School Year:　2024-25

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Traweek Middle School	19 64436 6012611	November 14, 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 Traweek Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

⟩ Schoolwide Program

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 Traweek Middle 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

Traweek Middle School actively engages parents, teachers, and the community in the School Plan for Student Achievement (SPSA) process through collaborative meetings, surveys, and open forums. Parents and guardians are invited to participate in School Site Council (SSC) meetings, where they can provide input on funding priorities and academic goals. Teachers contribute by analyzing student data and proposing strategies to address achievement gaps, while community members partner with the school to offer resources and support programs aligned with SPSA objectives. This inclusive approach ensures that all stakeholders have a voice in shaping the school's vision and improving student outcomes.

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

Annual Cycle of Engagement

August - September: Review and Identify Needs

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

October/November: Define Goals and Strategies

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

December/January: Plan Approval

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

January - April: Implementation and Monitoring

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

May/June: Annual Review and Program Evaluation

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

Additional Requirements for CSI and ATSI

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

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

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The only indicator that Traweek received an orange rating on was in Suspension Rate.

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

According to the California Dashboard for the following indicators, weekly performance for student groups was two or more levels below all performance.
For Chronic Absenteeism: Students with Disabilities and White student groups were both in the red.
English Language Arts: Students with Disabilities were in the orange Zone and English Learners fall within the Red.

Other Needs

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

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 requirments.

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 Traweek Middle 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	%	0.14%	0.16%		1	1
African American	1.6%	1.84%	2.21%	12	13	14
Asian	6.4%	6.67%	7.89%	49	47	50
Filipino	3.6%	4.54%	4.26%	28	32	27
Hispanic/Latino	79.1%	79.15%	77.6%	608	558	492
Pacific Islander	0.3%	0.28%	0.47%	2	2	3
White	7.4%	5.67%	4.42%	57	40	28
Multiple/No Response	1.4%	1.42%	2.68%	11	10	17
			Total Enrollment	769	705	634

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 6	229	196	184
Grade 7	273	226	221
Grade 8	267	283	229
Total Enrollment	769	705	634

Conclusions based on this data:

1. Traweek is currently experiencing a decline in overall enrollment and in each grade-level.

2. Enrollment by student groups has maintained similar proportionality over the past 3 years.

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)	62	63	53	8.1%	8.9%	8.4%
Fluent English Proficient (FEP)	174	155	138	22.6%	22.0%	21.8%
Reclassified Fluent English Proficient (RFEP)	2			3.2%		

Conclusions based on this data:

1. The English Learner student group has decreased from 63 in 2022-2023 to 53 in 2023-2024.

2. The Fluent English Proficient (FEP) percentage has declined over the past three years.

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 6	202	188	205	200	184	197	200	184	197	99.0	97.9	96.1
Grade 7	224	224	186	223	220	180	222	220	180	99.6	98.2	96.8
Grade 8	277	233	231	272	229	222	272	229	222	98.2	98.3	96.1
All Grades	703	645	622	695	633	599	694	633	599	98.9	98.1	96.3

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard 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 6	2517.	2534.	2500.	10.50	17.93	12.18	38.50	35.87	27.92	26.00	23.91	28.43	25.00	22.28	31.47
Grade 7	2564.	2552.	2556.	18.92	14.09	20.56	38.29	41.82	38.33	22.52	22.73	17.78	20.27	21.36	23.33
Grade 8	2565.	2581.	2541.	14.34	20.09	12.16	37.50	37.12	33.78	29.04	24.02	22.97	19.12	18.78	31.08
All Grades	N/A	N/A	N/A	14.70	17.38	14.69	38.04	38.39	33.22	26.08	23.54	23.21	21.18	20.70	28.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	16.50	24.46	14.72	62.00	53.26	56.35	21.50	22.28	28.93
Grade 7	20.27	14.09	22.78	63.51	67.73	56.67	16.22	18.18	20.56
Grade 8	16.18	19.65	15.32	61.03	60.70	50.45	22.79	19.65	34.23
All Grades	17.58	19.12	17.36	62.10	60.98	54.26	20.32	19.91	28.38

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.00	13.04	13.20	60.50	63.04	45.69	30.50	23.91	41.12
Grade 7	27.03	23.29	22.22	54.95	54.79	55.00	18.02	21.92	22.78
Grade 8	19.49	26.75	18.47	58.82	52.19	51.35	21.69	21.05	30.18
All Grades	18.88	21.55	17.86	58.07	56.26	50.58	23.05	22.19	31.55

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.50	13.59	9.14	74.50	74.46	71.07	11.00	11.96	19.80
Grade 7	9.91	15.91	15.00	80.18	76.36	73.89	9.91	7.73	11.11
Grade 8	10.66	16.59	9.46	78.31	74.24	72.97	11.03	9.17	17.57
All Grades	11.53	15.48	11.02	77.81	75.04	72.62	10.66	9.48	16.36

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.00	19.02	15.74	71.50	70.65	65.48	14.50	10.33	18.78
Grade 7	26.58	20.00	27.78	60.36	64.09	57.78	13.06	15.91	14.44
Grade 8	22.06	27.95	17.12	65.44	62.45	65.32	12.50	9.61	17.57
All Grades	21.18	22.59	19.87	65.56	65.40	63.11	13.26	12.01	17.03

Conclusions based on this data:

1. Decline in Overall Achievement Levels: There is a notable decline in the percentage of students meeting or exceeding ELA standards over the three-year period, especially in Grades 6 and 8. For example, in Grade 6, the percentage of students meeting or exceeding standards dropped from 53.8% (17.93% exceeded and 35.87% met) in 22-23 to 40.1% (12.18% exceeded and 27.92% met) in 23-24. Similarly, Grade 8 experienced a decrease from 57.21% (20.09% exceeded and 37.12% met) in 22-23 to 45.94% (12.16% exceeded and 33.78% met) in 23-24. This suggests a need for targeted interventions, especially during key transition years to prevent continued decline.

2. Increasing Numbers of Students Below Standard in Key Areas: There is an upward trend in the percentage of students performing below standard, particularly in Reading and Writing. For instance, in Reading, Grade 6 students below standard increased from 21.50% in 21-22 to 28.93% in 23-24. Similarly, in Writing, Grade 8 saw an increase in students below standard from 21.69% in 21-22 to 30.18% in 23-24. These trends indicate a pressing need for enhanced literacy support, particularly in comprehension and composition skills.

3. Stagnation in Listening and Research/Inquiry Skills: Despite some gains, there is limited improvement in Listening and Research/Inquiry skills, with an increasing number of students performing below standard in these areas. For example, across all grades, the percentage of students below standard in Listening rose from 10.66% in 21-22 to 16.36% in 23-24. In Research/Inquiry, Grade 6 saw an increase in students below standard from 14.50% in 21-22 to 18.78% in 23-24. These findings suggest the need for a curriculum that emphasizes active listening and research skills development to support overall literacy growth.

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.

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 6	202	188	205	199	186	198	199	186	198	98.5	98.9	96.6
Grade 7	224	226	186	222	222	181	222	222	181	99.1	98.2	97.3
Grade 8	277	233	231	272	229	228	272	229	228	98.2	98.3	98.7
All Grades	703	647	622	693	637	607	693	637	607	98.6	98.5	97.6

Overall Participation for All Students

* 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 6	2484.	2505.	2486.	10.05	19.89	15.66	14.07	13.98	15.15	29.15	28.49	22.22	46.73	37.63	46.97
Grade 7	2507.	2507.	2522.	13.96	9.91	16.02	17.12	20.72	19.34	27.03	30.63	27.62	41.89	38.74	37.02
Grade 8	2498.	2501.	2492.	8.82	13.54	11.40	12.13	10.92	10.09	27.57	23.58	24.12	51.47	51.97	54.39
All Grades	N/A	N/A	N/A	10.82	14.13	14.17	14.29	15.23	14.50	27.85	27.47	24.55	47.04	43.17	46.79

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.04	13.44	14.14	49.25	50.00	42.42	42.71	36.56	43.43
Grade 7	12.61	8.11	12.15	53.60	54.50	55.25	33.78	37.39	32.60
Grade 8	9.56	10.92	8.33	50.74	47.60	52.19	39.71	41.48	39.47
All Grades	10.10	10.68	11.37	51.23	50.71	49.92	38.67	38.62	38.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	10.05	13.44	15.15	59.80	61.29	57.07	30.15	25.27	27.78
Grade 7	12.61	13.06	12.15	64.41	63.06	65.75	22.97	23.87	22.10
Grade 8	5.88	11.35	9.21	58.46	52.40	57.02	35.66	36.24	33.77
All Grades	9.24	12.56	12.03	60.75	58.71	59.64	30.01	28.73	28.34

Conclusions based on this data:

1. Consistent High Percentage of Students Not Meeting Standards: Across grades, a substantial portion of students scored below standard on the mathematics assessments, with minimal improvement in performance over the three years. For example, in Grade 8, 51.47% of students did not meet the standard in 21-22, and this increased to 54.39% in 23-24. Similarly, Grade 6 saw a rise in students not meeting the standard, from 37.63% in 22-23 to 46.97% in 23-24. This highlights a need for more intensive math support and remediation to address foundational gaps.

2. Limited Progress in Communicating Reasoning Skills: Across all grades, a high percentage of students were unable to fully demonstrate the ability to communicate mathematical reasoning, a critical skill in understanding and supporting math conclusions. In Grade 6, 27.78% of students scored below standard in 23-24, showing a slight increase from 25.27% in 22-23. Additionally, 33.77% of Grade 8 students scored below standard in 23-24, showing only a small improvement from 36.24% in 22-23. This data points to a need for focused instruction on mathematical reasoning and the communication of problem-solving steps to strengthen students' overall comprehension and articulation of mathematical concepts.

