

# School Plan for Student Achievement (SPSA)

| School Name            | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------|-----------------------------------|--|---------------------------|
| Fairvalley High School | 19 64436-1931617                  | 10/21/2024                             | 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 Fairvalley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

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 Fairvalley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

## 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 Fairvalley 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**

FHS Principal Handzel met with educational partners on 3/26/2024 to conduct a broad analysis of data with focus areas concentrated on the CA Dashboard metrics, specifically the decrease in FHS graduation rate and CCI metric. Present at this meeting were parents, students, members elect for the new FHS PTSA, classified staff, community members and representatives from the District Office. FHS educational partners agreed that the dual enrollment/college credit classes offered at FHS had a positive impact on student achievement and should be expanded. FHS educational partners also recognized the role of academic tutors and recommended recruiting academic tutors for FHS students. During staff meetings, teacher input indicated that students are often unprepared to take Math III which may be a barrier to being prepared for the CAASPP in Math, as well as being A-G eligible potentially limiting a student's readiness for success in post-secondary education or career.

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 address those inequities by implementing the school plan. Potential inequities were identified based on California Dashboard metrics and ESSA requirements. Fairvalley High School qualified for CSI because the "all students" student group met the criteria used to determine low-performing student groups on Graduation Rate as well as the College and Career indicator on the California School Dashboard (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 Fairvalley High School.

## **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 California School Dashboard, FHS fell within the "red" performance category for the Graduation Rate Placement Report. With the sunset of AB 104, in which third or fourth-year students were allowed to graduate with the state minimum of 130 credits, 2022-2023 was the first year that students were once again required to complete the C-VUSD credit requirement of 220. Additionally, during 2021-2022 and 2022-2023, students recovering significant credits at FHS could transition back to their comprehensive high schools at the end of the FHS second trimester (February) to complete the last semester and graduate at their respective schools. Both the return to the requirement of the C-VUSD credits completion and students returning to their comprehensive schools in February may have significantly contributed to the decline in the FHS graduation rate for the 2022-2023 school year. After collaborating with the principals from the comprehensive schools, FHS has changed the practice of allowing students to return to their comprehensive schools during the mid-semester mark (February).

FHS also fell within the very low range for CCI for the 2022-2023 school year. FHS anticipates continuing to offer dual enrollment/college credit classes through Mt. San Antonio College. Dual enrollment/college credit classes are embedded into the school day at FHS, and students can earn ten elective credits and three units of college credit by passing classes with a C- or higher. This will be the second year students will be offered the opportunity to enroll in dual enrollment/college credit classes. Students who have previously passed a dual enrollment/college credit class that pass a second dual enrollment/college credit class will meet the CCI requirement and will be considered prepared for success in their post-secondary plans for college or career, as determined by the CA Dashboard.

Additionally, during the 2023-2024 school year, FHS expanded its course offerings to include multiple sections of Biology and Conceptual Physics. FHS will also add a section of Math III during the 2024-2025 school year. These classes will provide an opportunity for FHS students to become A-G eligible. FHS students that are A-G eligible with a three or higher on a CAASP (ELA or Math) and a two or higher on a CAASP (ELA or Math) will also be considered prepared for success in their post-secondary plans for college or career, according to the CA Dashboard. It is anticipated that both dual enrollment/college credit courses and expanded course offerings will positively impact the number of FHS students who are considered prepared by the CA Dashboard for the College/Career Index and that this will also positively impact the graduation rate.

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

Due to FHS's size, most student groups fall below the threshold for public reporting, and no student group that is reported fell two performance levels below "all students."

## Other Needs

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

According to disaggregated internal data, during the 2022-2023 and 2023-2024 school years, English learners were identified as a student group with a low completion rate for graduation requirements.

The C-VUSD has adopted English 3D as the new ELD curriculum for the upcoming school year and provided teachers with extensive training to deliver designated support for English learners. Additionally, the C-VUSD K-12 ELA/ELD Instructional Coach has already been scheduled to provide targeted in-service to FHS teachers to support English learners in their classrooms. There will be an increase in coaching and support.

FHS has also identified that most students benefit from additional support in writing. During the 2023-2024 school year, the Instructional Leadership Team met to identify a CCCS in writing and administered two common formative assessments schoolwide. The results were shared with all teachers with writing strategies designed to support all students. FHS intends to continue this practice throughout the 2024-2025 school year.

## 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 Fairvalley 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                | %                     | 0.67%  | 0.64%  |                    | 1     | 1     |
| African American               | 2.5%                  | 5.33%  | 5.73%  | 4                  | 8     | 9     |
| Asian                          | 1.9%                  | 2.00%  | 0%     | 3                  | 3     | 0     |
| Filipino                       | %                     | %      | 0.64%  |                    | 0     | 1     |
| Hispanic/Latino                | 79.1%                 | 76.67% | 81.53% | 125                | 115   | 128   |
| Pacific Islander               | 0.6%                  | 0.67%  | 0.64%  | 1                  | 1     | 1     |
| White                          | 11.4%                 | 12.00% | 8.28%  | 18                 | 18    | 13    |
| Multiple/No Response           | 0.6%                  | 1.33%  | 1.27%  | 1                  | 2     | 2     |
| Total Enrollment               |                       |        |        | 158                | 150   | 157   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 20-21              | 21-22 | 22-23 |
| Grade 10                          | 4                  |       |       |
| Grade 11                          | 31                 | 25    | 44    |
| Grade 12                          | 123                | 125   | 113   |
| Total Enrollment                  | 158                | 150   | 157   |

#### Conclusions based on this data:

1. Fairvalley continues to serve a demographic population of students that is similar to that of the C-VUSD.
2. Fairvalley steadily gains students throughout each year as students at the comprehensive high schools become identified as credit deficient or at risk of becoming credit deficient at each six-week grading period. The number of students coming to Fairvalley to start each school year and at the conclusion of the fall semester is greater than the number of students who return to their comprehensive high school.
3. The 11th-grade class continues to be underrepresented, possibly due to students not being tracked for credit deficiency soon enough or perhaps hesitation to attend the continuation program until credit deficiency has become more urgent. Monthly orientations take place and have been expanded to include orientations that allow students to enroll in for the summer.



# 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)                         | 11                 | 13    | 11    | 7.0%                | 8.7%  | 7.0%  |
| Fluent English Proficient (FEP)               | 39                 | 33    | 33    | 24.7%               | 22.0% | 21.0% |
| Reclassified Fluent English Proficient (RFEP) | 0                  | 2     |       | 0.0%                | 15%   |       |

### Conclusions based on this data:

1. The number of English Learners may have remained lower at Fairvalley due to improved interventions targeting English learners at the comprehensive high schools. Fairvalley only enrolls EL students who are at ELD Level III as per alternative high school compliance standards.
2. C-VUSD has adopted the English 3D curriculum for the 2024-2025 school year and has embedded additional coaching support for ELD teachers. English learners at FHS receive designated instruction during one period of ELD daily and integrated instruction across content areas.
3. Due to the small number of students, it is not anticipated that FHS had a student that qualified for reclassification to fluent English proficient during the 2023-2024 school year.



# 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                               | 55                     | 68    | 46    | 50                   | 65    | 44    | 50                        | 65    | 44    | 90.9                          | 95.6  | 95.7  |
| All Grades                             | 55                     | 68    | 46    | 50                   | 65    | 44    | 50                        | 65    | 44    | 90.9                          | 95.6  | 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                             | 2423.            | 2464. | 2424. | 0.00                | 0.00  | 0.00  | 8.00           | 15.38 | 2.27  | 10.00                 | 30.77 | 18.18 | 82.00              | 53.85 | 79.55 |
| All Grades                           | N/A              | N/A   | N/A   | 0.00                | 0.00  | 0.00  | 8.00           | 15.38 | 2.27  | 10.00                 | 30.77 | 18.18 | 82.00              | 53.85 | 79.55 |

| Reading<br>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   | 4.00             | 6.15  | 0.00  | 40.00                 | 58.46 | 45.45 | 56.00            | 35.38 | 54.55 |
| All Grades   | 4.00             | 6.15  | 0.00  | 40.00                 | 58.46 | 45.45 | 56.00            | 35.38 | 54.55 |

| Writing<br>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  | 0.00             | 0.00  | 0.00  | 18.00                 | 43.75 | 18.18 | 82.00            | 56.25 | 81.82 |
| All Grades  | 0.00             | 0.00  | 0.00  | 18.00                 | 43.75 | 18.18 | 82.00            | 56.25 | 81.82 |



| Listening<br>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  | 2.00             | 1.54  | 4.55  | 50.00                 | 72.31 | 63.64 | 48.00            | 26.15 | 31.82 |
| All Grades  | 2.00             | 1.54  | 4.55  | 50.00                 | 72.31 | 63.64 | 48.00            | 26.15 | 31.82 |

| Research/Inquiry<br>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   | 0.00             | 0.00  | 0.00  | 40.00                 | 61.54 | 40.91 | 60.00            | 38.46 | 59.09 |
| All Grades   | 0.00             | 0.00  | 0.00  | 40.00                 | 61.54 | 40.91 | 60.00            | 38.46 | 59.09 |

**Conclusions based on this data:**

1. The percentage of enrolled Grade 11 students tested remained stable over three years, with slight improvements from 90.9% in 21-22 to 95.7% in 23-24, demonstrating consistent testing engagement.
2. There was a decrease in the percentage of Grade 11 students meeting or exceeding standards, with the "Standard Met" category dropping from 15.38% in 22-23 to 2.27% in 23-24, while the percentage "Not Met" rose to 79.55%.
3. Grade 11 students saw improvement in reading "At or Near Standard" levels in 22-23 but faced a decline in 23-24, with a corresponding increase in students "Below Standard." Similarly, writing proficiency remained low across the three years, with most students scoring "Below Standard."



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 11                               | 55                     | 68    | 46    | 51                   | 65    | 44    | 51                        | 64    | 44    | 92.7                          | 95.6  | 95.7  |
| All Grades                             | 55                     | 68    | 46    | 51                   | 65    | 44    | 51                        | 64    | 44    | 92.7                          | 95.6  | 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                             | 2424.            | 2441. | 2424. | 0.00                | 0.00  | 0.00  | 0.00           | 0.00  | 2.27  | 11.76                 | 10.94 | 9.09  | 88.24              | 89.06 | 88.64 |
| All Grades                           | N/A              | N/A   | N/A   | 0.00                | 0.00  | 0.00  | 0.00           | 0.00  | 2.27  | 11.76                 | 10.94 | 9.09  | 88.24              | 89.06 | 88.64 |

| Problem Solving & Modeling/Data Analysis<br>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   | 0.00             | 0.00  | 0.00  | 47.06                 | 45.31 | 50.00 | 52.94            | 54.69 | 50.00 |
| All Grades   | 0.00             | 0.00  | 0.00  | 47.06                 | 45.31 | 50.00 | 52.94            | 54.69 | 50.00 |

| Communicating Reasoning<br>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   | 0.00             | 1.56  | 0.00  | 64.71                 | 45.31 | 38.64 | 35.29            | 53.13 | 61.36 |
| All Grades   | 0.00             | 1.56  | 0.00  | 64.71                 | 45.31 | 38.64 | 35.29            | 53.13 | 61.36 |



**Conclusions based on this data:**

1. Grade 11 testing participation remained consistently high, with over 95% of enrolled students tested each year from 21-22 to 23-24.
2. The majority of Grade 11 students continue to fall in the "Not Met" category in overall achievement, with only slight improvements in students "Nearly Met" in 23-24.
3. While half of Grade 11 students consistently perform "At or Near Standard" in problem-solving, a growing percentage moved from "At or Near" to "Below Standard" in communicating reasoning by 23-24, indicating a need for targeted support in mathematical reasoning skills.



