

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Covina High School	19-64436-1932086	Dec 16, 2024	August 15, 2024/January 09, 2025

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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Plan Description

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

Purpose:

The School-Wide Plan (SWP) aims to elevate student achievement for all students, with a particular focus on those not meeting academic standards. By fostering innovative, positive environments, the SWP enhances connections between students and their learning experiences.

Components:

- 1. Comprehensive Needs Assessment:** Identifying areas requiring urgent attention and resources.
- 2. Reform Strategies:** Implementing methods to close achievement gaps and boost proficiency levels.
- 3. Highly Qualified Teachers:** Ensuring all instructors meet high professional standards.
- 4. Professional Development:** Providing continuous learning opportunities for staff.
- 5. Parental Involvement:** Engaging families in educational processes and decision-making.
- 6. Transition Plans:** Supporting students during key educational transitions.
- 7. Teacher Assessment Involvement:** Engaging educators in developing and reviewing assessments.
- 8. Coordination of Programs:** Efficient integration of various educational services and programs.

Governance and Educational Partner Engagement:

The School Site Council (SSC) plays a critical role in developing, reviewing, and annually updating the School Plan for Student Achievement (SPSA), including managing the budget and making necessary plan adjustments. Involvement extends to parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, as mandated by 5 California Code of Regulations (3932).

CSI and ATSI Planning:

- **CSI Planning:** This plan is specifically designed to meet federal CSI planning requirements for a school eligible for CSI. It details targeted strategies and interventions aimed at addressing the needs identified through comprehensive assessments, focusing on substantial improvements in academic outcomes.
- **ATSI Planning:** For a school eligible for ATSI, this plan serves to meet federal ATSI planning requirements, focusing on targeted supports for subgroups of students identified as underperforming to ensure that disparities in achievement are addressed effectively.

Parent and Community Involvement:

- **Support for Parental Activities:** Parental involvement activities are shaped by annual input from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Town Hall Meetings, and LCAP Advisory groups. This input helps identify family engagement needs, leading to collaborative district priorities and initiatives planning.

- **Informed Parent Participation:** Parents have opportunities for informed participation, with accommodations for those with disabilities. School documents and meetings are accessible in Spanish and other languages upon request, ensuring ADA compliance.
- **Communication:** The district uses translators for school communications and employs outreach liaisons and EL Specialists to facilitate parent education and information sessions in Spanish at school sites.

Alignment with Federal and State Mandates:

The SPSA aligns with ESSA requirements and integrates elements of Compensatory Education, focusing on maximizing federal investments to support underserved students. It aligns with district priorities outlined in the LCAP, focusing on data-driven professional development and instructional planning to promote equitable outcomes.

Title I Implementation:

All nine elementary schools, three middle schools, and one continuation high school operate school-wide Title I programs. Each school conducts an annual needs assessment, reviewing data to identify strengths and weaknesses and brainstorming improvement strategies. These assessments inform each site's SPSA, which outlines the use of Title I funds for initiatives like reading and math interventions, professional development, and supplemental learning materials.

This comprehensive approach ensures that our school meets state and federal requirements and aligns with our commitment to providing a high-quality, equitable education for all students, with robust involvement from our educational partners and the community.

Educational Partner Involvement

How, when, and with whom did Covina High 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

Covina High School prioritizes a collaborative approach to developing and reviewing our Single Plan for Student Achievement (SPSA). This process involves engaging with various educational partners to ensure a comprehensive and inclusive planning process.

We meet regularly with the School Site Council and the Instructional Leadership Team, including students, parents, teachers, and staff members. These meetings provide a platform for discussing our school's performance, identifying areas for improvement, and setting priorities for the coming year. Through open dialogue and shared decision-making, we ensure that our SPSA reflects the needs and aspirations of our entire school community.

By involving a diverse group of voices, we aim to create a plan that is data-driven and responsive to our students' unique needs, ultimately improving educational outcomes.

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the Single Plan for Student Achievement (SPSA). Our district engages a diverse array of educational partners to ensure the plan is comprehensive and responsive to the needs of all students.

Annual Cycle of Engagement

August - September: Review and Identify Needs

- The School's Leadership Team, comprising administrators and teachers, reviews student achievement data to identify critical areas for improvement and summarize significant findings.
- The School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents provide input on the SPSA goals and the strategies/activities planned, including Title I expenditures.
- Notices in multiple languages facilitate communication with parents, and meetings are scheduled at various times to ensure broad participation.

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.
- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

- The finalized plan, incorporating all stakeholder feedback, is submitted for approval to the SSC. District personnel assist with necessary revisions to ensure compliance and quality before submission to the local governing board in January.

January - April: Implementation and Monitoring

- Following approval, the specified purchases and implementations of the plan are executed. The effectiveness of the SPSA is monitored through the use of observational tools and focused classroom walkthroughs.
- Meetings with the SSC and district liaisons discuss ongoing updates and modifications to the plan to ensure it remains effective and relevant.

May/June: Annual Review and Program Evaluation

- At the end of the academic year, school leaders conduct a thorough review of the plan's effectiveness using evidence from educational partner surveys, classroom walkthroughs, and district formative assessments.
- Feedback from this evaluation is shared with the SSC and ELAC, who provide further recommendations. This crucial step informs the refinement of goals and the adjustment of strategies/activities for the next academic year.

Additional Requirements for CSI and ATSI

For schools undergoing Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), the district ensures that the development and implementation of the SPSA are in close partnership with the school and its educational partners, aligning with specific requirements to support these statuses.

This framework outlines a comprehensive and inclusive approach to involving educational partners in the SPSA process, ensuring that the plan reflects diverse community needs and is a strategic tool for enhancing student achievement.

Resource Inequities

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

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

The ESSA states that resource inequities may include a review of LEA and school-level budgets and that those inequities can be addressed by implementing the school plan. Potential inequities were identified based on California Dashboard metrics and ESSA requirements. Covina High School qualified for ATSI because the English Language Learners student group met the criteria used to determine English Language Learners on their ELPAC progress on the California School Dashboard. Local, state, and federal resources are allocated to the schools based on a fair and equitable formula that provides opportunities for site input and flexibility and also provides means to address identified areas for support and improvement. Title 1 and Supplemental and Concentration Grant funds are allocated based on a qualifying per-pupil allocation. Sites are allocated General Fund based on a per-pupil allocation as well. As part of the identified Comprehensive Needs Assessment, detailed information was provided to educational partners on local, state, and federal budgets. Based on the analysis of the site budgets, District staff does not feel there are resource allocation inequalities at Covina High School. However, as an ATSI school, Covina High School monitors site data and budgeting to determine potential inequities at the site level. Since our EL students showed a decrease in English Language progress, we have identified the need to add additional resources to support our EL population by providing extra support, guided tutoring, and additional ELPAC resources.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the 2023 California Dashboard, Covina High School's overall performance was Red on one state indicator, the English Learner Progress Indicator (ELPI).

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

According to the California 2023 School Dashboard, Students with Disabilities were two performance levels (orange) below the "all student" performance (green) on English Language Arts Indicator.

According to the California 2023 School Dashboard, Students with Disabilities were three performance levels (orange) below the "all student" performance (blue) on the Graduation Rate Indicator.

According to the California 2023 School Dashboard, Students with Disabilities were two performance levels (Very Low) below the "all student" performance (Medium) on the College/Career Indicator.

Other Needs

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

Our needs assessment identified the need for a Counselor to oversee all EL Students. We will also focus on one-on-one meetings with families and creating an individualized four-year plan for all EL students. We will also provide more training and test practices for ELPAC to students and staff.

Data Analysis

Please refer to the School and Student Performance Data section, where analysis with conclusions is provided.

In creating this plan, we conducted thorough data analyses using a variety of outcome, process, perceptual, and demographic data. Careful attention is paid to California Dashboard Data and the goals related to data found in our district LCAP. Teachers have been provided collaborative data analysis and planning time utilizing Focused Schools Instructional Leadership Teams, Du Four's Professional Learning Communities model.

Surveys

This section describes the surveys (e.g., Student, Parent, and Teacher) used during the school year and summarizes the survey(s)'s results.

Information collected was shared with educational partners through Superintendent Town Hall meetings, DELAC and LCAP advisory groups, and Parent Square updates. A review of the data provided the district with feedback in preparing multiple plans.

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:

- Student participation in school activities
- Parent participation in school activities
- District and school priorities
- Parent communication preferences

Information collected was shared with staff and the SSC/ELAC. A review of all surveys provided the district with areas of strength and need. In the present school year, we plan to focus on the following areas in addition to the goals specified within this plan:

- Writing and Mathematics
- Student academic support

- Social-emotional support

The TK-12 parent survey and WASC parent survey findings are utilized to celebrate successes and to determine parent involvement needs. Parents, community representatives, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932).

Classroom Observations

Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices.

Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

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 student groups as well as individual students who are:

- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on data. Each school plan examines the status of these findings and note the progress made. Special consideration is given to any practices, policies, or procedures found to be non-compliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

At the beginning of the school year, teachers, the School Site Council, ELAC, and the principal review and analyze state-mandated test results from the previous year. Where applicable, multi-year trends are identified. Focus groups are identified. This is a powerful part of the school's Annual Review of the SPSA.

Data is used to monitor student progress on curriculum-embedded assessments and modify instruction.

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESSA)

Covina-Valley strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Covina-Valley Personnel Department. The California Equity Tools were completed for all Covina-Valley Unified School District schools. The District's goal is to hire teachers with the appropriate credentials for their given assignment using hiring and recruitment strategies included in the Equitable Access Strategy Development Resource available from the California Department of Education. In addition, new teachers in Covina-Valley participate in additional professional development, are assigned a mentor teacher at the school site to provide support, and are closely monitored by site administrators to ensure effective teaching. If ineffective/mis-assigned or out-of-field teachers become a concern in the future, the Personnel Department would develop a plan with the site administrator, School Site Council, Site Leadership Team, and Board of Education to assist teachers in completing credential work or reassigning the teachers. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional material) (EPC).

Covina-Valley's goal is to hire highly qualified staff with full credentials for the subjects they teach, including those for teaching English Learners. (CLAD) Teachers are provided professional development that includes, as appropriate, SBE-adopted instructional materials. Title I Professional Development is provided to teachers and administrators in the following areas: Focused Schools-Instructional Leadership Teams, best teaching practices, goal setting, and goal

monitoring (Title II Funded), Steve Ventura- Achievement Team/PLC Training, standards analysis, pre- and post-assessments (Title II /LCAP Funded). LCAP funds are used to expand Professional Development, including UCI Math Project-Standards analysis, pacing, hands-on math instruction (LCAP Funded), Thinking Maps and Write from the Beginning and Beyond- 8 Thinking Maps linked to thought processes, writing instruction based on Thinking Maps (LCAP Funded), Science, Technology, Engineering, and Mathematics (LCAP Funded), ELD Coach- Coach provides training, assistance with planning, and in-class coaching for teachers in the area of English Language Development (LCAP and Title III

Funded), and much more, including Google, Microsoft, NGSS, supplemental programs, dual language, social/emotional, behavioral, and Career Technical Education (LCAP Funded).

Alignment of staff development to content assessed student performance, and professional needs (ESSA).

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. Covina-Valley's professional development system focuses on long-term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting.

Training is differentiated for new and

veteran teachers within these professional development areas. The long-term programs are evaluated and adjusted yearly based on feedback and student performance data. For example, the district has completed training all K-5 teachers on the use of Thinking Maps; however, new teachers are hired each year that need training. We have developed a training cycle, and new teachers receive professional development each year until they are fully trained. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development.

All staff development is aligned to the Local Control Accountability Plan (LCAP) and Common Core State Standards, assessed student performance and professional needs.

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

High-quality professional development and coaching for site instructional leadership teams, made up of teachers and administrators, is provided by Focused Schools. This professional development involves the strategic implementation of focused, evidence-based strategies. Additional professional development is offered depending on grade level, subject, and related experience. New teachers are linked with a veteran teacher-coach to welcome them to the district and assist with the completion of the teacher's university-based induction program and the navigation of district expectations. New teachers receive training on the curriculum and supplemental programs, including Thinking Maps and Write from the Beginning and Beyond. All teachers and administrators participate in 3 district-wide professional development days and additional training according to their school site, grade level, or subject area. Administrators: All principals receive one-on-one coaching, and new principals receive additional coaching, and a Focused Schools change of principal workshop with site staff. All principals participate in monthly professional development and four district-wide administrator professional development days. In addition, administrators learn alongside teachers by participating in teacher professional development opportunities. Covina-Valley builds leadership capacity by offering teacher leadership opportunities outside the classroom, including PLC leaders, Tech Mentors, ELD Coordinators, etc. All teacher leaders work closely with their site principal to develop leadership skills. We also added entry-level leadership positions, including an elementary assistant principal and a secondary dean. Entry-level administrators are paired with a veteran administrator coach to help guide them through the transition to leadership. All teachers and administrators participate in 3 district-wide professional development days and additional training for their school site, grade level, or subject area.

Teacher collaboration by grade level (K through grade 8 and department (grades 9-12).

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned to Common Core State Standards for content areas. The curriculum is adapted from the state-approved adoption list and vetted by a committee of teachers and administrators for alignment with standards and academic rigor.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-12).

Instructional minutes for reading/language arts and mathematics adhere to, and many exceed, state recommendations (ESSA, see K-5 SARC).

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

District pacing guides (TK-5) and master schedules (6-12) allow for student intervention and reteaching throughout the school year. Tier I Intervention is provided by classroom teachers. At K-5 schools, a Title I Intervention Teacher provides Tier 2 and 3 Intervention.

