School Year:　**2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Vista Middle School	19644366012595	December 5, 2024	January 09, 2025

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

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

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

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

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

> Schoolwide Program

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

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Plan Description

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

> This plan is being used by Sierra Vista Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:
>
> › Schoolwide Program

Purpose:

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

Components:

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

Governance and Educational Partner Engagement:

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

CSI and ATSI Planning:

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

Parent and Community Involvement:

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Sierra Vista School Site Council met four times during the 2023-24 school year. At each meeting we reviewed data, discussed progress towards goals, and provided opportunities for input and revision. This year, the SSC has met once and reviewed last year's goals and budget, as well as feedback and assessment from last year's SSC. We also reviewed this year's budget and preliminary scores from state assessments. We've also shared information with parents and provided opportunities for questions and input at our annual Title 1 meeting and monthly "Coffee with Administrators."

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

Annual Cycle of Engagement

August - September: Review and Identify Needs

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

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.

- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

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

January - April: Implementation and Monitoring

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

May/June: Annual Review and Program Evaluation

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

Additional Requirements for CSI and ATSI

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

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

Resource Inequities

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

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

The ESSA states that resource inequities may include a review of LEA and school-level budgets and address those inequities by implementing the school plan. Potential inequities were identified based on California Dashboard metrics and ESSA requirements. Sierra Vista Middle School qualified for ATSI because English Learners and Students With Disabilities student groups met the criteria used to determine Low Performing student groups on ELA and Math SBAC and Chronic Absenteeism indicators on the California School Dashboard (Dashboard). Local, state, and federal resources are allocated to the schools based on a fair and equitable formula that provides opportunities for site input and flexibility and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a qualifying per-pupil allocation. Sites are allocated LCFF Base Funds based on a per-pupil allocation as well. As part of the identified Comprehensive Needs Assessment, detailed information was provided to educational partners on local, state, and federal budgets. Based on the analysis of the site budgets, District staff does not feel there are resource allocation inequalities at Sierra Vista Middle School.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

> English Language Arts was in the "Orange" performance category. Our "distance from standard" declined 17.4 points.

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

> In Math, students with disabilities (SWD) and English Learners (ELs) scored in the "Red," while "all students" scored in the "Yellow" performance category.
> For suspensions, English Learners (ELs) scored in the "Orange" performance band, while "all students" scored in the "Green" performance band.

Other Needs

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

> We are continuing to track students who receive Ds and Fs, particularly in their core classes. We are focusing on decreasing the high percentage of ELs and SWD receiving Ds & Fs. We continue to work on decreasing our percentage of students who are chronically absent and increase our average daily attendance rate. Students with disabilities continue to exhibit elevated rates of chronic absenteeism.

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

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

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

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

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:
- Student participation in school activities
- Parent participation in school activities
- District and school priorities
- Parent communication preferences

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

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

Classroom Observations
Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices.
Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program
In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:
- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

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

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

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

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

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

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

Staffing and Professional Development
Status of meeting requirements for highly qualified staff (ESSA)

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

Covina-Valley's goal is to hire highly qualified staff with full credentials for the subjects they teach, including those for teaching English Learners. (CLAD) Teachers are provided professional development that includes, as appropriate, SBE-adopted instructional materials. Title I Professional Development is provided to teachers and administrators in the following areas: Focused Schools-Instructional Leadership Teams, best teaching practices, goal setting, and goal monitoring (Title II Funded), Steve Ventura- Achievement Team/PLC Training, standards analysis, pre- and post-assessments (Title II /LCAP Funded). LCAP funds are used to expand Professional Development, including UCI Math Project-Standards analysis, pacing, hands-on math instruction (LCAP Funded), Thinking Maps and Write from the Beginning and Beyond- 8 Thinking Maps linked to thought processes, writing instruction based on Thinking Maps (LCAP Funded), Science, Technology, Engineering, and Mathematics (LCAP Funded), ELD Coach- Coach provides training,

assistance with planning, and in-class coaching for teachers in the area of English Language Development (LCAP and Title III
Funded), and much more, including Google, Microsoft, NGSS, supplemental programs, dual language, social/emotional, behavioral, and Career Technical Education (LCAP Funded).

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

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. Covina-Valley's professional development system focuses on long-term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting. Training is differentiated for new and
veteran teachers within these professional development areas. The long-term programs are evaluated and adjusted yearly based on feedback and student performance data. For example, the district has completed training all K-5 teachers on the use of Thinking Maps; however, new teachers are hired each year that need training. We have developed a training cycle, and new teachers receive professional development each year until they are fully trained. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development.

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

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

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

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

Teachers meet during collaborative team meetings to do the following:
• Establish instructional focus, best practices, and SMART goals
• Develop common formative assessments
• Review student data as well as student work samples
• Plan for ongoing differentiated instruction
• Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access
Services provided by the regular program that enable underperforming students to meet standards (ESSA).

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

Evidence-based educational practices to raise student achievement.

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.25%	0.65%	4	2	5
African American	2.7%	2.99%	3.12%	22	24	24
Asian	6.5%	6.09%	6.75%	53	49	52
Filipino	2.6%	2.74%	2.47%	21	22	19
Hispanic/Latino	78.3%	77.86%	77.01%	639	626	593
Pacific Islander	0.1%	0.25%	0.52%	1	2	4
White	8.1%	8.08%	8.44%	66	65	65
Multiple/No Response	0.9%	1.24%	0.78%	7	10	6
			Total Enrollment	816	804	770

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	275	252	261
Grade 7	286	271	255
Grade 8	255	281	254
Total Enrollment	816	804	770

Conclusions based on this data:

1. Local data reflects a slight decline in enrollment possibly due to COVID-19 and returning to in-person school.

2. Our largest student group continues to be Hispanic-Latino at 77%.

3. Second largest student-group is our white population at 8.44%.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	67	51	31	8.2%	6.3%	4.0%
Fluent English Proficient (FEP)	124	131	117	15.2%	16.3%	15.2%
Reclassified Fluent English Proficient (RFEP)	1			1.5%		

Conclusions based on this data:

1. The number of English Learners has decreased from 6.3% in 21-22 to 4.0% in 22-23.

2. The number of FEP students declined from 16.3% to 15.2% in 22-23.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	250	260	246	242	256	244	241	256	242	96.8	98.5	99.2
Grade 7	259	256	262	256	250	258	256	250	258	98.8	97.7	98.5
Grade 8	286	247	253	278	244	248	278	244	248	97.2	98.8	98
All Grades	795	763	761	776	750	750	775	750	748	97.6	98.3	98.6

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2515.	2503.	2510.	16.18	13.28	14.05	27.39	27.34	31.40	28.63	26.17	23.97	27.80	33.20	30.58
Grade 7	2545.	2550.	2519.	15.63	18.40	9.69	36.33	36.00	30.23	21.88	20.80	27.91	26.17	24.80	32.17
Grade 8	2548.	2555.	2532.	12.23	15.16	10.89	33.45	33.20	29.84	25.54	23.77	25.00	28.78	27.87	34.27
All Grades	N/A	N/A	N/A	14.58	15.60	11.50	32.52	32.13	30.48	25.29	23.60	25.67	27.61	28.67	32.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	15.77	12.89	18.60	56.85	55.86	52.89	27.39	31.25	28.51
Grade 7	14.84	18.80	10.47	63.67	60.80	62.79	21.48	20.40	26.74
Grade 8	12.95	16.39	14.11	60.07	50.41	46.37	26.98	33.20	39.52
All Grades	14.45	16.00	14.30	60.26	55.73	54.14	25.29	28.27	31.55