# 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<br>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 |
| 11   | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | 4     | 4     |
| 12   | *       | *     | *     | *             | *     | *     | *                | *     | *     | 4                         | 5     | 5     |
| All Grades   |         |       |       |               |       |       |                  |       |       | 7                         | 9     | 9     |

| Overall Language<br>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 |
| 11  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 12  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

| Oral Language<br>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 |
| 11   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 12   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

| Written Language<br>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 |
| 11  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 12  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |



| Listening Domain<br>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 |
| 11  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

| Speaking Domain<br>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 |
| 11   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

| Reading Domain<br>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 |
| 11  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

| Writing Domain<br>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 |
| 11  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

**Conclusions based on this data:**

1. With less than 10 students during the 2023-2024 school year, this is not a significant student group for Fairvalley High School
2. During the 2023-2024 school year, no English learner received an overall score of four on the ELPAC therefore, no English learners met the criteria for reclassification.



# 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  |
| 157  | 66.2   | 7  | 4.5   |
| Total Number of Students enrolled in Fairvalley 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                                  | 11    | 7          |
| Foster Youth                                      | 7     | 4.5        |
| Homeless  | 9     | 5.7        |
| Socioeconomically Disadvantaged                   | 104   | 66.2       |
| Students with Disabilities                        | 51    | 32.5       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 9     | 5.7        |
| American Indian              | 1     | 0.6        |
| Filipino                     | 1     | 0.6        |
| Hispanic                     | 128   | 81.5       |
| Two or More Races            | 2     | 1.3        |
| Pacific Islander             | 1     | 0.6        |
| White                        | 13    | 8.3        |

### Conclusions based on this data:

1. Fairvalley High School serves a diverse student body, with 81.5% of students identifying as Hispanic, while smaller groups represent various other ethnic backgrounds, including African American, White, and Pacific Islander.



2. A significant portion of the student population, 66.2%, is socioeconomically disadvantaged, highlighting the need for resources and support, especially for the 7% who are English Learners and the 4.5% who are Foster Youth.
3. With a large percentage of students identified as having disabilities, Fairvalley High School plays a critical role in providing inclusive education, addressing diverse learning needs, and fostering a supportive environment for all students.



# School and Student Performance Data




## Overall Performance

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

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

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



| 2023 Fall Dashboard Overall Performance for All Students |  |  |
|--|--|--|
| Academic Performance                                     | Academic Engagement  | Conditions & Climate   |
| College/Career<br>Very Low                               | Graduation Rate<br><br>Red                       | Suspension Rate<br><br>Green |
|  | Chronic Absenteeism<br><br>No Performance Color |  |

### Conclusions based on this data:

- Fairvalley High School had a significant increase in the rate of graduation increasing from approximately 68% to approximately 86%.
- Fairvalley High School has made seeking appropriate other means of corrections a priority as an intervention. Counseling requests have been made by students and their families and the site has a part-time District Social Worker and a full time counselor who assists with this process.



3. Fairvalley High School has scheduled two semester long dual enrollment classes in collaboration with Mt. SAC and anticipate that an increased percentage of students will meet the metrics to be designated college and career ready.



# School and Student Performance Data

## Academic Performance English Language Arts

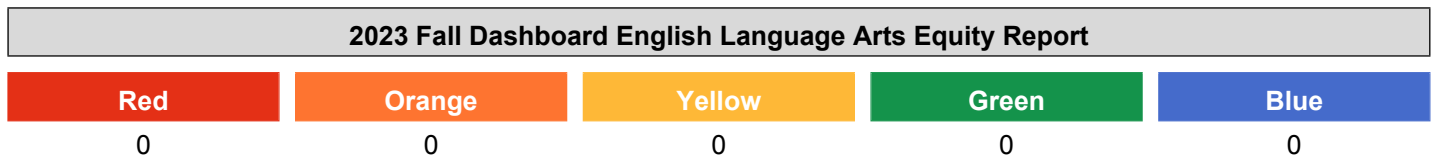
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.






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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group                    |  |  |
|---|--|--|
| <b>All Students</b><br>114.6 points below standard<br>Increased Significantly +47 points<br>33 Students | <b>English Learners</b><br>Less than 11 Students<br>1 Student  | <b>Foster Youth</b><br>Less than 11 Students<br>2 Students               |
| <b>Homeless</b><br>Less than 11 Students<br>2 Students  | <b>Socioeconomically Disadvantaged</b><br>114.2 points below standard<br>Increased Significantly +43.3 points<br>23 Students | <b>Students with Disabilities</b><br>Less than 11 Students<br>2 Students |



### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American   | American Indian   | Asian  | Filipino  |
|--|---|--|---|
| Less than 11 Students<br><br>2 Students  | <br>No Performance Color<br>0 Students | Less than 11 Students<br><br>0 Students  | <br>No Performance Color<br>0 Students |
| Hispanic   | Two or More Races   | Pacific Islander   | White   |
| 104.1 points below standard<br>Increased Significantly +64.6 points<br>29 Students | Less than 11 Students<br><br>1 Student  | <br>No Performance Color<br>0 Students | Less than 11 Students<br><br>2 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<br><br>1 Student | Less than 11 Students<br><br>0 Students | 123.1 points below standard<br>Increased Significantly +48.1 points<br>29 Students |

#### Conclusions based on this data:

1. Fairvalley students overall have significantly improved in English Language Arts, reducing their distance from the standard by 47 points, though they remain 114.6 points below.
2. Socioeconomically disadvantaged and Hispanic students also made notable progress, with gains of 43.3 and 64.6 points respectively, indicating effective interventions but a continued need for support in English Language Arts.
3. Small student groups, including English Learners, Foster Youth, and Students with Disabilities, consist of fewer than 11 students each, underscoring the importance of personalized strategies to address their unique academic needs.



# School and Student Performance Data

## Academic Performance Mathematics

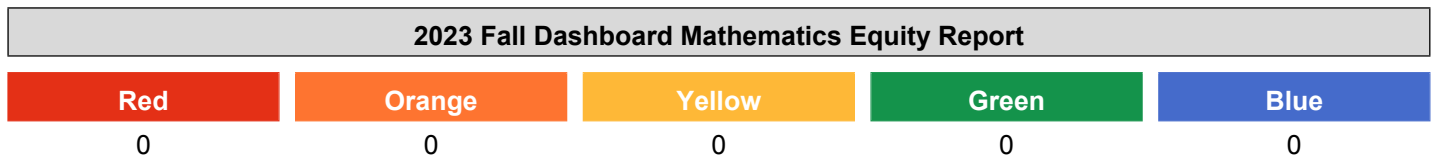
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 |  |                                   |
|--|--|-----------------------------------|
| <b>All Students</b>  | <b>English Learners</b>                | <b>Foster Youth</b>               |
| 173.7 points below standard  | Less than 11 Students                  | Less than 11 Students             |
| Increased +14.7 points   | 1 Student                              | 2 Students                        |
| 33 Students  |  |                                   |
| <b>Homeless</b>  | <b>Socioeconomically Disadvantaged</b> | <b>Students with Disabilities</b> |
| Less than 11 Students  | 186.8 points below standard            | Less than 11 Students             |
| 2 Students   | Maintained -1.1 points                 | 2 Students                        |
|  | 23 Students                            |                                   |



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian   | Asian  | Filipino  |
|--|---|--|---|
| Less than 11 Students<br><br>2 Students  | <br>No Performance Color<br>0 Students | Less than 11 Students<br><br>0 Students  | <br>No Performance Color<br>0 Students |
| Hispanic   | Two or More Races   | Pacific Islander   | White   |
| 162.1 points below standard<br>Increased Significantly +43.7 points<br>29 Students | Less than 11 Students<br><br>1 Student  | <br>No Performance Color<br>0 Students | Less than 11 Students<br><br>2 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<br><br>1 Student | Less than 11 Students<br><br>0 Students | 180.6 points below standard<br>Increased +6.1 points<br>29 Students |

#### Conclusions based on this data:

1. Fairvalley students showed moderate improvement in mathematics, closing the gap to the standard by 14.7 points, yet they remain 173.7 points below the benchmark, indicating continued need for intervention.
2. Hispanic students demonstrated significant progress with a 43.7-point increase, though they are still 162.1 points below standard, suggesting effective support strategies that should be expanded.
3. Socioeconomically disadvantaged students maintained their performance level, remaining 186.8 points below standard, highlighting a need for targeted resources to help this group make meaningful gains.



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

| 2023 Fall Dashboard English Learner Progress Indicator |   |                          |  |                                   |   |
|--|---|--------------------------|--|-----------------------------------|---|
|  | <table><tr><th>English Learner Progress</th></tr><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 9 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table> | English Learner Progress | making progress towards English language proficiency | Number of EL Students: 9 Students | Performance Level: No Performance Level |
| English Learner Progress                               |   |                          |  |                                   |   |
| making progress towards English language proficiency   |   |                          |  |                                   |   |
| Number of EL Students: 9 Students                      |   |                          |  |                                   |   |
| Performance Level: No Performance 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 |

### Conclusions based on this data:

1. C-VUSD has adopted the English 3D curriculum for the 2024-2025 school year. Additional support from the ELD Coach will be provided to the ELD Teacher to support the new curriculum and students.
2. Increasing student engagement opportunities, and providing designated instruction through the use of the English 3D curriculum will provide support for English learners and increase their performance on the CAASPP ELA, CAST and ELPAC.
3. During the 2022-2023 & 2023-2024 school years, the C-VUSD ELD Coach provided professional development opportunities for FHS providing multiple strategies designed to provide integrated support for all English learners. Professional Development for FHS teachers will be expanded during the 2024-2025 school year.



# School and Student Performance Data

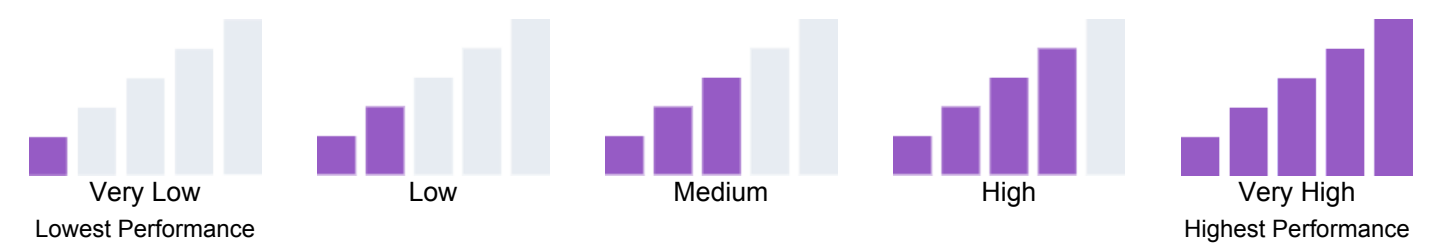
## Academic Performance College/Career Report

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.

