



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------------|-----------------------------------|--|---------------------------|
| Canyon Springs Community School | 19-65045 | 5/20/2024 | 6/12/2024 |

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Canyon Springs Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- CSI due to three indicators: Chronic Absenteeism, Suspension Rate and English Learner Progress

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Canyon Springs Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

CSI due to three indicators: Chronic Absenteeism, Suspension Rate and English Learner Progress

The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies based on analysis of quantifiable and qualitative data. This plan will serve to improve student academic outcomes, student engagement, school climate and the involvement of parents and the school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Board of Education by the School Site Council.

Canyon Springs Community School staff and parents utilize a shared leadership framework to ensure decisions are made considering the perspectives of all, while the work of school improvement is lifted by many. Each grade level team is building capacity to analyze and monitor school-wide data to inform goals and strategies as well as monitor progress. A strong commitment to relationships (between parents, students, and staff) remains at the heart of our school improvement efforts impacting climate, student learning and community engagement. We will continue to focus on increasing the rigor and effectiveness of differentiated core instruction (Tier I) for reading and math. In addition, we will continue to make data-driven decisions for our Tier II and Tier III supports for students needing additional intervention in reading, math, and English Language Development. We will monitor the effectiveness by measuring the fidelity of each specific intervention we employ. These academic areas of focus will be combined with our continued focus on tiered supports for behavior and social-emotional learning. The goals and strategies in SPSA align directly with district LCAP goals (increasing student achievement and providing necessary supports for the academic and social-emotional success of our English Learners).

Canyon Springs Community School is located in a suburban area in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. We serve students in grades TK-6 following a traditional calendar. At the beginning of the 2023-2024 school year, 500 students were enrolled with 37.7% English Language Learners, 81.8% qualifying for free and reduced lunch, and a 17.2% Special Education population. The campus is located in an existing housing tract about one quarter mile from the local junior high school and one mile from the local high school. The school gets its name from the numerous canyons and springs that dominated the area prior to a relative explosion in population during the last 30 years. A visit to Canyon Springs reveals an environment where high expectations, positive morale, dedication to the highest quality education, and a sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students. Canyon Springs staff and parents believe children are society's most valuable resource. At Canyon Springs School, students are given equal opportunities to acquire a comprehensive education that enhances their ability to become productive citizens. We encourage children to succeed by creating a secure learning climate that values self-worth and celebrates diversity. Our ultimate goal is to prepare our students to become life-long learners and to have the opportunity to be leaders of a 21st century society built on communication and technology. Canyon Springs students are "Running on the Road to Success!"

Educational Partner Involvement

How, when, and with whom did Canyon Springs Community 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

Input from parents, students and staff through LCAP surveys 2023-2024 school year.

Input from teachers and staff May 29, 2024 at PD Wednesday Staff Meeting.

Input/Review from parents in ELAC meeting on January 25, 2024 and May 30, 2024.

Input/Review of Goals from School Site Council on March 25, 2024 and April 29, 2024.

Input from students via student survey on ideas to improve school instruction and climate.

Input from School Site Council/Passed at School Site Council May 20, 2024

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The priority for resource equity at Canyon Springs will be to ensure all students are learning at grade level expectation in text, task, and thought. Scaffolded, tailored instruction in Tier 1 core instruction, additional time and support for mastery of grade level essentials through a systematic Tier 2 intervention, and additional support to close the gap on missing foundational or prerequisite skills at Tier 3 will be provided to accelerate learning by student, standard, learning target, and need.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The indicators on the California State Dashboard for which overall performance was "Orange" included Mathematics and English/Language Arts. The indicators on the California State Dashboard for which overall performance was "Red" included English Learner Progress, Chronic Absenteeism and Suspension Rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The student groups performed in the same level, or within one performance level, of the "all student" groups in all five state indicators.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

As measured by LEA adopted progress monitoring system, i-Ready, 56% of students are reading 1 or more grade levels below expectations and 64% of students are performing 1 or more grade levels below in mathematics.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Canyon Springs Community School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 0.19% | 0.19% | 0.61% | 1 | 1 | 3 |
| African American | 3.25% | 3.82% | 2.85% | 17 | 20 | 14 |
| Asian | 1.15% | 0.57% | 1.02% | 6 | 3 | 5 |
| Filipino | 2.49% | 2.87% | 1.83% | 13 | 15 | 9 |
| Hispanic/Latino | 86.04% | 84.89% | 87.60% | 450 | 444 | 431 |
| Pacific Islander | % | 0% | % | 0 | 0 | |
| White | 5.74% | 5.74% | 3.86% | 30 | 30 | 19 |
| Multiple Race | 1.15% | 1.72% | 1.83% | 6 | 9 | 9 |
| Total Enrollment | | | | 523 | 523 | 492 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 74 | 83 | 69 |
| Grade 1 | 64 | 62 | 56 |
| Grade 2 | 73 | 60 | 61 |
| Grade 3 | 60 | 77 | 59 |
| Grade 4 | 87 | 61 | 76 |
| Grade 5 | 92 | 91 | 56 |
| Grade 6 | 73 | 89 | 92 |
| Total Enrollment | 523 | 523 | 492 |

Conclusions based on this data:

1. The kindergarten cohort group from 2022-2023 of 83 students dropped by 27 students to 56 kindergarten students for the 2023-2024 school year.
2. There was a drop in Canyon Springs Total Enrollment for the 2023-2024 of 31 students from the 2022-2023 school year.
3. The Hispanic/Latino population remains the largest subgroup at Canyon Springs Community School, making up over 87% of the student population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners (EL) | 204 | 197 | 390 | 39.0% | 37.7% | 79.3% |
| Fluent English Proficient (FEP) | 54 | 40 | 74 | 10.3% | 7.6% | 15.0% |
| Reclassified Fluent English Proficient (RFEP) | 10 | 15 | | 1.9% | 2.9% | |

Conclusions based on this data:

1. The total number of students who are classified as English Learners in 2023-2024 is 196. This is a decrease of 1 English Learner from 2022-2023.
2. Fluent English Proficient students dropped for the second year in a row and is now at 7.52%.
3. The number of RFEP students increased from 15 students in 2022-2023 to 21 students in 2023-2024.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 83 | 55 | 76 | 0 | 55 | 73 | 0 | 55 | 73 | 0.0 | 100.0 | 96.1 |
| Grade 4 | 81 | 86 | 61 | 0 | 86 | 61 | 0 | 86 | 61 | 0.0 | 100.0 | 100.0 |
| Grade 5 | 64 | 86 | 90 | 0 | 84 | 87 | 0 | 84 | 87 | 0.0 | 97.7 | 96.7 |
| Grade 6 | 72 | 67 | 89 | 0 | 67 | 89 | 0 | 67 | 89 | 0.0 | 100.0 | 100.0 |
| All Grades | 300 | 294 | 316 | 0 | 292 | 310 | 0 | 292 | 310 | 0.0 | 99.3 | 98.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2412. | 2370. | | 14.55 | 16.44 | | 23.64 | 12.33 | | 34.55 | 17.81 | | 27.27 | 53.42 |
| Grade 4 | | 2437. | 2445. | | 24.42 | 19.67 | | 11.63 | 21.31 | | 20.93 | 16.39 | | 43.02 | 42.62 |
| Grade 5 | | 2450. | 2461. | | 5.95 | 16.09 | | 25.00 | 21.84 | | 25.00 | 17.24 | | 44.05 | 44.83 |
| Grade 6 | | 2489. | 2457. | | 8.96 | 3.37 | | 19.40 | 15.73 | | 35.82 | 34.83 | | 35.82 | 46.07 |
| All Grades | N/A | N/A | N/A | | 13.70 | 13.23 | | 19.52 | 17.74 | | 28.08 | 22.26 | | 38.70 | 46.77 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Reading | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 9.09 | 12.33 | | 74.55 | 53.42 | | 16.36 | 34.25 |
| Grade 4 | | 19.77 | 14.75 | | 55.81 | 62.30 | | 24.42 | 22.95 |
| Grade 5 | | 8.33 | 11.49 | | 65.48 | 50.57 | | 26.19 | 37.93 |
| Grade 6 | | 7.46 | 8.99 | | 70.15 | 40.45 | | 22.39 | 50.56 |
| All Grades | | 11.64 | 11.61 | | 65.41 | 50.65 | | 22.95 | 37.74 |

