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
South Hills High School	19644361938372	October 25, 2023	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 South Hills High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

2 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 South Hills High 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 South Hills High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the planning process for the SPSA/Annual Review and Update, South Hills High School met with its stakeholders to engaged in a collaborative approach with its stakeholders to analyze school data and identify areas of strength and areas of growth . Our faculty participated in focused discussions, examining CAASPP data to identify trends, root causes, and potential areas for improvement. The school data and goals was also presented during our annual Title I meeting, where parents were invited to provide feedback. This inclusive approach has helped ensure that our SPSA reflects the collective input of our school community, aligning our goals that will ensure academic student success.

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

Annual Cycle of Engagement

August - September: Review and Identify Needs

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

October/November: Define Goals and Strategies

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

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

December/January: Plan Approval

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

January - April: Implementation and Monitoring

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

May/June: Annual Review and Program Evaluation

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

Additional Requirements for CSI and ATSI

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

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

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the California Dashboard, South HIlls HS received an orange indicator in the mathematics category. This indicates that South Hills has declined by 5.3 points in the Smarter Balance Summative Assessment.

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

According to the California School Dashboard for South Hills High School, we found that the performance of the students with disabilities (red) group in the English Language Arts indicator is two levels below the “all student” (yellow) performance level.
According to the California School Dashboard for South Hills High School, we found that the performance of the students with disabilities (yellow) group in the Graduation Rate indicator is two levels below the “all student” (blue) performance level.

Other Needs

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

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

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

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

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

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

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

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

- Writing and Mathematics
- Student academic support
- Social-emotional support

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

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

Analysis of Current Instructional Program
In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement.

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.49%	0.3%	6	8	5
African American	3.3%	2.65%	2.38%	54	43	39
Asian	6.9%	6.23%	6.89%	113	101	113
Filipino	3.3%	2.90%	2.74%	55	47	45
Hispanic/Latino	75.7%	77.96%	78.54%	1,246	1,263	1288
Pacific Islander	0.1%	0.12%	0.12%	1	2	2
White	9.3%	8.27%	7.44%	153	134	122
Multiple/No Response	1.0%	1.11%	1.04%	17	18	17
			Total Enrollment	1,646	1,620	1640

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	454	391	434
Grade 10	412	471	380
Grade 11	391	381	443
Grade 12	389	377	383
Total Enrollment	1,646	1,620	1,640

Conclusions based on this data:

1. We have a significantly higher population for Hispanic students over any other ethnic student groups. This may reflect the broader demographics of the surrounding community, which may be predominantly Hispanic population.
2. Total student enrollment has been consistent over the past 3 years, ranging from 1620 to 1646 students. Consistent student enrollment over the past three years could indicate stability in the local community's population, with a steady number of families choosing to remain in the area.
3. There has been a steady decline the number of White and African American students and increase in Hispanic students over the past 3 academic school years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	52	64	81	3.2%	4.0%	4.9%
Fluent English Proficient (FEP)	369	338	336	22.4%	20.9%	20.5%
Reclassified Fluent English Proficient (RFEP)	2			3.8%		

Conclusions based on this data:

1. The number of English Learners (ELs) at SHHS, has increased from 52 in 20-21 to 81 in 22-23, and their percentage of the total student body has grown from 3.2% to 4.9%. Based on our demographics, we have newcomers with a primary home language of spanish, mandarin, and other.
2. We continue to be in the low 20% range for students who are Fluent English Proficient (FEP). As we look a the the data for the past 3 years, our number of students who are ELs and FEPs has remained steady at about 25%.
3. There is no current annual reclassification data available from the state for the past two year. Looking further into the data, it shows an increase from 21-22 to 22-23 in the number of students who scored an overall "3." There needs to be a greater focus on implementing interventions that focus on students mastery of the 4 domains (reading , writing, listening, speaking.)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	369	423	380	366	419	368	366	419	368	99.2	99.1	96.8
All Grades	369	423	380	366	419	368	366	419	368	99.2	99.1	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2618.	2606.	2602.	31.97	26.97	25.82	31.42	37.47	34.24	24.04	18.62	23.91	12.57	16.95	16.03
All Grades	N/A	N/A	N/A	31.97	26.97	25.82	31.42	37.47	34.24	24.04	18.62	23.91	12.57	16.95	16.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	31.69	27.45	25.54	53.28	55.13	56.52	15.03	17.42	17.93
All Grades	31.69	27.45	25.54	53.28	55.13	56.52	15.03	17.42	17.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	34.70	25.78	28.53	50.82	58.00	50.54	14.48	16.23	20.92
All Grades	34.70	25.78	28.53	50.82	58.00	50.54	14.48	16.23	20.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	16.94	14.56	13.32	72.68	72.32	76.09	10.38	13.13	10.60
All Grades	16.94	14.56	13.32	72.68	72.32	76.09	10.38	13.13	10.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	25.14	26.49	25.00	66.94	61.34	63.32	7.92	12.17	11.68
All Grades	25.14	26.49	25.00	66.94	61.34	63.32	7.92	12.17	11.68

Conclusions based on this data:

1. For 23-24 school year, the highest percentage of students across subgroups are at the "Near Met" performance area. In order to better prepare this group of students, we need to analyze the data and identify the areas of need to then create instructional supports for the students.
2. Percentage of students who met or exceeded the standards decreased from 64.44% to 60.06%. This slight decrease can be due to an increase in the number of English language learners as well as gaps in students' foundational skill levels. There needs to be bigger focus on targeted support strategies, such as differentiated instruction and interventions for students.
3. Writing is the highest performance area with 28.53% students in the above standard, while our students scored the lowest in the listening performance area 13.32%. The higher performance in writing, could reflect strong instruction in written communication skills and more frequent practice in structured writing tasks.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	369	424	380	365	419	366	365	419	366	98.9	98.8	96.3
All Grades	369	424	380	365	419	366	365	419	366	98.9	98.8	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2568.	2562.	2563.	10.41	9.79	6.83	18.36	17.90	20.77	30.41	30.55	30.60	40.82	41.77	41.80
All Grades	N/A	N/A	N/A	10.41	9.79	6.83	18.36	17.90	20.77	30.41	30.55	30.60	40.82	41.77	41.80

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.05	11.46	7.92	59.73	62.05	64.75	28.22	26.49	27.32
All Grades	12.05	11.46	7.92	59.73	62.05	64.75	28.22	26.49	27.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.51	11.93	9.84	66.30	64.20	69.40	22.19	23.87	20.77
All Grades	11.51	11.93	9.84	66.30	64.20	69.40	22.19	23.87	20.77

Conclusions based on this data:

1. The percentage of students who met or exceeded standards did not change from 22-23 to 23-24. This data may suggest that there is little to no significant progress made in addressing the challenges or gaps in math.

2. In the communicating the reason subgroup, 69.40% of student scored at near standard. This is an increase of almost 5% compared to 22-23 school year. This improvement indicates that there is progress in students' ability to articulate mathematical reasoning. Strategies like peer discussion and targeted actionable feedback can support this continued growth.