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



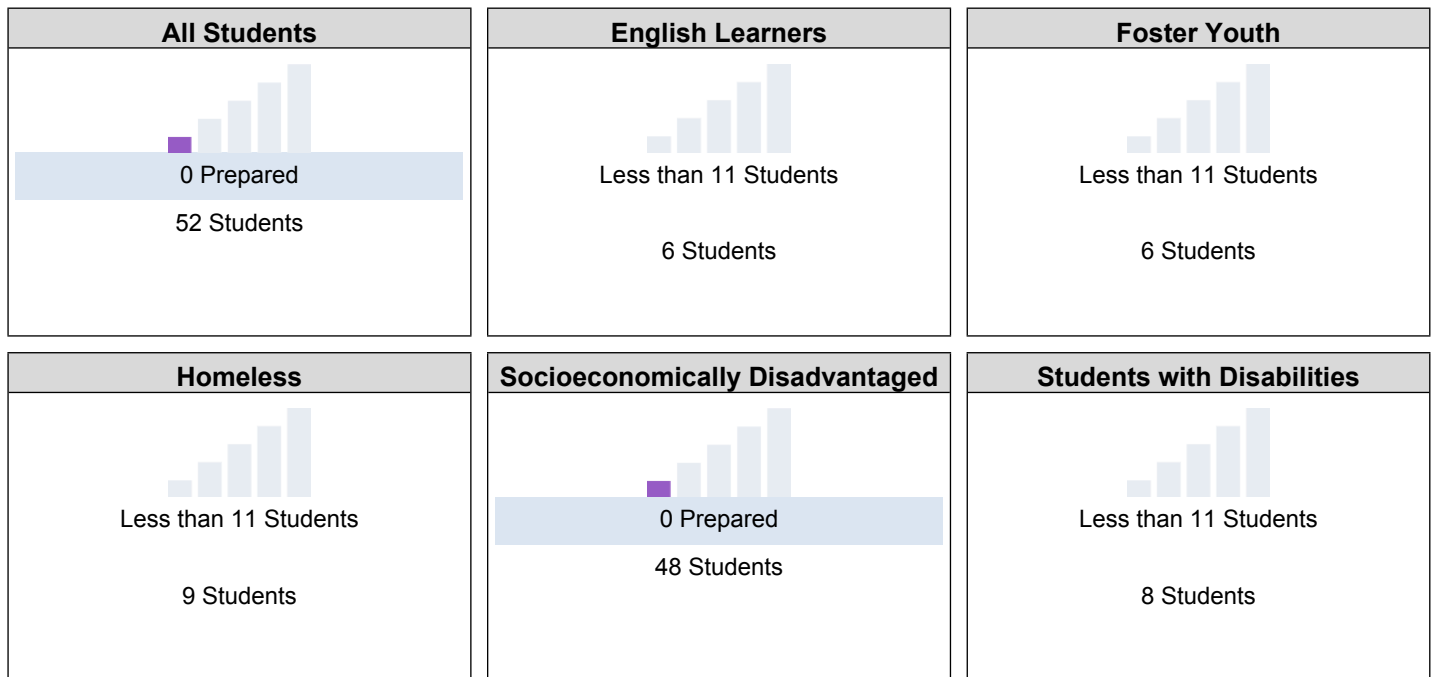
This section provides number of student groups in each level.

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

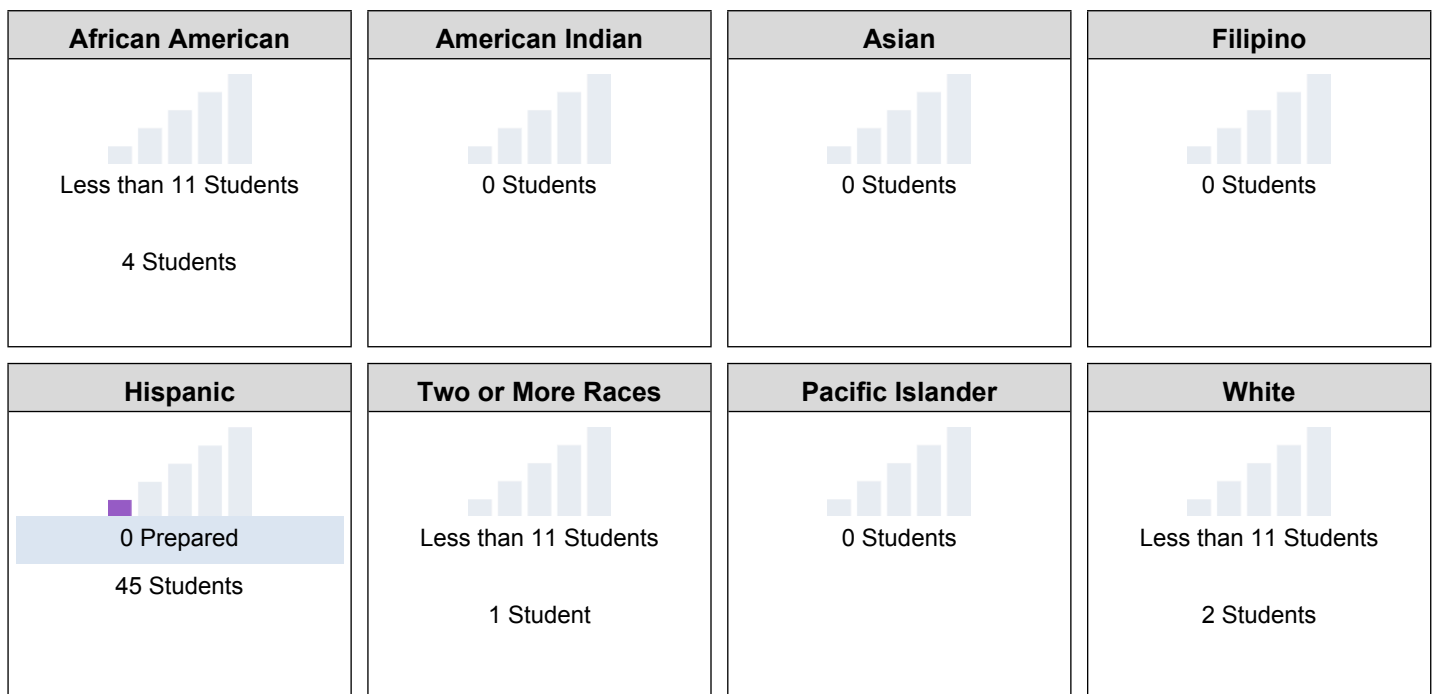
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



### 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:

- Based on the 2023 Dashboard analysis, the following student groups fell within the "Very Low" range on the CA School Dashboard indicator for the College and Career Index: "All Students," "Socioeconomically Disadvantaged," and "Hispanic" students.
- FHS has expanded its core content classes to include Biology and Conceptual Physics, as well as Math III in order to provide all students with opportunities to become A-G eligible.
- Fairvalley students will continue to benefit from increased usage of Naviance to support post graduation planning and will continue to partner with Mt. SAC to provide dual enrollment opportunities for all students.







# 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.

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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

|  |   |   |  |
|--|---|---|--|
| <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students   | <b>Asian</b><br><br>No Performance Color<br>0 Students            | <b>Filipino</b><br><br>No Performance Color<br>0 Students |
| <b>Hispanic</b><br><br>No Performance Color<br>0 Students         | <b>Two or More Races</b><br><br>No Performance Color<br>0 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>0 Students    |

#### Conclusions based on this data:

1. FHS has partnered with the Goals for Life organization, which provides mentoring and academic support for the most at-risk students. Mentors include former major league athletes who build a connection with students designed to increase school attendance, promote academic growth, and support the social and emotional well-being of the student.
2. During the 2022-2023 school year, Fairvalley added dual enrollment/college credit classes and Work Experience. In 2023-2024, Fairvalley has also added Drawing, Ceramics/3-D Art and to its list of A-G elective offerings to increase student engagement.



# 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.

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This section provides number of student groups in each level.






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

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                            |
| <br>Red<br>67.9% graduated<br>Decreased Significantly -14.9<br>53 Students | Less than 11 Students<br><br>6 Students  | Less than 11 Students<br><br>7 Students |
| Homeless  | Socioeconomically Disadvantaged  | Students with Disabilities              |
| Less than 11 Students<br><br>9 Students   | <br>Orange<br>69.4% graduated<br>Decreased Significantly -13.2<br>49 Students | Less than 11 Students<br><br>8 Students |



### 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

|  |   |   |  |
|--|---|---|--|
| <b>African American</b><br>Less than 11 Students<br>4 Students   | <b>American Indian</b><br><br>No Performance Color<br>0 Students | <b>Asian</b><br><br>No Performance Color<br>0 Students            | <b>Filipino</b><br><br>No Performance Color<br>0 Students |
| <b>Hispanic</b><br><br>Red<br>66.7% graduated<br>Decreased Significantly -17<br>45 Students | <b>Two or More Races</b><br>Less than 11 Students<br>1 Student  | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br>Less than 11 Students<br>3 Students  |

#### Conclusions based on this data:

1. The graduation rate for Fairvalley students groups "All Students," "Socioeconomically Disadvantaged" and "Hispanic" decreased significantly during the 2022-2023 school year.
2. The formal adoption of the trimester system supports students in credit recovery supports as well as our graduation rate. Students can also enroll in CTE pathways, adult education courses, work experience, online credit recovery (APEX), dual enrollment/college credit and summer school classes and summer graduation are all in place to increase and support credit recovery and the graduation rate.
3. Fairvalley maintains a full-time school counselor and a part-time district social worker to support student needs in academics and social-emotional support.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

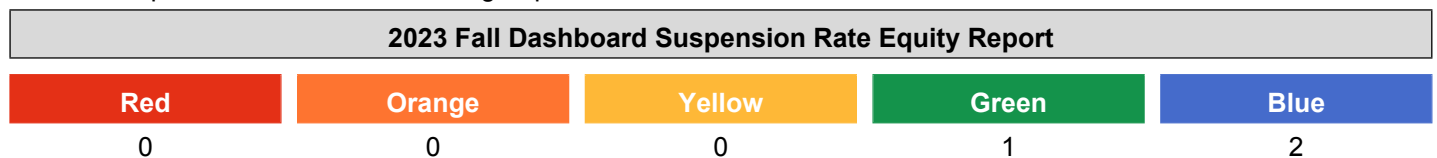
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This section provides number of student groups in each level.




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  |   |   |
|---|---|---|
| <b>All Students</b>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined -1.7<br/>208 Students</p> | <b>English Learners</b> <p>0% suspended at least one day</p> <p>Maintained 0<br/>19 Students</p>  | <b>Foster Youth</b> <p>0% suspended at least one day</p> <p>12 Students</p>   |
| <b>Homeless</b> <p>0% suspended at least one day</p> <p>12 Students</p>   | <b>Socioeconomically Disadvantaged</b>  <p>Blue</p> <p>0.6% suspended at least one day</p> <p>Declined Significantly -2.9<br/>160 Students</p> | <b>Students with Disabilities</b>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.6<br/>59 Students</p> |



### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian                     | Asian                               | Filipino   |
|--|-------------------------------------|-------------------------------------|--|
| Less than 11 Students<br>10 Students   | Less than 11 Students<br>1 Student  | Less than 11 Students<br>3 Students | Less than 11 Students<br>1 Student                           |
| Hispanic   | Two or More Races                   | Pacific Islander                    | White  |
| <br>Green<br>2.4% suspended at least one day<br>Declined -1.6<br>170 Students | Less than 11 Students<br>4 Students | Less than 11 Students<br>1 Student  | 0% suspended at least one day<br>Maintained 0<br>18 Students |

#### Conclusions based on this data:

1. Fairvalley uses other means of correction in lieu of suspensions. The utilization of mental health services has been beneficial to students and has allowed Fairvalley to maintain its low rate of suspension.
2. Participation in social-emotional learning, sports, leadership activities, expanded electives, and incentives continue to be important in decreasing the student suspension rate.
3. Fairvalley administrators and the Instructional Leadership Team will expand the use of restorative practices at FHS during the 2024-2025 school year, in addition to implementing RULER, the District SEL program with greater fidelity to decrease the student suspension rate.