3. Challenges in Problem Solving and Data Analysis: Many students continue to struggle with problem-solving and modeling/data analysis. For instance, in Grade 6, 43.43% of students scored below standard in 23-24, up from 36.56% in 22-23. Grade 8 shows similar struggles, with 39.47% of students performing below standard in 23-24, indicating the need for strategies and instructional adjustments to enhance problem-solving abilities and the practical application of math 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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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
6	1514.2	1536.2	1529.7	1519.4	1551.0	1545.5	1508.6	1520.6	1513.4	17	19	30
7	1548.0	1519.1	1495.6	1558.5	1522.6	1488.6	1537.0	1514.9	1502.1	21	19	13
8	1558.7	1566.4	1492.3	1584.7	1583.9	1481.1	1532.4	1548.5	1503.2	21	17	19
All Grades										59	55	62

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores 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
6	29.41	36.84	33.33	11.76	31.58	20.00	35.29	15.79	26.67	23.53	15.79	20.00	17	19	30
7	28.57	26.32	15.38	28.57	21.05	30.77	38.10	21.05	7.69	4.76	31.58	46.15	21	19	13
8	33.33	35.29	10.53	23.81	23.53	10.53	33.33	29.41	42.11	9.52	11.76	36.84	21	17	19
All Grades	30.51	32.73	22.58	22.03	25.45	19.35	35.59	21.82	27.42	11.86	20.00	30.65	59	55	62

Overall Language — Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	41.18	63.16	46.67	29.41	10.53	23.33	17.65	10.53	13.33	11.76	15.79	16.67	17	19	30
7	42.86	36.84	46.15	47.62	26.32	0.00	9.52	15.79	23.08	0.00	21.05	30.77	21	19	13
8	52.38	52.94	15.79	23.81	29.41	26.32	14.29	11.76	26.32	9.52	5.88	31.58	21	17	19
All Grades	45.76	50.91	37.10	33.90	21.82	19.35	13.56	12.73	19.35	6.78	14.55	24.19	59	55	62

Oral Language — Percentage of Students at Each Performance Level for All Students

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	5.88	0.00	3.33	17.65	31.58	16.67	35.29	31.58	43.33	41.18	36.84	36.67	17	19	30
7	14.29	15.79	0.00	23.81	10.53	15.38	38.10	21.05	30.77	23.81	52.63	53.85	21	19	13
8	9.52	11.76	5.26	19.05	23.53	5.26	28.57	35.29	26.32	42.86	29.41	63.16	21	17	19
All Grades	10.17	9.09	3.23	20.34	21.82	12.90	33.90	29.09	35.48	35.59	40.00	48.39	59	55	62

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	17.65	21.05	30.00	58.82	52.63	43.33	23.53	26.32	26.67	17	19	30
7	0.00	0.00	7.69	76.19	63.16	46.15	23.81	36.84	46.15	21	19	13
8	19.05	23.53	5.26	57.14	35.29	42.11	23.81	41.18	52.63	21	17	19
All Grades	11.86	14.55	17.74	64.41	50.91	43.55	23.73	34.55	38.71	59	55	62

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	70.59	73.68	66.67	11.76	15.79	16.67	17.65	10.53	16.67	17	19	30
7	90.48	63.16	50.00	9.52	21.05	25.00	0.00	15.79	25.00	21	19	12
8	71.43	88.24	36.84	23.81	5.88	36.84	4.76	5.88	26.32	21	17	19
All Grades	77.97	74.55	54.10	15.25	14.55	24.59	6.78	10.91	21.31	59	55	61

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	5.88	10.53	6.67	29.41	31.58	40.00	64.71	57.89	53.33	17	19	30
7	23.81	10.53	0.00	33.33	26.32	38.46	42.86	63.16	61.54	21	19	13
8	23.81	23.53	10.53	23.81	17.65	15.79	52.38	58.82	73.68	21	17	19
All Grades	18.64	14.55	6.45	28.81	25.45	32.26	52.54	60.00	61.29	59	55	62

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	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
6	17.65	10.53	16.67	64.71	73.68	66.67	17.65	15.79	16.67	17	19	30
7	4.76	15.79	7.69	95.24	57.89	61.54	0.00	26.32	30.77	21	19	13
8	0.00	5.88	0.00	85.71	88.24	73.68	14.29	5.88	26.32	21	17	19
All Grades	6.78	10.91	9.68	83.05	72.73	67.74	10.17	16.36	22.58	59	55	62

Conclusions based on this data:

1. Decline in Overall Proficiency Levels: There has been a noticeable decline in the percentage of students reaching higher proficiency levels (Level 4 and Level 3) over the years. For instance, in Grade 8, the percentage of students scoring at Level 4 dropped significantly from 35.29% in 22-23 to only 10.53% in 23-24. Across all grades, the percentage of students at Level 4 decreased from 30.51% in 21-22 to 22.58% in 23-24, indicating a need for enhanced language instruction, especially in achieving higher performance levels.

2. Challenges in the Reading Domain: Across the reading domain, many students continue to score at the "Beginning" level, highlighting a need for more targeted reading interventions. In Grade 8, the percentage of students at the "Beginning" level increased from 58.82% in 22-23 to 73.68% in 23-24. Similarly, across all grades, the percentage of students at the "Beginning" level in reading rose from 52.54% in 21-22 to 61.29% in 23-24. This data underscores a pressing need for support focused on developing reading comprehension and literacy skills.

3. Declining Performance in Oral Language Proficiency: Oral language performance has also shown a drop in the percentage of students achieving "Well Developed" proficiency. For example, in Grade 8, the "Well Developed" category decreased from 88.24% in 22-23 to 36.84% in 23-24. Across all grades, the percentage of students at the "Well Developed" level in oral language proficiency decreased from 77.97% in 21-22 to 54.10% in 23-24. This trend suggests a need for focused support in speaking and listening to improve students' oral language skills and overall confidence in English.

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**
634	**69.4**	**8.4**	**0.5**
Total Number of Students enrolled in Traweek Middle 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	53	8.4
Foster Youth	3	0.5
Homeless	17	2.7
Socioeconomically Disadvantaged	440	69.4
Students with Disabilities	79	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.2
American Indian	1	0.2
Asian	50	7.9
Filipino	27	4.3
Hispanic	492	77.6
Two or More Races	17	2.7
Pacific Islander	3	0.5
White	28	4.4

Conclusions based on this data:

1. High Socioeconomic Disadvantage: A significant portion of the student population (69.4%) at Traweek Middle School is socioeconomically disadvantaged, with 440 out of 634 students eligible for free or reduced-price meals or having parents/guardians without a high school diploma. This high rate of economic disadvantage suggests a need for additional supporPredominantly Hispanic Population with Cultural Considerations:

2. Language Support Needs for English Learners: The school has a notable population of English Learners, comprising 8.4% of the student body, or 53 students. This group likely requires tailored instructional support in both English language acquisition and academic content. Strengthening English Language Development (ELD) programs and providing resources for educators to support English learners effectively can help improve their language skills and academic success.

3. The student body is predominantly Hispanic, with 77.6% of students (492 out of 634) identifying as Hispanic. This demographic concentration calls for culturally responsive teaching practices and community engagement strategies that reflect students' backgrounds. Enhancing bilingual resources, celebrating cultural events, and fostering a supportive environment can promote inclusivity and improve student engagement and performance.t services, such as access to meals, counseling, and academic resources, to help mitigate the challenges that may impact student achievement and well-being.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. Mathematics and Chronic Absenteeism is an area of concern for Traweek Middle School.

2. Over the past three years, Traweek's suspension rate increased in the 23-24 school year

3. ELA remains an area of strength for Traweek.

School and Student Performance Data

Academic Performance
English Language Arts

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	2	1

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	Less than 11 Students
9.7 points above standard	71.3 points below standard	2 Students
Increased +9 points	Maintained -0.3 points	
602 Students	76 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
15.8 points below standard	Green	Orange
15 Students	4 points below standard	95.7 points below standard
	Increased +8.6 points	Increased Significantly +18.1 points
	430 Students	75 Students

| **2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity** |

African American	**American Indian**	**Asian**	**Filipino**
17.1 points below standard	Less than 11 Students	Blue	78.7 points above standard
Increased Significantly +65.2 points	1 Student	59.2 points above standard	Increased Significantly +23.1 points
14 Students		Increased +7.7 points	27 Students
		47 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	4.6 points below standard	Less than 11 Students	36.8 points above standard
0.7 points above standard	17 Students	3 Students	Increased Significantly +54.2 points
Increased +4.6 points			25 Students
467 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**
125.5 points below standard	31.9 points below standard	14.7 points above standard
Maintained +2.2 points	Decreased Significantly -20.4 points	Increased +11.4 points
32 Students	44 Students	422 Students

Conclusions based on this data:

1. Performance Disparities for English Learners: English Learners at the school are significantly behind in meeting English Language Arts (ELA) standards, scoring 71.3 points below the standard with little improvement (+0.3 points). Additionally, current English Learners are 125.5 points below the standard. This group's maintained low performance highlights the need for targeted intervention and support in language arts to address these substantial gaps.

2. Strong Progress for Certain Racial/Ethnic Groups: Several racial and ethnic groups demonstrated commendable performance. Asian students scored 59.2 points above standard, and Filipino students scored 78.7 points above standard, both showing strong increases (Asian: +7.7 points, Filipino: +23.1 points). White students made significant progress with an increase of 54.2 points, reaching 36.8 points above standard. These results suggest that effective support strategies may be in place for these groups and could serve as models for others.

