

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northview High School	19644361936418	December 4, 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 Northview 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.

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Plan Description

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

This plan is being used by Northview 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 Northview 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

Northview developed its SPSA through input from teachers, classified staff, counselors, students, and families. Staff provided feedback through PLCs, department meetings, and data reviews. School Site Council and ELAC examined achievement, attendance, and climate data and made recommendations for program adjustments. Student perspectives were gathered through surveys and focus groups, and families contributed input through ParentSquare and advisory meetings.

This feedback was used to identify needs, set goals, and determine actions and resource allocations for the SPSA.

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.

There were no California School Dashboard state indicators in the Red or Orange performance category for 2025.

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.

A review of the California School Dashboard shows several areas in which specific student groups are performing two or more levels below the “all student” performance. In Science (Green), both English Learners and students with disabilities performed three levels below the overall student group, indicating persistent gaps in NGSS-aligned mastery and academic language development. In English Language Arts (Green), students with disabilities also performed three levels below, highlighting the need for stronger literacy scaffolds, targeted interventions, and increased access to grade-level text. In Math (Yellow), both English Learners and students with disabilities scored two levels below the all-student performance, reflecting the ongoing need for foundational skills support, consistent use of IAB data, and strengthened instructional routines aligned to CAASPP rigor. Additionally, within the EL Progress Indicator (Green), Long-Term English Learners scored two levels below the overall EL group, signaling the need for enhanced language-development structures, more intentional reclassification monitoring, and increased opportunities for structured academic discourse. These Dashboard gaps inform our revised goals, targeted interventions, and updated strategies in the SPSA to ensure equitable access to grade-level learning and accelerate progress for each identified student group.

Other Needs

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

In addition to the Dashboard data, locally collected data highlight several key areas of need that require continued attention and targeted support. Classroom performance measures show that, while A–C rates have improved in several departments, gaps persist for specific student groups, particularly English Learners and students with disabilities, who continue to demonstrate lower rates of course proficiency in core subjects. CAASPP IAB results in ELA and Math reveal ongoing challenges in academic vocabulary, writing stamina, and multi-step problem solving, suggesting the need for more structured scaffolds and aligned formative assessments. Locally collected AP data show upward trends but also indicate that readiness levels vary across student groups and content areas, reinforcing the importance of consistent AP-aligned instructional practices and early skill-building through Pre-AP. Attendance data reveal declines in overall attendance and increases in chronic absenteeism, underscoring the need for stronger early-warning systems and more proactive family engagement. Together, these locally collected data points complement Dashboard findings and inform the refinement of goals, metrics, and strategies in the SPSA to ensure that interventions directly address the specific academic, engagement, and access needs of Northview’s students.

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 Northview 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	0.08%	0.16%	0.16%	1	2	2
African American	1.47%	2.22%	2.25%	19	28	28
Asian	2.55%	3.16%	3.53%	33	40	44
Filipino	3.02%	2.69%	2.33%	39	34	29
Hispanic/Latino	88.16%	86.71%	86.21%	1139	1096	1075
Pacific Islander	0.15%	0.08%	%	2	1	
White	3.87%	3.48%	4.09%	50	44	51
Two or More Races	0.46%	1.03%	0.88%	6	13	11
Not Reported	0.23%	0.47%	0.56%	3	6	7
Total Enrollment				1292	1264	1247

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	326	316	309
Grade 10	319	326	301
Grade 11	317	312	323
Grade 12	330	310	314
Total Enrollment	1,292	1,264	1,247

Conclusions based on this data:

1. Our largest student group by demographic is Hispanic/Latino.
2. Our enrollment remains above 1,200, although it is trending downward.
3. Our Hispanic/Latino group is trending up.

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	95	103	84	7.4%	8.1%	6.7%
Fluent English Proficient (FEP)	398	387	369	30.8%	30.6%	29.6%
Reclassified Fluent English Proficient (RFEP)	353			27.3%		

Conclusions based on this data:

1. The percentage of English Learners has dropped compared to 2024,
2. The percentage of FEP students remains relatively steady.

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	318	314	309	306	294	306	306	294	306	96.2	93.6	99
All Grades	318	314	309	306	294	306	306	294	306	96.2	93.6	99

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	2552.	2577.	2566.	14.38	18.03	16.34	28.10	33.67	30.72	26.80	23.81	26.14	30.72	24.49	26.80
All Grades	N/A	N/A	N/A	14.38	18.03	16.34	28.10	33.67	30.72	26.80	23.81	26.14	30.72	24.49	26.80

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	17.32	19.39	16.01	55.56	56.80	56.21	27.12	23.81	27.78
All Grades	17.32	19.39	16.01	55.56	56.80	56.21	27.12	23.81	27.78

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	16.01	25.17	24.18	52.29	51.02	50.00	31.70	23.81	25.82
All Grades	16.01	25.17	24.18	52.29	51.02	50.00	31.70	23.81	25.82

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	9.80	11.90	8.50	71.24	69.73	76.47	18.95	18.37	15.03
All Grades	9.80	11.90	8.50	71.24	69.73	76.47	18.95	18.37	15.03

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	14.38	19.05	18.63	65.69	64.63	62.09	19.93	16.33	19.28
All Grades	14.38	19.05	18.63	65.69	64.63	62.09	19.93	16.33	19.28

Conclusions based on this data:

1. Data from the 2025 CAASPP show that 53% met or exceeded ELA standards. The percentage of students Meeting or Exceeding increased from 47% in 2024 to 43% in 2025.
2. SBAC data show 72.22% of students are Above or near standard for reading
3. SBAC data show 74.18% of students are Above or near standard for writing

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	318	314	309	312	297	307	312	297	307	98.1	94.6	99.4
All Grades	318	314	309	312	297	307	312	297	307	98.1	94.6	99.4

* 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	2505.	2531.	2526.	2.88	6.06	7.17	7.05	14.14	14.01	27.88	28.28	21.50	62.18	51.52	57.33
All Grades	N/A	N/A	N/A	2.88	6.06	7.17	7.05	14.14	14.01	27.88	28.28	21.50	62.18	51.52	57.33

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	5.13	7.07	7.49	59.29	61.95	58.63	35.58	30.98	33.88
All Grades	5.13	7.07	7.49	59.29	61.95	58.63	35.58	30.98	33.88

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	2.56	7.41	4.89	65.06	63.30	68.40	32.37	29.29	26.71
All Grades	2.56	7.41	4.89	65.06	63.30	68.40	32.37	29.29	26.71

Conclusions based on this data:

1. Data from the 2025 CAASPP show that 24% met or exceeded math standards. The percentage of students Meeting or Exceeding Standard increased from 21% in 2024 to 24% in 2025.
2. Data shows that 73.29% of students were near or above standard in Communicating Reasoning.
3. Data shows that 66.12% of students were near or above standard in Problem Solving and Modeling & Data Analysis

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1539.2	1526.7	1528.8	1538.7	1522.0	1537.0	1539.3	1530.9	1520.3	30	35	25
10	1566.1	1558.3	1549.0	1583.1	1570.7	1553.6	1548.8	1545.4	1543.8	16	28	32
11	*	1518.1	1544.1	*	1510.7	1536.7	*	1525.1	1551.0	10	20	20
12	1548.0	*	1531.4	1544.3	*	1525.9	1551.2	*	1536.3	19	7	19
All Grades										75	90	96

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	16.67	5.71	8.00	33.33	40.00	32.00	23.33	31.43	20.00	26.67	22.86	40.00	30	35	25
10	31.25	25.00	12.50	25.00	32.14	56.25	31.25	17.86	15.63	12.50	25.00	15.63	16	28	32
11	*	10.00	20.00	*	30.00	25.00	*	20.00	25.00	*	40.00	30.00	*	20	20
12	11.11	*	10.53	44.44	*	26.32	16.67	*	31.58	27.78	*	31.58	18	*	19
All Grades	20.27	12.22	12.50	29.73	34.44	37.50	24.32	23.33	21.88	25.68	30.00	28.13	74	90	96

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	30.00	20.00	24.00	30.00	40.00	24.00	20.00	25.71	32.00	20.00	14.29	20.00	30	35	25
10	50.00	42.86	37.50	18.75	21.43	37.50	25.00	21.43	12.50	6.25	14.29	12.50	16	28	32
11	*	30.00	25.00	*	20.00	25.00	*	20.00	30.00	*	30.00	20.00	*	20	20
12	33.33	*	15.79	33.33	*	42.11	5.56	*	10.53	27.78	*	31.58	18	*	19
All Grades	35.14	30.00	27.08	27.03	27.78	32.29	16.22	23.33	20.83	21.62	18.89	19.79	74	90	96

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	0.00	26.67	5.71	12.00	30.00	57.14	44.00	43.33	37.14	44.00	30	35	25
10	6.25	7.14	0.00	12.50	21.43	21.88	56.25	32.14	50.00	25.00	39.29	28.13	16	28	32
11	*	5.00	5.00	*	10.00	10.00	*	40.00	40.00	*	45.00	45.00	*	20	20
12	5.56	*	5.26	16.67	*	5.26	44.44	*	31.58	33.33	*	57.89	18	*	19
All Grades	4.05	3.33	2.08	20.27	11.11	13.54	39.19	44.44	42.71	36.49	41.11	41.67	74	90	96

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.33	2.86	8.00	73.33	77.14	48.00	23.33	20.00	44.00	30	35	25
10	18.75	21.43	6.25	62.50	53.57	75.00	18.75	25.00	18.75	16	28	32
11	*	5.00	5.00	*	55.00	55.00	*	40.00	40.00	*	20	20
12	5.56	*	5.26	61.11	*	36.84	33.33	*	57.89	18	*	19
All Grades	9.46	10.00	6.25	62.16	62.22	56.25	28.38	27.78	37.50	74	90	96

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	66.67	65.71	60.00	16.67	20.00	24.00	16.67	14.29	16.00	30	35	25
10	75.00	75.00	75.00	18.75	14.29	15.63	6.25	10.71	9.38	16	28	32
11	*	45.00	60.00	*	35.00	25.00	*	20.00	15.00	*	20	20
12	66.67	*	68.42	0.00	*	10.53	33.33	*	21.05	18	*	19
All Grades	64.86	62.22	66.67	14.86	22.22	18.75	20.27	15.56	14.58	74	90	96

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.67	2.86	0.00	46.67	42.86	36.00	46.67	54.29	64.00	30	35	25
10	6.25	10.71	3.13	50.00	39.29	56.25	43.75	50.00	40.63	16	28	32
11	*	5.00	5.00	*	35.00	35.00	*	60.00	60.00	*	20	20
12	11.11	*	5.26	50.00	*	31.58	38.89	*	63.16	18	*	19
All Grades	8.11	5.56	3.13	45.95	37.78	41.67	45.95	56.67	55.21	74	90	96

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	2.86	0.00	73.33	82.86	72.00	26.67	14.29	28.00	30	35	25
10	0.00	3.57	3.13	87.50	82.14	84.38	12.50	14.29	12.50	16	28	32
11	*	0.00	0.00	*	65.00	75.00	*	35.00	25.00	*	20	20
12	11.11	*	0.00	66.67	*	73.68	22.22	*	26.32	18	*	19
All Grades	4.05	2.22	1.04	72.97	75.56	77.08	22.97	22.22	21.88	74	90	96

Conclusions based on this data:

1. ELPAC data shows that 50.0% of students scored a level 3 or 4 in overall language in 2025, which remains at the same level form 2024.
2. ELPAC data shows that 59.37% of students scored a level 3 or 4 in oral language in 2024, an increase of 1.59% compared to 2023.
3. ELPAC data shows that 15.62% of students scored a level 3 or 4 in written language in 2024, an increase of 1.18% compared to 2023.