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| Writing | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Producing clear and purposeful writing | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 12.73 | 9.59 | | 52.73 | 41.10 | | 34.55 | 49.32 |
| Grade 4 | | 13.95 | 8.20 | | 45.35 | 59.02 | | 40.70 | 32.79 |
| Grade 5 | | 5.95 | 12.64 | | 54.76 | 52.87 | | 39.29 | 34.48 |
| Grade 6 | | 11.94 | 2.25 | | 38.81 | 37.08 | | 49.25 | 60.67 |
| All Grades | | 10.96 | 8.06 | | 47.95 | 46.77 | | 41.10 | 45.16 |

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| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 12.73 | 6.85 | | 78.18 | 65.75 | | 9.09 | 27.40 |
| Grade 4 | | 15.12 | 18.03 | | 67.44 | 67.21 | | 17.44 | 14.75 |
| Grade 5 | | 4.76 | 14.94 | | 76.19 | 60.92 | | 19.05 | 24.14 |
| Grade 6 | | 8.96 | 8.99 | | 76.12 | 71.91 | | 14.93 | 19.10 |
| All Grades | | 10.27 | 11.94 | | 73.97 | 66.45 | | 15.75 | 21.61 |

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| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 7.27 | 10.96 | | 74.55 | 56.16 | | 18.18 | 32.88 |
| Grade 4 | | 16.28 | 14.75 | | 60.47 | 65.57 | | 23.26 | 19.67 |
| Grade 5 | | 8.33 | 14.94 | | 65.48 | 56.32 | | 26.19 | 28.74 |
| Grade 6 | | 16.42 | 6.74 | | 73.13 | 67.42 | | 10.45 | 25.84 |
| All Grades | | 12.33 | 11.61 | | 67.47 | 61.29 | | 20.21 | 27.10 |

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Conclusions based on this data:

1. In Overall English Language Arts, there was an increase in students in all grades in the "standard not met" from 38.7% to 46.77%. Specifically, 3rd grade increased in the "standard not met" by 26.15% from 27.27% to 53.42%.
2. In Writing, there was an increase of 6.69% in 5th grade students that performed "above standard", growing from 5.95% to 12.64%. 5th grade also increased in percent of students "above standard" in Listening and Research/Inquiry.
3. In 3rd grade there was a percentage increase in "above standard" for Reading and Research/Inquiry and a decrease in percentage of students "above standard" in Writing and Listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 83 | 55 | 76 | 0 | 55 | 75 | 0 | 55 | 75 | 0.0 | 100.0 | 98.7 |
| Grade 4 | 81 | 86 | 61 | 0 | 86 | 61 | 0 | 86 | 61 | 0.0 | 100.0 | 100.0 |
| Grade 5 | 64 | 86 | 90 | 0 | 84 | 90 | 0 | 84 | 90 | 0.0 | 97.7 | 100.0 |
| Grade 6 | 72 | 67 | 89 | 0 | 67 | 89 | 0 | 67 | 89 | 0.0 | 100.0 | 100.0 |
| All Grades | 300 | 294 | 316 | 0 | 292 | 315 | 0 | 292 | 315 | 0.0 | 99.3 | 99.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2409. | 2396. | | 10.91 | 10.67 | | 23.64 | 22.67 | | 29.09 | 21.33 | | 36.36 | 45.33 |
| Grade 4 | | 2437. | 2447. | | 8.14 | 9.84 | | 25.58 | 27.87 | | 32.56 | 27.87 | | 33.72 | 34.43 |
| Grade 5 | | 2437. | 2444. | | 4.76 | 10.00 | | 10.71 | 5.56 | | 29.76 | 32.22 | | 54.76 | 52.22 |
| Grade 6 | | 2458. | 2429. | | 4.48 | 3.37 | | 13.43 | 8.99 | | 29.85 | 24.72 | | 52.24 | 62.92 |
| All Grades | N/A | N/A | N/A | | 6.85 | 8.25 | | 18.15 | 14.92 | | 30.48 | 26.67 | | 44.52 | 50.16 |

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| Concepts & Procedures | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Applying mathematical concepts and procedures | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 16.36 | 17.33 | | 47.27 | 49.33 | | 36.36 | 33.33 |
| Grade 4 | | 11.63 | 13.11 | | 47.67 | 44.26 | | 40.70 | 42.62 |
| Grade 5 | | 3.57 | 7.78 | | 36.90 | 44.44 | | 59.52 | 47.78 |
| Grade 6 | | 5.97 | 4.49 | | 44.78 | 29.21 | | 49.25 | 66.29 |
| All Grades | | 8.90 | 10.16 | | 43.84 | 41.27 | | 47.26 | 48.57 |

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| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 14.55 | 8.00 | | 49.09 | 49.33 | | 36.36 | 42.67 |
| Grade 4 | | 8.14 | 9.84 | | 53.49 | 49.18 | | 38.37 | 40.98 |
| Grade 5 | | 4.76 | 7.78 | | 48.81 | 42.22 | | 46.43 | 50.00 |
| Grade 6 | | 2.99 | 4.49 | | 43.28 | 30.34 | | 53.73 | 65.17 |
| All Grades | | 7.19 | 7.30 | | 48.97 | 41.90 | | 43.84 | 50.79 |

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| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 10.91 | 16.00 | | 69.09 | 50.67 | | 20.00 | 33.33 |
| Grade 4 | | 12.79 | 19.67 | | 54.65 | 50.82 | | 32.56 | 29.51 |
| Grade 5 | | 5.95 | 4.44 | | 51.19 | 61.11 | | 42.86 | 34.44 |
| Grade 6 | | 4.48 | 3.37 | | 59.70 | 47.19 | | 35.82 | 49.44 |
| All Grades | | 8.56 | 9.84 | | 57.53 | 52.70 | | 33.90 | 37.46 |

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Conclusions based on this data:

1. In Overall Mathematics Achievement for all grades, there was a combined decrease of students that met grade level proficiency, as demonstrated by scoring in the "exceeded" or "met" strand for overall mathematics, of 1.83% from 2021-2022 to 2022-2023.
2. In Overall Mathematics Achievement in 4th grade, there was an increase of 1.70% in "standard exceeded" and an increase of 2.22% in "standard met." 4th Grade was the only grade level to demonstrate an increase in both "exceeded" and "met" in overall mathematics proficiency.

