjusting goals to align with Canyon's school goals and WASC goals allows us to have a unified front to work on improving student success from all angles. It keeps everyone growing and building toward positive directions without being distracted from different agendas. Due to the coronavirus school shut down, many funds were not spent as has previously allocated, allowing the Site Council to redefine, and redistribute funds to successful programs as well as implement new ones.

Many of the action items from 2019-20 Goal 2 are moved to Goal 3. Action items from this goal that are continued are calculators for students who cannot afford them. Canyon feels that every student should have adequate access to equipment for their learning. More calculators are needed based on a need assessment survey. In addition, more teacher support is needed to give students additional time beyond their learning day to work on standards they may not have been able to get within the school day. This gives teachers the ability to apply more one-on-one learning for students in their numeracy efforts.

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

The overall plan is changed to align with school goals and WASC goals. CAASPP data will not be released this year as the shut-down prevented testing. We will need to use previous CAASPP data to help our growth. Counselors were also working on collecting positive data before the shutdown and will continue to guide data practices to help show growth or areas of need. Canyon stakeholders see a need to build academic standards across our campus.

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 through a rigorous broad course of study that includes college classes, career pathways, and CTE courses.

Goal 3

Goal 3: Canyon High School will increase the number of students prepared for college and/or career, as measured by College and Career Indicators. Some indicators include AP test results, A-G rates annually, CTE Course enrollment, completion of CTE pathways, and enrollment and completion of College Now courses.

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
Dashboard College Readiness, CTE pathway completion, dual-enrollment rates A-G rates, graduation rates.	<p>Canyon currently has 62.1% of student are prepared according to the California Dashboard for College/Career Ready.</p> <p>Our English Learners are in the most needs at 26.2% prepared and categorized orange.</p> <p>Students with disabilities are our next need at 13.1% prepared and categorized in yellow.</p> <p>Our white population declined by 1.2% and therefore moved into the yellow category.</p> <p>Our Hispanic population is at 56.4% prepared and categorized as green alongside our Socioeconomically Disadvantaged at 54.6% prepared, both increased from last year.</p> <p>Our 2020 CTE completion data is 92 students.</p>	<p>Canyon would like to increase our overall College and Career % from 62.1 to 67.1</p> <p>We need to focus on our most in need populations such as English Learners, and students with disabilities. Canyon would like to move them from the orange and yellow categories into the green.</p> <p>Canyon would like to increase our CTE completion from 92 to 102 students.</p> <p>Canyon would like to increase our A-G rates from 42% to 47% and an increase of 5%.</p> <p>Increase College Now/Dual Enrollment from 6 courses to 10 courses, opening more opportunities for students with a stronger emphasis on I.G.E.T.C completion.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In the Fall of 2019 we had 5 courses, and 6 in the spring of 2020.</p> <p>Canyon's A-G rate is 42% as of 2019 seniors (due to coronavirus the 2020 data could be skewed)</p> <p>Graduation rates for 2020 _____ . (Will be updated June 2020 once released)</p>	<p>Lastly, Canyon will always strive for 100% graduation rate.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be supported by Goal 3.1

Strategy/Activity

3.1
Academic Field Trips

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).

It is also reported that students, "Perhaps the most important outcome of a school tour is whether it cultivates an interest among students in returning to cultural institutions in the future. If visiting a museum helps improve critical thinking, historical empathy, tolerance, and other outcomes not measured in this study, then those benefits would compound for students if they were more likely to frequent similar cultural institutions throughout their life. The direct effects of a single visit are necessarily modest and may not persist, but if school tours help students become regular museum visitors, they may enjoy a lifetime of enhanced critical thinking, tolerance, and historical empathy."

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 and Amount(s)

Description:
 Post Secondary Trips, College, Museum, Art Exhibit, Treatment Plants, etc. 15 Buses @ \$1350

Amount:
 20,250

Available Balance:
 20,250.00

Source(s)

Federal 2020-21 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs

<p>Description: 30 Substitutes to cover staff for the trips above at \$125</p> <p>Amount: 3750</p> <p>Available Balance: 3750.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Sub Benefits (20.73%)</p> <p>Amount: 777.00</p> <p>Available Balance: 777.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Admission costs (OBJ 5810)</p> <p>Amount: 2000.00</p> <p>Available Balance: 2000.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Low-income students will be supported by Goal 3.2

Strategy/Activity

3.2
Low-income students can ask to have their testing fees waived for AP, SAT, ACT, or PSAT. (as funds are available)

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 low-income students the experience in taking the PSAT / NMSQ, SAT, ACT, or AP tests is to create and perpetuate a college-going culture where ALL students strive to be A-G and college and career ready. Testing 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 support and tools (i.e. test-taking skills and nutritional snacks) that will maximize their potential. In addition, juniors who score high on the PSAT may receive college scholarships, including the prestigious National Merit Scholarship Qualifier (NMQ). 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).

