School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Covina High School	19-64436-1932086	January 11, 2021	January 19, 2021

Purpose and Description

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for students who are not meeting academic standards. The SWP creates engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning. In order to meet our student achievement goals, we have implemented all ten school-wide plan components. These include a comprehensive needs assessment; reform strategies to close achievement gaps and increase proficiency; instruction by highly qualified teachers; ongoing professional development; strategies to increase parent involvement; transition plans for students between preschool, elementary, middle, and high school; teacher involvement in decisions regarding academic assessments; and streamlined coordination between state and federal programs and services. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

Schoolwide Program

This plan also meets the requirements for support and improvement plans (CSI, ATSI, TSI). We explain our process for conducting our needs assessment and analyzing with our stakeholders the metrics that led to eligibility for the school improvement status. The plan includes the goals and annual measureable outcomes that were identified as a result of the analysis. The plan's annual updates and evidence-based interventions, activities, and strategies for each goal align to the ESSA requirements for our program status. Our plan includes a section on how the district has addressed resource inequities through budgeting.

Description:
The school's plan includes all components of the California SPSA template that is aligned with ESSA requirements. In addition, Compensatory Education (CE) items are noted throughout. The SPSA provides schools with the opportunity 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 District through the Local Control and Accountability Plan (LCAP) and the

school's goals as well. The LCAP goals support the federally funded programs by ensuring that student target groups' data analysis remains at the core of every professional development, staff meeting, and teacher collaboration time. At its core, Covina-Valley Unified School District is focused on advancing all of its students forward with the skills, habits, and knowledge necessary to be successful in the 21st Century. Using evidence to make decisions to bring about equitable outcomes for its target groups is a central theme of the District's LCAP. The school district works collaboratively to ensure that all resources are equitably distributed to ensure the maximum impact on targeted groups and sub-groups.

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District Vision, Mission and School Vision Statements

District Vision Statement
Students will meet their future with confidence, possessing the academic competencies and life skills to critically think, create, persevere, and flourish in a technologically complex and globally connected world.

Instructional Mission
Every student will be able to communicate reasoning, collaborate, demonstrate critical thinking, and creatively problem solve in every classroom, every day. No exceptions!

Covina High School Mission Statement:
“Every Student, Every Day”

Covina High School Vision Statement:
"Covina High School is a community inspiring, passionate, innovative and life-long learners."

Covina High School Core Values:
Compassion, Creativity, Determination, Integrity, Responsibility, Teamwork

Covina High School Instructional Focus Statement:
"All students at Covina High School will show measurable growth in their ability to express authentic ideas applied to real-world situations, through speaking, writing and/or artistic expression, as measured by internal and external assessments."

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

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

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
AVID (Advancement Via Individual Determination) ESSA: Strong	AVID is a 4-year program to provide students, especially those from first-generation families, with curriculum, guidance and support to access post-secondary institutions. The AVID program includes research-based instructional strategies and professional development for teachers.	Goals, Strategies, & Proposed Expenditures
Capturing Kids Hearts ESSA: Moderate	Provide a consistent and systematic framework for providing students with a learning environment that promotes positive social, emotional, and academic outcomes. The CKH framework provides staff members with a model learning environment to close the achievement gap.	Goals, Strategies, & Proposed Expenditures
Career Technical Education ESSA: Moderate	CDE designated programs, taught by qualified staff members to provide students with access to the job market and careers.	Goals, Strategies, & Proposed Expenditures
UCI: Math Curriculum Support & Instructional Coaching ESSA: Strong	Enhance PLC work of Math Department to support instructional goals and heighten student achievement.	Goals, Strategies, & Proposed Expenditures
Achievement Teams & Visible Learning ESSA: Strong	Research of John Hattie to support the instructional program and data-driven decisions.	Goals, Strategies, & Proposed Expenditures
ALEKS ESSA: Moderate	Differentiated online intervention program for all students in all levels of mathematics.	Goals, Strategies, & Proposed Expenditures
Paper Online Tutoring Platform ESSA: Moderate	Differentiated online tutoring platform to provide all students with 24/7 support in all subject-matters.	Goals, Strategies, & Proposed Expenditures

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an 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 the dashboard data found in our district LCAP. Teachers have been provided collaborative data analysis and planning time utilizing Focused Schools Instructional Leadership Teams and Du Four's model of Professional Learning Communities.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).
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). Last spring, a district-wide parent survey was administered in English and Spanish. Survey questions included parent feedback and opinions in the following areas:

- Student participation in school activities
- Parent participation in school activities
- Spending Priorities
- Parent communication preferences

Information collected was shared with staff and the SSC/ELAC. 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 (tutoring, homework help, library extra hours)

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.
Throughout the year, teachers, principals and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms verifying 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
The following statements are derived from the Elementary and Secondary Education Act (ESSA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

Standards, Assessment, and Accountability
Use of state and local assessments to modify instruction and improve student achievement (ESEA).

At the beginning of the school year, teachers, 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 Annual Review of the SPSA by school.

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

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 obtained from the California Department of Education and our Covina-Valley Personnel Department. The California Equity Tools were completed for all 17 schools in Covina-Valley USD, and according to the California Equity Tools for Ineffective/Mis-assigned Teachers, low-income students and minority students are not being taught by ineffective or miss-assigned teachers at a higher rate than other students. 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/inexperienced 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 assure effective teaching. If ineffective/mis-assigned or out-of-field teachers becomes 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 reassigned 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 Funded) LCAP funds were 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) Computer Science/Coding- Computer coding integrated into other subjects (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, Universal Design for Learning (LCAP Funded)

Alignment of staff development to content, assessed student performance, and professional needs (ESSA).
Covina-Valley USD 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 system of professional development is focused on long term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting. Within these professional development areas, training is differentiated for new and veteran teachers. These long term programs are evaluated and adjusted each year based on feedback and student performance data. For example, the district has completed an 8-year process of training all K-5 teachers on the use of Thinking Maps, however, we add new teachers each year that will need training. This year, we developed a cycle of training so new teachers will 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 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 through Focused Schools, with new principals receiving additional coaching as well as a 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 leader, 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 elementary assistant principal and secondary deans. 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. Curriculum is adopted from the state-approved adoption list and is vetted by a committee of teachers and administrators for alignment to 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 intervention and reteaching of students 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 receives sufficient reports at annual Williams Visits.

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 being 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 to meet standards.
- Counseling services are provided 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 provided during the school day whenever possible; additional interventions 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 important for use in raising our student achievement.

Parental Engagement
Resources available from family, school, district, and community to assist under-achieving students (ESSA).
Each school produces an annual School Accountability Report Card (SARC) (Please see SARC Expenditures and Services Funded). The PTA contributes time and energy to fundraising, assisting teachers in the classrooms, and coordinating educational activities and family events. Parents may volunteer to assist with a wide variety of activities including Red Ribbon Week, Book Fairs, and health/safety programs. Local businesses and service clubs support schools by providing uniforms, classroom library materials, mini-grants, qualified medical services, and other needed services.