3. Problem Solving & Modeling/Data Analysis saw the largest increase of students in all testing grades scoring "below standard," with an increase of 6.95% to 50.79%, over half of all students tested scoring "below standard" in the strand.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 1397.3 | 1424.6 | 1437.3 | 1408.0 | 1440.1 | 1449.0 | 1372.2 | 1388.5 | 1409.8 | 26 | 32 | 23 |
| 1 | 1435.8 | 1422.9 | 1448.1 | 1461.9 | 1444.4 | 1455.0 | 1409.1 | 1400.9 | 1440.8 | 22 | 21 | 23 |
| 2 | 1478.1 | 1465.0 | 1475.1 | 1487.8 | 1484.6 | 1486.6 | 1467.8 | 1445.1 | 1463.3 | 18 | 25 | 21 |
| 3 | 1488.5 | 1495.1 | 1468.2 | 1492.2 | 1489.7 | 1478.6 | 1484.2 | 1500.0 | 1457.3 | 40 | 18 | 24 |
| 4 | 1488.2 | 1510.1 | 1516.9 | 1485.3 | 1510.8 | 1514.2 | 1490.5 | 1508.9 | 1519.2 | 38 | 40 | 20 |
| 5 | 1484.0 | 1519.1 | 1509.9 | 1487.8 | 1520.6 | 1514.8 | 1479.6 | 1517.1 | 1504.4 | 18 | 34 | 39 |
| 6 | 1517.2 | 1544.2 | 1531.7 | 1522.5 | 1555.8 | 1536.4 | 1511.3 | 1532.3 | 1526.6 | 24 | 16 | 33 |
| All Grades | | | | | | | | | | 186 | 186 | 183 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 15.38 | 12.50 | 21.74 | 34.62 | 40.63 | 34.78 | 34.62 | 37.50 | 30.43 | 15.38 | 9.38 | 13.04 | 26 | 32 | 23 |
| 1 | 4.55 | 4.76 | 0.00 | 31.82 | 28.57 | 60.87 | 31.82 | 42.86 | 30.43 | 31.82 | 23.81 | 8.70 | 22 | 21 | 23 |
| 2 | 5.56 | 8.00 | 0.00 | 61.11 | 44.00 | 61.90 | 22.22 | 28.00 | 33.33 | 11.11 | 20.00 | 4.76 | 18 | 25 | 21 |
| 3 | 10.00 | 0.00 | 0.00 | 35.00 | 61.11 | 29.17 | 42.50 | 33.33 | 58.33 | 12.50 | 5.56 | 12.50 | 40 | 18 | 24 |
| 4 | 7.89 | 22.50 | 15.00 | 36.84 | 35.00 | 55.00 | 26.32 | 30.00 | 25.00 | 28.95 | 12.50 | 5.00 | 38 | 40 | 20 |
| 5 | 11.11 | 29.41 | 15.38 | 38.89 | 23.53 | 35.90 | 16.67 | 23.53 | 25.64 | 33.33 | 23.53 | 23.08 | 18 | 34 | 39 |
| 6 | 20.83 | 18.75 | 33.33 | 25.00 | 37.50 | 18.18 | 37.50 | 31.25 | 30.30 | 16.67 | 12.50 | 18.18 | 24 | 16 | 33 |
| All Grades | 10.75 | 15.59 | 13.66 | 36.56 | 37.10 | 39.89 | 31.72 | 31.72 | 32.79 | 20.97 | 15.59 | 13.66 | 186 | 186 | 183 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 15.38 | 18.75 | 21.74 | 34.62 | 50.00 | 47.83 | 30.77 | 25.00 | 21.74 | 19.23 | 6.25 | 8.70 | 26 | 32 | 23 |
| 1 | 27.27 | 19.05 | 17.39 | 36.36 | 28.57 | 47.83 | 36.36 | 38.10 | 26.09 | 0.00 | 14.29 | 8.70 | 22 | 21 | 23 |
| 2 | 27.78 | 16.00 | 28.57 | 55.56 | 60.00 | 47.62 | 16.67 | 20.00 | 23.81 | 0.00 | 4.00 | 0.00 | 18 | 25 | 21 |
| 3 | 27.50 | 5.56 | 25.00 | 45.00 | 83.33 | 50.00 | 22.50 | 11.11 | 16.67 | 5.00 | 0.00 | 8.33 | 40 | 18 | 24 |
| 4 | 15.79 | 37.50 | 50.00 | 42.11 | 45.00 | 40.00 | 26.32 | 10.00 | 5.00 | 15.79 | 7.50 | 5.00 | 38 | 40 | 20 |
| 5 | 16.67 | 47.06 | 35.90 | 50.00 | 26.47 | 43.59 | 11.11 | 11.76 | 7.69 | 22.22 | 14.71 | 12.82 | 18 | 34 | 39 |
| 6 | 25.00 | 56.25 | 42.42 | 45.83 | 18.75 | 27.27 | 8.33 | 18.75 | 21.21 | 20.83 | 6.25 | 9.09 | 24 | 16 | 33 |
| All Grades | 22.04 | 29.57 | 32.24 | 43.55 | 44.09 | 42.62 | 22.58 | 18.28 | 16.94 | 11.83 | 8.06 | 8.20 | 186 | 186 | 183 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 15.38 | 6.25 | 4.35 | 7.69 | 18.75 | 39.13 | 57.69 | 43.75 | 43.48 | 19.23 | 31.25 | 13.04 | 26 | 32 | 23 |
| 1 | 0.00 | 0.00 | 0.00 | 13.64 | 9.52 | 43.48 | 31.82 | 42.86 | 39.13 | 54.55 | 47.62 | 17.39 | 22 | 21 | 23 |
| 2 | 11.11 | 4.00 | 0.00 | 38.89 | 24.00 | 33.33 | 27.78 | 40.00 | 42.86 | 22.22 | 32.00 | 23.81 | 18 | 25 | 21 |
| 3 | 5.00 | 0.00 | 0.00 | 20.00 | 50.00 | 8.33 | 45.00 | 44.44 | 29.17 | 30.00 | 5.56 | 62.50 | 40 | 18 | 24 |
| 4 | 0.00 | 7.50 | 0.00 | 23.68 | 35.00 | 60.00 | 28.95 | 27.50 | 25.00 | 47.37 | 30.00 | 15.00 | 38 | 40 | 20 |
| 5 | 5.56 | 8.82 | 5.13 | 27.78 | 26.47 | 15.38 | 33.33 | 23.53 | 43.59 | 33.33 | 41.18 | 35.90 | 18 | 34 | 39 |
| 6 | 8.33 | 12.50 | 6.06 | 20.83 | 25.00 | 33.33 | 25.00 | 37.50 | 18.18 | 45.83 | 25.00 | 42.42 | 24 | 16 | 33 |
| All Grades | 5.91 | 5.91 | 2.73 | 20.97 | 26.88 | 31.15 | 36.56 | 35.48 | 34.43 | 36.56 | 31.72 | 31.69 | 186 | 186 | 183 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 23.08 | 25.00 | 30.43 | 57.69 | 65.63 | 60.87 | 19.23 | 9.38 | 8.70 | 26 | 32 | 23 |
| 1 | 27.27 | 33.33 | 52.17 | 72.73 | 57.14 | 43.48 | 0.00 | 9.52 | 4.35 | 22 | 21 | 23 |
| 2 | 38.89 | 24.00 | 42.86 | 61.11 | 76.00 | 57.14 | 0.00 | 0.00 | 0.00 | 18 | 25 | 21 |
| 3 | 40.00 | 11.11 | 20.83 | 47.50 | 77.78 | 54.17 | 12.50 | 11.11 | 25.00 | 40 | 18 | 24 |
| 4 | 34.21 | 40.00 | 35.00 | 52.63 | 52.50 | 60.00 | 13.16 | 7.50 | 5.00 | 38 | 40 | 20 |
| 5 | 11.11 | 17.65 | 12.82 | 61.11 | 58.82 | 64.10 | 27.78 | 23.53 | 23.08 | 18 | 34 | 39 |
| 6 | 20.83 | 18.75 | 30.30 | 45.83 | 62.50 | 57.58 | 33.33 | 18.75 | 12.12 | 24 | 16 | 33 |
| All Grades | 29.57 | 25.81 | 30.05 | 55.38 | 62.90 | 57.38 | 15.05 | 11.29 | 12.57 | 186 | 186 | 183 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 15.38 | 15.63 | 21.74 | 57.69 | 75.00 | 65.22 | 26.92 | 9.38 | 13.04 | 26 | 32 | 23 |
| 1 | 13.64 | 4.76 | 0.00 | 72.73 | 71.43 | 91.30 | 13.64 | 23.81 | 8.70 | 22 | 21 | 23 |
| 2 | 27.78 | 28.00 | 38.10 | 66.67 | 64.00 | 57.14 | 5.56 | 8.00 | 4.76 | 18 | 25 | 21 |
| 3 | 40.00 | 55.56 | 41.67 | 52.50 | 44.44 | 50.00 | 7.50 | 0.00 | 8.33 | 40 | 18 | 24 |
| 4 | 28.95 | 45.00 | 55.00 | 52.63 | 47.50 | 40.00 | 18.42 | 7.50 | 5.00 | 38 | 40 | 20 |
| 5 | 44.44 | 58.82 | 66.67 | 38.89 | 20.59 | 17.95 | 16.67 | 20.59 | 15.38 | 18 | 34 | 39 |
| 6 | 58.33 | 56.25 | 48.48 | 33.33 | 31.25 | 42.42 | 8.33 | 12.50 | 9.09 | 24 | 16 | 33 |
| All Grades | 32.80 | 37.63 | 41.53 | 53.23 | 50.54 | 48.63 | 13.98 | 11.83 | 9.84 | 186 | 186 | 183 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 3.85 | 6.25 | 4.35 | 76.92 | 75.00 | 78.26 | 19.23 | 18.75 | 17.39 | 26 | 32 | 23 |
| 1 | 9.09 | 0.00 | 17.39 | 31.82 | 38.10 | 52.17 | 59.09 | 61.90 | 30.43 | 22 | 21 | 23 |
| 2 | 22.22 | 4.00 | 0.00 | 55.56 | 68.00 | 76.19 | 22.22 | 28.00 | 23.81 | 18 | 25 | 21 |
| 3 | 7.50 | 0.00 | 0.00 | 45.00 | 77.78 | 20.83 | 47.50 | 22.22 | 79.17 | 40 | 18 | 24 |
| 4 | 5.26 | 15.00 | 5.00 | 47.37 | 47.50 | 80.00 | 47.37 | 37.50 | 15.00 | 38 | 40 | 20 |
| 5 | 11.11 | 11.76 | 5.13 | 50.00 | 41.18 | 51.28 | 38.89 | 47.06 | 43.59 | 18 | 34 | 39 |
| 6 | 16.67 | 25.00 | 12.12 | 12.50 | 31.25 | 36.36 | 70.83 | 43.75 | 51.52 | 24 | 16 | 33 |
| All Grades | 9.68 | 9.14 | 6.56 | 45.70 | 54.30 | 54.10 | 44.62 | 36.56 | 39.34 | 186 | 186 | 183 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 19.23 | 21.88 | 43.48 | 34.62 | 46.88 | 47.83 | 46.15 | 31.25 | 8.70 | 26 | 32 | 23 |
| 1 | 0.00 | 4.76 | 8.70 | 45.45 | 76.19 | 82.61 | 54.55 | 19.05 | 8.70 | 22 | 21 | 23 |
| 2 | 5.56 | 4.00 | 9.52 | 66.67 | 64.00 | 71.43 | 27.78 | 32.00 | 19.05 | 18 | 25 | 21 |
| 3 | 7.50 | 11.11 | 4.17 | 70.00 | 83.33 | 50.00 | 22.50 | 5.56 | 45.83 | 40 | 18 | 24 |
| 4 | 0.00 | 5.00 | 20.00 | 73.68 | 72.50 | 65.00 | 26.32 | 22.50 | 15.00 | 38 | 40 | 20 |
| 5 | 11.11 | 8.82 | 12.82 | 50.00 | 67.65 | 58.97 | 38.89 | 23.53 | 28.21 | 18 | 34 | 39 |
| 6 | 12.50 | 12.50 | 18.18 | 75.00 | 68.75 | 63.64 | 12.50 | 18.75 | 18.18 | 24 | 16 | 33 |
| All Grades | 7.53 | 9.68 | 16.39 | 61.29 | 67.20 | 62.30 | 31.18 | 23.12 | 21.31 | 186 | 186 | 183 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In the Overall Language for students in all grades, the numbers of students that earned a 4 decreased by 1.93% and the number of students that earned a 1 increased by 1.93%
2. In the Reading Domain, the percentage of students that are "well developed" in all grades decreased by 2.58%. This is another consecutive year with a decrease in the percentage of overall students scoring as "well developed."
3. There was an increase of 6.71% of students in all grades that are "well developed" in the Writing Domain and a decrease of 1.81% of students that are "beginning" in the Writing Domain, a decreased in "beginning" writing for the second consecutive school year.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

