



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Canyon Springs Community School	19-65045	4/27/2023	6/14/2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Canyon Springs Community School has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 Dashboard due to Students with Disabilities receiving the lowest status level.

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

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

Canyon Springs Community School staff and parents utilize a shared leadership framework to ensure decisions are made considering the perspectives of all, while the work of school improvement is lifted by many. Each grade level team is building capacity to analyze and monitor school-wide data to inform goals and strategies as well as monitor progress. A strong commitment to

relationships (between parents, students, and staff) remains at the heart of our school improvement efforts impacting climate, student learning and community engagement. We will continue to focus on increasing the rigor and effectiveness of differentiated core instruction (Tier I) for reading and math. In addition, we will continue to make data-driven decisions for our Tier II and Tier III supports for students needing additional intervention in reading, math, and English Language Development. We will monitor the effectiveness by measuring the fidelity of each specific intervention we employ. These academic areas of focus will be combined with our continued focus on tiered supports for behavior and social-emotional learning. The goals and strategies in SPSA align directly with district LCAP goals (increasing student achievement and providing necessary supports for the academic and social-emotional success of our English Learners).

Canyon Springs Community School is located in a suburban area in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. We serve students in grades TK-6 following a traditional calendar. At the beginning of the 2022-2023 school year, 530 students were enrolled with 47.1% English Language Learners, 85.5% qualifying for free and reduced lunch, and a 13.3% Special Education population. The campus is located in an existing housing tract about one quarter mile from the local junior high school and one mile from the local high school. The school gets its name from the numerous canyons and springs that dominated the area prior to a relative explosion in population during the last 30 years. A visit to Canyon Springs reveals an environment where high expectations, positive morale, dedication to the highest quality education, and a sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students. Canyon Springs staff and parents believe children are society's most valuable resource. At Canyon Springs School, students are given equal opportunities to acquire a comprehensive education that enhances their ability to become productive citizens. We encourage children to succeed by creating a secure learning climate that values self-worth and celebrates diversity. Our ultimate goal is to prepare our students to become life-long learners and to have the opportunity to be leaders of a 21st century society built on communication and technology. Canyon Springs students are "Running on the Road to Success!"

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. This year, due to school closures from Covid-19, survey information included feedback on distance learning, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding of ways to support families during this time of remote teaching.

Classroom Observations

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

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms. During remote teaching, classroom observations include participation in teachers' scheduled live teaching sessions.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

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

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

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

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

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

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs. For the 2023-2024 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based on the school closures due to Covid-19. Before the 2023-2024 school year started, teachers participated in 32 hours of virtual professional development. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

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

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Educational Program Coordinators, and one Teacher on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being a critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

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

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2022-2023 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These virtual opportunities include virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

Teaching and Learning

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

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.

After the release of the report "Addressing Unfinished Learning After Covid-19" by the Council of Great City Schools (June 2020), the District's Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2022-2023 academic school year. During AdCo meeting and PD sessions, the team focused on three of the principles contained in the report: 1). Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled "2020-2021 Priority Instructional Content in English-Language Arts and Mathematics" to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

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

The school implements the recommended number of minutes per day for Reading Language Arts and Mathematics. With the implementation of the California Common Core State Standards, teachers integrate subject matters to make learning applicable and support students with being college and career ready. Classroom schedules are provided to the principal at the beginning of each school year. Additionally, classroom programs are communicated to parents at Back to School Night.

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

The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

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

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

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

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

Opportunity and Equal Educational Access

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

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

Evidence-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Engagement

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

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

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

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through School Site Council. School Site Council establishes, plans, and reviews the School Plan for Student Achievement annually. Additionally, the principal (or designee) provides information and elicits input from parents during English Language Advisory (ELAC) meetings, PTA meetings, and general school-information meetings.

Funding

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

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Some sites receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input from parents, students and staff through LCAP surveys 2022-2023 school year.
Input from teachers and staff April 26, 2023 at PD Wednesday Staff Meeting.
Input from parents in ELAC meeting on May 16, 2023.
Input from School Site Council on March 30, 2023 and April 20, 2023.
Input from students via student survey on ideas to improve school instruction and climate.
Input from School Site Council/Passed at School Site Council April 27, 2023

Resource Inequities

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

Empowering, rigorous content: During the pandemic, many students have experienced unfinished learning. As we enter the third year of in-person learning, it is vital to prioritize rigorous education. By delivering rigorous and engaging instruction tailored to individual needs, we can effectively challenge and support students on their learning. For students who need to bridge the learning gaps, rigorous content and instruction are even more essential. Offering challenging and comprehensive material will ensure they receive the necessary academic rigor to overcome the effects of the pandemic. This approach not only accelerates their progress but also fosters confidence and motivation in their learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	57	74	83
Grade 1	62	64	62
Grade 2	60	73	60
Grade3	85	60	77
Grade 4	80	87	61
Grade 5	65	92	91
Grade 6	79	73	89
Total Enrollment	488	523	523

Conclusions based on this data:

1. The enrollment in kindergarten increased in 2021-2022 by 17 students, whereas there were 57 students enrolled in kindergarten in 2020-2021. The enrollment in 3rd grade declined in 2021-2022 by 25 students. 3rd grade showed the most significant decline in enrollment when comparing 2020-2021 to 2021-2022 school years. 5th grade showed an increase in 2021-2022 by 27 students.
2. Canyon Springs overall enrollment returned to above baseline in 2021-2022. The total enrollment increased by 20 students from the 2019-2020 school year.
3. The Hispanic/Latino population remains the largest subgroup at Canyon Springs Community School, making up over 85% of the student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	198	204	197	40.60%	39.0%	37.7%
Fluent English Proficient (FEP)	55	54	40	11.30%	10.3%	7.6%
Reclassified Fluent English Proficient (RFEP)	17	10	15	8.6%	1.9%	2.9%

Conclusions based on this data:

1. The total number of students who are classified as English Learners in 2022-2023 is 197. This is a decrease of 7 English Learners from 2021-2022. 204 students at Canyon Springs were classified as English Learners in 2021-2022, whereas 197 students were classified as English Learners in 2022-2023.
2. Fluent English Proficient students dropped slightly 2021-2022 from 11.3% and 10.3%.
3. The number of RFEP students has remained steady from 2019-2020 through 2021-2022 at 17 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	55		0	55		0	55		0.0	100.0	
Grade 4	81	86		0	86		0	86		0.0	100.0	
Grade 5	64	86		0	84		0	84		0.0	97.7	
Grade 6	72	67		0	67		0	67		0.0	100.0	
All Grades	300	294		0	292		0	292		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2412.			14.55			23.64			34.55			27.27	
Grade 4		2437.			24.42			11.63			20.93			43.02	
Grade 5		2450.			5.95			25.00			25.00			44.05	
Grade 6		2489.			8.96			19.40			35.82			35.82	
All Grades	N/A	N/A	N/A		13.70			19.52			28.08			38.70	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.09			74.55			16.36	
Grade 4		19.77			55.81			24.42	
Grade 5		8.33			65.48			26.19	
Grade 6		7.46			70.15			22.39	
All Grades		11.64			65.41			22.95	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.73			52.73			34.55	
Grade 4		13.95			45.35			40.70	
Grade 5		5.95			54.76			39.29	
Grade 6		11.94			38.81			49.25	
All Grades		10.96			47.95			41.10	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.73			78.18			9.09	
Grade 4		15.12			67.44			17.44	
Grade 5		4.76			76.19			19.05	
Grade 6		8.96			76.12			14.93	
All Grades		10.27			73.97			15.75	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.27			74.55			18.18	
Grade 4		16.28			60.47			23.26	
Grade 5		8.33			65.48			26.19	
Grade 6		16.42			73.13			10.45	
All Grades		12.33			67.47			20.21	

Conclusions based on this data:

