

School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------|-----------------------------------|--|---------------------------|
| Fairvalley High School | 19 64436-1931617 | 12/8/2025 | January 08, 2026 |

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

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

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

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

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

Schoolwide Program

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.

Table of Contents

- SPSA Title Page 1
- Table of Contents 2
- Plan Description 4
- Educational Partner Involvement 5
- Resource Inequities 6
- Comprehensive Needs Assessment Components 6
 - California School Dashboard (Dashboard) Indicators 6
 - Other Needs 7
- School and Student Performance Data 11
 - Student Enrollment 11
 - CAASPP Results 13
 - ELPAC Results 17
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 30
 - Conditions & Climate 33
- District/School Goals Alignment 35
- Research Foundation 36
- Goals, Strategies, & Proposed Expenditures 39
 - Goal 1 39
- RTI Pyramid: District ELA 42
 - Goal 2 43
- RTI Pyramid: District Math 46
 - Goal 3 47
 - Goal 4 50
 - Goal 5 52
 - Goal 6 54
 - Goal 7 58
 - Goal 8 62
 - Goal 9 **Error! Bookmark not defined.**
 - Goal 10 **Error! Bookmark not defined.**
- Budget Summary 64
 - Budget Summary 64
 - Other Federal, State, and Local Funds 64
- Budgeted Funds and Expenditures in this Plan 65

| | |
|--|----|
| Funds Budgeted to the School by Funding Source | 65 |
| Expenditures by Funding Source | 65 |
| Expenditures by Budget Reference..... | 66 |
| Expenditures by Budget Reference and Funding Source | 66 |
| Expenditures by Goal..... | 67 |
| Positions Funded by School's Categorical Programs..... | 68 |
| School Safety Plan SB187 | 69 |
| School Site Council Membership | 70 |
| English Learner Advisory Committee Members | 71 |
| Recommendations and Assurances | 72 |
| Instructions | 73 |
| Appendix A: Plan Requirements | 80 |
| Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements | 83 |
| Appendix B: Categorical District Services Budget..... | 86 |
| Centralized Services Description..... | 87 |
| Appendix C: Select State and Federal Programs..... | 88 |

Plan Description

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

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

Schoolwide Program

Purpose:

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

Components:

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

Governance and Educational Partner Engagement:

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

CSI and ATSI Planning:

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

Parent and Community Involvement:

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

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

Alignment with Federal and State Mandates:

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

Title I Implementation:

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The FHS SSC met on October 28, 2025, to conduct a comprehensive needs assessment and data analysis, with a focus on the CA Dashboard and student achievement. Parents, students, certificated, and classified members of the FHS SSC were all present at this meeting. Members of the SSC made recommendations for the 2025-2026 SPSA goals and strategies. On December 8, 2025, the FHS SSC voted to approve the draft SPSA, which was subsequently submitted to the C-VUSD Board of Education for approval on January 8, 2026. School achievement data was also presented at the FHS Annual Title I Parent Meeting held on September 4, 2025, as well as during multiple FHS Instructional Leadership Team Meetings and FHS Staff Meetings.

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the School 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 CA Dashboard, the Fairvalley suspension rate falls within the red indicator with a suspension rate of 10%. To address this, Fairvalley utilizes a comprehensive support structure that includes site administrators, the school counselor, the school psychologist, the district social worker, and outside mentors. Included in the support structure are external agencies with a focus on mental health support. Fairvalley staff have been trained in the use of restorative practices, multi-tiered systems of support, and social-emotional learning via the RULER curriculum.

FHS also fell within the red indicator for college and career preparedness. To address this, Fairvalley has expanded its course offerings to include a wide array of electives and core classes and provides counseling and post-secondary

planning services. Students are provided with information on college and careers, as well as the financial aid (FAFSA) process. Fairvalley has also expanded to include Dual Enrollment/College Credit classes, a full CTE pathway in Business Principles, and provides students with work experience opportunities.

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.

There is no state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

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

According to disaggregated internal data, during the 2024-2025 school year, the following student groups have a significantly higher rate of chronic absenteeism: Students With Disabilities, Foster, and Homeless.

Additionally, the following student groups have a significantly lower rate of graduation as compared to "all students:" Students With Disabilities, Foster, and Homeless.

While the overall suspension rate at Fairvalley is approximately 10% for the 2024-2025 school year, the suspension rate for Foster Students is approximately 17%.

Data Analysis

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

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

Surveys

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

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

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

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

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

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

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESSA)

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

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

Funded), and much more, including Google, Microsoft, NGSS, supplemental programs, dual language, social/emotional, behavioral, and Career Technical Education (LCAP Funded).

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

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

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

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESSA).

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

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

Evidence-based educational practices to raise student achievement.

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| American Indian | 0.64% | % | % | 1 | | |
| African American | 5.73% | 4.40% | 3.48% | 9 | 7 | 4 |
| Asian | 0% | 2.52% | 2.61% | 0 | 4 | 3 |
| Filipino | 0.64% | 0.63% | 1.74% | 1 | 1 | 2 |
| Hispanic/Latino | 81.53% | 82.39% | 84.35% | 128 | 131 | 97 |
| Pacific Islander | 0.64% | % | % | 1 | | |
| White | 8.28% | 8.81% | 6.96% | 13 | 14 | 8 |
| Two or More Races | 1.27% | 0.63% | % | 2 | 1 | |
| Not Reported | 1.27% | 0.63% | 0.87% | 2 | 1 | 1 |
| Total Enrollment | | | | 157 | 159 | 115 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Grade 10 | | 2 | |
| Grade 11 | 44 | 26 | 26 |
| Grade 12 | 113 | 131 | 89 |
| Total Enrollment | 157 | 159 | 115 |

Conclusions based on this data:

1. Fairvalley continues to serve a demographic population of students that is similar to that of the C-VUSD with an enrollment rate of nearly 85% of students that are Hispanic/Latino.
2. Fairvalley steadily gains students throughout each year as students at the comprehensive high schools become identified as credit deficient or at risk of becoming credit deficient at each six-week grading period. However, there has been a steady decline in enrollment with a substantial decline in enrollment noted during the 2024-2025 school year.
3. Fairvalley holds individual student orientations as the comprehensive high schools refer students who are credit deficient, at-risk of being credit deficient, or would benefit from a smaller school environment and are between 16-18 years of age. However, the majority of students that are referred to Fairvalley are seniors.

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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| English Learners | 11 | 13 | 8 | 7.0% | 8.2% | 7.0% |
| Fluent English Proficient (FEP) | 33 | 30 | 28 | 21.0% | 18.9% | 24.3% |

Conclusions based on this data:

1. During the 2024-2025 school year, 7% of students enrolled at Fairvalley were English learners. This is a small decrease in the number of English learners that were enrolled at Fairvalley during the 2023-2024 school year.
2. The English 3D curriculum was adopted by the C-VUSD for the 2024-2025 school year and additional coaching support for ELD teachers was provided.
3. At Fairvalley, students identified as English learners receive one period of designated ELD instruction daily and there was a substantial increase in the percentage of students that were reclassified as English proficient from the 2023-2024 school year to the 2024-2025 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 55 | 68 | 46 | 50 | 65 | 44 | 50 | 65 | 44 | 90.9 | 95.6 | 95.7 |
| All Grades | 55 | 68 | 46 | 50 | 65 | 44 | 50 | 65 | 44 | 90.9 | 95.6 | 95.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 2423. | 2464. | 2424. | 0.00 | 0.00 | 0.00 | 8.00 | 15.38 | 2.27 | 10.00 | 30.77 | 18.18 | 82.00 | 53.85 | 79.55 |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | 0.00 | 8.00 | 15.38 | 2.27 | 10.00 | 30.77 | 18.18 | 82.00 | 53.85 | 79.55 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 4.00 | 6.15 | 0.00 | 40.00 | 58.46 | 45.45 | 56.00 | 35.38 | 54.55 |
| All Grades | 4.00 | 6.15 | 0.00 | 40.00 | 58.46 | 45.45 | 56.00 | 35.38 | 54.55 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 0.00 | 0.00 | 0.00 | 18.00 | 43.75 | 18.18 | 82.00 | 56.25 | 81.82 |
| All Grades | 0.00 | 0.00 | 0.00 | 18.00 | 43.75 | 18.18 | 82.00 | 56.25 | 81.82 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 2.00 | 1.54 | 4.55 | 50.00 | 72.31 | 63.64 | 48.00 | 26.15 | 31.82 |
| All Grades | 2.00 | 1.54 | 4.55 | 50.00 | 72.31 | 63.64 | 48.00 | 26.15 | 31.82 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 0.00 | 0.00 | 0.00 | 40.00 | 61.54 | 40.91 | 60.00 | 38.46 | 59.09 |
| All Grades | 0.00 | 0.00 | 0.00 | 40.00 | 61.54 | 40.91 | 60.00 | 38.46 | 59.09 |