| 2022-23 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 523 | 81.8 | 37.7 | 0.6 |
| Total Number of Students enrolled in Canyon Springs Community School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 197 | 37.7 |
| Foster Youth | 3 | 0.6 |
| Homeless | 7 | 1.3 |
| Socioeconomically Disadvantaged | 428 | 81.8 |
| Students with Disabilities | 90 | 17.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 20 | 3.8 |
| American Indian | 1 | 0.2 |
| Asian | 3 | 0.6 |
| Filipino | 15 | 2.9 |
| Hispanic | 444 | 84.9 |
| Two or More Races | 9 | 1.7 |
| White | 30 | 5.7 |

Conclusions based on this data:

- 81.8% of Canyon Springs students are Socioeconomically Disadvantaged.

2. 37.7% of students are English Learners who attend Canyon Springs.

3. Canyon Springs has a 0.6% Foster student population.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---------------------------------------|-----------------------------------|
| English Language Arts Orange | Chronic Absenteeism Red | Suspension Rate Red |
| Mathematics Orange | | |
| English Learner Progress Red | | |

Conclusions based on this data:

1. The suspension rate at Canyon Springs is indicated as "Red" on the California Dashboard. To address this issue there has been emphasis on Capturing Kids' Hearts and alternative corrections to behavior other than suspension.
2. At Canyon Springs, the English Learner progress is indicated as "Red" on the California Dashboard. To address this issue there has been a more focused master schedule to protect designated ELD instruction.

3. Chronic Absenteeism is indicated as "Red" on the California Dashboard. To address this issue, attendance conferences were held regularly and an emphasis on Tier 1 student engagement strategies.

School and Student Performance Data

Academic Performance English Language Arts

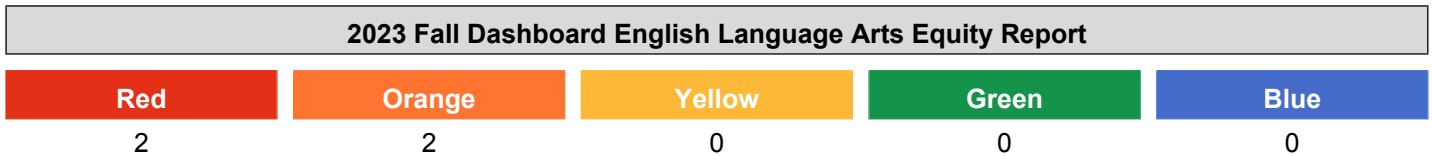
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  <p>Orange</p> <p>51.1 points below standard</p> <p>Decreased -13 points</p> <p>303 Students</p> | <p>English Learners</p>  <p>Red</p> <p>76.5 points below standard</p> <p>Decreased Significantly -19.7 points</p> <p>137 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>58.9 points below standard</p> <p>Decreased -13.4 points</p> <p>260 Students</p> | <p>Students with Disabilities</p>  <p>Red</p> <p>107.1 points below standard</p> <p>Decreased -9.2 points</p> <p>63 Students</p> |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|---|
| <p>66.9 points below standard</p> <p>Decreased Significantly - 27.1 points</p> <p>12 Students</p> | <p>Less than 11 Students</p> <p>1 Student</p> | <p>Less than 11 Students</p> <p>0 Students</p> | <p>17.5 points above standard</p> <p>11 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
|  <p>Orange</p> <p>57.4 points below standard</p> <p>Decreased -14.9 points</p> <p>258 Students</p> | <p>Less than 11 Students</p> <p>4 Students</p> |  <p>No Performance Color</p> <p>0 Students</p> | <p>0.1 points below standard</p> <p>Increased Significantly +21.2 points</p> <p>17 Students</p> |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| <p>104.1 points below standard</p> <p>Decreased Significantly -20.7 points</p> <p>104 Students</p> | <p>10.6 points above standard</p> <p>Decreased -8.9 points</p> <p>33 Students</p> | <p>34 points below standard</p> <p>Decreased Significantly -17.7 points</p> <p>151 Students</p> |

Conclusions based on this data:

- All students in ELA are performing at 51.1 points below standard.
- Current English Learners scored an average of 104.1 points below standard, a decrease of 20.7 points, while Reclassified English Learners scored 10.6 points above standard, a decrease of 8.9 points. Reclassified English Learners are the only subgroup to be noted as scoring "above standard."
- African American students scored 66.9 points below standard, a decrease of 27.1 points. Hispanic students scored 54.7 points below standard, a decrease of 14.9 points. White students scored 0.1 points below standard, an increase of 21.2 points. Students marked as White for ethnicity/race were the only subgroup of note to demonstrate an increase in average points below or above standard.

