



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	5/19/2025	June 11, 2025

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

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

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 Educational Partners and finalized and approved for submission to the Board of Trustees 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 2024-2025 school year, 492 students were enrolled with 39.6% English Language Learners, 86.8% qualifying for free and reduced lunch, and a 16.1% 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 ensures that ALL students learn at HIGH LEVELS.

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 2024-2025 school year.
Input from teachers and staff May 7, 2025 at PD Wednesday Staff Meeting.
Input/Review from parents in ELAC meeting on May 13, 2025.
Input/Review of Goals from School Site Council on April 14, 2025 and May 19, 2025.
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 19, 2025.

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.

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.

Based on school performance data at the conclusion of the 23-24 school year, Canyon Springs has 0 state indicators for which the overall performance is in the 'Red' or 'Orange' performance category.

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.

English Language Arts

- Students with Disabilities performed two performance levels below the "all student" performance.

Mathematics

- Students with Disabilities performed two performance levels below the "all student" performance.

In order to address this discrepancy in performance between the student group, Students with Disabilities, and the "all students" average performance, Canyon Springs has adjusted the school's master schedule to ensure that students with disabilities have routine access to grade level Tier I, Tier II, and Tier III instruction. Professional development in the PLC at Work process has begun and will continue for the teaching staff to hone and reflect upon instructional strategies and systems that target all students exact learning needs.

English Learner Progress Indicator (ELPI)

- No student groups performed two or more performance levels below the "all student" performance.

Chronic Absenteeism

-- No student groups performed two or more performance levels below the "all student" performance.

Suspension Rate

-- No student groups performed two or more performance levels below the "all student" performance.

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, at the final diagnostic of the 23-24 school year, 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	195	39.0%	37.7%	39.6%
Fluent English Proficient (FEP)	54	40	37	10.3%	7.6%	7.5%
Reclassified Fluent English Proficient (RFEP)	10	15	21	1.9%	2.9%	4.3%

Conclusions based on this data:

1. The total number of students who are classified as English Learners in 2023-2024 is 195. This is a decrease of 2 English Learners 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	55	76	57	55	73	55	55	73	55	100.0	96.1	96.5
Grade 4	86	61	76	86	61	76	86	61	76	100.0	100.0	100
Grade 5	86	90	62	84	87	60	84	87	60	97.7	96.7	96.8
Grade 6	67	89	96	67	89	93	67	89	93	100.0	100.0	96.9
All Grades	294	316	291	292	310	284	292	310	284	99.3	98.1	97.6

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2412.	2370.	2356.	14.55	16.44	7.27	23.64	12.33	9.09	34.55	17.81	29.09	27.27	53.42	54.55
Grade 4	2437.	2445.	2448.	24.42	19.67	21.05	11.63	21.31	22.37	20.93	16.39	21.05	43.02	42.62	35.53
Grade 5	2450.	2461.	2496.	5.95	16.09	21.67	25.00	21.84	26.67	25.00	17.24	26.67	44.05	44.83	25.00
Grade 6	2489.	2457.	2485.	8.96	3.37	11.83	19.40	15.73	26.88	35.82	34.83	25.81	35.82	46.07	35.48
All Grades	N/A	N/A	N/A	13.70	13.23	15.49	19.52	17.74	22.18	28.08	22.26	25.35	38.70	46.77	36.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.09	12.33	5.45	74.55	53.42	61.82	16.36	34.25	32.73
Grade 4	19.77	14.75	19.74	55.81	62.30	55.26	24.42	22.95	25.00
Grade 5	8.33	11.49	11.67	65.48	50.57	73.33	26.19	37.93	15.00
Grade 6	7.46	8.99	13.98	70.15	40.45	48.39	22.39	50.56	37.63
All Grades	11.64	11.61	13.38	65.41	50.65	58.10	22.95	37.74	28.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.73	9.59	3.64	52.73	41.10	36.36	34.55	49.32	60.00
Grade 4	13.95	8.20	14.47	45.35	59.02	44.74	40.70	32.79	40.79
Grade 5	5.95	12.64	16.67	54.76	52.87	65.00	39.29	34.48	18.33
Grade 6	11.94	2.25	10.75	38.81	37.08	45.16	49.25	60.67	44.09
All Grades	10.96	8.06	11.62	47.95	46.77	47.54	41.10	45.16	40.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.73	6.85	3.64	78.18	65.75	70.91	9.09	27.40	25.45
Grade 4	15.12	18.03	6.58	67.44	67.21	73.68	17.44	14.75	19.74
Grade 5	4.76	14.94	13.33	76.19	60.92	73.33	19.05	24.14	13.33
Grade 6	8.96	8.99	9.68	76.12	71.91	67.74	14.93	19.10	22.58
All Grades	10.27	11.94	8.45	73.97	66.45	71.13	15.75	21.61	20.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.27	10.96	7.27	74.55	56.16	65.45	18.18	32.88	27.27
Grade 4	16.28	14.75	19.74	60.47	65.57	67.11	23.26	19.67	13.16
Grade 5	8.33	14.94	21.67	65.48	56.32	55.00	26.19	28.74	23.33
Grade 6	16.42	6.74	15.05	73.13	67.42	54.84	10.45	25.84	30.11
All Grades	12.33	11.61	16.20	67.47	61.29	60.21	20.21	27.10	23.59

Conclusions based on this data:

1. In Overall English Language Arts, the Mean Scale Score increased from 22-23 to 23-24 in grades 4, 5, and 6. However, in 3rd grade it decreased by 13.6 points