3. Improvement Needed for Socioeconomically Disadvantaged and Students with Disabilities: Socioeconomically disadvantaged students scored slightly below the standard (-4 points) but increased by 8.6 points, while students with disabilities remain substantially below standard at 95.7 points below, albeit with a significant improvement of +18.1 points. These improvements, though encouraging, suggest that further support in ELA is necessary to close the gap, particularly for students with disabilities.

School and Student Performance Data
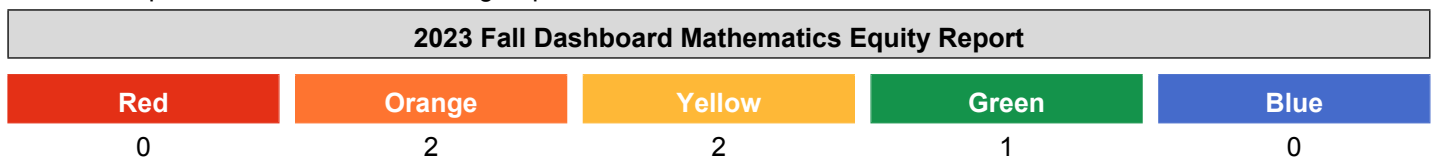
Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
61.9 points below standard	121.8 points below standard	
Increased +9.6 points	Increased +6.9 points	2 Students
600 Students	76 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
61.3 points below standard	Yellow	Orange
15 Students	78.5 points below standard	166.9 points below standard
	Increased +6.4 points	Increased +9.8 points
	428 Students	76 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
106.4 points below standard	Less than 11 Students	Green	27.7 points above standard
Increased Significantly +43.9 points	1 Student	19.4 points above standard	Increased +13 points
14 Students		Increased +9.8 points	27 Students
		46 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	72.1 points below standard	Less than 11 Students	42 points below standard
73.7 points below standard	17 Students	3 Students	Increased Significantly +31.2 points
Increased +7.7 points			25 Students
466 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
198.1 points below standard	66.3 points below standard	62.1 points below standard
Decreased Significantly -36.9 points	Increased Significantly +29.8 points	Increased +8.9 points
32 Students	44 Students	421 Students

Conclusions based on this data:

1. Overall Low Performance with Moderate Gains: All students scored an average of 61.9 points below the mathematics standard but showed a moderate improvement with an increase of 9.6 points. This overall low performance, despite gains, indicates a need for additional support to bring students closer to meeting grade-level standards.

2. Significant Gaps for English Learners and Students with Disabilities: English Learners and Students with Disabilities scored far below the standard at 121.8 points and 166.9 points, respectively. Both groups, however, showed slight improvements (English Learners: +6.9 points; Students with Disabilities: +9.8 points). The substantial gaps for these groups underscore the need for targeted interventions in mathematics.

3. Notable Progress for African American and White Students: African American students, though 106.4 points below the standard, made significant gains with an increase of 43.9 points. White students also showed substantial improvement, increasing by 31.2 points, bringing them to 42 points below the standard. These results suggest that certain strategies are proving effective for specific groups and may be beneficial if extended to other student populations.
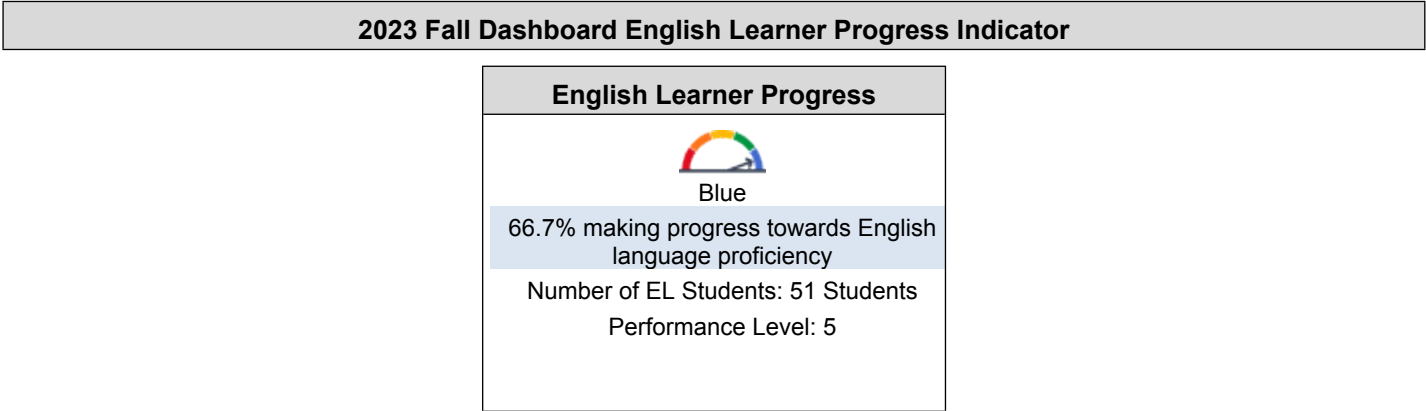
School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress
Blue
66.7% making progress towards English language proficiency
Number of EL Students: 51 Students
Performance Level: 5

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**
3	14	1	33

Conclusions based on this data:

1. High Rate of Progress Among English Learners: A substantial 66.7% of English Learners (34 out of 51 students) showed progress in their English language proficiency, with 33 students advancing by at least one ELPI level and 1 student maintaining the highest ELPI level (Level 4). This high rate of progress indicates strong support for English language acquisition.

2. Some Students Stagnant or Regressing: Despite the overall progress, a notable portion of students are either stagnant or regressing in their English proficiency. Specifically, 14 students maintained lower ELPI levels (1, 2L, 2H, 3L, or 3H), while 3 students decreased by at least one ELPI level. This indicates a need for targeted interventions to support those who are struggling.
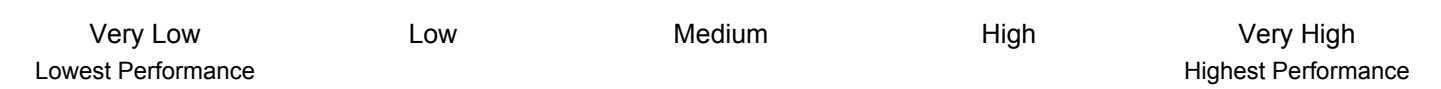
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
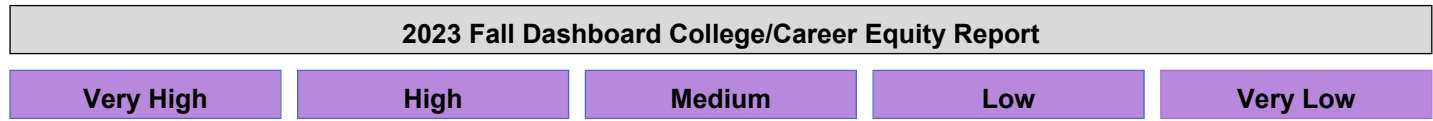
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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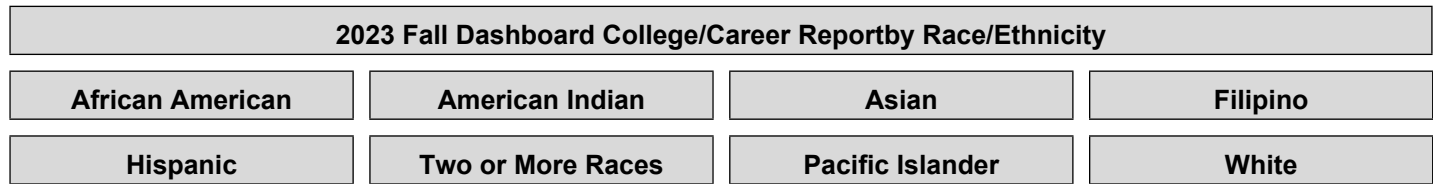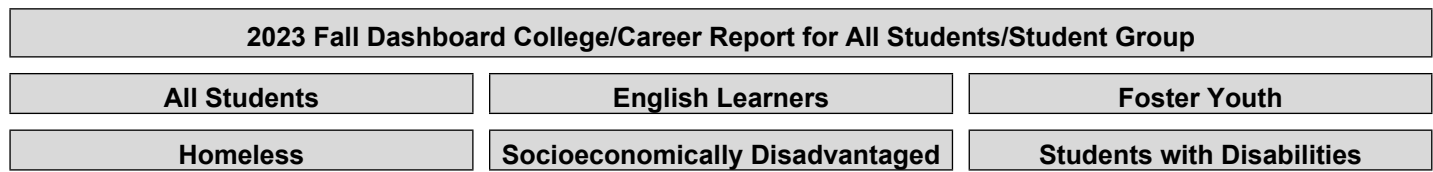
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
19.2% Chronically Absent	23.8% Chronically Absent	
Declined -1.5	Declined -1.9	5 Students
671 Students	63 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
47.8% Chronically Absent	Orange	Red
0	22.8% Chronically Absent	34.5% Chronically Absent
23 Students	Declined -0.9	Maintained 0.4
	491 Students	87 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
41.2% Chronically Absent	Less than 11 Students	Green	0% Chronically Absent
Declined -17.6		3.7% Chronically Absent	Maintained 0
17 Students	1 Student	Declined -0.5	27 Students
		54 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	21.1% Chronically Absent	Less than 11 Students	Red
20.6% Chronically Absent	Declined -9.7	3 Students	25.8% Chronically Absent
Declined -0.9	19 Students		Increased 1.4
519 Students			31 Students

Conclusions based on this data:

1. High Chronic Absenteeism Among Vulnerable Groups: Students with disabilities and homeless students face significant chronic absenteeism, with 34.5% of students with disabilities (87 students) and 47.8% of homeless students (23 students) being chronically absent. These high rates suggest that these groups may require additional resources and support to improve attendance.