1. When looking at the overall achievement for all students, the percent of students in standard exceeded and standard met is 33.2%, this is a decline of 16.5% since 2020-2021. However, 28% of students Nearly Met overall achievement. This decline is noted significantly in the 5th and 6th grade. In 5th grade during 21/22, 30.9% of students "met or exceeded" standard. In 6th grade during 21/22, 28.3% of students "met or exceeded" standard. However, in 3rd grade, 38.1% of students "met or exceeded" standard and in 4th grade, 36% of students "met or exceeded" standard. The data shows the significant impact of the school closures when looking at the 5th and 6th grade data. In 5th grade, during 18/19 50.5% "met or exceeded" standard which is a 19.6% decline in 21/22. In 6th grade, during 18/19 54.2% of students "met or exceeded standard" which is a 25.9% decline from 18/19.
2. The Listening Claim has the fewest percentage of students above standard at 10.2%. However, the Research/Inquiry Claim has the most students above standard with 12.3% of students.
3. In Reading, 11.6% of students scored "above" standard, whereas 65.4% scored "at or near" standard. In Writing, 10.9% of students scored "above" standard, whereas 47.9% scored "at or near" standard. In Listening, 10.2% of students scored "above" standard, whereas 73.9% scored "at or near". In Research/Inquiry, 12.3% of students scored "above" standard, whereas 67.4% of students scored "at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	55		0	55		0	55		0.0	100.0	
Grade 4	81	86		0	86		0	86		0.0	100.0	
Grade 5	64	86		0	84		0	84		0.0	97.7	
Grade 6	72	67		0	67		0	67		0.0	100.0	
All Grades	300	294		0	292		0	292		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2409.			10.91			23.64			29.09			36.36	
Grade 4		2437.			8.14			25.58			32.56			33.72	
Grade 5		2437.			4.76			10.71			29.76			54.76	
Grade 6		2458.			4.48			13.43			29.85			52.24	
All Grades	N/A	N/A	N/A		6.85			18.15			30.48			44.52	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.36			47.27			36.36	
Grade 4		11.63			47.67			40.70	
Grade 5		3.57			36.90			59.52	
Grade 6		5.97			44.78			49.25	
All Grades		8.90			43.84			47.26	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.55			49.09			36.36	
Grade 4		8.14			53.49			38.37	
Grade 5		4.76			48.81			46.43	
Grade 6		2.99			43.28			53.73	
All Grades		7.19			48.97			43.84	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.91			69.09			20.00	
Grade 4		12.79			54.65			32.56	
Grade 5		5.95			51.19			42.86	
Grade 6		4.48			59.70			35.82	
All Grades		8.56			57.53			33.90	

Conclusions based on this data:

1. When looking at the overall achievement for all students, the percent of students who "met or exceeded" standard in 21/22 is 18.1%. This is a decline of 17.9% from 18/19.
2. When looking at overall students who are "at or nearly met" standard, 30.48% of these students showed an increase of 1% from 18/19.
3. The most significant drop in scores can be reflected in 5th and 6th grade. In the Concepts/Procedures claim, 5th grade students who were "above" standard in 18/19 dropped by 18.5% in 21/22. In 6th grade, students dropped in the "above" standard range by 11.2% in 21/22. However, in 5th grade in 21/22, 5% of students increased in "at or nearly met" and 10.5% of 6th grade students increased in "at or nearly" met in 21/22. In the Problem Solving & Modeling/Data Analysis claim for all grades, 7.1% of students scored "above" standard which is a 7.8% decline from 18/19. However, 48.9% of students scored "at or near" standard which is a 2.3% increase. In the Communicating Reasoning claim in all grades, 8.56% of students scored "above" standard which is a 5.8% decrease. However, 8% of students increased in the "at or nearly met" standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1397.3	1424.6		1408.0	1440.1		1372.2	1388.5		26	32	
1	1435.8	1422.9		1461.9	1444.4		1409.1	1400.9		22	21	
2	1478.1	1465.0		1487.8	1484.6		1467.8	1445.1		18	25	
3	1488.5	1495.1		1492.2	1489.7		1484.2	1500.0		40	18	
4	1488.2	1510.1		1485.3	1510.8		1490.5	1508.9		38	40	
5	1484.0	1519.1		1487.8	1520.6		1479.6	1517.1		18	34	
6	1517.2	1544.2		1522.5	1555.8		1511.3	1532.3		24	16	
All Grades										186	186	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	12.50		34.62	40.63		34.62	37.50		15.38	9.38		26	32	
1	4.55	4.76		31.82	28.57		31.82	42.86		31.82	23.81		22	21	
2	5.56	8.00		61.11	44.00		22.22	28.00		11.11	20.00		18	25	
3	10.00	0.00		35.00	61.11		42.50	33.33		12.50	5.56		40	18	
4	7.89	22.50		36.84	35.00		26.32	30.00		28.95	12.50		38	40	
5	11.11	29.41		38.89	23.53		16.67	23.53		33.33	23.53		18	34	
6	20.83	18.75		25.00	37.50		37.50	31.25		16.67	12.50		24	16	
All Grades	10.75	15.59		36.56	37.10		31.72	31.72		20.97	15.59		186	186	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	18.75		34.62	50.00		30.77	25.00		19.23	6.25		26	32	
1	27.27	19.05		36.36	28.57		36.36	38.10		0.00	14.29		22	21	
2	27.78	16.00		55.56	60.00		16.67	20.00		0.00	4.00		18	25	
3	27.50	5.56		45.00	83.33		22.50	11.11		5.00	0.00		40	18	
4	15.79	37.50		42.11	45.00		26.32	10.00		15.79	7.50		38	40	
5	16.67	47.06		50.00	26.47		11.11	11.76		22.22	14.71		18	34	
6	25.00	56.25		45.83	18.75		8.33	18.75		20.83	6.25		24	16	
All Grades	22.04	29.57		43.55	44.09		22.58	18.28		11.83	8.06		186	186	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	6.25		7.69	18.75		57.69	43.75		19.23	31.25		26	32	
1	0.00	0.00		13.64	9.52		31.82	42.86		54.55	47.62		22	21	
2	11.11	4.00		38.89	24.00		27.78	40.00		22.22	32.00		18	25	
3	5.00	0.00		20.00	50.00		45.00	44.44		30.00	5.56		40	18	
4	0.00	7.50		23.68	35.00		28.95	27.50		47.37	30.00		38	40	
5	5.56	8.82		27.78	26.47		33.33	23.53		33.33	41.18		18	34	
6	8.33	12.50		20.83	25.00		25.00	37.50		45.83	25.00		24	16	
All Grades	5.91	5.91		20.97	26.88		36.56	35.48		36.56	31.72		186	186	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	25.00		57.69	65.63		19.23	9.38		26	32	
1	27.27	33.33		72.73	57.14		0.00	9.52		22	21	
2	38.89	24.00		61.11	76.00		0.00	0.00		18	25	
3	40.00	11.11		47.50	77.78		12.50	11.11		40	18	
4	34.21	40.00		52.63	52.50		13.16	7.50		38	40	
5	11.11	17.65		61.11	58.82		27.78	23.53		18	34	
6	20.83	18.75		45.83	62.50		33.33	18.75		24	16	
All Grades	29.57	25.81		55.38	62.90		15.05	11.29		186	186	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	15.63		57.69	75.00		26.92	9.38		26	32	
1	13.64	4.76		72.73	71.43		13.64	23.81		22	21	
2	27.78	28.00		66.67	64.00		5.56	8.00		18	25	
3	40.00	55.56		52.50	44.44		7.50	0.00		40	18	
4	28.95	45.00		52.63	47.50		18.42	7.50		38	40	
5	44.44	58.82		38.89	20.59		16.67	20.59		18	34	
6	58.33	56.25		33.33	31.25		8.33	12.50		24	16	
All Grades	32.80	37.63		53.23	50.54		13.98	11.83		186	186	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85	6.25		76.92	75.00		19.23	18.75		26	32	
1	9.09	0.00		31.82	38.10		59.09	61.90		22	21	
2	22.22	4.00		55.56	68.00		22.22	28.00		18	25	
3	7.50	0.00		45.00	77.78		47.50	22.22		40	18	
4	5.26	15.00		47.37	47.50		47.37	37.50		38	40	
5	11.11	11.76		50.00	41.18		38.89	47.06		18	34	
6	16.67	25.00		12.50	31.25		70.83	43.75		24	16	
All Grades	9.68	9.14		45.70	54.30		44.62	36.56		186	186	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.23	21.88		34.62	46.88		46.15	31.25		26	32	
1	0.00	4.76		45.45	76.19		54.55	19.05		22	21	
2	5.56	4.00		66.67	64.00		27.78	32.00		18	25	
3	7.50	11.11		70.00	83.33		22.50	5.56		40	18	
4	0.00	5.00		73.68	72.50		26.32	22.50		38	40	
5	11.11	8.82		50.00	67.65		38.89	23.53		18	34	
6	12.50	12.50		75.00	68.75		12.50	18.75		24	16	
All Grades	7.53	9.68		61.29	67.20		31.18	23.12		186	186	

Conclusions based on this data:

1. In comparing the last two school years, the number of students who took the ELPAC exam remained the same with 186 students tested.