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.62	9.77	13.22	56.85	56.25	50.41	31.54	33.98	36.36
Grade 7	21.88	21.20	15.89	54.69	56.80	55.04	23.44	22.00	29.07
Grade 8	16.61	22.95	16.13	54.15	51.23	52.42	29.24	25.82	31.45
All Grades	16.80	17.87	15.11	55.17	54.80	52.67	28.04	27.33	32.22

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	17.43	10.16	10.74	71.37	78.52	74.38	11.20	11.33	14.88
Grade 7	10.16	13.20	11.24	75.39	74.00	71.32	14.45	12.80	17.44
Grade 8	10.43	13.52	10.89	74.46	71.72	70.16	15.11	14.75	18.95
All Grades	12.52	12.27	10.96	73.81	74.80	71.93	13.68	12.93	17.11

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.33	16.80	16.12	63.07	62.11	66.94	16.60	21.09	16.94
Grade 7	17.19	26.40	14.34	65.63	56.80	60.47	17.19	16.80	25.19
Grade 8	17.99	18.03	19.35	66.55	65.57	62.50	15.47	16.39	18.15
All Grades	18.45	20.40	16.58	65.16	61.47	63.24	16.39	18.13	20.19

Conclusions based on this data:

1. Schoolwide ELA proficiency rate decreased from 47.73% in 22-23 to 41.98% in 23-24.

2. Our 8th grade students saw the biggest decrease in students meeting or exceeding the standard.

3. Our largest percentage of students scoring below standard came in the Writing and Reading domains.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	250	260	246	243	250	245	243	250	244	97.2	96.2	99.6
Grade 7	259	256	263	253	244	260	253	244	260	97.7	95.3	98.9
Grade 8	286	247	253	277	242	251	277	242	249	96.9	98.0	99.2
All Grades	795	763	762	773	736	756	773	736	753	97.2	96.5	99.2

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2481.	2489.	2522.	7.82	10.00	21.31	18.93	18.80	22.54	30.04	30.80	28.28	43.21	40.40	27.87
Grade 7	2495.	2504.	2491.	9.88	10.66	10.38	16.21	18.44	16.54	27.67	28.28	25.77	46.25	42.62	47.31
Grade 8	2499.	2503.	2502.	8.66	9.50	12.05	11.91	13.22	12.05	28.52	27.69	24.50	50.90	49.59	51.41
All Grades	N/A	N/A	N/A	8.80	10.05	14.48	15.52	16.85	17.00	28.72	28.94	26.16	46.96	44.16	42.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	6.17	8.40	14.34	53.91	54.80	54.10	39.92	36.80	31.56
Grade 7	8.30	12.70	6.92	52.17	54.92	53.85	39.53	32.38	39.23
Grade 8	7.22	8.68	8.84	48.74	55.79	48.59	44.04	35.54	42.57
All Grades	7.24	9.92	9.96	51.49	55.16	52.19	41.27	34.92	37.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.23	8.00	14.34	61.73	62.00	63.11	30.04	30.00	22.54
Grade 7	9.09	10.25	6.92	64.82	64.34	64.23	26.09	25.41	28.85
Grade 8	9.39	6.61	10.04	58.84	58.68	59.44	31.77	34.71	30.52
All Grades	8.93	8.29	10.36	61.71	61.68	62.28	29.37	30.03	27.36

Conclusions based on this data:

1. The overall percentage of students who met or exceeded the standard increased from 26.9%% in 2022-23 to 31.48% in 23-24. This is the second consecutive year of growth.

2. There was an increase in the percentage students scoring above standard in both the Problems Solving & Modeling/Data Analysis domain and Communicating Reasoning domain.

3. There was a decrease in the percentage students scoring below standard in the Communicating Reasoning domain. There was a slight increase in the percentage of students scoring below standard in the Problems Solving & Modeling/Data Analysis domain.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1511.7	1498.2	1541.8	1514.7	1500.5	1563.8	1507.9	1495.5	1519.3	15	11	13
7	1547.1	*	1524.0	1576.9	*	1530.7	1517.2	*	1516.7	15	9	16
8	1541.9	1548.0	*	1543.2	1560.3	*	1540.3	1535.0	*	19	12	8
All Grades										49	32	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	33.33	0.00	23.08	20.00	45.45	46.15	20.00	18.18	30.77	26.67	36.36	0.00	15	11	13
7	26.67	*	31.25	20.00	*	12.50	33.33	*	25.00	20.00	*	31.25	15	*	16
8	21.05	33.33	*	42.11	25.00	*	21.05	25.00	*	15.79	16.67	*	19	12	*
All Grades	26.53	15.63	21.62	28.57	25.00	27.03	24.49	21.88	27.03	20.41	37.50	24.32	49	32	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	60.00	45.45	76.92	13.33	9.09	23.08	0.00	9.09	0.00	26.67	36.36	0.00	15	11	13
7	40.00	*	43.75	40.00	*	18.75	13.33	*	6.25	6.67	*	31.25	15	*	16
8	52.63	50.00	*	26.32	25.00	*	5.26	16.67	*	15.79	8.33	*	19	12	*
All Grades	51.02	37.50	45.95	26.53	15.63	24.32	6.12	15.63	5.41	16.33	31.25	24.32	49	32	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	6.67	0.00	0.00	20.00	0.00	23.08	26.67	45.45	46.15	46.67	54.55	30.77	15	11	13
7	6.67	*	6.25	6.67	*	18.75	33.33	*	31.25	53.33	*	43.75	15	*	16
8	5.26	8.33	*	36.84	25.00	*	42.11	33.33	*	15.79	33.33	*	19	12	*
All Grades	6.12	3.13	2.70	22.45	12.50	18.92	34.69	31.25	32.43	36.73	53.13	45.95	49	32	37

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	13.33	9.09	38.46	66.67	63.64	53.85	20.00	27.27	7.69	15	11	13
7	26.67	*	18.75	46.67	*	37.50	26.67	*	43.75	15	*	16
8	5.26	16.67	*	73.68	58.33	*	21.05	25.00	*	19	12	*
All Grades	14.29	12.50	24.32	63.27	50.00	43.24	22.45	37.50	32.43	49	32	37

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	66.67	54.55	92.31	6.67	0.00	7.69	26.67	45.45	0.00	15	11	13
7	73.33	*	62.50	26.67	*	12.50	0.00	*	25.00	15	*	16
8	68.42	83.33	*	21.05	8.33	*	10.53	8.33	*	19	12	*
All Grades	69.39	56.25	64.86	18.37	9.38	13.51	12.24	34.38	21.62	49	32	37

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	6.67	0.00	0.00	20.00	9.09	38.46	73.33	90.91	61.54	15	11	13
7	6.67	*	0.00	20.00	*	37.50	73.33	*	62.50	15	*	16
8	10.53	16.67	*	36.84	25.00	*	52.63	58.33	*	19	12	*
All Grades	8.16	9.38	2.70	26.53	15.63	32.43	65.31	75.00	64.86	49	32	37

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	13.33	18.18	7.69	60.00	45.45	92.31	26.67	36.36	0.00	15	11	13
7	6.67	*	12.50	86.67	*	68.75	6.67	*	18.75	15	*	16
8	0.00	8.33	*	89.47	75.00	*	10.53	16.67	*	19	12	*
All Grades	6.12	9.38	8.11	79.59	59.38	78.38	14.29	31.25	13.51	49	32	37

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

Conclusions based on this data:

1. The percentage of EL students scoring a 4 significantly increased from 15.63 in 22-23 to 21.62 in 23-24.

2. For the four language domains, students continue to score the lowest in the Reading Domain. 64.86% of students scored in the "Beginning" range. This is, however, a decrease from the previous year.