2. In Writing, there was an increase of 3.56% in students Above Standard across all grades. However, both 3rd and 4th grades increased their percentage of students that were identified as Below Standard by 10.68% and 8.00% respectively.
3. In Reading, there was an increase of 1.75% in students Above Standard across all grades. The most notable cohort growth was for the students in 3rd grade in 22-23 and then 4th grade in 23-24. That student group showed an increase of 7.41% in students Above Standard.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	55	76	57	55	75	56	55	75	56	100.0	98.7	98.2
Grade 4	86	61	76	86	61	76	86	61	76	100.0	100.0	100
Grade 5	86	90	62	84	90	61	84	90	61	97.7	100.0	98.4
Grade 6	67	89	96	67	89	94	67	89	94	100.0	100.0	97.9
All Grades	294	316	291	292	315	287	292	315	287	99.3	99.7	98.6

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2409.	2396.	2387.	10.91	10.67	7.14	23.64	22.67	19.64	29.09	21.33	25.00	36.36	45.33	48.21
Grade 4	2437.	2447.	2454.	8.14	9.84	14.47	25.58	27.87	21.05	32.56	27.87	34.21	33.72	34.43	30.26
Grade 5	2437.	2444.	2479.	4.76	10.00	18.03	10.71	5.56	18.03	29.76	32.22	18.03	54.76	52.22	45.90
Grade 6	2458.	2429.	2465.	4.48	3.37	10.64	13.43	8.99	12.77	29.85	24.72	27.66	52.24	62.92	48.94
All Grades	N/A	N/A	N/A	6.85	8.25	12.54	18.15	14.92	17.42	30.48	26.67	26.83	44.52	50.16	43.21

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.55	8.00	7.14	49.09	49.33	42.86	36.36	42.67	50.00
Grade 4	8.14	9.84	14.47	53.49	49.18	47.37	38.37	40.98	38.16
Grade 5	4.76	7.78	14.75	48.81	42.22	45.90	46.43	50.00	39.34
Grade 6	2.99	4.49	10.64	43.28	30.34	40.43	53.73	65.17	48.94
All Grades	7.19	7.30	11.85	48.97	41.90	43.90	43.84	50.79	44.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.91	16.00	14.29	69.09	50.67	60.71	20.00	33.33	25.00
Grade 4	12.79	19.67	14.47	54.65	50.82	57.89	32.56	29.51	27.63
Grade 5	5.95	4.44	14.75	51.19	61.11	54.10	42.86	34.44	31.15
Grade 6	4.48	3.37	11.70	59.70	47.19	54.26	35.82	49.44	34.04
All Grades	8.56	9.84	13.59	57.53	52.70	56.45	33.90	37.46	29.97

Conclusions based on this data:

1. In Mathematics, the Mean Scale Score increased from 22-23 to 23-24 in grades 4, 5, and 6. However, in 3rd grade it decreased by 9 points
2. In Overall Mathematics Achievement, there was a 4.29% growth in students identified as Standards Exceeded with each each grade level cohort demonstrating an increase in students in Standards Exceeded.
3. Problem Solving & Modeling/Data Analysis saw a decrease in students across all grades being identified as Below Standard from 50.79% in 22-23 to 44.25% in 23-24. All grade levels decreased in Below Standard except for 3rd grade which saw an increase of 7.33%.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1424.6	1437.3	1414.7	1440.1	1449.0	1430.3	1388.5	1409.8	1378.3	32	23	46
1	1422.9	1448.1	1434.7	1444.4	1455.0	1446.9	1400.9	1440.8	1422.2	21	23	15
2	1465.0	1475.1	1473.4	1484.6	1486.6	1485.8	1445.1	1463.3	1460.5	25	21	29
3	1495.1	1468.2	1479.3	1489.7	1478.6	1482.6	1500.0	1457.3	1475.4	18	24	22
4	1510.1	1516.9	1517.0	1510.8	1514.2	1520.0	1508.9	1519.2	1513.5	40	20	23
5	1519.1	1509.9	1539.7	1520.6	1514.8	1530.5	1517.1	1504.4	1548.4	34	39	23
6	1544.2	1531.7	1526.6	1555.8	1536.4	1535.1	1532.3	1526.6	1517.6	16	33	39
All Grades										186	183	197

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	21.74	10.87	40.63	34.78	28.26	37.50	30.43	47.83	9.38	13.04	13.04	32	23	46
1	4.76	0.00	6.67	28.57	60.87	33.33	42.86	30.43	20.00	23.81	8.70	40.00	21	23	15
2	8.00	0.00	6.90	44.00	61.90	55.17	28.00	33.33	24.14	20.00	4.76	13.79	25	21	29
3	0.00	0.00	4.55	61.11	29.17	36.36	33.33	58.33	40.91	5.56	12.50	18.18	18	24	22
4	22.50	15.00	17.39	35.00	55.00	47.83	30.00	25.00	21.74	12.50	5.00	13.04	40	20	23
5	29.41	15.38	56.52	23.53	35.90	17.39	23.53	25.64	13.04	23.53	23.08	13.04	34	39	23
6	18.75	33.33	20.51	37.50	18.18	38.46	31.25	30.30	20.51	12.50	18.18	20.51	16	33	39
All Grades	15.59	13.66	17.26	37.10	39.89	36.55	31.72	32.79	28.93	15.59	13.66	17.26	186	183	197