2. Positive Decline in Chronic Absenteeism Among Some Groups: The overall chronic absenteeism rate for all students has decreased slightly to 19.2%, down by 1.5 percentage points. English Learners also saw a decline, with chronic absenteeism dropping by 1.9 percentage points to 23.8%. These improvements indicate some success in attendance initiatives, though absenteeism remains a concern.

3. Ethnic Disparities in Absenteeism: Chronic absenteeism rates vary significantly by ethnicity. For example, Asian students have the lowest rate at just 3.7%, while African American and White students show higher rates, at 41.2% and 25.8% respectively. The 17.6-point decline among African American students indicates improvement, but they remain among the most affected, highlighting the need for focused attendance support by ethnicity.

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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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
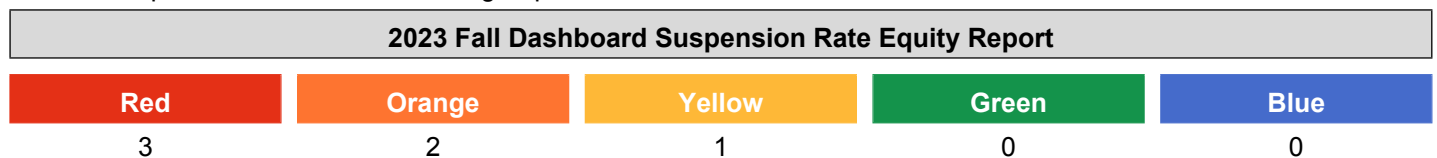### Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	2	1	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
8.2% suspended at least one day	9.4% suspended at least one day	5 Students
Increased 3.8	Increased 7.9	
680 Students	64 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
13% suspended at least one day	Red	Red
23 Students	9.5% suspended at least one day	15.4% suspended at least one day
	Increased Significantly 4.1	Increased 7
	496 Students	91 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
23.5% suspended at least one day Increased 12.4 17 Students	Less than 11 Students 1 Student	Yellow 1.9% suspended at least one day Increased 1.9 54 Students	0% suspended at least one day Declined -3.1 27 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 8.7% suspended at least one day Increased Significantly 4.2 526 Students	10.5% suspended at least one day Increased 2.8 19 Students	Less than 11 Students 3 Students	Orange 6.1% suspended at least one day Increased 1.2 33 Students

Conclusions based on this data:

1. High Suspension Rates Among Specific Student Groups: Students with disabilities and socioeconomically disadvantaged students had some of the highest suspension rates, with 15.4% and 9.5% suspended at least once, respectively. Both groups saw significant increases, with students with disabilities rising by 7 percentage points and socioeconomically disadvantaged students by 4.1 points, indicating a need for targeted behavior support and interventions.

2. Disparities in Suspension Rates by Ethnicity: African American students had the highest suspension rate at 23.5%, increasing by 12.4 percentage points, while Hispanic students also had a high suspension rate of 8.7%, with a significant increase of 4.2 points. These findings suggest a disparity in disciplinary outcomes and highlight a need to address behavioral support among specific ethnic groups.

3. Low Suspension Rates Among Some Groups: Asian and Filipino students had much lower suspension rates, with 1.9% and 0% respectively. Asian students saw a minor increase, while Filipino students decreased by 3.1 percentage points, showing positive progress in behavior management and/or intervention success among these groups.

District/School Goals Alignment

LCAP Goals:
1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.

2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.

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

4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

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

Research Foundation

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

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Focused Schools ESSA: Moderate	• Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) • Coaching for Central Office personnel and site leadership • Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement.	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities ESSA: Strong	• Ensuring that All Students Learn (Big Idea #1) • Building a Culture of Collaboration for School Improvement (Big Idea #2) • A Focus on Results (Big Idea #3) • Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano)	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI) ESSA: Strong	• Tiers I, II and III Intervention structure planned and utilized • All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs • Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004)	Goals, Strategies, & Proposed Expenditures
i-Ready ESSA: Moderate	• Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning • Powerful adaptive diagnostic and growth measure • Core standards-based instruction, practice, and assessment • Adaptive learning • Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.)	Goals, Strategies, & Proposed Expenditures
Thinking Maps ESSA: Strong	• Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. • Excellent for English Learners and others to understand and access core curriculum • Thinking maps are a "common visual language" for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.)	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5) ESSA: Strong	• Grade level appropriate expectations for effective student writing • Teachers receive instruction for writing at their grade level • Students self-evaluate their writing performance and identify strategies for improvement • Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner)	Goals, Strategies, & Proposed Expenditures

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Expository Reading and Writing Course (ERWC) 6-12 ESSA: Moderate	• Professional Development for teachers • Aligned to California's ELA Common Core Standards • Text-Based Grammar for Expository Reading and Writing • New relevant student topics for enhanced motivation • Reading and writing in both literary and informational texts (California Department of Education (CCSS), California State University course syllabus)	Goals, Strategies, & Proposed Expenditures
UCI Math Project ESSA: Moderate	• Research -based hands-on professional development. • Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices. • Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework. • Intervention curriculum to fill in the gaps for students below grade level. • Scaffolded English Language Learners supports. (Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)	Goals, Strategies, & Proposed Expenditures
Lindamood-Bell ESSA: Strong	• Tiers I, II, III intervention • Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling. • Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking. • Professional development to develop the underlying process necessary for a student to learn to read and comprehend. (Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)	Goals, Strategies, & Proposed Expenditures
Ruler ESSA: Moderate	• A system approach to Social-Emotional Learning. • RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating. • RULER supports the entire school community in: Understanding the value of emotions; Buildings the skills of emotional intelligence; and Creating and maintaining a positive school climate. (Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)	Goals, Strategies, & Proposed Expenditures
Character Strong/Purposeful People ESSA: Moderate	• Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. • SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making • Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility (Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).	Goals, Strategies, & Proposed Expenditures

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

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Project Lead the Way ESSA: Strong	Professional Development for Teachers. Students learn coding as their second language. Coding/Computer Science has become a normal discipline in the classroom to develop student communication, critical thinking, collaboration, and creativity.	Goals, Strategies, & Proposed Expenditures
AVID ESSA: Strong	Provide a consistent and systematic framework for providing students with a learning environment that promotes positive social, emotional, and academic outcomes that guide staff to close the achievement gap. Utilize AVID strategies schoolwide to foster and support the instructional focus.	Goals, Strategies, & Proposed Expenditures
School Wide Instructional Focus on Reading Comprehension ESSA: Moderate	Provides strategies that support Reading Comprehension. Encourages students to write deliberately to express 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.

English
By June of 2025, all Traweek students will demonstrate a 5% or more increase in each subgroup and grade level in proficiency in ELA as measured by CAASPP and district benchmarks.
We will increase by 5% the number of students who meet or exceed standards on the ELA assessment.
We will increase by 5% the number of students who meet or exceed standards on department formative assessments and district benchmarks.
We will increase by 5% the number of students in SPED and ELL who will meet or exceed the standard on the CAASPP summative assessments.
We will increase by 5% the number of students in SPED and ELL students meet or exceed standards on department formative assessments and district benchmarks.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

In order to guarantee that all students are eligible and ready for college and career upon graduation, a goal has been developed to continue to increase student achievement in ELA.
CAASPP, iReady and STAR data continue to identify reading comprehension as an area for continued growth.
CAASPP, iReady and STAR data continue to identify a need for continued growth for both SPED and ELL students.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	54.66 % of all students met or exceeded standards in 2023 on CAASPP 7.32% of ELs met and exceeded ELA standards in 2023 on CAASPP	60% of all students will meet or exceed standards in 2024 on CAASPP 13% of ELs will meet or exceed standards in 2024 on CAASPP

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	Students will receive a comprehensive and standards-based English Language Arts program using StudySync and supplemental materials. Teachers will implement a broad repertoire of teaching strategies to meet the needs of students.	All, Unduplicated, EL, SPED	District funded Books and Supplies
1.2	Instructional Leadership Team will lead staff in development of SMARTe goals for specific departments, instructional focus, and best practices.	All	District funded Certificated Salaries
1.5	Technology will be incorporated into daily instruction to provide engaging, interactive, and innovative learning experiences for students. • Continue use of Google Classroom to prepare students with 21st-Century skills. • Repair or purchase new equipment for ELD, SPED, and ELA classrooms to enhance instruction, increase student participation and learning, and create an environment that supports teaching and learning progress.	All students/ELLs/SPED	7000 LCFF S/C Site Innovation (3313) Books and Supplies
1.6	Support reading program through purchase of supplemental software.	All	1,000 LCFF Base Books and Supplies
1.7	Intervention strategies and/or programs will be implemented for students not meeting academic achievement according to our pyramid of intervention. Strategies include, but are not limited to: • Specific, direct instruction • Software/technology support using Accelerated Reader and • ELA Intervention courses and After School Intervention support. • Implementation of 5 literacy development classes	At Risk	2,000 Title I - Site Allocation Books and Supplies
1.8	Provide Staff Development and collaboration time to analyze data and determine strategies for increased student achievement with focus on meeting the needs of SPED and ELL populations.	SPED and ELL	District funded Certificated Salaries
1.9	Purchase instructional materials, software and technology to provide supplemental instruction including technology and additional books, workbooks or kits.	All	2000 LCFF S/C Site Innovation (3313) Books and Supplies
1.10	Intensive & Strategic Interventions following the RTI Model 1. Learning support provided in ELA after school in the LMC	All	8,000 LCFF S/C Tutoring (2226) Certificated Salaries