3. Students continue to score the highest in the Speaking Domain, with 64.86% of students scoring "Well Developed."

School and Student Performance Data

California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
770	**64.9**	**4**	**0.6**
Total Number of Students enrolled in Sierra Vista Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	31	4
Foster Youth	5	0.6
Homeless	8	1
Socioeconomically Disadvantaged	500	64.9
Students with Disabilities	99	12.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	24	3.1
American Indian	5	0.6
Asian	52	6.8
Filipino	19	2.5
Hispanic	593	77
Two or More Races	6	0.8
Pacific Islander	4	0.5
White	65	8.4

Conclusions based on this data:

1. Hispanic continues to be our largest sub group at 77%

2. 64.9% of our students qualify as socioeconomically disadvantaged

3. 12.9% of our students qualify as students with disabilities

School and Student Performance Data

Overall Performance

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA and Math are in the Low performance band. ELA is slightly above the state distance from standard (DFS). Math is below the state DFS.

2. EL Progress is High. The percentage of Sierra Vista students making progress is above the state standard.

3. Chronic absenteeism is Very High, in line with the state percentage of chronic absenteeism. Suspension rate was elevated and the percentage os students suspended was above the state percentage.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	2	0	2	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
11.2 points below standard	91.6 points below standard	
Maintained +0.3 points	Decreased Significantly -17.4 points	5 Students
729 Students	43 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
	27.6 points below standard	110.7 points below standard
8 Students	Maintained +2.8 points	Decreased -11.1 points
	490 Students	98 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
2.1 points below standard Increased Significantly +28.1 points 22 Students	Less than 11 Students 5 Students	Green 63.2 points above standard Decreased -13.5 points 51 Students	84.8 points above standard Increased Significantly +55.7 points 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 23.6 points below standard Maintained -0.6 points 561 Students	Less than 11 Students 6 Students	Less than 11 Students 4 Students	Green 16.6 points above standard Maintained -0.3 points 59 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
157.8 points below standard Decreased Significantly -18.3 points 24 Students	24.2 points below standard Decreased Significantly -19.7 points 20 Students	11.7 points below standard Maintained -2.9 points 590 Students

Conclusions based on this data:

1. Asian and White students performed at a much higher performance level than the school average and other subgroups.

2. EL students and SWD scored below the school average, in the Very Low performance band.

School and Student Performance Data

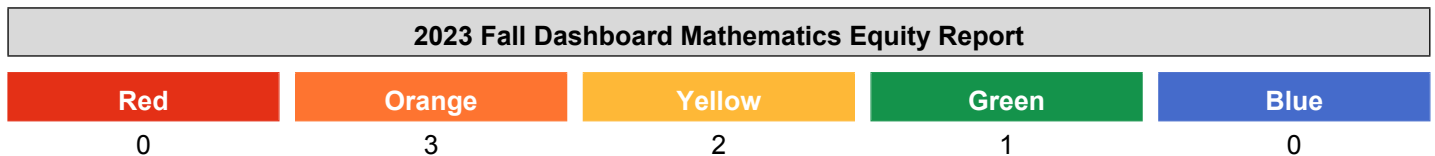## Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
67 points below standard	119.8 points below standard	
Increased +8.5 points	Increased +12.6 points	5 Students
712 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	85.4 points below standard	152.3 points below standard
8 Students	Increased +10.3 points	Increased Significantly +17.6 points
	479 Students	96 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
72 points below standard Increased Significantly +20.4 points 22 Students	Less than 11 Students 5 Students	Green 30.5 points above standard Decreased -12.5 points 51 Students	32.4 points above standard Increased Significantly +42.4 points 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 80.8 points below standard Increased +9.3 points 552 Students	Less than 11 Students 6 Students	Less than 11 Students 4 Students	Orange 55.9 points below standard Decreased -6.5 points 56 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
183 points below standard Increased +12.9 points 24 Students	55.5 points below standard Increased +9.3 points 20 Students	67.8 points below standard Increased +6.6 points 574 Students

Conclusions based on this data:

1. Three subgroups are scoring in the Very Low performance band: EL Students, Students w/ Disabilities, & Socioeconomically Disadvantaged

2. The Asian subgroup continues to be our top achiever in math, scoring in the Very High performance band.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
46.4% making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	11	1	10

Conclusions based on this data:

1. 60.5% of our EL students are making progress on ELPAC

2. 32.6% of our EL students maintained EL level

3. 53.5% progress at least one level
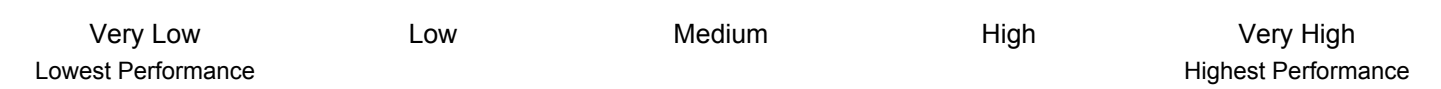
School and Student Performance Data

Academic Performance
College/Career Report

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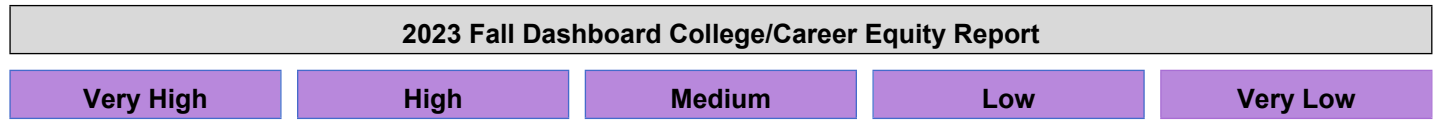
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."
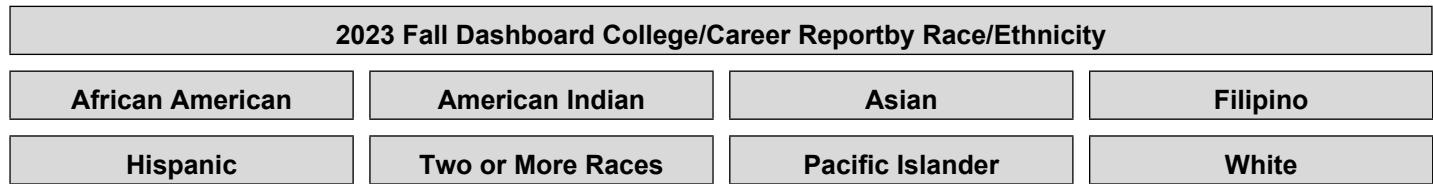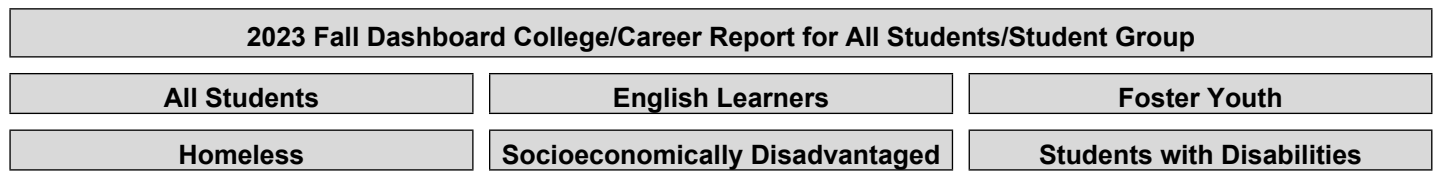
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