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

All instructional materials are standards-based and available to all staff and students. Covina-Valley continues to receive sufficient reports on Williams requirements.

Availability of SBE-adopted and standards-aligned instructional materials, including intervention materials, and high school students, access to standards-aligned core courses.

SBE-adopted and standards-aligned instructional materials, including intervention materials, are available for all subjects and grade levels. (see RTI Pyramids and SARC) Transition plans to Next Generation Science Standards are created and utilized by teams of TK-12 teachers.

Opportunity and Equal Educational Access

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

Services provided to enable underperforming students to meet standards (see Intervention Pyramids)

- Differentiated instruction allows for additional time and support for students who are not meeting standards
- Students benefit from the Response to Intervention (RTI) model, in which student outcomes are routinely reviewed to determine student needs in terms of strategic or intensive interventions, academic enhancement, and/or referral to the Student Success Team
- Student Success Teams ensure that an individual plan is developed so that underperforming students receive the resources and services needed
- TK-5 learning specialists and TK-12 classroom teachers provide strategic interventions to assist students in meeting standards
- Counseling services are provided on campus and through a variety of community resources
- Opportunities for increased learning time (Title I SWP)
- Use of highly qualified instructional aides to support classroom instruction
- Interventions are provided during the school day whenever possible; additional interventions are provided before and after school.

Evidence-based educational practices to raise student achievement.

Effective Research Models are articulated in the Research Foundation Section of the SPSA. The research is rated according to the adopted ESSA ratings. All of our district programs are rated Strong or Moderate by ESSA research agencies. Our RTI Intervention Pyramids for English Language Arts and Math are also crucial for raising our student achievement.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.35%	0.27%	6	4	3
African American	2.9%	2.35%	2.37%	35	27	26
Asian	7.8%	7.83%	7.46%	94	90	82
Filipino	3.2%	2.87%	3.18%	38	33	35
Hispanic/Latino	77.0%	77.98%	79.34%	928	896	872
Pacific Islander	%	%	0%		0	0
White	7.6%	7.66%	6.37%	91	88	70
Multiple/No Response	0.9%	0.87%	0.91%	11	10	10
Total Enrollment				1,205	1,149	1099

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	286	261	287
Grade 10	313	275	267
Grade 11	330	296	267
Grade 12	276	317	278
Total Enrollment	1,205	1,149	1,099

Conclusions based on this data:

1. The Hispanic/Latino student population consistently represents the largest group at Covina High School, with a slight increase from 77.0% in 2020-21 to 79.34% in 2022-23.
2. Overall student enrollment at Covina High School has declined from 1,205 in 2020-21 to 1,099 in 2022-23. Most notably, the enrollment of White students decreased from 91 to 70, and Asian students from 94 to 82.
3. Enrollment data indicates stability or a slight decline in student numbers as they progress through grades, with significant drops in Grade 11 and Grade 12 from 330 and 317 students in 2020-21 to 267 and 278 in 2022-23, respectively.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	39	50	64	3.2%	4.4%	5.8%
Fluent English Proficient (FEP)	350	310	293	29.0%	27.0%	26.7%
Reclassified Fluent English Proficient (RFEP)	1			2.6%		

Conclusions based on this data:

1. the number of English Learner (EL) students at Covina High School has steadily increased from 39 in 2020-21 to 64 in 2022-23, raising the percentage from 3.2% to 5.8%. This growth suggests a rising need for targeted English language development programs and resources to support these students' academic success.
2. The proportion of students classified as Fluent English Proficient (FEP) has shown a slight decline from 29.0% in 2020-21 to 26.7% in 2022-23. This stability, despite the increasing number of EL students, indicates a consistent progression of students achieving proficiency in English. However, it also highlights the importance of maintaining effective language support programs to continue fostering this proficiency.
3. The data shows a minimal number of students being reclassified as Fluent English Proficient (RFEP). This low reclassification rate suggests potential challenges in moving EL students to proficiency. It underscores the need for a comprehensive review of instructional strategies and support systems to enhance the effectiveness of language acquisition programs.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	275	249	255	266	245	244	266	245	244	96.7	98.4	95.7
All Grades	275	249	255	266	245	244	266	245	244	96.7	98.4	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2569.	2589.	2556.	19.17	25.31	17.21	32.71	29.80	28.69	19.92	21.63	22.13	28.20	23.27	31.97
All Grades	N/A	N/A	N/A	19.17	25.31	17.21	32.71	29.80	28.69	19.92	21.63	22.13	28.20	23.27	31.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	23.68	22.86	16.39	51.13	57.14	56.97	25.19	20.00	26.64
All Grades	23.68	22.86	16.39	51.13	57.14	56.97	25.19	20.00	26.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.80	28.98	20.49	48.87	48.57	48.77	29.32	22.45	30.74
All Grades	21.80	28.98	20.49	48.87	48.57	48.77	29.32	22.45	30.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.28	10.61	8.61	70.30	71.02	68.03	18.42	18.37	23.36
All Grades	11.28	10.61	8.61	70.30	71.02	68.03	18.42	18.37	23.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	14.66	26.94	20.90	68.05	56.33	58.61	17.29	16.73	20.49
All Grades	14.66	26.94	20.90	68.05	56.33	58.61	17.29	16.73	20.49

Conclusions based on this data:

1. There has been an increase in the percentage of 11th-grade students who did not meet the standard, rising from 28.20% in 2021-22 to 31.97% in 2023-24.
2. The percentage of 11th-grade students who met the standard decreased from 32.71% in 2021-22 to 29.80% in 2022-23, and further to 28.69% in 2023-24.
3. The Mean Scale Score for 11th-grade students has slightly declined over the three academic years, from 2569.1 in 2021-22 to 2556.5 in 2023-24.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	275	249	255	266	246	244	266	246	244	96.7	98.8	95.7
All Grades	275	249	255	266	246	244	266	246	244	96.7	98.8	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2522.	2546.	2528.	8.27	12.20	4.92	12.03	13.82	17.21	22.18	20.73	25.82	57.52	53.25	52.05
All Grades	N/A	N/A	N/A	8.27	12.20	4.92	12.03	13.82	17.21	22.18	20.73	25.82	57.52	53.25	52.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.65	13.01	7.79	58.27	58.13	59.84	33.08	28.86	32.38
All Grades	8.65	13.01	7.79	58.27	58.13	59.84	33.08	28.86	32.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.39	10.57	5.33	67.67	57.32	66.80	25.94	32.11	27.87
All Grades	6.39	10.57	5.33	67.67	57.32	66.80	25.94	32.11	27.87

Conclusions based on this data:

1. The mean scale score for 11th-grade students increased over the three years, from 2522.1 in 2021-22 to 2546.0 in 2022-23, and then to 2528.6 in 2023-24.
2. The percentage of 11th-grade students who exceeded the standard decreased significantly from 12.20% in 2021-22 to 4.92% in 2023-24.
3. The percentage of 11th-grade students who did not meet the standard has slightly decreased over the years, from 57.52% in 2021-22 to 52.05% in 2023-24.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1524.2	1507.6	1507.9	1532.4	1502.2	1495.8	1515.2	1512.5	1519.3	19	19	18
10	1518.1	1498.6	1528.5	1519.2	1501.3	1525.6	1516.5	1495.4	1530.8	18	14	24
11	*	1512.7	1514.1	*	1503.4	1503.8	*	1521.5	1524.2	6	14	14
12	*	*	1506.4	*	*	1501.6	*	*	1510.9	4	4	16
All Grades										47	51	72

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	31.58	0.00	5.56	10.53	21.05	33.33	15.79	42.11	22.22	42.11	36.84	38.89	19	19	18
10	5.56	21.43	12.50	38.89	0.00	25.00	22.22	14.29	37.50	33.33	64.29	25.00	18	14	24
11	*	7.14	14.29	*	21.43	7.14	*	28.57	35.71	*	42.86	42.86	*	14	14
12	*	*	18.75	*	*	0.00	*	*	37.50	*	*	43.75	*	*	16
All Grades	19.15	7.84	12.50	25.53	19.61	18.06	21.28	29.41	33.33	34.04	43.14	36.11	47	51	72

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	31.58	5.26	22.22	26.32	47.37	33.33	0.00	31.58	11.11	42.11	15.79	33.33	19	19	18
10	16.67	28.57	25.00	33.33	0.00	41.67	22.22	14.29	12.50	27.78	57.14	20.83	18	14	24
11	*	7.14	21.43	*	28.57	21.43	*	35.71	14.29	*	28.57	42.86	*	14	14
12	*	*	18.75	*	*	18.75	*	*	31.25	*	*	31.25	*	*	16
All Grades	27.66	15.69	22.22	34.04	27.45	30.56	8.51	27.45	16.67	29.79	29.41	30.56	47	51	72

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.26	0.00	0.00	26.32	5.26	0.00	15.79	36.84	55.56	52.63	57.89	44.44	19	19	18
10	0.00	7.14	4.17	11.11	14.29	16.67	38.89	14.29	37.50	50.00	64.29	41.67	18	14	24
11	*	0.00	14.29	*	14.29	7.14	*	35.71	7.14	*	50.00	71.43	*	14	14
12	*	*	0.00	*	*	12.50	*	*	12.50	*	*	75.00	*	*	16
All Grades	2.13	1.96	4.17	17.02	11.76	9.72	31.91	31.37	30.56	48.94	54.90	55.56	47	51	72

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.53	0.00	0.00	57.89	68.42	66.67	31.58	31.58	33.33	19	19	18
10	0.00	21.43	12.50	72.22	35.71	62.50	27.78	42.86	25.00	18	14	24
11	*	7.14	14.29	*	35.71	35.71	*	57.14	50.00	*	14	14
12	*	*	12.50	*	*	31.25	*	*	56.25	*	*	16
All Grades	4.26	7.84	9.72	68.09	52.94	51.39	27.66	39.22	38.89	47	51	72

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	57.89	57.89	55.56	5.26	31.58	11.11	36.84	10.53	33.33	19	19	18
10	61.11	28.57	58.33	11.11	14.29	20.83	27.78	57.14	20.83	18	14	24
11	*	42.86	42.86	*	28.57	7.14	*	28.57	50.00	*	14	14
12	*	*	50.00	*	*	25.00	*	*	25.00	*	*	16
All Grades	61.70	47.06	52.78	10.64	25.49	16.67	27.66	27.45	30.56	47	51	72

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	15.79	0.00	0.00	31.58	47.37	50.00	52.63	52.63	50.00	19	19	18
10	0.00	7.14	12.50	50.00	21.43	29.17	50.00	71.43	58.33	18	14	24
11	*	0.00	14.29	*	35.71	14.29	*	64.29	71.43	*	14	14
12	*	*	12.50	*	*	6.25	*	*	81.25	*	*	16
All Grades	6.38	1.96	9.72	44.68	39.22	26.39	48.94	58.82	63.89	47	51	72

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	0.00	42.11	63.16	66.67	57.89	36.84	33.33	19	19	18
10	0.00	0.00	0.00	66.67	35.71	70.83	33.33	64.29	29.17	18	14	24
11	*	14.29	0.00	*	42.86	50.00	*	42.86	50.00	*	14	14
12	*	*	0.00	*	*	62.50	*	*	37.50	*	*	16
All Grades	0.00	3.92	0.00	55.32	52.94	63.89	44.68	43.14	36.11	47	51	72

Conclusions based on this data:

1. The mean overall scale score for 9th grade decreased from 1524.2 in 2021-22 to 1507.6 in 2022-23, but then slightly increased to 1507.9 in 2023-24.
2. In 11th grade, the mean score for Written Language increased each year, from 1503.8 in 2021-22 to 1521.5 in 2022-23 and then to 1524.3 in 2023-24.
3. The total number of students tested across all grades increased significantly from 47 in 2021-22 to 72 in 2023-24.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1099	66.1	5.8	0.7
Total Number of Students enrolled in Covina High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	5.8
Foster Youth	8	0.7
Homeless	9	0.8
Socioeconomically Disadvantaged	726	66.1
Students with Disabilities	146	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	2.4
American Indian	3	0.3
Asian	82	7.5
Filipino	35	3.2
Hispanic	872	79.3
Two or More Races	10	0.9
White	70	6.4

Conclusions based on this data:

- Covina High School has a significant percentage of socioeconomically disadvantaged students, comprising 66.1% of the total enrollment. This high proportion indicates a need for targeted support and resources to address the

challenges faced by these students, such as access to educational materials, extracurricular opportunities, and academic support services.

2. The school's student population is predominantly Hispanic, accounting for 79.3% of the total enrollment.
3. The data indicates that English Learners (5.8%) and Foster Youth (0.7%) represent smaller portions of the student population. Despite their lower numbers, these groups may require specialized educational programs and interventions to support language acquisition and address the unique challenges faced by foster youth. Ensuring these students receive appropriate support and resources is crucial for their academic success and overall well-being.

School and Student Performance Data

Overall Performance







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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The school's overall performance in English Language Arts (ELA) is rated at the Green level, indicating above-average proficiency. This suggests that students are performing well in ELA compared to the state standards. The effective implementation of literacy programs and instructional strategies might be contributing factors, and continuing these practices will be important for sustaining and improving this level of performance.
2. The performance in Mathematics is rated Yellow, indicating a need for improvement, while English Learner Progress is rated Red, highlighting significant challenges. The Yellow rating in Mathematics suggests that students are not meeting state standards at the desired levels, pointing to a need for enhanced instructional support and resources in this subject area. The Red rating for English Learner Progress indicates substantial underperformance among English Learners, necessitating targeted interventions and support to improve language proficiency and academic outcomes for this group.
3. The Graduation Rate is rated Blue, reflecting high student success in completing high school. This positively indicates the school's ability to retain and graduate students. However, the Yellow rating for the Suspension Rate suggests a need to be addressed. Implementing comprehensive behavioral support systems and interventions could help reduce suspension rates and improve the overall school climate.