	2. Consistent integration of Thinking Maps throughout the ELD & ELA instructional practices to increase student learning. 3. Tutoring provided by individual teachers 4. Titan Saturday Academy to provide 4 hours of Literacy and iReady support monthly for participating students. 5. Renaissance & Other Rewards 6. After-school intervention for struggling students 7. CAASPP Support		
1.11	Parent Involvement: 1. Conduct parent-teacher conferences as needed for at-risk students 2. Engage parents in extracurricular and Renaissance celebrations	All	District funded Books and Supplies
1.12	Special Needs & Special Day Populations Provide Access to Core Content through: 1. Provide increasing levels of support of our SWD students, specifically in Reading and Vocabulary. This includes individualized support through IEP's, implementation of scaffolded common core curriculum. 2. Provide individual classroom and student support through SWD & EL Aides assigned to general education classes in which students are mainstreamed. 3. Provide and maintain ongoing assessment to monitor individual student growth in independent reading to help students better access core curriculum for ELA, Math, Science and Social Science. 4. Ensure access to the core curriculum through collaboration and instructional planning (PLC's) with core content teachers. 5. Ensure access to intervention: Saturday Academy, ELD, Speech, Counseling. 6. Provide Professional Development for Special Ed Teachers, Instructional Aides, School Psychologist, and District personnel to improve instructional strategies, inclusion model, secondary and post secondary transition, and legal compliance. These include: a. Developing and implementing compliant IEP's b. NCPI (Non-Violent Crisis Prevention Intervention) c. Determining LRE e. Secondary Transition Planning f. Collaborative Lesson Planning (Summits - Vertical and Horizontal)	SWD	District funded Certificated Salaries
1.13	Provide after school tutoring services to extend the school day for academic assistance and remediation.	All	5,000 LCFF S/C Tutoring (2226) Classified Salaries
1.14		All	
1.15	ELD instructional aide support for Newcomer and LTEL students		21499 Title I Part A Instructional Aide (30100.0)

1.16	Provide classroom support for new teachers in the Math, Art, SPED and 6th grade departments. can include materials and supplies, sub days for professional planning, workshops and webinars	New teachers		1000 LCFF S/C New Teacher (2223) Books and Supplies 7000 LCFF S/C Site Innovation (3313) 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 1.5, 1.8, 1.9, 1.10, 1.12, and 1.13 were effective in supporting the Traweeks ELL student population based on the ELPI information from goal 1. Traweeks Special Education population continues to need ongoing support and interventions as they did not demonstrate the same level of growth as measured by their progress and performance on data from Goals 1, 2, and 3.
strategy 1.15 was met through articulation meetings with feeder schools and high schools. This practice will be continued and strengthened for the 24-25 school year through student visits and activities with incoming 5th-grade students and advertising throughout the community of Traweek's programs.
Strategies 1.1, 1.2, 1.3,1.6 and 1.7 were appropriately met through the purchase of materials, and direct teaching across Traweek classrooms.

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

The budget was spent as described.

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.

Moved strategies 1.14 and 1.16 to engage goal number 10
Strategy 1.16 was changed to include new teacher development including PD, sub days, workshops and webinars to support new teachers on staff

RTI Pyramid: District ELA

CVUSD RTI MODEL
For ELA K-12

60 - 90 min — Modified Core Level 1-5%

30 - 45 min — Supplemental Support Level 5-15%

Universal Level ALL Students — Classroom Teacher and/or PLC driven and implemented

INTENSIVE (Tier III)

ELA:
Read 180
iReady ELA
Lindamood-Bell (LiPS, V & V, Seeing Stars)
Orton-Gillingham
WonderWorks Intervention Program
Wonders ELD

STRATEGIC (Tier II)

ELA:
Title I Intervention Teacher
Targeted Intervention Groups
WonderWorks Intervention Program
iReady ELA
Ready Common Core
Lindamood-Bell (LiPS, V & V, Seeing Stars)
Orton-Gillingham
Wonders ELD
Read Naturally
English at your Command
Read Well, Read About

BENCHMARK (Tier I)

ELA:
Universal Access
Wonders Intervention and Differentiation
AR/STAR Assessment
Accelerated Reader (AR)
iReady ELA
Ready Common Core
Lindamood-Bell (LiPS, V & V, Seeing Stars)

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics
By June of 2025, all Traweek students will demonstrate a 5% or more increase in mathematics proficiency as measured by CAASPP and district benchmarks.
We will increase by 5% the number of students who meet or exceed standards on the Math assessment.
We will increase by 5% the number of students who meet or exceed standards on department formative assessments and district benchmarks.
We will increase by 5% the number of students in SPED and ELL who will meet or exceed the standard on the CAASPP summative assessments.
We will increase by 5% the number of students in SPED and ELL students meet or exceed standards on department formative assessments and district benchmarks.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

In order to guarantee that all students are eligible and ready for college and career upon graduation, a goal has been developed to continue to increase all students in the achievement in Math.
ALEKs and IAB data continue to identify areas for continued growth.
IABs assessments demonstrate the mastery of student learning by standard.
CAASPP data continue to identify a need for continued growth for both SPED and EL students.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	40% of Traweek's students met or exceeded Math standards in 2023 on CAASPP. 8.70% of ELs met math standards in 2023 on CAASPP.	By 2025, 45% of Traweek's students will meet or exceed Math standards on CAASPP By 2025, 14% of ELs met or exceeded the math standards in 2024 on CAASPP.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Students will receive a comprehensive and standards-based mathematics program using the adopted curriculum and supplemental materials. Teachers will implement a broad repertoire of research-based best practices to meet the needs of all students.	All, Unduplicated, EL, SPED	District funded Certificated Salaries
2.2	Instructional Leadership Team will lead staff in development of SMARTe goals, instructional focus, and research-based best practices.	All	District funded Certificated Salaries
2.3	Maintain Professional Learning Communities to collaborate with colleagues by examining performance data, ongoing development of formative and summative benchmark assessments, and research-based instructional practices. Goals include coordinating scope, sequence, and pacing within the math department to develop effective instructional and intervention strategies for all students. 1. Provide on-site summit to develop and implement instructional strategies, collaborative grading, study achievement data, monitor pacing, and assessments aligned to state standards. 2. Continue to form horizontal and vertical collaborative PLCs within Traweek and summits within our feeder track schools to create a commonality with Math instruction, materials, assessment, and intervention. 3. Develop and implement instructional strategies through analysis of student work and collaboration to provide learning support to SPED and ELLs. 4. Utilize DNA and the CAASPP platform to design assessments and analyze achievement patterns of whole groups and special populations to make instructional decisions. 5. Participate in Achievement Teams activities to further enhance site PLC processes and support student achievement through collaboration 6. Increased after-school tutoring opportunities will be provided to respond to achievement gaps 7. CAASPP Support	All	District funded Certificated Salaries 6,500 LCFF S/C Site Innovation (3313) Certificated Salaries
2.4	Use of Technology to Enhance Instructional Practices. 1. Update as-needed Tech equipment for Math classrooms to enhance instruction and increase student participation toward creating an environment that supports rigor and relevance. a. Supplemental resources that provide immediate feedback around teaching and learning. b. Lightspeed and Projector Repairs/Replacements	All	5000 LCFF S/C Site Innovation (3313) Books and Supplies

2.5	Integrate ELD Standards within the context of the Math curriculum to provide increased levels of support for EL Learners. 1. Explicit instruction in Academic Vocabulary 2. Implementation of the full range of SDAIE strategies to ensure reading comprehension 3. Support staff providing EL support to all EL students and parents inside and outside of the classroom 4. Use progress reports as needed 5. Collaborate with ELD teacher to ensure CC math standards are integrated into daily instruction	ELL	District funded Books and Supplies
2.6	Intensive & Strategic Interventions following the RTI Model. 1. Titan Saturday Academy for identified students to provide intensive intervention in math 3. After-school tutoring	All	5,000 LCFF S/C Tutoring (2226) Certificated Salaries 3325 LCFF S/C Site Innovation (3313)
2.7	Parents & Community 1. Provide rewards for achievement and improvement through Renaissance 2. Partnerships with Covina High School for after-school tutoring support.	All	District funded Books and Supplies
2.8	Special Needs & SAI Students Provide access to the core content curriculum through: 1. Provision of increasing levels of support for SWD (e.g.-scaffolded instruction, foundational math skills, and Academic Vocabulary development) 2. Offer a continuum of placements determined by student needs, from general education classes to SAI math classes 3. Use of technology to enhance the instructional program for SPED and EL students 4. Individual student support in Math through SAI & EL instructional aides 5. Professional development for Special Ed Teachers and Instructional Aides to improve instructional strategies, explore the inclusion model, and discuss secondary and post-secondary transition	SPED	District funded 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.

2.10 was effectively implemented based on students placed in appropriate math classes for the 24-25 school year. Strategy 2.7 was implemented based on parent information nights and training provided during the 23-24 school year.

