



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------|-----------------------------------|--|---------------------------|
| South Hills High School | 19644361938372 | December 2, 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 South Hills High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Purpose:

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

Components:

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

Governance and Educational Partner Engagement:

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

CSI and ATSI Planning:

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

Parent and Community Involvement:

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

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

Alignment with Federal and State Mandates:

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

Title I Implementation:

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During the planning process for the SPSA and Annual Review and Update, South Hills High School engaged in a collaborative, data-driven approach with all stakeholders to analyze school performance and identify areas of strength and growth. Faculty participated in focused discussions examining CAASPP and local assessment data to identify trends, root causes, and potential strategies for improvement. School data, goals, and proposed actions were also presented during our annual Title I meeting, where parents were invited to provide feedback and input. This inclusive approach ensured that our SPSA reflects the collective voice of our school community and aligns with our shared commitment to improving student outcomes. The SPSA team will continue to monitor progress and adjust actions throughout the year to ensure goals remain aligned with student academic success.

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

Annual Cycle of Engagement

August - September: Review and Identify Needs

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

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.
- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

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

January - April: Implementation and Monitoring

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

May/June: Annual Review and Program Evaluation

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

Additional Requirements for CSI and ATSI

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

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

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the California Dashboard, South Hills HS has not received any red or orange overall performance category on any state indicator.

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

According to the California School Dashboard for South Hills High School, we found that the following student groups were two or more performance levels below the “all student” performance:

The Black or African American student group (orange) in the Suspension Rate indicator is two levels below the “all students” (green) performance level.

The Students with Disabilities student group (red) in the English Language Arts indicator is three levels below the “all students” (blue) performance level, two levels below (red) in the Mathematics indicator (green), two levels below (orange) in the Science indicator (green), and two levels below (orange) in the College/Career indicator (green). The Hispanic or Latino student group (orange) in the Mathematics indicator is two levels below the “all students” (green) performance level.

The English Learner student group (orange) in the College/Career indicator is two levels below the “all students” (green) performance level.

Other Needs

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

Data Analysis

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

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

Surveys

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

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

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

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

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

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

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

Classroom Observations

Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices.

Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESSA)

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

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

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

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

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

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

Teaching and Learning

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

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

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

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

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

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

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

All instructional materials are standards-based and available to all staff and students. Covina-Valley continues to receive sufficient reports on Williams 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 South Hills High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| American Indian | 0.3% | 0.49% | 0.51% | 5 | 8 | 8 |
| African American | 2.38% | 2.52% | 2.55% | 39 | 41 | 40 |
| Asian | 6.89% | 7.14% | 7.21% | 113 | 116 | 113 |
| Filipino | 2.74% | 2.96% | 2.30% | 45 | 48 | 36 |
| Hispanic/Latino | 78.54% | 79.25% | 80.17% | 1288 | 1287 | 1257 |
| Pacific Islander | 0.12% | 0.12% | 0.19% | 2 | 2 | 3 |
| White | 7.44% | 6.34% | 5.74% | 122 | 103 | 90 |
| Two or More Races | 1.04% | 0.74% | 0.64% | 17 | 12 | 10 |
| Not Reported | 0.55% | 0.43% | 0.70% | 9 | 7 | 11 |
| Total Enrollment | | | | 1640 | 1624 | 1568 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Grade 9 | 434 | 361 | 418 |
| Grade 10 | 380 | 442 | 355 |
| Grade 11 | 443 | 390 | 406 |
| Grade 12 | 383 | 431 | 389 |
| Total Enrollment | 1,640 | 1,624 | 1,568 |

Conclusions based on this data:

1. Analysis of 24-25 Student Enrollment data shows hispanic/Latino students comprise the largest subgroup at South Hills, increasing slightly in proportion over the three years (78.5% ? 80.2%).
2. Analysis of 24-25 Student Enrollment data shows the total student enrollment has been consistent over the past 3 years, ranging from 1620 to 1646 students. Consistent student enrollment over the past three years could indicate stability in the local community's population, with a steady number of families choosing to remain in the area.
3. Analysis of 24-25 Student Enrollment data shows the white student enrollment decreased steadily from 7.44% (122 students) in 22-23 to 5.74% (90 students) in 24-25.

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 | 81 | 83 | 64 | 4.9% | 5.1% | 4.1% |
| Fluent English Proficient (FEP) | 336 | 310 | 298 | 20.5% | 19.1% | 19.0% |

Conclusions based on this data:

1. Analysis for 24-25 EL Enrollment shows the number of English Learners has gone down over the last three years, which may mean more students are learning English well and being reclassified as Fluent English Proficient.
2. Analysis for 24-25 EL Enrollment shows the percentage of students who are Fluent English Proficient has stayed about the same, showing that students are continuing to do well with their English skills.
3. Analysis for 24-25 EL Enrollment shows that there is no current annual reclassification data available from the state for the past two year. Looking further into the data, it shows an increase from 22-23 to 24-25 in the number of students who scored an overall "3." There needs to be a greater focus on implementing interventions that focus on students mastery of the 4 domains (reading , writing, listening, speaking.)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. The percentage of students who met or exceeded standards did not change from 22-23 to 23-24. This data may suggest that there is little to no significant progress made in addressing the challenges or gaps in math.
2. In the communicating the reason subgroup, 69.40% of student scored at near standard. This is an increase of almost 5% compared to 22-23 school year. This improvement indicates that there is progress in students' ability to articulate mathematical reasoning. Strategies like peer discussion and targeted actionable feedback can support this continued growth.
3. The percentage of students meeting or exceeding standards has slightly increased (28.77% ? 27.60%), while the percentage of students not meeting standards has stayed about the same (40.82% ? 41.80%), indicating a need to continue supporting students to reach proficiency.

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://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 9 | 1514.1 | 1543.7 | 1537.6 | 1505.9 | 1537.7 | 1534.1 | 1521.9 | 1549.4 | 1540.6 | 23 | 24 | 16 |
| 10 | 1552.2 | 1527.2 | 1532.1 | 1538.5 | 1505.2 | 1520.9 | 1565.3 | 1548.8 | 1542.8 | 20 | 25 | 20 |
| 11 | * | 1557.6 | 1513.7 | * | 1546.5 | 1500.8 | * | 1568.0 | 1526.0 | 10 | 21 | 23 |
| 12 | * | 1519.3 | 1545.4 | * | 1513.6 | 1531.6 | * | 1524.5 | 1558.7 | 8 | 11 | 19 |
| All Grades | | | | | | | | | | 61 | 81 | 78 |

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

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 |
| 1,624 | 62.3% | 5.1% | 0.8% |
| Total Number of Students enrolled in South Hills High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 83 | 5.1% |
| Foster Youth | 13 | 0.8% |
| Homeless | 30 | 1.8% |
| Socioeconomically Disadvantaged | 1,011 | 62.3% |
| Students with Disabilities | 179 | 11% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 41 | 2.5% |
| American Indian | 8 | 0.5% |
| Asian | 116 | 7.1% |
| Filipino | 48 | 3% |
| Hispanic | 1,287 | 79.2% |
| Two or More Races | 12 | 0.7% |
| Pacific Islander | 2 | 0.1% |
| White | 103 | 6.3% |

Conclusions based on this data:

1. Analysis for 24-25 Student Population data shows the school has a diverse student population, though most other racial groups represent small percentages and hispanic group made up of 79.2%.