Conclusions based on this data:

1. The percentage of students tested remained stable over three years, demonstrating consistent testing engagement.
2. There was a substantial decrease in students writing at or near standard from the 2022-2023 with the percentage of students falling from 43% to 18% in the 2023-2024 school year.
3. There was a small increase in students demonstrating effective communication skills with an increase during the 2023-2024 school year to 4% from 1% in the 2022-2023 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 55 | 68 | 46 | 51 | 65 | 44 | 51 | 64 | 44 | 92.7 | 95.6 | 95.7 |
| All Grades | 55 | 68 | 46 | 51 | 65 | 44 | 51 | 64 | 44 | 92.7 | 95.6 | 95.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 2424. | 2441. | 2424. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.27 | 11.76 | 10.94 | 9.09 | 88.24 | 89.06 | 88.64 |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.27 | 11.76 | 10.94 | 9.09 | 88.24 | 89.06 | 88.64 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 0.00 | 0.00 | 0.00 | 47.06 | 45.31 | 50.00 | 52.94 | 54.69 | 50.00 |
| All Grades | 0.00 | 0.00 | 0.00 | 47.06 | 45.31 | 50.00 | 52.94 | 54.69 | 50.00 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 11 | 0.00 | 1.56 | 0.00 | 64.71 | 45.31 | 38.64 | 35.29 | 53.13 | 61.36 |
| All Grades | 0.00 | 1.56 | 0.00 | 64.71 | 45.31 | 38.64 | 35.29 | 53.13 | 61.36 |

Conclusions based on this data:

1. The percentage of students tested remained stable over three years, demonstrating consistent testing engagement.
2. There was a small increase in the percentage of students that met standards in the 2023-2024 school year with 2% of students meeting standards in 2023-2024.
3. The rate of students at or near standard in problem solving has remained consistent over the past three years with approximately 50% of students at or near standard, there has been a significant decline in students at or near standard in communicating and reasoning with the percentage of students at or near standard falling from 45% in the 2022-2023 school year to 38% in the 2023-2024 school year.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 11 | * | * | * | * | * | * | * | * | * | * | 4 | 4 |
| 12 | * | * | * | * | * | * | * | * | * | 4 | 5 | 5 |
| All Grades | | | | | | | | | | 7 | 9 | 9 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

Conclusions based on this data:

1. With less than 10 students during the 2023-2024 school year, this is not a significant student group for Fairvalley High School

School and Student Performance Data

Student Population

The 2024 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.

| 2023-24 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 159 | 84.9% | 8.2% | 4.4% |
| Total Number of Students enrolled in Fairvalley High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 13 | 8.2% |
| Foster Youth | 7 | 4.4% |
| Homeless | 17 | 10.7% |
| Socioeconomically Disadvantaged | 135 | 84.9% |
| Students with Disabilities | 52 | 32.7% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 7 | 4.4% |
| American Indian | 0 | 0.0% |
| Asian | 4 | 2.5% |
| Filipino | 1 | 0.6% |
| Hispanic | 131 | 82.4% |
| Two or More Races | 1 | 0.6% |
| Pacific Islander | 0 | 0.0% |
| White | 14 | 8.8% |

Conclusions based on this data:

1. Fairvalley serves a diverse student body, with approximately 82% of students identifying as Hispanic, while smaller groups represent various other ethnic backgrounds, including African American (4%), White (8%), and Asian (2%).

2. With 85% of students falling within the socioeconomically disadvantaged student groups, the need for resources and support is particularly evident, especially for student groups such as English Learners, Foster, Homeless and Students With Disabilities.
3. With a large percentage of students identified as having disabilities, Fairvalley High School plays a critical role in providing inclusive education, addressing diverse learning needs, and fostering a supportive environment for all students.

School and Student Performance Data

Overall Performance

The 2024 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

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Orange

Mathematics



No Performance Color

English Learner Progress



No Performance Color

College/Career



Orange

Conclusions based on this data:

1. Fairvalley had a significant increase in the rate of graduation increasing from approximately 86% to approximately 97% during the 2024-2025 school year.
2. Fairvalley had an increase in suspension rate to 12% during the 2024-2025 school year making other means of correction and the support of the district social worker and outside agencies essential.
3. Although Fairvalley continues to fall within the orange for College and Career Preparedness, Fairvalley continues to offer two semesters of dual enrollment, and has implemented a full CTE pathway in Business Principles in addition to offering a wide array of electives and core classes.

School and Student Performance Data

Academic Performance English Language Arts

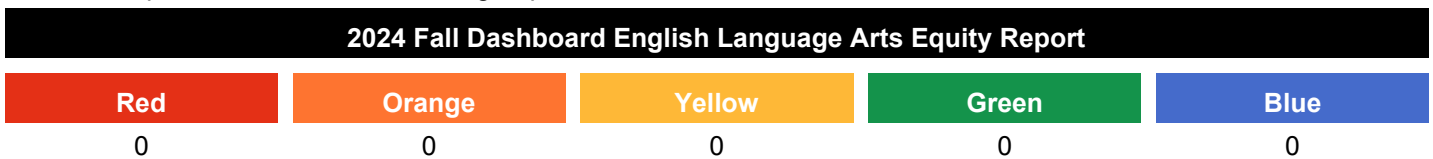
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p></p> <p>No Performance Color</p> <p>145.5 points below standard</p> <p>Declined 30.8 points</p> <p>22 Students</p> | <p>English Learners</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>138.9 points below standard</p> <p>Declined 24.7 points</p> <p>21 Students</p> |

| | | |
|---|--|--|
| <p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Hispanic</p>  <p>No Performance Color</p> <p>141.4 points below standard</p> <p>Declined 37.3 points</p> <p>21 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p> |

Conclusions based on this data:

1. Overall, Fairvalley students have declined significantly in English Language Arts, increasing the distance from the standard by 30 points, falling 145 points below standard.
2. Socioeconomically disadvantaged and Hispanic students also declined significantly, falling 25 points and 37 points respectively. However, socioeconomically disadvantaged students and Hispanic students both performed slightly better than students overall.
3. Small student groups, including English Learners, Foster Youth, and Students with Disabilities, consist of fewer than 11 students each, underscoring the importance of personalized strategies to address their unique academic needs.

School and Student Performance Data

Academic Performance Mathematics

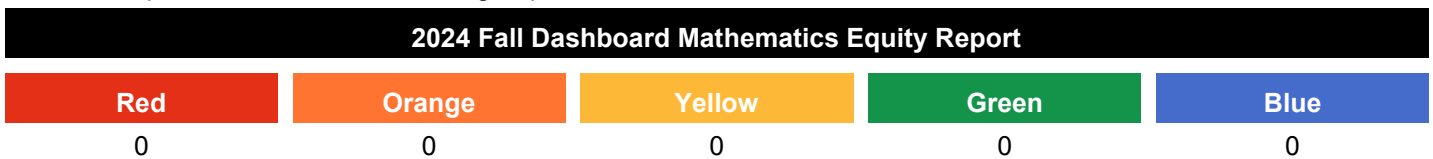
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p></p> <p>No Performance Color</p> <p>222.2 points below standard</p> <p>Declined 48.5 points</p> <p>22 Students</p> | <p>English Learners</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>216.2 points below standard</p> <p>Declined 29.5 points</p> <p>21 Students</p> |

| | | |
|---|--|--|
| <p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Hispanic</p>  <p>No Performance Color</p> <p>221.8 points below standard</p> <p>Declined 59.6 points</p> <p>21 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p> |

Conclusions based on this data:

1. Overall, students at Fairvalley declined approximately 48 points falling 222 points below standard in Math.
2. While students in the student group socioeconomically disadvantaged and Hispanic also fell significantly, they performed slightly better than students overall at Fairvalley.
3. Small student groups, including English Learners, Foster Youth, and Students with Disabilities, consist of fewer than 11 students each, underscoring the importance of personalized strategies to address their unique academic needs.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| English Learner Progress  No Performance Color 58.3 points above standard making progress. Number Students: 12 Students | Long-Term English Learner Progress  No Performance Color 58.3 points above standard making progress. Number Students: 12 Students |