Strategy 2.8 was not fully implemented based on the effectiveness of the strategies and did not demonstrate significant increases in student performance, as evidenced by data from goal 2.
Strategies 2.1, 2.3, and 2.6 were implemented successfully based on teacher schedules, provided curriculum, and Saturday school attendance information.
Strategy 2.2 was effectively implemented based on notes from ILT meetings, and strategy 2.5 was implemented as evidenced by student performance on the ELPI.
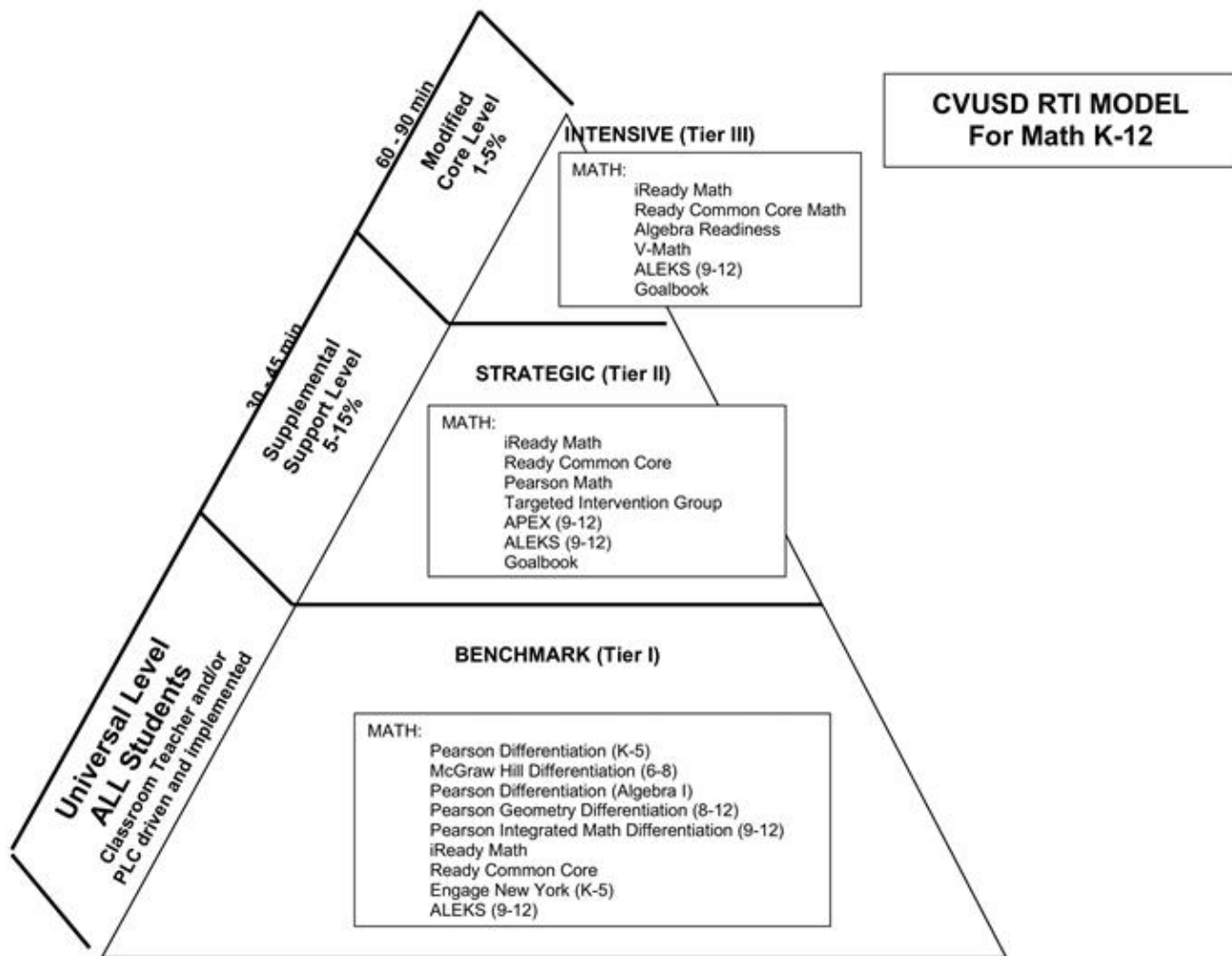
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget was spent as described

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.

2.9 is being removed as there is no aide for math intervention courses
Strategy 2.10 was moved to goal 10

RTI Pyramid: District Math

CVUSD RTI MODEL
For Math K-12

Modified Core Level 1-5%
60 - 90 min

INTENSIVE (Tier III)

MATH:
iReady Math
Ready Common Core Math
Algebra Readiness
V-Math
ALEKS (9-12)
Goalbook

Supplemental Support Level 5-15%
30 - 45 min

STRATEGIC (Tier II)

MATH:
iReady Math
Ready Common Core
Pearson Math
Targeted Intervention Group
APEX (9-12)
ALEKS (9-12)
Goalbook

Universal Level ALL Students
Classroom Teacher and/or PLC driven and implemented

BENCHMARK (Tier I)

MATH:
Pearson Differentiation (K-5)
McGraw Hill Differentiation (6-8)
Pearson Differentiation (Algebra I)
Pearson Geometry Differentiation (8-12)
Pearson Integrated Math Differentiation (9-12)
iReady Math
Ready Common Core
Engage New York (K-5)
ALEKS (9-12)

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.

> **ELD**
> By June of 2025, all ELL students will demonstrate 5% increase of meeting or exceeding standards in ELA and Math as measured by CAASPP, in addition EL progress based on the State Change Report will increase from the prior year.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> 1. Guarantee all students are eligible and ready for college and career upon graduation.
> 2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
> 3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

> In order to guarantee that all students are eligible and ready for college and career upon graduation, a goal has been developed to continue to increase student achievement in ELD.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	7.32% of ELs met and exceeded ELA standards in 2023 on CAASPP 8.70% of ELs met math standards in 2023 on CAASPP.	At least 15% of ELs will meet or exceed ELA standards in 2024 on CAASPP. At least 18% will meet math standards in 2024 on CAASPP.

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 have access to the core through CLAD certificated instructors.	ELL	District funded Certificated Salaries
3.2	Build academic vocabulary across the curriculum in all core curricular classes using instructional strategies from SDAIE strategies.	ELL	District funded Books and Supplies

3.3	Staff development in academic vocabulary, reading comprehension, thinking maps, SDAIE, Common Core Standards and PLC work focused on ongoing data analysis to meet learning needs of EL students.	ELL		District funded Certificated Salaries
3.4	1. Promote parent participation through ELAC, parent meetings, and other school activities. All written material distributed to parents will be in English/Spanish. Materials will be posted in a public area on campus and distributed via ParentSquare. In addition, child care and refreshments will be provided to support families and provide a welcoming environment.	ELL		1,504 Title I- Parent Involvement Services and other operating expenditures
3.6	1. Support technology training to EL classrooms i.e., Document Cameras, LCD Projectors, Lightspeed sound system. 2. All EL Level 2-5 students will receive 1 period of daily English Language Development and 1 period and English Language Arts through a state-approved curriculum. Students will be assessed using High Point as a formative assessment. ELPAC Level 1 students will receive 2 periods per day of English Language Development.	ELL		District funded Certificated Salaries
3.7	Students will receive instruction in the ELD program, including at least 30 minutes of Designated ELD daily, STAR and i-Ready as a formative monitoring tool, based on CA ELD/ELA Standards framework with individualized supports based on ELPAC scores to increase fluency in English. Students will be provided with materials to support English language acquisition. Formative assessment use of grades 6-8 English 3-D program	ELL		District funded Certificated Salaries
3.8	ELD and ELA teachers will coordinate and collaborate during PLC time to support the learning of ELLs	ELL		District funded 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.

Srategies 3.1 through 3.8 were implemented as intended

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

High Rate of Progress Among English Learners: A substantial 66.7% of English Learners (34 out of 51 students) showed progress in their English language proficiency, with 33 students advancing by at least one ELPI level and 1 student maintaining the highest ELPI level (Level 4). This high rate of progress indicates strong support for English language acquisition.

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

The addition of formative assessments using English 3-D was added to action item 3.7

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Science
By June 2025, all Traweek students will demonstrate growth by one level or maintain at the highest rubric level on the Science Department common assessment.
We will increase by 5% the number of 8th-grade students who meet or exceed standards on the CAST portion.
We will increase by 5% the number of 8th-grade students in SPED and ELLs who will meet or exceed the standard on the CAST assessment.
We will increase by 5% the number of students in SPED and ELL students meet or exceed standards on department-common assessments.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

In order to guarantee that all students are eligible and ready for college and career upon graduation, a goal has been developed to continue to increase student achievement in Science.

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/Zingy Usage	30% of Traweek's 8th-grade students met or exceeded Science standards in 2023 on the CAST assessment. The 7th and 8th grades met Zingy usage targets in 2023, and the 6th grade demonstrated moderate usage patterns throughout the year.	By June 2025, all Traweek 6th, 7th, and 8th-grade students will use a digital learning platform for at least 2 hours per week. By June 2025, the percentage of 8th-grade students who meet or exceed standards on the CAST assessment will increase by 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
4.1	Use of Technology to Enhance Instructional Practices: 1. Utilize technology equipment for science classrooms to enhance instruction, increase student participation and learning and to create an environment geared toward the 21st Century Learner.	All	5000 LCFF S/C Site Innovation (3313) Books and Supplies
4.2	Promote Project Based and Hands on Learning: 1. All students will participate in a variety of hands-on lab activities linked to the Science standards. 2. All students will benefit from resources such as technology, guest speakers, specimens, models,and labs. 3. Provision of materials, labs, and activity experiences in alignment with current CA standards and NGSS. 4. Utilize the new Science curriculum TWIG to integrate additional hands-on learning experiences.	All	District funded Certificated Salaries
4.3	Professional Development: 1. Professional Development focuses on the implementation of the new TWIG curriculum. 2. Professional Development focuses on the creation of pacing linked to NGSS and on the enhancement of the classroom instructional environment. 3 Workshops, conferences, and in-services focused on instructional strategies that increase student understanding and learning, such as: a. Thinking Maps b. SDAIE/Reading Comprehension c. Next Generation Science Standards (NGSS) d. STEM Integration e. Continue training in CCSS/NGSS to develop pacing guides, common assessments, and lesson series to meet the needs of SED students.	All	2,300 LCFF Base Certificated Salaries
4.4	Intensive & Strategic Interventions, following the RTI Model: 1. Consistent integration of Thinking Maps throughout the Science instructional practices to align with our schoolwide instructional focus and best practices. 2. Off-site tutoring program, twice weekly, at a feeder track high school to help students who need learning support. 3. Offer Saturday Academy hands-on labs and tutoring services.	At Risk	District funded Certificated Salaries
4.5	Parent Involvement 1. Conduct parent conferences for students at risk of academic failure	All	District funded 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 4.1, 4.2, 4.3, 4.4, and 4.5 were implemented as intended however Science scores did not increase the expected 10% from the previous years scores.