RESEARCH:

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 and Amount(s)	Source(s)
<p>Description: Testing for low-income students (PSAT \$17, AP \$125, SAT/ACT \$100) (OBJ 4310)</p> <p>Amount: 40,000.00</p> <p>Available Balance: 40,000.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Assistance for student to take College Now/Dual Enrollment courses (fees, books, supplies)</p> <p>Amount: 5000.00</p> <p>Available Balance: 5000.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students testing for CAASPP or PSAT will be supported by Goal 3.3

Strategy/Activity

3.3
CAASPP testing support

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 know 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 and Amount(s)	Source(s)
<p>Description: Healthy snacks for 550 students (OBJ 4322)</p> <p>Amount: 4500.00</p> <p>Available Balance: 4500.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Health snacks for 250 students PSAT (OBJ 4322)</p> <p>Amount: 500.00</p> <p>Available Balance: 500.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description:</p> <p>Amount:</p>	

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 3.4

Strategy/Activity

3.4

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 and Amount(s)

Source(s)

<p>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)</p> <p>Amount: 10,000.00</p> <p>Available Balance: 10,000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Classroom Projectors \$515 X 23 (OBJ 4410/4420)</p> <p>Amount: 11,845.00</p> <p>Available Balance: 11,845.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Cables for Projectors + TVs (OBJ 4310 if purchased separately; otherwise OBJ 4420)</p> <p>Amount: 1260.00</p> <p>Available Balance: 1260.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All EL/LTEL students are supported by Goal 3.5

Strategy/Activity

3.5
EL Student Mentoring

Provide Mentorship by ELD teachers to EL students to help them grow and develop through tutoring and social-emotional support to meet their individual needs and increase academic success and English language proficiency.

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. These students need additional support and individual tutoring from adult mentors on campus.

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 and Amount(s)	Source(s)
<p>Description: Mentor / tutoring hours - 52 hours (26 hours per semester) at \$34/hr</p> <p>Amount: 1768</p> <p>Available Balance: 1768</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits @ 20.73% (OBJ 3XX1)</p> <p>Amount: 367</p> <p>Available Balance: 367</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students who participate in Science Olympiad will be support by Goal 3.6

Strategy/Activity

3.7 Science Olympiad

Prepare students to compete in the nationally recognized Science Olympiad program. Competitions allow students to compete with diverse students in a wide range of STEM subjects

including coding, medicine, logic, engineering, and chemistry. Science Olympiad competitions are held on college campuses giving students the opportunity to experience academic institutions by being in college classrooms and interacting with college students and professors.

RATIONALE

Science programs, especially Science Olympiad, increases student interest and success in STEM fields. Science Olympiad provides students opportunities to use and improve engineering and problem-solving skills, spatial awareness, and collaboration with students across diverse backgrounds.

RESEARCH

The nature of Science Olympiad improves a student's own interest and knowledge about STEM-related fields as they study and prepare for competitions, but also promotes students' abilities to collaborate with each other. Students work together to effectively solve problems and establish creative solutions. They also work collaboratively with students with diverse backgrounds. Science Olympiad also helps students explore scientific fields as they prepare for college-level exams during the competition. Topics are released early giving groups of students time to research and prepare for tests.

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 and Amount(s)	Source(s)
<p>Description: Transportation to and from event</p> <p>Amount: 1350</p> <p>Available Balance: 1350</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs</p>
<p>Description: Student Supplies for competition purposes</p> <p>Amount: 2500</p> <p>Available Balance: 2500</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Registration Fees</p> <p>Amount: 350</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>

Available Balance:
350

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description:

Amount:

Available Balance:

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 and Amount(s)

Source(s)

Strategy/Activity 9

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 and Amount(s)

Source(s)

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.

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

SPSA Year Reviewed: 2019-20

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 original goals from the 2019/2020 SPSA plan have been changed to be aligned with our school goals. Although some programs have stayed within Title I under Goal 3. Action items that have been effective are updating the technology in the classroom to allow students to use visuals alongside their instruction. Students enjoyed the field-trips and found them to be productive and educational. Some students even reported a new career path or college choice after their trips. Students who participated in the Science Olympiad were able to receive medals and reported a sense of accomplishment that spread across the campus. Students also reported a sense of joy with new art supplies to allow them to create new projects with advanced techniques.