2. Analysis for 24-25 Student Population data shows the English Learners and Students with Disabilities make up important groups to monitor at 5.1% and 11% respectively.
3. Analysis for 24-25 Student Population data shows that our students with disabilities is 11% of our total population. This number has slightly increased over the past year.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Orange

College/Career



Green

Conclusions based on this data:

1. While our suspension rate is medium, the subgroup of student with disabilities is high. This indicates that many of the students who are suspended are part of the student with disabilities subgroup.
2. The graduation rate is very high for all measurable sub group. This indicates that we continuously maintain a high number of graduates.
3. Academic performance needs improvement, especially in Math and EL Progress, which are rated Orange and indicate below-target achievement.

School and Student Performance Data

Academic Performance English Language Arts

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

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

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Yellow</p> <p>21.4 points above standard</p> <p>Declined 4.3 points</p> <p>360 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>94.5 points below standard</p> <p>Declined 8.0 points</p> <p>33 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.3 points above standard</p> <p>Maintained 2.0 points</p> <p>224 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>56.4 points below standard</p> <p>Increased 61.1 points</p> <p>40 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 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>88.7 points above standard</p> <p>Maintained 0.8 points</p> <p>23 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>12.2 points above standard</p> <p>Maintained 0.8 points</p> <p>290 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>25.6 points above standard</p> <p>Declined 34.3 points</p> <p>25 Students</p> |

Conclusions based on this data:

1. English Learners are performing well below standard in English Language Arts, scoring 94.5 points below standard in 2024. This highlights the need for additional targeted language acquisition support and instructional strategies to help EL students.
2. Students with disabilities continue to have the largest achievement gap in English Language Arts, scoring 56.4 points below standard in 2024. This highlights the need for targeted instructional strategies and supports to help these students make significant progress toward meeting grade-level standards.
3. Our hispanic population scores maintained with 12.2 points above the standard with 290 students in this group. These results suggests that existing instructional methods and support systems are supporting this group but can benefit with more targeted supports.

School and Student Performance Data

Academic Performance Mathematics

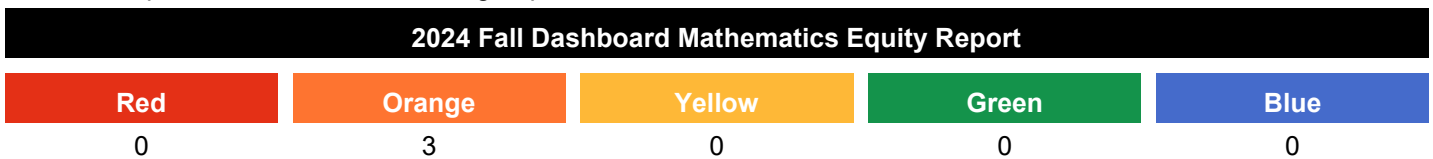
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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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 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>63.9 points below standard</p> <p>Maintained 0.1 points</p> <p>358 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>135.6 points below standard</p> <p>Increased 10.3 points</p> <p>33 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>75.2 points below standard</p> <p>Maintained 1.6 points</p> <p>223 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>161.4 points below standard</p> <p>Increased 42.6 points</p> <p>40 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 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>62.7 points above standard</p> <p>Increased 39.7 points</p> <p>23 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>75.0 points below standard</p> <p>Maintained 2.6 points</p> <p>287 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>42.2 points below standard</p> <p>Declined 10.4 points</p> <p>26 Students</p> |

Conclusions based on this data:

1. Overall our students scored 63.8 points below standard in Math, while English Learners score 145.9 points below the standard. The data indicates a significant challenge in Math proficiency across the student body, with all students scoring 63.8 points below the standard.
2. Asian students scored 62.7 points above standard, while White students scored 42.2 points below standard, highlighting a significant achievement gap between these groups.
3. English Learners scored 135.6 points below standard, and Students with Disabilities scored 161.4 points below standard, indicating that these groups require additional, targeted support to close achievement gaps and increase proficiency.

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.

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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  Orange 37.1 points above standard making progress. Number Students: 62 Students | Long-Term English Learner Progress  Red 30.2 points above standard making progress. Number Students: 43 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 |
| 18 | 21 | 0 | 23 |

Conclusions based on this data:

- 37.1% of the 62 English Learners made progress of at least one ELPI level, showing that some instructional strategies are effective. However, the majority of EL students (62.9%) did not make measurable progress, indicating the need for additional targeted support.
- Only 30.2% of Long-Term English Learners (43 students) made progress, highlighting that this group is struggling the most and requires focused intervention to improve English proficiency.
- While 33.9% of students maintained lower ELPI levels, nearly 29% of students declined by one level. This shows a mixed picture where some students are maintaining their skills, but still need additional support.

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.

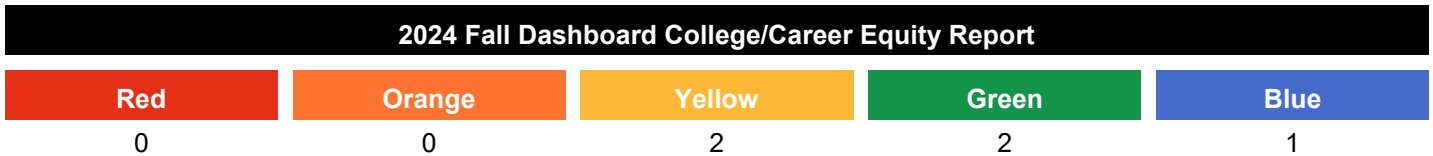
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












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>58 Prepared</p> <p>Increased 2.3</p> <p>441 Students</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>25.8 Prepared</p> <p>Declined 17.1</p> <p>31 Students</p> | <p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>22.7 Prepared</p> <p>Declined 10.6</p> <p>22 Students</p> |
| <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p> | <p>Homeless</p>  <p>No Performance Color</p> <p>40.7 Prepared</p> <p>Increased 6</p> <p>27 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>52.5 Prepared</p> <p>Increased 5.9</p> <p>335 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>12 Prepared</p> <p>Increased 3.2</p> <p>50 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p> |
| <p>Asian</p>  <p>Blue</p> <p>84.8 Prepared</p> <p>Increased 4.8</p> <p>33 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>80 Prepared</p> <p>0</p> <p>20 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>53.4 Prepared</p> <p>Maintained 0.1</p> <p>335 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Green</p> <p>65.7 Prepared</p> <p>Increased 6.3</p> <p>35 Students</p> |

Conclusions based on this data:

1. 58% of all students are considered “Prepared,” showing improvement from previous years. While this indicates positive progress, nearly half of students are still not fully prepared for college or career pathways, highlighting the need for continued support.
2. There is a notable gap between Asian students (84.8% Prepared) and Students with Disabilities (12% Prepared). This disparity suggests that Students with Disabilities require additional resources and targeted interventions to access college and career readiness opportunities.
3. 53.4% of Hispanic students are prepared for college and career, showing maintenance from prior data. While more than half are ready, there is still room for growth to ensure a larger portion of Hispanic students achieve preparedness.