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

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
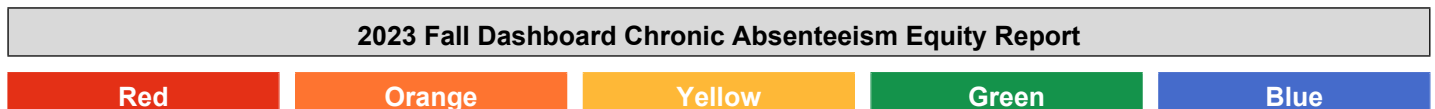### Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	Less than 11 Students
24.9% Chronically Absent	34.2% Chronically Absent	
Declined Significantly -4.6	Maintained 0.3	7 Students
799 Students	38 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Red
	30.5% Chronically Absent	39.1% Chronically Absent
8 Students	Declined Significantly -4.3	Increased 1
	544 Students	110 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
25% Chronically Absent	Less than 11 Students	Green	10.5% Chronically Absent
Declined -19.8		5.7% Chronically Absent	Declined -7.7
28 Students	5 Students	Declined -5.7	19 Students
		53 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	Less than 11 Students	Orange
27.4% Chronically Absent			20.3% Chronically Absent
Declined Significantly -3	8 Students	4 Students	Declined -10.7
613 Students			69 Students

Conclusions based on this data:

1. 5 subgroups were in the Very High performance range for Chronic Absenteeism: Hispanic, White, SED, SWD, EL

2. Although excessively high, the percentage of students chronically absent is slightly below the state average.

3. EL students, Socioeconomically Disadvantaged students, and Students with Disabilities are the subgroups with the highest rates of chronic absenteeism.
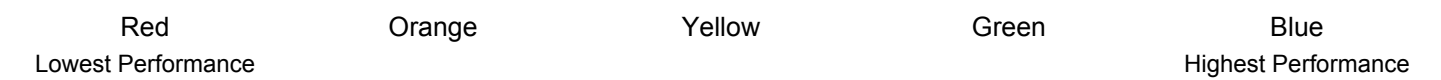
School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
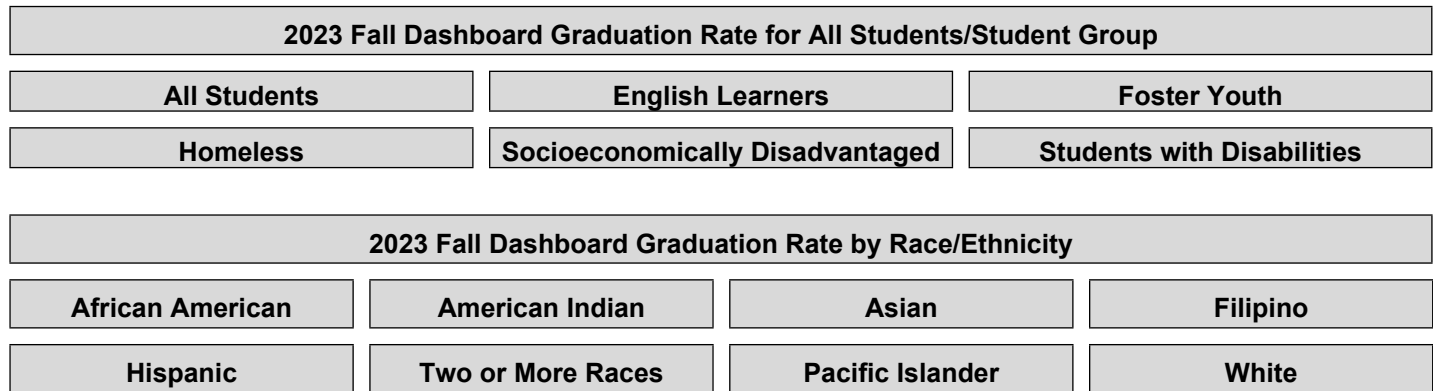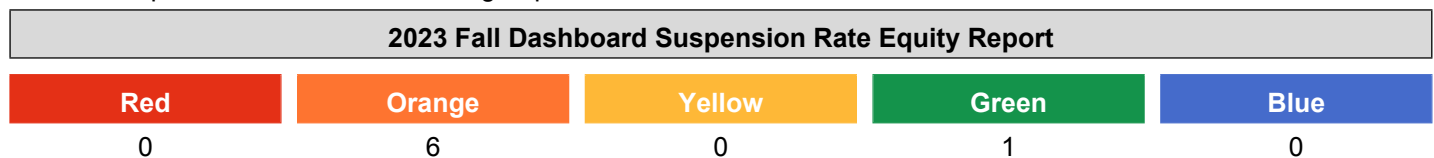
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	6	0	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
8% suspended at least one day	4.8% suspended at least one day	8 Students
Increased 1.3	Increased 1.6	
821 Students	42 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
18.2% suspended at least one day	Orange	Orange
Increased 9.1	9.8% suspended at least one day	11.7% suspended at least one day
11 Students	Increased 2.1	Increased 8.2
	562 Students	111 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 9.7% suspended at least one day Increased 6.6 31 Students	Less than 11 Students 5 Students	Orange 5.5% suspended at least one day Increased 1.8 55 Students	5.3% suspended at least one day Increased 0.7 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 8.1% suspended at least one day Increased 1.4 627 Students	Less than 11 Students 10 Students	Less than 11 Students 4 Students	Green 7.1% suspended at least one day Declined -3.5 70 Students

Conclusions based on this data:

1. The dashboard indicates a decrease of our suspension rate schoolwide, from 8.9% to 6.8%.

2. We do not have any students in the Very High performance level and only have one group in the High level, our White student subgroup.

3. Our English Learners and African American subgroups have the lowest suspension percentage, at 3.1%

District/School Goals Alignment

LCAP Goals:

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

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

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

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

LCAP and Educational Services Goal Alignments to SPSA

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

Research Foundation

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

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

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Expository Reading and Writing Course (ERWC) 6-12

ESSA: Moderate | • Professional Development for teachers
• Aligned to California's ELA Common Core Standards
• Text-Based Grammar for Expository Reading and Writing
• New relevant student topics for enhanced motivation
• Reading and writing in both literary and informational texts
(California Department of Education (CCSS), California State University course syllabus) | Goals, Strategies, & Proposed Expenditures |
| UCI Math Project

ESSA: Moderate | • Research -based hands-on professional development.
• Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices.
• Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework.
• Intervention curriculum to fill in the gaps for students below grade level.
• Scaffolded English Language Learners supports.
(Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016)
(Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019) | Goals, Strategies, & Proposed Expenditures |
| Lindamood-Bell

ESSA: Strong | • Tiers I, II, III intervention
• Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling.
• Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking.
• Professional development to develop the underlying process necessary for a student to learn to read and comprehend.
(Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019)
(Sadoski, M. & Wilson, V., 2006) | Goals, Strategies, & Proposed Expenditures |
| Ruler

ESSA: Moderate | • A system approach to Social-Emotional Learning.
• RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating.
• RULER supports the entire school community in: Understanding the value of emotions; Buildings the skills of emotional intelligence; and Creating and maintaining a positive school climate.
(Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016) | Goals, Strategies, & Proposed Expenditures |
| Character Strong/Purposeful People

ESSA: Moderate | • Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side.
• SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making
• Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility
(Elias, M. J., & Arnold, H. (Eds.), 2006).
(Brackett, M. A., & Katulak, N. A., 2006). | Goals, Strategies, & Proposed Expenditures |

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

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Visible Learning ESSA: Promising	Professional Development for teachers. Students learn coding as their second language. Computer science becomes a normal discipline in the classroom to develop student communication, critical thinking, collaboration and creativity.	Goals, Strategies, & Proposed Expenditures
Where Everyone Belongs (WEB) ESSA: Promising	Provide a consistent and systematic framework for providing students with a learning environment that promotes the positive social, emotional, and academic outcomes that helps the staff to close the achievement gap.	Goals, Strategies, & Proposed Expenditures
AVID ESSA: Moderate	Provides strategies for writing, inquiry, collaboration, organization and reading. Promotes college readiness and college culture.	Goals, Strategies, & Proposed Expenditures