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.75	21.74	17.39	50.00	47.83	36.96	25.00	21.74	30.43	6.25	8.70	15.22	32	23	46
1	19.05	17.39	20.00	28.57	47.83	26.67	38.10	26.09	33.33	14.29	8.70	20.00	21	23	15
2	16.00	28.57	31.03	60.00	47.62	51.72	20.00	23.81	3.45	4.00	0.00	13.79	25	21	29
3	5.56	25.00	27.27	83.33	50.00	40.91	11.11	16.67	22.73	0.00	8.33	9.09	18	24	22
4	37.50	50.00	43.48	45.00	40.00	43.48	10.00	5.00	8.70	7.50	5.00	4.35	40	20	23
5	47.06	35.90	60.87	26.47	43.59	26.09	11.76	7.69	0.00	14.71	12.82	13.04	34	39	23
6	56.25	42.42	43.59	18.75	27.27	28.21	18.75	21.21	12.82	6.25	9.09	15.38	16	33	39
All Grades	29.57	32.24	34.01	44.09	42.62	36.55	18.28	16.94	16.24	8.06	8.20	13.20	186	183	197

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.25	4.35	4.35	18.75	39.13	8.70	43.75	43.48	73.91	31.25	13.04	13.04	32	23	46
1	0.00	0.00	6.67	9.52	43.48	13.33	42.86	39.13	40.00	47.62	17.39	40.00	21	23	15
2	4.00	0.00	0.00	24.00	33.33	34.48	40.00	42.86	34.48	32.00	23.81	31.03	25	21	29
3	0.00	0.00	0.00	50.00	8.33	27.27	44.44	29.17	31.82	5.56	62.50	40.91	18	24	22
4	7.50	0.00	8.70	35.00	60.00	34.78	27.50	25.00	26.09	30.00	15.00	30.43	40	20	23
5	8.82	5.13	34.78	26.47	15.38	21.74	23.53	43.59	21.74	41.18	35.90	21.74	34	39	23
6	12.50	6.06	10.26	25.00	33.33	12.82	37.50	18.18	43.59	25.00	42.42	33.33	16	33	39
All Grades	5.91	2.73	8.63	26.88	31.15	20.30	35.48	34.43	43.15	31.72	31.69	27.92	186	183	197

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	30.43	17.39	65.63	60.87	69.57	9.38	8.70	13.04	32	23	46
1	33.33	52.17	20.00	57.14	43.48	60.00	9.52	4.35	20.00	21	23	15
2	24.00	42.86	27.59	76.00	57.14	58.62	0.00	0.00	13.79	25	21	29
3	11.11	20.83	31.82	77.78	54.17	40.91	11.11	25.00	27.27	18	24	22
4	40.00	35.00	39.13	52.50	60.00	52.17	7.50	5.00	8.70	40	20	23
5	17.65	12.82	43.48	58.82	64.10	43.48	23.53	23.08	13.04	34	39	23
6	18.75	30.30	28.21	62.50	57.58	48.72	18.75	12.12	23.08	16	33	39
All Grades	25.81	30.05	28.43	62.90	57.38	54.82	11.29	12.57	16.75	186	183	197

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.63	21.74	26.09	75.00	65.22	50.00	9.38	13.04	23.91	32	23	46
1	4.76	0.00	6.67	71.43	91.30	80.00	23.81	8.70	13.33	21	23	15
2	28.00	38.10	34.48	64.00	57.14	51.72	8.00	4.76	13.79	25	21	29
3	55.56	41.67	45.45	44.44	50.00	40.91	0.00	8.33	13.64	18	24	22
4	45.00	55.00	52.17	47.50	40.00	43.48	7.50	5.00	4.35	40	20	23
5	58.82	66.67	82.61	20.59	17.95	4.35	20.59	15.38	13.04	34	39	23
6	56.25	48.48	64.10	31.25	42.42	23.08	12.50	9.09	12.82	16	33	39
All Grades	37.63	41.53	45.18	50.54	48.63	40.10	11.83	9.84	14.72	186	183	197

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.25	4.35	2.17	75.00	78.26	80.43	18.75	17.39	17.39	32	23	46
1	0.00	17.39	20.00	38.10	52.17	33.33	61.90	30.43	46.67	21	23	15
2	4.00	0.00	0.00	68.00	76.19	65.52	28.00	23.81	34.48	25	21	29
3	0.00	0.00	0.00	77.78	20.83	59.09	22.22	79.17	40.91	18	24	22
4	15.00	5.00	8.70	47.50	80.00	47.83	37.50	15.00	43.48	40	20	23
5	11.76	5.13	30.43	41.18	51.28	43.48	47.06	43.59	26.09	34	39	23
6	25.00	12.12	12.82	31.25	36.36	41.03	43.75	51.52	46.15	16	33	39
All Grades	9.14	6.56	9.14	54.30	54.10	56.35	36.56	39.34	34.52	186	183	197

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.88	43.48	13.04	46.88	47.83	56.52	31.25	8.70	30.43	32	23	46
1	4.76	8.70	0.00	76.19	82.61	46.67	19.05	8.70	53.33	21	23	15
2	4.00	9.52	6.90	64.00	71.43	72.41	32.00	19.05	20.69	25	21	29
3	11.11	4.17	4.55	83.33	50.00	68.18	5.56	45.83	27.27	18	24	22
4	5.00	20.00	21.74	72.50	65.00	60.87	22.50	15.00	17.39	40	20	23
5	8.82	12.82	39.13	67.65	58.97	39.13	23.53	28.21	21.74	34	39	23
6	12.50	18.18	15.38	68.75	63.64	64.10	18.75	18.18	20.51	16	33	39
All Grades	9.68	16.39	14.72	67.20	62.30	59.39	23.12	21.31	25.89	186	183	197

Conclusions based on this data:

1. From 22-23 to 23-24, there was an increase of 16 students taking the ELPAC.

2. In the Reading Domain, the percentage of students that are "well developed" in all grades increased by 2.58% and in "somewhat/moderately" by 2.25% because of a decrease of students identified as "beginning" by 4.82%.
3. In the Writing Domain, the percentage of students that are "well developed" in all grades decreased by 1.67% and in "somewhat/moderately" by 2.91% resulting in an increase of students identified as "beginning" by 4.38%.