School and Student Performance Data

Academic Performance Mathematics

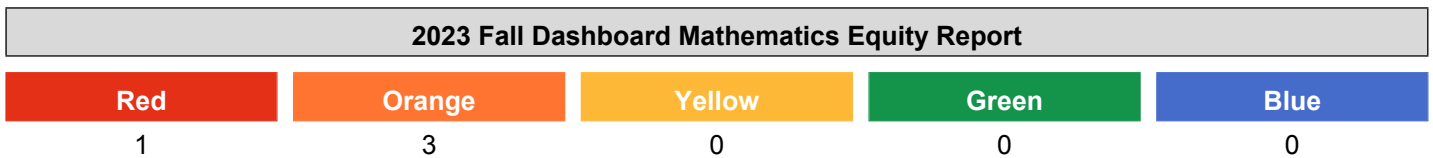
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  <p>Orange</p> <p>71.5 points below standard</p> <p>Decreased -5.1 points</p> <p>304 Students</p> | <p>English Learners</p>  <p>Orange</p> <p>94.4 points below standard</p> <p>Decreased -12.2 points</p> <p>138 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>79.1 points below standard</p> <p>Maintained -2.1 points</p> <p>261 Students</p> | <p>Students with Disabilities</p>  <p>Red</p> <p>144.6 points below standard</p> <p>Decreased Significantly -17.4 points</p> <p>64 Students</p> |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|-------------------------------------|--|--|
| 88.2 points below standard Decreased Significantly - 18.4 points 12 Students | Less than 11 Students 1 Student | Less than 11 Students 0 Students | 18.4 points below standard 11 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 76.7 points below standard Maintained -2.6 points 259 Students | Less than 11 Students 4 Students |  No Performance Color 0 Students | 23.9 points below standard Decreased -7.3 points 17 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 113.6 points below standard Decreased -7.5 points 105 Students | 33.3 points below standard Decreased Significantly -19.7 points 33 Students | 57.5 points below standard Decreased -9.4 points 151 Students |

Conclusions based on this data:

1. All students are scoring an average of 71.5 points below standard in Overall Mathematics proficiency on the California Dashboard, a decrease of 5.1 points.
2. Current English Learners scored an average of 113.6 points below standard, a decrease of 7.5 points, while Reclassified English Learners scored 33.3 points below standard on the California Dashboard, a decrease of 19.7 points.
3. All subgroups of note either decreased in their average points below standard or statistically 'maintained.' There was not a subgroup of note that demonstrated an increase towards above grade level in mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

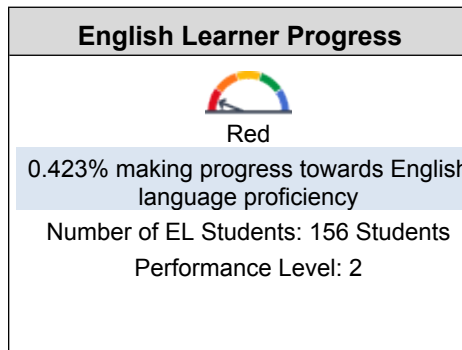
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 34 | 54 | 9 | 57 |

Conclusions based on this data:

- 54% of English Learner students maintained ELPI Level 1, 2L, 2H, 3L, or 3H. 9% of English Learner students maintained an ELPI Level 4. 57% of English Learner students progressed at least one ELPI level.
- 42.3% of English Learners are making progress towards English language proficiency, a decrease of 12.8% from 2021-2022 to 2022-2023.
- 34% of English Learner students decreased by one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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






This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|--|
| All Students | English Learners | Foster Youth |
| Red 22.1% Chronically Absent Increased 1.3 556 Students | Orange 17.1% Chronically Absent Increased 1.1 205 Students | Less than 11 Students 4 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| Less than 11 Students 8 Students | Red 22.8% Chronically Absent Increased 0.8 460 Students | Red 32.5% Chronically Absent Increased 5.7 114 Students |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
| <p style="background-color: #e6f2ff;">53.8% Chronically Absent</p> <p>Increased 6.8</p> <p>26 Students</p> | <p>Less than 11 Students</p> <p>1 Student</p> | <p>Less than 11 Students</p> <p>6 Students</p> | <p style="background-color: #e6f2ff;">13.3% Chronically Absent</p> <p>Declined -2.1</p> <p>15 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p style="text-align: center;"> Red</p> <p style="background-color: #e6f2ff;">20.6% Chronically Absent</p> <p>Increased 1.1</p> <p>465 Students</p> | <p style="background-color: #e6f2ff;">27.3% Chronically Absent</p> <p>0</p> <p>11 Students</p> | <p style="text-align: center;"> No Performance Color</p> <p>0 Students</p> | <p style="text-align: center;"> Yellow</p> <p style="background-color: #e6f2ff;">18.8% Chronically Absent</p> <p>Declined -1.3</p> <p>32 Students</p> |

Conclusions based on this data:

1. When looking at All Students at Canyon Springs, the Chronic Absenteeism rate is indicated as "Red" on the California Dashboard with 22.1%, an increase of 1.3% from 2021-2022 to 2022-2023.
2. English Learners at Canyon Springs have a 17.1% Chronic Absenteeism rate. That is 5% less than the overall school's Chronic Absenteeism rate.
3. All subgroups of note, such as English Learners, Socioeconomically Disadvantaged, inclusive of students identifying by Ethnicity/Race such as African American, Hispanic and Two or More Races, showed an increase in their Chronic Absenteeism rate. The other student groups that had a declination in Chronic Absenteeism rate were students identifying as the Ethnicity/Race groups, Filipino and White.

School and Student Performance Data

Conditions & Climate Suspension Rate

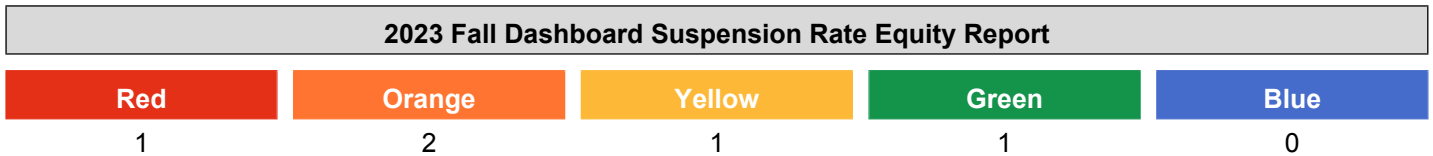
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Red 3.1% suspended at least one day Increased Significantly 2.4 577 Students | <p>English Learners</p>  Orange 2.3% suspended at least one day Increased 1.9 214 Students | <p>Foster Youth</p> <p>Less than 11 Students 4 Students</p> |
| <p>Homeless</p> <p>Less than 11 Students 9 Students</p> | <p>Socioeconomically Disadvantaged</p>  Red 3.6% suspended at least one day Increased Significantly 3.1 476 Students | <p>Students with Disabilities</p>  Green 1.7% suspended at least one day Declined -2.3 117 Students |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|--|
| <p>11.5% suspended at least one day</p> <p>Increased 11.5 26 Students</p> | <p>Less than 11 Students 1 Student</p> | <p>Less than 11 Students 9 Students</p> | <p>6.7% suspended at least one day</p> <p>Increased 6.7 15 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p> Orange</p> <p>2.7% suspended at least one day</p> <p>Increased Significantly 2.1 479 Students</p> | <p>0% suspended at least one day</p> <p>13 Students</p> | <p> No Performance Color</p> <p>0 Students</p> | <p> Yellow</p> <p>2.9% suspended at least one day</p> <p>Maintained 0.2 34 Students</p> |

Conclusions based on this data:

- 3.1% of all students were suspended at least one day during the 2022-2023 school year. That is an increase of 2.4% from 2021-2022.
- 11.5% of African American students at Canyon Springs were suspended at least one day during the 2022-2023 school year.
- 1.7% of Students with Disabilities were suspended at least one day during the 2022-2023 school year. This was a decrease of 2.3% from 2021-2022.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement and Involvement

In order to continue to strengthen student engagement and involvement for all students, including low income students, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: In order to continue to strengthen student engagement and involvement for all students, including low income students, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When looking at the overall achievement for all students in English Language Arts, the percent of students in "standard exceeded" and "standard met," as noted on the 2022-2023 CAASPP is 30.97%. This is a decline of 2.23% from 2021-2022. However, 22.26% of students "nearly met" overall achievement. This decline is noted significantly in all grades 3rd-6th. The number of students in "standard exceeded" decreased from 13.70% in 2021-2022 to 13.23% in 2022-2023. Further, the number of students in "standard met" decreased from 19.52% in 2021-2022 to 17.74% in 2022-2023. To address the noted decline in English Language Arts achievement, a school wide Multi-Tiered System of Support was planned and implemented with the school's two Learning Support Teachers facilitating intervention groups in each grade level.