# 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><b>English Language Arts:</b><br/>Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP.</p> <p><b>Mathematics:</b><br/>Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP.</p> <p><b>Science:</b><br/>Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST.</p> <p><b>English Learner Progress:</b><br/>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><b>Graduation Rate:</b><br/>Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma.</p> <p><b>A-G Rate:</b><br/>Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements.</p> <p><b>Attendance:</b><br/>Increase Districtwide Attendance Rate to at least 95% or higher.</p> | <p>Goals:<br/>ELA, Math, ELD, Science, College &amp; 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<br>ESSA: Moderate                          | <ul style="list-style-type: none"> <li>Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT)</li> <li>Coaching for Central Office personnel and site leadership</li> <li>Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement.</li> </ul>  | Goals, Strategies, & Proposed Expenditures |
| Professional Learning Communities<br>ESSA: Strong          | <ul style="list-style-type: none"> <li>Ensuring that All Students Learn (Big Idea #1)</li> <li>Building a Culture of Collaboration for School Improvement (Big Idea #2)</li> <li>A Focus on Results (Big Idea #3)</li> <li>Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano)</li> </ul>   | Goals, Strategies, & Proposed Expenditures |
| Response to Intervention (RTI)<br>ESSA: Strong             | <ul style="list-style-type: none"> <li>Tiers I, II and III Intervention structure planned and utilized</li> <li>All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs</li> <li>Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007)</li> </ul> (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004)  | Goals, Strategies, & Proposed Expenditures |
| i-Ready<br>ESSA: Moderate                                  | <ul style="list-style-type: none"> <li>Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning</li> <li>Powerful adaptive diagnostic and growth measure</li> <li>Core standards-based instruction, practice, and assessment</li> <li>Adaptive learning</li> <li>Personalized on-line instruction</li> </ul> (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.)  | Goals, Strategies, & Proposed Expenditures |
| Thinking Maps<br>ESSA: Strong                              | <ul style="list-style-type: none"> <li>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.</li> <li>Excellent for English Learners and others to understand and access core curriculum</li> <li>Thinking maps are a “common visual language” for students in all subjects in Grades K-12.</li> </ul> (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.) | Goals, Strategies, & Proposed Expenditures |
| Write from the Beginning and Beyond (TK-5)<br>ESSA: Strong | <ul style="list-style-type: none"> <li>Grade level appropriate expectations for effective student writing</li> <li>Teachers receive instruction for writing at their grade level</li> <li>Students self-evaluate their writing performance and identify strategies for improvement</li> <li>Students utilize Thinking Maps individually or in groups to organize and plan expository writing</li> </ul> (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<br><br>ESSA: Moderate | <ul style="list-style-type: none"> <li>Professional Development for teachers</li> <li>Aligned to California's ELA Common Core Standards</li> <li>Text-Based Grammar for Expository Reading and Writing</li> <li>New relevant student topics for enhanced motivation</li> <li>Reading and writing in both literary and informational texts</li> </ul> (California Department of Education (CCSS), California State University course syllabus)  | Goals, Strategies, & Proposed Expenditures |
| UCI Math Project<br><br>ESSA: Moderate                                  | <ul style="list-style-type: none"> <li>Research -based hands-on professional development.</li> <li>Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices.</li> <li>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.</li> <li>Intervention curriculum to fill in the gaps for students below grade level.</li> <li>Scaffolded English Language Learners supports.</li> </ul> (Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016)<br>(Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019) | Goals, Strategies, & Proposed Expenditures |
| Lindamood-Bell<br><br>ESSA: Strong                                      | <ul style="list-style-type: none"> <li>Tiers I, II, III intervention</li> <li>Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling.</li> <li>Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking.</li> <li>Professional development to develop the underlying process necessary for a student to learn to read and comprehend.</li> </ul> (Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019)<br>(Sadoski, M. & Wilson, V., 2006)   | Goals, Strategies, & Proposed Expenditures |
| Ruler<br><br>ESSA: Moderate   | <ul style="list-style-type: none"> <li>A system approach to Social-Emotional Learning.</li> <li>RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating.</li> <li>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.</li> </ul> (Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)   | Goals, Strategies, & Proposed Expenditures |
| Character Strong/Purposeful People<br><br>ESSA: Moderate                | <ul style="list-style-type: none"> <li>Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side.</li> <li>SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making</li> <li>Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility</li> </ul> (Elias, M. J., & Arnold, H. (Eds.), 2006).<br>(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:

| <b>Research Models and ESSA Ratings</b>                | <b>Major Elements/Strategies</b>  | <b>Section in SPSA</b>                     |
|--|---|--|
| Protocols for Professional Learning<br>ESSA: Promising | Professional Development for teachers occurs at Fairvalley on a bi-monthly basis. In addition, Fairvalley faculty contribute to committee work to advance district wide initiatives such as Focused Schools and Social Emotional Learning.  | Goals, Strategies, & Proposed Expenditures |
| Collaborative Assessment<br>ESSA: Promising            | Provide a consistent and systematic framework for providing students with a learning environment that promotes positive social, emotional, and academic outcomes that helps the staff to close the achievement gap. Furthermore, the ELA and Math department has embarked upon common internal assessments such as writing assessments (CFA) across content areas and ALEKS Math as well as with the district writing assessment. | Goals, Strategies, & Proposed Expenditures |
| Close Reading<br>ESSA: Promising                       | Provides strategies for close, analytical reading of texts at each grade level. Encourages students to read and reread deliberately so that they can understand the central ideas and key details.  | 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.

#### ELA

By June 2025, Fairvalley High School students will increase their overall score on ELA 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.
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.

### 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 2023 California School Dashboard data for Fairvalley High School indicates a critical need for improvement in English Language Arts (ELA) performance. The data shows that all students are performing significantly below the standard, with a gap of 114.6 points. Despite a significant increase of 47 points, only 15.38% of all students met or exceeded the standard. Specifically, Socioeconomically Disadvantaged (SED) students are 114.2 points below the standard, and Hispanic students are 104.1 points below the standard, even after a 64.6-point increase.

These performance gaps highlight the need for targeted interventions to support underperforming student groups. To address these areas, the school aims to increase the overall ELA SBAC scores by 7.5% by June 2025. Strategies include enhanced instructional support, differentiated learning approaches, and focused professional development for teachers to better address the needs of these student populations. Additionally, engaging parents and the community in supporting student learning is crucial to closing these achievement gaps.

WASC Schoolwide Growth Areas for Continuous Improvement:

1. There is a need for Fairvalley High School to develop a plan to address the high rate of chronic absenteeism in order to improve student attendance, academic achievement, and parent engagement through school wide policies.
2. There is a need to continue to develop students' writing skills across all disciplines and incorporate critical thinking skills throughout the process.
3. There is a need to implement a systematic review and analysis of student data and curriculum in order to promote and deliver high-quality instructional practices that improve student learning outcomes.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

1. The visiting committee recommends extended opportunities for hands-on and interactive learning through curriculum/instructional support for all students at FHS.

### 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  |
|------------------|---|---|
| SBAC ELA         | All Students- 2% met or exceeded standard<br>SED- 2.5% met or exceeded standard<br>Hispanic- 2 % met or exceeded standard | All Students- 7% will meet or exceed standard<br>SED-7.5% will meet or exceed standard<br>Hispanic- 7% will meet or exceed 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   |
|---------------------|---|-----------------------|---|
|                     |   |                       |   |
| 1.1                 | Administer District Writing Assessments (DWA) in reading and writing, as well as site level Common Formative Assessments (CFA) in writing two times yearly to determine student need for intervention and to measure and inform students of their progress in writing across content areas. | All Students          | District funded<br>Certificated Salaries  |
| 1.2                 | Utilize Protocols for Professional Learning and Collaborative Assessment to collectively analyze, reflect and set writing goals and implement writing strategies based on the results of student assessments including the CAASPP, DWA and CFA.   | All Students          | 500<br>Title I - Site Allocation<br>Certificated Salaries<br>extra hours  |
| 1.3                 | Provide Professional Development for new teachers (ELA & Education Specialist) in the ERWC Curriculum.  | All Students and SWD  | 2500<br>LCFF S/C Site Innovation (3313)<br>Certificated Salaries<br>extra duty hours<br>7750<br>LCFF S/C Site Innovation (3313)<br>Services and other operating expenditures<br>lodging/travel expenses |
| 1.4                 | Provide Professional Development in co-teaching.  | SWD                   | 500<br>LCFF S/C Site Innovation (3313)<br>Services and other operating expenditures<br>lodging/travel expenses  |
| 1.6                 | Maintain the co-teach model in ERWC 10-12 to support reading and writing goals for all students, students with disabilities, and English language learners in ELA and across all content areas.   | SWD                   | District funded<br>Certificated Salaries  |
| 1.7                 | Provide supplemental material in all content areas to support hands-on, interactive lessons and opportunities for field trips and college visits.   | All Students          | 1000<br>Title I - Site Allocation<br>Books and Supplies<br><br>500<br>LCFF S/C New Teacher (2223)   |



|  |  |  |  |
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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.

Strategies 1.1, 1.2, 1.7 & 1.10 were implemented as intended and were effective based on the 15% overall improvement of FHS Juniors on the 2022-2023 CAASPP ELA. Strategy 1.4 was fully implemented, and PD was provided in all areas. However, some programs, such as RULER, were not fully implemented. FHS will expand RULER during the 2024-20-25 school year and anticipates that RULER will be fully implemented. During the 2022-2023 school year, strategy 1.6 was not fully implemented because FHS experienced a high staff turnover rate. During the 2023-2024 school year, the ELA teacher and Education Specialist received training in co-teaching; however, the Education Specialist resigned. It is anticipated that FHS will be fully staffed and implement the co-teach model during the 2024-2025 school year. Strategy 1.3 was fully implemented during the 2022-2023 & 2023-2024 school year. There were four FHS summer graduates for the 2022-2023 school year and one FHS summer graduate for the 2023-2024 school year. Strategy 1.5 was effective based on the increase in the RFEP rate during the 2022-2023 school year. Strategy 1.9 was fully implemented and was effective based on the increase in the FHS Graduation Rate in 2023-2024.

Strategy 1.11 was not fully implemented due to a lack of student interest.

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

Strategy 1.11 was not fully implemented causing a minor difference in anticipated budget expenditures. All other strategies were implemented as intended, with budget expenditures aligning with the plan.

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.