2. In all grades in the Writing Domain, students have Somewhat/Moderately increased by 6% overall. K - increased by 12.6%. 1st - increased by 30.7%. 2nd - decreased by 2.67%. 3rd - increased by 13.3%. 4th - decreased by 1.1%. 5th - increased by 17.6%. 6th - decreased by 6.2%.
3. In looking at each grade level overall Performing at Level 4, 15.5% of students are performing at Level 4, an increase of 4.8%. In Level 3, 37.1% of students are performing at Level 3, an increase of .6%. In Level 2, 31.7% of students are performing at Level 2, with a 0% change. At Level 1, 15.9% of students are performing at Level 1, which is a 5.4% decrease.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
523	75.9	39.0	0.2
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	204	39.0
Foster Youth	1	0.2
Homeless	4	0.8
Socioeconomically Disadvantaged	397	75.9
Students with Disabilities	83	15.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.3
American Indian	1	0.2
Asian	6	1.1
Filipino	13	2.5
Hispanic	450	86.0
Two or More Races	6	1.1
Pacific Islander		
White	30	5.7

Conclusions based on this data:

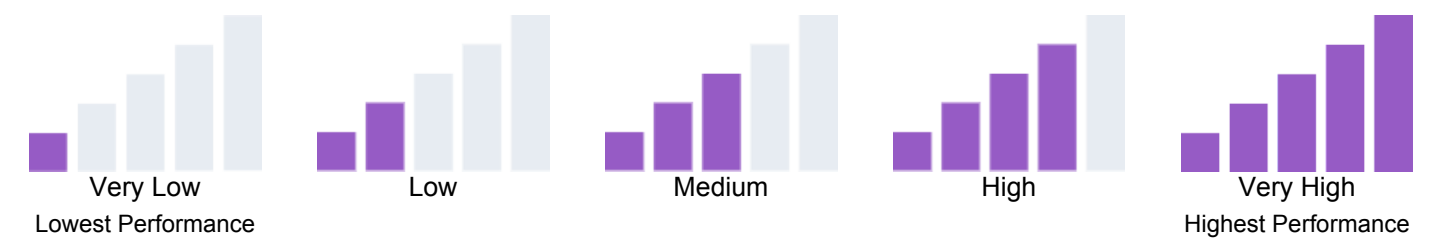
1. 75.9% of Canyon Springs students are Socioeconomically Disadvantaged.
2. 39% of students are English Learners who attend Canyon Springs.
3. Canyon Springs has a .2% Foster student population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Low</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>High</div>		

Conclusions based on this data:

- The suspension rate at Canyon Springs falls Low on the California Dashboard.
- At Canyon Springs, the English Learner progress falls in the High category on the California Dashboard.

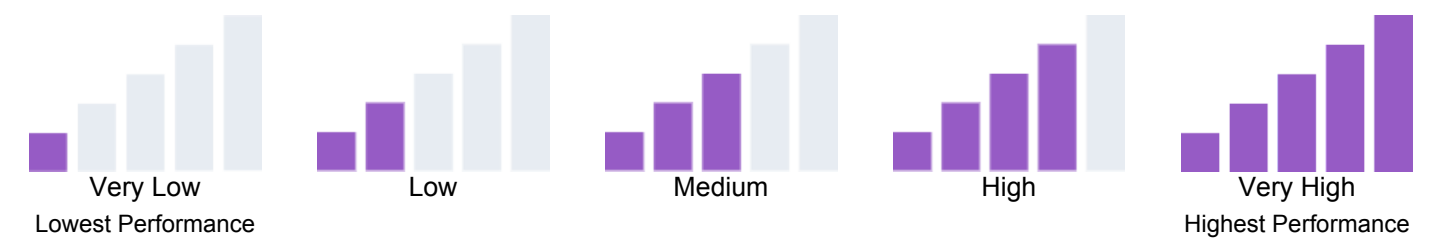
3. ELA and Math continue to be an area of need for improvement at Canyon Springs considering the Dashboard reflects both subjects to be Low on the California Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



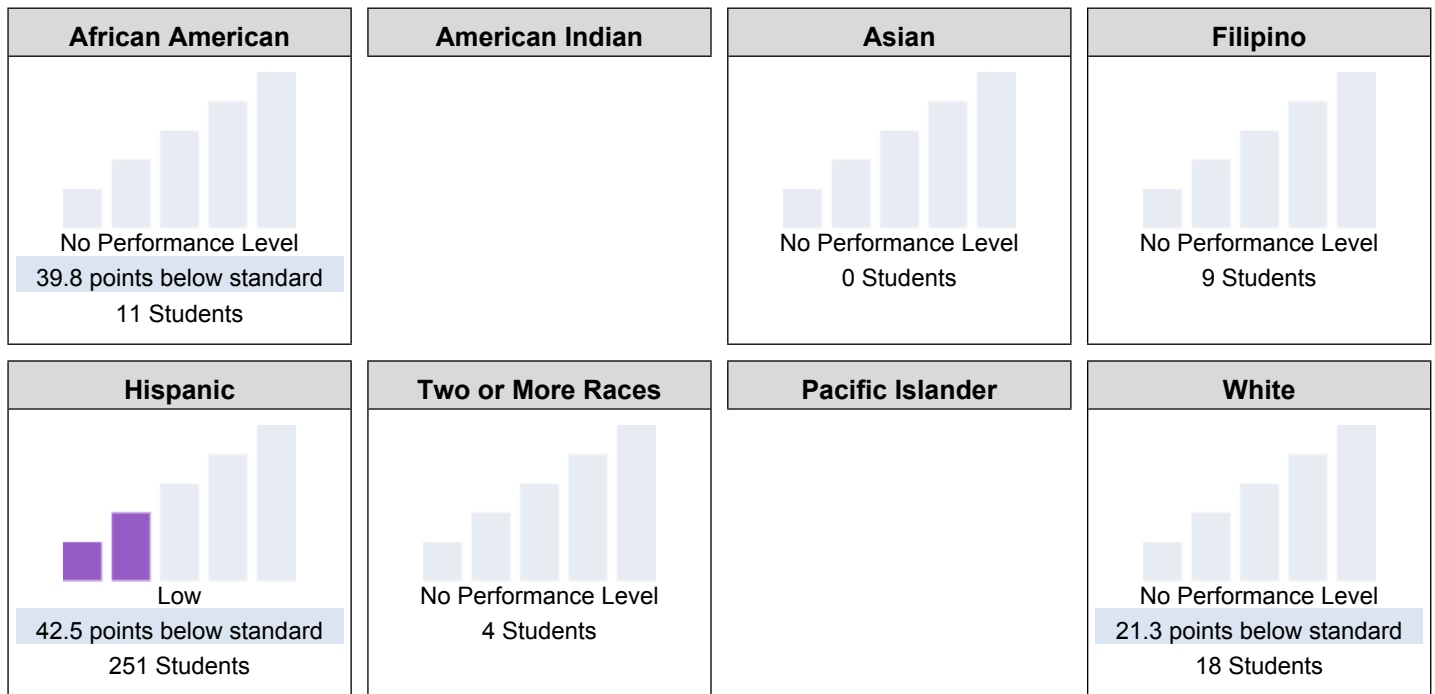
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>38.1 points below standard</p> <p>293 Students</p>	<p>Low</p> <p>56.8 points below standard</p> <p>147 Students</p>	<p>No Performance Level</p> <p>2 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>3 Students</p>	<p>Low</p> <p>45.5 points below standard</p> <p>238 Students</p>	<p>Very Low</p> <p>97.9 points below standard</p> <p>63 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.4 points below standard 109 Students	19.4 points above standard 38 Students	16.2 points below standard 137 Students

Conclusions based on this data:

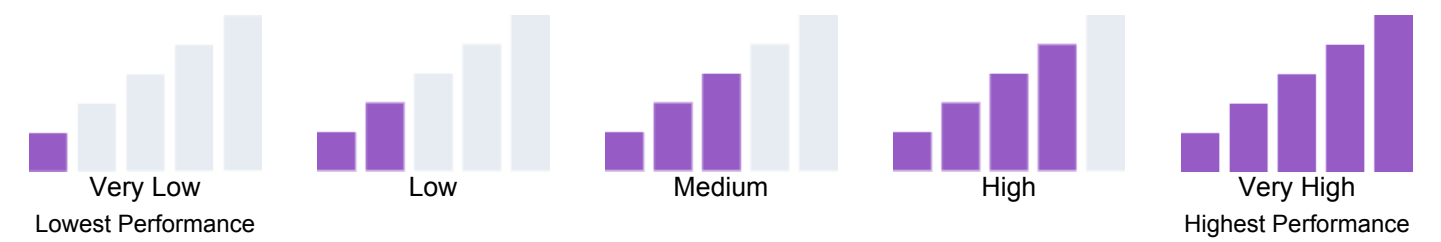
1. All students in ELA are performing at 38.1 points below standard.
2. Reclassified English Learners scored 19.4 points above standard.
3. English Only students scored 56.8 points below standard on the California Dashboard.