School and Student Performance Data

Academic Performance English Language Arts

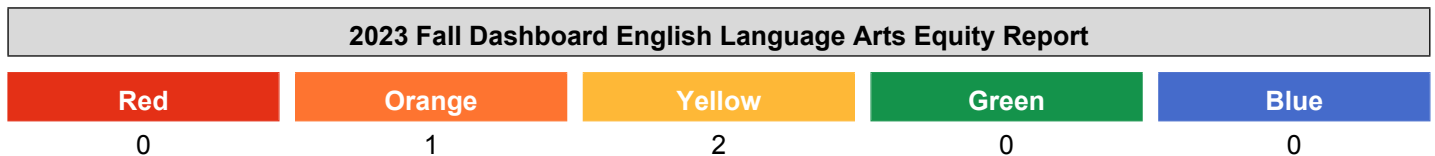
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 11 points above standard Increased Significantly +20.4 points 238 Students	English Learners 121.9 points below standard 13 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 7 points below standard Increased +6 points 156 Students	Students with Disabilities  Orange 87.7 points below standard Increased Significantly +16.9 points 33 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	103.8 points above standard Increased Significantly +35.2 points 23 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.6 points below standard Increased +14.7 points 186 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	2.6 points above standard Increased +4 points 14 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	Less than 11 Students 3 Students	10.4 points above standard Increased Significantly +26.9 points 166 Students

Conclusions based on this data:

1. The school's overall performance in English Language Arts (ELA) is rated as Green, indicating improvement. The mean score for all students is 11 points above the standard, with a notable increase of 20.4 points from the previous assessment. This suggests that the implemented instructional strategies and curriculum adjustments are effectively enhancing student literacy skills across the board.
2. Despite the overall improvement, there are significant disparities in ELA performance among different student groups. English Learners and Students with Disabilities are performing significantly below the standard, with scores of 121.9 and 87.7 points below, respectively. These groups, represented by Orange and Yellow ratings, require targeted interventions and support to bridge the achievement gaps and improve their academic outcomes.
3. Specific student groups, particularly Asian and Hispanic students, have shown substantial progress. Asian students scored 103.8 points above the standard, with a significant increase of 35.2 points, while Hispanic students, despite being just below the standard, improved by 14.7 points. These gains highlight successful strategies and practices that can potentially be adapted and extended to support other underperforming groups.

School and Student Performance Data

Academic Performance Mathematics

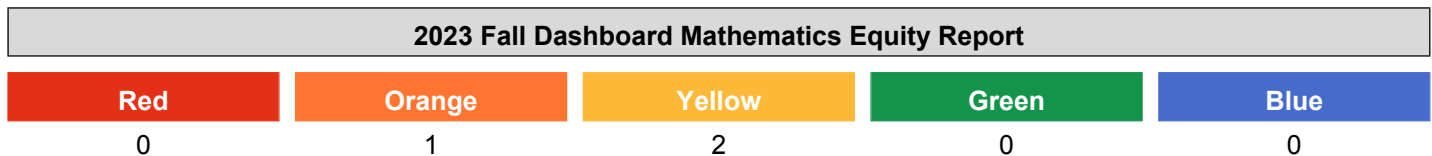
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 76 points below standard Increased Significantly +26.6 points 239 Students	English Learners 140.4 points below standard 13 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 90.7 points below standard Increased +13.3 points 157 Students	Students with Disabilities  Orange 146.5 points below standard Increased Significantly +49.6 points 33 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	70.5 points above standard Increased Significantly +52.1 points 23 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 99.5 points below standard Increased +14.2 points 186 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	57.2 points below standard Increased Significantly +29.2 points 14 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	Less than 11 Students 3 Students	78.8 points below standard Increased Significantly +30.6 points 167 Students

Conclusions based on this data:

1. The school achieved significant progress in mathematics, as indicated by an overall increase of 26.6 points, moving the average score to 76 points below the standard. This improvement suggests that the school's strategies and interventions are positively impacting student performance, although there is still a need to close the gap to meet the standard.
2. Despite overall improvements, certain student groups continue to perform below the standard. English Learners and Students with Disabilities are notably behind, scoring 140.4 and 146.5 points below the standard, respectively. These groups are rated Orange and require targeted interventions to address their specific learning needs and reduce these achievement gaps.
3. Asian students demonstrated significant progress, with scores 70.5 points above the standard and an increase of 52.1 points. Hispanic and Socioeconomically Disadvantaged students also showed improvement, though they remain below the standard. These gains highlight the effectiveness of specific instructional strategies and indicate potential areas for expanding successful practices to support other underperforming groups.

School and Student Performance Data

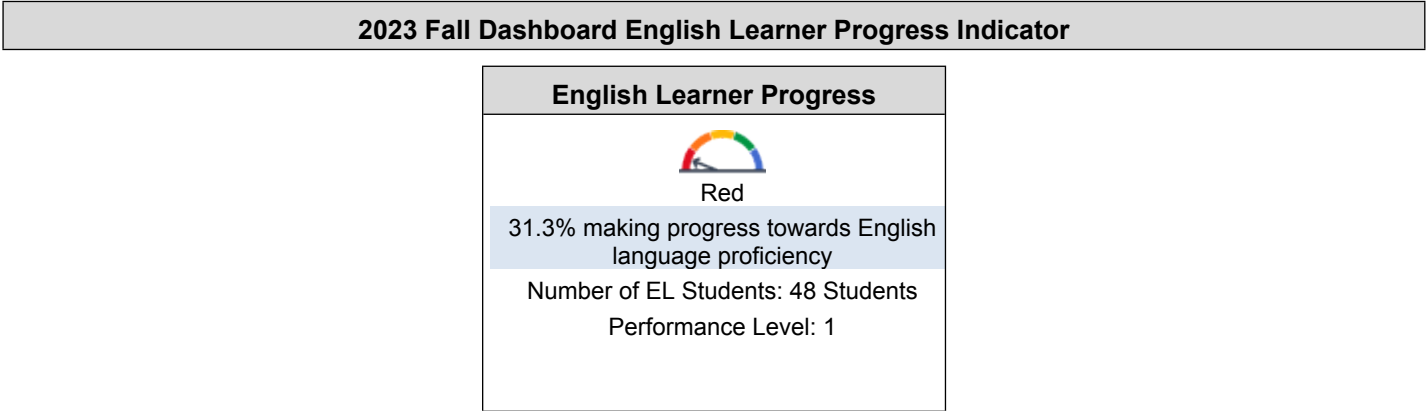
Academic Performance English Learner Progress

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

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	20	2	11

Conclusions based on this data:

- The data indicates that only 31.3% of English Learners (EL) are making progress toward English language proficiency. This low percentage is concerning and places the school in the "Red" performance level, indicating a critical need for improvement in supporting EL students in developing their English language skills.
- A considerable number of EL students either maintained their current proficiency levels (20 students) or even regressed, with 12 students decreasing at least one ELPI level. This suggests that current instructional strategies and supports may not be adequately addressing the needs of these students, leading to stagnation or decline in their language acquisition.
- With only 11 students progressing at least one ELPI level and 2 maintaining ELPI Level 4, there is a clear need for more targeted and effective interventions. This includes differentiated instruction, increased language support services, and professional development for teachers on best practices for EL instruction.

School and Student Performance Data

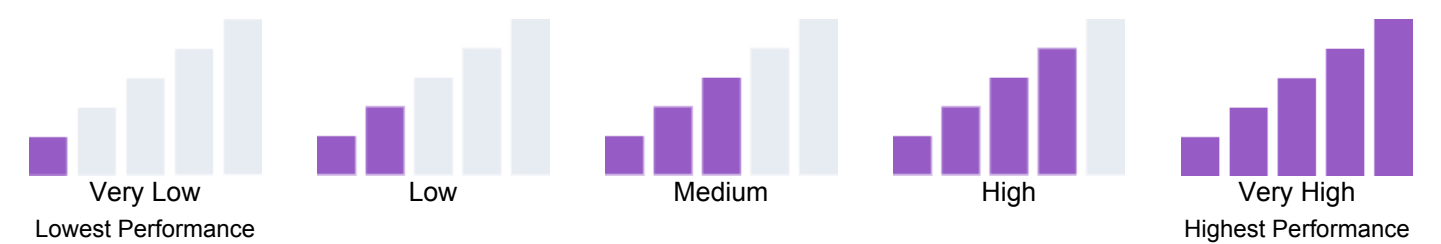
Academic Performance College/Career Report

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

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

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

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

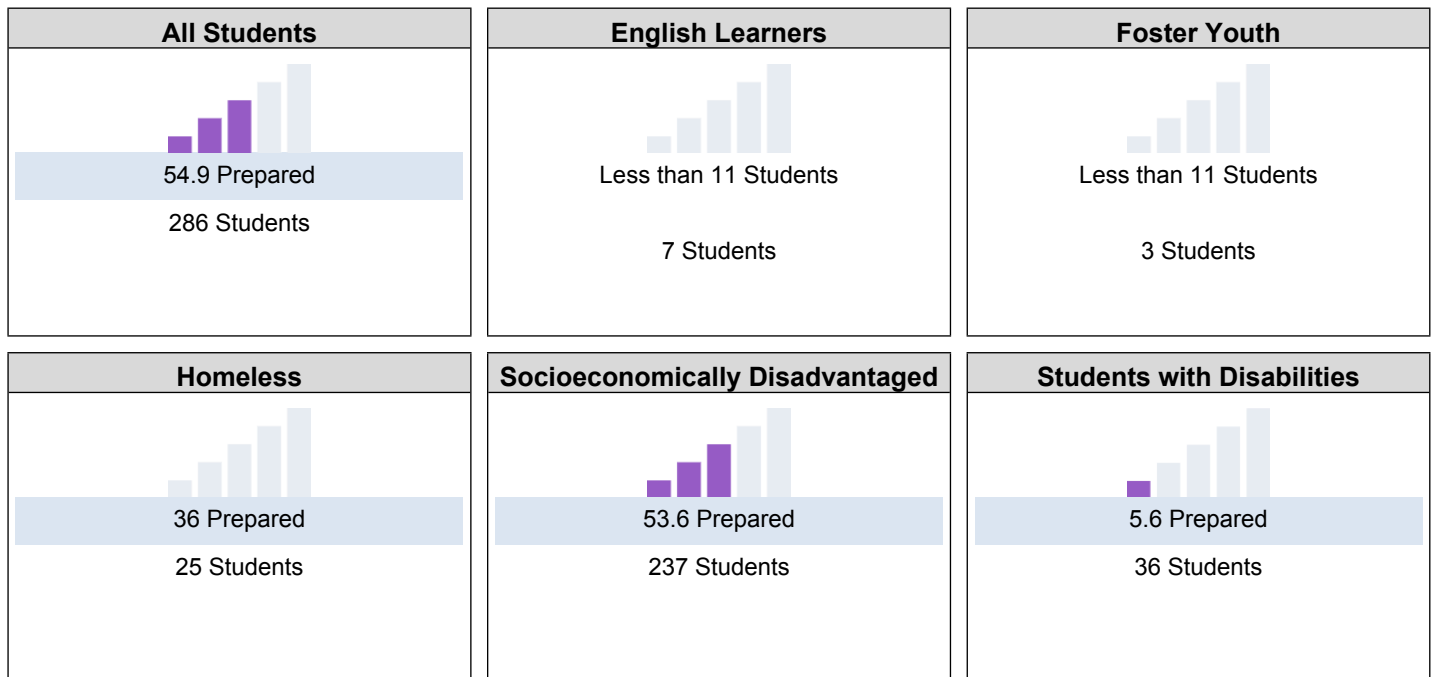


This section provides number of student groups in each level.