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
9	1514.1	1543.7	1537.6	1505.9	1537.7	1534.1	1521.9	1549.4	1540.6	23	24	16
10	1552.2	1527.2	1532.1	1538.5	1505.2	1520.9	1565.3	1548.8	1542.8	20	25	20
11	*	1557.6	1513.7	*	1546.5	1500.8	*	1568.0	1526.0	10	21	23
12	*	1519.3	1545.4	*	1513.6	1531.6	*	1524.5	1558.7	8	11	19
All Grades										61	81	78

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.35	16.67	12.50	34.78	33.33	18.75	26.09	25.00	43.75	34.78	25.00	25.00	23	24	16
10	10.00	20.00	5.00	55.00	16.00	45.00	15.00	20.00	30.00	20.00	44.00	20.00	20	25	20
11	*	19.05	4.35	*	33.33	17.39	*	33.33	43.48	*	14.29	34.78	*	21	23
12	*	9.09	5.26	*	27.27	31.58	*	36.36	57.89	*	27.27	5.26	*	11	19
All Grades	9.84	17.28	6.41	42.62	27.16	28.21	22.95	27.16	43.59	24.59	28.40	21.79	61	81	78

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.04	33.33	18.75	43.48	29.17	37.50	17.39	20.83	31.25	26.09	16.67	12.50	23	24	16
10	30.00	24.00	20.00	35.00	20.00	50.00	20.00	20.00	10.00	15.00	36.00	20.00	20	25	20
11	*	38.10	17.39	*	28.57	26.09	*	19.05	30.43	*	14.29	26.09	*	21	23
12	*	27.27	15.79	*	27.27	57.89	*	27.27	21.05	*	18.18	5.26	*	11	19
All Grades	27.87	30.86	17.95	37.70	25.93	42.31	16.39	20.99	23.08	18.03	22.22	16.67	61	81	78

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	8.33	12.50	17.39	16.67	6.25	34.78	50.00	43.75	47.83	25.00	37.50	23	24	16
10	5.00	16.00	0.00	45.00	12.00	25.00	30.00	24.00	45.00	20.00	48.00	30.00	20	25	20
11	*	0.00	4.35	*	42.86	0.00	*	28.57	47.83	*	28.57	47.83	*	21	23
12	*	0.00	0.00	*	9.09	15.79	*	36.36	57.89	*	54.55	26.32	*	11	19
All Grades	3.28	7.41	3.85	24.59	20.99	11.54	40.98	34.57	48.72	31.15	37.04	35.90	61	81	78

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.35	20.83	18.75	78.26	50.00	62.50	17.39	29.17	18.75	23	24	16
10	15.00	20.00	10.00	65.00	48.00	65.00	20.00	32.00	25.00	20	25	20
11	*	14.29	4.35	*	66.67	52.17	*	19.05	43.48	*	21	23
12	*	0.00	5.26	*	54.55	63.16	*	45.45	31.58	*	11	19
All Grades	9.84	16.05	8.97	68.85	54.32	60.26	21.31	29.63	30.77	61	81	78

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	60.87	70.83	56.25	13.04	16.67	31.25	26.09	12.50	12.50	23	24	16
10	70.00	44.00	60.00	15.00	16.00	20.00	15.00	40.00	20.00	20	25	20
11	*	66.67	39.13	*	19.05	34.78	*	14.29	26.09	*	21	23
12	*	72.73	63.16	*	9.09	31.58	*	18.18	5.26	*	11	19
All Grades	67.21	61.73	53.85	14.75	16.05	29.49	18.03	22.22	16.67	61	81	78

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	16.67	12.50	43.48	45.83	37.50	56.52	37.50	50.00	23	24	16
10	15.00	16.00	10.00	60.00	40.00	50.00	25.00	44.00	40.00	20	25	20
11	*	23.81	4.35	*	38.10	26.09	*	38.10	69.57	*	21	23
12	*	9.09	0.00	*	27.27	63.16	*	63.64	36.84	*	11	19
All Grades	6.56	17.28	6.41	52.46	39.51	43.59	40.98	43.21	50.00	61	81	78

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	8.33	6.25	60.87	70.83	50.00	39.13	20.83	43.75	23	24	16
10	0.00	4.00	0.00	85.00	64.00	85.00	15.00	32.00	15.00	20	25	20
11	*	9.52	4.35	*	76.19	65.22	*	14.29	30.43	*	21	23
12	*	0.00	0.00	*	63.64	100.00	*	36.36	0.00	*	11	19
All Grades	4.92	6.17	2.56	68.85	69.14	75.64	26.23	24.69	21.79	61	81	78

Conclusions based on this data:

1. In the overall language results, there is a decline in all grades in the percentage of students who score a level 4. This may suggest that there are fewer students who are reaching advance language proficiency levels, which indicates a need for more rigorous lessons that include DOK level questioning.
2. The percentage of Level 2 students increased from 27.16% in 2022-23 to 43.59% in 2023-24. This shift suggests that while many students are moving beyond beginning levels, they might still require additional practice in specific areas, such as academic vocabulary or reading comprehension, to bridge the gap to Levels 3 and 4.
3. In the reading domain, there was a decrease from 17.28% in 2022-23 to 6.41% in 2023-24. This decrease may be due to an emphasis on oral language and/or writing development. There needs to be a focus on reading performance to help improve student outcomes in the reading domain.

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**
1640	**54.5**	**4.9**	**0.5**
Total Number of Students enrolled in South Hills High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	81	4.9
Foster Youth	9	0.5
Homeless	25	1.5
Socioeconomically Disadvantaged	894	54.5
Students with Disabilities	160	9.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	2.4
American Indian	5	0.3
Asian	113	6.9
Filipino	45	2.7
Hispanic	1288	78.5
Two or More Races	17	1
Pacific Islander	2	0.1
White	122	7.4

Conclusions based on this data:

1. Student enrollment has remained consistent at approximately 1600 for the past 4 years. Our largest student group is our Hispanic population at 78%.
2. Our Socioeconomically disadvantaged population has grown slightly over the past 2 years and was 57.4% during the 2021-22 school year.
3. Our students with disabilities is 9.2% of our total population. This number has slightly increased over the past year.

School and Student Performance Data

Overall Performance

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Green		
College/Career High		

Conclusions based on this data:

1. While our suspension rate is medium, the subgroup of student with disabilities is high. This indicates that many of the students who are suspended are part of the student with disabilities subgroup.
2. The graduation rate is very high for all measurable sub group. This indicates that we continuously maintain a high number of graduates.
3. English Learner progress is represented at a green color. This indicates that there is a consistent number of students who are reclassifying every year.

School and Student Performance Data

Academic Performance

English Language Arts

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow 25.7 points above standard Decreased -9.9 points 410 Students	86.4 points below standard Decreased Significantly -54 points 27 Students	Less than 11 Students 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 6 Students	 Yellow 8.2 points above standard Maintained +1 points 231 Students	 Red 117.5 points below standard Decreased Significantly -23.1 points 45 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 2 Students	89.6 points above standard Decreased Significantly - 37.6 points 32 Students	74.2 points above standard 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 13 points above standard Decreased -14.7 points 312 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	 Blue 59.9 points above standard Increased Significantly +27.4 points 32 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**
141.9 points below standard 15 Students	41.4 points below standard 13 Students	32.9 points above standard Decreased -3.8 points 300 Students

Conclusions based on this data:

1. Overall our students scored 25.7 points above standard in English Language Arts, while English Learners score 86.7 points below the standard. There is a significant performance gap in English Language Arts between the general student population and English Learners where EL students may need additional language acquisition support.
2. Students with disabilities scored the lowest with 117.5 points below standard. This data highlights a substantial achievement gap for students with disabilities, who are scoring significantly below the standard in English Language Arts.
3. Our hispanic population scored 13 points above the standard with 312 students in this group. This positive result suggests that existing instructional methods and support systems are effectively meeting the needs of this group, contributing to their success.

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	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
Orange	145.9 points below standard	Less than 11 Students
63.8 points below standard	Decreased -14.8 points	0 Students
Decreased -5.3 points	27 Students	
410 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
6 Students	76.9 points below standard	204 points below standard
	Maintained -0.6 points	Maintained +2.8 points
	231 Students	45 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 2 Students	22.9 points above standard Decreased Significantly - 27.8 points 32 Students	5.1 points above standard 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 77.6 points below standard Decreased -3.9 points 312 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	 Yellow 31.8 points below standard Decreased -7.1 points 32 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**
184.7 points below standard 15 Students	116.7 points below standard 13 Students	57.2 points below standard Maintained +0.8 points 300 Students

Conclusions based on this data:

1. Overall our students scored 63.8 points below standard in Math, while English Learners score 145.9 points below the standard. The data indicates a significant challenge in Math proficiency across the student body, with all students scoring 63.8 points below the standard.
2. Our Asian population score 22.9 points above the standard, while our white population scored 31.8 points below the standard. This suggests that Asian students are performing at a higher academic level compared to their White peers.
3. Our English Learners scored 184.7 points below standard, while our reclassified students scores 116.7 points below the standard. This suggests that reclassification correlates with improved academic performance, possibly due to increased language proficiency and familiarity with academic language.