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
1,264	82.6%	8.1%	0.5%
Total Number of Students enrolled in Northview 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	103	8.1%
Foster Youth	6	0.5%
Homeless	69	5.5%
Socioeconomically Disadvantaged	1,044	82.6%
Students with Disabilities	152	12%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	2.2%
American Indian	2	0.2%
Asian	40	3.2%
Filipino	34	2.7%
Hispanic	1,096	86.7%
Two or More Races	13	1%
Pacific Islander	1	0.1%
White	44	3.5%

Conclusions based on this data:

- Hispanic population remains the most significant subgroup.

2. Socioeconomic Disadvantaged students is a significant subgroup.

3. Students with disabilities are a significant subgroup.

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Yellow

College/Career



Green

Conclusions based on this data:

1. Graduation rate remained at Blue compared to 2024.
2. Suspension rate data had a big improvement, going from Orange in 2024 to Green in 2025.
3. ELA performance increased from Orange in 2024 to Green in 2025. Similarly, mathematics increased from Orange to Yellow.

School and Student Performance Data

Academic Performance English Language Arts

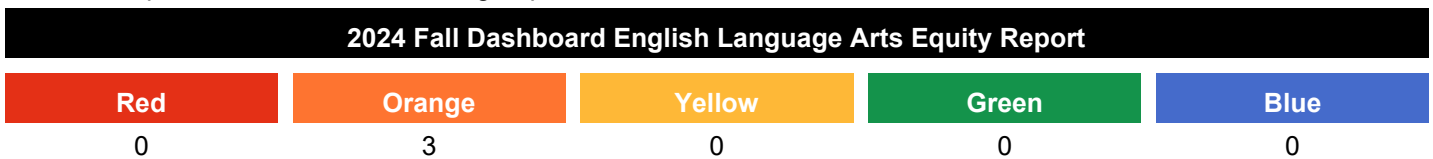
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This section provides number of student groups in each level.



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>Orange</p> <p>12.0 points below standard</p> <p>Declined 9.7 points</p> <p>294 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>81.1 points below standard</p> <p>Increased 5.7 points</p> <p>29 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>109.7 points below standard</p> <p>Maintained 1.6 points</p> <p>14 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>10.2 points below standard</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>13.5 points below standard</p> <p>Maintained 2.9 points</p> <p>245 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>121.9 points below standard</p> <p>Increased 24.0 points</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>16.5 points below standard</p> <p>Declined 6.6 points</p> <p>255 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>10.0 points above standard</p> <p>11 Students</p>

Conclusions based on this data:

1. ELA SBAC data from 2025 reveal that Students with Disabilities performed in the Red region. Our recent WASC report outlines a focus on instructional strategies to support SWD and EL students.
2. Performance for low SES subgroups improved from Orange in 2024 to Yellow in 2025.
3. Overall ELA performance improved from Orange to Green in 2025.

School and Student Performance Data

Academic Performance Mathematics

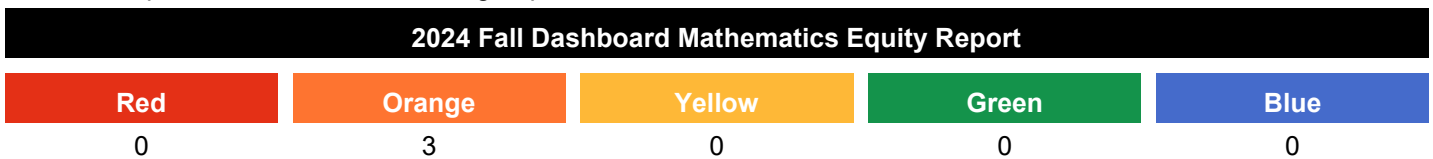
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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>Orange</p> <p>100.0 points below standard</p> <p>Declined 6.7 points</p> <p>296 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>148.1 points below standard</p> <p>Increased 6.0 points</p> <p>30 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>193.6 points below standard</p> <p>Maintained 0.5 points</p> <p>14 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>96.5 points below standard</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>102.8 points below standard</p> <p>Maintained 2.2 points</p> <p>247 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>206.2 points below standard</p> <p>Increased 27.2 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>108.2 points below standard</p> <p>Declined 5.8 points</p> <p>257 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>70.5 points below standard</p> <p>11 Students</p>

Conclusions based on this data:

1. The percentage of students that met or exceeded standards on the Math SBAC increased from 21% in 2024 to 24% in 2025. Overall performance increased from Orange to Yellow.
2. Overall, we are 81.6 points below standard, there was an increase of 11.7 points.
3. Two subgroups performed in the red region -- ELs and SWD. Our WASC Self-study outlines a focus on instructional strategies to support both SWD and EL students.

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  Yellow 42.7 points above standard making progress. Number Students: 89 Students	Long-Term English Learner Progress  Yellow 44.4 points above standard making progress. Number Students: 63 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
14	37	0	38

Conclusions based on this data:

- 35.4% of students are making progress towards English Language proficiency in overall language.
- 48.6% of ELs progressed at least one ELPI Level in 2025 compared to 42.7% in 2024, but 20.8% of ELs decreased at least one ELPI Level in 2025, compared to 15.7% in 2024.
- LTEL students performed in the Orange region in 2025, a decrease from Yellow in 2024.

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.

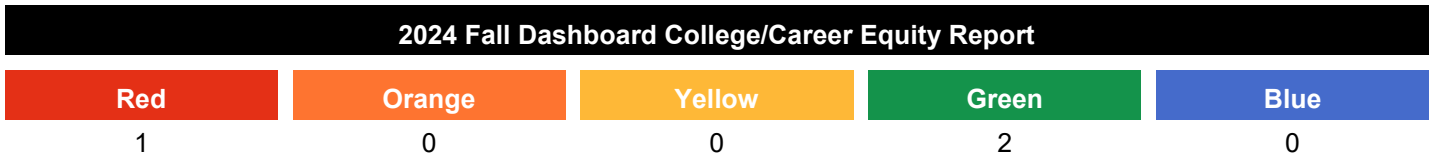
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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>Green</p> <p>60.2 Prepared</p> <p>Increased 5.1</p> <p>314 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>18.8 Prepared</p> <p>Declined 18.8</p> <p>32 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>23.5 Prepared</p> <p>0</p> <p>17 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>33.3 Prepared</p> <p>Declined 18.8</p> <p>24 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>57.1 Prepared</p> <p>Increased 4</p> <p>280 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>8.1 Prepared</p> <p>Declined 15</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>57.6 Prepared</p> <p>Increased 2.4</p> <p>276 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>

Conclusions based on this data:

1. 65.3% of our students demonstrated that they were college and career-ready based on the CCI in 2025, an increase of 5.1% compared to 2024.
2. All of our subgroups are in the Green region.
3. Local data show that Northview's A-G completion rate increased from 67.4% in 2024 to 70.0% in 2025.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic Absenteeism increased from 13.6%% in 2024 to 14.7% in 2025.
2. Local data show that average daily attendance for 2025 was 94.06%.

School and Student Performance Data

Academic Engagement Graduation Rate

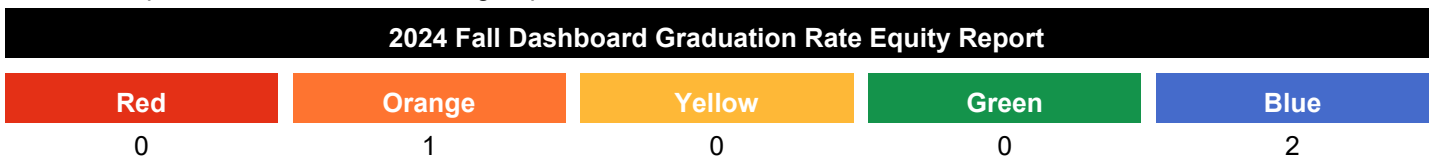
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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> Blue</p> <p>95.5% graduated</p> <p>Declined 3%</p> <p>314 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>84.4% graduated</p> <p>Declined 10.1%</p> <p>32 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>88.2% graduated</p> <p>17 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>95.8% graduated</p> <p>Declined 4.2%</p> <p>24 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>95.4% graduated</p> <p>Declined 2.9%</p> <p>280 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>81.1% graduated</p> <p>Declined 11.2%</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 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>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>95.3% graduated</p> <p>Declined 3%</p> <p>276 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>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. The graduation rate for 2025 was 97.2%, which is an increase from 95.9% in 2024.
2. Our SWD increased from Orange in 2024 to Green in 2025.
3. Overall, school performance remained at Blue for graduation rate. Hispanic and low SES also remained in Blue for 2025.

School and Student Performance Data

Conditions & Climate Suspension Rate

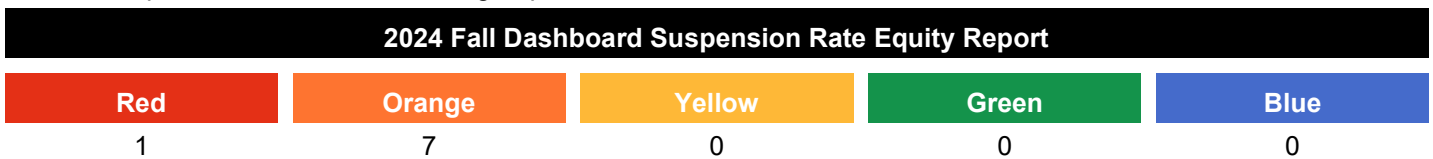
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>5% suspended at least one day</p> <p>Increased 1.9%</p> <p>1327 Students</p>	<p>English Learners</p> <p>Orange</p> <p>8.7% suspended at least one day</p> <p>Increased 3.9%</p> <p>115 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>9.9% suspended at least one day</p> <p>Increased 3.1%</p> <p>71 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>70 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.8% suspended at least one day</p> <p>Increased 2.2%</p> <p>1095 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>10.2% suspended at least one day</p> <p>Increased 1.5%</p> <p>166 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>13.8% suspended at least one day</p> <p>Increased 9.4%</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>4.8% suspended at least one day</p> <p>Increased 4.8%</p> <p>42 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 0.4%</p> <p>35 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>4.7% suspended at least one day</p> <p>Increased 1.6%</p> <p>1150 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5.3% suspended at least one day</p> <p>Increased 5.3%</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>8.2% suspended at least one day</p> <p>Increased 2.3%</p> <p>49 Students</p>

Conclusions based on this data:

1. Suspension rate overall decreased going from 5% in 2024 to 3.7% in 2025. This is in part due to the addition of an SSS and Mental Health and Wellness Counselor to our staff.
2. All of our subgroups reduced in suspension rate LTEL (reduced 1.4%), SWD (reduced 0.9%), and white (reduced 0.5%).