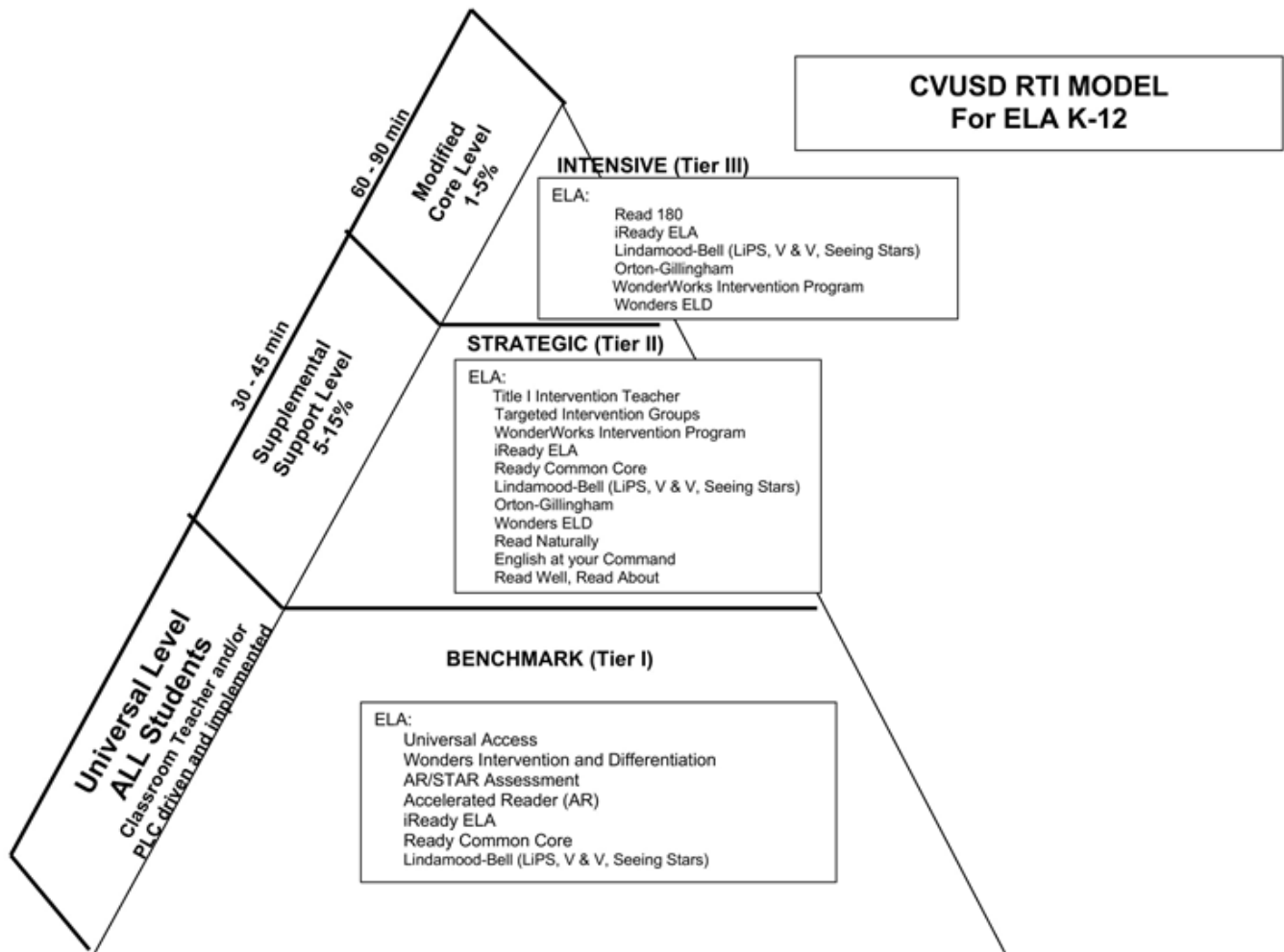
Minor updates have been made to include new actions for providing professional development in ERWC and co-teaching so that all ELA teachers and Education Specialists are fully trained and better able to serve all students and students with disabilities. Additionally, several strategies have been moved to other goals or eliminated due to redundancy.

Strategy 1.3 & 1.9 will be moved to Goal 5, Graduation Rate for the 2024-2025 school year.  
 Strategy 1.5 will be removed from Goal 1 because it supports Goal 3.  
 Strategy 1.6 & 1.11 will be moved to Goal 7, Student Engagement, for the 2024-2025 school year.

All other annual outcomes, metrics, and strategies will remain unchanged.



# 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.

#### Math

By June 2025, Fairvalley High School students will increase their SBAC math scores by 7.5% (decrease points below standard by approximately 13 points)

### 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.
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.

### 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 Dashboard and local data, Fairvalley High School needs significant improvement in math performance, particularly for Hispanic and socioeconomically disadvantaged students. Current SBAC math scores indicate these groups are 162.1 and 186.8 points below the standard, respectively. By June 2025, the goal is to increase SBAC math scores by 7.5%. Steps to address these areas include:  
Implementing targeted interventions and additional tutoring support.  
Providing professional development for teachers on differentiated instruction and data-driven strategies.  
Increasing parental and community engagement to support student learning.  
Utilizing formative assessments to monitor progress and adjust instructional practices.  
These efforts aim to bridge performance gaps and enhance overall student outcomes.

WASC Schoolwide Growth Areas for Continuous Improvement:

1. There is a need for Fairvalley High School to develop a plan to address the high rate of chronic absenteeism in order to improve student attendance, academic achievement, and parent engagement through school wide policies.
2. There is a need to continue to develop students' writing skills across all disciplines and incorporate critical thinking skills throughout the process.
3. There is a need to implement a systematic review and analysis of student data and curriculum in order to promote and deliver high quality instructional practices that improve student learning outcomes.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:  
2. The visiting committee recommends extended opportunities for hands-on and interactive learning through curriculum/instructional support for all students at FHS.

### 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  |
|------------------|--|---|
| SBAC Math        | All Students- 2% met or exceeded standard<br>Hispanic- 2.7% met or exceeded standard<br>SED- 2.5% met or exceeded standard | All Students- 7% will meet or exceed standards<br>Hispanic- 2.7% will meet or exceed standards<br>SED- 2.5% will meet or exceed standards |

## 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                    |
|---------------------|---|------------------------|--|
|                     |   |                        |  |
| 2.2                 | Utilize a variety of instructional strategies to engage all learners in Math including co-teaching, integrated instructional strategies for English learners, small group and direct instruction.   | All Students, SWD & EL | District funded<br>Certificated Salaries |
| 2.3                 | Utilize protocols for professional learning and collaborative assessment to collectively analyze, reflect and set goals based on the results of student assessments including the CAASPP and common formative assessments in ALEKS & district benchmarks. | All Students           | District funded<br>Certificated Salaries |
| 2.5                 | Provide ILT and certificated staff professional development in, but not limited to: differentiated instruction, data driven strategies, co-teaching & integrated strategies for English Learners.   | All Students and EL    | District funded<br>Certificated Salaries |
| 2.6                 | Expand the co-teach model to support students with disabilities in Math I, Math II & Math III.  | SWD                    | District funded<br>Certificated Salaries |

## 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.

Strategies 2.2, 2.3 & 2.6 were implemented as intended, and internal district data gathered from assessments in ALEKS showed that 100% of students in Math 1 were below grade-level standards. However, 44% of students in Math II were above standard. The effectiveness of these strategies was varied. Strategy 2.4 was not fully implemented due to a lack of student interest. Strategy 2.5 was not fully implemented because professional development opportunities for co-teaching were limited to content teachers in ELA. Strategy 2.5 will be maintained, and professional development in co-teaching will be expanded to include Math teachers for the 2024-2025 school year. Strategy 2.7 was available for full implementation. However, it was not utilized to support students.

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



Strategies 2.4 & 2.7 were not fully implemented, causing a minor difference in anticipated budget expenditures. All other strategies were implemented as intended, with budget expenditures aligning with the plan.

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.

Minor updates have been made to this goal, removing redundancy and duplication in strategies.

Strategy 2.4 will be moved to Goal Student Engagement

Strategy 2.6 was partially modified to focus on providing co-teaching support in Math I, Math II & Math III.

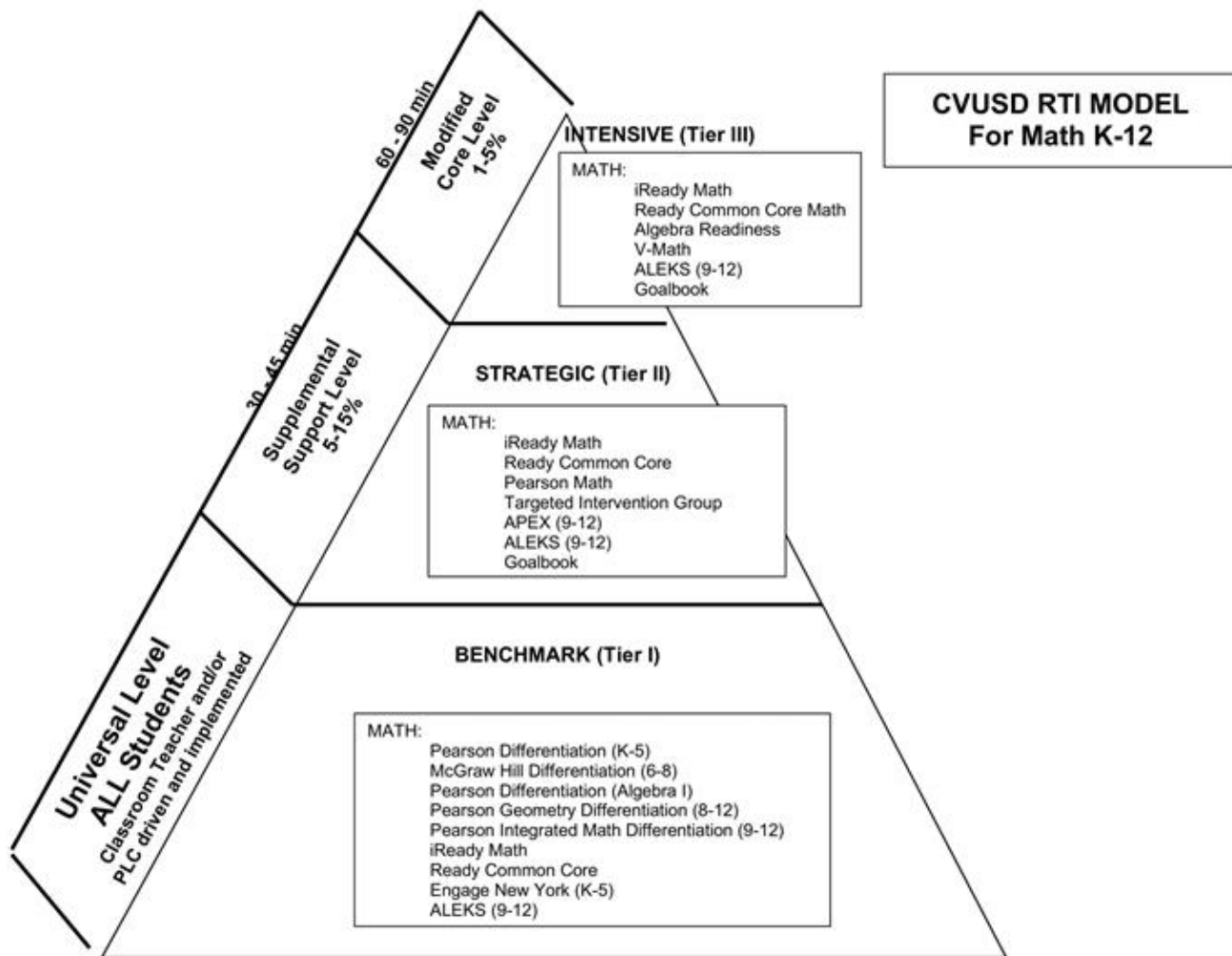
Strategy 2.8 will be moved to the Goal for Graduation Rate

Strategy 2.9 was removed because it was a duplicate of 2.4.

Additionally, Math III will be offered to all FHS students who have completed the pre-requisite classes and taught by a credentialed teacher rather than being offered via APEX.