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
Green
47.1% making progress towards English language proficiency
Number of EL Students: 68 Students
Performance Level: 3

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**
16	20	3	29

Conclusions based on this data:

1. 47.1% of the 68 English Learner students made progress towards English language proficiency. While this indicates that some instructional strategies and support systems are benefiting these students, it also suggests that over half of the EL students are not meeting expected progress.
2. A total of 16 students (approximately 23.5%) decreased one ELPI level. Which suggests some students may be facing challenges in sustaining or advancing their English proficiency.
3. A total of 3 students maintained an ELPI level 4. Maintaining Level 4 shows that these students can consistently apply advanced language skills.

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 — Lowest Performance | Low | Medium | High | Very High — 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**
1	0	2	1	1

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
55.7 Prepared	42.9 Prepared	Less than 11 Students
393 Students	21 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
34.8 Prepared	46.6 Prepared	8.8 Prepared
23 Students	264 Students	34 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	80 Prepared	Less than 11 Students
10 Students	1 Student	30 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
53.5 Prepared	Less than 11 Students	Less than 11 Students	59.5 Prepared
297 Students	5 Students	1 Student	37 Students

Conclusions based on this data:

1. According to the Fall 2023 College/Career report, approximately 56% of students were identified as prepared. This result indicates progress but also highlights room for improvement, as nearly half of the students may still lack the necessary skills and qualifications.
2. According to the data, there is a large disparity between the asian population with 80% of students prepared and the students with disabilities 9% of students prepared. This gap suggests that students with disabilities may face barriers that hinder their academic success.

3. According to the data, 54% of hispanic students are prepared for college/career. The rate suggests there is room for improvement to ensure that a greater proportion of Hispanic students are college and career ready.

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

Lowest Performance

Orange

Yellow

Green

Blue

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**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	3

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	95.2% graduated	Less than 11 Students
98.5% graduated	Decreased -4.8	3 Students
Decreased -1	21 Students	
393 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
95.7% graduated	Blue	Yellow
Decreased -4.3	97.7% graduated	94.1% graduated
23 Students	Decreased -1.9	Decreased -3.1
	264 Students	34 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 1 Student	96.7% graduated Decreased -3.3 30 Students	Less than 11 Students 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 99% graduated Maintained -0.3 297 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	 Blue 97.3% graduated Decreased -2.7 37 Students

Conclusions based on this data:

1. Graduation rates remain high at 98.5% for all students. This suggests that South Hills is effectively supporting students to reach graduation.
2. Overall, graduation rates remain high with slight decreases for all student groups.
3. Socioeconomically Disadvantaged group has a graduation rate of 97.7%. This high rate reflects positively on the support systems in place, such as tutoring, mentoring, and financial assistance.

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

Lowest Performance

Orange

Yellow

Green

Blue

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	1	1	4	3

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**
Green	Blue	0% suspended at least one day
1.7% suspended at least one day	0% suspended at least one day	Declined -12.5
Declined -1	Declined -1.3	18 Students
1734 Students	91 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Green	Green
6.7% suspended at least one day	2% suspended at least one day	2.8% suspended at least one day
Increased 2.4	Declined -1.6	Declined Significantly -5.7
30 Students	1021 Students	181 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow 2.1% suspended at least one day Maintained 0.2 48 Students	Less than 11 Students 6 Students	 Blue 0% suspended at least one day Maintained 0 118 Students	 Blue 0% suspended at least one day Maintained 0 48 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 1.9% suspended at least one day Declined -1.3 1360 Students	3.8% suspended at least one day Increased 3.8 26 Students	Less than 11 Students 2 Students	 Green 0.8% suspended at least one day Declined -1.3 126 Students

Conclusions based on this data:

1. Our suspension rate has declined by 1.7% compared to previous years. This suggests that there's progress in managing student behavior through alternative, possibly more constructive, disciplinary methods.
2. Our African American and Homeless populations have high sub-group suspension. These two sub-groups are in the yellow and orange status level.
3. Our Hispanic population has a suspension rate of 1.9%. This suggests that this demographic generally experiences fewer disciplinary issues that lead to suspension.

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
International Baccalaureate ESSA: Moderate	There are three options for our students at SHHS to participate in the IB program. Students can choose to participate in the Diploma Programme, associate's certificate, or individual courses. IB Diploma Programme students must choose one subject from each of the five groups (1 to 5), ensuring breadth and depth of knowledge and understanding in English language and literature, language acquisition, social sciences, experimental sciences, and mathematics. Students must also choose either an arts subject from group 6 or a second subject from groups 1 to 5. The students must take three higher level (HL) and three standard level (SL) or four higher level (HL) and two standard level courses to qualify. In addition, all full diploma candidates must take the theory of knowledge (TOK) course where students reflect on the nature of knowledge, write a 4,000-word extended essay research paper, and participate in creativity, activity, and service (CAS) experiences. Associates students study three to four subjects from the six groups. The students must take two higher level (HL) and two standard level (SL) or three higher level (HL) courses to qualify. In addition, all associates candidates must take the theory of knowledge (TOK) course where students reflect on the nature of knowledge and participate in creativity, activity, and service (CAS) experiences.	Goals, Strategies, & Proposed Expenditures
SAT/PSAT Day ESSA: Strong	All Senior and Junior students had the ability to opt-in to participate in the SAT School Day where they take the PSAT or the SAT free of charge. The results of these assessments are distributed to students and are also used to generate reports for the school, such as AP-readiness reports. These reports allow our school to identify all students who should be accessing advanced courses and intervention courses.	Goals, Strategies, & Proposed Expenditures
Naviance ESSA: Strong	SHHS has increased the use of the Naviance program with the senior class. The Naviance program aligns our students' needs, abilities, and	Goals, Strategies, & Proposed Expenditures

	desires with college and career. Naviance helps districts and schools align student strengths and interests to post-secondary goals while creating a centralized location to prepare and store crucial academic documents. Naviance also enables students to explore career interest in the college selection processes.	
Link Crew ESSA: Moderate	SHHS places incoming freshman and new students in Link Crew. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Link Crew leaders are junior and seniors who guide their “crews” of 10-12 freshmen to discover what it takes to be successful during the transition to high school and help facilitate success.	Goals, Strategies, & Proposed Expenditures
ILT ESSA: Moderate	Our Instructional Leadership Team (ILT) has created a school-wide instructional focus and identified two researched based instructional best practices, providing feedback and checking for understanding. The ILT also developed a year long professional development plan built around our instructional focus, best practices, and increasing the use of technology within the classroom.	Goals, Strategies, & Proposed Expenditures
Digital Literacy ESSA: Moderate	SHHS has implemented the use of Common Sense media to promote digital citizenship for all students.	Goals, Strategies, & Proposed Expenditures
Equal Opportunity Schools ESSA: Strong	Equal Opportunity Schools provides a student survey that will help identify our student's academic interests. This data will be used to help guide students into rigorous class such as AP and IB.	Goals, Strategies, & Proposed Expenditures
AVID ESSA: Strong	AVID is a 4-year program to provide students, especially those from first-generation families, with curriculum, guidance and support to access post-secondary institutions. The AVID program includes research-based instructional strategies and professional development for teachers.	Goals, Strategies, & Proposed Expenditures

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
CAASPP
By June of 2025, 65% of 11th-grade students will meet or exceed standard in English Language Arts, as measured by CAASPP.

AP/IB
South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2025 school year.

Grades Earned in ELA
By June of 2025, 92% of students will earn a letter grade of "C" or higher in their ELA course.