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). Staff members and parents participate on various committees to ensure instructional programs are consistent with student needs and comply with district goals. These committees include the School Site Council, Parent Teacher Association, English Language Advisory Council, and the site leadership team. Department Coordinators meet with their departments at secondary schools to discuss instructional issues related to individual subject areas.

Student transition programs are also important for all students to succeed. Preschool students in Covina-Valley take an annual field trip to visit kindergarten classrooms. Parents are invited to attend Kindergarten Round Up programs to become familiar with elementary school sites and programs. Formal transition meetings are held for students with IEPs. Fifth grade students participate in an annual field trip to middle school to learn about middle school programs and expectations. Fifth grade parents and students are invited to participate in annual Open House events to become familiar with the school. Middle school counselors and administrators visit feeder elementary schools to assist with course selection. Incoming middle school students participate in the Where Everybody Belongs program prior to school starting in the fall.

Each high school hosts community showcase events for middle school parents and students to learn about the school site, high school graduation requirements, Career Technical Education (CTE) pathways, sports programs, arts programs and much more. Prior to entering high school, High School Counselors assist incoming 8th-grade students with course selection including intervention, acceleration, and CTE pathway selection. High School Counselors work with incoming 8th-grade students to develop a four-year high plan using the Naviance program. The summer before starting high school, 8th-grade students are invited to participate in summer school classes at their high school. Once students start high school, they participate in Link Crew, the high school version of WEB. The transition from high school to college and career is facilitated by high school counselors and administrators. Parent education nights provide parents with information about funding post-secondary education and the college admissions process. In addition, students use the Naviance college and career planning software to help plan for their future.

Covina-Valley provides homeless students with as-needed services according to state and federal requirements through the Student Services Department and District Homeless Liaison. Site administrators serve as Site Homeless Liaisons. Many homeless students struggle with basic needs like food, clothing, and shelter. Covina-Valley partners with local agencies that help provide basic need services for homeless families. In addition, Covina-Valley uses homeless reservation funds to provide school uniforms, backpacks, and basic school supplies for students. The free nutrition program is offered to all homeless students upon enrollment or identification as homeless. The Student Services department facilitates enrollment, attendance, and success in school for homeless students. Homeless parents are informed of rights and educational opportunities available for their students. When students are identified as homeless, continued enrollment at the school of origin for current students is available. Homeless students new to the district are offered immediate enrollment, even if they lack immunizations, proof of residency, or a birth certificate. Homeless students are monitored to make sure that they are not displaced if the family moves out of the school boundaries. The Homeless Liaison monitors homeless student attendance to ensure consistent attendance. If transportation is a barrier to the student attending school, the District Homeless Liaison uses homeless reservation funds to provide public transportation bus passes or provides district busing to and from school. All school sites offer before and after school tutoring that is available for homeless students. If additional tutoring is needed, homeless reservation funds are used to provide the tutoring. Additionally, library hours are extended to offer a quiet place to do homework. Credit recovery is also available for homeless high school students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations (3932).
Support for parental involvement activities requested by parents:

- Information from the DAC, DELAC, and our LCAP Advisory groups is collected annually. Input from these advisory groups is used to determine areas of need for family engagement. District staff and interested parents collaborate to plan district activities including the district Wellness Fair. Informed parent participation:

- Parents are provided opportunities for informed participation. Accommodations are available to parents/family members with disabilities. School documents and meetings are available in Spanish and translated to other languages at parent request. District and site websites have been updated to meet ADA compliance guidelines. Alignment with LCAP stakeholder involvement: Stakeholders are consulted with annually at a series of advisory committee meetings. The strengths and weaknesses of the district are identified, then ideas for

improvement and ideas for parent education are collected. Input collected at meetings is augmented with input collected through our annual parent survey.

- 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 that includes reviewing Dashboard data, identifying strength and weaknesses, and brainstorming ideas for improvement. Information from the needs assessment is used to develop the School Plan for Student Achievement which includes each site's plan for spending Title I funds. SSCs monitor the site's implementation of the plan throughout the school year. Technical assistance is provided by the Education Services Department throughout this process. As a SWP, each elementary school has a Title I teacher to assist with reading intervention. All SWP sites offer before and/or after school tutoring for students. Some sites have funded temporary teachers to assist with math intervention. Many SWP sites use Title I funds to offer professional development for school-wide programs like No Excuses University and AVID. SWP sites also use Title I funds to provide supplemental programs and materials including the i-Ready online learning program and hands-on materials for math instruction. Communicate with parents in format and language parents can understand: The district employs a translator to translate school auto-dialer messages, documents, and flyers into Spanish. Translators are also available at each school site to translate site meetings. An EL TOSA and three EL Specialists assist with Spanish-speaking parents at school sites by providing parent education and information meetings in Spanish.

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

Based on highly rated ESSA research models and programs, categorical funds are used to fund interventions and support consistent with the RTI Pyramids in English Language Arts and Math. Please refer to the ELA and Math RTI Pyramids for details. The district also assists schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Fiscal Support (EPC)
District Business Services provides timely periodic reports for the principal to review and note expenditures. This information is shared with all stakeholders through the SSC. Line-Item categorical budgets are part of the SPSA and are supplemental to the core program.

Stakeholder Involvement

The SPSA planning, implementation, and review process follows a cyclical timeline with many stakeholders involved throughout the school year.

August - September: Significant Findings and Identified Needs to Support Goals
The School's Leadership Team at each site, consisting of administrators and teachers, analyzes student achievement data, summarizes significant findings, and identifies needs for improvement as part of the Annual Review. The SSC, ELAC, and Title I parents (Annual Title I Meeting) provide input for SPSA goals and strategies/activities, including Title I expenditures that align with stated goals. Active parent involvement is encouraged through parent notification in multiple languages and flexible meeting times to accommodate parent schedules. District support and technical assistance is provided as needed.

October/November: Goals, Annual Measurable Outcomes, Strategies, and Activities:
The entire faculty discusses results to build awareness of the impact of activities on student achievement. District liaisons, SSC, ELAC, and Title I parents continue to provide input for SPSA goals and strategies/activities, including Title I expenditures that align with stated goals.

December/January: Approval of the SPSA:
When the plan is completed, approval and signatures are obtained from the SSC. District personnel review the SPSA for compliance and quality purposes and any needed revisions before it goes to the local governing board for approval in late January or early February.

January through April: Implementation and Monitoring of the SPSA:
Purchases specified in the plan are made. Implementation is monitored with observational tools and focused classroom walkthroughs. Any new updates needed to the SPSA are brought to the SSC and district liaisons for further development, evaluation, and modifications.

May/June: Annual Review and Analysis of Program Effectiveness:
School leaders review evidence from classroom walkthroughs, stakeholder surveys, and district formative assessments to determine the degree of effectiveness of implemented strategies/activities. They also bring this data to SSC and ELAC to get recommendations. This information is used to reaffirm or refine SPSA goals, complete the Annual Review sections, and make changes in the strategies/activities for the coming year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (**Applicable for CSI and ATSI schools only**).