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.

| 2024 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 |
| 2 | 3 | 0 | 2 |

Conclusions based on this data:

1. C-VUSD has adopted the English 3D curriculum for the 2024-2025 school year. Additional support from the ELD Coach will be provided to the ELD Teacher to support the new curriculum and students.
2. Increasing student engagement opportunities, and providing designated instruction through the use of the English 3D curriculum will provide support for English learners and increase their performance on the CAASPP ELA, CAST and ELPAC.
3. 16% of students progressed at least one ELPI level, with 25% of students maintaining and 16% decreasing by ELPI level highlighting the need for continued support through designated instruction provided at Fairvalley.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

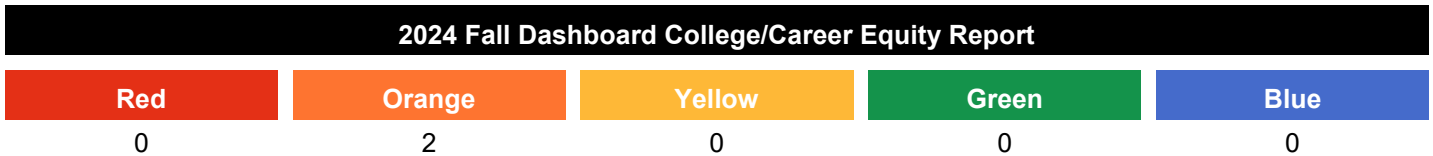
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p> <p>Orange</p> <p>4.5 Prepared</p> <p>Increased 4.5</p> <p>66 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>5 Prepared</p> <p>0</p> <p>20 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.6 Prepared</p> <p>Increased 4.6</p> <p>65 Students</p> |

| | | |
|--|--|--|
| <p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students 0</p> <p>7 Students</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students 0</p> <p>2 Students</p> | <p>American Indian</p>  <p>No Performance Color 0 Students</p> |
| <p>Asian</p>  <p>No Performance Color Less than 11 Students 0</p> <p>3 Students</p> | <p>Filipino</p>  <p>No Performance Color 0 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>5.6 Prepared</p> <p>Increased 5.6</p> <p>54 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p> | <p>Pacific Islander</p>  <p>No Performance Color 0 Students</p> | <p>White</p>  <p>No Performance Color Less than 11 Students 0</p> <p>6 Students</p> |

Conclusions based on this data:

1. Approximately 4% of students graduated college/career prepared this represents a significant increase in students that met the CA Dashboard requirements in this area.
2. Fairvalley has expanded it's core content classes to include Biology and Conceptual Physics, as well as Math III in order to provide all students with opportunities to become A-G eligible.
3. Fairvalley students will continue to benefit from increased usage of Naviance to support post graduation planning and will continue to partner with Mt. SAC to provide dual enrollment opportunities for all students.

School and Student Performance Data

Academic Engagement Graduation Rate

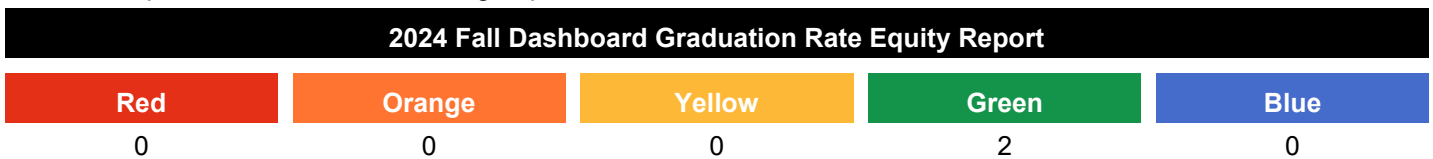
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p> <p> Green</p> <p>86.4% graduated</p> <p>Increased 18.4%</p> <p>66 Students</p> | <p>English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> | <p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>100% graduated</p> <p>20 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>86.2% graduated</p> <p>Increased 16.8%</p> <p>65 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students</p> | <p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p> | <p>American Indian</p>  <p>No Performance Color 0 Students</p> |
| <p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students</p> | <p>Filipino</p>  <p>No Performance Color 0 Students</p> | <p>Hispanic</p>  <p>Green 87% graduated Increased 20.4% 54 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p> | <p>Pacific Islander</p>  <p>No Performance Color 0 Students</p> | <p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students</p> |

Conclusions based on this data:

1. The graduation rate for Fairvalley has consistently increased over the past three years.
2. The trimester system provides students with an opportunity to increase credit recovery which correlates to the increase in graduation rate. Students can also enroll in CTE pathways, adult education courses, work experience, online credit recovery (APEX), dual enrollment/college credit and summer school classes.
3. Fairvalley maintains a full-time school counselor and a part-time district social worker to support student needs in academics and social-emotional support.

School and Student Performance Data

Conditions & Climate Suspension Rate

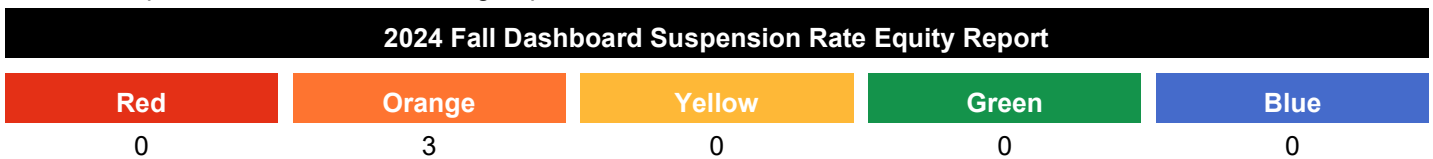
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



This section provides 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.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 2.1%</p> <p>199 Students</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>18 Students</p> | <p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p> |
| <p>Foster Youth</p>  <p>No Performance Color</p> <p>23.1% suspended at least one day</p> <p>Increased 23.1%</p> <p>13 Students</p> | <p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>26 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>4.6% suspended at least one day</p> <p>Increased 3.9%</p> <p>175 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7%</p> <p>58 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>Hispanic</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 1.9%</p> <p>163 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>18 Students</p> |

Conclusions based on this data:

1. Fairvalley uses other means of correction in lieu of suspensions. The utilization of mental health services has been beneficial to students and has allowed Fairvalley to maintain its low rate of suspension.
2. Participation in social-emotional learning, sports, leadership activities, expanded electives, and incentives continue to be important in decreasing the student suspension rate.
3. Fairvalley administrators and the Instructional Leadership Team will expand the use of restorative practices at FHS during the 2025-2026 school year, in addition to implementing RULER, the District SEL program with greater fidelity to decrease the student suspension rate.

District/School Goals Alignment

LCAP Goals:

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

| LCAP | Educational Services | SPSA |
|-----------|---|---|
| Goals 1-4 | <p>English Language Arts: Increase the percentage of students meeting or exceeding standards in English Language Arts by 3%, as measured by CAASPP.</p> <p>Mathematics: Increase the percentage of students meeting or exceeding standards in Mathematics by 3%, as measured by the CAASPP.</p> <p>Science: Increase the percentage of students meeting or exceeding standards in Science by 3%, as measured by CAST.</p> <p>English Learner Progress: Increase the percentage of students making progress towards English language proficiency by 3%, as measured by the English Learner Progress Indicator (ELPI) on the CA Dashboard.</p> <p>Graduation Rate: Increase the high school graduation rate by 2%, as measured by the Graduation Rate Indicator on the CA Dashboard.</p> <p>A-G Rate: Increase the percentage of 12th-grade students meeting UC/CSU entrance requirements by 5%, as measured by the A-G completion rate.</p> <p>Attendance: Increase the Districtwide Attendance Rate to at least 96.5% or higher.</p> | 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
|--|--|---|
| <p>Expository Reading and Writing Course (ERWC) 6-12</p> <p>ESSA: Moderate</p> | <ul style="list-style-type: none"> 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 <p>(California Department of Education (CCSS), California State University course syllabus)</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |
| <p>UCI Math Project</p> <p>ESSA: Moderate</p> | <ul style="list-style-type: none"> 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. <p>(Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |
| <p>Lindamood-Bell</p> <p>ESSA: Strong</p> | <ul style="list-style-type: none"> 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. <p>(Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |
| <p>Ruler</p> <p>ESSA: Moderate</p> | <ul style="list-style-type: none"> 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. <p>(Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |
| <p>Character Strong/Purposeful People</p> <p>ESSA: Moderate</p> | <ul style="list-style-type: none"> 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 <p>(Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |

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 |
|--|--|--|
| Protocols for Professional Learning ESSA: Promising | Professional Development for teachers occurs at Fairvalley on a bi-monthly basis. In addition, Fairvalley faculty contribute to committee work to advance district wide initiatives such as Focused Schools and Social Emotional Learning. | Goals, Strategies, & Proposed Expenditures |
| Collaborative Assessment ESSA: Promising | Provide a consistent and systematic framework that fosters a learning environment promoting positive social, emotional, and academic outcomes, thereby helping staff close the achievement gap. | Goals, Strategies, & Proposed Expenditures |
| Close Reading ESSA: Promising | Provides strategies for close, analytical reading of texts at each grade level. Encourages students to read and reread deliberately so that they can understand the central ideas and key details. | Goals, Strategies, & Proposed Expenditures |

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

ELA

By June 2026, Fairvalley High School students will increase their overall score on ELA SBAC by 3%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

Identified Need

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

The 2025 CA Dashboard indicates a significant decline in student performance, by 40 points, from the 2023-2024 to the 2024-2025 school year, and a critical need for improvement in English Language Arts (ELA) performance. The data shows that all students are performing significantly below standard, with a gap of 185 points. Students in the Hispanic group performed slightly higher than all students, 179 points below the standard, while socioeconomically disadvantaged students performed slightly lower, 211 points below the standard.

These performance gaps highlight the need for targeted interventions to support underperforming student groups. To address these areas, Fairvalley will implement strategies that include enhanced instructional support, differentiated learning approaches, and focused professional development for teachers to better address the needs of these student populations. Additionally, engaging parents and the community in supporting student learning is crucial to closing these achievement gaps.

WASC Schoolwide Growth Areas for Continuous Improvement:

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|------------------------------|------------------------------|
| SBAC ELA | Met or Exceeded Standard: 2% | Met or Exceeded Standard: 5% |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 1.1 | Provide professional development, such as Focus Schools (ILT), MTSS, the Freedom Writers Foundation, and Jenica Speaks: Healthy Relationships, among others. | All Students | CSI (31820) Professional/Consulting Services Focus Schools/ILT 9,000 CSI (31820) Professional/Consulting Services Staff & Student Writing Workshops: Freedom Writers Foundation District funded Certificated Salaries MTSS |
| 1.2 | Maintain the co-teach model in ERWC 12, and Comp. Lit III to support reading and writing goals for all students, students with disabilities, and English language learners in ELA and across all content areas. | SWD | District funded Certificated Salaries |
| 1.3 | Provide supplemental material in all content areas to support hands-on, interactive lessons and opportunities for field trips and college visits. | All Students | 200.00 Title I - Site Allocation Books and Supplies |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Strategies 1.1 and 1.2 related to the district writing assessment and common formative assessments were found to be ineffective due to the fluid and fluctuating student population and enrollment. Strategies 1.3 and 1.4 were effective, and new teachers received professional development in co-teaching, restorative practices, CAASPP scoring, and other relevant areas. Strategy 1.6 related to co-teaching in ERWC 12 was effective and will be maintained. Strategy 1.7, providing supplemental materials, hands-on activities, field trips, and college visits, was highly effective. While the strategies were determined to be effective, there was no increase in students scoring at or above standards on the SBAC ELA during the 2024-2025 school year. Only 2% of students met or exceeded standards during both the 2024-2025 and 2023-2024 school years.

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

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

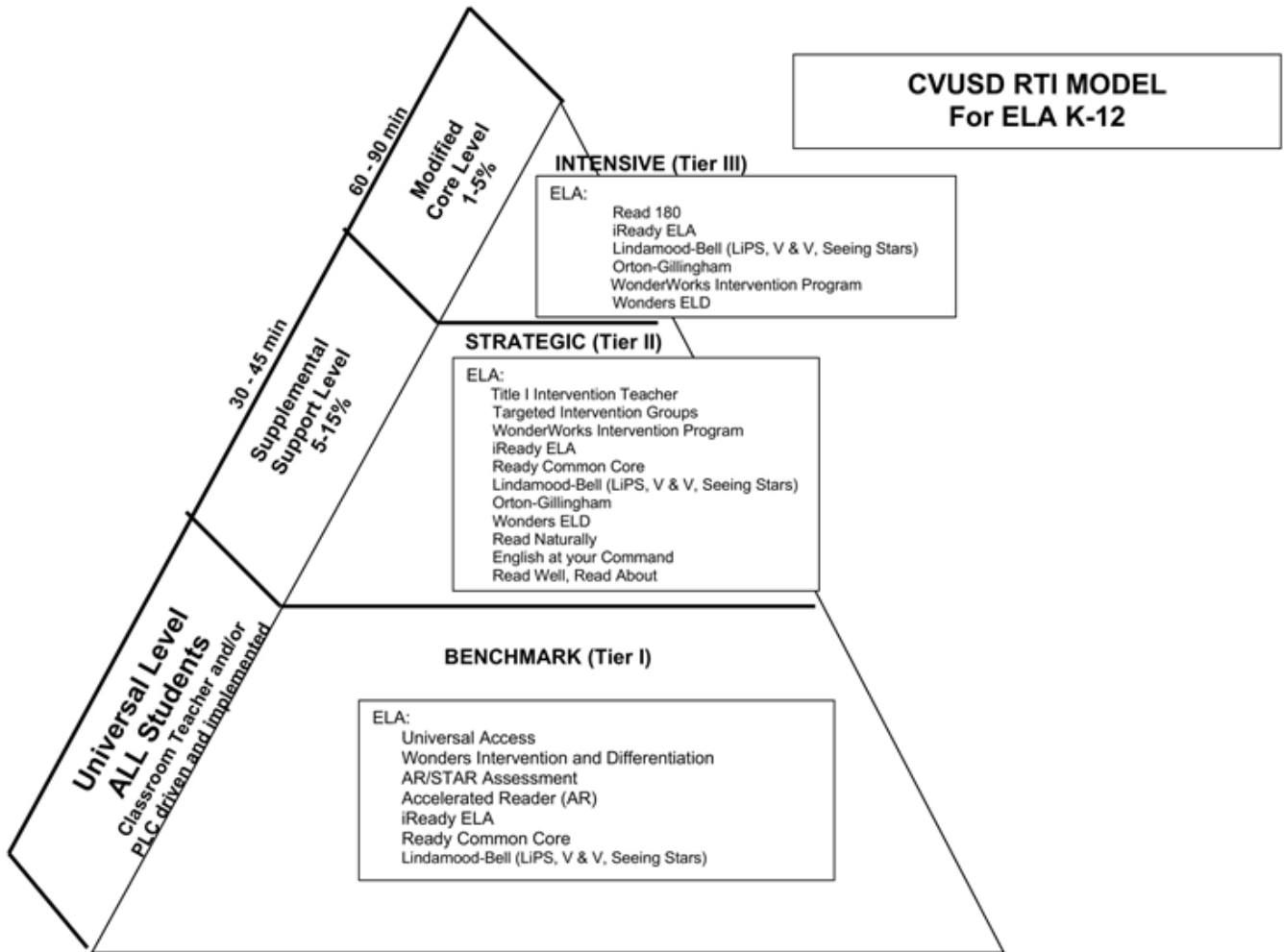
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies 1.1 and 1.2, related to the administration and data cycle of DWAs and CFAs, will be removed from the SPSA as they were ineffective due to the fluid enrollment of Fairvalley students.

Strategies 1.3 and 1.4 will be combined and updated to reflect that professional development will be provided, eliminating the wording related to new teachers, as Fairvalley does not have any new teachers on staff.

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

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By June 2026, Fairvalley High School students will increase their SBAC math scores by 3%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

Identified Need

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

Based on a review of the Dashboard and local data, Fairvalley High School requires significant improvement in math performance, particularly for Hispanic and socioeconomically disadvantaged students, who continue to show a substantial decline of 18 points and 34 points, respectively. Based on this decline, SBAC math scores indicate that Hispanic students fall 240 points below the standard, socioeconomically disadvantaged students fall 250 points below the standard, and all students fall 240 points below the standard. By June 2026, the goal is to increase SBAC math scores by 3%. Steps to address these areas include regularly monitoring the ALEKS Math program to track student progress through data analysis at the progress report and the end of the trimester, ensuring that instruction is targeted and adjusted based on the students' needs.