This will be achieved through the implementation of targeted interventions, professional development for teachers to incorporate effective ELA instructional strategies, and ongoing assessments to monitor student progress. Additionally, we aim to reduce the achievement gap by providing additional support to students identified as at-risk through regular progress monitoring and personalized interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

The analysis of 2024 preliminary ELA CAASPP assessment results,shows that there was a decrease in the number of students who met or exceeded the standard. AP/IB participation has also not grown over the past three years. Students also earn a letter grade of "C" or higher at a lower percent in our college prep classes as compared to our AP/IB/honors classes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores	CAASPP SBAC Data: School-wide: 60%	CAASPP SBAC Data: School-wide: 65%
AP/IB Participation	AP/IB Participation Students in one or more AP/IB courses - 45%	AP/IB Participation Students in one or more AP/IB courses - 50%

End of Course Grade	Students who earned a "C" or higher in their ELA course Pre-AP English 9: 80.3% Pre-AP English 9 H: 96.5% Pre-AP English 10: 82.3% Pre-AP English 10 H: 93.9% Comp/Lit III: 82.5% AP Lit: 100% ERWC: 90.2% AP Lang: 88.9% IB English HL: 94.9%	Students who earned a "C" or higher in their ELA course Pre-AP English 9: 85% Pre-AP English 9 H: 98% Pre-AP English 10: 85% Pre-AP English 10 H: 98% Comp/Lit III: 85% AP Lit: 100% ERWC: 95% AP Lang: 93% IB English HL: 99%

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	Achievement Teams: • All departments will identify essential learning topics as they relate to each course of study. Additionally, past practices will be analyzed with the goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. • All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. • Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning. • All teachers will use the current management to drive instruction and analysis	All Students	7000 LCFF S/C Site Innovation (3313) Professional/Consulting Services 5000 LCFF S/C Site Innovation (3313) Books and Supplies 7000 Title I - Site Allocation Books and Supplies
1.2	Intervention: • Investigate research-based instructional practices to guide intervention models and strategies. • Utilize diagnostic assessments in introductory ELA courses to identify student proficiency levels and provide appropriate differentiation and support. • Establish department expectations as they relate to formative and summative assessments and use Pear Assessments to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.	At-Risk Students	3000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 8000 LCFF S/C Site Innovation (3313) Books and Supplies 5000 LCFF S/C Tutoring (2226) Certificated Salaries

	• Develop a site-specific intervention program through systematic data analysis to provide students with targeted intervention • Develop a site-specific tutoring program that allows students to seek help before and after school times		
1.3	Instructional Practices: • Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. • Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.	All Students	10000 LCFF S/C Site Innovation (3313) Books and Supplies 5000 LCFF S/C Site Innovation (3313) Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategy 1.1 was implemented and was effective based on the data collected from PLCs. The implementation of Achievement Teams made significant strides in aligning our curriculum with essential learning topics across core content departments. By identifying these key topics, teachers began to focus their instructional efforts on the most critical content areas, which has fostered a more coherent learning experience for students.
Strategy 1.2 was not fully implemented because we did not create a strategic intervention program as evidenced by student participation and teacher feedback. Moving forward, we will prioritize the development of the intervention program and a tutoring program by analyzing data to understand student needs and then create a targeted interventions that meet identified student needs.
Strategy 1.3 was not fully implemented because we did not implement peer-to-peer observations to fidelity as evidenced by teacher feedback. While we have made progress, there is still work to be done in expanding co-teaching course offerings and ensuring effective collaboration between special education and general education teachers. We will continue to work on establishing the structures to have frequent peer-to-peer observations.

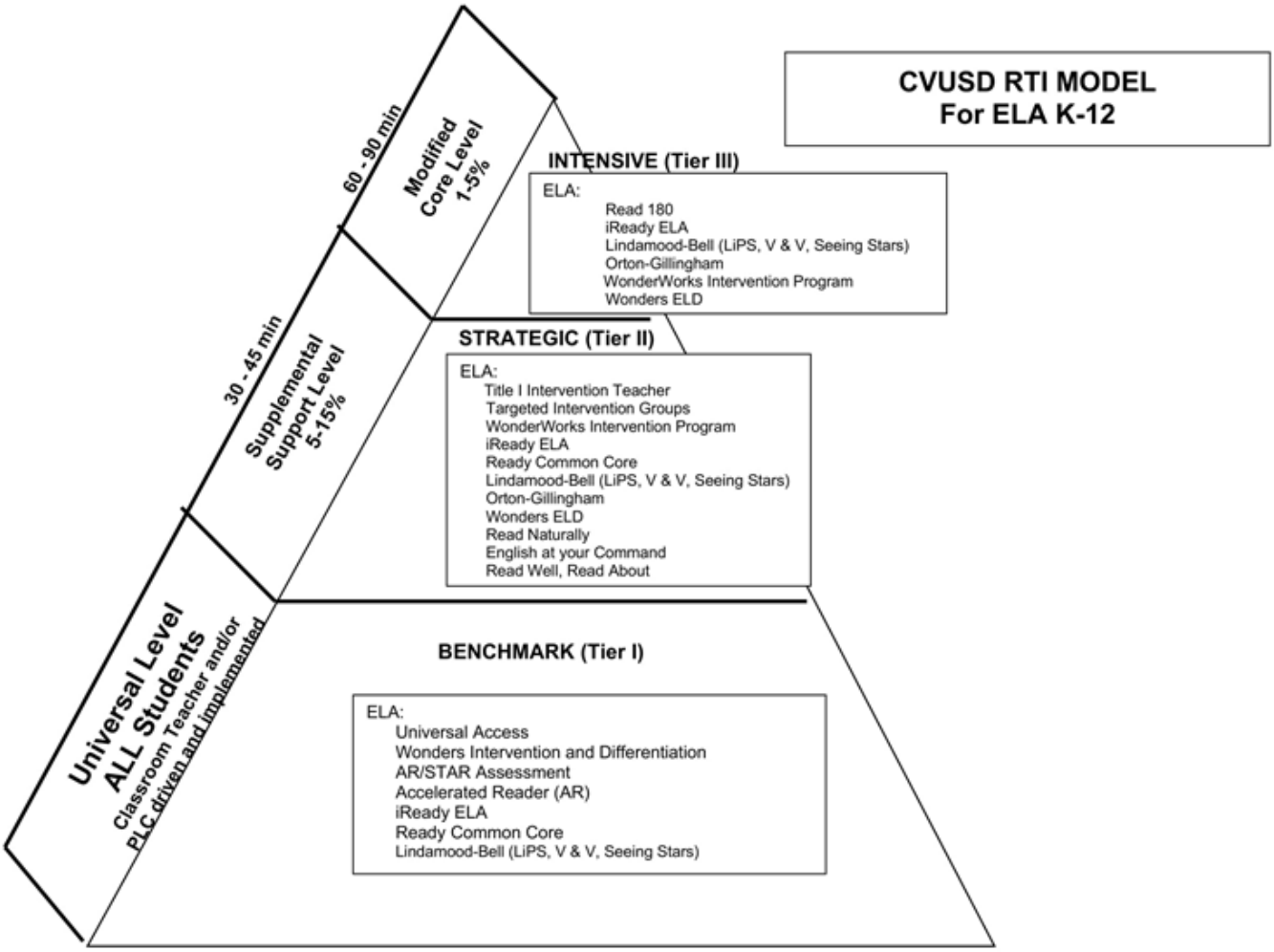
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies 1.1, 1.2, and 1.3 was not implemented at intended. SHHS is still in the process of developing an intervention program to help close the achievement gap. SHHS is working on implementing the Husky Pass which teachers will use to participate in peer-to-peer observations. However, this did not impact the budget expenditures.

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

Minor updates have been made to the identified need section to include a focus on developing an intervention and tutoring program that will meet the needs of students. We will continue to expand our professional learning opportunities that is focused the implementation of the new textbooks for ELA, ELD and Math. We will update our baseline and expected outcomes to reflect our most current data and current goals.

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics
CAASPP
By June 2025, 32% of 11th-grade students will meet or exceed standard in Math, as measured by CAASPP. (This reflects a 5% from the 2023-24 CAASPP scores.)

AP/IB Participation
South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2025 school year.

Grades Earned in Math Courses
By June 2025, 80% of students will earn a letter grade of "C" of high in their Math course.