The ESSA states that resource inequities may include a review of LEA and school-level budgets. Through the comprehensive needs analysis, the district reviews a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. Potential inequities were reviewed at all school sites based on California Dashboard metrics and ESSA requirements. Local, state and federal resources are allocated to schools based on a fair and equitable formula that provides opportunities for site input and flexibility, and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a per-pupil allocation by grade span. Sites are allocated General Fund based on a per-pupil allocation as well. As part of each school's Comprehensive Needs Assessment, detailed information was provided on local, state and federal budgets. District staff received feedback from site staff on how resources are expended and District staff and site staff examined data in relation to resources and outcomes. Based on the analysis of the site budgets, District staff does not feel there are resource inequities at Covina High School.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.25%	0.33%	0.41%	3	4	5
African American	2.30%	2.75%	2.57%	28	33	31
Asian	6.57%	7.43%	7.3%	80	89	88
Filipino	2.55%	2.5%	3.73%	31	30	45
Hispanic/Latino	78.06%	77.71%	77.36%	950	931	933
Pacific Islander	0.16%	%	0%	2		0
White	8.87%	7.93%	7.05%	108	95	85
Multiple/No Response	0.49%	0.25%	1.16%	6	3	5
			Total Enrollment	1,217	1,198	1,206

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	300	340	305
Grade 10	314	303	340
Grade 11	275	285	293
Grade 12	328	270	268
Total Enrollment	1,217	1,198	1,206

Conclusions based on this data:

1. Student enrollment has remained consistent over the last three years.
2. Student enrollment by sub group has been consistent over the last three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	37	37	34	3.0%	3.1%	2.8%
Fluent English Proficient (FEP)	422	396	379	34.7%	33.1%	31.4%
Reclassified Fluent English Proficient (RFEP)	33	6	5	54.1%	16.2%	13.5%

Conclusions based on this data:

1. Percent of EL students as a percentage of total population has remained flat over the last three years.
2. Consistent number of EL students is indicative of community and demographic trends.
3. Changes to ELPAC assessments have resulted in inconsistent number of students meeting reclassification over the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	329	260	264	324	250	259	324	250	259	98.5	96.2	98.1
All Grades	329	260	264	324	250	259	324	250	259	98.5	96.2	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2611.	2587.	2622.	18.52	19.20	30.50	50.00	33.60	37.84	25.00	29.20	21.24	6.48	18.00	10.42
All Grades	N/A	N/A	N/A	18.52	19.20	30.50	50.00	33.60	37.84	25.00	29.20	21.24	6.48	18.00	10.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.09	24.00	32.05	58.64	49.20	49.81	13.27	26.80	18.15
All Grades	28.09	24.00	32.05	58.64	49.20	49.81	13.27	26.80	18.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	31.79	30.80	46.72	58.95	48.80	45.17	9.26	20.40	8.11
All Grades	31.79	30.80	46.72	58.95	48.80	45.17	9.26	20.40	8.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.99	16.80	23.17	69.44	68.40	67.57	9.57	14.80	9.27
All Grades	20.99	16.80	23.17	69.44	68.40	67.57	9.57	14.80	9.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.57	28.80	34.36	54.94	54.40	52.51	10.49	16.80	13.13
All Grades	34.57	28.80	34.36	54.94	54.40	52.51	10.49	16.80	13.13

Conclusions based on this data:

1. Current data not available as a result of changes and requirements due to COVID-19. However, 69% total proficiency in ELA in 2019 - an increase of 16% from previous year and increase in mean score by 35.8 points.
2. 16% increase in students performing above standard in writing in 2019 - evidence to support school's instructional focus.
3. The ELA CAASPP Assessment was completed in late April/early May in the school year in 2019. Both students and teachers reported higher levels of effort during this earlier testing window. Additionally, 11th grade ELA teachers controlled their curriculum and no new curriculum was piloted for 11th grade students during the 18-19 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	329	260	264	322	253	261	322	253	261	97.9	97.3	98.9
All Grades	329	260	264	322	253	261	322	253	261	97.9	97.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2547.	2546.	2572.	4.97	6.32	10.73	16.77	18.18	21.07	31.99	26.88	28.74	46.27	48.62	39.46
All Grades	N/A	N/A	N/A	4.97	6.32	10.73	16.77	18.18	21.07	31.99	26.88	28.74	46.27	48.62	39.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.87	12.65	20.31	30.75	28.06	34.87	58.39	59.29	44.83
All Grades	10.87	12.65	20.31	30.75	28.06	34.87	58.39	59.29	44.83

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.94	9.09	15.71	45.96	46.64	49.81	44.10	44.27	34.48
All Grades	9.94	9.09	15.71	45.96	46.64	49.81	44.10	44.27	34.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.45	9.88	14.56	65.84	57.71	57.85	26.71	32.41	27.59
All Grades	7.45	9.88	14.56	65.84	57.71	57.85	26.71	32.41	27.59

Conclusions based on this data:

1. Current data not available as a result of changes and requirements due to COVID-19. However, 32% total proficiency in Math in 2019 - an increase of 7% from previous year and increase in mean score by 25.6 points.
2. 8% increase in students performing above standard in concepts/procedures & decrease of 14% in students performing below standard in concepts/procedures in 2019.

3. We believe a strong focus on the PLC process and use of effective, research-based instructional strategies with our Math Department via site organization/accountability, Solution Tree Consultants and the UCI Math Project has contributed to recent growth. We also believe a consistent testing window over the last three years has contributed to growth.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	1500.8	*	1472.8	*	1528.4	*	11
Grade 10	1544.5	*	1534.5	*	1554.2	*	13	7
Grade 11	*	1484.8	*	1470.2	*	1498.8	*	12
Grade 12	*	*	*	*	*	*	*	7
All Grades							29	37

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00		36.36		27.27	*	36.36	*	11
10	*	*	*	*	*	*	*	*	13	*
11		8.33	*	0.00	*	58.33	*	33.33	*	12
All Grades	*	10.81	*	16.22	*	45.95	*	27.03	29	37

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00		45.45		18.18	*	36.36	*	11
10	*	*	*	*	*	*	*	*	13	*
11	*	8.33	*	25.00	*	33.33	*	33.33	*	12
All Grades	44.83	13.51	*	27.03	*	32.43	*	27.03	29	37

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	9.09	*	54.55	*	36.36	*	11
10	*	*	*	*	*	*	*	*	13	*
11		0.00	*	0.00	*	50.00	*	50.00	*	12
All Grades	*	5.41	*	8.11	*	48.65	44.83	37.84	29	37

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	54.55	*	45.45	*	11
10	*	*	*	*	*	*	13	*
11		0.00	*	25.00	*	75.00	*	12
All Grades	*	5.41	*	43.24	*	51.35	29	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	63.64	*	9.09	*	27.27	*	11
10	*	*	*	*	*	*	13	*
11	*	58.33	*	16.67	*	25.00	*	12
All Grades	51.72	54.05	*	27.03	*	18.92	29	37