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; Building 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
Advancement Via Individual Determination ESSA: Strong	Professional Development for teachers. Increase student achievement for all students with proven instructional strategies and practices. Provide a consistent and systematic framework for providing students with a learning environment that promotes the positive social, emotional, and academic outcomes that helps the staff to close the achievement gap.	Goals, Strategies, & Proposed Expenditures
Career Technical Education ESSA: Strong	Provide career exploration opportunities, development of career skills, students earn industry credentials and certifications, opportunities for internships, and mentorship from professionals.	Goals, Strategies, & Proposed Expenditures
Dual Enrollment ESSA: Strong	Provide opportunities for students to complete college courses during the school day at the school site. Courses are taught by college professors.	Goals, Strategies, & Proposed Expenditures
Read180 ESSA: Strong	Supplemental online blended, teacher-led and online reading intervention program used to provide reading comprehension strategies, tools, and assessments	Goals, Strategies, & Proposed Expenditures

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

Northview High School will increase the percentage of students meeting or exceeding standards on the CAASPP English Language Arts assessment from last year's performance to 57% by Spring 2026, with targeted subgroup growth of at least +10 percentage points for Students with Disabilities and +7 percentage points for English Learners, supported by schoolwide literacy strategies, differentiated instruction, and ongoing progress monitoring.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Results of the 2025 ELA SBAC show that 53.50% of 11th graders meet or exceed standards.
78% of all students earned a grade of C or better in their core ELA class.
2.63% of students with disabilities met or exceeded standards on the ELA SBAC.
5.6% of English Learners met or exceeded standards on the ELA SBAC.

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 AP English Language AP English Literature C or better in core ELA class	53.0% AP English Language Mean Score 2.5 AP English Literature Mean Score 2.9 78%	57% AP English Language Mean Score 2.75 AP English Literature Mean Score 3.25 80%

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	Strategy 1: Vocabulary and Writing Enhancement: ELA department is incorporating strategies that focus on vocabulary, marking the text for reading	All	4,800 LCFF S/C AVID (4401)

	<p>comprehension, and writing strategies to increase performance on the DWA. Teachers will have the opportunity to attend the AVID Summer Institute and workshops, as necessary, to increase the proper implementation of instructional strategies.</p> <p>Purchase of instructional materials (\$2,500) and Co-Grader (district-funded) to enhance writing. AVID Summer Institute (6 teachers at \$800/teacher = \$4,800) AVID tutoring (up to \$2,000 for tutoring) Instructional Materials for new ELA teachers (1 teacher at \$500/teacher = \$500)</p>		<p>Services and other operating expenditures</p> <p>2,000 LCFF S/C AVID (4401) Classified Salaries</p> <p>2500 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>500 LCFF S/C New Teacher (2223) Books and Supplies</p>
1.2	<p>Strategy 2: College Readiness and AP Access: Staff will create a School-wide College Going Culture by implementing research-based instructional strategies that break down barriers for all students and promote access to Advanced Placement and Honors classes.</p> <p>1) Teachers will utilize data including A - G, SAT, AVID, Pre-AP, etc., to improve students' college readiness.</p> <p>2) Continue implementation and professional development for Pre-AP English 9 & 10</p> <p>3) AP Seminar & AP Research training to increase rigor and student participation in advanced placement classes.</p> <p>Additional resources include: www.thegardenofenglish.com https://coachhallwrites.com/</p> <p>One Pre-AP Teacher Pull Out Day (6 teachers at \$300/substitute = \$1,800) One AP Teacher Pull Out Day (2 teachers at \$300/substitute = \$600) Two teachers to attend AP Summer Institute (2 teachers at \$1,000/teacher = \$2,000) AMSCO AP English Language and Composition Workbooks and electronic instructional materials (\$1,000)</p>	All	<p>1,800 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>600 LCFF S/C Site Innovation (3313) Classified Salaries</p> <p>2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>1000 LCFF S/C Site Innovation (3313) Books and Supplies</p>
1.3	<p>Strategy 3: Common Core Alignment Teachers will continue to provide effective lesson design and delivery to all students with a focus on increasing rigor and making connections to the common core. Teachers will continue to build Common Core lessons following the pacing guides and lessons to ensure college and career readiness while focusing on Common Core State Standards (CCSS).</p> <p>Instructional materials - Night Novel (\$1,500) Additional instructional materials</p>	All	<p>3,500 LCFF S/C Site Innovation (3313) Books and Supplies</p>
1.5	<p>Strategy 4: Interventions for Learning Gaps Northview will expand interventions and supports to address gaps in learning and student achievement.</p>	All	<p>6,000 LCFF S/C Tutoring (2226) Certificated Salaries</p>

	<p>Based on common formative assessment data, all students will be recommended to the library tutoring program for corrective intervention or enrichment opportunities.</p> <p>PLCs will continue to re-arrange Pre-AP by College Board course so that they focus and align with ELA State Content standards.</p> <p>Additionally, the ELA department will:</p> <ul style="list-style-type: none"> -Continue the implementation of Literacy Enhancement courses as tier 3 intervention -Use College Board assessment data to address learning gaps in AP students -Use CommonLit Pre-Assessment given to all 9th grade students to support enrollment in Literacy Enhancement classes. <p>90 tutoring hours for ELA teachers to provide additional academic support for all students (90 hours at \$66.51/hour = \$6,000)</p> <p>ELA Intervention Conference for three teachers (\$1,000 for three teachers and 3 substitute teachers at \$300/substitute = \$900)</p> <p>Writable: an app that connects to Google Classroom that gives students feedback on their writing and tells them what to fix before they submit, provides prompts for student writing ideas. (1 license @ \$250/year)</p>		<p>1,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>900 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>250 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p>
<p>1.6</p>	<p>Strategy 5: Professional Learning Communities PLCs will implement student-centered curricula, ensure rigor, and analyze data to guide instruction. The process will include a cycle of inquiry and common formative assessments focused on reading comprehension. New strategies in communication, critical thinking, or collaboration will be implemented each semester. Teachers will perform a cycle of inquiry process (data) to evaluate lesson success, reteach and provide targeted interventions for students not making progress.</p> <p>Department PD days (12 teachers X \$300/teacher for substitutes = \$3,600) SEL Materials (\$2,000)</p>	<p>All</p>	<p>3,600 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>2000 LCFF S/C Site Innovation (3313) Books and Supplies</p>
<p>1.7</p>	<p>Strategy 6: Special Education Differentiation</p> <p>ELA PLCs will follow IEP accommodations, addressing needs for EL, SWD, and SED students. SAI ELA teachers will collaborate with PLCs to align instruction. Professional development will focus on differentiated instruction and checking for understanding. ELA teachers will work with the special education department to meet the needs of all students.</p> <p>ELA teachers and their SPED co-teachers will attend the Bureau of Education & Research Co-Teaching Conference: Working Together Better</p>	<p>SPED & SED</p>	<p>7,345 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p> <p>3,900 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>1,500 LCFF S/C Site Innovation (3313) Books and Supplies</p>

	<p>(\$7,345) and 13 substitutes (13 substitutes at \$300/substitute = \$3,900)</p> <p>SAI ELA teachers will attend the ELA PLC's to ensure that instruction is aligned to the core curriculum.</p> <p>District will purchase Goalbook to track student goal progress for IEPs. Purchase of Kami software to help with annotation of documents. (\$1,500)</p>		
1.8	<p>Strategy 7: Technology Integration</p> <p>Technology will be included in daily instruction for an engaging learning experience. This includes access to tools like Turn It In, Quizizz, Quizlet, No Red Ink, as well as SMART goal training and materials for grammar support.</p> <p>Instructional technology materials (\$3,000)</p>	All	<p>3,000 LCFF S/C Site Innovation (3313) Books and Supplies</p>
1.9	<p>Strategy 8: Academic Field Trips for Real-World Relevance</p> <p>Field trips will also make learning relevant.</p> <p>One 9th Grade Field Trip (1 bus at \$1,000 and two teachers at \$300/substitute = \$600) One 10th Grade Field Trip (1 bus at \$1,000 and two teachers at \$300/substitute = \$600) One 11th Grade Field Trip (1 bus at \$1,000 and two teachers at \$300/substitute = \$600) One 12th Grade Field Trip (1 bus at \$1,000 and two teachers at \$300/substitute = \$600)</p>	All	<p>4,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>2,400 LCFF S/C Site Innovation (3313) Certificated Salaries</p>

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 implementation of our literacy strategies this year showed strong measurable progress across multiple indicators. SBAC ELA proficiency increased from 47% to 53%, reflecting a six-point gain. This shows that our instructional shifts and intervention structures are taking hold, even as we continue working toward our new target of 60%. AP English Language performance grew from an average of 2.3 to 2.5, meeting our goal, while AP English Literature demonstrated significant improvement, going from 2.1 to 2.9, exceeding the established benchmark. Classroom performance also strengthened, with the percentage of students earning a C or better in both semesters rising from 75.2% to 78%, surpassing last year's goal and moving steadily toward our new target of 80%. Overall, the effectiveness of the implemented strategies is evident in consistent upward trends, stronger course outcomes, and improved readiness for advanced academic work.