This will be achieved through the implementation of targeted interventions, professional development for teachers to incorporate effective Math instructional strategies, and ongoing assessments to monitor student progress. Additionally, we aim to reduce the achievement gap by providing additional support to students identified as at-risk through regular progress monitoring and personalized interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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.

After analyzing the 2024 Math CAASPP assessment results, it has been identified that 11th grade students are performing below the state proficiency standards, with students notably performing low in communicating reasoning. AP/IB participation has also not grown over the past three years. Students also earn a letter grade of "C" or higher at a lower percent in our college prep classes lower level math classes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores	SBAC Data: Schoolwide: 28%	SBAC Data: Schoolwide: 33%
AP/IB Participation	Current AP/IB Participation: 35%	2024-25 Enrollment AP/IB Participation: 40 %
End of Course Grade	Math I: 60.5% Math II:74%	Math I: 66% Math II:80%

	Math III: 70.6% Trig/Pre-Calculus P & H: 91% Calculus AB: 100% Calculus BC: 96.6%	Math III: 76% Trig/Pre-Calculus P & H: 95% Calculus AB: 100% Calculus BC: 99%

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	Instructional Practices: • Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. • Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels. • Purchasing of equipment to help support in-class instruction for all students.	All students	8000 LCFF S/C Site Innovation (3313) Books and Supplies 10000 LCFF S/C Site Innovation (3313) Professional/Consulting Services 6300 Title I - Site Allocation Books and Supplies
2.2	Achievement Teams: • All departments will identify essential learning topics as they relate to each course of study. Additionally, past practices will be analyzed with the goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. • All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. • Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning. • All teachers will use 'DnA' for data management and analysis.	All students	12000 LCFF S/C Site Innovation (3313) Professional/Consulting Services 5000 LCFF S/C Site Innovation (3313) Books and Supplies

2.3	Intervention: • Math Lab Intervention courses blocked to give teachers more time to deliver core instruction and provide interventions using programs such as ALEKS to specifically focus on the targeted needs of each student to increase academic achievement. • Investigate research-based instructional practices to guide intervention models and strategies. • Utilize diagnostic assessments in math courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. • Establish department expectations as it relates to formative and summative assessments and use our new management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. • Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.	At Risk students	5000 LCFF S/C Tutoring (2226) Certificated Salaries 10592 LCFF S/C Site Innovation (3313) Books and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategy 2.1 was partially implemented by selecting developing ome common instructional practices and conducting peer to peer observations. Teachers collaborated in their content level and worked on common instructional practices There still needs to be a focus on professional learning opportunities where teachers can expand on technology integration and reflective practices.
Strategy 2.2 was not fully implemented as intended based on teacher input and data analysis. Teachers collaborated by content level to develop internal formative assessments. Teachers will use paor assessments for data management and analysis.
Strategy 2.3 was not fully implemented because we did not implement an intervention program to fidelity as evident by teacher feedback and classroom observations. In order to provide students with a targeted intervention, teachers will work on developing an intervention program through a systematic data analysis.

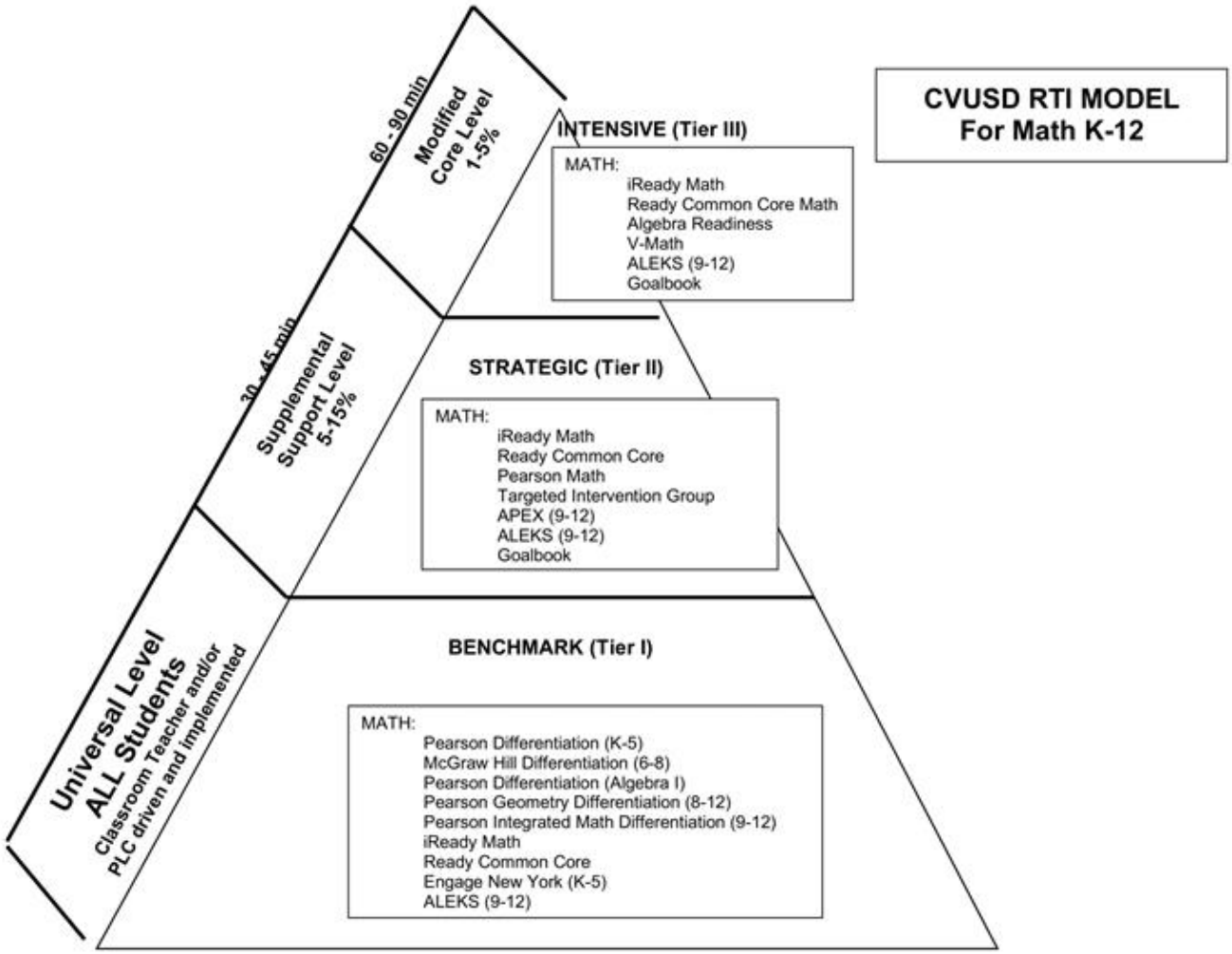
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies 2.1, 2.2, and 2.3 were not fully implemented. We will continue the implementation of these strategies and commit to improving instructional quality and student achievement without budget changes. The current resources will support with fostering collaboration, and prioritizing professional growth.

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

As a result of this analysis, we will refine our goal to include a stronger emphasis on data-driven decision-making and increased collaboration among the department to enhance the effectiveness of instructional practices. The annual outcomes, metrics, and strategies/activities will remain unchanged.

RTI Pyramid: District Math



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development
By the end of the academic school year, 32% of EL students will score a 3 and 10% of students will score a 4 on the ELPAC.
By the end of the academic school year, 8% of EL students will meet or exceed standards on the CAASPP ELA.
To address these needs, our SPSA will focus on implementing structured ELD programs, providing professional development opportunities for teachers to enhance their strategies for teaching academic language, and incorporating language support strategies into core content instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

In the analysis of the English Language Proficiency Assessments for California (ELPAC) results, it has been identified that EL students are performing at the state proficiency standards, with students notably performing lowest in the reading domain. There is a recognized need for more explicit instruction in language skills that align with the academic demands of the curriculum.