School and Student Performance Data

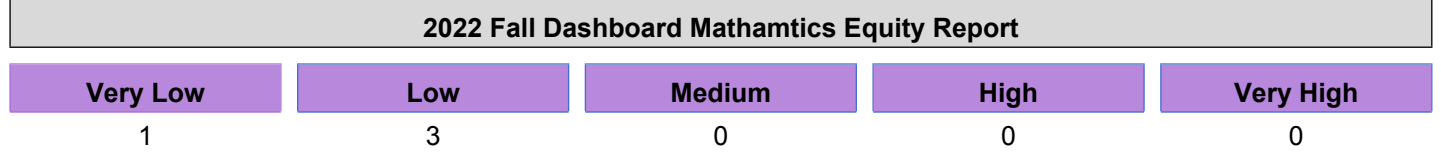
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

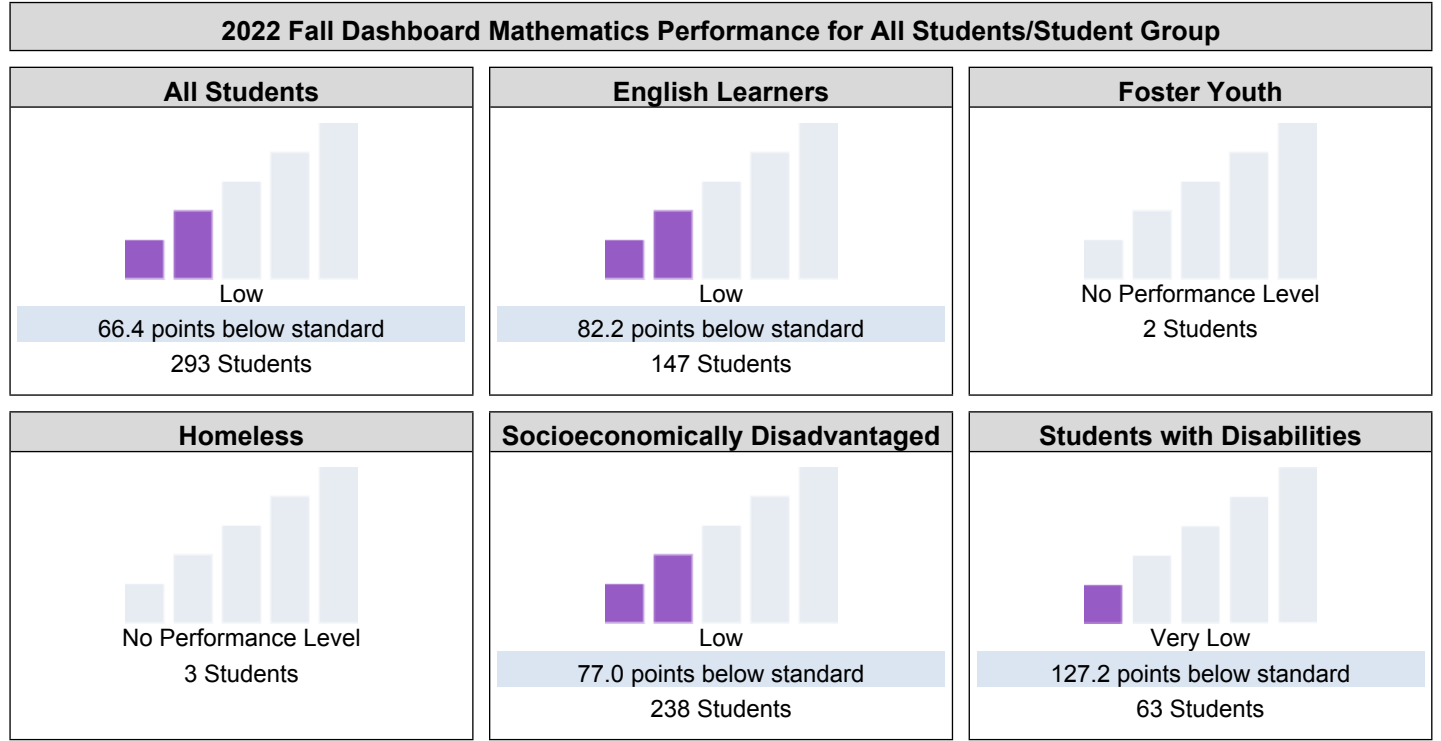
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



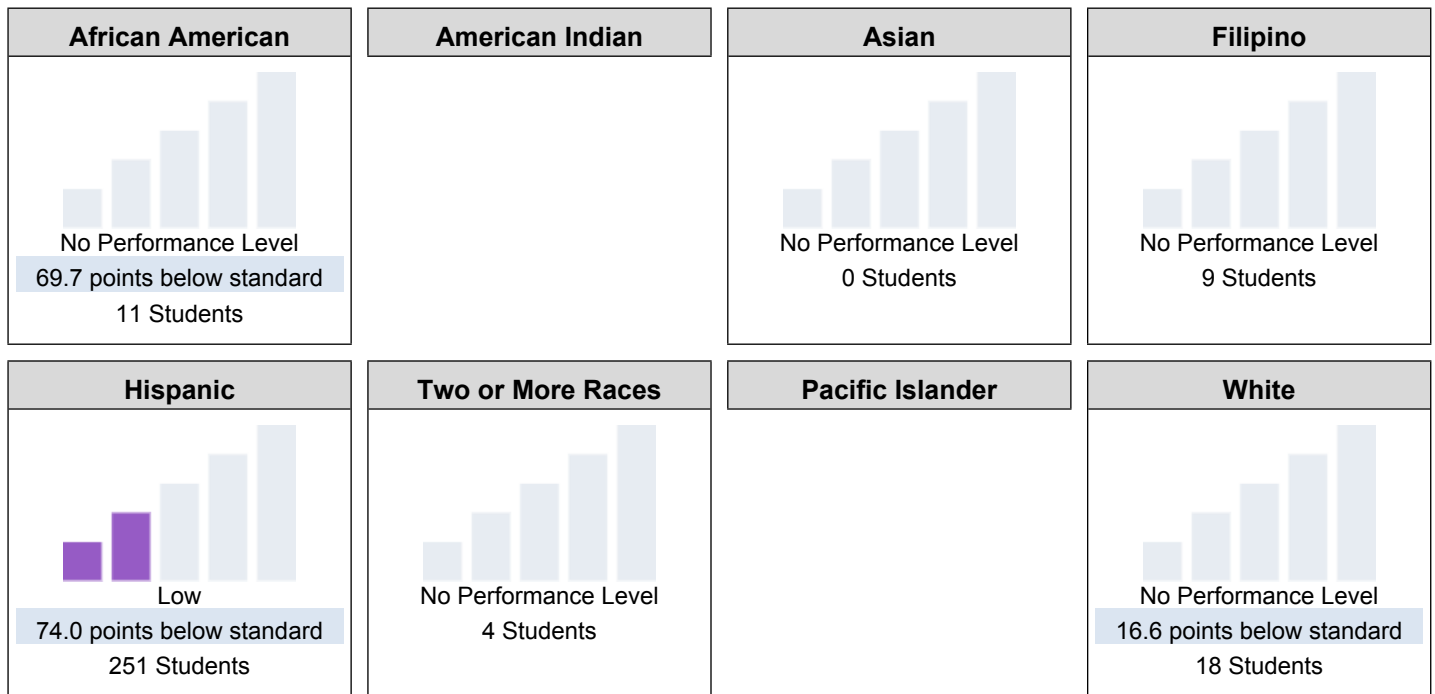
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.1 points below standard 109 Students	13.6 points below standard 38 Students	48.1 points below standard 137 Students

Conclusions based on this data:

1. All students are working 66.4 points below standard in Mathematics on the California Dashboard.
2. Reclassified English Learners scored 13.6 points below standard on the California Dashboard.
3. English only students scored 48.1 points below standard on the California Dashboard.