School and Student Performance Data

Academic Engagement Graduation Rate

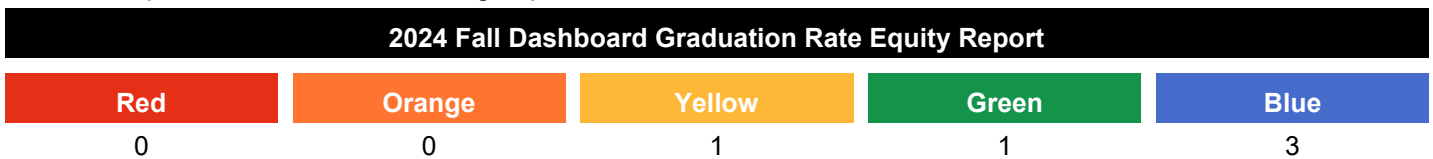
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This section provides number of student groups in each level.



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>98.2% graduated</p> <p>Maintained 0.3%</p> <p>442 Students</p> | <p>English Learners</p> <p> No Performance Color</p> <p>90.3% graduated</p> <p>Declined 4.9%</p> <p>31 Students</p> | <p>Long-Term English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>22 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>96.3% graduated</p> <p>Maintained 0.6%</p> <p>27 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>97.9% graduated</p> <p>Maintained 0.2%</p> <p>336 Students</p> |

| | | |
|--|--|--|
| <p>Students with Disabilities</p>  <p>Green</p> <p>94.1% graduated</p> <p>Maintained 0%</p> <p>51 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 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>Yellow</p> <p>93.9% graduated</p> <p>Declined 2.7%</p> <p>33 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>20 Students</p> | <p>Hispanic</p>  <p>Blue</p> <p>98.2% graduated</p> <p>Maintained 0.8%</p> <p>335 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>6 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Blue</p> <p>100% graduated</p> <p>Increased 2.7%</p> <p>35 Students</p> |

Conclusions based on this data:

1. South Hills continues to maintain a high graduation rate of 98.2% for all students, indicating strong support systems that help nearly all students complete high school.
2. Most student groups show high graduation rates, with minor decreases for Asian students (93.9%) and English Learners (90.3%). This highlights areas where additional supports may be beneficial to ensure all students graduate at equally high rates.
3. The socioeconomically disadvantaged group maintains a strong graduation rate of 97.9%, demonstrating that existing interventions—such as tutoring, mentoring, and other support programs—are effectively helping these students succeed.

School and Student Performance Data

Conditions & Climate Suspension Rate

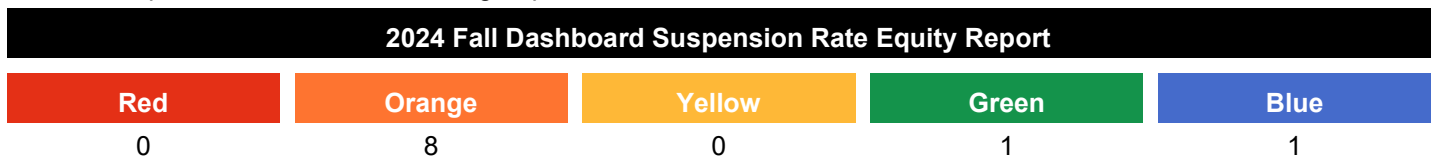
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This section provides number of student groups in each level.



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>2.6% suspended at least one day</p> <p>Increased 0.9%</p> <p>1693 Students</p> | <p>English Learners</p> <p> Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 2.2%</p> <p>93 Students</p> | <p>Long-Term English Learners</p> <p> Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 3.3%</p> <p>60 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p> | <p>Homeless</p> <p> Green</p> <p>3.2% suspended at least one day</p> <p>Declined 3.5%</p> <p>63 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.4%</p> <p>1084 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>3.7% suspended at least one day</p> <p>Increased 0.9%</p> <p>191 Students</p> | <p>African American</p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 0.4%</p> <p>41 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> |
| <p>Asian</p>  <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7%</p> <p>121 Students</p> | <p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>49 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 1%</p> <p>1345 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 3.8%</p> <p>20 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>White</p>  <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.1%</p> <p>106 Students</p> |

Conclusions based on this data:

1. The overall suspension rate for all students is 2.6%, which reflects a slight increase of 0.9% from the previous year. While still low, this indicates a need to continue monitoring and supporting positive student behavior.
2. Students with Disabilities (3.7%), Socioeconomically Disadvantaged students (3.3%), and Long-Term English Learners (3.3%) have higher suspension rates compared to the overall student population, highlighting areas where targeted behavioral support may be needed.
3. Hispanic students (2.9%) and Asian students (1.7%) show lower suspension rates, while Filipino students maintain a 0% suspension rate. This suggests that some student groups are experiencing fewer disciplinary issues, which may reflect differences in support systems, engagement, or interventions.

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

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

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.

| |
|---|
| <p>English Language Arts CAASPP By June of 2026, 73% of 11th-grade students will meet or exceed standard in English Language Arts, as measured by CAASPP.</p> <p>AP/IB South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2026 school year.</p> <p>Grades Earned in ELA By June of 2026, 93% of students will earn a letter grade of "C" or higher in their ELA course.</p> <p>This will be achieved through the implementation of targeted interventions, professional development for teachers to incorporate effective ELA instructional strategies, and ongoing assessments to monitor student progress. Additionally, we aim to reduce the achievement gap by providing additional support to students identified as at-risk through regular progress monitoring and personalized interventions.</p> |
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LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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| <p>LCAP Goals:</p> <p>Our District will guarantee all students are eligible and prepared for college and careers upon graduation. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.</p> |
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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.

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| <p>The analysis of 2025 preliminary ELA CAASPP assessment results shows that there was an increase in the number of students who met or exceeded the standard. AP/IB participation has remained the same over the past three years. Students also earn a letter grade of "C" or higher at a lower percentage in our college prep classes as compared to our AP/IB/honors classes.</p> |
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Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------|---|---------------------------------------|
| SBAC Scores | CAASPP SBAC Data: School-wide: 67.6% | CAASPP SBAC Data: School-wide: 73% |
| AP/IB Participation | AP/IB Participation | AP/IB Participation |