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

Strategies 4.1, 4.2, 4.3, 4.4, and 4.5 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.

Strategies 4.2 was changed to include the implementation of the new TWIG science curriculum that was adopted this school 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 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Social Science
By June 2025, all Traweek students will demonstrate growth by one level, or maintain at the highest rubric level, on the History Department common assessment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

In order to guarantee that all students are eligible and ready for college and career upon graduation, a goal has been developed to continue to increase student achievement in Social Science.

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
History Department Common Assessment	In 2023, data analysis of internally developed common assessment measures was not comparable based on a small sample of assessment scores.	By June 2024, 60% of Traweek students will demonstrate growth by one level or maintain at the highest rubric level on the History Department Common Assessments.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Students will receive a comprehensive and standards-based History program using the adopted curriculum and supplemental materials. Teachers will implement a broad repertoire of teaching strategies to meet the needs of students. 1. Utilization of technology to build background knowledge, including using short video clips, biographical materials, and original documents.	All	4341 Title I - Site Allocation Books and Supplies

	2. Teachers utilize effective instructional practices such as SDAIE strategies, building academic vocabulary, effective questioning techniques, and collaborate to improve instruction. 3. Using resources such as field trips, guest speakers. 4. Implement strategies to build Common Core Content Standards skills in reading expository text for evidence to justify a claim. 5. All students will participate in a variety of hands–on activities linked to Social Science standards. 6. Teachers will utilize gimkit and canvas as instructional tools.			
5.2	Professional Development to focus on aligning History standards with ELA CCSS and integration of other research-based strategies to improve student achievement. a. AVID Strategy - Marking the Text b. Thinking Maps c. CER/RACE paragraph structures d. Utilize ILT and PLC structures to examine causes of achievement gaps and determine instructional next steps e. Provide Staff Development and collaboration time to discuss data and determine strategies for increased student achievement with a focus on meeting the needs of SED and ELL populations.	All		District funded Certificated Salaries 500 LCFF S/C New Teacher (2223)
5.3	Parent Engagement 1. Conduct parent conferences for students at risk of academic failure.	All		District funded Certificated Salaries
5.4	Upgrade or repair technology	All		5000 LCFF S/C Site Innovation (3313) 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.

Strategies 4.1, 4.2, 4.3, 4.4, and 4.5 were implemented as intended

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

Strategies 5.1, 5.2, 5.3, 5.4 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.

Strategy 5.2 was amended to include the use of CER paragraph structures.

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.

Electives
Students will utilize technology, global educational applications,oral and written communication in the elective curriculum (Elective Wheel, Computers, TVJ, Music and Foreign Language) as outlined in the Covina-Valley Unified School District's adopted course of study in order to build 21st Century skills and support achievement of proficiency as measured by achievement in CCSS.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

In order to prepare students for high school, college, and careers, Traweek offers all students engaging and academically oriented electives that support achievement in core subjects.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP for ELA and Math	CAASPP ELA scores rose by 3% for all students and CAASPP Math scores decreased by nearly 3.3% for all students in 2023 school year.	By June of 2025, both Math and ELA scores will show an overall 5% increase

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	TVJ Upgrades: Continue to maintain and upgrade existing technology resources, as needed, to build college and career skills with students.	All	18147 StrongWorkforce (63880) Services and other operating expenditures
6.2	Purchase for Art elective new tables and chairs	All	14000 Prop 28 (67700)

6.3	Purchase for Art elective color printers ink/toner and paper	All	2000 Prop 28 (67700)
6.4	Music instrument repair, music	All	2000 Prop 28 (67700)
6.5	Music classes field trips	All	2000 Prop 28 (67700)
6.6	Art Materials and Supplies	All	4055 Prop 28 (67700)
6.7	E-sports equipment, curriculum, competition fes and supplies	All	10000 StrongWorkforce (63880)
6.8	Purchases for teacher classroom supplies/supplemental resources.	All	556 LCFF Base Books and Supplies
6.9	Purchases for Robotics, esports and coding	All	63699 StrongWorkforce (63880)

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 6.8 were effectively implemented based on student feedback and work samples
Strategy 6.1 was partially implemented as additional materials and supplies are needed to fully upgrade the program

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

There were no differences

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.

For the 24-25 school year additional strategies have been added. Strategies 6.2, 6.3 and 6.7 have been added to ensure improvements to the Art classes at Traweek including the purchase of new furniture to update the art classroom.
Strategies 6.4 and 6.5 have been added to update existing equipment and instruments, for field trips for chorus and band and new music for the choral program and band

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.

AVID
By June of 2025, Traweek will complete its sixth year of AVID implementation with 6th, 7th and 8th grade cohort of students with a retention rate of 50% for 6th to 7th grade and 90% of 70%-90%. Through the implementation of AVID strategies, these students will demonstrate increased organizational and study skills as measured by student work samples and teacher observation.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

AVID's research based college preparatory program aligns with our district's LCAP as well as acts as an academic achievement accelerator for students.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cohort Retention	Teacher observation and AVID Self Study report in 2023 indicate that students in AVID possess increased organizational and study skills when compared to non-AVID peers	Observational and work sample data will support that students in AVID continue to possess increased organizational and study skills when compared to non AVID peers
Student work samples, Teacher observation	Year 5 cohort did not met target with over 90% retention rate in the program.	Year 6 cohort will continue at least 90% retention rates for the program

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Teaching and Learning: 1. Teachers will attend AVID Summer Institute. Registration, food, lodging and transportation costs	All	12,000 LCFF S/C Site Innovation (3313)

			Professional/Consulting Services 8000 LCFF S/C AVID (4401) Services and other operating expenditures
for at least eight team members will be paid through site funds. 2. Teachers will utilize WICOR strategies in all core classes and the AVID elective.			
7.2	Staffing: 1. Five tutors will be hired to support the AVID elective .	All	15,500 LCFF S/C AVID (4401) Classified Salaries
7.3	Professional Development: 1. Ongoing professional development will be offered to AVID teachers to support WICOR implementation, including attendance at Summer Institute.	All	4,500 LCFF S/C AVID (4401) Professional/Consulting Services
7.4	Parent Involvement/College Bound Culture: 1. Parents will participate in AVID orientations and parent nights. 2. Students in AVID classes will take field trips to local colleges and universities 3. Staff and students will provide feedback for reasons why students remain or leave the AVID program	All	3,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategies 7.1, 7.2, 7.3, 7.4 were effectively implemented to ensure ongoing commitment to the AVID program.

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

There were no differences.

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

The only change to this goal will be in Strategy 7.4 to include support for retention of students within the AVID program.

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.

> **PLTW**
> By June of 2025, Students will utilize technology, global educational applications, and oral and written communication in the Project Lead the Way curriculum (Design Modeling, Automation, and Robotics, Introduction to Computer Science) as outlined in the Covina-Valley Unified School District's adopted course of study to build 21st Century skills and support achievement of proficiency as measured by achievement in CCSS through the development of engineering skills as measured by at least 85% of PLTW student meeting proficiency on curriculum-based assessment and performance tasks.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> 1. Guarantee all students are eligible and ready for college and career upon graduation.
> 2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
> 3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

> PLTW is a research based, highly engaging program that supports our district's LCAP as well as aligns with a career pathway in our feeder high school.

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
Curriculum Based Assessments	Data indicated that 85% of PLTW students were meeting proficiency in 2023	Data will indicate that we stay at or above 85% proficiency

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
8.2	Maintain offerings of Robotics Classes: 1. Due to student interest, offer a total of 4 Robotics classes to 7th/8th grade students. 2. Implement engineering curriculum as outlined by PLTW. 3. Provide access to consumable engineering materials for project based learning.	All	1,000 LCFF S/C Site Innovation (3313) Books and Supplies 767

	4. Purchase of additional PPE for students to safely participate in hands on engineering		LCFF S/C Site Innovation (3313) Books and Supplies
8.3	Participate in the Femineers PLTW project: 1. Teachers to receive training at CalPoly Pomona to become certified as Femineers instructors. 2. Purchase project kits to support project-based learning. 3. Purchase consumable materials to support Femineers projects.	All	3,000 LCFF S/C Site Innovation (3313) Books and Supplies 500 LCFF S/C Site Innovation (3313) 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 8.2 and 8.3 were effectively implemented as written.

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

There were no differences

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.

Changes for the 2024-2025 school year are the reduction in one robotics course to allow for the implementation of our new e-sports course and 6th graders are now able to take robotics.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Physical Education This year 80% of our students will score proficient on 4 of the 5 physical fitness standards on the state test.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation. 2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students. 3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

Site support is necessary in order for students to achieve California standards for physical education in an engaging and innovative environment.

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
Fitness Gram	In 2023, 70% of students scored proficient on 4 out of 6 Fitnessgram criteria	In 2024, 80% of students will score proficient on 5 out of 6 Fitnessgram criteria

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
9.1	Use of Technology to Enhance Instructional Practices: 1. Utilize Google Classroom to enhance instruction. 2. Utilize a uniform Grading System.	All	District funded Books and Supplies
9.2	All 7th grade students will attend a field trip to a UC campus	7th grade students	5303 LCFF S/C College Campus Visit (04423.0)
9.4	P.E. Equipment:	All	7000

	1. General P.E. equipment (Balls, Nets, Locks, etc.) 2. Maintenance of Fitness Room Equipment 3. Purchase classroom supplies for new PE teacher			LCFF S/C Site Innovation (3313) Books and Supplies
9.5	Promote a culture of Physical Fitness through: 1. School wide pride in student performance and physical fitness through crossfit methods, continuous and ongoing promotion of physical fitness, health and nutrition.(ie Turkey Trot, after school sports, etc). 2. Class lessons developed with content standard as a goal and lesson objective addresses the content standard. 3. Rainy Day Fitness: Days used to provide cross curricular instruction and meet all instructional requirements of the California Fitness Standards. 4. Presentations helping to promote fitness awareness outside of the P.E. environment.	All		
9.6				
9.7				
9.8				

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategies 9.1, 9.4, and 9.5 were implemented as intended based on class rosters, syllabus, and master schedule.