School and Student Performance Data

Student Population

The 2024 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.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
492	86.8%	39.6%	0.4%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	195	39.6%
Foster Youth	2	0.4%
Homeless	7	1.4%
Socioeconomically Disadvantaged	427	86.8%
Students with Disabilities	79	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.8%
American Indian	3	0.6%
Asian	5	1%
Filipino	9	1.8%
Hispanic	431	87.6%
Two or More Races	9	1.8%
Pacific Islander	0	0.0%
White	19	3.9%

Conclusions based on this data:

- 86.8% of Canyon Springs students are Socioeconomically Disadvantaged.

2. 39.6% of students are English Learners who attend Canyon Springs.

3. Canyon Springs has a 0.4% Foster student population.

School and Student Performance Data

Overall Performance






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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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Yellow</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Blue</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Green</p></div>		

Conclusions based on this data:

- The suspension rate at Canyon Springs is indicated as "Blue" on the California Dashboard. To maintain this positive marker, the school will continue positive behavior programs such as Capturing Kids' Hearts and Playworks.
- At Canyon Springs, the English Learner progress is indicated as "Green" on the California Dashboard. To continue the positive impact of designated ELD, Canyon Springs has identified a teacher as a Learning Support Teacher with a direct assignment to support English Learner students.

3. Chronic Absenteeism is indicated as "Yellow" 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

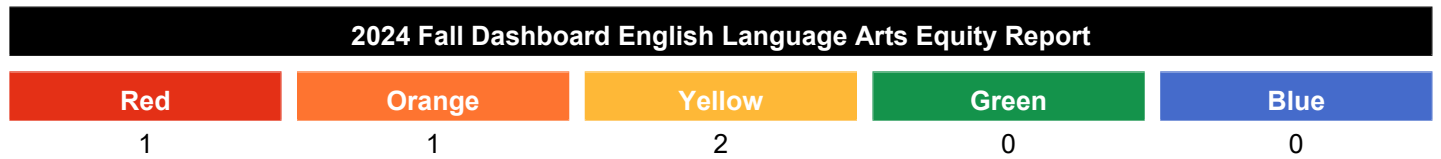
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>36.2 points below standard</div> <div>Increased 15.0 points</div> <div>274 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>73.4 points below standard</div> <div>Increased 3.1 points</div> <div>122 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>157.5 points below standard</div> <div>11 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>42.3 points below standard</div> <div>Increased 16.6 points</div> <div>238 Students</div>

Students with Disabilities  Red 105.8 points below standard Maintained 1.3 points 61 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 2 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Yellow 43.4 points below standard Increased 14.0 points 243 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

1. All students in ELA are performing at 36.2 points below standard. This is an increase of 15 points towards standard from 22-23 to 23-24.
2. Socioeconomically Disadvantaged students are performing at 42.3 points below standard, an increase of 16.6 points towards standard from 22-23 to 23-24. This is the largest increase of any identifiable subgroup at Canyon Springs in ELA.
3. Students with Disabilities are performing at 105.8 points below standard and maintained a performance band of 'Red' from 22-23 to 23-24.

School and Student Performance Data

Academic Performance Mathematics

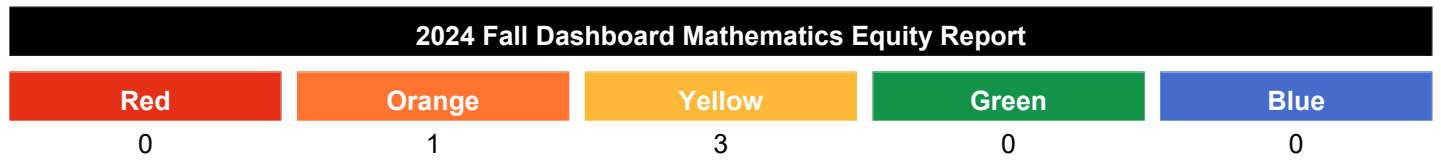
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>52.7 points below standard</div> <div>Increased 18.8 points</div> <div>275 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>82.1 points below standard</div> <div>Increased 12.3 points</div> <div>123 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>89.7 points below standard</div> <div>11 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>58.9 points below standard</div> <div>Increased 20.2 points</div> <div>239 Students</div>

Students with Disabilities  Orange 115.0 points below standard Increased 29.6 points 61 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 2 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Yellow 58.1 points below standard Increased 18.6 points 244 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

1. All students are scoring an average of 52.7 points below standard in Overall Mathematics proficiency on the California Dashboard, an increase of 18.8 points toward standard.
2. Socioeconomically Disadvantaged scored an average of 58.9 points below standard. This marks a 20.2 point increase towards standard from 22-23 to 23-24.
3. Students with Disabilities scored an average of 115.0 points below standard. This marks a 29.6 point increase towards standard from 22-23 to 23-24.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
52.1% making progress.	making progress.
Number Students: 140 Students	Number Students: 7 Students

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.

2024 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
15%	32.1%	5%	47.1%

Conclusions based on this data:

- 32.1% of English Learner students maintained ELPI Level 1, 2L, 2H, 3L, or 3H. 5% of English Learner students maintained an ELPI Level 4. 47.1% of English Learner students progressed at least one ELPI level.
- 52.1% of English Learners are making progress towards English language proficiency, an increase of 9.8% from 22-23 to 23-24.
- 15% of English Learner students decreased by one ELPI level. This is a decrease of students that Decreased One ELPI Level of 22%.