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

English Language Arts
By June of 2025, at least 47% of students will meet or exceed the standard on the ELA SBAC. This represents an increase by at least by 5%.
For ELA SBAC, students' distance from standard will increase by at least 4 points, from -28.6 to -24.6
For ELA SBAC, EL students' distance from standard will increase by at least 20 points, from -114.6 to -94.6
For ELA SBAC, SWD distance from standard will increase by at least 12 points, from -106.2 to -94.2

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

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

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

Reading comprehension for all students. No English Learners met the standard in ELA SBAC. Overall ELA SBAC proficiency rate decreased.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	42% of students met or exceed grade-level standards 0% of EL students met or exceed grade-level standards 14.13% of SWD will meet or exceed grade-level standards	47% students will meet or exceed grade-level standards 5% of EL students will meet or exceed grade-level standards 19.13% of SWD will meet or exceed grade-level standards
District CAASPP Interim Assessments		

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will receive a comprehensive and standards-based English Language Arts program	All	6000 Title I - Site Allocation

	using the adopted Study Sync curriculum and supplemental materials and supplies. Supplemental materials and supplies will be used to maximize student engagement, provide rigorous learning environments, and meet the diverse needs of students.			Books and Supplies
1.2	Support 5 intervention sections to support the needs of students not meeting proficiency on the ELA SBAC.	Scoring below standard	650 Title I - Site Allocation Books and Supplies	
1.3	Students will participate in the Accelerated Reader program by reading books, taking quizzes on AR books, using classroom and LMC computers to earn motivational rewards by meeting their quarterly goal. Support reading program through purchase of supplemental books, e-books, and software.	All	4,000 Title I - Site Allocation Books and Supplies	
1.4	Technology will be incorporated into daily instruction to provide engaging, interactive, and innovative learning experiences for students.	All	2000 Title I - Site Allocation Books and Supplies	
1.5	Schedule educational fieldtrips or on site educational assemblbies that enhance the grade level content.	ALL	6,000 LCFF S/C Site Innovation (3313) Books and Supplies	
1.6	Instructional Leadership Team will determine needs based on site data, and then plan and lead staff in the development of schoolwide goals based on our instructional focus Critical Thinking and schoolwide implementation of AVID strategies, with an emphasis on reading strategies. Leadership team will meet throughout the year to discuss data, best practices, and next steps.	All	3000 LCFF S/C Site Innovation (3313) Certificated Salaries 500 LCFF S/C Site Innovation (3313) Books and Supplies	
1.7	Support teacher collaboration to discuss Common Core standards, planning and pacing, common formative assessments, and data analysis. Collaboration efforts will focus on how to meet the diverse needs of all students and help all students improve academic achievement. (PLCs)	All	3,000 LCFF S/C Site Innovation (3313) Certificated Salaries	
1.8	Intervention strategies and/or programs will be implemented for students not meeting academic achievement. Strategies include, but are not limited to: • Specific, direct instruction • Software/technology support using Accelerated Reader, iReady, etc • Small group instruction Extended learning opportunities will be offered before and after school.	At-risk	2300 Title I - Site Allocation Certificated Salaries 990 Title I - Site Allocation Classified Salaries	
1.9	ELA Tutoring and Enrichment	All	5,800 LCFF S/C Tutoring (2226) Certificated Salaries 1000	

				LCFF S/C Tutoring (2226) Classified Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategies 1.1, 1.2. and 1.4 were implemented as intended and effective based on classroom observational data and teaching planning artifacts, which showed implementation of AVID WICOR strategies. Strategies 1.3 and 1.15 were not fully implemented because we had limited certificated interest in working extra hours, consequently limiting the targeted ELA support. Strategies 1.5, 1.6, 1.8, 1.10, and 1.14 were implemented as intended and effective based on AR scores and benchmark data, which showed improvements and growth in student literacy. Strategy 1.7 was implemented as intended and effective based on classroom observation data and teacher feedback. Strategy 1.9 was implemented as intended and effective based on student and parent survey data. Strategy 1.12 was not fully implemented because we did not send any teachers to the AVID conference. We did, however, support six AVID sections. Strategy 1.13 was implemented as intended. We had the LA music center come to campus to perform A Christmas Carol. Strategy 1.16 was implemented as intended and effective based on observational data and tutoring sign-in logs.

Our overall percentage of students meeting standards on the ELA SBAC decreased, however, an no English Learners scored proficient on the ELA SBAC. Therefore, the strategies and activities were not as effective as planned.

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

Strategies 1.1, 1.2, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.15, and 1.16 were implemented as intended, with budget expenditures aligning with the plan.

Strategies 1.3, 1.4, were not fully implemented, resulting in a material difference between the budgeted and actual expenditures because of limited certificated interest in working additional hours. Strategy 1.5 was fully implemented, but there was a material difference between the budgeted and actual expenditures because the budget allotted was excessive, especially considering that our intervention teacher was also a new teacher and already received funds for instructional supplies through new teacher funding. 1.13 budget was not fully exhausted because the opportunity to take a field trip was not available. Instead, the playhouse was contracted to perform at the school. Strategy 1.14 was fully implemented, but there was a material difference between the budgeted and actual amount because the amount was for three teachers, two whom teach outside of ELA.

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

Minor changes to the identified need section to reflect 2024 data trends. Strategies/Activities have been regrouped.
For strategy 1.4, we removed the budget allocation for Professional/Consulting Services. This strategy does not require this budget allocation.
1.5 (AVID PD) was removed because a new AVID goal was added to the SPSA and this action and expenditures were moved to that section.
1.9 was removed and added to goal 6, "Student Engagement."
1.10 was removed because it was combined with strategy 1.1.
1.12 was removed because a new AVID goal was added to the SPSA and this action and expenditures were moved to that section.
1.14 was removed because the ELA department does not have any new teachers this year.
1.15 was combined with 1.8, focusing on intervention strategies for students not meeting standards

RTI Pyramid: District ELA

CVUSD RTI MODEL
For ELA K-12

Modified Core Level 1-5%
60 - 90 min

INTENSIVE (Tier III)

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

Supplemental Support Level 5-15%
30 - 45 min

STRATEGIC (Tier II)

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

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

BENCHMARK (Tier I)

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

Mathematics
By June 2025, at least 36.5% of Sierra Vista students will meet or exceed the standard on the Math SBAC. This represents at lease a 5% gain.
For Math SBAC, students' distance from standard will increase by at least 3 points, from -61.3 to -58.3.
For Math SBAC, EL students' distance from standard will increase by at least 3 points, from -126.3 to -123.3
For Math SBAC, SWD distance from standard will increase by at least 3 points, from -150.9 to 147.9

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

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

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

Additional support for all students not meeting standards, inclusive of English Learners and Students With Disabilities.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	31.5% of students met or exceed grade-level standards 3.3% of EL students met or exceed grade-level standards 10.9% SWD students met or exceed grade-level standards	36.5%% of students will meet or exceed grade-level standards 8.3% of EL students will meet or exceed grade-level standards 15.9%SWD students will meet or exceed grade-level standards