# 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, Fairvalley High School will increase EL student performance on the SBAC ELA 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.
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.

### 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.

Fairvalley High School must significantly improve the performance of its English learner (EL) students. During the 2022-2023 school year, 11% of English learners achieved an overall level 4 on the ELPAC and just 12% were reclassified as fluent English proficient (RFEP). Approximately 50% of non-graduates in the 2022-2023 school year were English learners. During the 2023-2024 school year, no English learners achieved an overall level 4 on the ELPAC and no English learners were reclassified as fluent English proficient (RFEP). Additionally, 30% of non-graduates in 2023-2024 were EL students, and according to the CA Dashboard, 100% of EL students are not prepared for college or careers. To address these gaps, FHS aims to increase EL student performance on the SBAC ELA by 7.5%, increase the rate of reclassification by 7.5%, increase the rate of graduation by 7.5% and increase the number of English learners (EL) that are prepared for college and careers, according to the CA Dashboard, by June 2025. Steps taken include targeted interventions, enhanced language support programs, and increased professional development for teachers to better support EL students.

#### WASC Schoolwide Growth Areas for Continuous Improvement

1. There is a need for Fairvalley High School to develop a plan to address the high rate of chronic absenteeism in order to improve student attendance, academic achievement, and parent engagement through school wide policies.
2. There is a need to continue to develop students' writing skills across all disciplines and incorporate critical thinking skills throughout the process.
3. There is a need to implement a systematic review and analysis of student data and curriculum in order to promote and deliver high quality instructional practices that improve student learning outcomes.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

2. The visiting committee recommends extended opportunities for hands-on and interactive learning through curriculum/instructional support for all students at FHS.

### 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  |
|--------------------------|---|---|
| ELPAC                    | During the 2023-2024 school year, no English learners students at FHS scored at an overall level 4 on the ELPAC.            | It is expected that 100% of English learners at FHS will score at an overall level 4 on the ELPAC in the 2023-2024 school year. |
| Rate of RFEP             | During the 2023-2024 school year, no English learner met the required metrics to be reclassified as English proficient.     | It is expected that 100% of English learners at FHS will reclassify as fluent English proficient in the 2023-2024 school. year. |
| Graduation Rate          | 30% of students who did not graduate were English learners in 2023-2024   | It is expected that 100% of English learners will graduate with their cohort.   |
| College and Career Index | According to the CA Dashboard, 100% of "All Students" and 100% of English learners are not prepared for college or careers. | It is expected that Fairvalley will increase the number of English learners prepared for college and/or careers by 7.5%.        |
| SBAC ELA                 | English learner- less than 11 students and the data was not displayed for privacy   | It is expected that English learner performance will increase by 7.5% on the SBAC ELA.  |

## 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                 | EL students will receive 40 minutes of designated ELD instruction at their appropriate level, utilizing the English 3D curriculum.  | EL students           | District funded<br>Certificated Salaries  |
| 3.2                 | Instruction will include designated instructional strategies across content areas to support English learners.  | EL students           | District funded<br>Certificated Salaries  |
| 3.3                 | ELD teachers and core teachers will utilize PLCs to communicate the needs and growth of EL students and maintain high expectations across the content area by providing integrated support in all classrooms. | EL students           | District funded<br>Certificated Salaries  |
| 3.4                 | To support and increase the rate of reclassification, provide supplemental materials, including hands-on, interactive lessons and field trips, as well as full access to the core curriculum.                 | EL students           | 1000<br>Title I - Site Allocation<br>Services and other operating<br>expenditures |
| 3.5                 | Provide professional development to ILT, ELD teacher, and all certificated staff to provide designated and integrated instruction to support EL/LTEL across the content area.                                 | EL students           | District funded<br>Certificated Salaries  |

## 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.

Strategy 3.1 and 3.2 were implemented as intended, with budget expenditures aligning with the plan. However, the rate of reclassification as English proficient remains low, with only one student able to reclassify in 2022-2023 and zero students able to reclassify as English proficient in 2023-2024. During the 2023-2024 school year, the C-VUSD adopted the English 3D curriculum for English learners, and English learners at FHS will continue to receive designated instruction for one period a day. Strategy 3.3 was not fully implemented because not enough time was allocated at the site to complete data cycles specific to English learners with the ELD teacher or the entire faculty. Strategy 3.4 and 3.6 were implemented, and the C-VUSD ELD Coach worked with the faculty through 1:1 training for the ELD teacher and professional development for the entire FHS staff. During the 2024-2025 school year, professional development for the entire staff will increase. According to internal data, graduation rates for English learners indicate that a high rate of non-completers are English learners. Strategies 3.5 and 3.7 were implemented as intended, with budget expenditures aligning with the plan. English learners attended field trips through electives such as Art and the History of Rock & Roll and college visits. Teachers were provided with supplemental material to support English learners.

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

Strategies 3.5 and 3.7 were available for implementation; however, teachers did not fully utilize them to provide supplemental material to English learners, resulting in a material difference between the budgeted and actual expenditures. All other strategies were implemented as intended, with budget expenditures aligning with the plan.

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.

Minor updates have been made to the English learners' identified need section, but two additional metrics have been added: the Graduation Rate and the College and Career Index.

Strategy 3.2 and Strategy 3.2 will be combined to reduce redundancy, as will Strategies 3.5 and 3.7.

The 2024-2025 school year will focus on providing teachers with professional development to ensure they are utilizing classroom strategies that provide integrated support for English learners. Additionally, FHS teachers will use data cycles as a PLC to provide targeted interventions for English learners. The C-VUSD adopted the English 3D curriculum for the 2024-2025 school year. Teachers of English Language Development will receive training on implementing the new curriculum throughout the year.



# 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.

#### **Biology and Conceptual Physics**

By June 2025, student scores on the CAST will increase by 7.5% in meeting or exceeding standards.

### 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.
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.

### 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 Dashboard and local data, Fairvalley High School needs significant improvement in science performance, particularly as indicated by CAST scores. Currently, the majority of students are not meeting the standard, with 33% of 11th graders and 33% of 12th graders not meeting the standard. The goal is to increase the percentage of students meeting or exceeding standards by 7.5% by June 2025. To address this, Fairvalley will:

Enhance science instruction through professional development for teachers focusing on effective science teaching strategies.

Implement targeted interventions and additional support for students struggling in science.

Increase hands-on, inquiry-based learning opportunities to engage students and deepen understanding.

Regularly use formative assessments to track student progress and adjust instruction accordingly.

WASC Schoolwide Growth Areas for Continuous Improvement:

1. There is a need for Fairvalley High School to develop a plan to address the high rate of chronic absenteeism in order to improve student attendance, academic achievement, and parent engagement through school wide policies.
2. There is a need to continue to develop students' writing skills across all disciplines and incorporate critical thinking skills throughout the process.
3. There is a need to implement a systematic review and analysis of student data and curriculum in order to promote and deliver high quality instructional practices that improve student learning outcomes.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

2. The visiting committee recommends extended opportunities for hands-on and interactive learning through curriculum/instructional support for all students at FHS.

### 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  |
|-------------------|---|---|
| CAST for grade 11 | All: 0% met or exceeded standard<br>Hispanic: 0% met or exceeded standard<br>SED: 0% met or exceeded standard | All: 5% will meet or exceed standard<br>Hispanic: 5% will meet or exceed standard<br>SED: 5% will meet or exceed 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                                  |
|---------------------|---|-----------------------|--|
|                     |   |                       |  |
| 4.2                 | Provide a credentialed teacher for Biology and Conceptual Physics.  | All                   | District funded<br>Certificated Salaries               |
| 4.4                 | Purchase supplemental materials, including lab kits, to support an expanded opportunity to provide students with A-G coursework and integrated hands-on learning experiences.               | All                   | 10000<br>CSI (31820)<br>Books and Supplies<br>lab kits |
| 4.5                 | Continue to provide the co-teach model in math and ELA to support student success in Biology and/or Conceptual Physics when working with math concepts, reading comprehension, and writing. | SWD                   | District funded<br>Certificated Salaries               |
| 4.6                 | Provide integrated instructional strategies through professional development to support English learners in the science classrooms.   | EL                    | District funded<br>Certificated Salaries               |

## 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.

Strategies 4.2, 4.3, 4.4, 4.5, and 4.6 were all fully implemented during the 2023-2024 school year. FHS also added a section that was co-taught in Biology. Lab kits (strategy 4.4) were purchased by the C-VUSD and utilized in both the Biology and Conceptual Physics classroom. All teachers received professional development in English Language Development. Strategy 4.9 was not fully implemented due to a lack of student interest. All students were invited to participate in summer school (strategy 4.7).

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

Strategies 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, and 4.9 were implemented as intended, with budget expenditures aligning with the plan. However, strategy 4.8 was not fully implemented due to a lack of student interest, resulting in a material difference between budgeted and actual 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.



Strategy 4.6 was changed to remove maintaining an ELD class, as it is included in goal 3.  
Strategy 4.3 has been combined with previous goals 1-3 strategies because all teachers are provided with funding to purchase supplemental materials.  
Strategy 4.7 will be moved to the goal for Graduation Rate.  
Strategies 4.8 and 4.9 will be moved to the goal of Student Engagement.



# 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.

#### College and Career Readiness

By June 2025, 7.5% or more of FHS students will be considered prepared according to the CA Dashboard CCI metric.

### 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.
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.

### 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 Dashboard and local data, Fairvalley High School demonstrates a critical need for improvement in preparing students for college or career, as indicated by the College/Career Indicator (CCI). Currently, 0% of students, including Hispanic and socioeconomically disadvantaged groups, are considered prepared. By June 2025, the goal is for 7.5% or more of FHS students to be considered prepared according to the CA Dashboard CCI metric.

To address these areas Fairvalley will:

Increase a–g course completion rates through academic counseling and targeted interventions.

Develop and promote Career Technical Education (CTE) pathways.

Encourage dual enrollment in college credit courses.

Utilize work-based learning experiences and state/federal job programs to provide practical skills.

Focus on improving performance in Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics for 11th graders.

These steps will be implemented to enhance postsecondary preparation and close significant performance gaps among student groups.

All students need to improve and meet standards in English Language Arts, including in our district writing assessment, which is linked to our site's instructional focus on writing.

WASC Schoolwide Growth Areas for Continuous Improvement:

1. There is a need for Fairvalley High School to develop a plan to address the high rate of chronic absenteeism in order to improve student attendance, academic achievement, and parent engagement through school wide policies.

2. There is a need to continue to develop students' writing skills across all disciplines and incorporate critical thinking skills throughout the process.

3. There is a need to implement a systematic review and analysis of student data and curriculum in order to promote and deliver high quality instructional practices that improve student learning outcomes.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

2. The visiting committee recommends extended opportunities for hands-on and interactive learning through curriculum/instructional support for all students at FHS.