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	CAASPP ELA - 4.76% of EL students met standards (60% of all students met or exceeded standards)	CAASPP ELA - 8% of EL students met standards (65% of all students met or exceeded standards)
ELPAC Score	ELPAC Score of 3 - 28% ELPAC Score of 4 - 6%	ELPAC Score of 3 - 32% ELPAC Score of 4 - 10%

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	Instructional Practices: • All EL students will receive at least 30 minutes per day of Designated ELD instruction. • Continue to offer targeted ELD classes for students based on their performance level and utilize the ELA/ELD frameworks. • Integrate technology for ELD instruction to build background knowledge, vocabulary, reading, and writing skills, including Read 180, iReady, Newsela, and Rosetta Stone. • Continue the use of manipulatives, visuals, and hands-on activities. • Training in best practices to improve ELD, including AVID strategies and Thinking Maps. • ELPAC test prep through curriculum press materials. • Continue to use ELD 3 -D formative assessment to inform future instruction.	EL Students	2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 1000 LCFF S/C Site Innovation (3313) Books and Supplies 6500 Title I - Site Allocation Books and Supplies
3.2	Intervention: • The ELD Teacher will coordinate with the 8th-grade ELD teacher at Sierra Vista to make sure the transition of our ELD students from middle to high school is seamless. They will discuss student progress, highlight successes, and identify areas for improvement. • ELAC meetings will be held to discuss and share information specific to English Learners along with how to better support their students success, both academically and socially. • Investigate research-based instructional practices to guide intervention models and strategies. • Utilize diagnostic assessments to identify student proficiency levels and provide appropriate differentiation and intervention supports. • Develop a site-specific intervention program through systematic data analysis to provide students with targeted intervention.	EL Students	2000 LCFF S/C Tutoring (2226) Certificated Salaries 1000 LCFF S/C Site Innovation (3313) Books and Supplies
3.3	Achievement Teams: • Training in best practices to improve ELD, including AVID strategies and Thinking Maps. • ELD teacher will collaborate with ELA teachers during their PLC meetings to share best practices to better support the students in their English Development.	EL Students	4000 LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategy 3.1 was implemented as intended based on data analysis, classroom observation, and teacher feedback. During the designated ELD time, students are developing the English language through the use of manipulatives, the use of technological programs and formative assessment.
Strategy 3.2 was not fully implemented as intended based on teacher input and data analysis. We will work on coordinating with the 8th grade ELD teacher to identify areas for improvement.
Strategy 3.3 was not fully implemented because we are still focusing on implementing AVID strategies and Thinking Maps to help support all EL students.

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

Strategy 3.1, 3.2, 3.3 will remain the same and there will be no changes to budgeted expenditures, allowing us to maintain our current focus in each strategy aimed at enhancing English Language Development. We will continue the work on all strategies, such as training in best practices and collaborating with ELA teachers to better support EL 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.

There will be no changes made to the activities and strategies that are currently listed. The update baseline and actual outcomes will be updated to reflect the expected outcomes.

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
CAASPP
By the end of the academic school year, 28% of 11th graders will meet or exceed standards as measured on the CAST. (5% increase)

AP/IB Participation
South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2025 school year.

Grades Earned in Science
By the end of the academic school year, at least 88% of students will earn a letter grade of "C" of high in their science course

This will be achieved through the implementation of targeted interventions, professional development for teachers to incorporate effective science instructional strategies, and ongoing assessments to monitor student progress. Additionally, we aim to reduce the achievement gap by providing additional support to students identified as at-risk through regular progress monitoring and personalized interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

The analysis of 2023 CAST assessment results, it has been identified that 11th grade students are performing below the state proficiency standards. AP/IB participation has also not grown over the past three years. Students also earn a letter grade of "C" or higher at a lower percent in our college prep courses as compared to the AP/IB/honors courses.

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 testing	CAST - 23%	CAST - 28f%
AP/IB Participation Rates	AP/IB Participation Rate: 45%	AP/IB Participation Rate: 50%
End of Course Grade	Pre-AP Biology: 84% Pre-AP Biology H: 93.2% AP Biology: 100%	Pre-AP Biology: 89% Pre-AP Biology H: 96% AP Biology: 100%

	Pre-AP Chemistry: 80.5% Chemistry H: 91% Conceptual Physics: 83% AP Physics: 100% AP Environmental Science: 98% IB Sports Science SL: 95.6%	Pre-AP Chemistry: 85% Chemistry H: 96% Conceptual Physics: 88% AP Physics: 100% AP Environmental Science: 100% IB Sports Science SL: 100%

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	Instructional Practices: • Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. • Select a small number of common instructional practices that are linked to the school-wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.	All Students	3500 LCFF S/C Site Innovation (3313) Certificated Salaries 4000 LCFF S/C Site Innovation (3313) Books and Supplies 10000 Carl Perkins Grant (35500.0) Books and Supplies 10539 Carl Perkins Grant (35500.0) Services and other operating expenditures
4.2	Achievement Teams: • All departments will identify essential learning topics as it relate to each course of study. Additionally, past practices will be analyzed with the goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. • All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. • Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning. • All teachers will use our new data management system for data management and analysis.	All Students	5000 LCFF S/C Site Innovation (3313) Certificated Salaries 4500 LCFF S/C Site Innovation (3313) Books and Supplies

4.3	Intervention: • Investigate research-based instructional practices to guide intervention models and strategies. • Utilize diagnostic assessments in introductory courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. . • Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. • Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.	At Risk Students	4000 LCFF S/C Tutoring (2226) Certificated Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategy 4.1 was partially implemented based on data analysis, classroom observation, and teacher feedback. During teacher collaboration time, teachers selected a few core practices that align with the school's instructional focus, which ensures that all students receive high-quality instruction.
Strategy 4.2 was not fully implemented as intended based on teacher input and data analysis. We will work on developing common formative assessments that will be implemented across all grade levels.
Strategy 4.3 was not fully implemented as intended because we still need to develop a site specific intervention program that will provide students wil targeted needs.

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, 4.2, and 4.3 will remain the same and there will be no changes to budgeted expenditures, allowing us to maintain our current focus in each strategy aimed at enhancing our science department. We will continue the work on all strategies, such as training in best practices and collaborating to implement common formative assessments.

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.

There will be no changes made to the activities and strategies that are currently listed. The update baseline and actual outcomes will be updated to reflect the expected outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Social Science
AP/IB Participation
South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2025 school year.

Grades Earned in Social Science Courses
By June 2025, at least 88% of students will earn a letter grade of "C" of high in their science course

This will be achieved through the implementation of targeted interventions, professional development for teachers to incorporate effective science instructional strategies, and ongoing assessments to monitor student progress. Additionally, we aim to reduce the achievement gap by providing additional support to students identified as at-risk through regular progress monitoring and personalized interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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.

AP/IB participation has also not grown over the past three years. Students also earn a letter grade of "C" or higher at a lower percent in our college prep courses as compared to the AP/IB/honors courses.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP/IB Participation Rates	AP/IB Participation Rate: 35%	AP/IB Participation Rate: 40%
End of Course Grade	World History: 82% AP World History: 90.9% AP Human Geo: 88.7% US History: 81.9% AP US History: 96.8% Economics: 86.9% AP Marco Econ- 90% IB History of Americas- 100% IB History - 96.7%	World History: 86% AP World History: 95% AP Human Geo: 93% US History: 86% AP US History: 99% Economics: 91% AP Marco Econ- 95% IB History of Americas- 100% IB History - 100%

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	Instructional Practices: • Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. • Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.	All Students	2000 LCFF S/C Site Innovation (3313) Professional/Consulting Services 2000 LCFF S/C Site Innovation (3313) Books and Supplies
5.2	Achievement Teams: • All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. • All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. • Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning. • All teachers will use our new data management system for data management and analysis.	All Students	1800 LCFF S/C Site Innovation (3313) Certificated Salaries 5000 LCFF S/C Site Innovation (3313) Books and Supplies
5.3	Intervention: • Investigate research-based instructional practices to guide intervention models and strategies. • Utilize diagnostic assessments in courses to identify student proficiency	All Students	5000 LCFF S/C Tutoring (2226) Certificated Salaries

	levels and provide appropriate differentiation and intervention supports. • Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. • Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.		
5.4	Improved student performance in key academic areas. Increased engagement and support for diverse learners. Enhanced teacher collaboration and instructional quality.	Supporting new teachers was necessary supplies and books for the overall success of a school.	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.