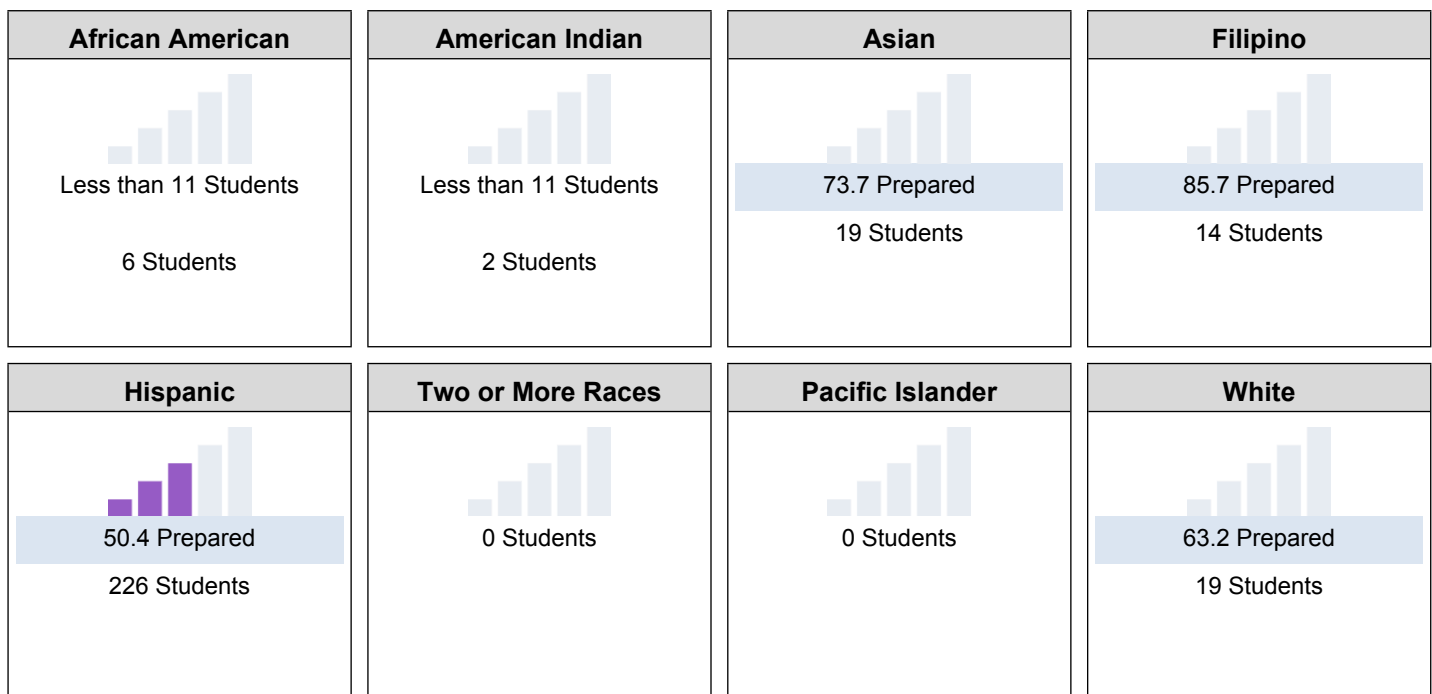
2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low
1	0	2	0	0

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

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. The data indicates that 54.9% of all students are classified as "Prepared" according to the College/Career Indicator. This places the overall student body in the "Medium" performance level, suggesting moderate readiness for post-secondary education and careers. However, this indicates room for improvement, particularly in increasing the percentage of fully prepared students.
2. There are notable disparities in preparedness across different student groups. While 85.7% of Filipino students and 73.7% of Asian students are classified as "Prepared," only 5.6% of Students with Disabilities fall into this category, which is categorized as "Very Low."

3. Socioeconomically Disadvantaged and Hispanic students, who constitute a significant portion of the student body, show preparedness levels of 53.6% and 50.4%, respectively, within the "Medium" range. These groups are performing slightly below the overall average, highlighting a need for targeted interventions to support these students in achieving college and career readiness at higher rates.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

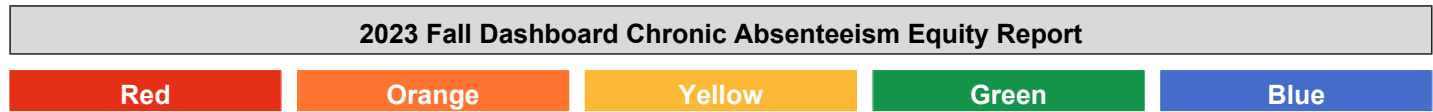
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Graduation Rate

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

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




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






This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	1

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 95.1% graduated Increased 1.3 287 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
88% graduated Decreased Significantly -12 25 Students	 Green 94.1% graduated Increased 1.7 238 Students	 Orange 75% graduated Decreased -3.7 36 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	90% graduated	100% graduated
6 Students	2 Students	Decreased Significantly -5.8	Increased Significantly 9.1
		20 Students	14 Students
Hispanic	Two or More Races	Pacific Islander	White
			89.5% graduated
Blue	No Performance Color	No Performance Color	Decreased Significantly -6.5
95.6% graduated	0 Students	0 Students	
Increased 2.3			19 Students
226 Students			

Conclusions based on this data:

1. The overall graduation rate for all students is 95.1%, categorized as "Blue," indicating the highest performance level. This represents a 1.3% increase from the previous year, demonstrating strong academic engagement and successful completion rates across the student body.
2. Special Education students enrolled in our L.E.A.P. program receive a Certificate of Completion upon conclusion of their senior year, however, they are factored into our overall graduation rate. Because they do not receive a diploma, CALPADS codes these students as non-grads, providing misleading data.
3. Hispanic students and Socioeconomically Disadvantaged students show strong graduation rates at 95.6% and 94.1%, respectively. Both groups have seen graduation rates increase, with Hispanic students increasing by 2.3% and Socioeconomically Disadvantaged students increasing by 1.7%. This positive trend reflects effective engagement strategies and support systems for these student populations.

School and Student Performance Data

Conditions & Climate Suspension Rate

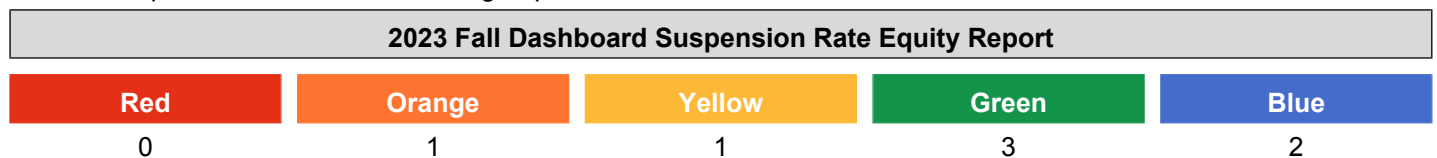
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 3.9% suspended at least one day Maintained 0 1184 Students	English Learners Green 3.9% suspended at least one day Declined -7.4 77 Students	Foster Youth 6.3% suspended at least one day Declined -15.2 16 Students
Homeless 0% suspended at least one day Declined -8 12 Students	Socioeconomically Disadvantaged Green 4.3% suspended at least one day Declined -0.4 816 Students	Students with Disabilities Green 5.5% suspended at least one day Declined -1.9 163 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 3.7% suspended at least one day Declined -6 27 Students	American Indian Less than 11 Students 3 Students	Asian  Blue 0% suspended at least one day Declined -1.1 86 Students	Filipino  Blue 0% suspended at least one day Maintained 0 36 Students
Hispanic  Yellow 4.2% suspended at least one day Maintained 0 943 Students	Two or More Races 7.1% suspended at least one day Increased 7.1 14 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 5.3% suspended at least one day Increased 2 75 Students

Conclusions based on this data:

1. The overall suspension rate for all students remained stable at 3.9%, categorized as "Yellow," indicating that the rate has neither significantly increased nor decreased. This suggests a need for continued monitoring and intervention strategies to maintain or further reduce suspension rates.
2. Several student groups, including English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities, experienced declines in suspension rates. Notably, the suspension rate for English Learners decreased by 7.4%, while Foster Youth saw a significant decline of 15.2%. These reductions indicate effective interventions and supports in place for these vulnerable student populations.
3. Despite overall stability, there was an increase in suspension rates for certain groups, particularly among White students, where the rate increased by 2%, reaching 5.3%, and students identified as Two or More Races, who saw a 7.1% increase. These trends suggest a need for targeted strategies to address behavioral issues and reduce suspension rates among these groups.

District/School Goals Alignment

LCAP Goals:

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-4	<p>English Language Arts: Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP.</p> <p>Mathematics: Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP.</p> <p>Science: Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST.</p> <p>English Learner Progress: Increase by 5% the number of students that are making progress towards English language proficiency, as measured by English Learner Progress Indicator on the CA Dashboard.</p> <p>Graduation Rate: Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma.</p> <p>A-G Rate: Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements.</p> <p>Attendance: Increase Districtwide Attendance Rate to at least 95% or higher.</p>	<p>Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement</p>

Research Foundation

The district has identified the following educational research to serve as the foundation for district-wide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Focused Schools ESSA: Moderate	<ul style="list-style-type: none"> Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) Coaching for Central Office personnel and site leadership Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement. 	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities ESSA: Strong	<ul style="list-style-type: none"> Ensuring that All Students Learn (Big Idea #1) Building a Culture of Collaboration for School Improvement (Big Idea #2) A Focus on Results (Big Idea #3) Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano) 	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI) ESSA: Strong	<ul style="list-style-type: none"> Tiers I, II and III Intervention structure planned and utilized All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004) 	Goals, Strategies, & Proposed Expenditures
i-Ready ESSA: Moderate	<ul style="list-style-type: none"> Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning Powerful adaptive diagnostic and growth measure Core standards-based instruction, practice, and assessment Adaptive learning Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.) 	Goals, Strategies, & Proposed Expenditures
Thinking Maps ESSA: Strong	<ul style="list-style-type: none"> Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. Excellent for English Learners and others to understand and access core curriculum Thinking maps are a “common visual language” for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.) 	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5) ESSA: Strong	<ul style="list-style-type: none"> Grade level appropriate expectations for effective student writing Teachers receive instruction for writing at their grade level Students self-evaluate their writing performance and identify strategies for improvement Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner) 	Goals, Strategies, & Proposed Expenditures

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Expository Reading and Writing Course (ERWC) 6-12 ESSA: Moderate	<ul style="list-style-type: none"> Professional Development for teachers Aligned to California's ELA Common Core Standards Text-Based Grammar for Expository Reading and Writing New relevant student topics for enhanced motivation Reading and writing in both literary and informational texts (California Department of Education (CCSS), California State University course syllabus)	Goals, Strategies, & Proposed Expenditures
UCI Math Project ESSA: Moderate	<ul style="list-style-type: none"> Research -based hands-on professional development. Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices. Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework. Intervention curriculum to fill in the gaps for students below grade level. Scaffolded English Language Learners supports. (Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)	Goals, Strategies, & Proposed Expenditures
Lindamood-Bell ESSA: Strong	<ul style="list-style-type: none"> Tiers I, II, III intervention Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling. Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking. Professional development to develop the underlying process necessary for a student to learn to read and comprehend. (Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)	Goals, Strategies, & Proposed Expenditures
Ruler ESSA: Moderate	<ul style="list-style-type: none"> A system approach to Social-Emotional Learning. RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating. RULER supports the entire school community in: Understanding the value of emotions; Building the skills of emotional intelligence; and Creating and maintaining a positive school climate. (Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)	Goals, Strategies, & Proposed Expenditures
Character Strong/Purposeful People ESSA: Moderate	<ul style="list-style-type: none"> Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility (Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).	Goals, Strategies, & Proposed Expenditures

In addition, the school has identified the following educational research to serve as the foundation for schoolwide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
AVID (Advancement Via Individual Determination) ESSA: Strong	AVID is a 4-year program to provide students, especially those from first-generation families, with curriculum, guidance and support to access post-secondary institutions. The AVID program includes research-based instructional strategies and professional development for teachers.	Goals, Strategies, & Proposed Expenditures
Career Technical Education ESSA: Moderate	CDE designated programs, taught by qualified staff members to provide students with access to the job market and careers.	Goals, Strategies, & Proposed Expenditures
UCI: Math Curriculum Support & Instructional Coaching ESSA: Strong	Enhance PLC work of Math Department to support instructional goals and heighten student achievement.	Goals, Strategies, & Proposed Expenditures
Achievement Teams & Visible Learning ESSA: Strong	Research of John Hattie to support the instructional program and data-driven decisions.	Goals, Strategies, & Proposed Expenditures
ALEKS ESSA: Moderate	Differentiated online intervention program for all students in all levels of mathematics.	Goals, Strategies, & Proposed Expenditures

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

By August 2025, we will increase the number of students passing the Advanced Placement exam in English Language and English Lit from 29 to 39.

By August 2025, we will increase sections of Dual enrollment and the number of students passing the Eng 1A and Eng 1C course will jump to 90.

By August 2025, we will increase the proficiency rate for all students and student groups on the ELA portion of the SBAC by 7.5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

A review of Dashboard and local data reveals several areas needing improvement to achieve the outlined goals by August 2026:

AP Exam Performance in English Language and Literature: In 2024, 36 students passed the AP English Language and Literature exams. To reach the goal of 41 students passing, student preparation and support for these exams must be enhanced.

Dual Enrollment Success Rates: Currently, 90 students are passing the Eng 1A and Eng 1C courses in the dual enrollment program. To achieve the goal of 120 students passing these courses, the school must expand access to dual enrollment opportunities, improve outreach to students who may benefit from these programs, and provide additional academic support, such as tutoring and advising.

Proficiency in ELA SBAC: The 2024 CAASPP ELA results show a 54% proficiency rate among students. The goal is to increase this rate by 5%, requiring a focus on addressing the performance gaps among different student groups, particularly those who are underperforming. Strategies may include differentiated instruction, targeted interventions for struggling students, and professional development for teachers on effective ELA instructional strategies.