School and Student Performance Data

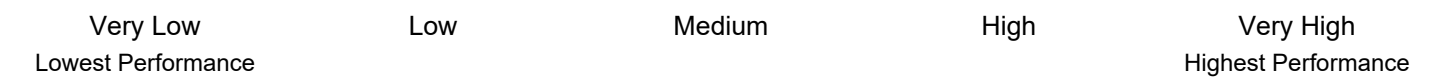
Academic Performance College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- Information does not apply to elementary schools.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>16.4% Chronically Absent</div> <div>Declined 5.7</div> <div>531 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>15% Chronically Absent</div> <div>Declined 2.1</div> <div>214 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>45.8% Chronically Absent</div> <div>0</div> <div>24 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>17.8% Chronically Absent</div> <div>Declined 5</div> <div>461 Students</div>

Students with Disabilities  Orange 26.5% Chronically Absent Declined 6 117 Students	African American  No Performance Color 29.4% Chronically Absent Declined 24.4 17 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Yellow 16.2% Chronically Absent Declined 4.4 463 Students
Two or More Races  No Performance Color 25% Chronically Absent Declined 2.3 12 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 4.8% Chronically Absent Declined 14 21 Students

Conclusions based on this data:

1. When looking at All Students at Canyon Springs, the Chronic Absenteeism rate is indicated as "Yellow" on the California Dashboard with 16.4%, a decrease of 5.7% from 22-23 to 23-24.
2. English Learners at Canyon Springs have a 15% Chronic Absenteeism rate. That is a 2.1% decrease from 22-23 to 23-24.
3. All identifiable subgroups showed a declination in Chronic Absenteeism rate from 22-23 to 23-24 with African American students showing the highest level of improvement with a 24.4% decrease from 22-23 to 23-24.

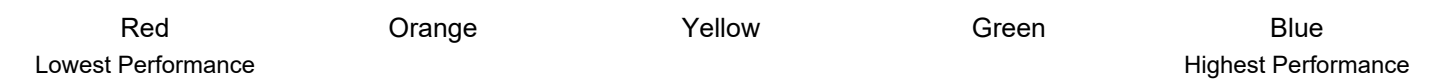
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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 students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- Information does not apply to elementary schools.

School and Student Performance Data

Conditions & Climate Suspension Rate

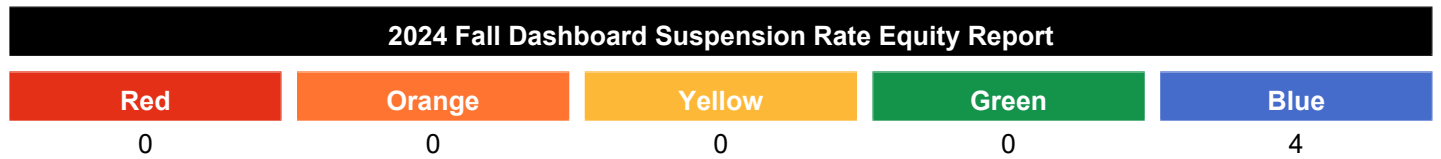
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 3.1%</div> <div>544 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 2.3%</div> <div>217 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>24 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 3.6%</div> <div>470 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Declined 1.7% 121 Students	African American  No Performance Color 0% suspended at least one day Declined 11.5% 18 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Blue 0% suspended at least one day Declined 2.7% 474 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Declined 2.9% 22 Students

Conclusions based on this data:

- 0% of all students were suspended at least one day during the 2023-2024 school year.
- All identifiable subgroups demonstrated a decline in suspension rates as the school had a 0% suspension rate.
- Canyon Springs is identified as being in the "Blue" performance band for suspension rate. To maintain this performance, work will continue with positive behavior programs such as School Site Social Workers, Capturing Kids' Hearts, PlayWorks and Second Step.

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.

As identified on the 2024 California Dashboard, the overall performance of all students at Canyon Springs in ELA was in the yellow color band at 36.2 points below standard. In looking at student groups, English Learners performed in the orange color band at 73.4 points below standard. Both Socioeconomically Disadvantaged students and Hispanic students performed in the yellow color band at 42.3 points below standard and 43.4 points below standard respectively. And, as identified previously, Students with Disabilities was the student group that performed two or more grade levels below the performance of all students. Students with Disabilities performed in the red color band and at 105.8 points below standard.

As identified on the 2024 California Dashboard, the overall performance of all students at Canyon Springs in Math was in the yellow color band at 52.7 points below standard. In looking at student groups, English Learners, Socioeconomically Disadvantaged students and Hispanic students all performed in the yellow color band as well. English Learners scored 82.1 points below standard, Socioeconomically Disadvantaged students scored 58.9 points below standard and Hispanic students scored 58.1 points below standard. Students with Disabilities performed one color band lower than all students by scoring 115 points below standard, placing this student group in the orange color band.

In ELA, in order to address the discrepancy in performance between the student group, Students with Disabilities, and the "all students" average performance, Canyon Springs has adjusted the school's master schedule to ensure that students with disabilities have routine access to grade level Tier I, Tier II, and Tier III instruction. Professional development in the PLC at Work process has begun and will continue for the teaching staff to hone and reflect upon instructional strategies and systems that target all students exact learning needs. These strategies are also planned in order to have an impact on the other student groups (English Learners, Socioeconomically Disadvantaged, and Hispanic students) performing below grade level expectations. These practices are also in place for Math, despite Student with Disabilities not performance two color bands below all students in mathematics.