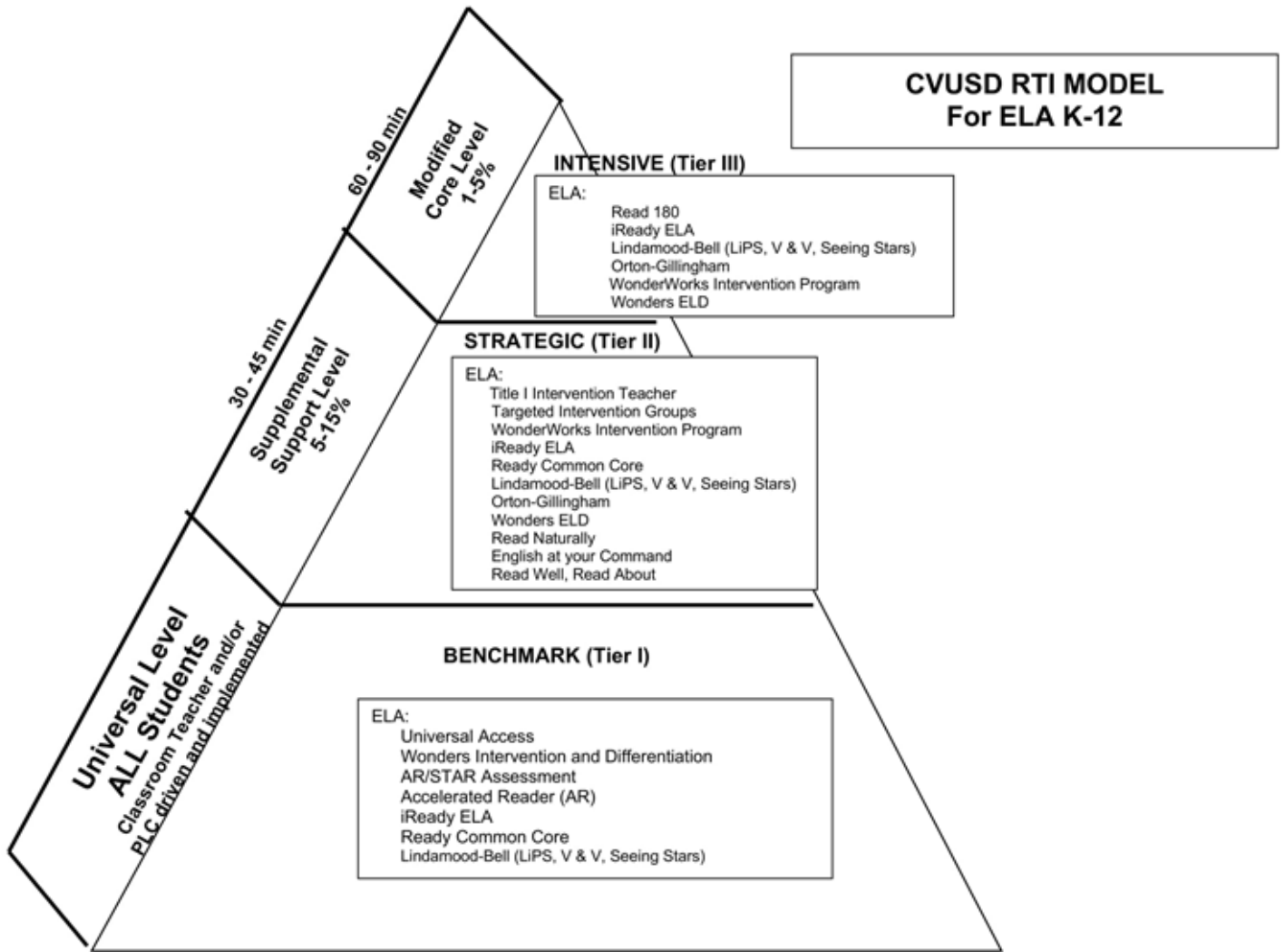
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major discrepancies.

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.

Based on this year's analysis, Northview will build on the strategies that contributed to measurable gains while refining practices to accelerate progress toward the new annual targets. ELA teachers will continue implementing the CAASPP Interim Assessments (IABs) with greater consistency across courses, using item-level data to identify skill gaps earlier and adjust instruction accordingly. Departments will strengthen the use of common assessments, including Pre-AP performance tasks and standards-aligned writing benchmarks to monitor growth more frequently and calibrate expectations across grade levels. In response to the need for deeper literacy acceleration, targeted tutoring, small-group reteaching cycles, and structured academic discussions will be incorporated as strategies to support movement toward the new goals in SBAC proficiency, AP performance, and course success rates. The school will continue monitoring the percentage of students earning a C or better in both semesters, with added attention to early-warning indicators and progress-monitoring cycles. These updates are reflected in the SPSA under the ELA Goal section, specifically in the revised annual outcomes, adjusted metrics, and updated Strategies/Activities in Sections 2.1 and 2.2.

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

Northview High School will increase the percentage of students meeting or exceeding standards on the CAASPP Mathematics assessment to 34% by Spring 2026, with targeted subgroup growth of at least +7 percentage points for English Learners and +10 percentage points for Students with Disabilities, supported by benchmark-aligned instruction, strategic interventions, and continuous progress monitoring.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The Math department has identified the following need:
 24.0% of 11th grade students met or exceeded standards on the Math SBAC.
 74.4% of students earned a C or better in their core math class.

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 Calculus AB Calculus BC AP PreCalc C or better in core math class	24.0% Calculus AB average score: 2.7 (2025) Calculus BC average score: 3.2 (2025) PreCalc average score: 3.36 (2025) 74.43%	34.0% Calculus AB average score: 2.9 Calculus BC average score: 3.4 PreCalc average score: 3.5 75.5%

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
2.1	The Math department will look to improve SBAC scores by implementing the following strategies: -providing incentives	ALL	1,330 LCFF S/C Site Innovation (3313) Certificated Salaries

	<p>-targeted SBAC review for Juniors -online resources -targeted SBAC review worksheets -use of IAB assessments</p> <p>Teacher extra hours pay for targeted SBAC review and intervention (20 hours at \$66.51/hour = \$1,330)</p>		
2.2	<p>Teachers will continue the implementation of UCI Math Strategies and will buy needed materials for designed lessons that are aligned with the common core math standards.</p> <p>Instructional materials for math projects (\$500)</p>	ALL	<p>District funded Services and other operating expenditures</p> <p>500 LCFF S/C Site Innovation (3313) Books and Supplies</p>
2.3	<p>Math teachers will use technology and software to enhance instruction and provide intervention and supports for all students. Teachers will have been trained on how to use and implement ALEKS Math to help support students' understanding of math conceptual lessons. Provide ELLs and SWDs support through the use of ALEKS Math diagnostic. Organize math pull out days per year to plan, analyze data, and align curriculum.</p> <p>Math 1 Pull Out Day (5 teachers at \$300/substitute = \$1,500) Math 2 Pull Out Day (3 teachers at \$300/substitute = \$900) Math 3 Pull Out Day (4 teachers at \$300/substitute = \$1,200) Math Intervention Pull Out Day (2 teachers at \$300/substitute = \$600) New Financial Algebra course Pull Out day (2 teachers at \$300/substitute = \$600)</p> <p>TI-Nspire CX CAS II Graphing Calculators for Pre-Calculus and Calculus courses (20 @ \$200/each = \$4,000)</p>	ALL	<p>4,800 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>4000 LCFF S/C Site Innovation (3313) Books and Supplies</p>
2.4	<p>Math teachers attend UCLA Math Project professional development in order to gain a better knowledge of the Common Core standards and recognize and apply standards of mathematical practices.</p> <p>8 math teachers to attend UCLA Math Project Training (\$11,000)</p>	ALL	<p>11,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p>
2.5	<p>Teachers will continue to provide effective lesson design and delivery to all students with a focus on increasing rigor and making connections to the Common Core. Teachers will continue to develop pacing guides and lessons to ensure college and career readiness while focusing on Common Core</p>	ALL	<p>2,500 LCFF S/C Site Innovation (3313) Books and Supplies</p>

	<p>State Standards (CCSS). Teachers will work with the special education department to meet the needs of all students.</p> <p>Implement the use of Kuta math suite as resource for student assessment.</p> <p>Purchase of Wayground software for math department (11 teachers at \$275/license = \$2,500)</p>		
2.6	<p>Continue to share best practices and examine assessment data in each PLC, adjust instruction accordingly and ensure differentiated instruction. Including the following: Implement Achievement Teams 5-step cycle to assess and analyze data to address student needs.</p>	ALL	0 District funded
2.7	<p>Add a section of Math 3 co-teach to further support students with IEPs in the completion of math requirements for A-G and graduation.</p>	ALL	0 District funded Certificated Salaries
2.12	<p>Continue to build on Math intervention classes targeting students who are struggling and need extra support. Students have been selected based on their performance on the CAASPP assessment in 8th grade, performance on district/school benchmarks (MDTP, Interim Assessments, and Math Benchmarks). Provide targeted intervention for student performing below A-G requirements. Maximize utilization of existing tutoring models and implement additional options for tutoring. Implementation of ALEKS to support student understanding and bridge gaps in learning and achievement.</p> <p>Invest in student-centered classrooms by providing opportunities for flexible and purposeful seating (\$13,000)</p> <p>105 tutoring hours for Math teachers to provide additional academic support for all students (113 hours at \$66.51/hour = \$7,500)</p>	ALL	<p>7,001 LCFF S/C Tutoring (2226) Certificated Salaries</p> <p>13,000 LCFF S/C Site Innovation (3313) Books and Supplies</p>

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 implementation of our math strategies this year produced meaningful gains across several key indicators. SBAC Math proficiency increased from 21% to 24%, demonstrating positive movement toward our long-term goal of 34% and reflecting stronger alignment between classroom instruction and CAASPP expectations. AP outcomes also showed significant progress: AP Calculus AB increased from a 2.04 to 2.7 average, meeting the established target, while AP Calculus BC rose from 2.83 to 3.2, surpassing the goal. AP Precalculus remained stable at 3.4 in its second year, providing a strong foundation as we work toward a new goal of 3.9. Course-level success also improved, with the percentage of students earning a C or better in both semesters increasing from 68.7% to 74.43%, signaling stronger

student mastery and improved instructional coherence across Math 1–3. Overall, these trends highlight effective implementation of core strategies, such as continued integration of UCI Math practices, increased use of IABs, and consistent emphasis on standards-aligned instruction while also showing that our expanding AP pathway is generating positive results for students.