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

Strategies 9.1, 9.4, and 9.5 were implemented as intended

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

This goal will be removed

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement, Culture and Climate
By June of 2025, Traweek Middle School's overall suspension rate will be no higher than 4%. Traweek Middle School will maintain a medium or higher status in all subgroups of Chronic Absenteeism; specifically in the ELL and SPED student population as measured by the California Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Guarantee all students are eligible and ready for college and career upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

To benefit from educational programs offered at Traweek Middle School and to connect students to school and learning, a reduction in suspension rates will result in increased instructional time as well as foster a more positive school climate by increasing incentives and extracurricular activities.
Parent/Student culture and climate surveys will identify areas of growth/opportunities.
Student group meetings
School-wide counseling presentations

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
Suspension Rate	For 2024, Traweek has a suspension rate of 10.1%	For 2024, Traweek will have a suspension rate no higher than 4%
Attendance Rate	For 2024, 19.2% of students were chronically absent. ELLs were 23.8% chronically absent and SPED were 34% chronically absent.	For 2024, Traweek will have reduce the chronically absent rate by 5% or more students that are chronically absent ELLs and SPED students will reduce their chronically absent rate by 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
10.1	All incoming 5th-grade students will be invited to participate in WEB Orientation events before registration to facilitate the transition to middle school. The Counseling Department will identify at-risk students and will provide routine counseling sessions as other means of correction and provide intervention strategies, specifically monitoring ELL and SPED students. Positive incentives will be provided periodically to increase student engagement, participation, and positive attendance. Parent meetings will be held routinely to inform the ELL and SPED families about academic support, SEL and counseling resources. School SART and District SARB policies will be implemented	All, Unduplicated, ELL, SPED	District funded Certificated Salaries 3,500 LCFF S/C Site Innovation (3313) Services and other operating expenditures
10.2	Purchase of school and sanitary supplies for homeless students.	All	1504 Title I - Homeless Books and Supplies
10.3	Attendance incentives to support the reduction of chronic absenteeism and to increase overall school-wide attendance	All	500 LCFF Attendance (03308)
10.4	Maintain a clean and well stocked campus including maintaing custodial supplies	All	2500 Site Allocation (26000.0)
10.5	Provide staff development opportunities in the following areas: Yale Charter, Reading Comprehension, AVID writing strategies, PLC data conversations, Positive/ Growth Mindset		1000 LCFF Base Services and other operating expenditures
10.6	Communicate with feeder elementary schools and High Schools in order to place incoming 6th-grade students in classes with appropriate levels of support and rigor. Communicate with feeder high schools in order to place rising 8th-grade students in high school classes with appropriate levels of support and rigor.		District funded Certificated Salaries

Annual Review

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 10.1, and 10.2 were implemented as intended, however, Traweeks Suspension rate exceeded the expected outcome by 6%

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

Traweeks Suspension rate exceeded the expected outcome by 6%

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.

Traweek will reduce their suspension rate from 10.1% to 5% or less support provided in strategy 10.3

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	$30,848.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$279,000.00
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	$6,341.00
Title I- Parent Involvement	$1,504.00

Subtotal of additional federal funds included for this school: $9,349.00

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 ($)
LCFF Attendance (03308)	$500.00
LCFF Base	$4,856.00
LCFF S/C AVID (4401)	$28,000.00
LCFF S/C College Campus Visit (04423.0)	$5,303.00
LCFF S/C New Teacher (2223)	$1,500.00
LCFF S/C Site Innovation (3313)	$71,592.00
LCFF S/C Tutoring (2226)	$18,000.00
Prop 28 (67700)	$24,055.00
Site Allocation (26000.0)	$2,500.00
StrongWorkforce (63880)	$91,846.00
Title I Part A Instructional Aide (30100.0)	$21,499.00

Subtotal of state or local funds included for this school: $269,651.00

Total of federal, state, and/or local funds for this school: $279,000.00

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	6,341.00	0.00
Title I Part A Instructional Aide (30100.0)	21,499.00	0.00
Title I - Homeless	1,504.00	0.00
Title I- Parent Involvement	1,504.00	0.00
LCFF S/C Site Innovation (3313)	71,592.00	0.00
LCFF S/C AVID (4401)	28,000.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	5,303.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	1,500.00	0.00
StrongWorkforce (63880)	91,846.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	24,055.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF Base	4,856.00
LCFF S/C AVID (4401)	28,000.00
LCFF S/C College Campus Visit (04423.0)	5,303.00
LCFF S/C New Teacher (2223)	1,500.00
LCFF S/C Site Innovation (3313)	71,592.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	24,055.00
Site Allocation (26000.0)	2,500.00
StrongWorkforce (63880)	91,846.00
Title I - Homeless	1,504.00
Title I - Site Allocation	6,341.00

Title I Part A Instructional Aide (30100.0)	21,499.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
	130,881.00
Books and Supplies	46,668.00
Certificated Salaries	28,800.00
Classified Salaries	20,500.00
Professional/Consulting Services	16,500.00
Services and other operating expenditures	35,151.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Attendance (03308)	500.00
Books and Supplies	LCFF Base	1,556.00
Certificated Salaries	LCFF Base	2,300.00
Services and other operating expenditures	LCFF Base	1,000.00
Classified Salaries	LCFF S/C AVID (4401)	15,500.00
Professional/Consulting Services	LCFF S/C AVID (4401)	4,500.00
Services and other operating expenditures	LCFF S/C AVID (4401)	8,000.00
	LCFF S/C College Campus Visit (04423.0)	5,303.00
	LCFF S/C New Teacher (2223)	500.00
Books and Supplies	LCFF S/C New Teacher (2223)	1,000.00
	LCFF S/C Site Innovation (3313)	3,325.00
Books and Supplies	LCFF S/C Site Innovation (3313)	36,267.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	13,500.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	12,000.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	6,500.00
Certificated Salaries	LCFF S/C Tutoring (2226)	13,000.00

Classified Salaries	LCFF S/C Tutoring (2226)	5,000.00
	Prop 28 (67700)	24,055.00
	Site Allocation (26000.0)	2,500.00
	StrongWorkforce (63880)	73,699.00
Services and other operating expenditures	StrongWorkforce (63880)	18,147.00
Books and Supplies	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	6,341.00
	Title I Part A Instructional Aide (30100.0)	21,499.00
Services and other operating expenditures	Title I- Parent Involvement	1,504.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,499.00
Goal 2	19,825.00
Goal 3	1,504.00
Goal 4	7,300.00
Goal 5	9,841.00
Goal 6	116,457.00
Goal 7	43,000.00
Goal 8	5,267.00
Goal 9	12,303.00
Goal 10	9,004.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			
None	N/A	N/A	N/A

Certificated Positions	How Many	Funding Sources	Percentage
None	N/A	N/A	N/A

Classified Positions	How Many	Funding Sources	Percentage
AVID Tutors	5	LCFF	100%
Instructional Aide	1	Title I	100%

School Safety Plan SB187

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

This is to certify that Traweek Middle 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: Juleen Faur

<div style="text-align:right">11/14/2024</div>

Signature   Date

School Site Council President: Gwen Gutierrez

<div style="text-align:right">11/14/2024</div>

Signature   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

 4 Classroom Teachers

 1 Other School Staff

 3 Parent or Community Members

 3 Secondary Students

Name of Members	Role
Juleen Faur	Principal
Steve Myers	Classroom Teacher
Tricia Bogle	Classroom Teacher
Brian Britvec	Classroom Teacher
Lilly Silva	Classroom Teacher
Flor Arias	Parent or Community Member
Shannon Boesch	Other School Staff
Alejandra Jolicoeur	Parent or Community Member
Sylvia Restori	Parent or Community Member
Gwen Guttierrez	Secondary Student
David Najera	Secondary Student
Claire Baluyut	Secondary Student

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

Traweek Middle 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 *
Juleen Faur	X		
Alejandra Jolicoeur		X	X
Tricia Bogle		X	
Sylvia Restori			
Flor Arias		X	
Felicia Gomez-Verdin		X	
Numbers of members of each category	**1**	**4**	**1**

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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/14/2024.

Attested:

Signature	
[signature]	Principal, Juleen Faur on 11/14/2024
[signature]	SSC Chairperson, Gwen Gutierrez on 11/14/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: 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 (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix B: Categorical District Services Budget

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

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs						$184,429.72	$ 184,429.72
Admin Costs	$ 41,732.00	$ 54,918.00	$ 33,607.00		$ 19,225.00		$ 149,482.00
Homeless				$ 1,504.00			$ 1,504.00
Parent and Family Engagement		$ 748.00	$ 256.00	$ 500.00			$ 1,504.00
Other Title I Activities	$ 1,108,852.00		$386,716.00	$206,755.00	$ 94,418.00		$1,796,741.00

Title II Education Services Distribution

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

Title III Education Services Distribution

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

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services				$ -	$ 197,646.00	$ 14,542.27	$ 212,188.27

Perkins Education Services Distribution

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

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	$8412.32	**This page is provided by the Educational Services Department charging for services.** 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.
Title II	$23577	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.
Title III	BASED ON NEED	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.
Title IV	$10741.00	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.
Perkins V		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.

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/

Updated by the California Department of Education, October 2023