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	63.64	*	36.36	*	11
10	*	*	*	*	*	*	13	*
11		0.00	*	25.00	*	75.00	*	12
All Grades	*	5.41	*	45.95	58.62	48.65	29	37

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	81.82	*	18.18	*	11
10	*	*	*	*	*	*	13	*
11	*	8.33	*	75.00		16.67	*	12
All Grades	*	8.11	55.17	75.68	*	16.22	29	37

Conclusions based on this data:

1. Percent of EL students as a percentage of total population has remained flat or decreased over the last three years.
2. Modifications to ELPAC assessments has led to lack of or inconsistent data over the last three years.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1198	**69.9**	**3.1**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	37	3.1
Foster Youth	5	0.4
Homeless	32	2.7
Socioeconomically Disadvantaged	838	69.9
Students with Disabilities	153	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	2.8
American Indian	4	0.3
Asian	89	7.4
Filipino	30	2.5
Hispanic	931	77.7
Two or More Races	13	1.1
White	95	7.9

Conclusions based on this data:

1. Demographic data remained mostly unchanged from years prior during the 18-19 school year.
2. Total student enrollment has remained at approximately 1,200 for the past three years. Population projections and feeder track enrollment predict a continued decline in student enrollment.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
College/Career Orange		

Conclusions based on this data:

1. CHS showed significant growth in ELA & Math proficiency during the 18-19 school year
2. CCI completer rates decreased by approximately 3% from last year. As a school, we have addressed our shortcomings and have a plan implemented to increase this indicator. We predict a double-digit growth rate in the 19-20 academic year.
3. Suspension rates decreased by almost 2% during the 18-19 school year and even further during the 19-20 school year, indicating a strong social/emotional program and a positive/supportive school environment.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
41.6 points above standard	128.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++36.3 points	Declined Significantly -45.6 points	1
256	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Orange
Less than 11 Students - Data Not Displayed for Privacy	31.3 points above standard	66.6 points below standard
7	Increased Significantly ++34.4 points	Increased Significantly ++15.6 points
	184	31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color 101.5 points above standard Increased Significantly ++43.1 points 19	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 33.2 points above standard Increased Significantly ++30.1 points 194	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color 0 Students	No Performance Color 49.3 points above standard Increased Significantly ++74.1 points 21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 8	47.7 points above standard Increased Significantly ++46 points 162

Conclusions based on this data:

1. The class of 2021 showed significant overall growth on the ELA SBAC as compared to the Class of 2020 - 16% growth for all students with a total proficiency of 69%.
2. We will continue to focus on increasing ELA proficiency rates of Students w/ Disabilities.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
52.5 points below standard	195.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++24.6 points	Declined Significantly -75.3 points	1
256	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not Displayed for Privacy	56.3 points below standard	183.8 points below standard
7	Increased Significantly ++25 points	Declined Significantly -26.4 points
	184	31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 54.7 points above standard Increased Significantly ++25.9 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 65.8 points below standard Increased Significantly ++21.4 points 194	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color 35.4 points below standard Increased Significantly ++52.8 points 21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 8	43.9 points below standard Increased Significantly ++37.1 points 162

Conclusions based on this data:

1. The class of 2021 showed significant overall growth on the Math SBAC as compared to the Class of 2020 - 8% growth for all students with a total proficiency of 32%.
2. We will continue to focus on increasing Math proficiency rates of Students w/ Disabilities.
3. Significant growth indicates the effectiveness of our updated curriculum (UCI) and intervention program (ALEKS).

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
40 making progress towards English language proficiency
Number of EL Students: 25
Performance Level: Low

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.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. As a result of our 'low' overall performance level, we made significant staffing changes to our EL program in the 19-20 school year and have made program adjustments in the 20-21 school year.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
46.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.4	0 Students	0 Students
271		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
49.5 **Prepared**	49.5 **Prepared**	46.1 **Prepared**
26.6 **Approaching Prepared**	26.6 **Approaching Prepared**	29.5 **Approaching Prepared**
23.9 **Not Prepared**	23.9 **Not Prepared**	24.4 **Not Prepared**

Conclusions based on this data:

1. A decrease of 3% for the Class of 2019 is a result of decreased SBAC proficiency levels. Additionally, gaps in communication between our SIS and CALPADS prevented a potential increase of up to 5%.
2. We have updated our coding and communication w/ CALPADS to best reflect metrics to complete CCI.
3. We predict double-digit growth in the 19-20 school year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism 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

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
97.4	85.7	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.8	Declined -2.5	4
271	21	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Blue	Green
94.1	96.9	91.9
Declined -1.5	Maintained -0.5	Increased +10.5
34	227	37

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	95.5	Less than 11 Students - Data Not Displayed for Privacy
10	1	Declined -4.6	3
		22	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
97.2	0 Students	0 Students	100
Maintained +0.4			Increased +5.1
215			19

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
96.6	97.4

Conclusions based on this data:

1. The collaboration between teachers and the Counseling Team contributes to our graduation rate of 100% for eligible students.
2. Special Education students enrolled in our L.E.A.P. program receive a Certificate of Completion upon conclusion of their senior year, however, they are factored into our overall graduation rate. Because they do not receive a diploma, CALPADS codes these students as non-grads, providing misleading data. Our graduation rate nears 100% of eligible students each year.
3. We will continue to passionately focus on supporting homeless students in their journey to receive a high school diploma.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	5	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
2.7	2.2	Less than 11 Students - Data Not
Declined -1.5	Declined -8.9	10
1274	45	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Green
5	2.7	2.3
Declined -3.8	Declined -1.7	Declined Significantly -2.3
40	917	173

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	Blue
10.3	Less than 11 Students - Data 4	2.2	0
Increased +7.2		Increased +1	Maintained 0
39		91	35
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Orange
2.4	4.8		3
Declined Significantly -2.4	Increased +4.8		Increased +0.5
985	21		99

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.2	2.7

Conclusions based on this data:

1. Suspension rates have decreased over the past three years.
2. The addition of a Dean in the 18-19 school year positively impacted school culture.
3. We will continue to focus on decreasing suspension rates for our African American, Asian and White students. However, small enrollment numbers leads to misrepresentative data.

District and School Goals: Alignment to SPSA

Goals: Local Control and Accountability Plan (LCAP), Educational Services and School

LCAP Goals:

1. Guarantee all students are eligible and ready for college and careers 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 learning.

Educational Services Goals:

- 10% increase in the number of 1st graders that are proficient or higher in READING and MATHEMATICS as measured by i-Ready assessments.
- 10% increase in the number of 3rd graders that are proficient or higher in ELA and MATHEMATICS as measured by CAASPP and i-Ready assessments.
- 10% increase in the number of 6th graders that are proficient or higher in ELA and MATHEMATICS as measured by CAASPP and i-Ready assessments.
- 10% increase in the number of 8th graders that are proficient or higher in ELA and MATHEMATICS as measured by CAASPP and i-Ready assessments.
- 10% increase in the number of 11th graders that are proficient or higher in ELA and MATHEMATICS as measured by CAASPP, District Writing Assessment, and International Math II Completion rate..