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Students will receive a comprehensive and standards-based Mathematics program using the adopted curriculum and supplemental materials and supplies. The Math department will utilize	All	5000 Title I - Site Allocation Books and Supplies

	supplemental materials and supplies to maximize student engagement, provide rigorous learning environments, and meet the diverse needs of students.		
2.2	Support five math invention classes to support students who are not meeting standards on the Math SBAC	Students not meeting standards	650 Title I - Site Allocation Books and Supplies
2.3	Technology will be incorporated into daily instruction to provide engaging, interactive, and innovative learning experiences for students.	All	2000 Title I - Site Allocation Books and Supplies
2.4	Support teacher collaboration to discuss Common Core standards, planning and pacing, common formative assessments, and data analysis. Collaboration efforts will focus on how to meet the diverse needs of all students and help all students improve academic achievement. (PLCs)	All	3000 LCFF S/C Site Innovation (3313) Certificated Salaries
2.5	Instructional Leadership Team will determine needs based on site data, and then plan and lead staff in the development of schoolwide goals based on our instructional focus Critical Thinking and schoolwide implementation of AVID strategies, with an emphasis on reading strategies. Leadership team will meet throughout the year to discuss data, best practices, and next steps.	All	2500 Title I - Site Allocation Certificated Salaries
2.6	Provide after school enrcihment, intervention and homework help for students.	At risk	7,200 LCFF S/C Tutoring (2226) Certificated Salaries
2.7	Targeted tutoring and math enrichment	English Learners and Students With Disabilities	2,500 LCFF S/C Tutoring (2226) Certificated Salaries 1000 LCFF S/C Tutoring (2226) Classified Salaries
2.8	Support the instructional needs of our new Math teacher	All	500 LCFF S/C New Teacher (2223) Books and Supplies

Annual Review

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

Analysis

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

All strategies, with the exception of 2.8 and 2.9, were implemented as intended and were effective based on the gains made on the SBAC Math exam. Strategy 2.8 was not fully implemented because Math and VAPA teachers are no longer collaborating around common curriculum. This strategy will be removed. Strategy 2.9 was implemented, but did not have the desired impact. Students with Disabilities made gains in the percentage of students meeting or exceeding the standard, but fell one percentage point short of our goal. The number of English Learners meeting or exceeding the standard decreased.

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

All strategies were implemented as intended, with budget expenditures aligning to the plan.

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

The order of the strategies/activities have modified.

Goal 2.2, related to AVID professional development, was moved to goal 7, AVID.
Goal 2.8, related to collaboration with VAPA, has been removed. This is no longer a school or district initiative.

For strategy 2.6, related to ILT, the amount budgeted for certificated salaries decreased from 4720 to 2500.
Strategy 2.8 is new to support our new teacher.

RTI Pyramid: District Math

CVUSD RTI MODEL For Math K-12

60 - 90 min

Modified Core Level 1-5%

INTENSIVE (Tier III)

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

30 - 45 min

Supplemental Support Level 5-15%

STRATEGIC (Tier II)

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

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

BENCHMARK (Tier I)

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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

English Language Development
English Learner Progress will increase from 48.5% of students making progress to a minimum of 50.5% of students making progress.

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

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

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

Our Long Term English Learners (LTELs) continue to struggle to make progress. All ELs continue to struggle on the Writing and Reading sections of the ELPAC.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	21.62% of students scored 4 48.5% made progress.	26.62% of students will score a 4. 50.5% will make progress.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	All ELL students will receive a minimum of one class period daily designated ELD Language support in addition to regular English Language Arts period using the adopted E3D curriculum and Study Sync ELD materials. When in their ELA class, teachers will utilize SADIE strategies to increase the accessibility of content. Students are grouped by ELPAC level within the designated ELD class.	EL students	District funded Certificated Salaries
3.2	Certified teachers will use SDAIE and AVID strategies and differentiated instruction to assist EL	EL students	District funded

				Certificated Salaries
3.3	Intervention strategies and/or programs are implemented for ELL students not meeting academic achievement. Strategies include, but are not limited to: • After school tutoring programs. • Extended learning opportunities • Grade monitoring • Parent outreach • Computer software / technology support (ie: i-Ready, Aleks, Rosetta Stone)	EL students		1,000 LCFF S/C Site Innovation (3313) Certificated Salaries 1579 LCFF S/C Site Innovation (3313) Classified Salaries
3.5	EL Coordinator and school counselors will monitor progress of students based on grades, High Point assessments, grades 6-8 3-D Assessments and STAR assessment to ensure proper placement in classes, programs, and interventions.	EL students		District funded Certificated Salaries
3.7	Purchase supplemental instructional materials and supplies, including technology, to support integrated and designated ELD instruction, aligned with CCSS and CA ELD Standards.	EL students		500 Title I - Site Allocation Books and Supplies
3.8	Bilingual instructional aide will provide academic support in the classroom for EL students.	EL students		21954 Site Innovation Allocation - Instructional Aide (03313.0) Classified Salaries
3.9	ELAC parent meetings will be held at least three times throughout the school year. These meetings will inform parents of available resources, teaching strategies, and will serve as a platform to acquire feedback. Recommendations at these meetings will go to school site council.	EL students		District funded Certificated Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

All strategies, with the exception of 3.3 and 3.8, were implemented as intended and were effective based on the gains made on the ELPAC exam. Strategy 3.3 was not fully implemented because certificated salaries, aside from our ELD class, were not used to provide intervention to our EL students. Strategy 3.8 was not fully implemented because the position was vacant for half a year.

Overall the strategies implemented were effective, evidenced by increases in both the percentage of ELs scoring a 4 on the ELPAC and the percentage of ELs making progress.

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

Strategy 3.3 was not implemented as intended and did not align with budgeted expenditures because we had limited teacher or certificated interest in providing intervention to EL students.

Strategy 3.8 was not implemented as intended and did not align with budgeted expenditures because the position was vacant for half of the year.
Strategy 3.7 was implemented as intended, but did not exhaust the amount budgeted for expenditures.
All other strategies were implemented as planned and aligned with budgeted expenditures.

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

Strategy 3.1 was revised to include our newly adopted E3D curriculum
Strategy 3.3 was edited to include "extended learning opportunities," "grade monitoring," and "parent outreach." An budget for classified salaries was also added to this action.
Strategy 3.8 will be removed from this goal as a targeted support for ELs. Instead, This aide will provide more broad intervention support for all students. This strategy will move to goal 6, Student Engagement.
There were no changes to strategies 3.2, 3.5, and 3.9

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

> **Science**
> By June 2025, 32.5% of 8th grade students will meet or exceed the standard on the California Science Test (CAST). This represents a 5% increase from 23-24.

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

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

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

> Adoption of new curriculum. Provide students with the resources to build proficiency around NGSS and increase proficiency on the CAST.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST	27.5% of students were proficient on CAST	32.5% of students will be proficient on CAST

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Staff will work in Professional Learning Communities to plan instructional based lessons on the NGSS, use interim and summative assessments to monitor student progress, and analyze student data to adjust instruction and pacing. Staff will also receive release time as needed. Collaboration efforts will focus on how to meet the diverse needs of all students and how to help all students improve their academic achievement.	All	3000 LCFF S/C Site Innovation (3313) Certificated Salaries

4.2	Students will receive a comprehensive and standards-based Science program using the adopted Twig curriculum and supplemental materials and supplies. Supplemental materials and supplies will be used to maximize student engagement, provide rigorous learning environments, and meet the diverse needs of students.	All	9000 LCFF S/C Site Innovation (3313) Books and Supplies
4.3	Science tutoring and enrichment	All	500 LCFF S/C Tutoring (2226) Certificated Salaries
4.4	Technology will be incorporated into daily instruction to provide engaging, interactive, and innovative learning experiences for students.	All	2000 Title I - Site Allocation Books and Supplies
4.5	Support the instructional needs of our new Science teacher	All	500 LCFF S/C New Teacher (2223) Books and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

All strategies were implemented as intended and were effective based on the gains made on the CAST exam. We did not meet our goal of a 10% gain, but we did increase our percentage of students who met or exceeded the standard.