To address these needs, the school will implement a comprehensive plan that includes expanding access to rigorous coursework, enhancing student support systems, and continuously monitoring progress through data analysis.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP English Language and AP Literature Pass Rates	36 students passed exam in 2024	41 students will pass exam in 2025
Eng 1A and Eng 1C	90 students passing course	95 students will pass course
CAASPP Assessment: ELA	55% Proficiency in 2024	60% Proficiency in 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Intervention:</p> <ul style="list-style-type: none"> Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments in introductory ELA courses to identify student proficiency levels and provide appropriate differentiation and support. Establish department expectations as it relates to formative and summative assessments and use 'IO' to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. Develop a site specific intervention program through systematic data analysis to provide students with targeted intervention. 	All Students	<p>3500 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>1000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p> <p>3500 LCFF S/C Tutoring (2226) Certificated Salaries</p>
1.2	<p>Achievement Teams:</p> <ul style="list-style-type: none"> All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning. All teachers will use the new data management and analysis. - One of the cycles will be inclusive of an interim assessment IAB from CAASPP 	All Students	<p>1500 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>2500 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p> <p>2000 Title I - Site Allocation Books and Supplies</p>

1.3	Instructional Practices: <ul style="list-style-type: none"> Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. Establish an internal structure that allows for frequent peer-to-peer observation. Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. a focus on CAASPP interim assessments embedded into the regular curriculum and inform instruction Professional development days for ELA teachers to focus on CAASPP 	All Students	1500 LCFF S/C Site Innovation (3313) Books and Supplies 1500 LCFF S/C Site Innovation (3313) Services and other operating expenditures 0 5000 Title I - Site Allocation Certificated Salaries 5000 CCAP College & Career access pathways (73390.0) Classified Salaries 5000 LCFF S/C Site Innovation (3313) Certificated Salaries
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies and activities aimed at increasing the number of students passing the Advanced Placement (AP) exams in English Language and English Literature, as well as improving performance in dual enrollment courses and the ELA portion of the SBAC, were implemented with varying degrees of success.

Strategies 1.1 : These strategies focused on increasing enrollment and support for AP and dual enrollment courses. They were effectively implemented, as evidenced by the increased enrollment in these programs. The data shows that more students are engaging in these advanced academic opportunities, suggesting that the initiatives to promote AP and dual enrollment courses are resonating with students and their families.

Strategies 1.2 and 1.3: While these strategies were implemented, they did not yield the desired improvements in CAASPP ELA scores. The data indicates a decrease in scores, highlighting the need for a revision of these strategies. This suggests that the current approaches may not adequately address the needs of students, particularly in areas requiring targeted intervention and support.

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

The implementation of Strategies 1.1, 1.2, and 1.3 aligned with the planned budget expenditures.

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

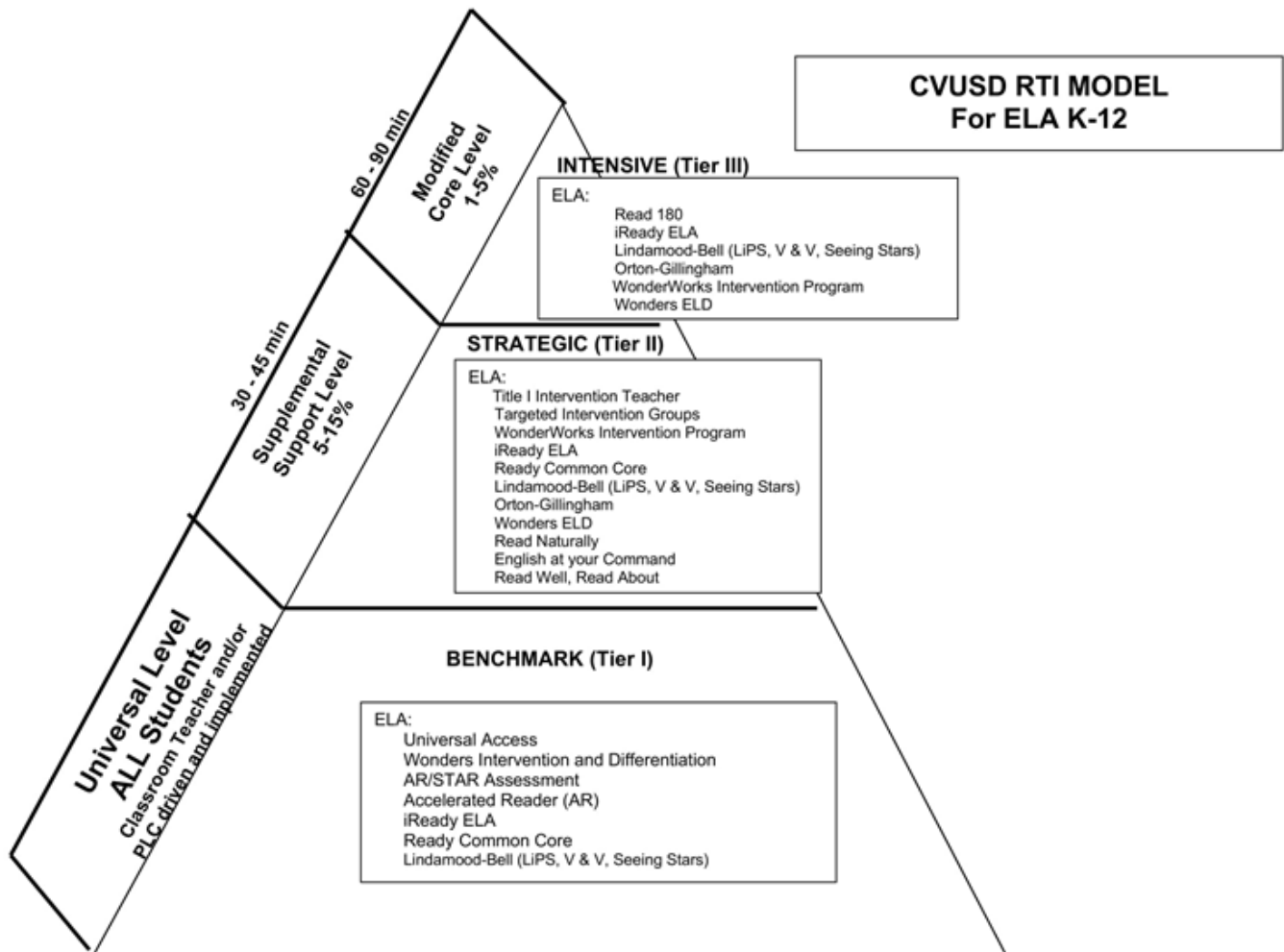
As a result of this analysis with educational partners, some adjustments have been made to the goals, outcomes, metrics, and strategies/activities to better align with the identified needs and enhance effectiveness:

Identified Need Section: The need for additional support, such as targeted interventions and enhanced student resources, will be explicitly stated. This aligns with the four key metrics: increasing AP exam pass rates, expanding dual enrollment success, and improving ELA SBAC proficiency.

New Actions under Strategy 1.3: The 2024-2025 plan will include new actions under Strategy 1.3, focusing on providing professional development for teachers to enhance instructional practices. Additionally, increased exposure to IABs will provide students with more rigorous academic experiences. These actions aim to address the identified gaps and better support student achievement.

The updated SPSA documents these changes. The revised strategies will provide more focused support and resources, enabling students to succeed in advanced academic programs and standardized assessments.

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

By August 2025, we will increase the percentage of students passing the Advanced Placement exam in Calculus AB by 5%

By August 2025, we will increase the percentage of students passing the Advanced Placement exam in Calculus BC by 5%

By August 2025, we will increase the proficiency rate for all students and sub-groups on the Math portion of the CAASPP by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Based on a review of the California School Dashboard and local data, there are areas needing improvement in student performance in advanced mathematics courses and standardized assessments. The key areas of concern include:

Advanced Placement (AP) Calculus Performance: In 2024, only 47% of students passed the AP Calculus AB exam, while 63% passed the AP Calculus BC exam. These pass rates indicate a need for stronger support and preparation for students in these advanced courses. Targeted interventions are needed to enhance student understanding and performance in advanced calculus topics.

CAASPP Math Proficiency: In 2024, the proficiency rate for all students on the Math portion of the CAASPP assessment was 22%. This low level of proficiency indicates a gap in students' mathematical skills and understanding, particularly when considering state standards—the need for comprehensive strategies to improve math instruction and student support across all grade levels.

Performance Gaps Among Student Groups: There are noticeable performance gaps among various student groups, including English Learners, Students with Disabilities, and socioeconomically disadvantaged students. These gaps suggest that certain student groups are not receiving the necessary support to succeed in mathematics at the same rate as their peers. Addressing these disparities is crucial for ensuring equitable educational outcomes and supporting all students to achieve their potential.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Calculus AB	47% Percentage passed exam in 2023	50% of students will pass exam in 2025
AP Calculus BC	63% percentage passed exam in 2023	67% students will pass exam in 2025
CAASPP Assessment: Math	22% proficiency in 2024	27 % Proficiency in 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Intervention:</p> <ul style="list-style-type: none"> Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments in math courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. Establish department expectations as it relates to formative and summative assessments and use our new management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. 	All Students	<p>2500 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>2500 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p> <p>9000 LCFF S/C Tutoring (2226) Certificated Salaries</p> <p>1840 Title I - Site Allocation Books and Supplies</p>
2.2	<p>Achievement Teams:</p> <ul style="list-style-type: none"> All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning. All teachers will give AIB's to students at least twice during the school year. 	All Students	<p>2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>2000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p>
2.3	<p>Instructional Practices:</p> <ul style="list-style-type: none"> Identify content and organization for the exploration of professional 	All Students	<p>2000 LCFF S/C Site Innovation (3313)</p>

	<p>literature/research as it relates to instructional practices.</p> <ul style="list-style-type: none"> • Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Interim Assessments are given 4 times a year • Professional Development days for each math teacher to expand the knowledge of math CAASPP 		<p>Books and Supplies</p> <p>1000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>500 LCFF S/C New Teacher (2223) Books and Supplies</p> <p>1000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p> <p>6500 Title I - Site Allocation Certificated Salaries</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies to increase the percentage of students passing the Advanced Placement exams in Calculus AB and BC and improve overall proficiency on the Math portion of the CAASPP were implemented mainly as intended, with budget expenditures closely matching the proposed allocations.

Intervention (Strategy 2.1): The adoption of research-based instructional practices and the use of diagnostic assessments were effective in identifying student proficiency levels. This helped provide targeted support, although the overall proficiency rate of 22% on the CAASPP suggests that further work is needed. The emphasis on aligning formative and summative assessments with the desired depth of knowledge has been beneficial but requires more consistent application.

Achievement Teams (Strategy 2.2): Implementing Achievement Teams facilitated the identification of essential learning topics and the development of common assessments. These efforts were beneficial in streamlining curriculum and instructional practices. However, the execution varied, particularly ensuring all departments fully utilized these assessments and aligned them with essential learning objectives.

Instructional Practices (Strategy 2.3): While implementing common instructional practices and peer-to-peer observation provided a foundation for continuous improvement, the depth and consistency of these observations were inconsistent. Additionally, professional learning opportunities, particularly in technology integration, were not fully utilized by all teachers, limiting their potential impact on student outcomes.

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

The overall implementation of strategies 2.1, 2.2, and 2.3 generally aligned with the intended plan, with budget expenditures closely matching the proposed allocations. However, there were some differences in the actual execution,

particularly regarding the depth and consistency of peer-to-peer observation and the full utilization of professional learning opportunities for technology integration. Additionally, there was a need for more parent outreach and education activities to fully engage families in the academic process.

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

As a result of the analysis, the following changes will be made:

Enhanced Diagnostic Assessments: Increase the frequency and depth of diagnostic assessments to provide more granular data on student proficiency and learning gaps.

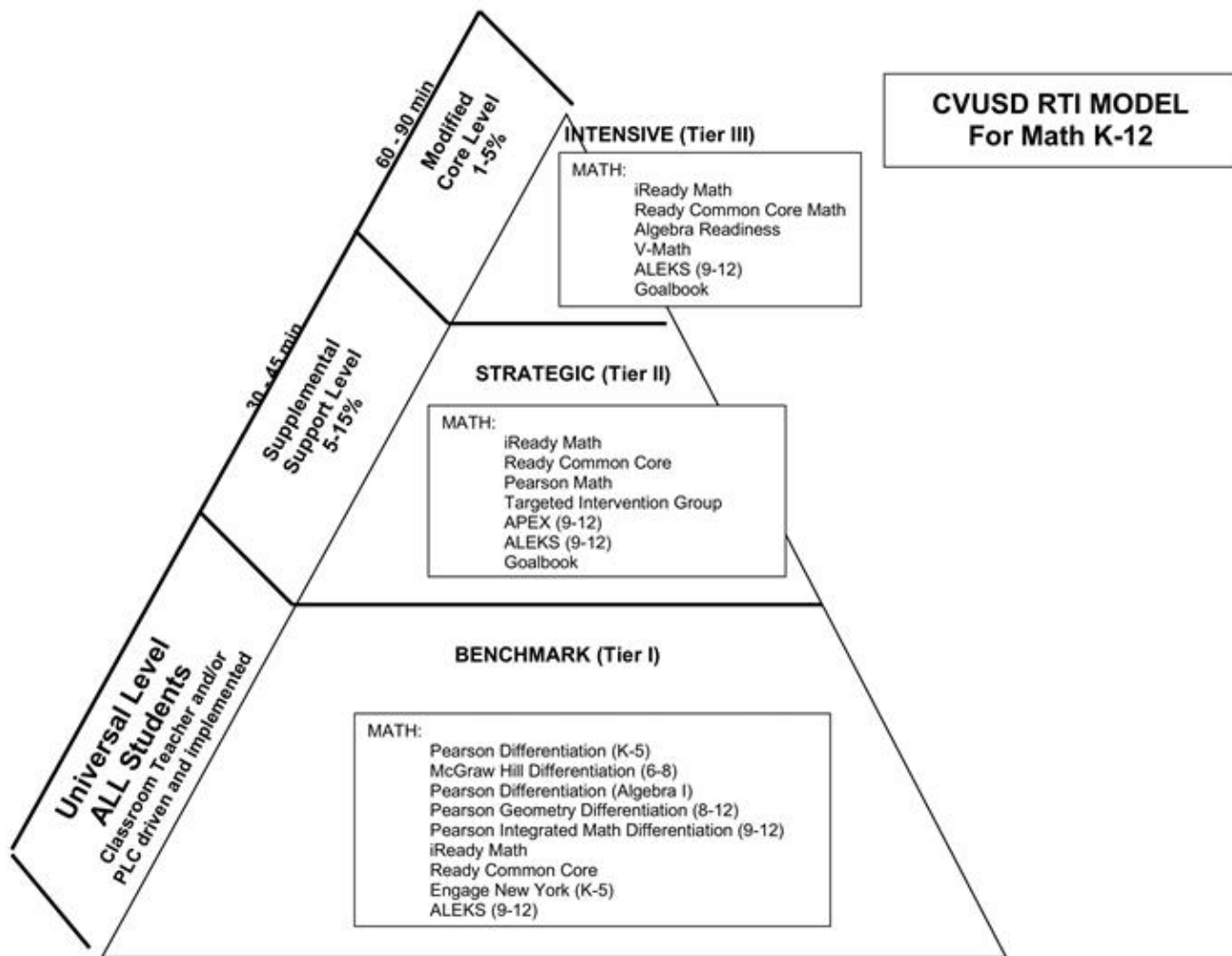
Expanded Professional Development: Offer more professional development opportunities focused on technology integration and differentiated instruction to ensure that all teachers can effectively implement these strategies in their classrooms.