| | | |
|---------------------|---|--|
| | Students in one or more AP/IB courses - 35% | Students in one or more AP/IB courses - 40% |
| End of Course Grade | Students who earned a "C" or higher in their ELA course Pre-AP English 9: 90% Pre-AP English 9 H: 96.5% Pre-AP English 10: 92.1% Pre-AP English 10 H: 93.9% Comp/Lit III: 92.8% AP Lit: 100% ERWC: 91.9% AP Lang: 88.9% IB English HL: 94.9% | Students who will earn a "C" or higher in their ELA course Pre-AP English 9: 93% Pre-AP English 9 H: 98% Pre-AP English 10: 93% Pre-AP English 10 H: 98% Comp/Lit III: 93% AP Lit: 100% ERWC: 93% AP Lang: 93% IB English HL: 99% |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 1.1 | PLC Model: <ul style="list-style-type: none"> All PLC teams will collaboratively identify essential standards for their course. PLC teams will design and administer common formative and summative assessments aligned to essential standards. Teams will regularly analyze assessment results in PLC cycles to identify student strengths, areas of need, and gaps in instruction. Based on data, PLC teams will determine next instructional steps, including targeted re-teaching, intervention supports, and enrichment opportunities. Teams will refine instructional strategies by sharing successful practices, observing peers, and reflecting on impact as part of continuous improvement. Each PLC will maintain accurate and consistent progress monitoring to guide collaboration and decision-making. | All Students | 7000 LCFF S/C Site Innovation (3313) Professional/Consulting Services 5000 LCFF S/C Site Innovation (3313) Books and Supplies 7000 Title I - Site Allocation Books and Supplies |
| 1.2 | Intervention: <ul style="list-style-type: none"> Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments in introductory ELA courses to identify student proficiency levels and provide appropriate differentiation and support. Establish department expectations as they relate to formative and summative | At-Risk Students | 3000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 8000 LCFF S/C Site Innovation (3313) Books and Supplies |

| | | | |
|-----|--|--------------|---|
| | <p>assessments and use Pear Assessments to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.</p> <ul style="list-style-type: none"> • Develop a site-specific intervention program through systematic data analysis to provide students with targeted intervention • Develop a site-specific tutoring program that allows students to seek help before and after school times | | <p>5000 LCFF S/C Tutoring (2226) Certificated Salaries</p> |
| 1.3 | <p>Instructional Practices:</p> <ul style="list-style-type: none"> • Select a small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels. • Provide professional development through coaching and math labs to help teachers design lessons that promote higher-level thinking and deeper student understanding. • Purchasing of equipment to help support in-class instruction for all students. | All Students | <p>10000 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>5000 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.

Strategy 1.1 (PLC Model) was implemented effectively, as demonstrated by consistent collaboration within PLC teams. Teachers regularly identified essential standards, developed common assessments, and analyzed student performance data. While PLC structures are strong, we will continue refining progress-monitoring practices to ensure data is used consistently and effectively across all teams.

Strategy 1.2 (Intervention) was only partially implemented. Although diagnostic assessments and data tools were used, a comprehensive, site-specific intervention program was not fully established. Student participation data and teacher

feedback indicate the need for a more structured system of targeted supports, including a more accessible tutoring program.

Strategy 3 (Instructional Practices) was also partially implemented. Teachers engaged in professional development and incorporated schoolwide instructional strategies, but peer-to-peer observations and consistent implementation of selected practices did not occur to full fidelity. We will focus on strengthening structures for peer observations, continuing PD on instructional best practices, and expanding co-teaching opportunities to improve instructional access for all students.

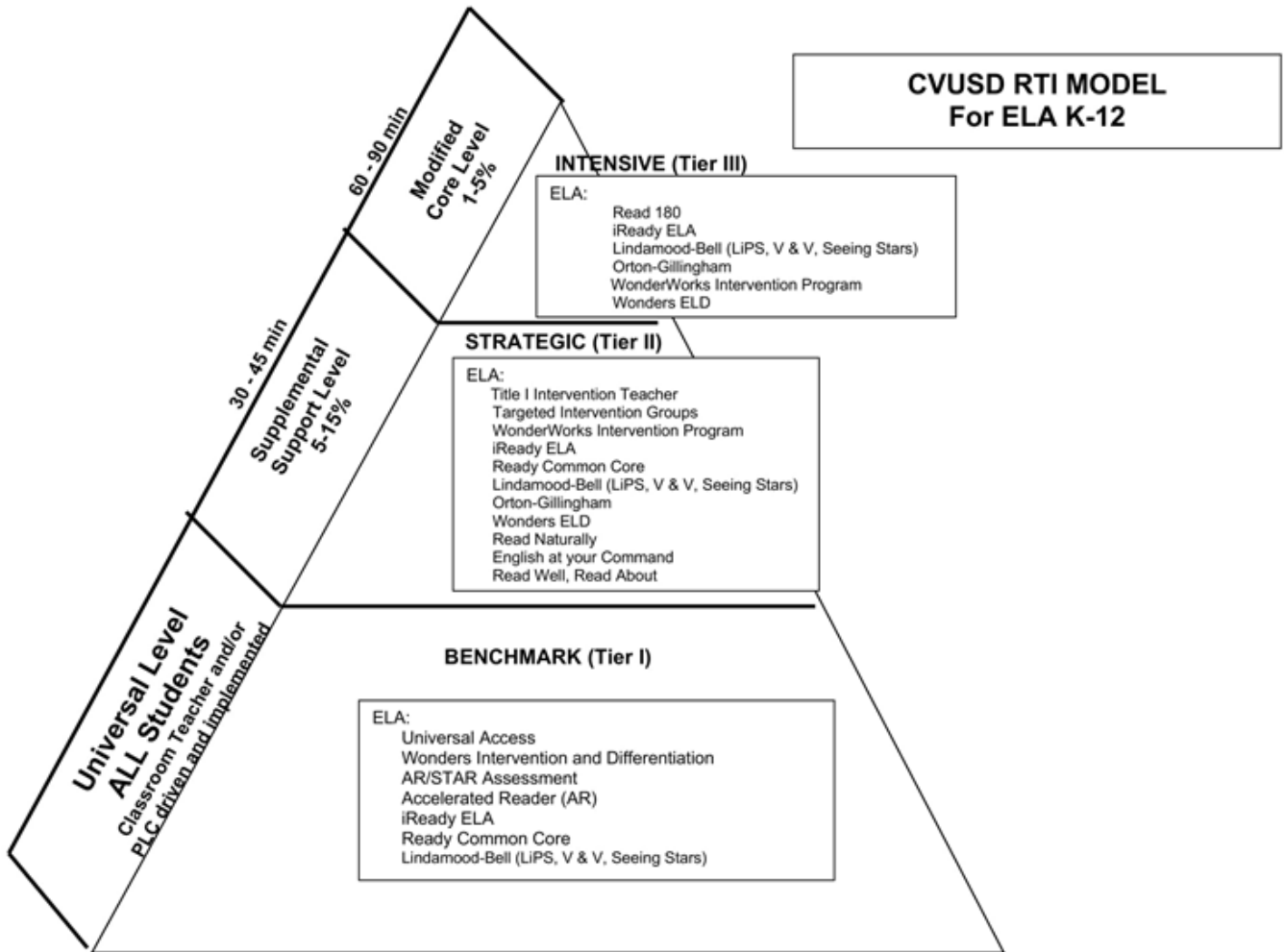
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were some differences between what we planned to do and what we were able to complete for Strategies 1.1, 1.2, and 1.3. We have not yet finished creating a full intervention program to support students who need extra help, and the Husky Pass system for peer-to-peer classroom observations is still being developed. Even though these plans were delayed, the budget was not affected because the funds were either not used or were used for general support that still fit our 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.

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

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics
 CAASPP
 By June of 2026, 38% of 11th-grade students will meet or exceed standard in Mathematics, as measured by CAASPP.