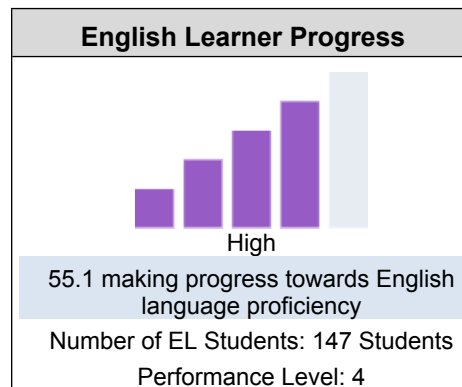
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
16.3%	28.6%	0.7%	54.4%

Conclusions based on this data:

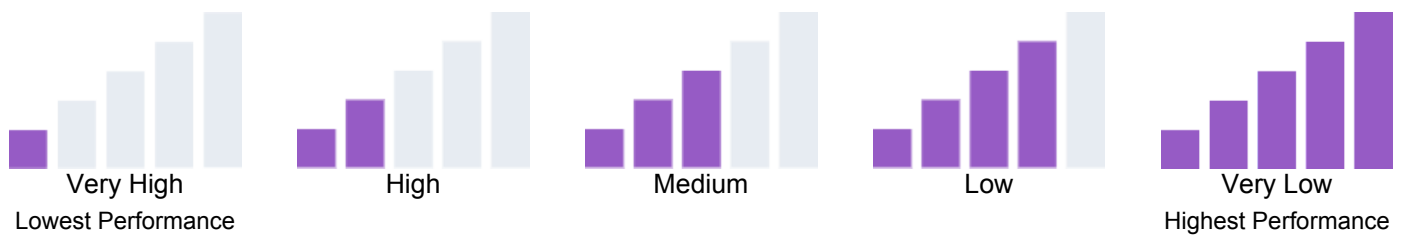
- 28.6% of English Learners maintained ELPI Level 1, 2L, 2H, 3L, or 3H.
- 55.1% of English Learners are making progress towards English language proficiency.
- 0.7% of English Learners maintained ELPI Level 4, while 54.4% of English Learners progressed at least one ELPI level.

School and Student Performance Data

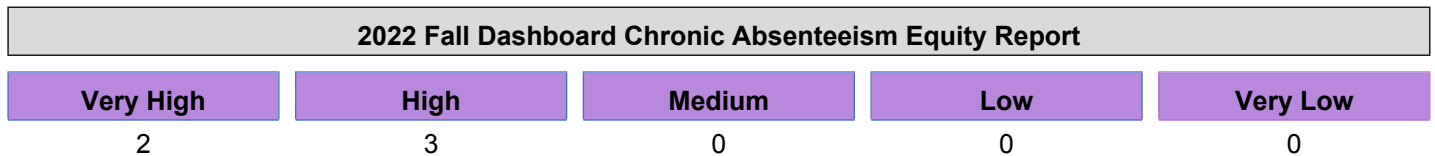
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

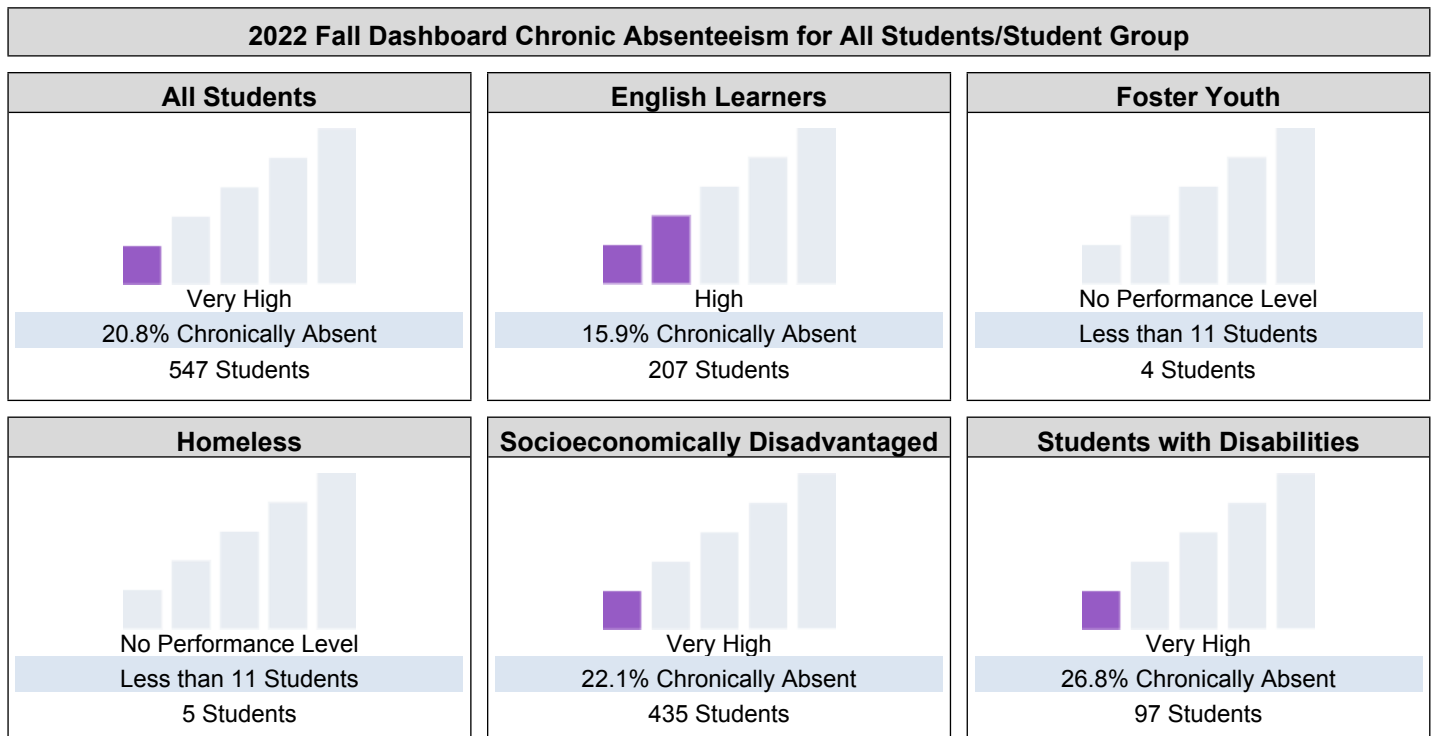
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



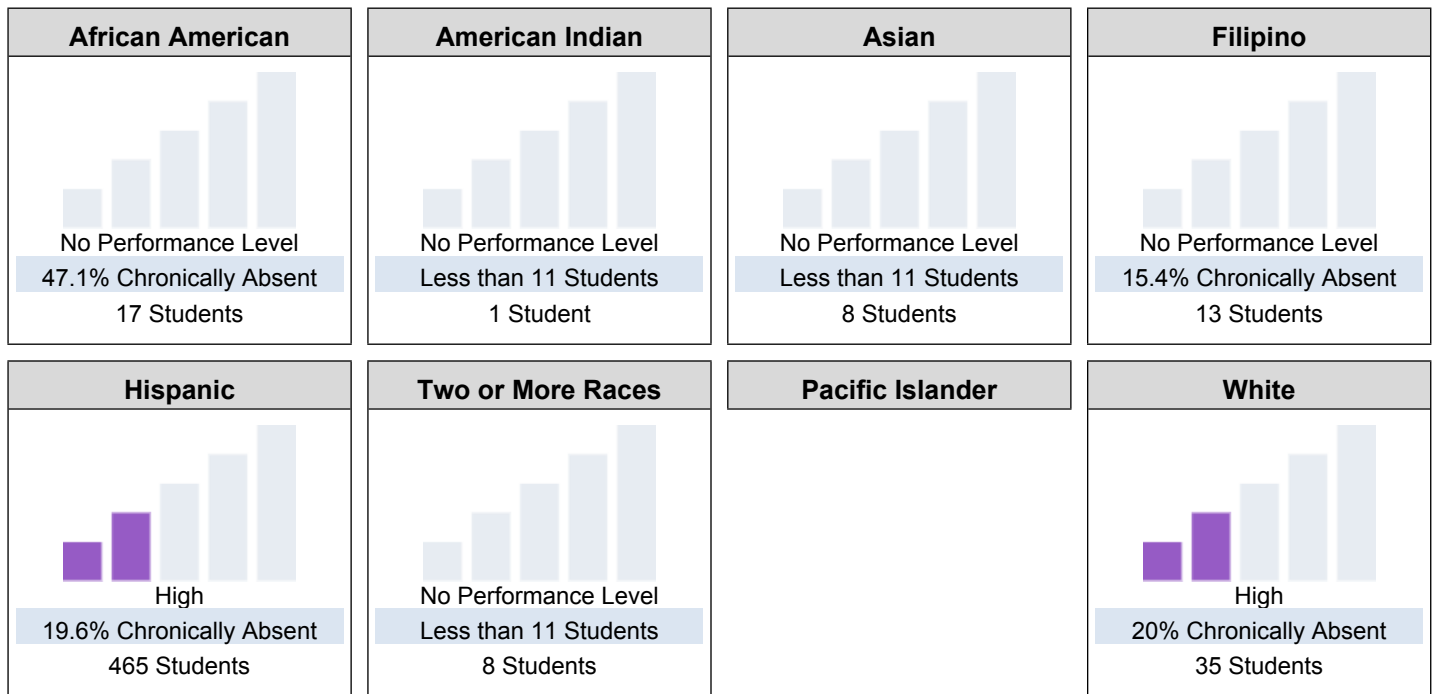
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. All students at Canyon Springs are Very High on the California Dashboard with 20.8% of students Chronically Absent.
2. English Learners at Canyon Springs are High on the California Dashboard with 15.9% of English Learners Chronically Absent.
3. Socioeconomically Disadvantaged students are Very High on the California Dashboard with 22.1% being Chronically Absent. Hispanic students are High on the California Dashboard with 19.6% being Chronically Absent.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