Strengthened Parent Outreach: Expand parent education workshops and communication channels to better help families understand academic expectations and support their children's learning at home.

Refined Peer Observation Structure: Develop a more structured and regular schedule for peer observations to facilitate sharing best practices and continuous instructional improvement.

These changes are reflected in the updated School Plan for Student Achievement (SPSA). They are intended to align resources and strategies to increase student performance in AP Calculus and CAASPP Math assessments.

RTI Pyramid: District Math



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

By June 2025, EL progress based on the Status and Change Report will increase from the prior year.

By August 2025, we will increase the proficiency rate for English Learners on the ELA and Math portions of the CAASPP by 10%.

By August 2025, we will increase the number of English Learners reclassified to FEP by 7 students.

By August 2025, we will reduce the percentage of Long Term English Learners (LTEL) students by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Based on a comprehensive review of the Dashboard and local data, several areas require significant improvement to meet the set goals for English Learners (ELs). The current performance indicators highlight low proficiency levels in English Language Arts (ELA) and Mathematics among EL students, with 0% proficiency in ELA and 16% proficiency in Math, according to the CAASPP assessments. Additionally, only 7.84% of EL students were deemed proficient based on the ELPAC assessment, and the English Learner Progress Indicator showed that only 31.3% of EL students are progressing towards English language proficiency.

The data also indicates a substantial need to support the reclassification of EL students to Fluent English Proficient (FEP) status, with a target to increase reclassifications by seven students. Moreover, there is a need to reduce the percentage of long-term English Learners (LTELs) by 5% to better align with state and district goals for EL students' academic success and language acquisition.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment: ELA (EL Students)	0% Proficiency in 2024	10% Proficiency in 2025
CAASPP Assessment: Math (EL Students)	16% Proficiency in 2024	36% Proficiency in 2025
ELPAC Assessment	7.84% Proficient	17.84% Proficient
EL Progress Indicator	31.3% making progress	Increase by 5% to 36.3%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Intervention:</p> <ul style="list-style-type: none"> • ELD Teacher will articulate with the 8th grade ELD teacher at Traweek to ensure a smooth transition for our ELD students from middle to high school. They will share how students are doing well and areas for growth. • ELAC meetings will be held to discuss and share information specific to English Learners along with how to better support their students success, both academically and socially. • Investigate research-based instructional practices to guide intervention models and strategies. • Utilize diagnostic assessments to identify student proficiency levels and provide appropriate differentiation and intervention supports. • Develop a site specific intervention program through systematic data analysis to provide students with targeted intervention. • increase tutoring opportunities to EL students • Push in tutoring opportunities for EL students 	EL Students	<p>4000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>2000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p>
3.2	<p>Instructional Practices:</p> <ul style="list-style-type: none"> • All EL students will receive at least 30 minutes per day of Designated ELD instruction. • Continue to offer targeted ELD classes for students based on their performance level, 19 new ELD Standards and the ELA/ELD frameworks. • Integrate technology for ELD instruction to build background knowledge, vocabulary, reading, and writing skills, including ALEKS, iReady, Newsela and Rosetta Stone. • Continue use of manipulatives, visuals and hands on activities. • Trainings in best practices to improve ELD, including AVID strategies and Thinking Maps. • ELPAC test prep through curriculum press materials. • Continue to use ELD formative assessment tools such as English 3-D Assessment. • tutoring 	EL Students	<p>2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>5000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p> <p>7000 LCFF S/C Tutoring (2226) Books and Supplies</p> <p>1000 Title I - Site Allocation Services and other operating expenditures</p>

	<ul style="list-style-type: none"> Continued Professional Development on EL strategies 		
3.3	<p>Achievement Teams:</p> <ul style="list-style-type: none"> Trainings in best practices to improve ELD, including AVID strategies and Thinking Maps. ELPAC test administration ELD teacher will collaborate with ELA teachers during their PLC meetings to share best practices to better support the students in their English Development. 	EL Students	<p>500 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>3000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p>
3.4	<p>Guidance & Outreach:</p> <ul style="list-style-type: none"> Reach out to parents who speak a language other than English to strengthen our parents understanding of the EL program, school resources, including parent portal, college requirements and simply providing the parents with a direct link to the school to increase their students success. English Language Support Specialist will assist with maintaining student EL folders, reaching out to parents, ELPAC/CELDT testing, monitoring student progress, interpret during ELAC Meetings. Monitoring redesignated students, including goal setting meetings with counselor with EL students who have below a 2.0 GPA. Parent Trainings and conferences such as AVID, supporting a struggling child, social emotional supports, college requirements, parent portal, etc. Conduct ELAC Meetings and provide the opportunity of parents of EL students to better understand the program and offer advice on EL program services. EL guidance counselor that oversees all EL students and has regular check in meetings with students. 	EL Students	<p>2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>1000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies and activities outlined for increasing EL progress and proficiency were implemented with varying degrees of effectiveness. Key strategies such as targeted ELD instruction (3.2), ELAC meetings (3.1), and the use of diagnostic assessments (3.1) have provided foundational support for EL students. The ELD teacher's articulation with middle

school counterparts (3.1) and the provision of designated ELD instruction (3.2) have been crucial in ensuring continuity and support for EL students. Integrating technology and instructional tools like ALEKS, iReady, and Newsela (3.2), along with professional development in AVID strategies and Thinking Maps (3.2, 3.3), have contributed to a more engaging and supportive learning environment for EL students.

However, the effectiveness of these strategies has been mixed. While there has been an increase in student engagement and some improvement in language skills, the overall proficiency rates on the CAASPP assessments remain below the desired levels. The ELPAC data also indicate that many EL students are not making sufficient progress in their English language acquisition.

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

The implementation of most strategies aligned closely with the planned activities and budgeted expenditures.

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

As a result of the analysis, changes have been made to refine and enhance the effectiveness of the strategies and activities:

Increased Focus on Parental Engagement: Additional resources will be allocated to parent outreach and education, particularly for non-English-speaking families. This includes more frequent and accessible ELAC meetings, parent workshops, and training sessions supporting student success at home.

Enhanced Intervention Programs: The intervention program will be expanded with more specific, targeted support for EL students, including increased tutoring opportunities and the integration of more advanced instructional technologies and resources.

Strengthened Professional Development: Continued and expanded professional development opportunities for teachers will focus on the latest research-based instructional practices for EL education. This includes a greater emphasis on formative assessments and data-driven instruction.

Monitoring and Support for Redesignated Students: Enhanced monitoring of redesignated students will be implemented, including regular goal-setting meetings with counselors and support for students with GPAs below 2.0.

These changes are detailed in the updated SPSA, reflecting a commitment to addressing the specific needs of EL students and improving their academic outcomes. The adjustments ensure that all EL students receive the necessary support to improve their English language proficiency and academic achievements.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Science

By August 2025, we will increase the percentage of students passing the Advanced Placement exam in Biology by 5%.
By August 2025, we will increase the percentage of students passing the Advanced Placement exam in Chemistry by 5%.

By August 2025, we will increase the number of students passing the Advanced Placement exam in Physics 1 by 5%.
By August 2025, we will increase the number of students passing the Advanced Placement exam in Environmental Science by 5%.

By June 2025 we will increase the percentage achievement on the CAST for 11th graders by 5% or more.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Based on the current data analysis, several areas require significant improvement to meet the outlined goals. The data indicates varying levels of success in Advanced Placement (AP) assessments across different subjects, highlighting the need for targeted support. Specifically:

AP Biology: While 85% of students passed the AP Biology exam in 2024, there is still room for growth to ensure all students are adequately prepared and able to demonstrate proficiency.

AP Chemistry: The pass rate for AP Chemistry stands at 55%, indicating a need for enhanced instructional strategies and support to increase this rate by 5% per the goal

AP Physics 1: In 2024, only 12% of students passed the AP Physics 1 exam, indicating a need for improvement and targeted interventions to enhance student understanding and performance

AP Environmental Science: The 27% pass rate in AP Environmental Science underscores a similar need for focused efforts to improve student outcomes in this subject

California Science Test (CAST): For the CAST, only 25% of 11th-grade students met or exceeded the standard, highlighting a gap in achieving proficiency in science

The performance gaps between different AP subjects suggest inconsistent levels of student preparation. Particularly, AP Physics 1 and AP Environmental Science have lower pass rates, indicating a need for additional resources, differentiated instruction, and possibly supplemental adjustments. The CAST results reveal a general underperformance in science proficiency among 11th graders, suggesting a need for a school-wide emphasis on strengthening the science curriculum and supporting students in mastering the material.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Biology	85% students passed exam in 2024	90% students will pass exam in 2025
AP Chemistry	55% students passed exam in 2024	60% students will pass exam in 2025
AP Physics 1	12% students passed exam in 2024	17% students will pass exam in 2025
AP Environmental Science	27% students passed exam in 2024	32% students will pass exam in 2025
CAST	25% meeting and exceeding standard	30% meeting and exceeding standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Intervention:</p> <ul style="list-style-type: none"> Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments in introductory courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. . Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention. 	All Students	<p>2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>2000 LCFF S/C Site Innovation (3313) Certificated Salaries</p>
4.2	<p>Achievement Teams:</p> <ul style="list-style-type: none"> All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary 	All Students	<p>2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>2000 LCFF S/C Site Innovation (3313) Books and Supplies</p>

	adjustments to reflect mastery of learning. <ul style="list-style-type: none"> All teachers will use our new data management system for data management and analysis. 		
4.3	Instructional Practices: <ul style="list-style-type: none"> Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. Establish an internal structure that allows for frequent peer-to-peer observation. Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. Embed EL and SPED supports with fidelity in all classrooms. 	All Students	5500 LCFF S/C Site Innovation (3313) Books and Supplies 2500 LCFF S/C Site Innovation (3313) Services and other operating expenditures 4500 LCFF S/C Site Innovation (3313) Books and Supplies
4.4	Guidance & Outreach: <ul style="list-style-type: none"> Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process. Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities. Counselors will focus on senior outreach for targeted college and career supports. 	All Students	1000 LCFF S/C Site Innovation (3313) Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies and activities designed to achieve the articulated goals have been implemented with varying degrees of success. The interventions (4.1) aimed at enhancing instructional practices and supporting student proficiency have been partially effective, particularly in areas where diagnostic assessments were utilized to tailor support. However, challenges remain in fully aligning all instructional practices with the desired learning outcomes, as evidenced by the mixed results in AP exam pass rates and CAST performance.

Achievement Teams (4.2) played a crucial role in identifying essential learning topics and refining curricular and assessment practices. The introduction of common formative/summative assessments has provided a clearer picture of student progress and areas needing improvement. However, the consistent application of these assessments and the data analysis process is still developing, indicating a need for further refinement and professional development.

Instructional Practices (4.3) have been enhanced through peer observations and professional learning opportunities, especially in technology integration. Focusing on key instructional practices has helped standardize teaching approaches across classrooms. However, expanding co-teaching models and effective collaboration between general and special education teachers require ongoing support to maximize their impact on student learning outcomes.

Guidance and Outreach (4.4) efforts have been effective in increasing students' and parents' awareness of college and career readiness requirements. The continued focus on workshops and meetings has strengthened parent engagement and support for student achievement.

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

There were no significant differences between the intended implementation and the actual execution of strategies. The budgeted expenditures were generally aligned with the planned activities, ensuring that resources were appropriately allocated to support the various initiatives. However, some areas, such as the development and consistent use of diagnostic assessments and the expansion of co-teaching models, may require additional funding and resources to fully achieve the intended outcomes.

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.

Based on the analysis, the following changes will be made to the goals and strategies to enhance effectiveness:

Refinement of Diagnostic and Formative Assessments: Further development and implementation of diagnostic tools and formative assessments will be prioritized to identify student needs better and guide instructional adjustments. This will be reflected in updated strategies under section 4.1 of the SPSA.

Increased Professional Development: To improve the implementation of instructional practices and support special education students, additional training for teachers, particularly in data analysis and co-teaching strategies, will be emphasized. These changes will be outlined in the updated strategies under section 4.3.

Enhanced Parent and Student Engagement: Expanding parent outreach and education efforts, including college and career readiness workshops, will be a priority. This will involve refining the guidance and outreach strategies under section 4.4 to include more targeted support for families and students, particularly those in underrepresented groups.