AP/IB Participation
 South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2026 school year.

Grades Earned in Math Courses
 By June 2026, 80% of students will earn a letter grade of "C" or high in their Math course.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
 Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
 Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

After analyzing the 2025 Math CAASPP assessment results, it has been identified that 11th grade students are performing below the state proficiency standards, with students notably performing low in communicating reasoning. AP/IB participation has also not grown over the past three years. Students also earn a letter grade of "C" or higher at a lower percent in our college prep classes lower level math classes.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------|----------------------------------|---|
| SBAC Scores | SBAC Data: Schoolwide: 33.84% | SBAC Data: Schoolwide: 38% |
| AP/IB Participation | Current AP/IB Participation: 35% | 2024-25 Enrollment AP/IB Participation: 40% |
| End of Course Grade | Math I: 60.5% Math II: 74% | Math I: 66% Math II: 80% |

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

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|--|
| | | | |
| 2.1 | <p>Instructional Practices:</p> <ul style="list-style-type: none"> Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. Establish an internal structure that allows for frequent peer-to-peer observation. Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels. Provide professional development through coaching and math labs to help teachers design lessons that promote higher-level thinking and deeper student understanding. Purchasing of equipment to help support in-class instruction for all students. | All students | <p>5000 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>8000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p> <p>6300 Title I - Site Allocation Books and Supplies</p> |
| 2.2 | <p>PLC Model:</p> <ul style="list-style-type: none"> All PLC teams will collaboratively identify essential standards for their course. PLC teams will design and administer common formative and summative assessments aligned to essential standards. Teams will regularly analyze assessment results in PLC cycles to identify student strengths, areas of need, and gaps in instruction. Based on data, PLC teams will determine next instructional steps, including targeted re-teaching, intervention supports, and enrichment opportunities. Teams will refine instructional strategies by sharing successful practices, observing peers, and reflecting on | All students | <p>12000 LCFF S/C Site Innovation (3313) Professional/Consulting Services</p> <p>5000 LCFF S/C Site Innovation (3313) Books and Supplies</p> |

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|-----|--|------------------|--|
| | <p>impact as part of continuous improvement.</p> <ul style="list-style-type: none"> Each PLC will maintain accurate and consistent progress monitoring to guide collaboration and decision-making. | | |
| 2.3 | <p>Intervention:</p> <ul style="list-style-type: none"> Math Lab Intervention courses blocked to give teachers more time to deliver core instruction and provide interventions using programs such as ALEKS to specifically focus on the targeted needs of each student to increase academic achievement. Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments in math courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. Establish department expectations as it relates to formative and summative assessments and use our new management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. Provide students with before and afterschool tutoring as another form of support and intervention. | At Risk students | <p>5000 LCFF S/C Tutoring (2226) Certificated Salaries</p> <p>10592 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.

Strategy 2.1 (Instructional Practices) was partially implemented. Teachers began developing common instructional practices and participated in peer-to-peer observations. Collaboration within content areas helped align instruction around key practices. Moving forward, there is a need to further expand professional learning opportunities, particularly focused on technology integration and reflective teaching practices.

Strategy 2.2 (PLC Model) was not fully implemented as intended. Teachers collaborated to develop formative assessments and continue to use the data management system to analyze student results. While progress has been made in creating aligned assessments, PLC teams will need to refine their processes to fully leverage data for instructional planning and targeted support.

Strategy 2.3 (Intervention) was also not fully implemented. An intervention program was not yet in place to fidelity, as reflected in teacher feedback and classroom observations. Moving forward, teachers will focus on developing a systematic intervention program, informed by data analysis, to provide targeted support and increase student achievement in Mathematics.

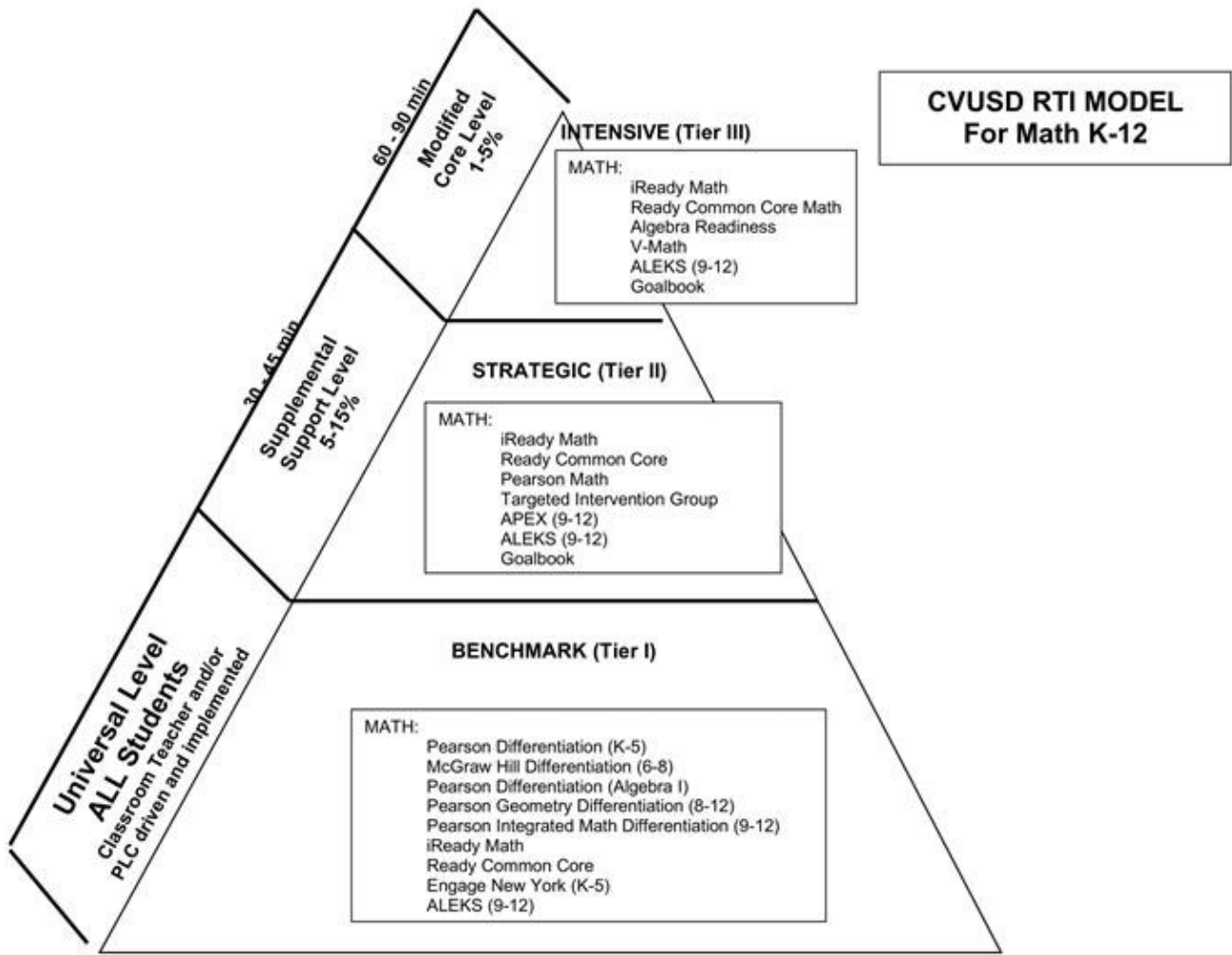
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies 2.1, 2.2, and 2.3 were not fully implemented as planned. We will continue working on these strategies to improve instructional quality and student achievement. No additional budget changes are needed, as current resources are sufficient to support collaboration, professional growth, and targeted implementation efforts.