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

Strategy 4.1 was not fully implemented, resulting in a material difference between the budgeted and actual expenditures because of limited certificated interest in working additional hours.
Strategy 4.2 required more funding for supplemental materials to support labs and requested software.
Strategy 4.3 was implemented as intended, with budget expenditures aligning with the plan.

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

The budget for strategy 4.2 will be increased to properly fund student labs and software to support instruction.
Strategy 4.4 was added, in line with other departments.
Strategy 4.5 was added to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

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

History Social Science
By May of 2025, at least 60% of students will be scoring proficient or better on schoolwide history/social science common assessments.

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

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

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

Reading Comprehension and argumentative writing

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	42% of students met or exceeded grade level standards 0% of English Learners met or exceeded grade level standards	At least 47% of students will meet or exceed grade level standards At least 5 % of English Learners will meet or exceed grade level standards.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Students will receive a comprehensive and standards-based Social Studies program using the adopted curriculum and supplemental materials and supplies. Supplemental materials and supplies will be used to maximize student engagement, provide rigorous learning environments, and meet the diverse needs of students.	All	5500 LCFF S/C Site Innovation (3313) Books and Supplies

5.2	Staff will work in Professional Learning Communities to plan instructional based lessons on the H/SS Literacy Standards, use interim and summative assessments to monitor student progress, and analyze student data to adjust instruction and pacing. Staff will also receive release time as needed. Collaboration efforts will focus on how to meet the diverse needs of all students and how to help all students improve their academic achievement.	ALL	2500 LCFF S/C Site Innovation (3313) Certificated Salaries
5.4	Technology will be incorporated into daily instruction to provide engaging, interactive, and innovative learning experiences for students.	All	2000 Title I - Site Allocation Books and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

All strategies were implemented as intended and were effective based on common assessment data. We did not meet our ELA proficiency goals, however.

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

Strategy 5.3 was implemented as intended, with budgeted expenditures aligning with the plan. Strategies 5.1 and 5.2 will be moved to Goal 7, AVID. Also, the total budget allotted to the Social Studies department for supplemental materials and supplies, was $500. This was not sufficient to support the needs of teachers and students.

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

The goal was changed to aim for a 60% proficiency on department common assessments. Strategies 5.1 and 5.2 will be removed and moved to goal 7, AVID. They will be replaced with strategies designed to increase teacher collaboration and inquiry around improved literacy skills, with an emphasis on reading, and a strategy to support the utilization of technology in Social Studies Classes. The new Strategy 5.1 is designed to equip teachers and students with the learning materials needed to maximize student engagement, provide rigorous learning environments, and meet the diverse needs of students. The new Strategy 5.2 will support the work of Social Studies PLCs by providing additional collaboration opportunities, in line with other departments.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

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

Student Engagement
Create a positive school culture that supports the SEL needs of our students and recognized student's achievement, citizenship and positive attendance.

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

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

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

Increase in student suspensions. Increase in chronic absenteeism. EL and SWD chronic absenteeism is above school rate.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates	4.8% suspensions	Reduce suspension rate to at least 4.5%
Chronic Absenteeism	All: 21.7% EL: 23.1% SWD: 35.5%	All: At most 15% EL: At most 15% SWD: At most 15%

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Provide clothing and school supplies as needed to homeless students Monitor and celebrate positive school attendance, citizenship and academic success Monitor and celebrate quarterly academic success.	Homeless	1504 Title I - Homeless Books and Supplies
6.2	Increase Tier 1 - 3 SEL supports for students. Maintain Wellness Room	ALL	6,500

	Update LMC to create a welcoming student-centered safe space for students. Student assemblies that address kindness, school culture, bullying, etc Provide incentives to recognize student achievement, citizenship, and positive attendance			LCFF S/C Site Innovation (3313) Professional/Consulting Services Materials and supplies 9,155 LCFF S/C Site Innovation (3313) Books and Supplies 1,000 LCFF S/C Site Innovation (3313) Certificated Salaries 5,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures
6.3	Parent education workshops on positive school attendance. Parent workshops on how to support their children at home, school-home communication, and SEL.	English Learners and Students With Disabilities		200 LCFF Attendance (03308) Certificated Salaries 300 LCFF Attendance (03308) Classified Salaries
6.4	Transition from elementary to middle school and middle school to high school: * SVMS Counselors, Psychologist and teachers will meet with 5th grade teachers to discuss transition for Special Education students. * 5th grade students will visit SV for a school tour, orientation, and assembly with middle school principal and assistant principal to introduce students to middle school, answer questions, and explain programs. * Feeder High School counselors will visit SVMS to discuss programming * 8th grade students will visit feeder track high school * Parent connection: special dinner invite for transition meeting, at risk students, and AVID	Incoming 6th Graders		1,000 Title I - Site Allocation Certificated Salaries 250 Title I - Site Allocation Books and Supplies 500 Title I - Site Allocation Services and other operating expenditures 1504 Title I- Parent Involvement Services and other operating expenditures
6.5	Support a robust Electives Program to introduce students to high school courses, as well as college and career pathways.	All		179846 StrongWorkforce (63880) Books and Supplies 1542 StrongWorkforce (63880) Certificated Salaries 1500 StrongWorkforce (63880) Professional/Consulting Services

			1700 StrongWorkforce (63880) Services and other operating expenditures
6.6	Support a robust Visual and Performing Arts (VAPA) program.	All	19858 Prop 28 (67700) Books and Supplies 1000 Prop 28 (67700) Certificated Salaries 5000 Prop 28 (67700) Services and other operating expenditures
6.7	Support the articulation of our Mandarin Dual Language Program	Dual Language Students	3000 LCFF S/C Dual Language (2228) Books and Supplies 1000 LCFF S/C Dual Language (2228) Services and other operating expenditures 1000 LCFF S/C Dual Language (2228) Professional/Consulting Services
6.8	Support Physical Education courses to provide students with high quality equipment		1000 LCFF S/C Site Innovation (3313) Books and Supplies
6.9	Provide basic supplies and materials for our contracted After School Program (Elevo)	After school program	2500 Site Allocation (26000.0)
6.10	Support the instructional needs of two new elective teachers	All	1000 LCFF S/C New Teacher (2223) Books and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

All strategies were implemented as intended and were effective based on decreases in our suspension rate and chronic absenteeism.

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

All strategies were implemented as intended, with budget expenditures aligning with the plan.

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

Strategy 6.4 was moved from Goal 1 (ELA).
Strategies 6.5, 6.6, 6.7, 6.8, 6.9, 6.10 were all added to this year's 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 7

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

AVID
Maintain 6 AVID sections and strengthen school-wide implementation, focusing on implementation of the AVID College and Career Framework.