WASC Schoolwide Growth Areas for Continuous Improvement:

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| SBAC Math | All Students: 0% met or exceeded standard. | All Students: 3% of students will meet |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|------------------------|---|
| 2.2 | Utilize a variety of instructional strategies to engage all learners in Math including co-teaching, integrated instructional strategies for English learners, small group and direct instruction. | All Students, SWD & EL | District funded Certificated Salaries |
| 2.3 | Utilize protocols for professional learning and collaborative assessment to collectively analyze, reflect, and set student goals based on the results of individual student progress in the ALEKS Math program. | All Students | District funded Certificated Salaries |
| 2.5 | Provide ILT and certificated staff professional development in, but not limited to: differentiated instruction, data driven strategies, co-teaching & integrated strategies for English Learners. | All Students and EL | District funded Certificated Salaries Education Services TOSA |
| 2.6 | Expand the co-teach model to support students with disabilities in Math I, Math II & Math III. | SWD | District funded Certificated Salaries |

Annual Review

SPSA Year Reviewed: 2024-25

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 2.2 was implemented as intended and will be maintained. Strategy 2.3 will be maintained with a small adjustment: removing CFAs and setting short-term goals at a class level based on individual progress in the ALEKS Math program, rather than relying on the results of the Math CAASPP or District Benchmarks. Strategies 2.5 and 2.6 were implemented as intended and will be maintained.

Setting short-term individualized goals in the classroom, as well as continuing to offer Math III is intended to increase the overall number of students meeting or exceeding standards on the SBAC Math. No students met or exceeded standards on the SBAC Math during the 2024-2025 school year which is a decrease from the 2023-2024 school year in which 2% of students met or exceeded standards on the SBAC Math.

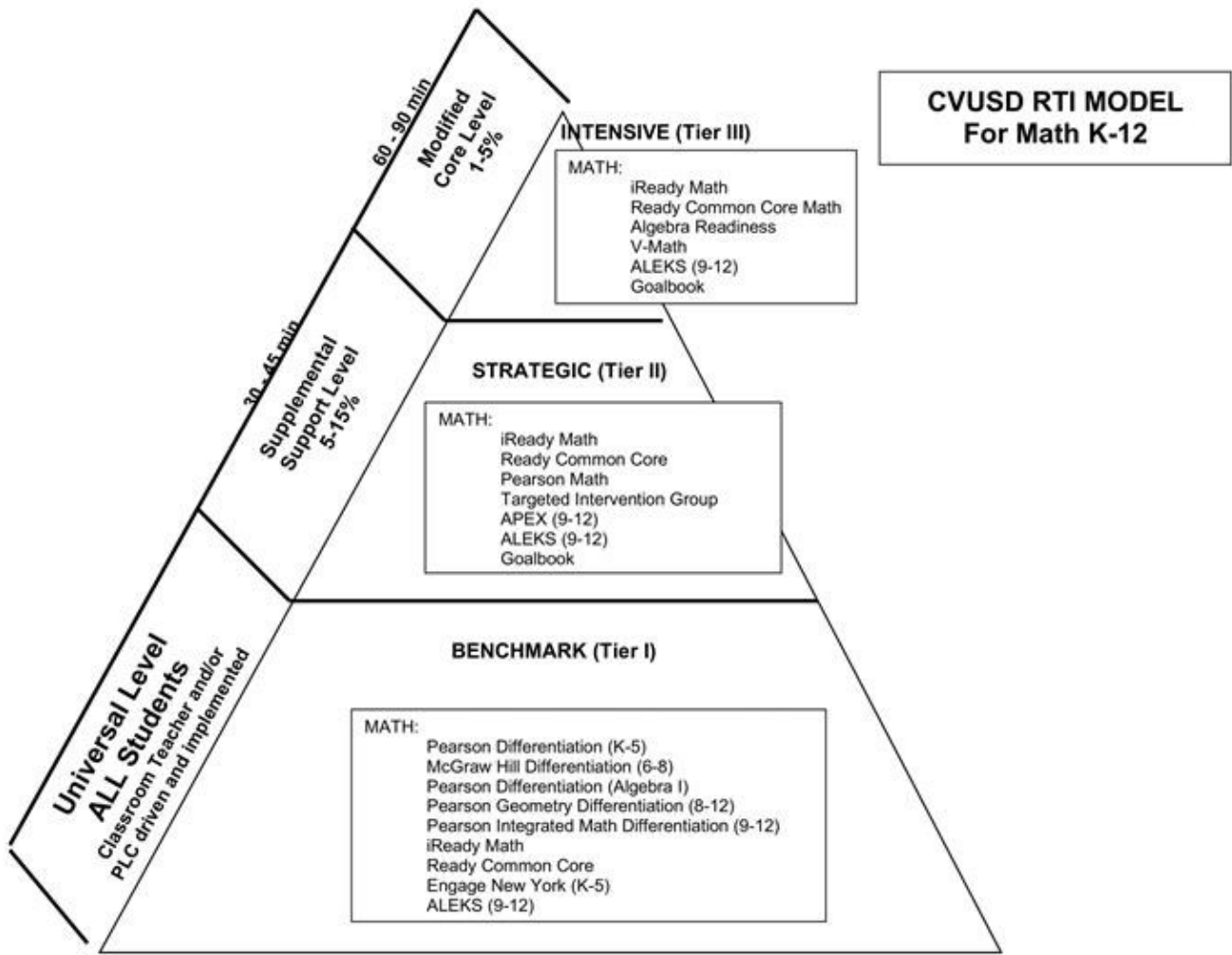
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

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

Minor updates have been made to Strategy 2.3 goal, removing CFAs and adding that short-term goals will be developed at a class level rather than relying on the results of District Benchmarks or the Math CAASPP.

RTI Pyramid: District Math



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

By June 2026, Fairvalley High School will increase EL student performance on the SBAC ELA by 3%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

Identified Need

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

While specific performance data for English Learners and Long-Term English Learners are suppressed due to low enrollment, the significantly low scores for the socioeconomically disadvantaged group of students (which overlaps heavily with EL/LTEL) show a significant performance gap. This confirms the urgent need for targeted, specialized support to significantly improve the performance of English Learners enrolled in Fairvalley. Internal data indicate that 100% of English Learners graduated in the 2024-2025 school year; however, 0% of English Learners were college or career-ready, according to the CA Dashboard. During the 2024-2025 school year, 50% of English Learners were reclassified as fluent English Proficient, which demonstrates a substantial increase from the 2023-2024 school year.

To address these gaps, FHS anticipates an increase in English Learner student performance on the SBAC ELA by 3%, an increase in the rate of reclassification by 3%, and an increase in the number of English learners who are prepared for college and careers, according to the CA Dashboard, by June 2026. Steps taken include targeted interventions, enhanced language support programs, and increased professional development for teachers to better support English Learner students.

WASC Schoolwide Growth Areas for Continuous Improvement

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|--|---|
| ELPAC | ELPAC Level 4: 50% of students received an overall level 4 on the ELPAC | ELPAC Level 4: An increase of 3% of students receiving an overall Level 4 is anticipated. |
| Rate of RFEP | RFEP: 50% of students were reclassified as Fluent English Proficient. | RFEP: An increase of 3% in the rate of reclassification as Fluent English Proficient is anticipated. |
| Graduation Rate | Graduation: 100% of English Learners graduated. | Graduation Rate: It is anticipated that the graduation rate for English Learners will remain the same. |
| College and Career Index | CCI: 0% of English Learners were considered prepared for college and career. | CCI: It is anticipated that there will be an increase of 3% of English Learners that are considered to be college and career prepared. |
| SBAC ELA | SBAC ELA: CA Dashboard: Data is not displayed. | SBAC ELA: it is anticipated that there will be an increase of 3% of English Learners that meet or exceed the standards on the SBAC ELA. |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|--|
| | | | |
| 3.1 | EL students will receive 40 minutes of designated ELD instruction at their appropriate level, utilizing the English 3D curriculum. | EL students | District funded Certificated Salaries |
| 3.2 | Instruction will include integrated instructional strategies across content areas to support English learners. | EL students | District funded Certificated Salaries |
| 3.3 | ELD teachers and core teachers will utilize PLCs to communicate the needs and growth of EL students and maintain high expectations across the content area by providing integrated support in all classrooms. | EL students | District funded Certificated Salaries |
| 3.4 | To support and increase the rate of reclassification, provide supplemental materials, including hands-on, interactive lessons and field trips, as well as full access to the core curriculum. | EL students | 500 LCFF S/C Site Innovation (3313) Books and Supplies 200 Title I - Site Allocation Books and Supplies |
| 3.5 | Provide professional development to ILT, ELD teacher, and all certificated staff to provide designated and integrated instruction to support EL/LTEL across the content area. | EL students | District funded Certificated Salaries Education Services TOSA |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Strategies 3.1, 3.2, 3.3, 3.4, and 3.5 were implemented as intended and proved effective.