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 analysis, we will place a stronger focus on using data to guide instruction and increasing collaboration within departments to improve teaching effectiveness. The overall goal, annual outcomes, metrics, and strategies will remain the same.

RTI Pyramid: District Math



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

By the end of the academic school year, 33% of EL students will score a 3 and 24% of students will score a 4 on the ELPAC.

By the end of the academic school year, 5% of EL students will meet or exceed standards on the CAASPP ELA. To address these needs, our SPSA will focus on implementing structured ELD programs, providing professional development opportunities for teachers to enhance their strategies for teaching academic language, and incorporating language support strategies into core content instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| CAASPP | CAASPP ELA - 7.69% of EL students met standards (67% of all students met or exceeded standards) | CAASPP ELA - 12.69% of EL students met standards |
| ELPAC Score | ELPAC Score of 3 - 26.39% ELPAC Score of 4 - 19.44% | ELPAC Score of 3 - 33% ELPAC Score of 4 - 24% |

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 | <p>Instructional Practices:</p> <ul style="list-style-type: none"> All EL students will receive at least 30 minutes per day of Designated ELD instruction. Continue to offer targeted ELD classes for students based on their performance level and utilize the ELA/ELD frameworks. Integrate technology for ELD instruction to build background knowledge, vocabulary, reading, and writing skills, including Read 180, iReady, Newsela, and Rosetta Stone. Continue the use of manipulatives, visuals, and hands-on activities. Training in best practices to improve ELD, including AVID strategies. ELPAC test prep through curriculum press materials. Continue to use ELD 3 -D formative assessment to inform future instruction. | EL Students | <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> <p>6500 Title I - Site Allocation Books and Supplies</p> |
| 3.2 | <p>Intervention:</p> <ul style="list-style-type: none"> The ELD Teacher will coordinate with the 8th-grade ELD teacher at Sierra Vista to make sure the transition of our ELD students from middle to high school is seamless. They will discuss student progress, highlight successes, and identify areas for improvement. ELAC meetings will be held to discuss and share information specific to English Learners along with how to better support their students success, both academically and socially. Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments to identify student proficiency levels and provide appropriate differentiation and intervention supports. Develop a site-specific intervention program through systematic data analysis to provide students with targeted intervention. Periodically meet with students to review progress, offer tutoring and other supports to continue their improvement towards mastery. | EL Students | <p>2000 LCFF S/C Tutoring (2226) Certificated Salaries</p> <p>1000 LCFF S/C Site Innovation (3313) Books and Supplies</p> |
| 3.3 | PLC Model: | EL Students | 3000 |

| | | | |
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| | <ul style="list-style-type: none"> • Teams will regularly analyze assessment results in PLC cycles to identify student strengths, areas of need, and gaps in instruction. • Based on data, PLC teams will determine next instructional steps, including targeted re-teaching, intervention supports, enrichment opportunities, and overall ELD student outcomes. • Teams will refine instructional strategies by sharing successful practices, observing peers, and reflecting on impact as part of continuous improvement. • Each PLC will maintain accurate and consistent progress monitoring to guide collaboration and decision-making. | | LCFF S/C Site Innovation (3313) Professional/Consulting Services |
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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.

Strategy 3.1 was implemented as intended based on data analysis, classroom observation, and teacher feedback. During the designated ELD time, students are developing the English language through the use of manipulatives, the use of technological programs and formative assessment.

Strategy 3.2 was not fully implemented as intended based on teacher input and data analysis. We will work on coordinating with the 8th grade ELD teacher to identify areas for improvement.

Strategy 3.3 was not fully implemented because we are still focusing on implementing AVID strategies and Thinking Maps to help support all EL students.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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| <p>Science CAASPP By the end of the academic school year, 38% of 11th graders will meet or exceed standards as measured on the CAST. (5% increase)</p> <p>AP/IB Participation South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2026 school year.</p> <p>Grades Earned in Science By the end of the academic school year, at least 93% of students will earn a letter grade of "C" or high in their science course.</p> <p>This will be achieved through the implementation of targeted interventions, professional development for teachers to incorporate effective science instructional strategies, and ongoing assessments to monitor student progress. Additionally, we aim to reduce the achievement gap by providing additional support to students identified as at-risk through regular progress monitoring and personalized interventions.</p> |
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LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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| <p>LCAP Goals:</p> <p>Our District will guarantee all students are eligible and prepared for college and careers upon graduation. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.</p> |
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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.

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| <p>The analysis of the 2025 CAST assessment results shows a strong increase in 11th-grade student performance compared to the previous year. Our goal is to continue this positive growth and further improve proficiency levels in the coming year. AP/IB participation has also not grown over the past three years. Students also earn a letter grade of "C" or higher at a lower percent in our college prep courses as compared to the AP/IB/honors courses.</p> |
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Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------|-------------------------------|-------------------------------|
| CAST | CAST - 33.25% (11th grade) | CAST - 38% |
| AP/IB Participation Rates | AP/IB Participation Rate: 45% | AP/IB Participation Rate: 50% |
| End of Course Grade | Pre-AP Biology: 84% | Pre-AP Biology: 93% |

| | | |
|--|---|---|
| | Pre-AP Biology H: 93.2% AP Biology: 100% Pre-AP Chemistry: 80.5% Chemistry H: 91% Conceptual Physics: 83% AP Physics: 100% AP Environmental Science: 98% IB Sports Science SL: 95.6% | Pre-AP Biology H: 96% AP Biology: 100% Pre-AP Chemistry: 89% Chemistry H: 96% Conceptual Physics: 90% AP Physics: 100% AP Environmental Science: 100% IB Sports Science SL: 100% |
|--|---|---|

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| 4.1 | Instructional Practices: <ul style="list-style-type: none"> Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. Select a small number of common instructional practices that are linked to the school-wide instructional focus to be implemented with fidelity in all classrooms. Establish an internal structure that allows for frequent peer-to-peer observation. Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels. | All Students | 3500 LCFF S/C Site Innovation (3313) Certificated Salaries 4000 LCFF S/C Site Innovation (3313) Books and Supplies 8123 Carl Perkins Grant (35500.0) Books and Supplies 10539 Carl Perkins Grant (35500.0) Services and other operating expenditures |
| 4.2 | PLC Model: <ul style="list-style-type: none"> All PLC teams will collaboratively identify essential standards for their course. PLC teams will design and administer common formative and summative assessments aligned to essential standards. Teams will regularly analyze assessment results in PLC cycles to identify student strengths, areas of need, and gaps in instruction. Based on data, PLC teams will determine next instructional steps, including targeted re-teaching, intervention supports, and enrichment opportunities. Teams will refine instructional strategies by sharing successful practices, observing peers, and reflecting on | All Students | 5000 LCFF S/C Site Innovation (3313) Certificated Salaries 4500 LCFF S/C Site Innovation (3313) Books and Supplies |

| | | | |
|-----|--|------------------|---|
| | <p>impact as part of continuous improvement.</p> <ul style="list-style-type: none"> Each PLC will maintain accurate and consistent progress monitoring to guide collaboration and decision-making. | | |
| 4.3 | <p>Intervention:</p> <ul style="list-style-type: none"> Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments in introductory courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. . Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. Provide students with before and afterschool tutoring as another form of support and intervention. | At Risk Students | 3501 LCFF S/C Tutoring (2226) Certificated Salaries |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Strategy 4.1 was partially implemented based on data analysis, classroom observation, and teacher feedback. During teacher collaboration time, teachers selected a few core practices that align with the school's instructional focus, which ensures that all students receive high-quality instruction.