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

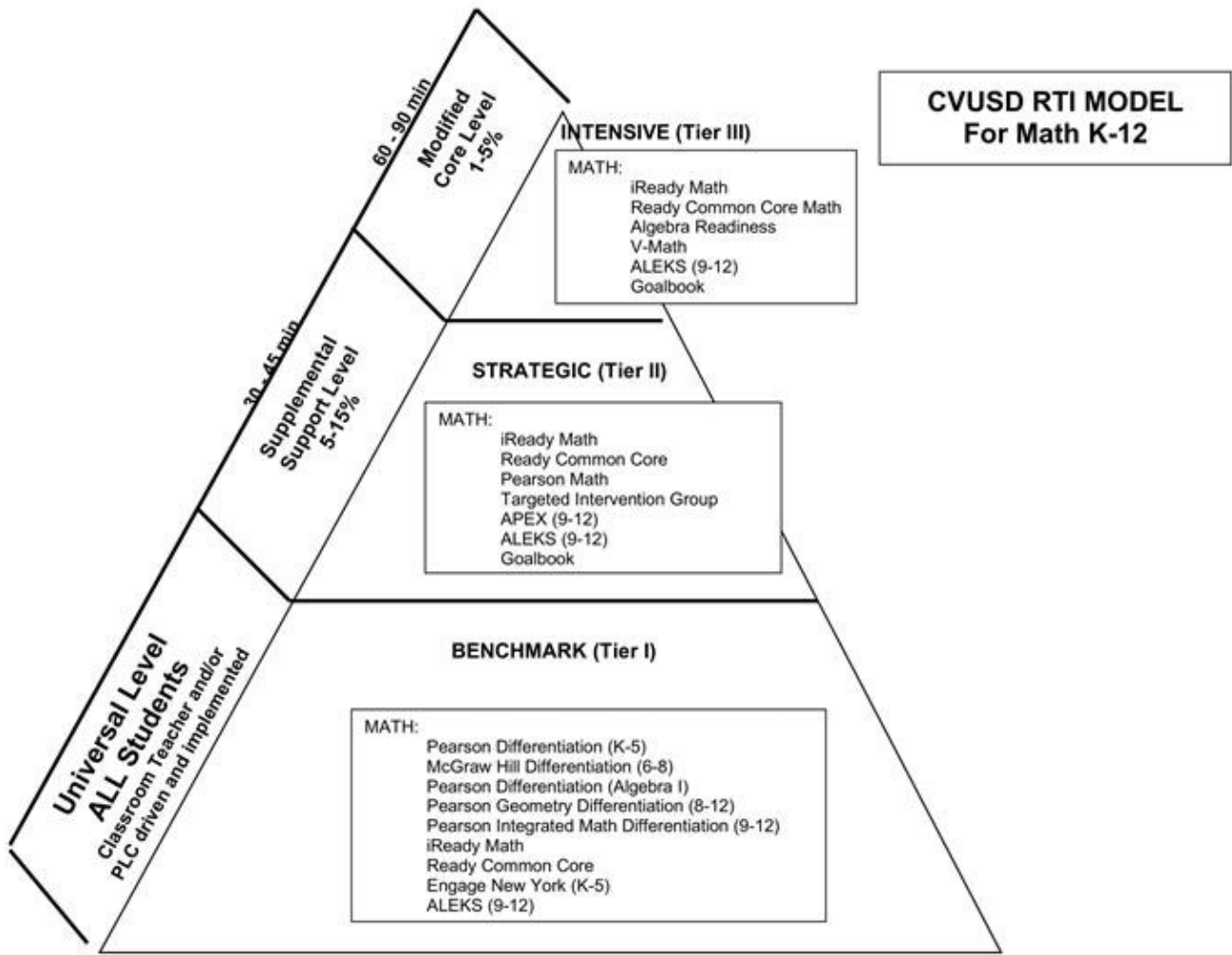
There are no major difference in implementation or budget expenditures to implement strategies/activities to meet the articulated goal.

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

Based on this year's results, several refinements will be made to strengthen math achievement and accelerate progress toward the new annual targets. The department will continue using IABs with increased consistency across Math 1–3 and will incorporate more frequent item-level analysis to adjust instruction and reteach priority standards earlier in the year. In response to the continued need for deeper CAASPP alignment, teachers will integrate targeted CAASPP practice into unit assessments and adopt common problem-solving routines that mirror the rigor of the state test. The expanded AP pathway, including AP Precalculus, AP Calculus AB, and AP Calculus BC, will now include quarterly progress checks to better monitor student readiness and support movement toward the higher AP score goals.

Intervention structures will also be strengthened. The math intervention teacher will implement more targeted small-group cycles for students in Math 1 and 2 using real-time data, while teachers will adopt early-warning indicators to identify students at risk of not earning a C or better in both semesters. These adjustments are reflected in the SPSA Math Goal section, specifically in the revised annual outcomes, updated metrics, and new Strategies/Activities outlined in Sections 3.1 and 3.2.

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

Northview High School will increase the annual reclassification rate of English Learners to at least 25% by Spring 2026, with focused progress for Long-Term English Learners, ensuring that at least 60% of LTELs demonstrate one or more levels of growth on the ELPAC. This will be supported by targeted ELD instruction, progress-monitoring cycles, and coordinated academic and wellness interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

ELD students did not meet multiple identified metrics stated in the goal. NHS needs to implement identified best practices surrounding vocabulary, reading comprehension skills, and breaking down complex text. 48.6% of EL students are making progress towards reclassification (CA Dashboard). 50.0% of ELs scored a level 3 or 4 on Summative ELPAC Grade 11.

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	50.0% of ELs scored a level 3 or 4 on Summative ELPAC Grade 11.	60.0%
Reclassification Rate	18.2%	25.0% of ELs will reclassify

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	Strategy 1: Use of Technology Students and teachers will use technology and computer applications to support/strengthen the ELD program, including but not limited to the use of translating iPads, Chromebooks, Rosetta Stone, and English 3D Curriculum. Adoption of English 3D	EL	525 LCFF S/C Site Innovation (3313) Books and Supplies

	<p>Addition of 10 translating iPads- received from district.</p> <p>Instructional materials (\$525)</p>		
3.2	<p>Strategy 2: Parent Communication and ELAC Through Parent square, phone calls, and emails, and ELAC Meetings ELD teachers will continue to inform parents about A-G requirements, the impact of D's and F's, parent portal Aeries access, & college information.</p> <p>Initiate and promote parent support in an effort to better serve EL's and to educate our parents on school programs and support services. Consult with ELAC and ELAC coordinator to receive input and facilitate communication between school and parents of EL's. Conduct required ELAC Meetings.</p> <p>Instructional materials for parent participation \$1,496</p> <p>Additional support from staff for parent communication (20 hours at \$25/hour)</p>	EL	<p>District funded</p> <p>1,496</p> <p>Title I- Parent Involvement Books and Supplies</p>
3.3	<p>Teachers will continue to refine and implement the Response to Instruction and Intervention Pyramid (RTI). Through systematic data analysis, students will be provided with targeted interventions.</p> <p>Teachers will focus on those students that are close to being redesignated especially with any EL students in the program for 5 or more years. ELD level 1A1B are targeted interventions for entry-level EL students, levels based on ELD performance courses for English language immersion. Levels 1, 2, and 3 courses are offered during the same instructional period to allow collaboration and teaming. LTEL students will receive extra support and testing preparation in order to increase their probability of being reclassified.</p> <p>One teacher prep day to work with students not in ELD (2 teachers at \$300/substitute = \$600)</p>	EL	<p>600</p> <p>LCFF S/C Site Innovation (3313)</p> <p>Certificated Salaries</p>
3.4	<p>English 3D curriculum will be used to monitor progress of EL's.</p> <p>Provide teachers and staff with training on embedding ELD strategies to ensure differentiated instruction is being employed.</p> <p>One Planning Day for ELD teachers and coordinators (3 teachers at \$300 per substitute = \$900)</p>	EL	<p>900</p> <p>LCFF S/C Site Innovation (3313)</p> <p>Certificated Salaries</p>
3.5	<p>Regularly reinforce the knowledge of program and support services that enable our staff to more effectively reach our ELL and SWD populations through staff development meetings and individual</p>	ALL	<p>1,800</p> <p>LCFF S/C Site Innovation (3313)</p> <p>Certificated Salaries</p>

	<p>PLC department meetings with ELD coordinator, ELD teachers, and ELD Instructional Coach. Within their Professional Learning Communities (PLC), teachers will provide student-centered curriculum, ensure access and rigor, and review and analyze data based on student learning. Teachers will continue to analyze data from their formal/informal assessments to evaluate lesson success, reteach and provide targeted interventions for students not making progress.</p> <p>Teachers will analyze ELL centered data during PLC time to adjust instruction and better serve our ELL population.</p> <p>Two Planning days for ELD teachers and coordinators (2 days for 3 teachers at \$300 per substitute = \$1,800)</p>		
3.6	<p>Teachers will continue to analyze data and work with ELD Instructional Coach to identify and progress monitor RFEPs.</p> <p>31 additional certificated hours to support students not currently in an ELD class (31 hours at \$66.51/hour for teacher = \$2,077)</p>	ALL	<p>2077 LCFF S/C Site Innovation (3313) Certificated Salaries</p>
3.7	<p>ELD I, II, and III students will participate in an enriching end of the unit field trip featuring a visit to a museum, historical site, or curriculum related location.</p> <p>Subs for 2 teachers (2 teachers at \$300/substitute) Cost of the bus- \$1,000</p>	All	<p>600 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>1,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p>
3.8	<p>Invest in parent programming and workshops, such as PIQE to further engage parents of EL's to inform them of graduation and reclassification requirements. Invest in yearly CAFE conference for all- teachers, students, and parents.</p> <p>CAFE Conference attendance for 6 teachers (6 at \$1,025/teacher = \$6,150) PIQE Semester Workshop for parents \$13,000</p>	EL	<p>6,150 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> <p>13,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p>

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.

This year's implementation of strategies to support English Learners continued to strengthen instructional quality and produce steady gains in key outcomes. All teachers implemented AVID strategies, SDAIE structures, and ELD-aligned scaffolds as part of their daily instruction, and 100% of staff engaged in ongoing ELD professional development focused on academic vocabulary, structured student talk, and reading and writing supports. PLCs maintained a consistent focus on EL progress by reviewing pre- and post-assessment data, identifying patterns in language development, and developing targeted "next step" plans to address skill gaps across listening, speaking, reading, and writing domains. The effectiveness of these efforts is reflected in our student outcomes. The proportion of students who met or exceeded standards on the ELPAC held steady at 50%, providing a solid foundation as we work toward a new target of 60%. Our reclassification rate increased to 13%, demonstrating strong progress toward the new goal of 20% and showing that more students are moving successfully toward full English proficiency.

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

No major difference between the intended implementation or budget expenditures to implement strategies/activities to meet articulated goals

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.

Based on this year's results, several refinements will be made to accelerate progress toward the updated goals for English Learners. While the core strategies such as AVID integration, SDAIE implementation, and PLC monitoring will continue, we will strengthen them by increasing the frequency of language-focused data reviews in PLCs and expanding structured academic talk routines across all content areas. To support movement from 50% to the new ELPAC target of 60%, teachers will incorporate additional formative language checks aligned to the ELPAC domains and use these to guide targeted small-group instruction. To increase our reclassification rate from 13% toward the new 20% goal, we will implement a more proactive reclassification monitoring system, including quarterly reviews of students nearing criteria and additional family outreach aligned to those needs. In the SPSA, these adjustments are reflected in the updated annual outcomes and metrics within the EL Goal section, and in revised Strategies/Activities under Sections 4.1 and 4.2. Strategy 8 remains consolidated with Strategy 2 for parent engagement, and Strategy 6 continues to be replaced with updated staff-support structures. Goal 7 retains its focus on real-world learning experiences for ELD students, now aligned more intentionally to language-growth outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Science

Northview High School will increase the percentage of students meeting or exceeding standards on the CAST assessment to 35% by Spring 2026, with targeted subgroup growth of at least +10 percentage points for Students with Disabilities and +7 percentage points for English Learners. This goal will be supported by aligned curriculum, CAST-focused review structures, and ongoing progress monitoring within core science courses.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

To prepare for CAST testing, science teachers need to continue developing and refining the implementation of NGSS aligned lessons. Science teachers also need to adopt, receive training, on an official textbook adoption to further prepare students for the NGSS standards. Science teachers need training for IAB implementation in classrooms.