These changes and the corresponding implementation details are reflected in the updated SPSA to achieve the stated goals and address the identified needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Social Science

By August 2025, we will increase the percentage of students passing the Advanced Placement exam in World History from 5%.

By August 2025, we will increase the percentage of students passing the Advanced Placement exam in U.S. History from 5%.

By August 2025, we will increase the percentage of students passing the Advanced Placement exam in Macro Economics from 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

A review of local data highlights the need for significant improvement in proficiency rates on Advanced Placement (AP) assessments. The data reveals areas of low performance.

AP Human Geography: Only 18% of students passed the exam in 2024, indicating a need for targeted intervention to improve understanding and performance in this subject.

AP World History: While 58% of students passed the exam in 2024, there remains room for improvement, especially to ensure that more students can achieve higher proficiency levels.

AP U.S. History: Only 19% of students passed the exam in 2024, suggesting a need for enhanced support mechanisms to boost student achievement in this area.

AP Macro Economics: With 29% of students passing the exam in 2024, there is a need to strengthen the support systems to help more students succeed.

Dual Enrollment in HIST 7/8: 30 students passed the dual enrollment course in 2024, which indicates potential for growth in dual enrollment success rates with additional support and resources.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Human Geography	18% of students passed exam in 2024	23% of student will pass exam in 2025
AP World History	58% of students passed exam in 2024	63 % of students will pass exam in 2025
AP U.S. History	19% of students passed exam in 2024	24% of students will pass exam in 2025
AP Macro Economics	29% students passed exam in 2024	34% of students will pass exam in 2025
HIST 7/8	62 students passed Dual Enrollment course in 2024	75 students pass Dual Enrollment course 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Intervention:</p> <ul style="list-style-type: none"> Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments in courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention. Embed EL and SPED supports with fidelity. 	All Students	<p>2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>2500 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>2000 LCFF S/C Tutoring (2226) Certificated Salaries</p>
5.2	<p>Achievement Teams:</p> <ul style="list-style-type: none"> All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. Examine existing research on homework and grading policies, analyze our expectations as departments and 	All Students	<p>500 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>1500 LCFF S/C Site Innovation (3313) Certificated Salaries</p>

	<p>pathways, and make necessary adjustments to reflect mastery of learning.</p> <ul style="list-style-type: none"> All teachers will use our new data management system for data management and analysis. 		
5.3	<p>Instructional Practices:</p> <ul style="list-style-type: none"> Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. Establish an internal structure that allows for frequent peer-to-peer observation. Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels. 	All Students	<p>2000 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>1000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>2000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p>
5.4	<p>Guidance & Outreach:</p> <ul style="list-style-type: none"> Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process. Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities. Counselors will focus on senior college and career supports 	All Students	<p>1000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p>
5.9			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies and activities aimed at increasing the percentage of students passing Advanced Placement (AP) exams in World History, U.S. History, and Macro Economics were implemented with varying degrees of success. The strategies focused on enhancing instructional practices, utilizing diagnostic assessments, and providing targeted interventions (5.1, 5.2, 5.3). The data indicates that while there were some improvements, particularly in AP World History where 58% of students passed the exam, challenges remain in AP U.S. History and Macro Economics, where only 19% and 29% of students passed, respectively. The effectiveness of these strategies was partially successful, with more significant improvements needed in AP Human Geography.

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

There were no major differences between the intended implementation and the actual execution of the strategies. Budget expenditures were largely aligned with the planned activities. However, some adjustments were needed to address unforeseen challenges, such as additional support for students. The funds allocated for professional development and instructional materials were utilized effectively, supporting the planned interventions and instructional strategies.

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.

Based on the analysis, several changes will be made to improve the effectiveness of the strategies and achieve the articulated goals:

Enhanced Interventions (5.1): Additional resources will be allocated to support intervention programs, particularly for AP U.S. History and Macro Economics. This includes more targeted tutoring and supplementary instructional materials.

Refinement of Achievement Teams (5.2): The focus will be refining curriculum and assessments to ensure alignment with essential learning outcomes. Departments will increase the frequency of data analysis sessions to identify and address learning gaps promptly.

Instructional Practices (5.3): Expand professional development opportunities, focusing on evidence-based instructional practices catering to diverse learning needs. There will be a greater emphasis on technology integration and the use of data to inform instructional decisions.

Guidance & Outreach (5.4): Strengthen outreach efforts to parents and students, emphasizing the importance of AP courses and providing more comprehensive college and career planning guidance. This will include additional workshops and informational sessions.

These changes, detailed in the updated SPSA, aim to enhance the overall effectiveness of the strategies and ensure a more significant impact on student achievement in AP courses.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

CTE Pathways and Dual Enrollment pathway (Acting/Singing, Agriculture, Engineering, Medical) & Early College Pathway & Electives (Art, AVID, Technology, World Language)

By August 2025, we will increase the percentage of graduating seniors meeting the College/Career Indicator from 54.6% to 59.6% by enhancing academic support, expanding career and technical education programs, and providing targeted counseling services.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

The current data from the California School Dashboard indicates that 57% of graduating seniors were classified as 'Prepared' according to the College/Career Indicator (CCI) in 2024. This reflects an area for improvement, as nearly half of the graduating seniors did not meet the 'Prepared' criteria, highlighting a need for enhanced college and career readiness among students.

The CCI data shows a notable gap, with 43% of seniors not reaching the 'Prepared' status. This indicates that these students may lack the necessary skills, qualifications, or experiences to succeed in post-secondary education or the workforce.

There are evident performance gaps among different student groups, particularly among socioeconomically disadvantaged students, English Learners, and students with disabilities. These groups are less likely to achieve the 'Prepared' status, suggesting that targeted support and interventions are necessary to bridge these gaps.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCI Indicator Rate of Graduating Seniors	57% 'Prepared' in 2024	62% 'Prepared' in 2025

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

6.1	<p>Intervention:</p> <ul style="list-style-type: none"> Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments in courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention. Provide supports for students in CTE Pathways, AVID, A-G, Dual Enrollment and Early College Pathway 	All Students	<p>25000 LCFF S/C AVID (4401) Services and other operating expenditures</p> <p>1000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>40000 Golden Pathways (GSPP) CHS Implementation Grant for Aviation (63832.0) Services and other operating expenditures</p> <p>6430 Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) Services and other operating expenditures</p> <p>14054 CCAP College & Career access pathways (73390.0) Certificated Salaries</p> <p>10000 MCEC Middle College Dual Enrollment Opportunities (73391.0) Certificated Salaries</p>
6.2	<p>Achievement Teams:</p> <ul style="list-style-type: none"> All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning. All teachers will use our new data management system for data management and analysis. 	All Students	<p>500 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>500 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p>
6.3	<p>Instructional Practices:</p> <ul style="list-style-type: none"> Identify content and organization for the exploration of professional 	All Students	<p>5000 LCFF S/C AVID (4401) Books and Supplies</p>

	<p>literature/research as it relates to instructional practices.</p> <ul style="list-style-type: none"> • Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels. 		<p>5334 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>41273 Golden Pathways (GSPP) CHS Implementation Grant for Aviation (63832.0) Services and other operating expenditures</p> <p>10000 Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) Services and other operating expenditures</p> <p>110772 Golden Pathways (GSPP) for Aviation only (63831.0) Books and Supplies</p> <p>22146 Prop 28 (67700) Books and Supplies</p> <p>109845 StrongWorkforce (63880) Services and other operating expenditures</p> <p>35000 CTEIG Round 6 (63870.6) Services and other operating expenditures</p> <p>10000 CTEIG Round 6 (63870.6) Certificated Salaries</p> <p>32910 Carl Perkins Grant (35500.0) Services and other operating expenditures</p>
6.4	<p>Guidance & Outreach:</p> <ul style="list-style-type: none"> • Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process. • Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities. 	All Students	<p>10000 LCFF S/C AVID (4401) Services and other operating expenditures</p> <p>1000 Title I- Parent Involvement Books and Supplies</p> <p>10000 Golden Pathways (GSPP) for Aviation only (63831.0)</p>

	<ul style="list-style-type: none"> Counselors , teachers and College and career clerk to provide support for all Dual Enrollment students 		<p>Services and other operating expenditures</p> <p>10000 MCEC Middle College Dual Enrollment Opportunities (73391.0) Classified Salaries</p> <p>30635 MCEC Middle College Dual Enrollment Opportunities (73391.0) Certificated Salaries</p> <p>9000 CCAP College & Career access pathways (73390.0) Services and other operating expenditures</p> <p>20000 MCEC Middle College Dual Enrollment Opportunities (73391.0) Services and other operating expenditures</p> <p>504.00 Title I- Parent Involvement Services and other operating expenditures</p> <p>6160 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures</p> <p>20399.23 Agriculture Career Technical Incentive grant (70100.0) Services and other operating expenditures</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Implementing strategies to increase the percentage of graduating seniors who meet the College/Career Indicator (CCI) was generally effective. The strategy included interventions such as utilizing diagnostic assessments to identify student proficiency levels and providing targeted differentiation and intervention supports (6.1). Using a new data management system facilitated better data analysis and response to achievement deficiencies. Achievement Teams (6.2) aligned curriculum and assessments with essential learning topics, while Instructional Practices (6.3) focused on implementing

research-based strategies, professional learning, and peer observations. Guidance & Outreach (6.4) strategies increased student and parent awareness of college and career readiness requirements, contributing to a supportive environment for student success.

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

There were minimal differences between the intended implementation and the actual execution of the strategies. The budgeted expenditures were mostly aligned with the planned activities.

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.

Based on the analysis, the following changes will be made to enhance the effectiveness of the strategies and achieve the goal of increasing the CCI 'Prepared' rate by 5% by August 2025:

Enhanced Data Utilization (6.1): The data management system will be further refined to allow for a more analysis of student performance, enabling earlier and more targeted interventions. This will include tracking specific CTE and elective course enrollment and success rates.

Expanded Professional Development (6.3): Additional professional development sessions will be provided, focusing on instructional strategies for underperforming student groups, including English Learners and students with disabilities. This includes deeper dives into technology integration and differentiated instruction techniques.

Increased Parent and Student Engagement (6.4): Efforts to engage parents and students will be intensified, including more frequent workshops and informational sessions on college and career readiness, financial aid, and the importance of A-G requirements. This outreach will be tailored to address the needs of diverse student populations and ensure equitable access to information and resources.

These changes, detailed in the updated SPSA, are designed to provide more targeted support and resources, ensuring that all students have the opportunity to achieve college and career readiness

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Social Emotional

By August 2025, we will increase social-emotional support for students by implementing additional counseling programs, peer support groups, and teacher training, aiming to reduce student-reported stress levels by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

The review of the Dashboard and local data has highlighted significant areas requiring improvement in providing social-emotional support and addressing chronic absenteeism. In 2024, 236 counseling referrals indicated a high demand for social-emotional support services. Additionally, during the 2022-23 school year, 187 students were identified as chronically absent, underscoring the need for more interventions and support systems to engage students and address underlying issues contributing to absenteeism.

The number of counseling referrals suggests that students are experiencing a range of social-emotional challenges that require attention. This indicates a need for expanded mental health services and support structures within the school.

The data shows a notable number of students with chronic absenteeism, highlighting gaps in engagement and support for at-risk students. Chronic absenteeism is often linked to various issues, including social-emotional difficulties, lack of engagement, and external factors such as family challenges.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Counseling Referrals	counseling referrals of 236 in 2024	increase students seen for counseling referrals to 300 in 2025
Chronic Absenteeism	187 students had chronic absenteeism during the 2024-25 school year	Decrease # of students who have Chronic Absenteeism by 5% or more

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Provide counseling services and referrals to students in need of check in's and provide supports.	All students	5000 LCFF S/C Site Innovation (3313)

			Services and other operating expenditures 5359 LCFF S/C Site Innovation (3313) Certificated Salaries 504.00 Title I - Homeless Services and other operating expenditures
7.3	Create a safe space to meet the social emotional needs of our students. Support the growth of our Wellness center on campus.	All students	13000 LCFF S/C Site Innovation (3313) Books and Supplies 1000 Title I - Homeless Books and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies implemented to increase social-emotional support for students have been put into action, focusing on addressing the needs identified through counseling referrals and chronic absenteeism data. Specifically, 7.1 involved providing counseling services and referrals, ensuring that students needing check-ins and support had access to these resources. This approach has been effective in identifying and addressing the immediate needs of students, with the school reporting an increased number of counseling sessions and a broader reach of mental health services.

Additionally, 7.2, which focused on creating a safe space to meet the social-emotional needs of students, has led to the establishment and growth of a Wellness Center on campus. This center has become a key resource for students seeking support, offering various services, including stress management workshops, peer support groups, and one-on-one counseling. The Wellness Center has effectively provided a dedicated space for students to access support and resources, contributing to an improved school climate.

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

While the overall implementation of strategies has been successful, there have been slight differences between the intended implementation and the budgeted expenditures.

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.

Based on the analysis, some changes will be made to the goal, annual outcomes, and strategies/activities to enhance the effectiveness of social-emotional support efforts:

Increased Budget Allocation: Additional funding will be allocated to expand the Wellness Center's capacity for student support.

Enhanced Data Tracking and Analysis: The metrics for tracking the effectiveness of counseling and social-emotional support will be refined to include more detailed data on student engagement and outcomes, such as reduced absenteeism and improved student well-being.

Expansion of Outreach Programs: New activities will be introduced to increase awareness and utilization of the Wellness Center, including workshops for parents and teachers on recognizing and addressing student mental health issues.