Strategy 5.1 was implemented as intended based on data analysis, classroom observation, and teacher feedback. We began developing an internal structure that allows for frequent peer-to-peer observation and will continue to provide teachers the opportunity to participate in peer-to-peer observations.
Strategy 5.2 was not fully implemented as intended based on teacher input and data analysis. Social science teachers will collaborate to design common formative assessments.
Strategy 5.3 was not fully implemented as intended because we still need to develop a site specific intervention program that will provide students will targeted needs.

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, 4.2, and 4.3 will remain the same and there will be no changes to budgeted expenditures, allowing us to maintain our current focus in each strategy aimed at enhancing our social science department. We will continue the work on all strategies, such as training in best practices and collaborating to implement common formative assessments.

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.

There will be no changes made to the activities and strategies that are currently listed. The update baseline and actual outcomes will be updated to reflect the expected outcomes.

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.

Dual Enrollment and Articulation
Dual Enrollment
By August 2025, South Hills will increase the number of dual enrollment course sections offered from 6 to 10.

Articulation
By August of 2025, South HIlls will increase the number of articulation sections offered from 2 to 4.

AP/IB Participation
South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2025 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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.

Providing more students with opportunities to earn college credit while in high school. This goal will be achieved by collaborating with local colleges, identifying high-demand courses, and securing the necessary resources and staffing to support expanded enrollment.

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
Dual Enrollment Sections	Number of dual enrollment sections: 6	Number of dual enrollment sections: 10
Articulation Sections	Number of articulation sections: 2	Number of articulation sections: 4
AP/IB Participation Rates	AP/IB Participation Rate: 35%	AP/IB Participation Rate: 40%

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	Achievement Teams: • All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics. • All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations. • Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning. • All teachers will use our new data management system for data management and analysis.	All students	5000 LCFF S/C Site Innovation (3313) Certificated Salaries 3000 LCFF S/C Site Innovation (3313) Books and Supplies 5000 Carl Perkins Grant (35500.0) Books and Supplies 17000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 5000 Carl Perkins Grant (35500.0) Services and other operating expenditures
6.2	Intervention: • Investigate research-based instructional practices to guide intervention models and strategies. • Utilize diagnostic assessments in courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. • Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. • Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.	All students	5000 LCFF S/C Site Innovation (3313) Certificated Salaries 4000 LCFF S/C Site Innovation (3313) Books and Supplies 1000 Carl Perkins Grant (35500.0) Services and other operating expenditures 500 LCFF S/C Tutoring (2226) Certificated Salaries
6.3	Instructional Practices: • Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. • Select small number of common instructional practices that are linked to	All Students	61590 Prop 28 (67700) Books and Supplies 45000 CTEIG Round 6 (63870.6) Books and Supplies

	the school wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.		
6.4	Strengthen parent involvement in student learning and school activities by providing workshops that empower families with tools and resources to support their children's academic and social-emotional success.	Supporting new teachers was necessary supplies and books for the overall success of a school.	1504 Title I- Parent Involvement 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.

Strategy 6.1, 6.2, and 6.3 were not fully implemented to support the overall goal of increasing student participation Based on data analysis, classroom observation, and teacher feedback, it was determine that South Hills will modify its goal to increase the number of sections of dual enrollment and articulation in order to increase student participation.

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

We will change one of the strategies in order to better support the growth of the number of sections that South Hills will offer its students. We will work on limiting the number of scheduling conflicts in order to offer students more opportunities to take dual enrolment and/or articulation courses. However, these changes will not impact the budget expenditures.

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

We are changing this goal to support our dual enrollment and articulation sections. The changes can be found on the school goals, measurable outcomes and, strategies and activites to suppor the new goals.

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.

College Readiness and A-G Completion
By June of 2025, South Hills High School will maintain a 99% or higher graduation rate.
By June of 2025, South Hills High School will increase an overall A-G course completion rate 5%.
By June of 2025, South Hills High School will increase CCI completion by 4%.
By June of 2025, South Hills High School will increase the total percentage of AVID 12th graders accepted to a 4-year university 100%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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.

After a comprehensive review of student achievement data and input from stakeholders, it has been identified that there is a need to enhance College and Career Readiness at SHHS. The data reveals that a notable percentage of graduating seniors do not meet college entrance requirements or lack the necessary skills and knowledge for successful entry into the workforce.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates	98.6% graduation rate	100% graduation rate
A-G Course Completion Rate	A-G course overall completion rate 67% A-G Low Socioeconomic Completion Rate: 55% A-G SPED completion rate 26.5% A-G EL completion rate 22.2%	A-G course overall completion rate 72% A-G Low Socioeconomic Completion Rate: 60% A-G SPED completion rate 31% A-G EL completion rate 27%
College/Career Indicator (CCI) Completion Rate	College/Career Indicator (CCI) completion 57%	College/Career Indicator (CCI) completion 62%
Number of AVID Students Accepted at a 4 Year University	AVID Students Accepted at a 4 Year University	AVID Students Accepted at a 4 Year University 100%

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	Counselors will engage in an ongoing process to increase awareness of A-G requirements, monitor student progress and course selection, and guide students/families through the college and career selection process and increase CCI completion	All Students	4000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 1000 LCFF S/C Site Innovation (3313) Books and Supplies 31054 CCAP College & Career access pathways (73390.0) Books and Supplies
7.2	Update and refine course offerings and course content to ensure curriculum matches University of California A-G course alignment.	All Students	District funded
7.3	Analyze data to determine factors for students not completing A-G and meeting EAP requirements.	All Students	District funded
7.4	Continue to increase participation in college, career presentations, college fairs, and speakers so that all students and parents are aware of the opportunities presented through social media, ParentSquare, South Hills Website, Naviance, Aeries Parent and Student Portal. 10th grade students will attend a UC school and actively participate in a campus tour.	All Students	2500 LCFF S/C Site Innovation (3313) Services and other operating expenditures 1000 LCFF S/C Site Innovation (3313) Books and Supplies 8381 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures 16430 Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) Books and Supplies
7.5	Intervention and target students for remediation such as Apex to increase number of students who complete A-G and graduation requirements.	All Students	1500 LCFF S/C Site Innovation (3313) Services and other operating expenditures

7.6	Continued implementation and growth of the AVID program to recruit students who are first-generation college bound and provide them with life skills and tutoring.	Select Student Cohort groups	6000 LCFF S/C AVID (4401) Services and other operating expenditures 5000 LCFF S/C AVID (4401) Professional/Consulting Services 5000 LCFF S/C AVID (4401) Books and Supplies 8000 LCFF S/C AVID (4401) Classified Salaries
7.7	Transition Plan of 8th grade students to high school • Counselors meeting with 8th grade students individually at the middle school. • 8th Grade Parent meeting. • Light up the Night Showcase. • 8th graders come to South Hills in the spring for tours of the campus. • Introduction to Naviance. • Aeries 4-year plan. • Link crew leaders are assigned to each incoming student. • Freshman Rally/Orientation. • Shadow South Hills. • SPED coordination and transition of IEP plans.	All incoming freshmen	5000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 3000 LCFF S/C Site Innovation (3313) Books and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategy 7.1, 7.2, and 7.3 were implemented as intended based on data analysis, counselor feedback, and student feedback. Counselors have continued to bring awareness to students about meeting the A-G requirement.
Strategy 7.4 was partially implemented where counselors increased the awareness of A-G completion. There still needs to be more opportunities to inform students and families about completing A-G courses.

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

All the strategies will remain the same and there will be no changes to budgeted expenditures, allowing us to maintain our current focus in each strategy aimed to increase A-G awareness.

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.