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-3	• 5% increase in the number of 1st graders that are proficient or higher in READING and MATHEMATICS as measured by i-Ready assessments. • 5% increase in the number of 3rd graders that are proficient or higher in ELA and MATHEMATICS as measured by CAASPP and i-Ready assessments. • 5% increase in the number of 6th graders that are proficient or higher in ELA and MATHEMATICS as measured by CAASPP and i-Ready assessments. • 5% increase in the number of 8th graders that are proficient or higher in ELA and MATHEMATICS as measured by CAASPP and i-Ready assessments. • 5% increase in the number of 11th graders that are proficient or higher in ELA and MATHEMATICS as measured by CAASPP, District Writing Assessment, and International Math II Completion rate..	Goals 1-4: ELA, Math, ELD, Science

School Goals:

By August 2021, we will increase the number of graduates that meet A-G course requirements by 5%.
By August 2021, we will maintain a graduation rate above 98%.
By August 2021, all students at Covina High School will prove their ability to express authentic ideas applied to real-world situations, measured by increasing the PSAT/SAT college readiness indicator by 5% each 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 Subject

English Language Arts

LEA/LCAP Goal

1. Guarantee all students are eligible and ready for college and careers 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 learning.

Goal 1

By August 2021, we will increase the number of students passing the Advanced Placement exam in English Language from 41 to 45.
By August 2021, we will increase the number of students passing the Advanced Placement exam in English Literature from 20 to 40.
By August 2021, we will increase the proficiency rate for all students and sub-groups on the ELA portion of the SBAC by 6%.

Identified Need

Proficiency rates on CAASPP and Advanced Placement assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP English Language	41 students passed exam in 2020	45 students will pass exam in 2021
AP English Literature	20 students passed exam in 2020	40 students will pass exam in 2021
CAASPP Assessment	69% Proficiency in 2019 (no testing in 2020)	75% Proficiency in 2021 (pending state testing)

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Intervention:

- Investigate research-based instructional practices to guide intervention models and strategies.
- Utilize diagnostic assessments in introductory ELA courses to identify student proficiency levels and provide appropriate differentiation and support.
- Establish department expectations as it relates to formative and summative assessments and use 'IO' to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.
- Develop a site specific intervention program through systematic data analysis to provide students with targeted intervention.
- Provide Distance Learning opportunities to students, as appropriate, in order to improve direct instructional time due to COVID-19.

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services
7500	LCFF S/C Tutoring (2226) Certificated Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Achievement Teams:
- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.
- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.
- All teachers will use 'IO' for data management and analysis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
5000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Practices:

- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Books and Supplies
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 4

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

All Students

Strategy/Activity

Guidance & Outreach:

- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
- Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to COVID-19, overall implementation was disrupted and not as complete as normally expected. However, the four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance did influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed mostly increases, however, we will continue to address the achievement gap. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

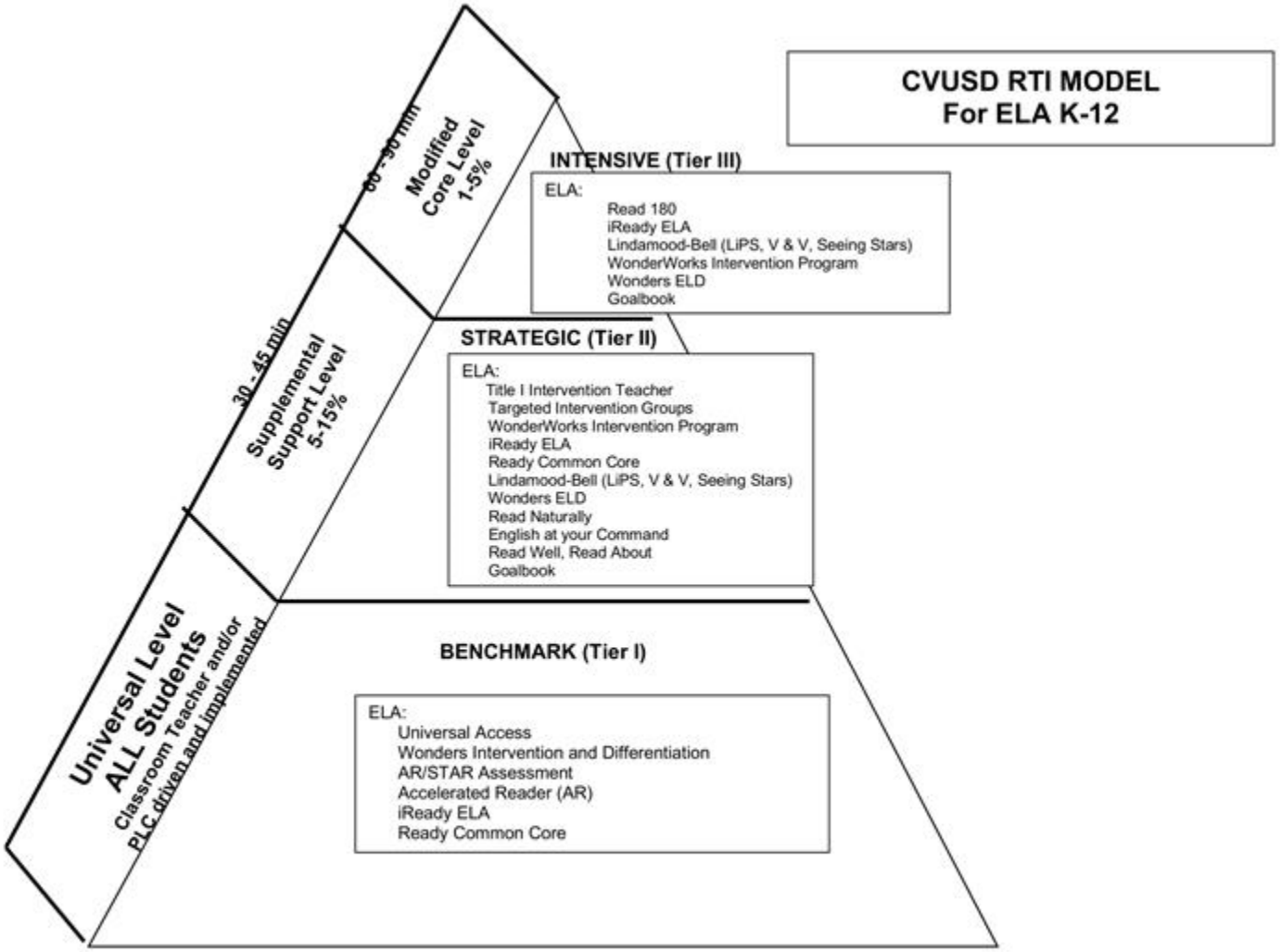
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2020-21 school year accordingly.

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 Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2019-20 school year. The ILT then shared their findings with staff and community members. With input from all stakeholders, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

1. Guarantee all students are eligible and ready for college and careers 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 learning.