During the 2024-2025 school year, 50% of English Learners were able to reclassify as Fluent English Proficient, demonstrating substantial growth in the rate of reclassification. In addition, 100% of English Learners graduated but 0% of English Learners were considered to be college and career prepared according to the CA Dashboard.

During the 2024-2025 school year, the C-VUSD adopted the English 3D curriculum for English learners. As a result, English learners at FHS will continue to receive designated instruction for one period per day. The C-VUSD ELD Coach worked with the faculty through 1:1 training for the ELD teacher and professional development for the entire FHS staff.

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

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

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

No changes will be made to the strategies in Goal 3. Strategies supporting student achievement in SBAC ELA, Math, and Science, as well as an increase in the CCI metric, can be found in Goals 1, 2, 4, and 6.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Biology and Conceptual Physics

By June 2026, student scores on the CAST will increase by 3% in meeting or exceeding standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

Identified Need

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

Based on a review of the CA Dashboard and local data, Fairvalley High School needs significant improvement in science performance, particularly as indicated by CAST scores. During the 2024-2025 school year, there was a slight increase in students who met or exceeded standards on the CAST, from 0% in the 2023-2024 school year to 3% of students meeting or exceeding standards during the 2024-2025 school year. To address this, Fairvalley will: enhance science instruction through professional development for teachers, focusing on effective science teaching strategies. Implement targeted interventions and provide additional support for students who struggle in science. Increase hands-on, inquiry-based learning opportunities to engage students and deepen understanding. Regularly use formative assessments to track student progress and adjust instruction accordingly.

WASC Schoolwide Growth Areas for Continuous Improvement:

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------|---|--|
| CAST for grade 11 | All Students: 3% met or exceeded standards. | All Students: Students meeting or exceeding standards on the CAST will increase by 3%. |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 4.2 | Provide a credentialed teacher for Biology and Conceptual Physics. | All | District funded Certificated Salaries |
| 4.4 | Purchase supplemental materials, including lab kits, to support an expanded opportunity to provide students with A-G coursework and integrated hands-on learning experiences. | All | 1,420.00 Title I - Site Allocation Books and Supplies |
| 4.5 | Continue to provide the co-teach model in math and ELA to support student success in Biology and/or Conceptual Physics when working with math concepts, reading comprehension, and writing. | SWD | District funded Certificated Salaries |
| 4.6 | Provide integrated instructional strategies through professional development to support English learners in the science classrooms. | EL | District funded Certificated Salaries Education Services TOSA |

Annual Review

SPSA Year Reviewed: 2024-25

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.

The percentage of students meeting or exceeding standards during the 2024-2025 school year increased by 3% from the 2023-2024 school year in which 0% of students met or exceeded standards on the CAST. Strategies 4.2, 4.4 and 4.6 were all fully implemented during the 2024-2025 school year. Strategy 4.5 was changed slightly to move the co-teach model to ELA and Math in order to better support student success in Biology and Conceptual Physics when working with Math concepts, reading comprehension and writing.

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

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

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

There were no major changes made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Engagement CTE

Increased student engagement in CTE Pathways

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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.

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

Identified Need

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

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

To address these areas Fairvalley will:

Develop and promote Career Technical Education (CTE) pathways.WASC Schoolwide Growth Areas for Continuous Improvement:

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

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

1. The visiting committee recommends that a concerted effort be made where students can demonstrate an understanding of the schoolwide learner outcomes/goals through the curriculum/instructional practices of FHS.
2. The visiting committee recommends extended opportunities for hands-on and interactive learning through curriculum/instructional support for all students at FHS.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| | | |

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 |
|---------------------|-------------|-----------------------|-----------------------|
| | | | |
| 5.3 | | | |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Strategies 5.1, 5.2, 5.3 & 5.4 were all fully implemented during the 2024-2025 school year. As a result, Fairvalley developed and implemented a full CTE Pathway in Business Principles. This included developing curriculum, researching and working with district, community, and industry partners to ensure the program met the needs of Fairvalley students. Students participated in college field trips and were provided with workshops for resume writing, job applications and interviewing. As a result, 2% of Fairvalley students completed a CTE pathway, approximately 7% of students met the CA Dashboard CCI indicator, and the graduation rate increased significantly, moving from 86% in 2023-2024 to 97% in 2024-2025. The only metric that did not see substantial growth was the attendance metric which saw a significant decline moving from 86% in the 2023-2024 school year to 77% in the 2024-2025 school year. Subsequently, attendance will be a targeted focus for the 2025-2026 school year.

This goal was developed for the 2024-2025 school year. The Fairvalley CTE pathway has been developed and is in it's second year of implementation. With the development of the Fairvalley CTE pathway, this goal has been met and strategies 5.1-5.4 will be moved to goals 6-8 to continue to support CCI, graduation rate, and student and parent engagement.

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

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

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

This goal was met and the strategies will be embedded in goals 6.

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.

Graduation

By June of 2026, Fairvalley will maintain the 2024-2025 Graduation Rate of 97% while increasing the rate of graduation for SWD, Foster, and Homeless students by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

Identified Need

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

Based on a review of Dashboard and local data, Fairvalley High School demonstrates a critical need for improvement in preparing students for college or career, as indicated by the College/Career Indicator (CCI). Currently, 7% of students, including Hispanic and socioeconomically disadvantaged groups, are considered prepared. By June 2026, the goal is to increase the rate of Fairvalley students considered prepared, as measured by the CA Dashboard CCI metric, by 5%. To address these areas, Fairvalley will increase a–g course completion rates through academic counseling and targeted interventions, develop and promote Career Technical Education (CTE) pathways. Encourage dual enrollment in college credit courses, utilize work-based learning experiences, and state/federal job programs to provide practical skills. Focus on improving performance in Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics for 11th graders. These steps will be implemented to enhance postsecondary preparation and close significant performance gaps among student groups.

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

WASC Schoolwide Growth Areas for Continuous Improvement:

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| Graduation Rate | All: 97% SWD: 83% Foster: 92% Homeless: 92% | All: Maintain SWD: 88% Foster: 92% Homeless: 92% |
| CCI | All: 7% | All: 12% |
| A-G Eligible | All: 2% | All: 7% |
| CTE Completer | All: | |

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 | Increase a–g course completion rates through academic counseling and targeted interventions. | All | District funded Certificated Salaries Counselor |
| 6.2 | Utilize work-based learning experiences and state/federal job programs to provide practical skills. | | 200 StrongWorkforce (63880) Services and other operating expenditures transportation for WBL 500 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Services and other operating expenditures Food/refreshments for conference, field trip, and special events (CTE related) 500 StrongWorkforce (63880) Certificated Salaries CTE Professional Development extra duty hours |
| 6.3 | Promote Career Technical Education (CTE) pathways including field trips and student certification training. (ie:Food Service Certification), and guest speakers for parents/students. | All | 2000 StrongWorkforce (63880) Services and other operating expenditures transportation for field trips 2000 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Services and other operating expenditures |

| | | | |
|-------------|--|-----|--|
| | | | Industry certifications such as Food Service Certification 2000 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Professional/Consulting Services Professional Development, Conferences 700 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Services and other operating expenditures transportation |
| 6.4 | Embedded student supports: college specialists who help students apply, enroll in, and make sure they're up and running in their classes. | All | 3537.50 CCAP College & Career access pathways (73390.0) Classified Salaries Extra Duty: Evening Workshops |
| 6.6 | Offer students access to a College and Career Center with materials, technology, and supplies to support their readiness for college and careers, including assistance with soft skills, applications, and interview prep. | All | District funded Classified Salaries Part-time College and Career Clerk 500 LCFF S/C Site Innovation (3313) Books and Supplies 4842.50 CSI (31820) Books and Supplies Technology |
| 6.8 | Purchase food services, refreshments, banquets, and meal: necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, and/or parents | All | |
| 6.9 | Communications, awareness building and engagement of students, families, and communities about dual enrollment benefits and opportunities. | All | District funded Classified Salaries Part-time College and Career Clerk |
| 6.10 | Help colleges identify, share, and implement successful strategies and approaches to engage "at promise" students by collaborating with school & district. | All | District funded Certificated Salaries Counselor |
| 6.12 | Embedded tutors and student centered innovations in instructional delivery and student supports such as co-teaching, and other proactive supports. | All | 2,000 LCFF S/C Tutoring (2226) Certificated Salaries extra duty |
| 6.13 | Field trips & guest speakers | | 515 |

| | | | |
|------|--|--|--|
| | | | LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures transportation |
| 6.14 | Data sharing, tracking and analysis with continuous longitudinal analysis of student outcomes. | | District funded Certificated Salaries Counselor |

Annual Review

SPSA Year Reviewed: 2024-25

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.