Strategy 4.2 was not fully implemented as intended based on teacher input and data analysis. We will work on developing common formative assessments that will be implemented across all grade levels.

Strategy 4.3 was not fully implemented as intended because we still need to develop a site specific intervention program that will provide students will targeted needs.

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

Strategy 4.1, 4.2, and 4.3 will remain the same and there will be no changes to budgeted expenditures, allowing us to maintain our current focus in each strategy aimed at enhancing our science department. We will continue the work on all strategies, such as training in best practices and collaborating to implement common formative assessments.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Social Science

AP/IB Participation

South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2026 school year.

Grades Earned in Social Science Courses

By June 2026, at least 93% of students will earn a letter grade of "C" or high in their science course

This will be achieved through the implementation of targeted interventions, professional development for teachers to incorporate effective science instructional strategies, and ongoing assessments to monitor student progress.

Additionally, we aim to reduce the achievement gap by providing additional support to students identified as at-risk through regular progress monitoring and personalized interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------|---|--|
| AP/IB Participation Rates | AP/IB Participation Rate: 35% | AP/IB Participation Rate: 40% |
| End of Course Grade | World History: 85% AP World History: 90.9% AP Human Geo: 88.7% US History: 86% AP US History: 96.8% Economics: 89% AP Marco Econ- 90% IB History of Americas- 100% IB History - 96.7% | World History: 86% AP World History: 95% AP Human Geo: 93% US History: 86% AP US History: 99% Economics: 91% AP Marco Econ- 95% IB History of Americas- 100% IB History - 100% |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|--|
| 5.1 | Instructional Practices: <ul style="list-style-type: none"> • Identify content and organization for the exploration of professional literature/research as it relates to instructional practices. • Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels. | All Students | 2000 LCFF S/C Site Innovation (3313) Professional/Consulting Services 2000 LCFF S/C Site Innovation (3313) Books and Supplies |
| 5.2 | PLC Model: <ul style="list-style-type: none"> • All PLC teams will collaboratively identify essential standards for their course. • PLC teams will design and administer common formative and summative assessments aligned to essential standards. • Teams will regularly analyze assessment results in PLC cycles to identify student strengths, areas of need, and gaps in instruction. • Based on data, PLC teams will determine next instructional steps, including targeted re-teaching, intervention supports, and enrichment opportunities. • Teams will refine instructional strategies by sharing successful practices, observing peers, and reflecting on impact as part of continuous improvement. • Each PLC will maintain accurate and consistent progress monitoring to guide collaboration and decision-making. | All Students | 1800 LCFF S/C Site Innovation (3313) Certificated Salaries 5000 LCFF S/C Site Innovation (3313) Books and Supplies |
| 5.3 | Intervention: | All Students | 4000 |

| | | | |
|-----|---|---|--|
| | <ul style="list-style-type: none"> Investigate research-based instructional practices to guide intervention models and strategies. Utilize diagnostic assessments in courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. Provide students with before and afterschool tutoring as another form of support and intervention. | | LCFF S/C Tutoring (2226) Certificated Salaries |
| 5.4 | <p>Improved student performance in key academic areas. Increased engagement and support for diverse learners. Enhanced teacher collaboration and instructional quality.</p> | Supporting new teachers was necessary supplies and books for the overall success of a school. | 500 LCFF S/C New Teacher (2223) Books and Supplies |
| 5.5 | <p>AP/IB Participation</p> <ul style="list-style-type: none"> * Provide all students equitable access and encouragement to participate in AP/IB courses and exams. * Identify and support students who may need financial assistance to cover AP/IB exam fees. * Counselors will coordinate with teachers and parents to guide students through the registration process and connect them with available fee waivers or funding support. * Promote awareness of the long-term academic and financial benefits of AP/IB participation through classroom visits, parent meetings, and informational sessions. * Monitor participation data to ensure increased access and representation among all student groups. | All Students | 5000 LCFF S/C Site Innovation (3313) Services and other operating expenditures |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Strategy 5.1 was implemented as intended based on data analysis, classroom observation, and teacher feedback. We began developing an internal structure that allows for frequent peer-to-peer observation and will continue to provide teachers the opportunity to participate in peer-to-peer observations.

Strategy 5.2 was not fully implemented as intended based on teacher input and data analysis. Social science teachers will collaborate to design common formative assessments.

Strategy 5.3 was not fully implemented as intended because we still need to develop a site specific intervention program that will provide students will targeted needs.

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

Strategy 4.1, 4.2, and 4.3 will remain the same and there will be no changes to budgeted expenditures, allowing us to maintain our current focus in each strategy aimed at enhancing our social science department. We will continue the work on all strategies, such as training in best practices and collaborating to implement common formative assessments.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Dual Enrollment and Articulation

Dual Enrollment

By August 2026, South Hills will increase the number of dual enrollment course sections offered from 6 to 8.

Articulation

By August of 2026, South Hills will increase the number of articulation sections offered from 2 to 5.

AP/IB Participation

South Hills will increase the percentage of students who enroll in an AP or IB course from 35% to 40% for the fall of 2026 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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

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

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.