There will be no changes made to the activities and strategies that are currently listed. The updated baseline and actual outcomes will be updated to reflect the expected outcomes.

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.

Student Engagement and Social Emotional Learning
By June of 2025, South Hills High School will decrease our the suspension rate to 1.2% or lower
By June of 2025, South Hills High School will decrease the Chronic Absenteeism Rate by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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.

South Hills High School will continue working to address the social-emotional needs of students and ensure that all students feel valued and engaged at school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rate: 1.7%	Suspension Rate: 1.2% or lower
Chronic Absenteeism Rate Data	Chronic Absenteeism Rate:16.50% EL Chronic Absenteeism Rate: 25% SpEd Chronic Absenteeism Rate: 26.9% Low Socioeconomic Chronic Absenteeism Rate: 23.1%	Chronic Absenteeism Rate: 10% EL Chronic Absenteeism Rate: 20% SpEd Chronic Absenteeism Rate: 22% Low Socioeconomic Chronic Absenteeism Rate:18%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
8.1	Students will be engaged in school life through school-wide activities run through ASB including: ~Club Rush ~Rallies	All Students	4000 LCFF S/C Site Innovation (3313)

	~Dances ~Lunchtime activities		Services and other operating expenditures 2500 LCFF S/C Site Innovation (3313) Certificated Salaries
8.2	Wellness Center with a Wellness Counselor: ~Early identification of students who are having social and emotional needs and implement a referral system that would ensure students receive help in times of need. ~Student support through the Peer Mediation program	All Students	2353 LCFF S/C Site Innovation (3313) Services and other operating expenditures
8.3	9th Grade Students Transition to South Hills: ~Link Crew will continue to provide mentorship to freshmen and new students through summer orientation, Every Student Succeeds Workshop (BARK)	All 9th grade students	2500 LCFF S/C Site Innovation (3313) Certificated Salaries
8.4	RULER Training and Implementation: Provide professional development for teachers to address student needs of students in regards to growth mindset and mindfulness strategies.	All students	3000 LCFF S/C Site Innovation (3313) Services and other operating expenditures
8.5	Attendance Supports for all students including at-risk and homeless students Regular attendance incentives for students will good attendance Saturday School SART & SARB meetings MINGA application monitoring	All Students	500 LCFF Attendance (03308) Books and Supplies 1504 Title I - Homeless 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.

Strategy 8.1, 8.2, 8.3, 8.4, and 8.5 were implemented as intended based on data analysis, attendance reports, and counselor feedback. Incentives have played a role in encouraging students to attend school daily.

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

Strategy 8.1, 8.2, 8.3, 8.4, and 8.5 will remain the same and there will be no changes to budgeted expenditures, allowing us to maintain our current focus in each strategy aimed at improving attendance. In strategy 8.5 we included MINGA application support.

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.

There will be no changes made to the activities and strategies taht are currently listed. The update baseline and actual outcome show an improvement in decreasing our over chronic absences.

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
9.5			
9.6	.		
9.9	.		

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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	$22,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$449,547.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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	$19,800.00
Title I- Parent Involvement	$1,504.00

Subtotal of additional federal funds included for this school: $22,808.00

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 ($)
Carl Perkins Grant (35500.0)	$31,539.00
CCAP College & Career access pathways (73390.0)	$31,054.00
CTEIG Round 6 (63870.6)	$45,000.00
Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	$16,430.00
LCFF Attendance (03308)	$500.00
LCFF S/C AVID (4401)	$24,000.00
LCFF S/C College Campus Visit (04423.0)	$8,381.00
LCFF S/C New Teacher (2223)	$1,000.00
LCFF S/C Site Innovation (3313)	$185,745.00
LCFF S/C Tutoring (2226)	$21,500.00
Prop 28 (67700)	$61,590.00

Subtotal of state or local funds included for this school: $426,739.00

Total of federal, state, and/or local funds for this school: $449,547.00

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	19,800.00	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)	185,745.00	0.00
LCFF S/C AVID (4401)	24,000.00	0.00
LCFF S/C Tutoring (2226)	21,500.00	0.00
LCFF S/C College Campus Visit (04423.0)	8,381.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	1,000.00	0.00
Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	16,430.00	0.00
CCAP College & Career access pathways (73390.0)	31,054.00	0.00
Carl Perkins Grant (35500.0)	31,539.00	0.00
CTEIG Round 6 (63870.6)	45,000.00	0.00
Prop 28 (67700)	61,590.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Carl Perkins Grant (35500.0)	31,539.00
CCAP College & Career access pathways (73390.0)	31,054.00
CTEIG Round 6 (63870.6)	45,000.00
Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	16,430.00
LCFF Attendance (03308)	500.00
LCFF S/C AVID (4401)	24,000.00
LCFF S/C College Campus Visit (04423.0)	8,381.00
LCFF S/C New Teacher (2223)	1,000.00
LCFF S/C Site Innovation (3313)	185,745.00
LCFF S/C Tutoring (2226)	21,500.00
Prop 28 (67700)	61,590.00

Title I - Homeless	1,504.00
Title I - Site Allocation	19,800.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
Books and Supplies	272,970.00
Certificated Salaries	46,800.00
Classified Salaries	8,000.00
Professional/Consulting Services	40,000.00
Services and other operating expenditures	81,777.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Books and Supplies	Carl Perkins Grant (35500.0)	15,000.00
Services and other operating expenditures	Carl Perkins Grant (35500.0)	16,539.00
Books and Supplies	CCAP College & Career access pathways (73390.0)	31,054.00
Books and Supplies	CTEIG Round 6 (63870.6)	45,000.00
Books and Supplies	Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	16,430.00
Books and Supplies	LCFF Attendance (03308)	500.00
Books and Supplies	LCFF S/C AVID (4401)	5,000.00
Classified Salaries	LCFF S/C AVID (4401)	8,000.00
Professional/Consulting Services	LCFF S/C AVID (4401)	5,000.00
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)	8,381.00
Books and Supplies	LCFF S/C New Teacher (2223)	1,000.00
Books and Supplies	LCFF S/C Site Innovation (3313)	76,092.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	25,300.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	35,000.00

Services and other operating expenditures	LCFF S/C Site Innovation (3313)	49,353.00
Certificated Salaries	LCFF S/C Tutoring (2226)	21,500.00
Books and Supplies	Prop 28 (67700)	61,590.00
Services and other operating expenditures	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	19,800.00
Books and Supplies	Title I- Parent Involvement	1,504.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,000.00
Goal 2	56,892.00
Goal 3	16,500.00
Goal 4	41,539.00
Goal 5	16,800.00
Goal 6	153,594.00
Goal 7	97,865.00
Goal 8	16,357.00

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
EL Instructional Aide (Erika Munoz-Mitat)	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 South Hills High School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq. And approved by our School Site Council for the current school year.

Principal: Terry Abernathy

Signature

11/15/2024

Date

School Site Council President: Secoral Yanez

Signature

11/15/2024

Date

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

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

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

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Terry Abernathy	Principal
Nell Upchurch	Other School Staff
Caitlin Ruvalcaba	Classroom Teacher
Andrea Madrigal	Classroom Teacher
Claudio Seanez	Classroom Teacher
Secoral Yanez	Other School Staff
Annalise Mora	Secondary Student
Eric Pasillas	Secondary Student
Aundria Torres	Secondary Student
Eloy Florez	Parent or Community Member
Andres Castaneda	Parent or Community Member
David Alonzo	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

South Hills High School

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

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Tiffany Liang		X	
Raquel Chavarria		X	
Erin Lippert		X	
Dan Cao		X	
Kellie Wu		X	
Alma Luna		X	
Karen Huff		X	
Luz Banuelos			X
Terry Albernathy	X		
Numbers of members of each category	**1**	**7**	**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

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 12/06/2024.

Attested:

Principal, Terry Abernathy on 12/06/2024

SSC Chairperson, Secoral Yanez on 12/06/2024

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 (Se*ctions: 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	**17948.70**	**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	**$61956**	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	**$28255.00**	The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.
Perkins V	**$**	The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023