During the 2023-2024 school year, the overall performance for all students in chronic absenteeism put Canyon Springs in the yellow color band with a rate of 16.4% of students exhibiting chronic absenteeism. In looking at specific students groups, English Learners were also in the yellow color band with a rate of 15%, Socioeconomically disadvantaged students were also in the yellow color band with a rate of 17.8% and Hispanic students were also in the yellow color band with a rate of 16.2% chronic absenteeism. The student group with the highest rate of chronic absenteeism was Students with Disabilities with a rate of 26.5% and in the orange color band.

There have also been consistent efforts made to decrease the overall chronic absenteeism rate. At the conclusion of the 2023-2024 school year, there was not a student group that performed two or more color bands below the overall performance in chronic absenteeism. Thus, school efforts to improve attendance are first directed at all students through Tier I approaches such as attendance goal setting, school wide attendance campaigns and promotions and using positive behavior programs in order to build relationships. When necessary, Tier II and Tier III efforts, such as attendance conferences with administration, attendance contracts and more, are put in place to support any student demonstrating a need. A positive change in supporting school attendance during the 2024-2025 school year was in the creation of a Logistics Leadership team which acted as a task force directly supporting positive behavior engagement and attendance.

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 2023-2024, student performance was 36.2 points below standard level. This placed Canyon Springs in the yellow color band.	In 2024-2025, student proficiency will increase by 32 points toward standard level in order to move Canyon Springs to the green color band.
Mathematics	In 2023-2024, student performance was 52.7 points below standard level. This placed Canyon Springs in the yellow color band.	In 2024-2025, student proficiency will increase by 34 points toward standard level in order to move Canyon Springs to the green color band.

Chronic Absenteeism	In 2023-2024, 16.4% of students in grades TK-6th were considered Federally Chronically Absent. This placed Canyon Springs in the yellow color band.	In 2024-2025, student chronic absenteeism will decrease by 7% in order to move Canyon Springs to the green color band.
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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 21,000.00 LCFF-Base 4000-4999: Books And Supplies Materials and Supplies for Classrooms
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 15,500.00 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 100.00 LCFF-Base 4000-4999: Books And Supplies 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 162.72 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 Foster Income	Learning Youth, (EL), Low	18285.70 LCFF- Supplemental 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 6785.82 LCFF- Supplemental 3000-3999: Employee Benefits Bilingual Office Assistant 4/32 hrs. 1700.00 LCFF-Base 4000-4999: Books And Supplies Office Supplies 67.28 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 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.	Low Income and Students with Disabilities		0 District Funded 1000-1999: Certificated Personnel Salaries District Office/Principal
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 Foster Income	Learning Youth, (EL), Low	0 District Funded 5000-5999: Services And Other Operating Expenditures Transportation
1.19				

Annual Review

SPSA Year Reviewed: 2024-25

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 refinement and implementation of the academic system with protected and targeted tiered instruction was successful. Additionally, effective practices to support and positively reward attendance were successfully implemented.

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

In working towards the English Language Arts, Mathematics, and attendance goals, Canyon Springs was presented with impactful professional development opportunities that were unexpected when developing and outlining the steps in the SPSA. In order to take advantage of these professional development opportunities, Canyon Springs developed multiple leadership teams that would then focus directly on specific goals as outlines in the SPSA. Specifically, the Instructional Leadership Team took part in conferences and professional development that targeted the academic program across the campus. Then, the Logistics Leadership Team took part in professional development and worked collaboratively to address areas chronic absenteeism and Tier I behavior instruction. These implemented practices were a targeted Tier 1 approach to improving school attendance before the request for Tier II and Tier III attendance supports. . This year we were also able to expand the ELOP tutoring programs to include not just ELPAC preparation, but also overall support of literacy and mathematics.

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 and Tier II small group instruction to improve student outcomes. Teachers are looking at formative assessment data and i-Ready pathways/diagnostic results to inform and drive grade level instruction. The focus on current achievement and Tier 1/Tier II grade level instruction results in goals marked as 'increased significantly' as indicated on the 5x5 grid report of the California Dashboard in both ELA and Mathematics.

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.

As identified on the 2024 California Dashboard, the overall performance of all students at Canyon Springs in ELA was in the yellow color band at 36.2 points below standard. In looking at student groups, English Learners performed in the orange color band at 73.4 points below standard. Both Socioeconomically Disadvantaged students and Hispanic students performed in the yellow color band at 42.3 points below standard and 43.4 points below standard respectively. And, as identified previously, Students with Disabilities was the student group that performed two or more grade levels below the performance of all students. Students with Disabilities performed in the red color band and at 105.8 points below standard.

As identified on the 2024 California Dashboard, the overall performance of all students at Canyon Springs in Math was in the yellow color band at 52.7 points below standard. In looking at student groups, English Learners, Socioeconomically Disadvantaged students and Hispanic students all performed in the yellow color band as well. English Learners scored 82.1 points below standard, Socioeconomically Disadvantaged students scored 58.9 points below standard and Hispanic students scored 58.1 points below standard. Students with Disabilities performed one color band lower than all students by scoring 115 points below standard, placing this student group in the orange color band.

In ELA, in order to address the discrepancy in performance between the student group, Students with Disabilities, and the "all students" average performance, Canyon Springs has adjusted the school's master schedule to ensure that students with disabilities have routine access to grade level Tier I, Tier II, and Tier III instruction. Professional development in the PLC at Work process has begun and will continue for the teaching staff to hone and reflect upon instructional strategies and systems that target all students exact learning needs. These strategies are also planned in order to have an impact on the other student groups (English Learners, Socioeconomically Disadvantaged, and Hispanic students) performing below grade level expectations. These practices are also in place for Math, despite Student with Disabilities not performance two color bands below all students in mathematics.