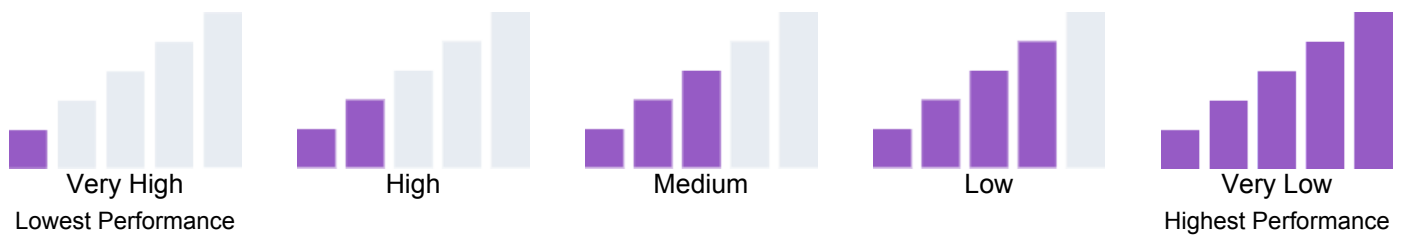
1. NA
2. NA
3. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



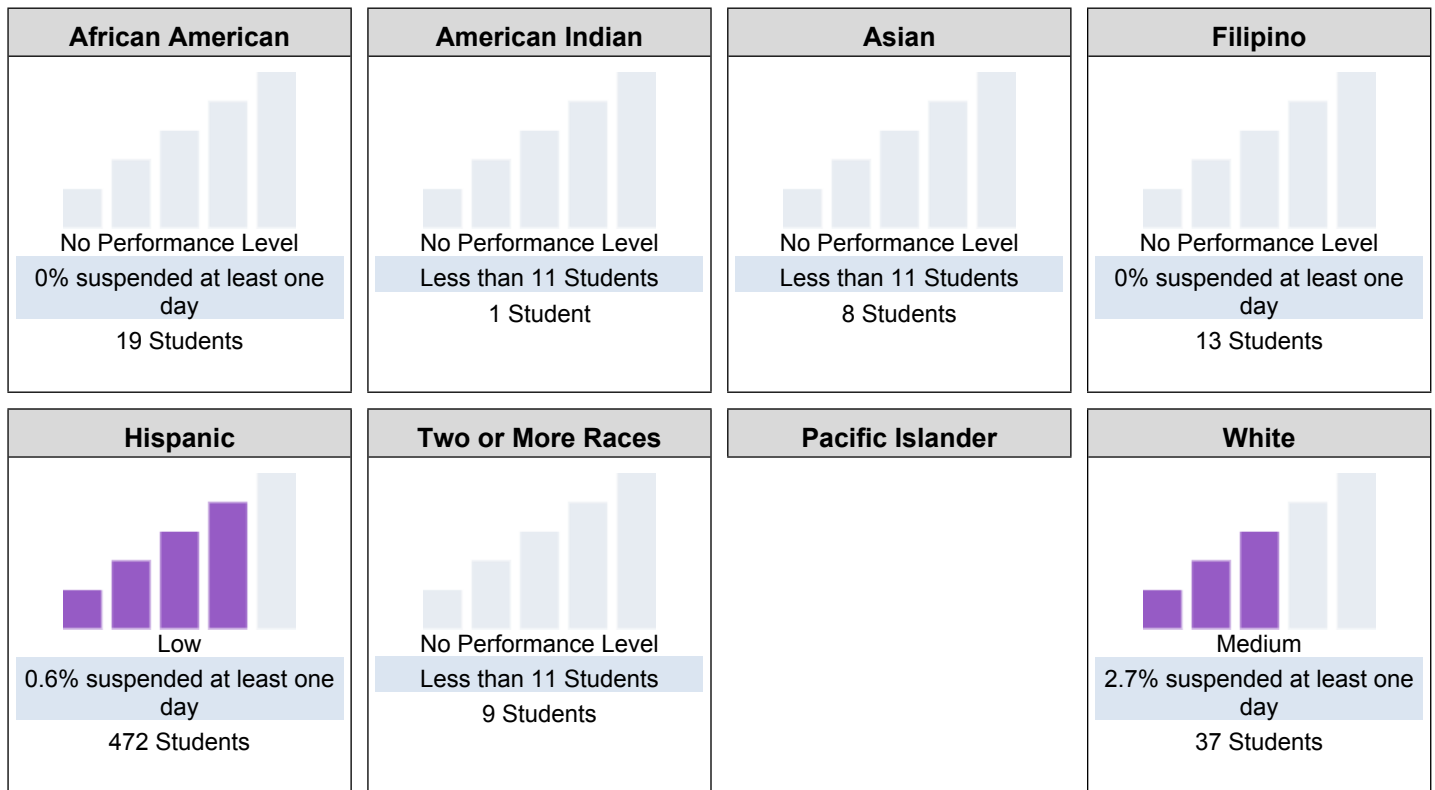
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	1	1	1	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Low 0.7% suspended at least one day 559 Students	English Learners Very Low 0.5% suspended at least one day 211 Students	Foster Youth No Performance Level Less than 11 Students 4 Students
Homeless No Performance Level Less than 11 Students 5 Students	Socioeconomically Disadvantaged Very Low 0.5% suspended at least one day 442 Students	Students with Disabilities High 4% suspended at least one day 101 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. 3 subgroups (Hispanic, Socioeconomically Disadvantaged, and English Learners) are Low or Very Low on the California Dashboard suspension rate.
2. Out of 559 students, .7% of students were suspended, falling in the Low range on the California Dashboard.
3. White students had a suspension rate of 2.7%, which is in the Medium category on the California Dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Effective teaching and administration

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

When looking at the overall achievement for all students in English Language Arts, the percent of students in "standard exceeded" and "standard met" is 33.2%, this is a decline of 16.5% from 2020-2021. However, 28% of students "nearly met" overall achievement. This decline is noted significantly in the 5th and 6th grade. In 5th grade during 21/22, 30.9% of students "met or exceeded" standard. In 6th grade during 21/22, 28.3% of students "met or exceeded" standard. However, in 3rd grade, 38.1% of students "met or exceeded" standard and in 4th grade, 36% of students "met or exceeded" standard. The data shows the significant impact of the school closures when looking at the 5th and 6th grade data. In 5th grade, during 18/19 50.5% "met or exceeded" standard which is a 19.6% decline in 21/22. In 6th grade, during 18/19 54.2% of students "met or exceeded standard" which is a 25.9% decline from 18/19.

In Reading, 11.6% of students scored "above" standard, whereas 65.4% scored "at or near" standard. In Writing, 10.9% of students scored "above" standard, whereas 47.9% scored "at or near" standard. In Listening, 10.2% of students scored "above" standard, whereas 73.9% scored "at or near". In Research/Inquiry, 12.3% of students scored "above" standard, whereas 67.4% of students scored "at or near standard".