Goal 2

By August 2021, we will increase the number of students passing the Advanced Placement exam in Calculus AB from 28 to 35.
By August 2021, we will increase the number of students passing the Advanced Placement exam in Calculus BC from 12 to 15.
By August 2021, student pass rates in the aforementioned courses will be in excess of the noted percentages: Math I - 75%, Math II - 85%, Math III - 85%.
By August 2021, we will increase the proficiency rate for all students and sub-groups on the Math portion of the CAASPP by 8%.

Identified Need

Proficiency rates on CAASPP/Advanced Placement assessments and end of course success rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Calculus AB	28 students passed exam in 2020	35 students will pass exam in 2021
AP Calculus BC	12 students passed exam in 2020	15 students will pass exam in 2021
End of Course Grade Data	Math I - 72%, Math II - 78%, Math III - 68% in 2020	Math I - 75%, Math II - 85%, Math III - 85% in 2021
CAASPP Assessment	32% Proficiency in 2019 (no testing in 2020)	40% Proficiency in 2021 (pending state testing)

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Intervention:

- Investigate research-based instructional practices to guide intervention models and strategies.
- Utilize diagnostic assessments in math courses to identify student proficiency levels and provide appropriate differentiation and intervention supports.
- Establish department expectations as it relates to formative and summative assessments and use 'IO' to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.
- Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.
- Provide Distance Learning opportunities to students, as appropriate, in order to improve direct instructional time due to COVID-19.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
5000	LCFF S/C Site Innovation (3313) Professional/Consulting Services
7500	LCFF S/C Tutoring (2226) Certificated Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Achievement Teams:

- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.
- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.

- All teachers will use 'IO' for data management and analysis.

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 3

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

All Students

Strategy/Activity

Instructional Practices:
- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Books and Supplies
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
500	LCFF S/C New Teacher (2223)

	Books and Supplies
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Guidance & Outreach:

- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
- Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to COVID-19, overall implementation was disrupted and not as complete as normally expected. However, the four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance did influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement

with fidelity through internal accountability systems. Student achievement data showed mostly increases, however, we will continue to address the achievement gap. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

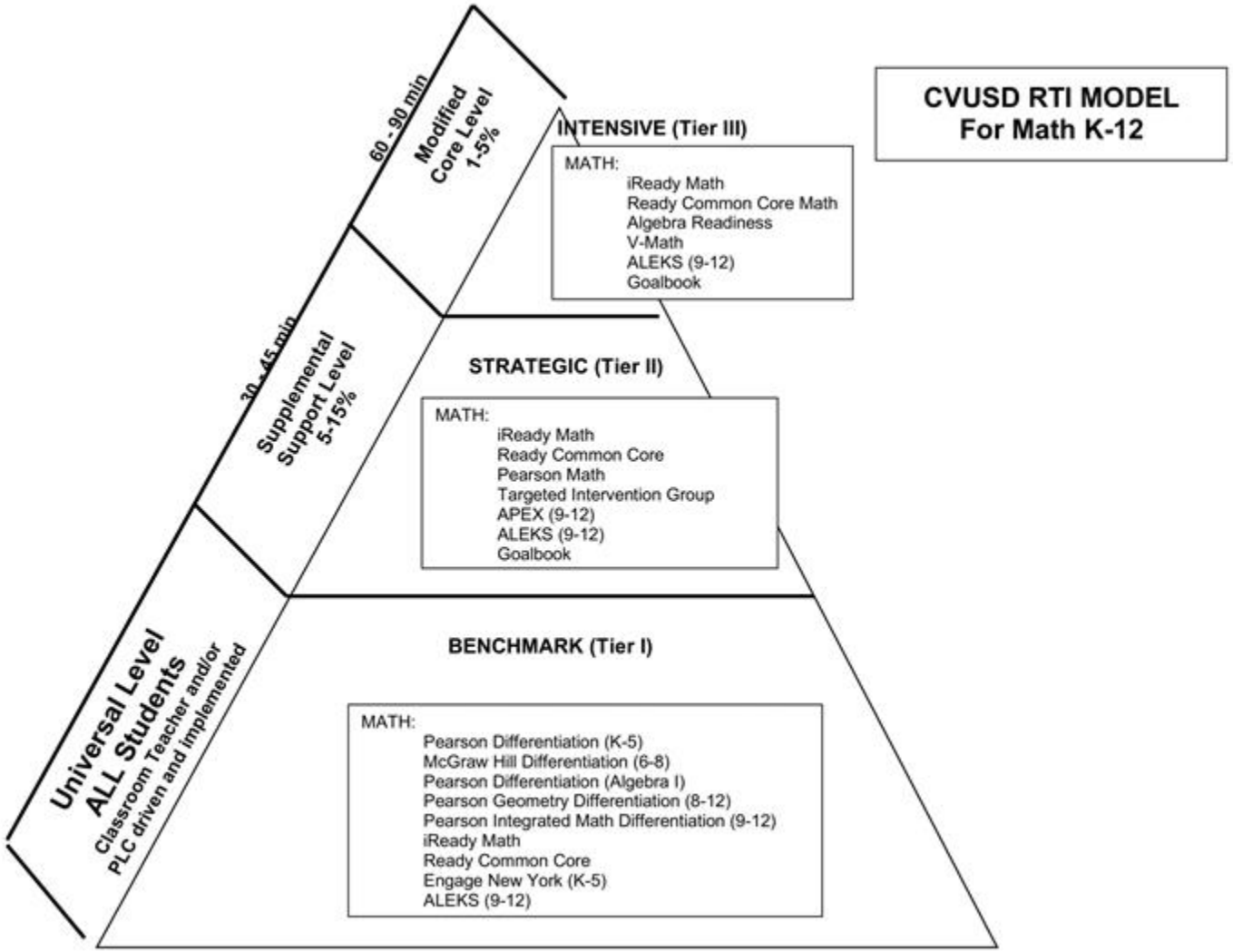
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2020-21 school year accordingly.

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 Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2019-20 school year. The ILT then shared their findings with staff and community members. With input from all stakeholders, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

RTI Pyramid: District Math



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

1. Guarantee all students are eligible and ready for college and careers 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 learning.

Goal 3

By June 2021, EL progress based on the Status and Change Report will increase from the prior year.
By August 2021, we will increase the proficiency rate for all students and sub-groups on the ELA & Math portion of the CAASPP by 10%.
By August 2021, we will increase the number of English Learners reclassified to FEP by 7 students.
By August 2021, we will reduce the percentage of Long Term English Learners (LTEL) students by 5%.