Based upon the 2023-2024 ELPAC assessment, 52.1% of English Learners at Canyon Springs demonstrated progress by increasing at least one level or maintaining a level 4. This demonstrated an improvement of 9.8% from 2022-2023. This assessment partnered with a grade level proficiency performance on the state assessments in ELA or a local measure led to the 11% reclassification rate. In order to improve the reclassification rate, Canyon Springs continues to implement practices targeting student performance on the ELPAC, such as ELOP tutoring, targeted designated ELD instruction, and goal setting with students. During the 2024-2025 school year, Canyon Springs developed the Emergent Bilingual Leadership Team designed to target and support the school's English Learner population. A first priority for the EBLT is to identify the essential ELD standards in each grade level that align with the essential grade level standards being guaranteed for each student. Additionally, to improve the reclassification rate, Canyon Springs will improve Tier I, Tier II and Tier III instructional practices through the aforementioned professional development in the PLC at Work processes.

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 2023-2024, student performance was 36.2 points below standard level. This placed Canyon Springs in the yellow color band.	In 2024-2025, student proficiency will increase by 32 points toward standard level in order to move Canyon Springs to the green color band.
Math	In 2023-2024, student performance was 52.7 points below standard level. This placed Canyon Springs in the yellow color band.	In 2024-2025, student proficiency will increase by 34 points toward standard level in order to move Canyon Springs to the green color band.
ELD	In 2024-2025, the reclassification rate for EL students was 11%.	In 2025-2026, the reclassification rate for EL students will increase to 25%.

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
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	0 District Funded None Specified Supplies and Materials
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 during and outside the school day in order to support mastery of grade level standards.	English Learning (EL), Foster Youth, Low Income	4500.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Grade Level Collaboration Extra Duty 8350.00 Title I 1000-1999: Certificated Personnel Salaries Leadership Extra hours / Subs for collaboration 191.98 Title I 3000-3999: Employee Benefits Leadership Extra hours / Subs for collaboration

			3000.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Leadership Extra hours / Subs for collaboration 712.80 LCFF-Base 3000-3999: Employee Benefits Leadership Extra Hours / Subs for collaboration benefits 1069.20 LCFF-Base 3000-3999: Employee Benefits Grade Level Collaboration Extra Duty Benefits 808.00 Title I 1000-1999: Certificated Personnel Salaries Teacher subs for collaboration 5068.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Teacher Collaboration / Leadership / PD Meetings 1204.15 LCFF- Supplemental 3000-3999: Employee Benefits Teacher Collaboration / Leadership / PD Meetings - 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 18720.00 Title I 1000-1999: Certificated Personnel Salaries Summer PD for Teachers 8000.00 Title I 5000-5999: Services And Other Operating Expenditures Professional Development Conferences 7500.00 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development Conferences 500.00 LCFF- Supplemental

			5000-5999: Services And Other Operating Expenditures CABE Membership
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
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	0 District Funded None Specified TOSAs
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	63000.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher 20770.00 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	English Learning (EL), Foster Youth, Low Income	0 LCFF- Supplemental None Specified Tech Assistants

	income students in the use of technology to meet grade level standards.		
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 Support Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learning (EL), Foster Youth, Low Income	0 District Funded 1000-1999: Certificated Personnel Salaries LST Teachers
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: 2024-25

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 refinement and implementation of the academic system with protected and targeted tiered instruction was successful. Additionally, the protected designated ELD blocks maintained and directly supported the goal for English Learner growth.

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

In working towards the English Language Arts, Mathematics, and ELD goals, Canyon Springs was presented with impactful professional development opportunities that were unexpected when developing and outlining the steps in the SPSA. In order to take advantage of these professional development opportunities, Canyon Springs developed multiple leadership teams that would then focus directly on specific goals as outlines in the SPSA. Specifically, the Instructional Leadership Team took part in conferences and professional development that targeted the academic program across the campus. And, the Emergent Bilingual Leadership Team identified specific areas of ELD instruction and family support for the English Learners and then took part in professional development targeted directly at those needs. This year we were also able to expand the ELOP tutoring programs to include not just ELPAC preparation, but also overall support of literacy and mathematics.

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 2025-2026 school year, the instructional focus will continue to be on the identified essential standards within each grade level. These standards were selected based on a criteria that guarantees their viability throughout that academic year and readies all students for success in the next grade level. Scheduling will be designed and further tightened to protect the rigorous, on-grade level instruction for all students. Throughout the 2024-2025 school year, Canyon Springs invested in purchasing reusable supplemental standards-based and intervention materials. During the 2025-2026 school

year, the planned spending focus will shift from supplies to professional development in order to invest in practices and systems to partner with the purchased materials.

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 100% 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 increased 4 to 12. Canyon Springs has 50 cleared volunteers. This is based on our student enrollment of 492 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 2024-2025, Canyon Springs was able to reach 100% of Parents via ParentSquare.	In 2024-2025, Canyon Springs Office will work to maintain accurate records in order to maintain 100% of families via ParentSquare.
Parent Involvement	In 2024-2025, Canyon Springs had approximately 15 active Parent PTA volunteers out of 492 students. At ELAC meetings, for the 2024-2025 school year, the average number of parents in attendance was 12 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
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	English Learners (EL), 0 Low Income	LCFF- Supplemental None Specified Office Staff Support

	removes barriers from students accessing their educational program.		
3.2	Canyon Springs will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learners (EL)	0 LCFF- Supplemental None Specified Translation Services 1500.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Additional Translation Services 126.15 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
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: 2024-25

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 2024-2025 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.