In Reading, 11.6% of students scored "above" standard, with 50.65% scoring "at or near" standard, a decrease of 14.76% in "at or near standard" for reading from 2021-2022 to 2022-2023. In Writing, 8.06% of students scored "above" standard, a decrease of 2.9% from 2021-2022 to 2022-2023, with 46.77% scoring "at or near" standard, a decrease of 1.22% from 2021-2022 to 2022-2023. In Listening, 11.94% of students scored "above" standard, an increase of 1.63% from 2021-2022 to 2022-2023, with 66.45% scoring "at or near standard," a decrease of 7.52% from 2021-2022 to 2022-2023. In Research/Inquiry, 11.63% of students scored "above" standard," a decrease of 0.72% from 2021-2022 to 2022-2023, with 61.29% of students scoring "at or near standard," a decrease of 6.18% from 2021-2022 to 2022-2023.

When looking at the overall achievement in mathematics for all students, the percent of students whom "exceeded" or "met" standard is 23.17%, a decrease of 1.83% from 2021-2022 to 2022-2023. The percent of overall students who are "at or nearly met" standard is 26.67%, a decrease of 3.81%. The grade levels that decreased in their overall mathematics performance from 2021-2022 to 2022-2023 were 3rd, 5th and 6th grades with 4th grade being the only testing grade level that demonstrated an increase in mathematics proficiency. To address the noted decline in Mathematics achievement, a Mathematics Teacher on Special Assignment was hired to support Tier 3 students needing mathematics skills reteaching below their current grade level, with a focus on then applying the gained skills to grade level standards.

In the Concepts/Procedures claim, 10.16% of students scored "above" standard, with 41.27% of students scoring "at or near standard," a decrease of 2.57%. In Problem Solving & Modeling/Data Analysis, 7.30% of students scored "above" standard, while 41.90% of students scored "at or near standard," a decrease of 7.07% from 2021-2022 to 2022-2023. In Communicating Reasoning 9.84% of students scored "above" standard, with 52.70% of students scoring "at or near standard," a decrease of 4.83% from 2021-2022 to 2022-2023.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------|---|---|
| ELA | In 2022-2023, 30.97% of students in grades 3rd-6th were proficient in Language Arts based on the CAASPP data. | In 2023-2024, student proficiency will increase by 10%. |
| Mathematics | In 2022-2023, 23.17% of students in grades 3rd-6th were proficient in Math based on the CAASPP data. | In 2023-2024, student proficiency will increase by 10%. |
| Chronic Absenteeism | In 2022-2023, 22.1% of students in grades TK-6th were considered Federally Chronically Absent. | In 2023-2024, student chronic absenteeism will decrease by 10%. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 1.1 | Canyon Springs Community School will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards. | All Students | 0 District Funded None Specified Recruitment/District Funded |
| 1.2 | Canyon Springs Community School will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program. | All Students | 0 District Funded 4000-4999: Books And Supplies Text Books/District Funded 21709.31 LCFF-Base 4000-4999: Books And Supplies Materials and Supplies for Classrooms 750.00 LCFF-Base 4000-4999: Books And Supplies New Library Books |
| 1.3 | Canyon Springs Community School will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities. | All Students | 0 District Funded None Specified Custodial Supplies 15483.00 LCFF-Base 4000-4999: Books And Supplies Custodial Supplies |
| 1.4 | Canyon Springs Community School will maintain noon supervisors to support all students' safety and supervision. | All Students | 0 District Funded None Specified Noon Supervisor / Safety 6480.00 LCFF-Base |

| | | | |
|-----|---|---|---|
| | | | 2000-2999: Classified Personnel Salaries Additional Noon Supervision / Safety 554.04 LCFF-Base 3000-3999: Employee Benefits Additional Noon Supervision / Safety |
| 1.5 | Canyon Springs Community School will conduct annual safety drills to support safety for all students and staff. | All Students | 0 District Funded None Specified Health Office and Safety Supplies 260.00 LCFF-Base 4000-4999: Books And Supplies Health Office and Safety Supplies |
| 1.6 | Canyon Springs Community School will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff. | English Learning (EL), Foster Youth, Low Income | 20398.00 LCFF-Supplemental/Concentration 2000-2999: Classified Personnel Salaries Bilingual Office Assistant 4.32 hrs./Support Communication/Monitor Attendance 200.00 LCFF-Base 4000-4999: Books And Supplies Postage 800.00 LCFF-Base 2000-2999: Classified Personnel Salaries Additional Office Support 7685.97 LCFF- Supplemental 3000-3999: Employee Benefits Bilingual Office Assistant 4/32 hrs. 500.00 LCFF-Base 4000-4999: Books And Supplies Office Supplies 68.40 LCFF-Base 3000-3999: Employee Benefits Additional Office Support |
| 1.7 | The 2023 CA Dashboard reflects a red indicator in chronic absenteeism at Canyon Springs Community School. The school shows students that are socioeconomically disadvantaged, students with disabilities and Hispanic are in the red performance | Low Income and Students with Disabilities | 0 District Funded 1000-1999: Certificated Personnel Salaries District Office/Principal |

| | | | |
|------|--|---|---|
| | levels. Additional Social Worker time will be placed at the school site to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time. | | |
| 1.8 | Canyon Springs Community School will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program. | English Learning (EL), Foster Youth, Income | 0 District Funded 5000-5999: Services And Other Operating Expenditures Transportation |
| 1.19 | | | |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation of the attendance goal was successfully implemented during the 2023-2024 school year as measured by A2A showing an overall decrease in Chronic Absenteeism.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals in Goal 1 of the SPSA.

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.

There will be a school-wide focus on Tier 1 instruction to improve student outcomes. Teachers are looking at current i-Ready achievement data to inform and drive grade level instruction. The focus on current achievement and Tier 1 instruction results in goals marked as a 10% growth in ELA and math proficiency as measured by CAASPP data, rather than 5% as was in 2022-2023.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When looking at the overall achievement for all students in English Language Arts, the percent of students in "standard exceeded" and "standard met," as noted on the 2022-2023 CAASPP is 30.97%. This is a decline of 2.23% from 2021-2022. However, 22.26% of students "nearly met" overall achievement. This decline is noted significantly all grades 3rd-6th. The number of students in "standard exceeded" decreased from 13.70% in 2021-2022 to 13.23% in 2022-2023. Further, the number of students in "standard met" decreased from 19.52% in 2021-2022 to 17.74% in 2022-2023. To address the noted decline in English Language Arts achievement, a school wide Multi-Tiered System of Support was planned and implemented with the school's two Learning Support Teachers facilitating intervention groups in each grade level.

When looking at the overall achievement in mathematics for all students, the percent of students whom "exceeded" or "met" standard is 23.17%, a decrease of 1.83% from 2021-2022 to 2022-2023. The percent of overall students who are "at or nearly met" standard is 26.67%, a decrease of 3.81%. The grade levels that decreased in their overall mathematics performance from 2021-2022 to 2022-2023 were 3rd, 5th and 6th grades with 4th grade being the only testing grade level that demonstrated an increase in mathematics proficiency. To address the noted decline in Mathematics achievement, a Mathematics Teacher on Special Assignment was hired to support Tier 3 students needing mathematics skills reteaching below their current grade level, with a focus on then applying the gained skills to grade level standards.