Identified Need

Proficiency rates on CAASPP/ELPAC assessments and EL student population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment: ELA	12% Proficiency in 2019	22% Proficiency in 2021
CAASPP Assessment: Math	10% Proficiency in 2019	20% Proficiency in 2021
ELPAC Assessment	43 English Learners are enrolled at CHS for the 2020-21 school year	The number of English Learners will decrease to 35 or below by August 2021.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Intervention:

- ELD Teacher will articulate with the 8th grade ELD teacher at Traweek to ensure a smooth transition for our ELD students from middle to high school. They will share how students are doing well and areas for growth.
- ELAC/SSC meetings will be held to discuss and share information specific to English Learners along with how to better support their students success, both academically and socially.
- Investigate research-based instructional practices to guide intervention models and strategies.
- Utilize diagnostic assessments to identify student proficiency levels and provide appropriate differentiation and intervention supports.
- Develop a site specific intervention program through systematic data analysis to provide students with targeted intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
5000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Instructional Practices:

- All EL students will receive at least 30 minutes per day of Designated ELD instruction.
- Continue to offer targeted ELD classes for students based on their performance level, 19 new ELD Standards and the ELA/ELD frameworks.
- Integrate technology for ELD instruction to build background knowledge, vocabulary, reading, and writing skills, including ALEKS, Read 180, iReady, Newsela and Rosetta Stone.
- Continue use of manipulatives, visuals and hands on activities.
- Trainings in best practices to improve ELD, including AVID strategies and Thinking Maps.
- ELPAC test prep through curriculum press materials.
- Continue to use ELD formative assessment tools such as EDGE, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
5000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Achievement Teams:

- Trainings in best practices to improve ELD, including AVID strategies and Thinking Maps.
- ELPAC test administration

- ELD teacher will collaborate with ELA teachers during their PLC meetings to share best practices to better support the students in their English Development.

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Books and Supplies
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 4

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

EL Students

Strategy/Activity

Guidance & Outreach:

- Reach out to parents who speak a language other than English to strengthen our parents understanding of the EL program, school resources, including parent portal, college requirements and simply providing the parents with a direct link to the school to increase their students success.
- English Language Support Specialist will assist with maintaining student EL folders, reaching out to parents, ELPAC/CELDT testing, monitoring student progress, interpret during ELAC Meetings.
- Monitoring redesignated students, including goal setting meetings with counselor with EL students who have below a 2.0 GPA.
- Parent Trainings and conferences such as Capturing Kids Hearts, AVID, PIQE, supporting a struggling child, social emotional supports, college requirements, parent portal, etc.

- Conduct ELAC/SSC Meetings and provide the opportunity of parents of EL students to better understand the program and offer advice on EL program services.

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed mostly increases, however, we will continue to address the achievement gap. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

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

There were slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2020-21 school year accordingly.

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 Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2019-20 school year. The ILT then shared their findings with staff and community members. With input from all stakeholders, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science

LEA/LCAP Goal

1. Guarantee all students are eligible and ready for college and careers 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 learning.

Goal 4

By August 2021, we will increase the number of students passing the Advanced Placement exam in Biology from 6 to 15.
By August 2021, we will establish a baseline number of students passing the Advanced Placement exam in Chemistry at 15.
By August 2021, we will increase the number of students passing the Advanced Placement exam in Physics 1 from 2 to 15.
By August 2021, we will increase the number of students passing the Advanced Placement exam in Environmental Science from 3 to 15.
By August 2021, student pass rates in the aforementioned courses will be in excess of the noted percentages: Conceptual Physics - 75%, Biology - 80%, Chemistry - 85%.

Identified Need

Proficiency rates on Advanced Placement assessments and end of course success rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Biology	6 students passed exam in 2020	15 students will pass exam in 2021
AP Chemistry	No students enrolled in course in 2020	15 students will pass exam in 2021
AP Physics 1	2 students passed exam in 2020	15 students will pass exam in 2021
AP Environmental Science	3 students passed exam in 2020	15 students will pass exam in 2021
End of Term Grade Data (Semester 2)	Conceptual Physics - 70%, Biology - 82%, Chemistry - 70% in 2020	Conceptual Physics - 75%, Biology - 80%, Chemistry - 85% in 2020

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Intervention:

- Investigate research-based instructional practices to guide intervention models and strategies.
- Utilize diagnostic assessments in introductory courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. .
- Establish department expectations as it relates to formative and summative assessments and use 'IO' to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.
- Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
5000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Achievement Teams:

- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.

- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.
- All teachers will use 'IO' for data management and analysis.

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
5000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 3

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

All Students

Strategy/Activity

Instructional Practices:
- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Books and Supplies
2500	LCFF S/C Site Innovation (3313)

	Services and other operating expenditures
1500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Guidance & Outreach:

- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
- Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed mostly increases,

however, we will continue to address the achievement gap. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

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

There were slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2020-21 school year accordingly.

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 Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2019-20 school year. The ILT then shared their findings with staff and community members. With input from all stakeholders, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Science

LEA/LCAP Goal

1. Guarantee all students are eligible and ready for college and careers 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 learning.

Goal 5

By August 2021, we will increase the number of students passing the Advanced Placement exam in World History from 16 to 30.
By August 2021, we will increase the number of students passing the Advanced Placement exam in U.S. History from 29 to 40.
By August 2021, we will increase the number of students passing the Advanced Placement exam in Macro Economics from 17 to 35.
By August 2021, student pass rates in the aforementioned courses will be in excess of the noted percentages: World History - 90%, U.S. History - 90%.

Identified Need

Proficiency rates on Advanced Placement assessments and end of course success rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Human Geography	21 students passed exam in 2020	No course/exam offered in 2021
AP World History	16 students passed exam in 2020	30 students will pass exam in 2021
AP U.S. History	29 students passed exam in 2020	40 students will pass exam in 2021
AP Macro Economics	17 students passed exam in 2020	35 students will pass exam in 2021
End of Course Grade Data	World History - 90%, U.S. History - 98% in 2020	World History - 90%, U.S. History - 90% in 2021

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Intervention:

- Investigate research-based instructional practices to guide intervention models and strategies.
- Utilize diagnostic assessments in courses to identify student proficiency levels and provide appropriate differentiation and intervention supports.
- Establish department expectations as it relates to formative and summative assessments and use 'IO' to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.
- Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
5000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Achievement Teams:

- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.
- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.
- All teachers will use 'IO' for data management and analysis.

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

Amount(s)	Source(s)
5000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
5000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 3

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

All Students

Strategy/Activity

Instructional Practices:

- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Books and Supplies
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Guidance & Outreach:

- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
- Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed mostly increases, however, we will continue to address the achievement gap. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

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

There were slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2020-21 school year accordingly.

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 Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2019-20 school year. The ILT then shared their findings with staff and community members. With input from all stakeholders, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CTE Pathways (Acting/Singing, Agriculture, Engineering, S.H.O.E.) & Electives (Art, AVID, Technology, World Language)

LEA/LCAP Goal

1. Guarantee all students are eligible and ready for college and careers 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 learning.

Goal 6

By August 2021, we will increase the percentage of graduating seniors meeting the College/Career Indicator by 5%.
By August 2021, we will increase total enrollment in our Agriculture Program from 166 students to 185 students.
By August 2021, we will increase total enrollment in our Nursing Program from 55 students to 65 students.
By August 2021, we will increase total enrollment in AVID from 283 students to 300 students.