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

The original goals created in 2018 were adjusted this year to align with our school goals. Due to the significant changes, there were adjustments made to the action items. There was additional funding added to exposure to field trips due to the success it brought students. Instead of testing all sophomores and juniors for the PSAT, the Site Council found it prudent to support low-income students for all testing by creating a testing waiver and allowing students choice. There is also additional funding added to food for CAASPP testing due to the number of days needed for food increased to 21 days of testing. All other action items are a continuation due to their success.

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.

Due to COVID-19 data is going to be skewed from the 19/20 school year, but there increased to dual enrollment, CTE course completion, and students taking CTE courses. In an effort to have students more involved, data will be collected by Five Star to see participation in college-going or CTE activities on campus. Next year for 20/21 there will be pre-survey and post-survey for Title I activities to measure student success.

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 and family engagement.

Goal 4

Goal 4: Canyon High School will cultivate a safe and positive school culture that supports all students' personal and academic growth. This will be measured by surveys, parent engagement data, wellness center data, family center data, discipline referrals, chronic absenteeism, suspensions, and California Healthy Kids survey.

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 by building a positive school culture.

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	According to California Dashboard data, 2.7% suspended at least once. Students with disabilities are rated red(7.7% suspended at least once Increased of 4.9%). African American students((5% suspended at least once Increased 3.1%), EL students(4.9% suspended at least once Increased 2.8%), Hispanic students(3.3% suspended at least once Increased 2.1%), White students(2.1% suspended at least once Increased 0.6%), homeless students(7.8% suspended at least once Increased 1.4%), and socioeconomically disadvantaged students(3.6% suspended at least once Increased 2.1%) were rated orange.	Decrease California Dashboard data, 1% to show a 1.7% suspended at least once. Students with disabilities are rated orange. African American students, EL students, Hispanic students(White students, homeless students, and socioeconomically disadvantaged students were rated yellow. Decrease all suspension data overall. Chronic Absenteeism decrease from 25.55% back down to 4%. District Bias Logs keep them at zero.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Chronic Absenteeism 25.55% from August 13th - March 13th. District Bias Logs none this year.	

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 4.1

Strategy/Activity

4.1
Hire one additional highly qualified Counselor to increase opportunities for monitoring of student achievement progress for our most vulnerable, needy student population.

This position will alleviate the current workload on counselors and administrators fulfilling all the additional work required by the high caseload of our current counseling team. With high numbers of students from low income families, English Learners, foster youth, and students with disabilities, our counselors need additional help to meet the needs of over 450 students on each caseload. Students are experiencing incredibly high amounts of anxiety, depression, and other mental health issues from traumatic childhood experiences. 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. These students deserve as much individual attention as we can provide with additional support personnel.

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 and Amount(s)	Source(s)
Description: Certificated Salary per contract (OBJ 1210)	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

<p>Amount: 80,730.00</p> <p>Available Balance: 80,730.00</p>	
<p>Description: Benefits on above salary calculated at 20.73% (OBJ 3XX1)</p> <p>Amount: 16,800</p> <p>Available Balance: 16,800</p>	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits
<p>Description: Health and Welfare Benefits (OBJ 3411)</p> <p>Amount: 9,378</p> <p>Available Balance: 9,378</p>	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

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 4.2

Strategy/Activity

4.2

Continue Family Resource Center on campus as a place to provide families with access to computers, workshops, presentations, resources, and immediate living supplies and food needs to support their child's education. 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 and Amount(s)	Source(s)
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<p>Description: Our community liaison will coordinate community resources, create partnerships with local businesses and civic organizations, and present parent workshops. (OBJ 5810) Split between 19/20 funds and 20/21 funds.</p> <p>Amount: 35,000.00</p> <p>Available Balance: 35,000.00</p>	<p>Federal 2020-21 Title I, Part A - Parent Participation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Our community liaison will coordinate community resources, create partnerships with local businesses and civic organizations, and present parent workshops. (OBJ 5810) Split between 19/20 funds and 20/21 funds</p> <p>Amount: 25,000.00</p> <p>Available Balance: 25,000.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Supplemental supplies (OBJ 4310)</p> <p>Amount: 4000.00</p> <p>Available Balance: 4000.00</p>	<p>Federal 2020-21 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>
<p>Description: Immediate living needs for students (only allowable expenditures - basic food, hygiene supplies) (OBJ 4310)</p> <p>Amount: 5000.00</p> <p>Available Balance: 5000.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

Strategy/Activity 3

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 4.3

Strategy/Activity

4.3

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 and Amount(s)

Description:
Light snacks for parents and family participants
(Obj 4322)

Amount:

Source(s)