Canyon Springs student population is comprised of 37.7% identified English Learners. Of the 37.7% English Learners within the Canyon Springs student population, 57% of English Learners are progressing by at least one ELPI level. To support further English Learner progress, grade levels facilitated daily Designated ELD rotations with a focus on reading, writing, listening and speaking with a focus on preparedness for the ELPAC along with application to grade level standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| ELA | In 2022-2023, 30.97% of students in grades 3rd-6th were proficient in Language Arts based on the CAASPP data. | In 2023-2024, student proficiency will increase by 10%. |
| Math | In 2022-2023, 23.17% of students in grades 3rd-6th were proficient in Math based on the CAASPP data. | In 2023-2024, student proficiency will increase by 10%. |
| ELD | In 2022-2023, 57% of English Learners progressed at least one ELPI level. | In 2023-2024, the percent of English Learners progressing by at least one ELPI level will increase by 10%. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|---|---|
| 2.1 | For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, Canyon Springs will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students. | English Learning (EL), Foster Youth, Low Income | 0 District Funded None Specified Professional Development 2880.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Professional Development Teachers/Leadership 478.00 LCFF- Supplemental 3000-3999: Employee Benefits Professional Development Teachers/Leadership |
| 2.2 | To mitigate learning loss, as evidence by state and local assessments, Canyon Springs will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students. | English Learning (EL), Foster Youth, Low Income | 2123.26 LCFF- Supplemental 4000-4999: Books And Supplies Supplemental Supplies 450.00 LCFF-Base 4000-4999: Books And Supplies PE Supplies 19483.38 Title I 4000-4999: Books And Supplies Supplemental Supplies |
| 2.3 | To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities | English Learning (EL), Foster Youth, Low Income | 2000.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Grade Level Collaboration Extra Duty 20000.00 |

| | | | | |
|------------|--|---|---|--|
| | during and outside the school day in order to support mastery of grade level standards. | | | Title I 1000-1999: Certificated Personnel Salaries Leadership Extra hours / Subs for collaboration 4780.00 Title I 3000-3999: Employee Benefits Leadership Extra hours / Subs for collaboration 500.00 LCFF-Base 2000-2999: Classified Personnel Salaries Instructional Assistants Support 42.75 LCFF-Base 3000-3999: Employee Benefits Instructional Assistants Support 688.32 LCFF- Supplemental 3000-3999: Employee Benefits Grade Level Collaboration Extra Duty Benefits |
| 2.4 | To address students not meeting grade level standards on state and local assessments, Canyon Springs will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low Income students. | English Learning (EL), Foster Youth, Low Income | 0 | District Funded 4000-4999: Books And Supplies Teachers/Students |
| 2.5 | Canyon Springs will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students. | English Learning (EL), Foster Youth, Low Income | 0 | District Funded None Specified ELD Instruction |
| 2.6 | Canyon Springs will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language. | English Learners (EL) | 0 | District Funded None Specified ELPAC |
| 2.7 | Canyon Springs will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learning students to support mastery of the English language. | English Learners (EL) | 0 | District Funded None Specified ELPAC |
| 2.8 | For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels. | English Learning (EL), Foster Youth, Low Income | 0 | District Funded None Specified Learning Support 500.00 LCFF-Base 1000-1999: Certificated Personnel Salaries |

| | | | | |
|-------------|--|---|--|---|
| | | | | Additional Learning Support 119.50 LCFF-Base 3000-3999: Employee Benefits Additional Learning Support Benefits |
| 2.9 | Canyon Springs will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program. | All Students | | 0 District Funded None Specified Matriculation |
| 2.10 | Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students who may have limited access to literacy materials at home. | English Learning (EL), Foster Youth, Low Income | | 0 District Funded None Specified Library Resource Technicians |
| 2.11 | To address the underperformance on state and local assessment, Canyon Springs will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students. | English Learning (EL), Foster Youth, Low Income | | 960.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Collaborative Coaching Extra Duty |
| 2.12 | To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration. | Low Income | | 65000.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher 232.00 Prop 28 4000-4999: Books And Supplies Music Materials and Supplies 25535.00 Prop 28 3000-3999: Employee Benefits Music Teacher |
| 2.13 | Canyon Springs will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students. | English Learning (EL), Foster Youth, Low Income | | 0 LCFF- Supplemental None Specified Tech Devices |
| 2.14 | To support equitable access to differentiated instruction and access to online curricular programs, Canyon Springs the District will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards. | English Learning (EL), Foster Youth, Low Income | | 0 LCFF- Supplemental None Specified Tech Assistants |
| 2.15 | Provide opportunities for integration for students with special needs into a preschool environment with typically developing peers. | Students with Disabilities | | 0 District Funded None Specified Special Education/Integration |
| 2.16 | Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and | English Learning (EL), Foster Youth, Low Income | | 0 District Funded 1000-1999: Certificated Personnel Salaries LST Teachers |

| | | | |
|------|---|-----------------------|--|
| | intervention support as needed to further support academic achievement. | | |
| 2.17 | The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at Canyon Springs Community School. Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist students with phonological awareness and learning of the English Language rules. | English Learners (EL) | 0 District Funded None Specified Intervention to support learning loss |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In goal 2, School Based Counseling was effectively implemented and increased to support the Social Emotional needs of students. There is an increased number of teachers trained, now at 99%, in Orton-Gillingham, directly supporting the foundational reading skills needs of all students, especially those in need of reading intervention.

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

There is an increased number of teachers trained, now at 99%, in Orton-Gillingham, directly supporting the foundational reading skills needs of all students especially those in need of reading intervention. In the 2023-2024 school year, there were targeted resources to support growth for English Language Learners as seen in the after school ELPAC tutoring for grades 4th-6th.

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.

In the 2024-2025 school year, the instructional focus will include the increased protected time for Tier 1 and Tier 2 instruction, including the continued protection for Designated ELD.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement and Involvement

All families and the broader community are welcomed and are partners in supporting the whole child.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Through ParentSquare 99% of our families are contacted via email messages and phone calls. Messages are sent out school-wide once a week, with frequent reminders for specific meetings to help support parent participation. Teachers also send out weekly messages to their families to engage parents. This year we will continue to collect baseline data and parent input so we can continue to improve our parent participation. Our baseline data shows that the average attendance for Coffee with the Principal is 6 parents. At ELAC meetings, the average number of parents who attend ELAC meetings has decreased from 10 to about 4. Our Goal Setting conferences had 93% of families participating in their child's conference. Only 6% of our families did not attend conferences. This is based on our student enrollment of 523 students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------|---|---|
| ParentSquare Data | In 2023-2024, Canyon Springs was able to reach 99% of Parents via ParentSquare. | In 2024-2025, Canyon Springs Office will work to maintain accurate records in order to reach 100% of families via ParentSquare. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|--------------------------------------|---|
| 3.1 | Canyon Springs will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program. | English Learners (EL), Low Income | 0 LCFF- Supplemental None Specified Office Staff Support |
| 3.2 | Canyon Springs will provide translation services to families of students that are English Learners to remove language barriers that may impede families | English Learners (EL) | 0 LCFF- Supplemental None Specified |

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|-----|--|--------------------------|---|
| | from information regarding their child's educational program. | | Translation Services 1500.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Additional Translation Services 128.25 LCFF- Supplemental 3000-3999: Employee Benefits Additional Translation Services |
| 3.3 | Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students. | All Students | 0 District Funded None Specified Parent Advisory Groups 500.00 LCFF-Base 2000-2999: Classified Personnel Salaries Childcare for ELAC/SSC |
| 3.4 | To support parents of English Learners who are scoring below proficiency, Canyon Springs and the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4. | English Learners (EL) | 0 District Funded None Specified Parent Education |
| 3.5 | To assure low income and Foster Youth students have awareness and access to community services, Canyon Springs will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness. | Low Income, Foster Youth | 0 District Funded None Specified Wellness Collaborative |
| 3.8 | | | |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2022-2023 school year, there was an effective implementation of translation services for parent conferences, family communication and family events.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals in Goal 1 of the SPSA.