## 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   |
|------------------------------|---|--|
| College and Career Indicator | All: 0% of students met the requirements to be designated as College and Career Ready | All: 5% of all students will meet the requirements to be designated as College and Career Ready. |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures   |
|-------------------------|---|-----------------------|---|
|                         |   |                       |   |
| 6.1                     | Increase a–g course completion rates through academic counseling and targeted interventions.  | All                   | District funded<br>Certificated Salaries  |
| 6.2                     | Utilize work-based learning experiences and state/federal job programs to provide practical skills.   | All                   | District funded<br>Certificated Salaries<br>work experience<br><br>District funded<br>Classified Salaries<br>workability  |
| 6.3                     | Develop and promote Career Technical Education (CTE) pathways including field trips and student certification training. (ie: Cal Poly Scene Festival, etc.), and guest speakers for parents/students. | All                   | 2892<br>CCAP College & Career<br>access pathways (73390.0)<br>Certificated Salaries<br>extra duty/chaperones<br>5000<br>Golden Pathways (GSPP)<br>Implementation Grant for<br>Medical (63833.0)<br>Professional/Consulting<br>Services<br>guest speakers & CPR<br>training<br>2000<br>Golden Pathways (GSPP)<br>Implementation Grant for<br>Medical (63833.0)<br>Books and Supplies<br><br>1600<br>Golden Pathways (GSPP)<br>Implementation Grant for<br>Medical (63833.0)<br>Services and other operating<br>expenditures<br><br>17662<br>CCAP College & Career<br>access pathways (73390.0)<br>Services and other operating<br>expenditures |



|             |  |     |  |
|-------------|--|-----|--|
|             |  |     | Transportation expenses to attend field trips  |
| <b>6.4</b>  | Embedded student supports: college specialists who help students apply, enroll, and make sure they're up and running in their classes.   | All | 500<br>CCAP College & Career access pathways (73390.0)<br>Classified Salaries<br>College and Career Center Clerk & Counselor   |
| <b>6.6</b>  | Offer students access to a College and Career Center with materials, technology, and supplies to support their readiness for college and careers, including assistance with soft skills, applications, and interview prep.   | All | 29308<br>CSI (31820)<br>Books and Supplies<br>Upgrade resources and access to technology and supplies  |
| <b>6.7</b>  | Enhance classroom and student access to technology and EdTech support resources to support student achievement, teaching and learning, and college and career readiness.   | All | 72000<br>CSI (31820)<br>Books and Supplies   |
| <b>6.8</b>  | Purchase food services, refreshments, banquets, and meal: necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, and/or parents   | All | 1500<br>CCAP College & Career access pathways (73390.0)<br>Books and Supplies<br>refreshments for student & parent workshops   |
| <b>6.9</b>  | Communications, awareness building and engagement of students, families, and communities about dual enrollment benefits and opportunities.   | All | 1500<br>CCAP College & Career access pathways (73390.0)<br>Certificated Salaries<br>updated website, parent & student communication re: dual enrollment.   |
| <b>6.10</b> | Help colleges identify, share, and implement successful strategies and approaches to engage "at promise" students by collaborating with school & district.   | All | 1000<br>CCAP College & Career access pathways (73390.0)<br>Certificated Salaries<br>Counselor & DSW<br>1000<br>CCAP College & Career access pathways (73390.0)<br>Classified Salaries<br>College and Career Center Clerk |
| <b>6.11</b> | Build program capacity by providing professional development for certificated and classified staff to develop student centered innovations in instructional delivery and student supports such as team teaching; co-requisite supports in the high school context; proactive, embedded student supports; remote and hybrid delivery. | All | 3000<br>CCAP College & Career access pathways (73390.0)<br>Professional/Consulting Services<br>professional development  |
| <b>6.12</b> | Embedded tutors  | All | 2000<br>CCAP College & Career access pathways (73390.0)<br>Certificated Salaries<br>embedded tutors  |

## Annual Review



## SPSA Year Reviewed: 2023-24

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

### Analysis

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

During the 2023-2024 school year, all strategies were implemented and effectively increased the graduation rate but did not increase the number of students that met the parameters for being "prepared," according to the CA Dashboard. While the intended implementation was to increase the number of students considered to be college and career-prepared, "All Students" fell in the very low range, according to the CA Dashboard. FHS will continue to offer college credit courses through Mt. SAC, and during the 2023-2024 school year, 58% of students enrolled in ADJU 1 passed with a C- or better, representing 15 students. FHS students in grade 11, during the 2023-2024 school year, have already enrolled in the fall semester of the Mt. SAC college credit class, and once they pass, they will be considered "prepared." C-VUSD Tri-Community Adult Education will offer a CTE pathway in Cosmetology as well. FHS students enrolled in this CTE will also earn two semesters of college credit with a grade of C- or better and will be considered "prepared" because this CTE pathway partners with Citrus College to offer college credit.

FHS has included Math III in the master schedule, which was previously offered through an online platform. Students who complete Math III and two years of a college preparatory Science class will be on track to become A-G eligible.

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

All strategies were implemented as intended with the exception of strategy 6.12 which included tutoring and homework help, due to lack of student interest. This will result in a material difference between budgeted and actual 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.

This goal has been rewritten to better reflect the metrics of the CA Dashboard for CCI preparedness and move strategies that should support the graduation rate and student engagement.

This year, an additional goal for Graduation Rate has been added to the SPSA. Subsequently, multiple strategies found in the 2023-2024 SPSA will be moved to the goal for Graduation Rate because they support graduation rate rather than the College and Career metric for determining if a student is considered "Prepared," including strategies 6.1, 6.2, 6.5, 6.6, 6.7, 6.9, 6.10, and 6.13.

Strategies 6.11 and 6.12 will be moved to the goal for Student Engagement.

New to C-VUSD and students enrolled at FHS is the opportunity to take a cosmetology class through Tri-Community Adult Education. Tri-Community Adult Education is partnering with Citrus College for the CTE Cosmetology, and students enrolled will receive five high school credits and three units of college credit per semester.



# 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.

#### Student and Parent Engagement

By June of 2025, Fairvalley will decrease the suspension rate by 1% and increase student attendance by 5% by creating school-wide programs of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning and increases parent engagement.

### 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.

Based on a review of Dashboard and local data, Fairvalley High School needs significant improvement in reducing suspension rates and increasing student attendance. Although the overall suspension rate has declined to 1.9% (green performance level), the projected suspension rate for 2023-2024 is 3.4%. Additionally, Hispanic students have a suspension rate of 2.4% (green performance level). By June 2025, the goal is to further decrease the suspension rate and increase student attendance.

To address these areas Fairvalley will:

Implement programs that foster positive, innovative environments both inside and outside the classroom to enhance student connection to school learning.

Expand the use of positive behavior interventions and supports (PBIS) to reduce suspensions and promote a positive school climate.

Develop attendance initiatives that include incentives and support for students to attend school regularly.

Increase parent engagement through workshops, regular communication, and involvement in school activities to support student learning and attendance.

Provide additional counseling and support services to address the underlying issues leading to suspensions and absenteeism.

These steps will be implemented to create a supportive and engaging school environment that reduces suspensions, increases attendance, and connects students and parents to the school community.

WASC Schoolwide Growth Areas for Continuous Improvement:

1. There is a need for Fairvalley High School to develop a plan to address the high rate of chronic absenteeism in order to improve student attendance, academic achievement, and parent engagement through school wide policies.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

2. The visiting committee recommends extended opportunities for hands-on and interactive learning through curriculum/instructional support for all students at FHS.

### 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 Rate  | 2022-2023 -89.37%<br>2023-2024 - 86.36%   | 2022-2023 - 95%<br>2023-2024 - 95%  |
| Suspension Rate  | Suspension Rate 2022-2023<br>All - 1.9%<br>Hispanic - 2.4%<br>Suspension Rate 2023-2024<br>All - projected to be 3.4%<br>Hispanic - TBD | It is expected that the suspension rate will decrease by 1% for the 2024-2025 school year.<br>All - 2.4%<br>Hispanic - 1% |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures  |
|-------------------------|---|-----------------------|--|
|                         |   |                       |  |
| 7.1                     | FHS will expand student attendance incentives, field trips, FAFAS workshops, college visits, sports days, and leadership opportunities, parent workshops for but not limited to: FAFSA, and conflict resolution. Fairvalley High School will provide childcare and light refreshments to increase parent engagement at workshops and other school sponsored events. | All                   | 500<br>LCFF Attendance (03308)<br>Services and other operating expenditures<br>student of the month<br>luncheons, sports days,<br>leadership<br>504<br>Title I- Parent Involvement<br>Classified Salaries<br>support for parent FAFSA<br>workshops, and other school<br>sponsored events<br>500<br>Title I- Parent Involvement<br>Services and other operating<br>expenditures<br>light refreshments<br>180<br>Title I - Site Allocation<br>Books and Supplies<br>attendance initiatives |
| 7.3                     | Provide professional development for certificated staff and administrators, including, but not limited to, alternative education leadership, creating trauma-sensitive schools, RULER, and restorative practices.   | All                   | 4500<br>CSI (31820)<br>Certificated Salaries<br>extra hourly and substitute<br>pay for PD<br>33550<br>CSI (31820)<br>Services and other operating<br>expenditures<br>building capacity: PD<br>registration and travel<br>1500<br>CSI (31820)<br>Classified Salaries<br>substitute pay for staff<br>attending International   |



|             |  |                |  |
|-------------|--|----------------|--|
|             |  |                | Institute Restorative Practices<br>Professional Development  |
| <b>7.4</b>  | Fairvalley will participate in inter-mural sports with local continuation high schools.  | All            | 2500<br>LCFF S/C Site Innovation (3313)<br>Services and other operating expenditures transportation and fees associated with joining an inter-mural league<br>2500<br>LCFF S/C Site Innovation (3313)<br>Books and Supplies expenses related to sports gear/uniforms<br>500<br>LCFF S/C Site Innovation (3313)<br>Certificated Salaries extra duty hours |
| <b>7.5</b>  | Provide tutoring and homework help before school.  | All            | 2000<br>LCFF S/C Tutoring (2226)<br>Certificated Salaries before school tutoring   |
| <b>7.6</b>  | Provide mentors for FHS students.  | All            | 7500<br>CSI (31820)<br>Professional/Consulting Services mentors  |
| <b>7.7</b>  | Increase referrals to the C-VUSD District Social Workers and Community Resource Center.  | All            | District funded<br>Certificated Salaries DSW and Community Resource Center support<br>500<br>Title I- Parent Involvement Classified Salaries support for parents for referrals to DSW and community resources  |
| <b>7.8</b>  | Enhance student and family engagement by developing a user-friendly website with resources, real-time updates and information, and multilingual support to strengthen communication. | All            | 4100<br>CSI (31820)<br>Classified Salaries<br>Provide student, and parent information, multilingual support  |
| <b>7.9</b>  | Provide school materials & supplies, hygiene products, clothing, cap/gown and anything necessary to support high school graduation for students that are housing insecure.           | McKinney-Vento | 1504<br>Title I - Homeless<br>Books and Supplies<br>hygiene products, clothing, cap/gown   |
| <b>7.10</b> | Expand electives to include Drawing, Ceramics, History of Rock and Roll and Body Building/Figure Control.  |                | 500<br>LCFF S/C Site Innovation (3313)<br>Books and Supplies supplemental materials and supplies for the History of Rock and Roll and the Body   |



|  |  |  |   |
|--|--|--|---|
|  |  |  | Building/Figure Control<br>electives<br>4528<br>Prop 28 (67700)<br>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.

All strategies were implemented during the 2023-2024 school year; however, there continues to be a high rate of absenteeism, and the rate of suspension increased during the 2023-2024 school year. Student input indicates that attendance incentives, field trips, sports days, and leadership activities increase attendance. Parent workshops were provided during the 2023-2024 school year. However, parents did not attend FAFSA workshops at FHS or the district.

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

All strategies were implemented as intended, with no material differences between budgeted and actual 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.