Federal 2020-21 Title I, Part A - Parent Participation
4000-4999: Books And Supplies

500.00 Available Balance: 500.00	
Description: Mailing costs (OBJ 5910) Amount: 200.00 Available Balance: 200.00	Federal 2020-21 Title I, Part A - Parent Participation 5000-5999: Services And Other Operating Expenditures
Description: Consulting professionals to present for parent workshops Amount: 10,000.00 Available Balance: 10,000.00	Federal 2020-21 Title I, Part A - Parent Participation 5000-5999: Services And Other Operating Expenditures

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 by Goal 4.4

Strategy/Activity

4.4
Guest Speaker for Student Motivation

Rationale:
Based on recent events, and site councils review of surveys over the last two years, Canyon feels students could be supported by bringing an outside motivational/mental health speaker to campus. Many students have reported feelings of sadness and loss after the events during the 19/20 school year. In an effort to meet the needs of the students, Canyon would like to invite outside guest speakers to motivate, guide, and assist in student awareness, and positive mental health.

Research:
Mahoney(2014) study posted in the Business Tribune showed students felt, guest speakers "have been through it all" and offered valuable insight into what it means to play at Maine. "Their input was really special and meant a lot to us," said sophomore center Steven Swavely. "It's truly motivating. We were fired up after listening to coach Cosgrove." "Hearing different stories and how people have fought through adversity was great to hear about. It gave us a different perspective on things. We took away lessons from them," said freshman defenseman Eric Schurhamer. "They took time out from their schedules to talk to us and they always brought us positive advice." "The students learned about relevant subject matter from these practitioners," Chang said. "I firmly

believe their presentations were very rewarding and successful to help students better understand how risk management concepts lectured in this class are applied outside of the classroom.

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 and Amount(s)

Description:
Motivational Speaker for Student Motivation
(positive mental health, etc)

Amount:
10,000.00

Available Balance:
10,000.00

Source(s)

Federal 2020-21 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 5

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 4.5

Strategy/Activity

4.5
Institute a Character Counts Program, including a student recognition weekly, and regular incentives students can earn throughout the year supporting positive behavioral interventions and support (PBIS).

Implement weekly awards to acknowledge students who otherwise might not get recognized for attendance, character, and academic improvement. Staff will nominate students weekly for the Character Counts Program. Each staff member writes a small message to the student being honored and the student receives a certificate after his/her picture is taken to be placed on a positive wall. The school will give recognition on broadcast on the school news network. Students will also have the opportunity to earn regular incentives and awards throughout the year to encourage and support positive behavior, improved attendance, great displays of character, and increased academic achievement and improvement.

In addition, the Special Education program will use in classroom PBIS rewards to support our students in most need of positive behavioral support and an effort to decrease our suspension data.

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 and Amount(s)

Description:
Student Incentives (OBJ 4310)

Amount:
5500

Available Balance:
5500.00

Source(s)

Federal 2020-21 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)

All students supported by Goal 4.6

Strategy/Activity

Five-Star Student System Annual Subscription - an online program with web, mobile, and barcode scanning technology (OBJ 5840) - <https://www.5starstudents.com/>

Provide an online program to track student and staff involvement in school activities, intervention, and events, thus driving participation and engagement. This will measure student attendance in both daily class attendance, intervention, and participation in extracurricular activities.

Rationale:

After conducting a comprehensive needs assessment, evidence shows that documentation for attendance in activities, intervention to drive increased safety and participation. This will collect data for Pupil engagement, Parent involvement, School Climate, Intervention participation, and attendance. Besides, data can be disaggregated based on categories we upload into 5 Star. In terms of Canyon's School Safety Plan, 5 star will create an incentive for staff and students to have their IDs on them. In the event of an emergency, the 5star system can automatically generate data for information with records of arrival and departure times.

Research done by Larry Biddle through Southeast Education Network(SEEN) explains that students who are involved are more likely to attend school, and 5star can help assist schools in identifying those uninvolved students. Data to support:

<https://www.seenmagazine.us/Articles/Article-Detail/articleid/4669/wherever-you-are-be-there>

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 and Amount(s)

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

Amount:
1000.00

Available Balance:
1000.00

Source(s)

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students supported by Goal 4.7

Strategy/Activity

4.7

Send new 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 and Amount(s)

Description:
Flippen Group training fees - Session 1 (15 staff members)

Source(s)

Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

<p>(OBJ 5810) Trainer Travel package (OBJ 5810)</p> <p>Amount: 15,000</p> <p>Available Balance: 15,000</p>	
<p>Description: Certificated sub wages paid at \$125 per day x 15 x 2 days (OBJ 1160)</p> <p>Amount: 3750</p> <p>Available Balance: 3750</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated benefits paid at 20.73% (OBJ 3001)</p> <p>Amount: 777</p> <p>Available Balance: 777</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Classified wages for CKH training - 10 (estimate) \$125 X 10 X 2 day (OBJ's 2230 or 2260)</p> <p>Amount: 2500.00</p> <p>Available Balance: 2500.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits paid at 31.13% (OBJ 3XX2)</p> <p>Amount:</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

778.00

Available Balance:
778.00

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

This is a new goal that has been added to the previous school goals. In an effort to support students with positive school culture and supporting families with intervention and assistance. Many strategies from this goal were taken from the 19/20 plans and reapplied into new action items. The only new action item is a guest speaker for student motivation. Canyon would like to continue to keep the caseloads low for counselors to help with struggling families, especially in a time of need. In addition, this counselor keeps track of all Title I data, and supports students and staff with ideas for implementation. The Family Resource Center, now named "Cowboy Corner" has seen great success for student needs, but would like to reach more families, therefore will have an increase in funding to allow for additional time and supports. Canyon would like to continue the Cowboys of Character (Character Counts) program to support positive student rewards in an effort to work on the suspension data. Canyon would like to continue using the Five Star systems to collect relevant data on attendance to school activities, and daily attendance. This program will be increased for the 20/21 school year. Currently, 90% of Canyon's staff is trained in the Capturing Kids' Hearts methods, Site Council would like to see 100% participation.

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

With the Family Resource Center up and running, we would like to see continued support to increase use of the center as well as provide more student supplies. The major differences will include new goals to support all action items listed above. The only newly created action item is the guest speaker for student motivation. Funding has been increased for our counselor due to an increase in contract-negotiated salary scales.

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.

During the 19/20 school year, many events affected our data for this goal. There were several serious events that added to our significant increase in chronic absenteeism and suspension rates. In October, our school was directly impacted by two California wildfires where a few of our families lost their homes, and many more were displaced for weeks. In November a school shooting that occurred at a district school in close proximity to Canyon, left our students fearful and traumatized which impacted student attendance for a duration of time. Finally, the COVID-19 school closures have left many of our action goals impossible to complete due to campus and community closures. Moving forward, increasing use of data from Five Star will allow staff to track student participation in

more ways to help find gaps in participation of groups. Counselors will also start collecting walk-in data in order to help guide practices for the office and help with planning.

Reported district bias logs showed a significant decrease in bias-motivated incidents, but total suspension data needs additional work. 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 changes 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.

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	\$456,759.00

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 19-20 Title I, Part A - Allocation	\$54,605.00
Federal 19-20 Title I, Part A - Parent Participation	\$25,000.00

Subtotal of additional federal funds included for this school: \$79,605.00

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 (\$)
Federal 2020-21 Title I, Part A - Allocation	\$327,454.00
Federal 2020-21 Title I, Part A - Parent Participation	\$49,700.00

Subtotal of state or local funds included for this school: \$377,154.00

Total of federal, state, and/or local funds for this school: \$456,759.00

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 -	325,089.00	270,484.00
Federal 19-20 Title I, Part A -	3,604.00	-21,396.00
Federal 18-19 Title I, Part A -	78,085.00	78,085.00
Federal 18-19 Title I, Part A -	7,666.00	7,666.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Federal 19-20 Title I, Part A - Allocation	54,605.00
Federal 19-20 Title I, Part A - Parent Participation	25,000.00
Federal 2020-21 Title I, Part A - Allocation	327,454.00
Federal 2020-21 Title I, Part A - Parent Participation	49,700.00

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

Name of Members	Role
Shellie Holcombe	Principal
Melanie Kapp	Classroom Teacher
Brooke Eller	Classroom Teacher
Spencer Moulden	Classroom Teacher
David Williams	Classroom Teacher
Cindy Furr	Classroom Teacher
Stacee Stephens	Other School Staff
Nancy Webster	Parent or Community Member
Stephanie Compton	Parent or Community Member
Jeff Regez	Parent or Community Member
Paulina Martinez	Parent or Community Member
Bella Kombrinck	Secondary Student
Vanessa Sandoval	Secondary Student
Estefany Gomez	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: Due to COVID-19 School Closures, SSC Meeting was held virtually. Signatures will be collected electronically or in person when school resumes in August.

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

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

This SPSA was adopted by the SSC at a public meeting on 5-12-2020.

Attested:

Principal, Shellie Holcombe on 5-12-2020
SSC Chairperson, Melanie Kapp on 5-12-2020