When looking at the overall achievement in mathematics for all students, the percent of students who "met or exceeded" standard in 21/22 is 18.1%. This is a decline of 17.9% from 18/19. When looking at overall students who are "at or nearly met" standard, 30.48% of these students showed an increase of 1% from 18/19. The most significant drop in scores can be reflected in 5th and 6th grade. In the Concepts/Procedures claim, 5th grade students who were "above" standard in 18/19 dropped by 18.5% in 21/22. In 6th grade, students dropped in the "above" standard range by 11.2% in 21/22. However, in 5th grade in 21/22, 5% of students increased in "at or nearly met" and 10.5% of 6th grade students increased in "at or nearly" met in 21/22. In the Problem Solving & Modeling/Data Analysis claim for all grades, 7.1% of students scored "above" standard which is a 7.8% decline from 18/19. However, 48.9% of students scored "at or near" standard which is a 2.3% increase. In the Communicating Reasoning claim in all grades, 8.56% of students scored "above" standard which is a 5.8% decrease. However, 8% of students increased in the "at or nearly met" standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2021-2022, 33.2% of students in grades 3rd-6th were proficient in Language Arts based on the CAASPP data.	In 2022-2023, student proficiency will increase by 5%.
Mathematics	In 2021-2022, 18.1% of students in grades 3rd-6th were proficient in Math based on the CAASPP data.	In 2022-2023, student proficiency will increase by 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Work with District Office personnel to recruit and retain highly qualified staff using the District's evaluation procedures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Recruitment/District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Work with District Office to provide current CA State approved textbooks and materials in core subject areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Text Books/District Funded
16,493.30	LCFF-Base 4000-4999: Books And Supplies Subject Areas
1501.27	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Materials/Core Subject Areas
6079.92	Title I 4000-4999: Books And Supplies Materials/Classroom Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement a maintenance plan to repair and maintain facilities and play areas to support students' learning in safe and secure facilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17,483.00	LCFF-Base 4000-4999: Books And Supplies Custodial Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain noon supervisors to support all students' safety and supervision.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,358.80

Source(s)

LCFF-Base
2000-2999: Classified Personnel Salaries
Additional Noon Supervision

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Canyon Springs will conduct safety drills to support safety for all students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200.00

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Health Office Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Canyon Springs will engage families of low income, homeless, and Foster Youth students by regularly monitoring attendance and providing families with resources to remove barriers and allow parents to communicate and engage with school staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

28,038.27

Source(s)

LCFF- Supplemental/Concentration
2000-2999: Classified Personnel Salaries
Office Assistant 4.32 hrs./Support
Communication/Monitor Attendance

100.00

LCFF-Base
4000-4999: Books And Supplies
Postage

2,735.80

LCFF-Base

	2000-2999: Classified Personnel Salaries Additional Office Support
500.00	LCFF-Base 4000-4999: Books And Supplies Office Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Unduplicated Students

Strategy/Activity

Transportation will be provided to and from Canyon Springs Community School for unduplicated student populations living outside allowable zones to walk to school, to remove barriers from accessing their educational program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries District Office/Principal

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will participate in 3 days of Professional Development during the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries District Office/Principal

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation of the strategies/activities in Goal 1 and the overall effectiveness of the strategies/activities to achieve the articulated goal in Goal 1 have been successfully implemented during the 22/23 school year, specifically with the utilization of the support staff mentioned in this goal to support families and students (office assistant/instructional aides).

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

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

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

The goal to increase student achievement remains the same. The annual measurable goal is to increase student achievement by 5%. The data used to measure student growth will be CAASPP data, comparing results from 21/22 school year with 22/23 school year results.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Proficiency in Reading/Language Arts
Proficiency in Math
Proficiency for High Priority Students

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

When looking at the 2022 CAASPP data, the percent of students in ELA that "standard exceeded" and "standard met" is 33.2%. 28% of students are "at or nearly met" overall achievement. When looking at the overall achievement in mathematics for all students, the percent of students who "met or exceeded" standard is 18.1%. 30.48% of students are "at or nearly met" standard.

The total enrollment at Canyon Springs is 523 students. Of the 528 students enrolled, 192 of the students are English Learners (36%).

Based on the high need of students needing Tier 2 and Tier 3 intervention, targeted Intervention will be provided through the school-wide RtI program and our Learning Support Teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2021-2022, 28% of students qualified for Tier 2 intervention and 38.8% of students qualified for Tier 3 intervention support in English Language Arts.	In 2022-2023, the percentage of students needing Tier 2 & 3 intervention in Language Arts will decrease by 10%.
Math	In 2021-2022, 30.48% of students qualified for Tier 2 instruction and 51.42% of students qualified for Tier 3 intervention support in Math.	In 2022-2023, the percentage of students needing Tier 2 & 3 intervention in Math will decrease by 10%.
ELD	In 2021-2022, 11 students were Reclassified.	In 2022-2023, reclassifications will increase by 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development and extra duty will be provided for teachers to address academic and social/emotional needs focused on differentiation, use of multiple modalities, ways to utilize technology, specifically for English Learners, Low Income students, and Foster Youth. Teacher - Extra Hours (Data Review & Analysis/Data digs after School/Planning)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

729.60

Source(s)

LCFF-Base
1000-1999: Certificated Personnel Salaries
Professional
Development/Trainings/Technology Support

4,000.00

Title I
1000-1999: Certificated Personnel Salaries
Professional Development/Trainings/EL/Low
Income/Foster Youth

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Canyon Springs will purchase materials for the Orton-Gillingham resource support center and for the Learning Support Teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Title I
4000-4999: Books And Supplies
Principal/Teachers/LST/OG

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Teachers

Strategy/Activity

Provide Professional Development for all teachers in Orton-Gillingham.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Principal/Teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide additional language support to students new to the country using Benchmark Hello.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Teachers/Students

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Canyon Springs will provide California State standards based materials for English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

Title I
4000-4999: Books And Supplies
ELD Materials/Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Canyon Springs will address the social emotional learning of all students by hiring a full time school based counselor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
TOSA 100% Social Worker/School Based
Counselor

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire school-based art teacher to support the arts program at Canyon Springs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

59,337.00

Source(s)

LCFF-Base
1000-1999: Certificated Personnel Salaries
Art Teacher Program

31,641.00

LCFF- Supplemental/Concentration
1000-1999: Certificated Personnel Salaries
Art Teacher Program

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

STEAM/Enrichment/Electives/Maker Space - Canyon Springs will incorporate STEAM Education in the classroom using Science, Technology, Engineering, the Arts and Mathematics to guide student inquiry, dialogue, and critical thinking.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000.00

Source(s)

Title I
4000-4999: Books And Supplies
STEAM Materials/Maker Space

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

The computer lab assistant at Canyon Springs will work to help teachers and students to support equitable access to differentiated instruction and access to online curricular programs and use of technology to meet grade level standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Computer Lab Technician

11,614.46

LCFF- Supplemental/Concentration
2000-2999: Classified Personnel Salaries
Computer Lab Technician/2.5 hrs. daily

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

Math Intervention Support

Strategy/Activity

Provide math intervention and support using math curriculum to increase academic growth for all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Math Intervention

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Canyon Springs will purchase Physical Education Awards for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

450.00

Source(s)

LCFF-Base
4000-4999: Books And Supplies
PE Awards

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

LST teachers will support with the Summative English Language Proficiency Assessment for California (ELPAC) for English Learners to support mastery of English.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

District staff will administer the Initial Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of English.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
ELPAC/Initial Exam

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

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

Sixth Grade Students

Strategy/Activity

Canyon Springs will continue articulation with the William S. Hart School district to support students transitioning to Junior High School.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
Canyon Springs will work with William S. Hart to support transition to Jr. High School.

Strategy/Activity 15**Students to be Served by this Strategy/Activity**

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

Special Education

Strategy/Activity

Students with Special Needs will be given opportunities to integrate with typically developing peers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
Special Education/Integration

Strategy/Activity 16**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Hire 2 Learning Support Teachers (LST). The LST's will provide direct student support through small group and one-on-one instruction within the general education classroom and/or the learning support classroom. Utilize Learning Support Teachers to provide intervention to support the academic growth of all students, including English Learners, Homeless, Foster Youth, and Students w/Disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
LST Teachers

Strategy/Activity 17**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide professional development and share effective instructional strategies with all teachers in Math Expressions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	District Funded None Specified Intervention to support learning loss
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Strategy/Activity 18
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All Students Grades K and 1st.

Strategy/Activity
 Hire Instructional Aides to support the K/1 classrooms.

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

Amount(s)	Source(s)
5,448.50	LCFF-Base 2000-2999: Classified Personnel Salaries Instructional Assistants K/1

Strategy/Activity 19
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All Student

Strategy/Activity
 Provide math intervention and language arts intervention (after school) to increase academic growth for all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.

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

Amount(s)	Source(s)
11,795.00	Title I 1000-1999: Certificated Personnel Salaries After School Intervention Program

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Goals and Strategies in Goal 2 were effectively implemented, specifically the use of researched based programs, ie Orton-Gillingham and Imagine Math for intervention support. Hiring a school based social worker/counselor was also implemented and effective for the 2022/2023 school year.

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

Students will be provided school wide intervention with the use of Learning Support Teachers, RSP Teacher and all classroom teachers. Orton-Gillingham will be the research based curriculum used to support the school wide intervention program.

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.