Identified Need

Proficiency rates on the College/Career Indicator and enrollment in CTE/Elective programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCI Indicator Rate of Graduating Seniors	60% 'Prepared' in 2020	65% 'Prepared' in 2021
Agriculture Program Enrollment	166 total students in 2020	185 total students in 2021
Nursing Program Enrollment	55 total students in 2020	65 total students in 2021
AVID Program Enrollment	283 total students in 2020	300 total students in 2021

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Intervention:

- Investigate research-based instructional practices to guide intervention models and strategies.
- Utilize diagnostic assessments in courses to identify student proficiency levels and provide appropriate differentiation and intervention supports.
- Establish department expectations as it relates to formative and summative assessments and use 'IO' to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.
- Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30000	LCFF S/C AVID (4401) Services and other operating expenditures
800	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C New Teacher (2223) Books and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Achievement Teams:

- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.
- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.
- All teachers will use 'IO' for data management and analysis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF S/C Site Innovation (3313) Books and Supplies
500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
4000	CTE/Perkins Books and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Practices:

- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF S/C AVID (4401) Books and Supplies
15000	LCFF S/C Site Innovation (3313) Books and Supplies
10000	CTE/Perkins Services and other operating expenditures

10000	CTE/Perkins Books and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Guidance & Outreach:

- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
- Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF S/C AVID (4401) Services and other operating expenditures
2000	CTE/Perkins Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed mostly increases,

however, we will continue to address the achievement gap. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

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

There were slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2020-21 school year accordingly.

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 Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2019-20 school year. The ILT then shared their findings with staff and community members. With input from all stakeholders, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$249,300.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
CTE/Perkins	$26,000.00
LCFF S/C AVID (4401)	$40,000.00
LCFF S/C New Teacher (2223)	$1,500.00
LCFF S/C Site Innovation (3313)	$166,800.00
LCFF S/C Tutoring (2226)	$15,000.00

Subtotal of state or local funds included for this school: $249,300.00

Total of federal, state, and/or local funds for this school: $249,300.00

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
LCFF S/C Site Innovation (3313)	166,800	0.00
LCFF S/C AVID (4401)	40,000	0.00
LCFF S/C Tutoring (2226)	15,000	0.00
LCFF S/C New Teacher (2223)	1,500	0.00
CTE/Perkins	26,000	0.00

Expenditures by Funding Source

Funding Source	Amount
CTE/Perkins	26,000.00
LCFF S/C AVID (4401)	40,000.00
LCFF S/C New Teacher (2223)	1,500.00
LCFF S/C Site Innovation (3313)	166,800.00
LCFF S/C Tutoring (2226)	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
Books and Supplies	48,500.00
Certificated Salaries	15,000.00
Professional/Consulting Services	62,500.00
Services and other operating expenditures	123,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Books and Supplies	CTE/Perkins	14,000.00

Services and other operating expenditures	CTE/Perkins	12,000.00
Books and Supplies	LCFF S/C AVID (4401)	5,000.00
Services and other operating expenditures	LCFF S/C AVID (4401)	35,000.00
Books and Supplies	LCFF S/C New Teacher (2223)	1,500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	28,000.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	62,500.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	76,300.00
Certificated Salaries	LCFF S/C Tutoring (2226)	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,500.00
Goal 2	38,000.00
Goal 3	30,000.00
Goal 4	30,000.00
Goal 5	30,000.00
Goal 6	83,800.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			

Certificated Positions	How Many	Funding Sources	Percentage

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

School Safety Plan SB187

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

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

Principal: Kenneth Stratton

Signature

10/26/20

Date

School Site Council President: KaSaundera Brown

Signature

10/26/20

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: Rene Valdes, Ed.D. 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
Kenneth Stratton	Principal
Sita Rampershad	Other School Staff
KaSaundera Brown	Classroom Teacher
Jason Saleh	Classroom Teacher
Lexi Vega	Classroom Teacher
Erin Riley	Classroom Teacher
Felicia Gomez-Verdin	Parent or Community Member
Mary Nyeholt	Parent or Community Member
Alma Perez	Parent or Community Member
Sophia Estevez	Secondary Student
Summer Ceballos	Secondary Student
Heidi Alhannat	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

Covina High School

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

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Responsibilities delegated to School Site Council through May 2021			
Numbers of members of each category			

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on January 11, 2021.

Attested:

Principal, Kenneth Stratton on January 11, 2021

SSC Chairperson, KaSaundera Brown on January 11, 2021

Parent Comment Page

School: Covina High School

Parent comments of dissatisfaction with the SPSA (CED2: 2.1e): School Parent and Family Engagement Policy to be submitted along with the plan.

None

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Evidence of Meeting Required Schoolwide Program Plan Components

Required Schoolwide Program Plan Components	Page Numbers
1. A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards. (See Comprehensive Needs Assessment and School & Student Performance Data).	8-37
2. Schoolwide reform strategies that: (See Goals, Strategies & Proposed Expenditures) a) provide opportunities for all children including each of the subgroups of students to meet challenging state academic standards; b) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting challenging State academic standard, 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; v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	39-71
3. Determining if the needs of the school have been met: (See Goals & Strategies) a) 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; b) 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 c) revise the plan based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.	39-71
4. Strategies to ensure parental involvement in the planning, review, and improvement of the schoolwide program plan. (See Stakeholder Involvement).	14-15
5. Activities to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support. (See Goals & Strategies and RTI Pyramids)	39-71
6. Plans on how the school will assist students in the successful transition from preschool to elementary, elementary to middle school, middle school to high school, and/or high school to college and career ready. (See Goals & Strategies)	39-71

Appendix B

Categorical District Services Budget

Appendix B - 2020-21 Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	$2,260,252.00	$338,574.00	$112,455.00	$170,344.00	$84,845.00
Carryover	$157,492.00	$25,758.00	$20,184.00	$33,731.00	
Indirect Costs	$117,102.64	$17,646.30	$6,424.33	$9,884.31	$4,109.44
Central Services (Admin)	$198,255.27	$29,875.26			$6,957.30

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs (5.09%)						$117,102.64	$ 117,102.64
Central Services	$ 84,000.00	$45,948.00	$ 55,807.27		$ 12,500.00		$ 198,255.27
Homeless (1%)				$ 22,603.00			$ 22,603.00
Assistance to Schools / PD	$ 71,438.00	$15,000.00	$ 25,000.00	$179,029.00	$ 100,000.00		$ 390,467.00
Assist to School (Title I Teachers)	$ 910,000.00		$325,000.00				$1,235,000.00

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/ Conferences 5000s		Total
Education Services	$ 127,786.00	$ 1,000.00	$ 30,000.00		$ 149,316.00		$ 308,102.00

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s		Total
Education Services	$ 60,000.00		$ 25,000.00	$ 34,715.00	$ 6,500.00		$ 126,215.00

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s		Total
Education Services				$188,864.00			$ 188,864.00

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services				$ 2,735.56		$ 4,109.44	$ 6,845.00

Centralized Services Description

Funding Source	Allocated Centralized Services	Description of the Specific Services to be Provided
TITLE I	**NA**	**This page is provided by the Educational Services Department charging for services.** The Curriculum and Instruction Office 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. The Director of Curriculum and Instruction provides technical assistance for 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.