During the 2024-2025 school year, ELAC meetings were changed to be held in the evenings and run as family events. There was no need for childcare services as students and siblings were invited to participate.

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 2025-2026 school, in an effort to continually increase participation and support families, ELAC meetings will be held in the evenings in combination with family engagement activities.

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 2024-2025 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. Additionally, for the 2024-2025 school year, Canyon Springs recalibrated playground expectations and procedures through explicit training and guidance from PlayWorks. We will continue to collect baseline data to analyze and support the emotional and behavioral needs of students. 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 Social Workers are currently seeing students as needed, identified by classroom teachers, families and administration through the referral process.

Additionally, during the 2024-2025 school year, Canyon Springs continued 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.

The suspension rate for the 2023-2024 school year placed Canyon Springs in the blue color band. In order to maintain this performance, Canyon Springs prioritized Tier I positive behavior and SEL instruction. Additionally, as a task of the Logistics Leadership Team and their attention to student engagement, student-friendly rubrics were created for student, family and teacher use when setting goals, reporting performance and providing instruction on both social and academic student behaviors.

During the 2023-2024 school year, the overall performance for all students in chronic absenteeism put Canyon Springs in the yellow color band with a rate of 16.4% of students exhibiting chronic absenteeism. In looking at specific students groups, English Learners were also in the yellow color band with a rate of 15%, Socioeconomically disadvantaged students were also in the yellow color band with a rate of 17.8% and Hispanic students were also in the yellow color band with a rate of 16.2% chronic absenteeism. The student group with the highest rate of chronic absenteeism was Students with Disabilities with a rate of 26.5% and in the orange color band.

There have also been consistent efforts made to decrease the overall chronic absenteeism rate. At the conclusion of the 2023-2024 school year, there was not a student group that performed two or more color bands below the overall performance in chronic absenteeism. Thus, school efforts to improve attendance are first directed at all students through Tier I approaches such as attendance goal setting, school wide attendance campaigns and promotions and using positive behavior programs in order to build relationships. When necessary, Tier II and Tier III efforts, such as attendance conferences with administration, attendance contracts and more, are put in place to support any student demonstrating a need. A positive change in supporting school attendance during the 2024-2025 school year was in the creation of a Logistics Leadership team which acted as a task force directly supporting positive behavior engagement and attendance.

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 2023-2024, 16.4% of students in grades TK-6th were considered Federally Chronically Absent.	In 2024-2025, student chronic absenteeism will decrease by 7%.
Suspension Rate	In 2023-2024, Canyon Springs had 0 suspensions.	In 2024-2025, Canyon Springs will maintain a suspension color band of green or blue.
Parent Involvement	In 2024-2025, Canyon Springs had approximately 15 active Parent PTA volunteers out of 492 students. At ELAC meetings, for the 2024-2025 school year, the average number of parents in attendance was 12 parents.	In 2025-2026, parent Involvement for PTA volunteers will increase by 10 parents volunteering. In 2025-2026, 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 95699.14 Title I 1000-1999: Certificated Personnel Salaries Social Worker 48547.86 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 500.00 LCFF-Base 2000-2999: Classified Personnel Salaries Noon Supervisor Meetings & 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: 2024-25

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 continued implementation of 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 were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals in Goal 4 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 training was provided for the school's recess team. Additionally, the Logistics Leadership Team took part in the Process Champions training offered by Capturing Kids' Hearts which was also supported by the district's offering of CKH 1 Training.

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	\$354,368.80
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	\$180,316.98

Subtotal of additional federal funds included for this school: \$180,316.98

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	\$40,969.82
LCFF-Base	\$49,312.00
Prop 28	\$83,770.00

Subtotal of state or local funds included for this school: \$174,051.82

Total of federal, state, and/or local funds for this school: \$354,368.80

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	49312.00	0.00
LCFF- Supplemental	40969.82	0.00
Title I	180316.98	0.00
PTA	0	0.00
Prop 28	83770.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	40,969.82
LCFF-Base	49,312.00
Prop 28	83,770.00
Title I	180,316.98

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	199,145.14
2000-2999: Classified Personnel Salaries	21,085.70
3000-3999: Employee Benefits	79,475.24
4000-4999: Books And Supplies	38,662.72
5000-5999: Services And Other Operating Expenditures	16,000.00
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	5,068.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	19,785.70
3000-3999: Employee Benefits	LCFF- Supplemental	8,116.12
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental	8,000.00
None Specified	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	7,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	1,300.00
3000-3999: Employee Benefits	LCFF-Base	1,849.28
4000-4999: Books And Supplies	LCFF-Base	38,662.72
1000-1999: Certificated Personnel Salaries	Prop 28	63,000.00
3000-3999: Employee Benefits	Prop 28	20,770.00
1000-1999: Certificated Personnel Salaries	Title I	123,577.14
3000-3999: Employee Benefits	Title I	48,739.84
5000-5999: Services And Other Operating Expenditures	Title I	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,601.52
Goal 2	143,394.13
Goal 3	1,626.15
Goal 4	144,747.00

School Site Council Membership

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

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

Name of Members	Role
Matt Gilpin	Principal
Noemi Sosa	Parent or Community Member
Fanny Guevara	Parent or Community Member
Gregoria Luna	Parent or Community Member
Cynthia Troche	Other School Staff
Veronica Walker	Other School Staff
Jesseca Tobin	Classroom Teacher
Deana Broulliard	Parent or Community Member
Lynette Vermeulen	Other School Staff
Beth Garcia	Parent or Community Member
Crisinda Ismail	Classroom Teacher
Lorena De Jesus	Parent or Community Member

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 5/19/2025



SSC Chairperson, Lynette Vermeulen on 5/19/2025

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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