Goal 6 was met, and internal data shows that 7% of Fairvalley students met the criteria to be prepared for college and career, according to the CA Dashboard. While this percentage remains low, this represents a substantial increase in Fairvalley students who are CCI prepared. Strategies 6.1-6.11 were highly effective. Strategy 6.12 was utilized on a limited basis, and Fairvalley will focus on expanding engagement in after-school tutoring. Fairvalley will continue to offer Dual Enrollment/College Credit Courses, as well as opportunities to enroll in CTE pathways, both at Fairvalley and Tri-Community Adult Education, and provide students with an opportunity to participate in an expanded array of classes, including Biology, Conceptual Physics, Math II, Leadership, Ceramics, and Art, which will be included in the master schedule. Strategies 6.12, 6.13, and 6.14 are strategies that have been moved from Goal 5 because Fairvalley has fully developed and implemented the CTE Pathway: Business Principles.

Goal 8 was also met during the 2024-2025 school year, with a substantial increase in student graduation rate, moving from 86% in the 2023-2024 school year to 97% during the 2024-2025 school year. Subsequently, Goal 8 was combined with Goal 6 to include CCI, A-G eligibility, and CTE pathway completion in the goal to increase graduation rates for SWD, Foster, and Homeless students while maintaining the current rate of graduation for all students.

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

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

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

There will be a substantial change to the budget because CSI funding has sunset, and GSP and CCAP funding is limited. This will not impact the implementation of strategies or anticipated outcomes. Strategy 6.7 was removed because the CSI funding has been expended.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Student and Parent Engagement

By June of 2026, Fairvalley will decrease the suspension rate by 1% and increase student attendance by 5% by creating school-wide programs of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning and increases parent engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on a review of Dashboard and local data, Fairvalley High School needs significant improvement in reducing suspension rates and increasing student attendance. During the 2024-2025 school year, the overall suspension rate increased to 12%. Additionally, foster students exhibit a significantly higher rate of suspension, at 17%. By June 2026. The goal is to further decrease the suspension rate by utilizing MTSS and other corrective measures, with a particular focus on supporting students in foster care while increasing student attendance.

To address these areas, Fairvalley will:

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

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

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

Enhance parent engagement through workshops, regular communication, and participation in school activities to promote student learning and attendance.

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

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

WASC Schoolwide Growth Areas for Continuous Improvement:

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--------------------------|-------------------------|
| Attendance Rate | All: 77% | All: 82% |
| Suspension Rate | All: 12 % Foster: 17% | All: 11% Foster: 11% |

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 | FHS will expand student attendance incentives, field trips, FAFAS workshops, college visits, sports days, and leadership opportunities, parent workshops for but not limited to: FAFSA, and conflict resolution. Fairvalley High School will provide childcare and light refreshments to increase parent engagement at workshops and other school sponsored events. | All | 500 LCFF Attendance (03308) Services and other operating expenditures student of the month luncheons, sports days, leadership 496 Title I- Parent Involvement Classified Salaries child care support for parent FAFSA workshops, and other school sponsored events 1,000 Title I- Parent Involvement Services and other operating expenditures light refreshments 180 Title I - Site Allocation Books and Supplies attendance initiatives 500 LCFF S/C Site Innovation (3313) Services and other operating expenditures transportation for field trips 4,908 LCFF S/C Site Innovation (3313) Books and Supplies |
| 7.3 | Provide professional development for certificated staff and administrators, including, but not limited to, the following topics: Freedom Writers Foundation, Jenica Talks: Healthy Relationships, Restorative Practices, RULER, MTSS, and Focus Schools, among others. | All | 14,962.50 CCAP College & Career access pathways (73390.0) Professional/Consulting Services Focus Schools 14,962.50 CSI (31820) Professional/Consulting Services Focus Schools |

| | | | |
|------|--|----------------|--|
| | | | District funded Certificated Salaries RULER, MTSS CSI (31820) Professional/Consulting Services Freedom Writers Foundation 4842 LCFF S/C Site Innovation (3313) Professional/Consulting Services |
| 7.4 | Fairvalley will participate in inter-mural sports with local continuation high schools. | All | 500 LCFF S/C Site Innovation (3313) Books and Supplies San Gabriel Sports League 1000 LCFF S/C Site Innovation (3313) Services and other operating expenditures transportation |
| 7.6 | Provide mentors for FHS students by partnering with Goals For Life. | All | 4500 CCAP College & Career access pathways (73390.0) Professional/Consulting Services mentors 3500 CSI (31820) Professional/Consulting Services mentors |
| 7.7 | Increase referrals to the C-VUSD District Social Workers and Community Resource Center. | All | District funded Certificated Salaries COST |
| 7.8 | Enhance student and family engagement by developing a user-friendly website with resources, real-time updates and information, and multilingual support to strengthen communication. | All | District funded Certificated Salaries Provide student, and parent information, multilingual support via social media |
| 7.9 | Provide school materials & supplies, hygiene products, clothing, cap/gown and anything necessary to support high school graduation for students that are housing insecure. | McKinney-Vento | 1496 Title I - Homeless Books and Supplies hygiene products, clothing, cap/gown |
| 7.10 | Expand electives to include Drawing, Ceramics, History of Rock and Roll and Body Building/Figure Control. | | 10000 CSI (31820) Books and Supplies supplemental 5,514 Prop 28 (67700) Books and Supplies |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

All strategies were implemented as intended, however, the suspension rate increased significantly in the 2024-2025 school year moving from approximately 4% in the 2023-2024 school year to approximately 12% in the 2024-2025 school year. It is anticipated that maintaining the high level of embedded support that students receive the attendance rate will increase significantly (5%) and the suspension rate will drop by at least 1%.

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

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

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

With the sunset of CSI funding, there will be a shift from allocating CSI funding to LCFF S/C among other funding sources. Strategy 7.5 was deleted because it was the same as strategy 6.12.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

Graduation Rate

By June 2025, FHS will increase the percentage of students who meet the state and local requirements for a high school diploma by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

Identified Need

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

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

To address this Fairvalley will:

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

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

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

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

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

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

WASC Schoolwide Growth Areas for Continuous Improvement:

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| | | |

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: 2024-25

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

Analysis

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

During the 2024-2025 school year, Fairvalley implemented the Coordination of Services Team (COST) model to address students academic, social and emotional needs. This was a highly effective strategy, particularly when monitoring students to make sure that they are meeting the requirements for graduation, (strategies 8.1 and 8.2). Strategy 8.3 was also highly successful and implemented during the 2024-2025 school year resulting in significant growth in the Fairvalley graduation rate which moved from 86% in 2023-2024 to 97% in 2024-2025, in the rate of Fairvalley students meeting the criteria to for CCI moving from 0% to 7% in 2023-2025 to 2024-2025 and for students graduating A-G eligible. These strategies have been moved to Goal 6 because Goal 6 focuses on graduation in which CCI eligibility, A-G eligibility, and CTE completion are all sub-categories.

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

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

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

There will be no change to funding sources, but goals 8.1, 8.2, and 8.3 have been combined with Goal 6.