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

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

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

Inconsistent application of AVID school wide instructional strategies. ELA SBAC scores declined significantly in 2024. English Learners rated "Red" in ELA and Math. Students with Disabilities rated "Red" in Math.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	For Math SBAC, EL students' distance from standard was -126.3 For Math SBAC, SWD distance from standard was -150.9	For Math SBAC, EL students' distance from standard will increase to at least -123.3 For Math SBAC, SWD distance from standard will increase to at least 147.9

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Staff development opportunities will be provided in AVID WICOR Reading strategies and WICORizing lessons to support our instructional focus of critical thinking. Staff development will provide opportunities to plan for the specific needs of ELs and SWD when implementing WICOR strategies.	ALL	1000 LCFF S/C AVID (4401) Certificated Salaries
7.2	Support 6 AVID sections with tutors and supplies, materials, field trips	AVID Students	2000 LCFF S/C AVID (4401)

				Books and Supplies
				3000 LCFF S/C AVID (4401) Services and other operating expenditures
				15400 LCFF S/C AVID (4401) Professional/Consulting Services
7.3	Send 3 teachers to the 2025 AVID Institute	All		3600 LCFF S/C AVID (4401) Professional/Consulting Services 3000 LCFF S/C AVID (4401) Services and other operating expenditures
7.4	7th Grade College Fieldtrip	7th Graders		5303 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

This is a new goal

Goals, Strategies, & Proposed Expenditures

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

Goal 8

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

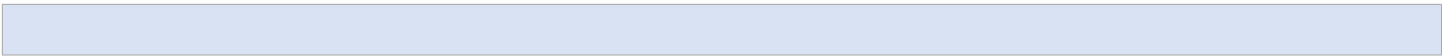# Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

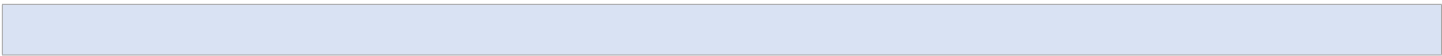# Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

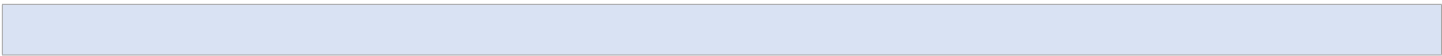# Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$35,348.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$389,785.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I - Homeless	$1,504.00
Title I - Site Allocation	$32,340.00
Title I- Parent Involvement	$1,504.00

Subtotal of additional federal funds included for this school: $35,348.00

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

State or Local Programs	Allocation ($)
LCFF Attendance (03308)	$500.00
LCFF S/C AVID (4401)	$28,000.00
LCFF S/C College Campus Visit (04423.0)	$5,303.00
LCFF S/C Dual Language (2228)	$5,000.00
LCFF S/C New Teacher (2223)	$2,000.00
LCFF S/C Site Innovation (3313)	$60,734.00
LCFF S/C Tutoring (2226)	$18,000.00
Prop 28 (67700)	$25,858.00
Site Allocation (26000.0)	$2,500.00
Site Innovation Allocation - Instructional Aide (03313.0)	$21,954.00
StrongWorkforce (63880)	$184,588.00

Subtotal of state or local funds included for this school: $354,437.00

Total of federal, state, and/or local funds for this school: $389,785.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I - Site Allocation	32,340.00	0.00
Title I- Parent Involvement	1,504.00	0.00
Title I - Homeless	1,504.00	0.00
LCFF S/C Site Innovation (3313)	60,734.00	0.00
LCFF S/C AVID (4401)	28,000.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	5,303.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	2,000.00	0.00
LCFF S/C Dual Language (2228)	5,000.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
StrongWorkforce (63880)	184,588.00	0.00
Prop 28 (67700)	25,858.00	0.00
Site Innovation Allocation - Instructional Aide (03313.0)	21,954.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF S/C AVID (4401)	28,000.00
LCFF S/C College Campus Visit (04423.0)	5,303.00
LCFF S/C Dual Language (2228)	5,000.00
LCFF S/C New Teacher (2223)	2,000.00
LCFF S/C Site Innovation (3313)	60,734.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	25,858.00
Site Allocation (26000.0)	2,500.00
Site Innovation Allocation - Instructional Aide (03313.0)	21,954.00
StrongWorkforce (63880)	184,588.00

Title I - Homeless	1,504.00
Title I - Site Allocation	32,340.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
Books and Supplies	264,413.00
Certificated Salaries	42,042.00
Classified Salaries	26,823.00
Professional/Consulting Services	28,000.00
Services and other operating expenditures	26,007.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Certificated Salaries	LCFF Attendance (03308)	200.00
Classified Salaries	LCFF Attendance (03308)	300.00
Books and Supplies	LCFF S/C AVID (4401)	2,000.00
Certificated Salaries	LCFF S/C AVID (4401)	1,000.00
Professional/Consulting Services	LCFF S/C AVID (4401)	19,000.00
Services and other operating expenditures	LCFF S/C AVID (4401)	6,000.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	5,303.00
Books and Supplies	LCFF S/C Dual Language (2228)	3,000.00
Professional/Consulting Services	LCFF S/C Dual Language (2228)	1,000.00
Services and other operating expenditures	LCFF S/C Dual Language (2228)	1,000.00
Books and Supplies	LCFF S/C New Teacher (2223)	2,000.00
Books and Supplies	LCFF S/C Site Innovation (3313)	31,155.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	16,500.00
Classified Salaries	LCFF S/C Site Innovation (3313)	1,579.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	6,500.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	5,000.00

Certificated Salaries	LCFF S/C Tutoring (2226)	16,000.00
Classified Salaries	LCFF S/C Tutoring (2226)	2,000.00
Books and Supplies	Prop 28 (67700)	19,858.00
Certificated Salaries	Prop 28 (67700)	1,000.00
Services and other operating expenditures	Prop 28 (67700)	5,000.00
	Site Allocation (26000.0)	2,500.00
Classified Salaries	Site Innovation Allocation - Instructional Aide (03313.0)	21,954.00
Books and Supplies	StrongWorkforce (63880)	179,846.00
Certificated Salaries	StrongWorkforce (63880)	1,542.00
Professional/Consulting Services	StrongWorkforce (63880)	1,500.00
Services and other operating expenditures	StrongWorkforce (63880)	1,700.00
Books and Supplies	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	25,050.00
Certificated Salaries	Title I - Site Allocation	5,800.00
Classified Salaries	Title I - Site Allocation	990.00
Services and other operating expenditures	Title I - Site Allocation	500.00
Services and other operating expenditures	Title I- Parent Involvement	1,504.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,240.00
Goal 2	24,350.00
Goal 3	25,033.00
Goal 4	15,000.00
Goal 5	10,000.00
Goal 6	246,859.00
Goal 7	33,303.00

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
Bilingual Instructional Aide	1	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 Sierra Vista Middle School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq. And approved by our School Site Council for the current school year.

Principal: Nicholas Garcia

_____   10/10/2024
Signature   Date

School Site Council President: Anthea Felicia

_____   10/10/2024
Signature   Date

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

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

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

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nicholas Garcia	Principal
Alicia Henry	Other School Staff
Herbert Villafuerte	Parent or Community Member
Summir Shier	Parent or Community Member
Steve Flores	Parent or Community Member
Erika Munoz	Parent or Community Member
Lisa Reina	Classroom Teacher
Amy Pazos	Classroom Teacher
Heidi Piepho	Classroom Teacher
Anthea Feliccia	Parent or Community Member

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

English Learner Advisory Committee Members

Sierra Vista Middle School

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

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Jessica Marshall (AP)	X		
Yareli Lemus		X	X
Ting Zeng		X	X
Mui Phan		X	X
Erica Landmann (Teacher)	X		
Phillip Phan		X	
Numbers of members of each category	**2**	**3**	**1**

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 5, 2024.

Attested:

Signature	
	Principal, Nicholas Garcia on 12/5/2024
	SSC Chairperson, Anthea Felicia on 12/5/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

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

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

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

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

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

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

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

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

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

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

Appendix B: Categorical District Services Budget

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

Title I Education Services Distribution

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

Title II Education Services Distribution

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

Title III Education Services Distribution

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

Title IV Education Services Distribution

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

Perkins Education Services Distribution

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

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	$9772.07	**This page is provided by the Educational Services Department charging for services.** The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, Single Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.
Title II	$29414	The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.
Title III	BASED ON NEED	EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.
Title IV	$13400.00	The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.
Perkins V		The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

Appendix C: Select State and Federal Programs

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

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

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