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
A-C Rate	83.26%	85.0%
Average AP Score	Average AP Score: 1.9	Average AP Score: 2.5
CAST (meet or exceed)	24%	35%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strategy 1: Vocabulary & Writing Enhancement Teachers will continue to provide effective lesson design and delivery to all students with a focus on increasing rigor and preparing for the Pre-AP, AP, and Next Generation Science Standards (NGSS) to ensure the college readiness of our students.	ALL	2,500 LCFF S/C Site Innovation (3313) Books and Supplies 1,000

	<p>Northview Science teachers will continue the implementation of NGSS inquiry-based techniques as well as the Pre-AP Biology and Chemistry curriculum</p> <p>Fetal cats for dissection (\$2,500) Instructional materials for new teacher (2 teachers at \$500/teacher = \$1,000)</p>		<p>LCFF S/C New Teacher (2223) Books and Supplies</p>
4.2	<p>Staff will create a School-wide College Going Culture by implementing research based instructional strategies that break down barriers for all students and promotes access to Advanced Placement and Honors classes. Teachers will utilize data including A - G, SAT, AVID, etc., to improve student's college readiness.</p> <p>Two teachers to attend AVID Summer Institute (2 teachers at \$1,000/teacher = \$2,000)</p>	ALL	<p>2,000 LCFF S/C AVID (4401) Services and other operating expenditures</p>
4.3	<p>Northview science teachers will differentiate instruction with a focus on SED, SWD, and ELs by using the SDAIE strategies and utilizing a co-teaching instructional model.</p> <p>Northview science teachers and SPED teachers will utilize afterschool tutoring program and Saturday School to support students. (\$3,500)</p>	SED	<p>3,500 LCFF S/C Tutoring (2226) Certificated Salaries</p>
4.4	<p>Northview AP science teachers will review past exams and provide additional exam preparation based on information gained from Summer Institutes and AP Workshops.</p> <p>Two teachers to attend AP Summer Institute (2 teachers at \$1,000/teacher = \$2,000)</p>	ALL	<p>2,000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p>
4.5	<p>Continue to implement Pre-AP Bio and Pre-AP Chemistry to prepare students for the rigor and expectations of AP.</p>	All	<p>District funded Books and Supplies</p>
4.6	<p>The science department will purchase the equipment necessary to implement relevant science laboratory experiments to help students make stronger connections to the curriculum. There will be a specific focus on ensuring that newly hired science teachers are provided the materials and training opportunities that are needed to ensure student success. Additional technology needs will be met to ensure students have access to relevant online lab activities and simulations.</p>	All	<p>10,000 LCFF S/C Site Innovation (3313) Books and Supplies</p>

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.

Implementation of our science strategies this year resulted in strong, positive gains across multiple indicators. The proportion of students earning a C or better in their core science classes increased from 76.3% to 83.5%, reflecting improved curriculum alignment, stronger instructional practices, and more consistent mastery of essential standards. The average AP science exam score rose to 1.9, continuing an upward trajectory and demonstrating that our AP skill-building structures and inquiry-based instruction are strengthening student readiness for advanced coursework. Most notably, CAST performance increased from 16% to 24%, indicating meaningful progress toward our new goal of 35% and showing that NGSS-aligned instruction and hands-on, phenomenon-based learning are taking hold across the department.

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

No major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Science teachers need to continue developing and refining the implementation of NGSS aligned lessons, Pre-AP curriculum in both Biology and Chemistry, and AVID strategies to support student achievement in all subject areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Social Science

Northview High School will increase the percentage of students earning a C or better in core Social Science courses to 85% by June 2026, with each teacher implementing common formative assessments and progress-monitoring cycles to ensure that at least 90% of students demonstrate growth toward proficiency on department-developed learning targets. Subgroups, particularly English Learners and Students with Disabilities, will show at least a 10-percentage-point reduction in D/F rates through targeted supports, intervention structures, and aligned instructional strategies.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Students need to be prepared for the level of rigor and expectations required for AP World, AP U.S., AP Gov., and AP Psych. To fulfill this, Pre-AP World History and AP Human Geo will be offered to 9th grade students which align their framework to AP World History and AP Gov. Northview will continue to offer these classes to 9th grade students as an additional AP course opportunity.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Exams A-C rate	AP US average score: 2.5 AP World average score: 1.9 AP Gov average score: 2.2 AP Human Geography average score: 1.9 AP Psychology 2.2 A-C Passing Rate: 85.01%	AP US average score: 3.0 AP World average score: 2.5 AP Gov average score: 2.5 AP Human Geography average score: 2.3 AP Psychology 2.5 A-C Passing Rate: 90%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Strategy 1: College Readiness & AP Access	ALL	3,500

	<p>Northview AP teachers will attend AP conferences & utilize material from past exams to increase scores of "3" or better on exams. Northview will continue building a strong college-going culture by expanding access to rigorous coursework and embedding research-based instructional practices across all classrooms. Teachers will promote college readiness through consistent use of strategies such as Cornell Notes, focus note-taking, think-pair-share, academic discussions (Fishbowl, Philosophical Chairs, Socratic Seminars, Four Corners), document analysis, annotations, FRQs, interactive notebooks, essays, and structured opportunities for synthesis. Pre-AP for all sophomores remains a key lever for increasing AP readiness, supported by ongoing AP professional development for teachers and the district's continued commitment to covering AP exam costs for students. Staff will analyze A–G completion data, SAT/PSAT trends, AVID metrics, and AP performance to guide decision-making and identify barriers to access. Through these aligned strategies, Northview continues to expand AP participation, strengthen academic skill-building, and ensure every student is prepared for postsecondary success.</p> <p>Northview social science teachers and SPED teachers will utilize afterschool tutoring program and Saturday School to support students. (\$3,500) Two teachers to attend AP Summer Institute (2 teachers at \$1,000/teacher = \$2,000)</p>		<p>LCFF S/C Tutoring (2226) Certificated Salaries</p> <p>2,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p>
<p>5.2</p>	<p>Strategy 2: Technology Integration Northview teachers will continue strengthening technology integration to enhance instruction and boost student achievement. Social Science teachers—and staff across all departments—regularly incorporate Chromebooks, digital textbooks, Pear Deck, Blooket, Wayground, AP Classroom, and other digital platforms to create interactive, student-centered learning experiences. Classrooms increasingly use AI-powered tools to support writing, feedback, and enrichment, helping students engage more deeply with content. Through these technology-based strategies, teachers are building dynamic digital classrooms that promote collaboration, critical thinking, and readiness for college and career pathways.</p> <p>Department instructional materials (\$2,000) Northview US History will utilize TCI History Alive to increase student achievement in US History courses. (\$1,000)</p>	<p>ALL</p>	<p>3000 LCFF S/C Site Innovation (3313) Books and Supplies</p>
<p>5.3</p>	<p>Strategy 3: Professional Learning Communities To improve performance on SBAC, A-G, and AP scores, the Social Science department is going to utilize the Visible Learning Strategy of Providing Formative Evaluations (CFU) which has an ES of</p>	<p>ALL</p>	<p>2,100 LCFF S/C Site Innovation (3313) Certificated Salaries</p>

	<p>.48 and we will use Concept Mapping and Graphic Organizers which has an ES of .64. We also provide feedback and exemplars which have an ES of .70.</p> <p>Teachers will continue to provide effective lesson design and delivery to all students with a focus on increasing rigor and making connections to the Common Core. Teachers will continue to develop pacing guides and lessons to ensure college and career readiness while focusing on Common Core State Standards (CCSS).</p> <p>Teacher pull out planning day (7 teachers at \$300/substitute = \$2,100)</p>		
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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.

This year’s implementation of Social Science strategies resulted in steady growth in course proficiency and strengthened readiness for AP-level rigor. The department continued to integrate AVID WICOR strategies—including focused note-taking, collaborative structures, academic conversations, and document analysis—which contributed to an overall A–C passing rate of 85.01%. AP outcomes demonstrated meaningful progress across multiple courses: AP U.S. History achieved an average score of 2.5, AP Government averaged 2.2, AP Psychology averaged 2.2, while AP World History and AP Human Geography each held at 1.9. These results reflect both increased alignment to AP expectations and the positive impact of ongoing professional development, with more than half of the department receiving additional training on embedding AVID strategies into daily instruction. Overall, the strategies in place have strengthened instructional coherence, expanded AP readiness, and supported improved student achievement across Social Science courses.

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

No major differences.

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

NHS has changed their goals to increase AP scores by 0.5 points (on a 5 point scale), which is a 10% increase. This change in the goal is reflected in Goal 1. Students need to be prepared for the level of rigor and expectations required for AP World. AP U.S., AP Gov.

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.

A-G Completion
 Northview High School will increase the percentage of graduates completing the A–G requirements to 75% by June 2026. Progress will be monitored through quarterly A–G audits, early-warning indicators, and coordinated interventions to keep students on track for college eligibility.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

72.0% of 12th-grade students (class of 2025) completed A-G requirements upon graduation.
 69.4% of students with an IEP (class of 2025) completed A-G requirements upon graduation.
 46.2% of EL students (class of 2025) completed A-G requirements upon graduation.