Collaboration with Community Resources: Partnerships with local mental health organizations will be strengthened to provide additional support and resources for students, especially those with more intensive needs.

These changes are detailed in the updated SPSA, ensuring that all students have access to the necessary support for their social-emotional well-being and academic success.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

School Engagement

Increase student engagement in school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

The review of the Dashboard and local data highlights a need to improve student engagement, as evidenced by the chronic absenteeism rate. In the 2024-25 school year, 187 students were identified as having chronic absenteeism, which indicates a concerning trend of disengagement from school. This issue is further compounded by the overall attendance rate, which needs to be increased to reach the 96% positive attendance target.

Chronic Absenteeism: The number of students with chronic absenteeism suggests that some students are not regularly attending school, which can lead to gaps in learning and reduced academic performance. This issue is particularly concerning for student groups who may already be at risk of falling behind.

Student Engagement: The data indicates a broader issue with student engagement, as chronic absenteeism often correlates with a lack of connection to the school environment. This may be due to various factors, including a lack of interest in school activities, unmet social-emotional needs, or external challenges students face.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	20.4% chronic absenteeism 2024	Decrease chronic absenteeism by 5% or more

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	Targeted student attendance recognition.	All students	8000 LCFF S/C Site Innovation (3313) Services and other operating expenditures

8.2	PBIS incentives for students demonstrating positive behavior, positive attendance, and positive academic standing	All students	2000 LCFF S/C Site Innovation (3313) Books and Supplies 500 LCFF Attendance (03308) Services and other operating expenditures
8.3	Increase student and community engagement through our outreach showcases in the fall and spring.	All students	14282 LCFF S/C Site Innovation (3313) Services and other operating expenditures
8.4	Increase students' school spirit and engage students in school culture.	All students	12000 LCFF S/C Site Innovation (3313) Services and other operating expenditures
8.5	Guidance & Outreach: <ul style="list-style-type: none"> Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process. Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities. Colt Corral helps support our incoming 9th graders as they transition to high school. Colt Corral is a day at Covina where students experience a day in the life of a student at Covina with exposure to resources and opportunities. Counselors will engage in targeted College & Career systems for our seniors and underclassmen. 	All Students	7000 MCEC Middle College Dual Enrollment Opportunities (73391.0) Certificated Salaries 3000 CCAP College & Career access pathways (73390.0) Certificated Salaries 1000 LCFF S/C Site Innovation (3313) Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies to increase student engagement were implemented with a focus on recognizing and rewarding positive attendance, behavior, and academic achievements. The targeted student attendance recognition (8.1) was effective in highlighting the importance of regular attendance, but the overall impact on reducing chronic absenteeism was limited,

as indicated by the 20.4% chronic absenteeism rate in 2023. The PBIS incentives (8.2) helped promote positive behavior and attendance, while the outreach showcases (8.3) and increased use of school spirit (8.4) aimed to foster a stronger sense of community and school pride.

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

There were no major differences between the intended implementation and the actual execution of the strategies. The budgeted expenditures aligned with the planned activities, and all strategies were implemented as intended.

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

To address the ongoing issue of chronic absenteeism and further enhance student engagement, the following changes will be made:

Enhanced Attendance Monitoring and Interventions: We will introduce more comprehensive attendance tracking and personalized interventions for students with chronic absenteeism. This will include additional support staff and resources to monitor and support students and families.

Expanded PBIS Incentives: The PBIS program will include more frequent and diverse incentives to encourage positive behavior and attendance. This may include monthly recognition events and rewards for consistent attendance and positive behavior.

Increased Community and Parental Involvement: Efforts will be made to increase community and parental involvement in school activities, including more frequent outreach events and better communication channels. This aims to build a more robust student support network and improve school engagement.

These changes are detailed in the updated SPSA, with specific actions and budget allocations to support these enhanced strategies.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$19,348.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$796,447.23
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I - Homeless	\$1,504.00
Title I - Site Allocation	\$16,340.00
Title I- Parent Involvement	\$1,504.00

Subtotal of additional federal funds included for this school: \$19,348.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Agriculture Career Technical Incentive grant (70100.0)	\$20,399.23
Carl Perkins Grant (35500.0)	\$32,910.00
CCAP College & Career access pathways (73390.0)	\$31,054.00
CTEIG Round 6 (63870.6)	\$45,000.00
Golden Pathways (GSPP) CHS Implementation Grant for Aviation (63832.0)	\$81,273.00
Golden Pathways (GSPP) for Aviation only (63831.0)	\$120,772.00
Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	\$16,430.00
LCFF Attendance (03308)	\$500.00
LCFF S/C AVID (4401)	\$40,000.00
LCFF S/C College Campus Visit (04423.0)	\$6,160.00
LCFF S/C New Teacher (2223)	\$500.00
LCFF S/C Site Innovation (3313)	\$150,975.00
LCFF S/C Tutoring (2226)	\$21,500.00
MCEC Middle College Dual Enrollment Opportunities (73391.0)	\$77,635.00

Prop 28 (67700)	\$22,146.00
StrongWorkforce (63880)	\$109,845.00

Subtotal of state or local funds included for this school: \$777,099.23

Total of federal, state, and/or local funds for this school: \$796,447.23

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
Title I - Site Allocation	16,340.00	0.00
Title I- Parent Involvement	1,504.00	0.00
Title I - Homeless	1,504.00	0.00
LCFF S/C Site Innovation (3313)	150,975.00	0.00
LCFF S/C AVID (4401)	40,000.00	0.00
LCFF S/C Tutoring (2226)	21,500.00	0.00
LCFF S/C College Campus Visit (04423.0)	6,160.00	0.00
LCFF Attendance (03308)	500.00	0.00
Golden Pathways (GSPP) for Aviation only (63831.0)	120,772.00	0.00
Golden Pathways (GSPP) CHS Implementation Grant for Aviation (63832.0)	81,273.00	0.00
Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	16,430.00	0.00
Carl Perkins Grant (35500.0)	32,910.00	0.00
MCEC Middle College Dual Enrollment Opportunities (73391.0)	77,635.00	0.00
CCAP College & Career access pathways (73390.0)	31,054.00	0.00
CTEIG Round 6 (63870.6)	45,000.00	0.00
StrongWorkforce (63880)	109,845.00	0.00
Prop 28 (67700)	22,146.00	0.00
Agriculture Career Technical Incentive grant (70100.0)	20,399.23	0.00
LCFF S/C New Teacher (2223)	500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Agriculture Career Technical Incentive grant (70100.0)	20,399.23
Carl Perkins Grant (35500.0)	32,910.00
CCAP College & Career access pathways (73390.0)	31,054.00
CTEIG Round 6 (63870.6)	45,000.00

Golden Pathways (GSPP) CHS Implementation Grant for Aviation (63832.0)	81,273.00
Golden Pathways (GSPP) for Aviation only (63831.0)	120,772.00
Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	16,430.00
LCFF Attendance (03308)	500.00
LCFF S/C AVID (4401)	40,000.00
LCFF S/C College Campus Visit (04423.0)	6,160.00
LCFF S/C New Teacher (2223)	500.00
LCFF S/C Site Innovation (3313)	150,975.00
LCFF S/C Tutoring (2226)	21,500.00
MCEC Middle College Dual Enrollment Opportunities (73391.0)	77,635.00
Prop 28 (67700)	22,146.00
StrongWorkforce (63880)	109,845.00
Title I - Homeless	1,504.00
Title I - Site Allocation	16,340.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books and Supplies	192,592.00
Certificated Salaries	114,548.00
Classified Salaries	15,000.00
Professional/Consulting Services	19,000.00
Services and other operating expenditures	455,307.23

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
Services and other operating expenditures	Agriculture Career Technical Incentive grant (70100.0)	20,399.23
Services and other operating expenditures	Carl Perkins Grant (35500.0)	32,910.00

Certificated Salaries	CCAP College & Career access pathways (73390.0)	17,054.00
Classified Salaries	CCAP College & Career access pathways (73390.0)	5,000.00
Services and other operating expenditures	CCAP College & Career access pathways (73390.0)	9,000.00
Certificated Salaries	CTEIG Round 6 (63870.6)	10,000.00
Services and other operating expenditures	CTEIG Round 6 (63870.6)	35,000.00
Services and other operating expenditures	Golden Pathways (GSPP) CHS Implementation Grant for Aviation (63832.0)	81,273.00
Books and Supplies	Golden Pathways (GSPP) for Aviation only (63831.0)	110,772.00
Services and other operating expenditures	Golden Pathways (GSPP) for Aviation only (63831.0)	10,000.00
Services and other operating expenditures	Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	16,430.00
Services and other operating expenditures	LCFF Attendance (03308)	500.00
Books and Supplies	LCFF S/C AVID (4401)	5,000.00
Services and other operating expenditures	LCFF S/C AVID (4401)	35,000.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	6,160.00
Books and Supplies	LCFF S/C New Teacher (2223)	500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	41,334.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	13,859.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	19,000.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	76,782.00
Books and Supplies	LCFF S/C Tutoring (2226)	7,000.00
Certificated Salaries	LCFF S/C Tutoring (2226)	14,500.00
Certificated Salaries	MCEC Middle College Dual Enrollment Opportunities (73391.0)	47,635.00
Classified Salaries	MCEC Middle College Dual Enrollment Opportunities (73391.0)	10,000.00
Services and other operating expenditures	MCEC Middle College Dual Enrollment Opportunities (73391.0)	20,000.00
Books and Supplies	Prop 28 (67700)	22,146.00
Services and other operating expenditures	StrongWorkforce (63880)	109,845.00

Books and Supplies	Title I - Homeless	1,000.00
Services and other operating expenditures	Title I - Homeless	504.00
Books and Supplies	Title I - Site Allocation	3,840.00
Certificated Salaries	Title I - Site Allocation	11,500.00
Services and other operating expenditures	Title I - Site Allocation	1,000.00
Books and Supplies	Title I- Parent Involvement	1,000.00
Services and other operating expenditures	Title I- Parent Involvement	504.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,000.00
Goal 2	30,840.00
Goal 3	27,500.00
Goal 4	21,500.00
Goal 5	14,500.00
Goal 6	597,462.23
Goal 7	24,863.00
Goal 8	47,782.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			

Certificated Positions	How Many	Funding Sources	Percentage

Classified Positions	How Many	Funding Sources	Percentage
AVID Tutors	10	LCFF	100

School Safety Plan SB187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Covina High School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq. And approved by our School Site Council for the current school year.

Principal: Daisy Carrasco



Signature

10/2/23

Date

School Site Council President: Desarie Martinez



Signature

10/2/23

Date

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198: School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:

EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Covina-Valley Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

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

Name of Members	Role
Daisy Carrasco Ramos	Principal
Alexandria Vega	Classroom Teacher
Jason Saleh	Classroom Teacher
Wendy Travis	Other School Staff
Noelle D'Ingillo	Other School Staff
Desiree Martinez	Parent or Community Member
Mae Wong	Classroom Teacher
	Secondary Student
	Secondary Student
Summer Ceballos	Secondary Student
	Parent or Community Member
	Parent or Community Member

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

English Learner Advisory Committee Members

Covina High School

The English Learner Advisory Committee is the representative body responsible for advising the principal and staff on the development of the school plan and needs assessment, administration of the language census and importance of school attendance at schools where there are more than 21 students identified as English Language Learners. The current make-up of the council is as follows:

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Daisy Carrasco Ramos	X		
Kevin Glaspy		X	
Felicia Verdin		X	X
Yemina Arellanes		X	
Numbers of members of each category			

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on March 25, 2024.

Attested:



Principal, Daisy Carrasco on March 25, 2024



SSC Chairperson, Desarie Martinez on March 25, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix B: Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	\$2,519,228.00	\$370,040.00	\$151,220.00	\$176,591.00	\$107,050.00
Carryover	\$177,868.24	\$138,215.80	\$116,876.54	\$36,074.80	
Indirect Costs	\$184,429.72	\$34,754.96	\$18,332.67	\$14,542.27	\$5,097.62
Admin Costs	\$167,365.44	\$31,539.27			\$8,865.42

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs						\$184,429.72	\$ 184,429.72
Admin Costs	\$ 41,732.00	\$ 54,918.00	\$ 33,807.00		\$ 19,225.00		\$ 149,482.00
Homeless				\$ 1,504.00			\$ 1,504.00
Parent and Family Engagement		\$ 748.00	\$ 256.00	\$ 500.00			\$ 1,504.00
Other Title I Activities	\$ 1,108,852.00		\$386,716.00	\$206,755.00	\$ 94,418.00		\$1,796,741.00

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/ Conferences 5000s	Indirect Costs	Total
Education Services	\$ 101,303.00	\$ 4,319.00	\$ 24,677.00	\$ 4,000.00	\$ 250,100.00	\$ 34,754.96	\$ 419,153.96

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services	\$ 69,391.00	\$ -	\$ 25,953.00	\$ 10,000.00	\$ 35,520.00	\$ 18,332.67	\$ 159,196.67

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services				\$ -	\$ 197,648.00	\$ 14,542.27	\$ 212,188.27

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services						\$ 5,097.62	\$ 5,097.62

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	14812.21	<p>This page is provided by the Educational Services Department charging for services.</p> <p>The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, Single Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.</p>
Title II	\$41202	<p>The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.</p>
Title III	BASED ON NEED	<p>EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.</p>
Title IV	\$18770.00	<p>The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.</p>
Perkins V	\$	<p>The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.</p>

Appendix C: Select State and Federal Programs

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

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

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