During the 2024-2025 strategy, 7.3 will be expanded to include additional professional development for staff in RULER and restorative practices. Goals 7.1 and 7.2 will be combined to reduce redundancy. An additional strategy will be added to include mentors and tutoring, with the intended outcome being an increase in attendance and a decrease in the suspension rate. Additional strategies will be added to expand field trips, sports days, and student celebrations based on the input from FHS students. FHS will expand student referrals to the District Social Workers, the District Resource Center, and community services. Although not reflected as a strategy, 2024-2025 will be the first year that FHS has an active PTSA, also designed to increase parent and student engagement.



# 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.

#### Graduation Rate

By June 2025, FHS will increase the percentage of students who meet the state and local requirements for a high school diploma 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.
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.

### 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 Dashboard and local data, Fairvalley High School shows a significant need for improvement in its graduation rate, particularly among Hispanic and socioeconomically disadvantaged students. Despite a recent increase in the graduation rate to approximately 85% for the 2023-2024 school year, the current overall graduation rate is 67.9%, with a 14.9% decline, and only 66.7% for Hispanic students, which declined by 17%. By June 2025, the goal is to increase the percentage of students meeting state and local requirements for a high school diploma by 5%.

To address this Fairvalley will:

Implement targeted support programs for at-risk students, including tutoring, mentoring, and credit recovery opportunities.

Increase engagement with parents and the community to provide additional support and resources.

Enhance tracking and monitoring systems to identify and support students who are off track for graduation.

Expand access to counseling services to address academic, social, and emotional needs.

Promote and develop career and technical education pathways to engage students and provide practical skills.

These steps are intended to close performance gaps and improve overall student graduation rates.

WASC Schoolwide Growth Areas for Continuous Improvement:

1. There is a need for Fairvalley High School to develop a plan to address the high rate of chronic absenteeism in order to improve student attendance, academic achievement, and parent engagement through school wide policies.
2. There is a need to continue to develop students' writing skills across all disciplines and incorporate critical thinking skills throughout the process.
3. There is a need to implement a systematic review and analysis of student data and curriculum in order to promote and deliver high quality instructional practices that improve student learning outcomes.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

2. The visiting committee recommends extended opportunities for hands-on and interactive learning through curriculum/instructional support for all students at FHS.

### 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  |
|-----------------------------------|--|---|
| Graduation rate for all students. | 2022-2023 Graduation Rate: 68%<br>2023-2024 Graduation Rate: 86% | Increase the rate of graduation for the 2024-2025 school year by at least 5%. |

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                 | Enhance tracking and monitoring systems to identify and support students who are off track for graduation. | All                   | District funded       |
| 8.2                 | Expand access to counseling services to address academic, social, and emotional needs.                     | All                   | District funded       |
| 8.3                 | Provide students with guidance and support by providing a part-time College and Career Clerk.              | All                   | District funded       |

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

During the 2023-2024 school year, more students were referred to the District Social Worker and Intern, resulting in more support for FHS students. While the intent was to fully implement RULER at FHS, only the school charter was developed, leaving the remaining RULER strategies, such as the mood meter and meta-moment, in the initial stages of implementation.

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

All strategies were implemented as intended, with no material differences between budgeted and actual 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.

During the 2024-2025 school year, this goal will be combined with the goal for student and parent engagement and changed to a goal to support an increase in graduation rate. Fairvalley will provide enhanced tracking and monitoring systems to identify and support students who are off track for graduation as well as expand access to counseling services to address academic, social and emotional needs. Additional strategies such as promoting and developing career and technical education pathways to engage students and provide practical skills, increasing engagement with parents and the community to provide additional support and resources, and implementing targeted support programs for at-risk students, including tutoring, mentoring, and credit recovery opportunities have been addressed in previous goals.







# 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 | \$5,688.00   |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$232,078.00 |
| 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   | \$2,680.00      |
| Title I- Parent Involvement | \$1,504.00      |

Subtotal of additional federal funds included for this school: \$5,688.00

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 (\$) |
|---|-----------------|
|   |                 |
| CCAP College & Career access pathways (73390.0)                   | \$31,054.00     |
| CSI (31820)   | \$162,458.00    |
| Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) | \$8,600.00      |
| LCFF Attendance (03308)   | \$500.00        |
| LCFF S/C New Teacher (2223)                                       | \$500.00        |
| LCFF S/C Site Innovation (3313)                                   | \$16,750.00     |
| LCFF S/C Tutoring (2226)  | \$2,000.00      |
| Prop 28 (67700)   | \$4,528.00      |

Subtotal of state or local funds included for this school: \$226,390.00

Total of federal, state, and/or local funds for this school: \$232,078.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source  | Amount     | Balance |
|---|------------|---------|
| Title I - Site Allocation   | 2,680.00   | 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)                                   | 16,750.00  | 0.00    |
| LCFF S/C Tutoring (2226)  | 2,000.00   | 0.00    |
| LCFF Attendance (03308)   | 500.00     | 0.00    |
| LCFF S/C New Teacher (2223)                                       | 500.00     | 0.00    |
| Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) | 8,600.00   | 0.00    |
| CCAP College & Career access pathways (73390.0)                   | 31,054.00  | 0.00    |
| CSI (31820)   | 162,458.00 | 0.00    |
| Prop 28 (67700)   | 4,528.00   | 0.00    |

## Expenditures by Funding Source

| Funding Source  | Amount     |
|---|------------|
| CCAP College & Career access pathways (73390.0)                   | 31,054.00  |
| CSI (31820)   | 162,458.00 |
| Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) | 8,600.00   |
| LCFF Attendance (03308)   | 500.00     |
| LCFF S/C New Teacher (2223)                                       | 500.00     |
| LCFF S/C Site Innovation (3313)                                   | 16,750.00  |
| LCFF S/C Tutoring (2226)  | 2,000.00   |
| Prop 28 (67700)   | 4,528.00   |
| Title I - Homeless  | 1,504.00   |
| Title I - Site Allocation   | 2,680.00   |
| Title I- Parent Involvement                                       | 1,504.00   |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|--------|
|------------------|--------|



|   |            |
|---|------------|
|   | 500.00     |
| Books and Supplies                        | 125,020.00 |
| Certificated Salaries                     | 17,392.00  |
| Classified Salaries                       | 8,104.00   |
| Professional/Consulting Services          | 15,500.00  |
| Services and other operating expenditures | 65,562.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                          | Funding Source  | Amount     |
|---|---|------------|
| Books and Supplies                        | CCAP College & Career access pathways (73390.0)                   | 1,500.00   |
| Certificated Salaries                     | CCAP College & Career access pathways (73390.0)                   | 7,392.00   |
| Classified Salaries                       | CCAP College & Career access pathways (73390.0)                   | 1,500.00   |
| Professional/Consulting Services          | CCAP College & Career access pathways (73390.0)                   | 3,000.00   |
| Services and other operating expenditures | CCAP College & Career access pathways (73390.0)                   | 17,662.00  |
| Books and Supplies                        | CSI (31820)   | 111,308.00 |
| Certificated Salaries                     | CSI (31820)   | 4,500.00   |
| Classified Salaries                       | CSI (31820)   | 5,600.00   |
| Professional/Consulting Services          | CSI (31820)   | 7,500.00   |
| Services and other operating expenditures | CSI (31820)   | 33,550.00  |
| Books and Supplies                        | Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) | 2,000.00   |
| Professional/Consulting Services          | Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) | 5,000.00   |
| Services and other operating expenditures | Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) | 1,600.00   |
| Services and other operating expenditures | LCFF Attendance (03308)   | 500.00     |
|   | LCFF S/C New Teacher (2223)                                       | 500.00     |
| Books and Supplies                        | LCFF S/C Site Innovation (3313)                                   | 3,000.00   |
| Certificated Salaries                     | LCFF S/C Site Innovation (3313)                                   | 3,000.00   |



|   |                                 |           |
|---|---------------------------------|-----------|
| Services and other operating expenditures | LCFF S/C Site Innovation (3313) | 10,750.00 |
| Certificated Salaries                     | LCFF S/C Tutoring (2226)        | 2,000.00  |
| Books and Supplies                        | Prop 28 (67700)                 | 4,528.00  |
| Books and Supplies                        | Title I - Homeless              | 1,504.00  |
| Books and Supplies                        | Title I - Site Allocation       | 1,180.00  |
| Certificated Salaries                     | Title I - Site Allocation       | 500.00    |
| Services and other operating expenditures | Title I - Site Allocation       | 1,000.00  |
| Classified Salaries                       | Title I- Parent Involvement     | 1,004.00  |
| Services and other operating expenditures | Title I- Parent Involvement     | 500.00    |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 12,750.00          |
| Goal 3      | 1,000.00           |
| Goal 4      | 10,000.00          |
| Goal 6      | 140,962.00         |
| Goal 7      | 67,366.00          |



## 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 |
|----------------------|----------|-----------------|------------|
|                      |          |                 |            |



# 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 Fairvalley 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:** Rebecca Handzel



Signature

9/18/2024

Date

**School Site Council President:** Elvia  
Mendoza



Signature

9/18/2024

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
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

| Name of Members   | Role                       |
|-------------------|----------------------------|
| Rebecca E Handzel | Principal                  |
| Tanya Martin      | Classroom Teacher          |
| Jesus Chavez      | Classroom Teacher          |
| Valerie Quiroz    | Other School Staff         |
| Michelle Rafael   | Parent or Community Member |
| Anthony Medina    | Secondary Student          |
| Chris Hert        | Classroom Teacher          |
| Elvia Mendoza     | Parent or Community Member |
| Diana Mendoza     | Secondary Student          |
| Annette Morales   | 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

## Fairvalley 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 * |
|-------------------------------------|-----------|----------------------------|----------------|
| Not Applicable                      |           |                            |                |
| 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 |
|-----------|----------------------------------|
|-----------|----------------------------------|

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 10/21/2024.

Attested:



Principal, Rebecca Handzel on 10/21/2024

SSC Chairperson, Elvia Mendoza on 10/21/2024



# 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](mailto: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](mailto: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](mailto: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<br>1000s | Classified Salaries<br>2000s | Benefits<br>3000s | Supplies<br>4000s | Licenses/<br>Consultants<br>Transportation<br>5000s | Indirect<br>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<br>1000s | Classified Salaries<br>2000s | Benefits<br>3000s | Supplies<br>4000s | PD Contracts/<br>Conferences<br>5000s | Indirect<br>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<br>1000s | Classified Salaries<br>2000s | Benefits<br>3000s | Supplies<br>4000s | Conferences/<br>Consultants<br>5000s | Indirect<br>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<br>1000s | Classified Salaries<br>2000s | Benefits<br>3000s | Supplies<br>4000s | Conferences/<br>Consultants<br>5000s | Indirect<br>Costs | Total         |
|--------------------|--------------------------------|------------------------------|-------------------|-------------------|--------------------------------------|-------------------|---------------|
| Education Services |                                |                              |                   | \$ -              | \$ 197,648.00                        | \$ 14,542.27      | \$ 212,188.27 |

**Perkins Education Services Distribution**

|                    | Certificated Salaries<br>1000s | Classified Salaries<br>2000s | Benefits<br>3000s | Supplies<br>4000s | Conferences/<br>Consultants<br>5000s | Indirect<br>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   |
|------------------|-----------------------|---|
| <b>Title I</b>   | <b>\$2429.42</b>      | <p><b>This page is provided by the Educational Services Department charging for services.</b></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> |
| <b>Title II</b>  | <b>\$6,066</b>        | <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>  |
| <b>Title III</b> | <b>BASED ON NEED</b>  | <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>  |
| <b>Title IV</b>  | <b>\$2763.00</b>      | <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>   |
| <b>Perkins V</b> |                       | <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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