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
A-G Completion Rate (all) A-G Completion Rate (IEP) A-G Completion Rate (EL)	A-G Completion Rate (all) - 73.1% A-G Completion Rate (IEP) - 69.4% A-G Completion Rate (EL) - 46.2%	A-G Completion Rate (all) - 75.0% A-G Completion Rate (IEP) - 75.0% A-G Completion Rate (EL) - 50.0%

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	Ensure Counselors, AVID teachers, and Senior Teachers attend yearly up to date conferences specifically for counselors and teachers to help staff efficiently help students complete A-G requirements. These include but are not limited to UC, CSU, Private Colleges, and Financial Aid conferences.	ALL	2,400 LCFF S/C Site Innovation (3313) Certificated Salaries 9,278 LCFF S/C AVID (4401)

	<p>UC Conference (8 Teachers/Counselors at \$100/each = \$800, plus subs for 4 teachers at \$300/sub = \$1,200)</p> <p>CSU Conference (8 Teachers/Counselors at \$100/each = \$800, plus subs for 4 teachers at \$300/sub = \$1,200)</p> <p>AVID Summer Institute (9 teachers at \$1,000/each = \$9,278)</p> <p>Purchase 75 vouchers for CSU applications (64 vouchers at \$70/each = \$4,480)</p> <p>Instructional materials for new teachers (1 teacher at \$500/teacher = \$500)</p> <p>Instructional Materials for General Education Teachers (\$6,258)</p>		<p>Services and other operating expenditures</p> <p>4,480</p> <p>Title I - Site Allocation</p> <p>Services and other operating expenditures</p> <p>500</p> <p>LCFF S/C New Teacher (2223)</p> <p>Books and Supplies</p> <p>6,258</p> <p>LCFF S/C Site Innovation (3313)</p> <p>Books and Supplies</p>
6.2	<p>Northview will expand dual enrollment course offerings for all students of all grade levels to expose them to college courses and increase A-G completion. Ensuring all students have access to a world language to increase A-G completion</p> <p>Northview High School will provide all 10th graders with a college campus visit (CSU and Private)</p> <p>6 buses for 300 students (6 buses at \$800/bus = \$4,800) and 12 teachers (12 teachers at \$300/substitute = \$3,600)</p> <p>ASL Deafined software (\$1,500)</p>	ALL	<p>4,800</p> <p>LCFF S/C College Campus Visit (04423.0)</p> <p>Services and other operating expenditures</p> <p>2,215</p> <p>LCFF S/C College Campus Visit (04423.0)</p> <p>Certificated Salaries</p>
6.3	<p>NHS will offer "Future Day" in which all seniors will be pulled from class to apply for college (2 yr or 4 yr). Students will create their FSA ID, receive support on personal statements, and have access to a private colleges on the spot admission representative and trade-tech/military career fair.</p> <p>4 Substitutes for the day at \$300/substitute = \$1,200</p> <p>Instructional materials (\$1,200)</p> <p>College Awareness Incentives (\$2,000)</p>	ALL	<p>1200</p> <p>LCFF S/C Site Innovation (3313)</p> <p>Certificated Salaries</p> <p>2000</p> <p>LCFF S/C Site Innovation (3313)</p> <p>Books and Supplies</p> <p>1,200</p> <p>LCFF S/C AVID (4401)</p> <p>Books and Supplies</p>
6.4	<p>PBIS incentives for students demonstrating positive behavior, positive attendance, and positive academic standing.</p> <p>Instructional materials and school supplies for homeless and foster students (\$1,196)</p>	ALL	<p>20,000</p> <p>LCFF S/C Site Innovation (3313)</p> <p>Services and other operating expenditures</p> <p>1,496</p> <p>Title I - Homeless</p> <p>Books and Supplies</p>
6.5	<p>A-G progress monitoring will be updated every semester.</p> <p>Students not meeting A-G will be enrolled in credit recovery as soon as possible.</p>	All	

	Every student will have a copy of their A-G report. UC/CSU eligibility report will be distributed to students on a semester basis serving as a constant reminder that they need to make up any D's and F's in order to meet A-G. Students receiving D's and F's at the 5-week mark should be pulled out and spoken to immediately. (Teachers, counselors, warning letters sent home).		
6.6	Northview High School is committed to helping AP exam fees for all students to provide access to college-level coursework and the opportunity to earn college credit. All students will qualify for the reduced AP Exam fee. 200 students at \$76/reduced rate per student = \$15,200	All	15,200 Title I - Site Allocation Services and other operating expenditures
6.7	Northview AVID teachers will provide college-focused field trips to local colleges and universities. 5 field trips (5 buses at \$1,000/bus = \$5,000 and 10 teachers at \$300/substitute = \$3,000 = \$8,000)	All	5,000 LCFF S/C AVID (4401) Services and other operating expenditures 3,000 LCFF S/C AVID (4401) Certificated Salaries
6.8	Development of School's DLI Program 2 cultural field trips (2 buses at \$1,000/bus = \$2,000 and 2 teachers at \$300/substitute = \$600 = \$2,600) Culturally relevant classroom materials (\$700)		2,600 LCFF S/C Dual Language (2228) Books and Supplies 700 LCFF S/C Dual Language (2228) 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.

Implementation of our college-readiness strategies this year resulted in substantial gains in A–G completion across all student groups. The overall A–G rate increased from 67.4% to 72.0% for the Class of 2025, reflecting stronger course alignment, targeted counseling, improved credit-monitoring systems, and more intentional intervention for students who were off track. The most significant growth occurred among students with IEPs, whose A–G completion rate rose from 26.5% to 69.4%, demonstrating the effectiveness of enhanced case management, improved course sequencing, and increased collaboration between counselors, teachers, and special education staff. English Learners also showed notable improvement, with A–G completion increasing from 22.2% to 46.2%, indicating that targeted supports, tutoring structures, and expanded access to rigorous coursework are effectively closing gaps. Overall, the strategies implemented this year, which included increased monitoring, improved communication with families, and intentional access to college-preparatory courses, have significantly strengthened college readiness and advanced equity across all student groups.

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

No major differences.

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

Based on this year's analysis, Northview will refine and expand its A–G strategies to maintain momentum and close remaining gaps across student groups. The school will strengthen its early-identification system by monitoring A–G progress beginning in 9th grade and implementing quarterly college-readiness checks in collaboration with counselors, case carriers, and EL support staff. To sustain growth among students with IEPs and English Learners, targeted course-planning meetings, expanded tutoring, and proactive parent outreach will be embedded into the schoolwide A–G support plan. Additionally, increased emphasis will be placed on ensuring students enroll in and successfully complete A–G aligned coursework earlier in their high school progression, supported by interventions for students who show early signs of falling off track.

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.

CTE Pathways

Northview High School will increase the percentage of students completing a full CTE pathway (including the capstone course) by 10 percentage points by June 2026, ensuring that each pathway demonstrates annual growth. Progress will be tracked through semester enrollment audits, capstone course completion data, and aligned work-based learning opportunities across all programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

65.3% of 12th graders (class of 2025) completed at least 1 CTE pathway.
Many students start 2 or 3 pathways and never take a capstone course.

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
College and Career Indicator AERIES Dashboard	College and Career Indicator 65.3% (2025) CTE Completion Rate for 2024-2025 was 86.0%	70% 90.0%

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	Continue development of CTE Pathways to increase opportunities for students. Attend conferences, workshops, and other professional development opportunities to share best practices with staff members.	ALL	1,900 63870.7 CTEIG Round 7 Certificated Salaries 1,000

	<p>CTE teacher and student field trips to professional studio visit college programs Continue to expand the development of the Public Safety Pathway and the Patient Care Pathway.</p> <p>29 hours of tutoring for CTE teachers (29 hours at \$66.51/hr = \$1,900) Instructional materials for new teachers (2 teacher at \$500/teacher = \$1,000) Specialized supplies for Patient Care Pathway (\$16,430) Instructional technology materials for Public Safety Pathway (\$2,896) Three career-based field trips (3 buses at \$1,000/bus and 6 substitutes at \$300/substitute = \$5,000) Universal Studios Backlot Tour for 50 students (\$5,000)</p>		<p>LCFF S/C New Teacher (2223) Books and Supplies</p> <p>16,430 Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) Books and Supplies</p> <p>2000 63870.7 CTEIG Round 7 Certificated Salaries</p> <p>2,896 63870.7 CTEIG Round 7 Books and Supplies</p> <p>3,000 63870.7 CTEIG Round 7 Services and other operating expenditures</p> <p>2000 63870.7 CTEIG Round 7 Certificated Salaries</p> <p>5,000 Perkins (35500.0) Services and other operating expenditures</p>
7.2	<p>Purchase new equipment and software to implement and enhance CTE Pathways and FAME classes</p> <p>Conference attendance for animation pathway (\$2,100) Instructional software for animation pathway (\$4,500) Instructional software for FAME pathway (\$5,600) Instructional materials for Photography pathway (\$3,295) Instructional materials for Animation pathway (\$4,670)</p>	ALL	<p>2,100 Perkins (35500.0) Services and other operating expenditures</p> <p>4,500 Perkins (35500.0) Books and Supplies</p> <p>5,600 Perkins (35500.0) Books and Supplies</p> <p>3,295 Perkins (35500.0) Books and Supplies</p> <p>4,670 Perkins (35500.0) Books and Supplies</p>
7.3	<p>Focus on development of music program.</p> <p>Replace instruments for music program (\$14,000) Repair non-functioning music equipment to meet Music industry standards (\$6,000)</p>	ALL	<p>14,000 Prop 28 (67700) Books and Supplies</p> <p>6,000 Prop 28 (67700) Books and Supplies</p>

<p>7.4</p>	<p>Supporting the development of the new Engineering Pathway.</p> <p>Engineering Drafting Tables and desks (\$15,000) PLTW Site License (\$4,000) PLTW IED Training for teacher (\$3,000) PLTW POE Training for teacher (\$3,000)</p>	<p>ALL</p>	<p>15,000 CCAP College & Career access pathways (73390.0) Books and Supplies</p> <p>4,000 CCAP College & Career access pathways (73390.0) Services and other operating expenditures</p> <p>6,000 CCAP College & Career access pathways (73390.0) Professional/Consulting Services</p>
<p>7.6</p>	<p>Art and other VAPA programs to purchase classroom supplies</p> <p>Art Supplies (\$10,298) Drafting tables for art classes (\$20,000)</p>	<p>ALL</p>	<p>10,298 Prop 28 (67700) Books and Supplies</p> <p>20,000 Prop 28 (67700) Books and Supplies</p>
<p>7.7</p>	<p>Curriculum focus group to address pathways and course development. Professional development opportunities for Video Production pathway.</p> <p>Teacher release day to refine course syllabi and course outlines (7 teachers at \$300/substitute = \$2,100) Professional Development/Externship opportunities for Video Production through Handy Foundation (\$40,000) Purchase of technology equipment to allow students to complete pre-apprenticeship training through the Handy Foundation (\$44,832)</p>	<p>ALL</p>	<p>2,500 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Certificated Salaries</p> <p>40,000 CAI California Apprentice Grant (95200.0) Services and other operating expenditures</p> <p>44,832 CAI California Apprentice Grant (95200.0) Books and Supplies</p>
<p>7.8</p>	<p>Engineering Pathway Computer Lab</p> <p>Purchase Computers, monitors, keyboards, mice for engineering lab (\$46,651) Purchase instructional materials for engineering courses (\$8,297)</p>	<p>ALL</p>	<p>46,651 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Books and Supplies</p> <p>8,297 CCAP College & Career access pathways (73390.0) Books and Supplies</p>
<p>7.9</p>	<p>Continue implementation and expansion of the Education Pathway.</p>	<p>ALL</p>	<p>2,000 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7)</p>

	Invest in student-centered classrooms by providing opportunities for flexible and purposeful seating (\$16,740)		Books and Supplies 16,740 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Books and Supplies
7.10	Counselors will meet with all 8th grade students in January of 2025 to discuss NHS class offerings and schedule students into classes NHS will offer a transition class teaching incoming 9th graders skills and expectations needed for NHS. NHS counselors will program all students so that they are able to complete at least 1 pathway.	ALL	District funded
7.11	PBIS incentives for students demonstrating positive behavior, positive attendance, and positive academic standing	All	5,360 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) 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.