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 | \$4,992.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$99,476.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$42,305.00 |

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 | \$1,496.00 |
| Title I - Site Allocation | \$2,000.00 |
| Title I- Parent Involvement | \$1,496.00 |

Subtotal of additional federal funds included for this school: **\$4,992.00**

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

| State or Local Programs | Allocation (\$) |
|---|-----------------|
| | |
| CCAP College & Career access pathways (73390.0) | \$23,000.00 |
| CSI (31820) | \$42,305.00 |
| K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | \$5,200.00 |
| LCFF Attendance (03308) | \$500.00 |
| LCFF S/C College Campus Visit (04423.0) | \$515.00 |
| LCFF S/C Site Innovation (3313) | \$12,750.00 |
| LCFF S/C Tutoring (2226) | \$2,000.00 |
| Prop 28 (67700) | \$5,514.00 |
| StrongWorkforce (63880) | \$2,700.00 |

Subtotal of state or local funds included for this school: **\$94,484.00**

Total of federal, state, and/or local funds for this school: **\$99,476.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|-----------|---------|
| Title I - Site Allocation | 2,000.00 | 0.00 |
| Title I- Parent Involvement | 1,496.00 | 0.00 |
| Title I - Homeless | 1,496.00 | 0.00 |
| LCFF S/C Site Innovation (3313) | 12,750.00 | 0.00 |
| LCFF S/C Tutoring (2226) | 2,000.00 | 0.00 |
| LCFF S/C College Campus Visit (04423.0) | 515.00 | 0.00 |
| LCFF Attendance (03308) | 500.00 | 0.00 |
| K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 5,200.00 | 0.00 |
| CCAP College & Career access pathways (73390.0) | 23,000.00 | 0.00 |
| CSI (31820) | 42,305.00 | 0.00 |
| Prop 28 (67700) | 5,514.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---|-----------|
| CCAP College & Career access pathways (73390.0) | 23,000.00 |
| CSI (31820) | 42,305.00 |
| K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 5,200.00 |
| LCFF Attendance (03308) | 500.00 |
| LCFF S/C College Campus Visit (04423.0) | 515.00 |
| LCFF S/C Site Innovation (3313) | 12,750.00 |
| LCFF S/C Tutoring (2226) | 2,000.00 |
| Prop 28 (67700) | 5,514.00 |
| StrongWorkforce (63880) | 2,700.00 |
| Title I - Homeless | 1,496.00 |
| Title I - Site Allocation | 2,000.00 |
| Title I- Parent Involvement | 1,496.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| Books and Supplies | 30,260.50 |
| Certificated Salaries | 2,500.00 |
| Classified Salaries | 4,033.50 |
| Professional/Consulting Services | 53,767.00 |
| Services and other operating expenditures | 8,915.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|-----------|
| Classified Salaries | CCAP College & Career access pathways (73390.0) | 3,537.50 |
| Professional/Consulting Services | CCAP College & Career access pathways (73390.0) | 19,462.50 |
| Books and Supplies | CSI (31820) | 14,842.50 |
| Professional/Consulting Services | CSI (31820) | 27,462.50 |
| Professional/Consulting Services | K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 2,000.00 |
| Services and other operating expenditures | K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 3,200.00 |
| Services and other operating expenditures | LCFF Attendance (03308) | 500.00 |
| Services and other operating expenditures | LCFF S/C College Campus Visit (04423.0) | 515.00 |
| Books and Supplies | LCFF S/C Site Innovation (3313) | 6,408.00 |
| Professional/Consulting Services | LCFF S/C Site Innovation (3313) | 4,842.00 |
| Services and other operating expenditures | LCFF S/C Site Innovation (3313) | 1,500.00 |
| Certificated Salaries | LCFF S/C Tutoring (2226) | 2,000.00 |
| Books and Supplies | Prop 28 (67700) | 5,514.00 |
| Certificated Salaries | StrongWorkforce (63880) | 500.00 |
| Services and other operating expenditures | StrongWorkforce (63880) | 2,200.00 |
| Books and Supplies | Title I - Homeless | 1,496.00 |
| Books and Supplies | Title I - Site Allocation | 2,000.00 |

| | | |
|---|-----------------------------|----------|
| Classified Salaries | Title I- Parent Involvement | 496.00 |
| Services and other operating expenditures | Title I- Parent Involvement | 1,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 9,200.00 |
| Goal 3 | 700.00 |
| Goal 4 | 1,420.00 |
| Goal 6 | 19,295.00 |
| Goal 7 | 68,861.00 |

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 |
|------------------------|----------|-----------------|------------|
| | 0 | | |

| Classified Positions | How Many | Funding Sources | Percentage |
|----------------------|----------|-----------------|------------|
| | 0 | | |

School Safety Plan SB187

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

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

Principal: Rebecca Handzel



Signature

11/20/2025

Date

School Site Council President: Elvia
Mendoza



Signature

11/20/2025

Date

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

SB 1667 requires the following school safety plan changes:

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

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

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

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

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

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

English Learner Advisory Committee Members

Fairvalley High School

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

| Name of Members | Principal | Parent or Community Member | DELAC Parent * |
|--|-----------|----------------------------|----------------|
| N/A | | | |
| Numbers of members of each category | | | |

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 12/8/2025.

Attested:



Principal, Rebecca Handzel on 11/20/2025



SSC Chairperson, Elvia Mendoza on 11/20/2022

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix B: Categorical District Services Budget

| | Title I | Title II | Title III | Title IV | Perkins |
|----------------|----------------|--------------|--------------|--------------|--------------|
| Entitlement | \$2,456,189.00 | \$355,541.00 | \$134,937.00 | \$189,351.00 | \$100,927.00 |
| Carryover | \$228,015.00 | \$158,500.00 | \$125,022.00 | \$145,333.00 | |
| Indirect Costs | \$189,962.71 | \$32,422.23 | \$16,460.50 | \$21,192.06 | \$4,806.05 |
| Admin Costs | \$180,150.85 | \$34,365.73 | | | \$8,358.34 |

Title I Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | Licenses/ Consultants Transportation 5000s | Indirect Costs | Total |
|------------------------------|-----------------------------|---------------------------|----------------|----------------|--|----------------|----------------|
| Indirect Costs | | | | | | \$189,962.71 | \$ 189,962.71 |
| Admin Costs | \$ 42,566.00 | \$ 58,848.00 | \$ 35,130.00 | | \$ - | | \$ 136,544.00 |
| Homeless | | | | \$ 1,496.00 | | | \$ 1,496.00 |
| Parent and Family Engagement | | \$ 736.00 | \$ 260.00 | \$ 500.00 | | | \$ 1,496.00 |
| Other Title I Activities | \$ 1,141,367.00 | | \$400,520.00 | \$ 23,206.00 | \$ 88,436.00 | | \$1,653,529.00 |

Title II Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | PD Contracts/ Conferences 5000s | Indirect Costs | Total |
|--------------------|-----------------------------|---------------------------|----------------|----------------|---------------------------------|----------------|---------------|
| Education Services | \$ 101,847.00 | \$ 4,628.00 | \$ 24,678.00 | \$ 4,000.00 | \$ 260,115.00 | \$ 32,422.23 | \$ 427,688.23 |

Title III Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | Conferences/ Consultants 5000s | Indirect Costs | Total |
|--------------------|-----------------------------|---------------------------|----------------|----------------|--------------------------------|----------------|---------------|
| Education Services | \$ 79,773.00 | \$ 1,944.00 | \$ 26,758.00 | \$ 10,000.00 | \$ 35,520.00 | \$ 16,460.50 | \$ 170,455.50 |

Title IV Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | Conferences/ Consultants 5000s | Indirect Costs | Total |
|--------------------|-----------------------------|---------------------------|----------------|----------------|--------------------------------|----------------|---------------|
| Education Services | | | | \$ 47,390.00 | \$ 159,918.00 | \$ 21,192.06 | \$ 228,500.06 |

Perkins Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | Conferences/ Consultants 5000s | Indirect Costs | Total |
|--------------------|-----------------------------|---------------------------|----------------|----------------|--------------------------------|----------------|-------------|
| Education Services | \$ - | | \$ - | \$ - | \$ - | \$ 4,806.05 | \$ 4,806.05 |

Centralized Services Description

| Funding Source | Allocated Centralized | Description of the Specific Services to be Provided |
|------------------|-----------------------|---|
| Title I | \$1,695.00 | <p>This page is provided by the Educational Services Department charging for services.</p> <p>The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, School Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.</p> |
| Title II | \$4,387.00 | <p>The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.</p> |
| Title III | BASED ON NEED | <p>EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.</p> |
| Title IV | \$2,016.00 | <p>The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.</p> |
| Perkins V | | <p>The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.</p> |

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023