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 2024-2025 school, in an effort to increase participation and support families, ELAC meetings will be held after school and/or in evenings with child care provided.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting the Whole Child

All students, including low income students, English Learners and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: All students, including low income students, English Learners and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For the 2023-2024 school year Canyon Springs Community School, maintained an increase in referrals for counseling service and referrals to our district school social worker. We will continue to focus on social emotional support through Capturing Kids Hearts, which will work to build positive relationships at our school, specifically through the CKH monthly themes. We will continue to collect baseline data to analyze and support the emotional and behavioral needs of students. For the 2022-2023 school year, Canyon Springs had 8 students with DIS Counseling, 15 students seeing the School Based Counselor and there were currently 20 students participating in groups with the school based counselor. For the 2024-2025 school year, the goal is for the Canyon Springs school based counselor to continue to provide one-on-one counseling to students, as well as group counseling and classroom presentations focusing on social emotional needs. The school based counselor is currently seeing students as needed, identified by classroom teachers, families and administration through the referral process.

Additionally, during the 2023-2024 school year, Canyon Springs began the implementation of the Second Step SEL curriculum by every classroom teacher in TK through 6th grade. The goal is to see a decrease in counseling and behavior referrals due to the increase in coping and social skills being directly taught.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------|---|--|
| Chronic Absenteeism. | In 2022-2023, 22.1% of students in grades TK-6th were considered Federally Chronically Absent. | In 2023-2024, student chronic absenteeism will decrease by 10%. |
| Decrease Suspensions | In 2022-2023, Canyon Springs had 18 suspensions. | In 2023-2024, Canyon Springs will have 0 suspensions. |
| Parent Involvement | In 2023-2024, Canyon Springs had approximately 15 active Parent PTA volunteers out of 523 students. At ELAC meetings, for the 2023-2024 school year, the average number of parents in attendance was 4 parents. | In 2024-2025, parent Involvement for PTA volunteers will increase by 10 parents volunteering. In 2024-2025, parent participation at ELAC meetings will increase by 10 parents. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|---|---|
| | | | |
| 4.1 | Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from Canyon Springs, the District and California Healthy Kids' surveys. | All Students | 0 District Funded None Specified Positive Relationships / Safety |
| 4.2 | To remove barriers for low income students from accessing their academic program, Canyon Springs will provide counseling to support social/emotional wellness and academic success in school. | Low Income | 0 District Funded None Specified Counseling Services |
| 4.3 | To remove barriers for students from accessing their academic program, Canyon Springs will provide counseling services to support social/emotional wellness and academic success in school. | All Students | 0 District Funded 5000-5999: Services And Other Operating Expenditures Counseling Services |
| 4.4 | "The 2023 CA Dashboard shows a red performance level in school climate, suspension rate, for Canyon Springs Community School. The CAASPP 2023 reports indicated low performance in English Language Arts and mathematics at Canyon Springs Community School. To further support with removing barriers for students from accessing their academic program, Canyon Springs and the District will provide additional counseling services to support social/emotional wellness and academic success in school." | English Learning (EL), Foster Youth, Low Income | 0 District Funded None Specified Counseling Services |
| 4.5 | To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program. | English Learning (EL), Foster Youth, Low Income | 0 District Funded None Specified Behavior Support |
| 4.6 | To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, Canyon Springs will provide Social Workers and support personnel to provide comprehensive services. | Low Income, Foster Youth, Homeless | 0 District Funded None Specified Social Workers and Supplies 91143.11 Title I 1000-1999: Certificated Personnel Salaries Social Worker 42180.51 Title I 3000-3999: Employee Benefits Social Worker |

| | | | |
|-----|--|--|--|
| 4.7 | To support student connectedness and build positive relationships at the school site, Canyon Springs will provide positive academic and behavior programs. | English Learner, Foster Youth and Low Income | 0 District Funded None Specified Social Worker / PlayWorks 2400.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Noon Supervisor PlayWorks Training 205.20 LCFF- Supplemental 3000-3999: Employee Benefits Noon Supervisor Playworks Training |
| 4.8 | To support student engagement and connectedness, Canyon Springs will promote a positive school climate to foster youth development and academic achievement. | All Students | 0 District Funded None Specified Behavior Support |
| 4.9 | To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP. | Students with Disabilities | 0 District Funded None Specified Behavior Support |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of increased school based counseling services effectively supported students' social emotional needs.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals in Goal 1 of the SPSA.

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.

To support student behavior and build positive relationships during unstructured time, PlayWorks will be used school-wide as effective behavior program.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

| DESCRIPTION | AMOUNT |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$358,718.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| | |
| Title I | \$177,587.00 |

Subtotal of additional federal funds included for this school: \$177,587.00

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 (\$) |
|----------------------------------|-----------------|
| | |
| District Funded | \$0.00 |
| LCFF- Supplemental | \$21,049.00 |
| LCFF- Supplemental/Concentration | \$20,398.00 |
| LCFF-Base | \$48,917.00 |
| Prop 28 | \$90,767.00 |

Subtotal of state or local funds included for this school: \$181,131.00

Total of federal, state, and/or local funds for this school: \$358,718.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------------|------------|-----------|
| LCFF-Base | 48,917.00 | 0.00 |
| LCFF- Supplemental/Concentration | 41,447.00 | 21,049.00 |
| Title I | 177,587.00 | 0.00 |
| PTA | 0 | 0.00 |
| Prop 28 | 90,767.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|------------|
| District Funded | 0.00 |
| LCFF- Supplemental | 21,049.00 |
| LCFF- Supplemental/Concentration | 20,398.00 |
| LCFF-Base | 48,917.00 |
| Prop 28 | 90,767.00 |
| Title I | 177,587.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| 1000-1999: Certificated Personnel Salaries | 182,483.11 |
| 2000-2999: Classified Personnel Salaries | 32,578.00 |
| 3000-3999: Employee Benefits | 82,465.94 |
| 4000-4999: Books And Supplies | 61,190.95 |
| 5000-5999: Services And Other Operating Expenditures | 0.00 |
| None Specified | 0.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |
| 4000-4999: Books And Supplies | District Funded | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | District Funded | 0.00 |
| None Specified | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF- Supplemental | 5,840.00 |
| 2000-2999: Classified Personnel Salaries | LCFF- Supplemental | 3,900.00 |
| 3000-3999: Employee Benefits | LCFF- Supplemental | 9,185.74 |
| 4000-4999: Books And Supplies | LCFF- Supplemental | 2,123.26 |
| None Specified | LCFF- Supplemental | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCFF- Supplemental/Concentration | 20,398.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF-Base | 500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF-Base | 8,280.00 |
| 3000-3999: Employee Benefits | LCFF-Base | 784.69 |
| 4000-4999: Books And Supplies | LCFF-Base | 39,352.31 |
| 1000-1999: Certificated Personnel Salaries | Prop 28 | 65,000.00 |
| 3000-3999: Employee Benefits | Prop 28 | 25,535.00 |
| 4000-4999: Books And Supplies | Prop 28 | 232.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 111,143.11 |
| 3000-3999: Employee Benefits | Title I | 46,960.51 |
| 4000-4999: Books And Supplies | Title I | 19,483.38 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 74,888.72 |

| | |
|--------|------------|
| Goal 2 | 145,772.21 |
| Goal 3 | 2,128.25 |
| Goal 4 | 135,928.82 |

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|---------------------|----------------------------|
| Matt Gilpin | Principal |
| Noemi Sosa | Parent or Community Member |
| Fanny Guevara | Parent or Community Member |
| Rebecca Huckeba | Other School Staff |
| Catherine Rodriguez | Parent or Community Member |
| Cynthia Troche | Parent or Community Member |
| Veronica Walker | Other School Staff |
| Jesseca Tobin | Classroom Teacher |
| Jan LaJoice | Classroom Teacher |
| Lynette Vermeulen | Other School Staff |
| Beth Garcia | Parent or Community Member |
| Crisinda Ismail | Classroom Teacher |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/24.

Attested:



Principal, Matt Gilpin on 5/20/2024



SSC Chairperson, Lynette Vermeulen on 5/20/2024