Learning Support Teachers and training in Orton Gillingham will be required for 2023/2024 to improve foundational reading skills.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Parents and community

Goal 3

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

Identified Need

Through Parent Square 99% of our families are contacted via email messages and phone calls. Messages are sent out school-wide once a week, with frequent reminders for specific meetings to help support parent participation. Teachers also send out weekly messages to their families to engage parents. This year we will continue to collect baseline data and parent input so we can continue to improve our parent participation. Our baseline data shows that the average attendance for Coffee w/ the Principal is 22 parents. At ELAC meetings, the average number of parents who attend ELAC meetings is 10. Our Goal Setting conferences had 93% of families participating in their child's conference. Only 6% of our families did not attend conferences. This is based on our student enrollment of 530 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square Data	In 2022-2023, Canyon Springs was able to reach 99% of Parents via Parent Square.	In 2023-2024, Canyon Springs Office will work to maintain accurate records in order to reach 100% of families via Parent Square.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish and maintain teacher websites.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Teacher Websites

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase online communication for parents and community through the use of District and School Site websites and Parent Square.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Websites Parent Square

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Office staff will support families in accessing the Aeries parent portal (app/computer).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified AERIES/Parent Portal

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To assure low income students have awareness and access to community services, the District will provide a Student and Family Wellness Collaborative to engage community, staff, and parents to provide children and families with social/emotional assistance as well as basic needs inside and outside of school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
Wellness Collaborative

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

All parents will have monthly communication with teachers and/or school (Parent Square, Monthly Calendar, Flyers, Notes, Letters Home, Newsletters and Phone Calls Home).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
Communication

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Principal will present information about academic assessments, CAASPP Data, EL Data and the performance of all students/ subgroups as well as how the school site develops the instructional support plan at PTA, SSC, and ELAC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
PTA/SSC/ELAC**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

Sixth Grade Students

Strategy/Activity

District will purchase Binder Reminders for 6th grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Binder Reminders**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Canyon Springs will provide translators to communicate with parents, provide translations (IEP's, written communication, BTSN, conferences, etc).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

LCFF-Base
2000-2999: Classified Personnel Salaries
Translation

150.00

LCFF- Supplemental/Concentration
2000-2999: Classified Personnel Salaries

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Utilize District translator services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Translation Services

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Canyon Springs will provide additional translation services to communicate with the families of English Learners to remove language barriers that may impeded families from information regarding their child's educational program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

LCFF-Base
2000-2999: Classified Personnel Salaries
Translation/Instructional Aides

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Advisory groups will continue at Canyon Springs (such as ELAC, SSC) to provide input for our school plans (SPSA, Safety Plans, etc) and to further support the educational programs for all students, especially unduplicated students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

LCFF- Supplemental/Concentration
1000-1999: Certificated Personnel Salaries
Extra Duty (ELAC/SSC/Safety Committee)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

English Learners/All Students

Strategy/Activity

Canyon Springs and the District Office will work to support the parents of English Learners who are scoring below proficiency by providing parent workshops, and educational resources to support parents with meeting the needs of their child to achieve grade level standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF-Base
None Specified
ELAC/Coffee with the Principal

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Goals and Strategies in Goal 3 were effectively implemented in the 2022/2023 school year.

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

The intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals were met in 2022/2023. .

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.

Improving parent engagement goal continues to be an identified need.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Supporting the Whole Child

LEA/LCAP Goal

Effective teaching and administration

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

For the 2022-2023 school year Canyon Springs Community School, saw 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. We will continue to collect baseline data to analyze and support the emotional and behavioral needs of students. For the 2022-2023 school year, Canyon Springs had 8 students with DIS Counseling, 15 students seeing the School Based Counselor and there were currently 20 students participating in groups with the school based counselor. Canyon Springs hired a full time school based counselor in 2022/2023, who addressed these referrals in order to provide additional support to our families. For the 2023-2024 school year, the goal is for the Canyon Springs school based counselor to continue to provide one-on-one counseling to students, as well as group counseling and classroom presentations focusing on social emotional needs. The school based counselor is currently seeing students as needed, identified by classroom teachers, families and administration through the referral process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Attendance	In 2022-2023, the average monthly attendance was 95%.	In 2023-2024, average monthly attendance will increase by 2%.
Decrease Suspensions	In 2022-2023, Canyon Springs had 18 suspensions.	In 2023-2024, Canyon Springs will maintain a goal to have 0 suspensions.
Parent Involvement	In 2022-2023, Canyon Springs had 30 active Parent PTA volunteers out of 520 students. At ELAC meetings, for the 2022-2023 school year, the average number of parents in attendance was 10 parents.	In 2023-2024, Parent Involvement for PTA volunteers will increase by 10 parents volunteering. In 2023-2024, parent participation at ELAC meetings will increase by 5 parents.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Canyon Springs will hold regular Leadership Team Meetings to support the instructional program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

LCFF-Base
1000-1999: Certificated Personnel Salaries
Leadership Meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide substitutes/extra duty pay for teacher release: SST, IEP's, and 504 meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

LCFF-Base
1000-1999: Certificated Personnel Salaries
SST/IEP/504 Meetings - Extra Duty

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To better support students with accessing their academic program, counseling services will be provided to support social/emotional wellness and academic success in school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
5000-5999: Services And Other Operating
Expenditures
Counseling Services

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide educationally related intensive counseling services (ERICS) for identified students with special needs to address social, emotional and behavioral problems that will increase student attendance and achievement, including those students that are also Special Education, English Learners, Low-Income, and Foster Youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
Counseling Services

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide teachers collaboration time to identify students who are at risk in social emotional and academic areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

None Specified
PD Wednesday Collaboration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students' connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
Student Surveys

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

To address barriers that limit low income students, foster youth, and homeless students from receiving full benefit from their educational experience, the District Social Worker will work with Canyon Springs Principal, staff and students to provide comprehensive services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
Social Worker

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Fifth Grade Students

Strategy/Activity

Administer the CA Healthy Kids Survey (CHKS) and the Student LCAP Survey 5th grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
Survey

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In addition to the instructional program, provide time during PD on Wednesdays for data analysis, initial Tier I, 2, 3 data analysis of CAASPP data, Orton-Gillingham data, Reading and Math data to identify students at risk in the areas of reading and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
PD Wednesday Collaboration

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support students with positive academic and behavior programs (i.e. Capturing Kids Hearts, AR incentive programs, monthly spirit assemblies, etc.) that promote student engagement for all students, including English Learners, low income and foster youth and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded
None Specified
PD Wednesday Collaboration

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support students with a progressive discipline model and positive behavior programs (i.e. Capturing Kids Hearts, PBIS, Restorative Practices, etc.), and counseling services that promote positive student behavior for all students, including English Learners, low income and foster youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
PD Wednesday Collaboration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of Capturing Kids Hearts and School based counseling services was implemented effectively to support students and families.

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

The intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals in Goal 4 were implemented effectively.

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 order to better support students, teachers will be provided training to help address the social emotional needs of students.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$314,155.92

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$128,874.92

Subtotal of additional federal funds included for this school: \$128,874.92

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/Concentration	\$73,945.00
LCFF-Base	\$111,336.00

Subtotal of state or local funds included for this school: \$185,281.00

Total of federal, state, and/or local funds for this school: \$314,155.92

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	111,336.00	0.00
LCFF- Supplemental/Concentration	73,945.00	0.00
Title I	128,875.00	0.08
PTA	0	0.00
Misc. Grants	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental/Concentration	73,945.00
LCFF-Base	111,336.00
Title I	128,874.92

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	210,002.60
2000-2999: Classified Personnel Salaries	54,345.83
4000-4999: Books And Supplies	49,807.49
5000-5999: Services And Other Operating Expenditures	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00

2000-2999: Classified 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/Concentration	32,641.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	39,802.73
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	1,501.27
1000-1999: Certificated Personnel Salaries	LCFF-Base	61,566.60
2000-2999: Classified Personnel Salaries	LCFF-Base	14,543.10
4000-4999: Books And Supplies	LCFF-Base	35,226.30
None Specified	LCFF-Base	0.00
1000-1999: Certificated Personnel Salaries	Title I	115,795.00
4000-4999: Books And Supplies	Title I	13,079.92

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,490.36
Goal 2	232,015.56
Goal 3	3,150.00
Goal 4	1,500.00

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
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Julie Martinez, Principal	Principal
Noemi Sosa, Parent	Parent or Community Member
Walker Gomez, Parent	Parent or Community Member
Rebecca Huckeba, Classified	Other School Staff
Kalies DeBerry, Parent	Parent or Community Member
Cynthia Troche, Parent	Parent or Community Member
Veronica Walker, Parent	Parent or Community Member
Mallory Langley, Teacher	Classroom Teacher
Jan LaJoice, Teacher	Classroom Teacher
Lynette Vermeulen, Teacher	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name

English Learner Advisory Committee

Sofia Sosa

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

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

This SPSA was adopted by the SSC at a public meeting on 4/27/2023.

Attested:

Principal, Julie Martinez on 4/27/2023



SSC Chairperson, Cynthia Troche on 4/27/2023