This year's implementation of college and career readiness strategies produced substantial gains, demonstrating the effectiveness of intentional pathway alignment and targeted counseling support. Northview continued to leverage the College and Career Indicator to monitor student progress and ensure that students entering a CTE pathway remained on track for completion. Counselors actively enrolled students in sequenced coursework aligned to each pathway, while administration strengthened program coherence by ensuring every pathway had a clearly defined concentrator and capstone course.

These efforts led to significant growth: the College and Career Indicator increased to 65.3% for the Class of 2025, and the CTE pathway completion rate rose sharply from 50.0% to 86.0%. This dramatic increase reflects stronger pathway structures, improved student monitoring, and expanding access to high-quality, industry-aligned learning experiences. Overall, the strategies implemented this year were highly effective in promoting pathway completion, elevating career readiness, and expanding postsecondary options 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.

No major differences.

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

There were no significant 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 8

Title and Description of School Goal

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

Attendance

Northview High School will increase its Average Daily Attendance (ADA) to 96% by June 2026, while reducing chronic absenteeism by at least 3 percentage points schoolwide. Key subgroups, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, will each show a minimum reduction of 4 percentage points in chronic absenteeism through targeted interventions, progress monitoring, and coordinated support from the Attendance Team.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Average daily attendance for all students was 94.06% for 2024-2025.
Chronic Absenteeism rate was 16.9% for 2025-2026.
Percentage of students with 96% or better attendance was 52.6% for 2024-2025.

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
Average Daily Attendance	94.06%	96.5%
Chronic Absenteeism Rate	16.9%	10.0%
Percentage of students with 96% or better attendance	52.6%	60%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	Implement monthly incentive challenges to encourage improved student attendance. Develop systems of weekly check-ins to track student progress toward excellent attendance.	ALL	500 LCFF Attendance (03308) Services and other operating expenditures

	Refer students and families to SART and SARB meetings when chronic absenteeism becomes an issue. Purchase of Minga digital hall pass service to monitor and incentivise attendance and increase safety on campus (\$9,000 for site license)		9,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures
8.2	Provide increased opportunities for families to engage with school site and administrators to create a safe and welcoming school environment for everyone.	ALL	District funded
8.3	The Attendance team, led by the Student Services Specialist, will use data to plan student incentive programs and activities to develop healthy habits for all students. PBIS incentives for students demonstrating positive behavior, positive attendance, and positive academic standing	ALL	9500 LCFF S/C Site Innovation (3313) Services and other operating expenditures
8.4	Academic Counselor, Mental Health and Wellness Counselor, School Psychologist, and District Social Worker will provide counseling to students for early identification and intervention barriers to academic and attendance achievement. All will participate in weekly check-in meetings and SSTs as necessary. Counselors will refer students and families to community-based organizations that provide socio-emotional services to the local community. The administrative team will hold weekly COST meetings to target at-risk students and implement targeted interventions.	ALL	District funded
8.5	Continue the development of Northview's Wellness Center. Mental Health and Wellness Counselor and District Social Worker will work in conjunction to develop programs to address student attitudes, understanding of self, goal-setting, career awareness, college preparation, and post-secondary planning. Purchase of furniture for Wellness Center and Library (\$6,300)	ALL	6300 LCFF S/C Site Innovation (3313) 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.

This year's implementation of attendance and engagement strategies showed mixed results and highlighted areas where stronger structures are needed to support students consistently. Northview maintained a comprehensive approach that included daily monitoring, parent communication, tiered interventions, and collaboration through the Attendance Committee. However, despite these continued efforts, the average daily attendance rate decreased from 95.0% to 94.06%, and the chronic absenteeism rate increased from 13.6% to 14.7%. While more than half of our students, 52.6%, maintained 96% or better attendance, the data indicate that a larger proportion of students required sustained intervention and that existing strategies were not sufficient to counter rising absences. Overall, the implementation

showed strong commitment and consistent effort, but the effectiveness of the strategies was limited in reversing district- and statewide attendance trends. This analysis will guide targeted improvements aimed at increasing daily attendance, reducing chronic absenteeism, and strengthening proactive systems of support for students and families in the coming year.

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

There are no major discrepancies.

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 were made.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$22,672.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$562,170.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

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	\$19,680.00
Title I- Parent Involvement	\$1,496.00

Subtotal of additional federal funds included for this school: \$22,672.00

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 (\$)
63870.7 CTEIG Round 7	\$11,796.00
CAI California Apprentice Grant (95200.0)	\$84,832.00
CCAP College & Career access pathways (73390.0)	\$33,297.00
District funded	\$0.00
Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	\$16,430.00
K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7)	\$73,251.00
LCFF Attendance (03308)	\$500.00
LCFF S/C AVID (4401)	\$27,278.00
LCFF S/C College Campus Visit (04423.0)	\$7,015.00
LCFF S/C Dual Language (2228)	\$3,300.00
LCFF S/C New Teacher (2223)	\$3,000.00
LCFF S/C Site Innovation (3313)	\$183,335.00
LCFF S/C Tutoring (2226)	\$20,001.00
Perkins (35500.0)	\$25,165.00
Prop 28 (67700)	\$50,298.00

Subtotal of state or local funds included for this school: \$539,498.00

Total of federal, state, and/or local funds for this school: \$562,170.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I - Site Allocation	19,680.00	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)	183,335.00	0.00
LCFF S/C AVID (4401)	27,278.00	0.00
LCFF S/C Tutoring (2226)	20,001.00	0.00
LCFF S/C College Campus Visit (04423.0)	7,015.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	3,000.00	0.00
LCFF S/C Dual Language (2228)	3,300.00	0.00
63870.7 CTEIG Round 7	11,796.00	0.00
K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7)	73,251.00	0.00
Perkins (35500.0)	25,165.00	0.00
Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	16,430.00	0.00
CAI California Apprentice Grant (95200.0)	84,832.00	0.00
CCAP College & Career access pathways (73390.0)	33,297.00	0.00
Prop 28 (67700)	50,298.00	0.00

Expenditures by Funding Source

Funding Source	Amount
63870.7 CTEIG Round 7	11,796.00
CAI California Apprentice Grant (95200.0)	84,832.00
CCAP College & Career access pathways (73390.0)	33,297.00
District funded	0.00
Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	16,430.00
K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7)	73,251.00
LCFF Attendance (03308)	500.00

LCFF S/C AVID (4401)	27,278.00
LCFF S/C College Campus Visit (04423.0)	7,015.00
LCFF S/C Dual Language (2228)	3,300.00
LCFF S/C New Teacher (2223)	3,000.00
LCFF S/C Site Innovation (3313)	183,335.00
LCFF S/C Tutoring (2226)	20,001.00
Perkins (35500.0)	25,165.00
Prop 28 (67700)	50,298.00
Title I - Homeless	1,496.00
Title I - Site Allocation	19,680.00
Title I- Parent Involvement	1,496.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books and Supplies	301,144.00
Certificated Salaries	64,023.00
Classified Salaries	2,600.00
Professional/Consulting Services	15,345.00
Services and other operating expenditures	179,058.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Books and Supplies	63870.7 CTEIG Round 7	2,896.00
Certificated Salaries	63870.7 CTEIG Round 7	5,900.00
Services and other operating expenditures	63870.7 CTEIG Round 7	3,000.00
Books and Supplies	CAI California Apprentice Grant (95200.0)	44,832.00
Services and other operating expenditures	CAI California Apprentice Grant (95200.0)	40,000.00
Books and Supplies	CCAP College & Career access pathways (73390.0)	23,297.00
Professional/Consulting Services	CCAP College & Career access pathways (73390.0)	6,000.00

Services and other operating expenditures	CCAP College & Career access pathways (73390.0)	4,000.00
	District funded	0.00
Certificated Salaries	District funded	0.00
Books and Supplies	Golden Pathways (GSPP) Implementation Grant for Medical (63833.0)	16,430.00
Books and Supplies	K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7)	70,751.00
Certificated Salaries	K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7)	2,500.00
Services and other operating expenditures	LCFF Attendance (03308)	500.00
Books and Supplies	LCFF S/C AVID (4401)	1,200.00
Certificated Salaries	LCFF S/C AVID (4401)	3,000.00
Classified Salaries	LCFF S/C AVID (4401)	2,000.00
Services and other operating expenditures	LCFF S/C AVID (4401)	21,078.00
Certificated Salaries	LCFF S/C College Campus Visit (04423.0)	2,215.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	4,800.00
Books and Supplies	LCFF S/C Dual Language (2228)	3,300.00
Books and Supplies	LCFF S/C New Teacher (2223)	3,000.00
Books and Supplies	LCFF S/C Site Innovation (3313)	64,083.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	30,407.00
Classified Salaries	LCFF S/C Site Innovation (3313)	600.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	9,345.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	78,900.00
Certificated Salaries	LCFF S/C Tutoring (2226)	20,001.00
Books and Supplies	Perkins (35500.0)	18,065.00
Services and other operating expenditures	Perkins (35500.0)	7,100.00
Books and Supplies	Prop 28 (67700)	50,298.00
Books and Supplies	Title I - Homeless	1,496.00

Services and other operating expenditures	Title I - Site Allocation	19,680.00
Books and Supplies	Title I- Parent Involvement	1,496.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,595.00
Goal 2	44,131.00
Goal 3	28,148.00
Goal 4	21,000.00
Goal 5	10,600.00
Goal 6	82,327.00
Goal 7	296,069.00
Goal 8	25,300.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			
Certificated Positions	How Many	Funding Sources	Percentage
Classified Positions	How Many	Funding Sources	Percentage

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 Northview 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: Leo Magallon



Signature

10/1/2025

Date

School Site Council President: Amanda Phan



Signature

10/1/2025

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
- 3 Secondary Students

Name of Members	Role
Leo Magallon	Principal
Jin-Jin Sanglimsuwan	Secondary Student
Amanda Phan	Secondary Student
Elyzah Asuncion	Secondary Student
Lindsey Vorndran	Other School Staff
Denise Berumen	Parent or Community Member
Rosa Dominguez	Parent or Community Member
Tyler Costello	Classroom Teacher
Anahi Perez	Classroom Teacher
Robert Grant	Classroom Teacher

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

Northview 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 *
Leo Magallon	X		
Denise Berumen		X	
Rosa Dominguez		X	
Jin-Jin Sanglimsuwan		X	
Amanda Phan		X	
Elyzah Asuncion		X	
Maria Corona		X	
Oscar Ramirez		X	
Magda Shafrek		X	X
Anahi Perez		X	
Oscar Ramirez		X	
Numbers of members of each category	1	10	1

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/4/2025.

Attested:



Principal, Leo Magallon on 12/4/2025



SSC Chairperson, Amanda Phan on 12/4/2025

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	16,678.80	<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	\$47,573.00	<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	\$21,860	<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