We continue to collaborate with local colleges to expand opportunities for students to earn college credit while in high school. Our goal for the coming year is to increase the number of articulated courses offered and ensure more students can access these advanced learning opportunities.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------|---------------------------------------|---------------------------------------|
| Dual Enrollment Sections | Number of dual enrollment sections: 6 | Number of dual enrollment sections: 8 |
| Articulation Sections | Number of articulation sections: 2 | Number of articulation sections: 5 |
| AP/IB Participation Rates | AP/IB Participation Rate: 35% | AP/IB Participation Rate: 40% |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|---|
| 6.1 | PLC Model: <ul style="list-style-type: none"> • All PLC teams will collaboratively identify essential standards for their course. • PLC teams will design and administer common formative and summative assessments aligned to essential standards. • Teams will regularly analyze assessment results in PLC cycles to identify student strengths, areas of need, and gaps in instruction. • Based on data, PLC teams will determine next instructional steps, including targeted re-teaching, intervention supports, and enrichment opportunities. • Teams will refine instructional strategies by sharing successful practices, observing peers, and reflecting on impact as part of continuous improvement. • Each PLC will maintain accurate and consistent progress monitoring to guide collaboration and decision-making. • Monthly meetings with CTE teachers to review program and discuss improvements and areas of growth. | All students | 4000 LCFF S/C Site Innovation (3313) Certificated Salaries 2000 LCFF S/C Site Innovation (3313) Books and Supplies 4000 Carl Perkins Grant (35500.0) Books and Supplies 15983 LCFF S/C Site Innovation (3313) Services and other operating expenditures 4000 Carl Perkins Grant (35500.0) Services and other operating expenditures |
| 6.2 | Intervention: <ul style="list-style-type: none"> • Investigate research-based instructional practices to guide intervention models and strategies. • Utilize diagnostic assessments in courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. • Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge. • Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention. | All students | 5000 LCFF S/C Site Innovation (3313) Certificated Salaries 4000 LCFF S/C Site Innovation (3313) Books and Supplies 500 Carl Perkins Grant (35500.0) Services and other operating expenditures 500 LCFF S/C Tutoring (2226) Certificated Salaries |
| 6.3 | Instructional Practices: <ul style="list-style-type: none"> • Identify content and organization for the exploration of professional | All Students | 68186 Prop 28 (67700) Books and Supplies |

| | | | |
|-------------------|---|---------------------|--|
| | <p>literature/research as it relates to instructional practices.</p> <ul style="list-style-type: none"> • Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms. • Establish an internal structure that allows for frequent peer-to-peer observation. • Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation. • Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels. | | <p>45000 CTEIG Round 6 (63870.6) Books and Supplies</p> |
| <p>6.4</p> | <p>AP/IB Participation</p> <ul style="list-style-type: none"> * Provide all students equitable access and encouragement to participate in AP/IB courses and exams. * Identify and support students who may need financial assistance to cover AP/IB exam fees. * Counselors will coordinate with teachers and parents to guide students through the registration process and connect them with available fee waivers or funding support. * Promote awareness of the long-term academic and financial benefits of AP/IB participation through classroom visits, parent meetings, and informational sessions. * Monitor participation data to ensure increased access and representation among all student groups. | <p>All Students</p> | <p>5000 LCFF S/C Site Innovation (3313) Services and other operating expenditures</p> |
| <p>6.5</p> | <p>CTE Business and Medical Pathway</p> <ul style="list-style-type: none"> * Enhance the Business and Medical Pathways by providing students with the necessary materials and equipment to support hands-on, industry-relevant learning experiences. * Provide adequate classroom supplies that align with pathway standards and prepare students with real-world skills. * Support student participation in Enterprise field trips and competitions, providing exposure to career opportunities and practical applications of their learning. * Strengthen partnerships with local businesses and industry professionals to expand student learning and career exploration opportunities. | <p>All Students</p> | <p>7000 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Certificated Salaries</p> <p>7414 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Services and other operating expenditures</p> <p>6000 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Books and Supplies</p> |

| | | | |
|--|--|--|---|
| | | | 3900 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Professional/Consulting Services |
|--|--|--|---|

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

College Readiness and A-G Completion

By June of 2026, South Hills High School will maintain a 99% or higher graduation rate.

By June of 2026, South Hills High School will increase an overall A-G course completion rate 5%.

By June of 2026, South Hills High School will increase CCI completion by 4%.

By June of 2026, South Hills High School will increase the total percentage of AVID 12th graders accepted to a 4-year university 100%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Graduation Rates | 98.2% graduation rate | 100% graduation rate |
| A-G Course Completion Rate | A-G course overall completion rate 67.8% A-G Low Socioeconomic Completion Rate: 63.6% A-G SPED completion rate 31.7% A-G EL completion rate 52.9% | A-G course overall completion rate 73% A-G Low Socioeconomic Completion Rate: 68% A-G SPED completion rate 36% A-G EL completion rate 57% |
| College/Career Indicator (CCI) Completion Rate | College/Career Indicator (CCI) completion 61.1% | College/Career Indicator (CCI) completion 65% |
| Number of AVID Students Accepted at a 4 Year University | AVID Students Accepted at a 4 Year University | AVID Students Accepted at a 4 Year University 100% |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| 7.1 | Counselors will engage in an ongoing process to increase awareness of A-G requirements, monitor student progress and course selection, and guide students and families through the college and career selection process to increase CCI completion. Counselors will continuously track student progress, meet regularly with students and families to encourage A-G completion, and present this information at all parent meetings to strengthen awareness and support. | All Students | 4000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 1000 LCFF S/C Site Innovation (3313) Books and Supplies 31752 CCAP College & Career access pathways (73390.0) Books and Supplies |
| 7.2 | Update and refine course offerings and course content to ensure curriculum matches University of California A-G course alignment. | All Students | District funded |
| 7.3 | Analyze data to determine factors for students not completing A-G and meeting EAP requirements. | All Students | District funded |
| 7.4 | Continue to increase participation in college, career presentations, college fairs, and speakers so that all students and parents are aware of the opportunities presented through social media, ParentSquare, South Hills Website, Naviance, Aeries Parent and Student Portal. 10th grade students will attend a UC school and actively participate in a campus tour. | All Students | 200 LCFF S/C Site Innovation (3313) Services and other operating expenditures 1000 LCFF S/C Site Innovation (3313) Books and Supplies 8381 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures 16430 Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) Books and Supplies 1496 Title I- Parent Involvement Certificated Salaries |

| | | | |
|-----|--|------------------------------|---|
| 7.5 | Intervention and target students for remediation such as Apex to increase number of students who complete A-G and graduation requirements. | All Students | 1500 LCFF S/C Site Innovation (3313) Services and other operating expenditures |
| 7.6 | Continued implementation and growth of the AVID program to recruit students who are first-generation college bound and provide them with life skills and tutoring. | Select Student Cohort groups | 10206 LCFF S/C AVID (4401) Services and other operating expenditures 10000 LCFF S/C AVID (4401) Professional/Consulting Services 7000 LCFF S/C AVID (4401) Books and Supplies 13000 LCFF S/C AVID (4401) Classified Salaries |
| 7.7 | <p>Transition Plan of 8th grade students to high school -Counselors meeting with 8th grade students individually at the middle school.</p> <ul style="list-style-type: none"> • 8th Grade Parent meeting. • Light up the Night Showcase. • 8th graders come to South Hills in the spring for tours of the campus. • Introduction to Naviance. • Aeries 4-year plan. • Link crew leaders are assigned to each incoming student. • Freshman Rally/Orientation. • Shadow South Hills. • SPED coordination and transition of IEP plans. | All incoming freshmen | 5000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 3000 LCFF S/C Site Innovation (3313) Books and Supplies |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

Student Engagement and Social Emotional Learning

By June of 2026, South Hills High School will decrease our the suspension rate to 1.2% or lower
 By June 2026, South Hills High School will increase overall student attendance to 96.5% or higher.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
 Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
 Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

South Hills High School will continue working to address the social-emotional needs of students and ensure that all students feel valued and engaged at school. In addition, the school will focus on reducing suspension and chronic absenteeism rates by increasing student engagement, implementing restorative practices, and strengthening relationships between staff, students, and families.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Suspension Data (CA Dashboard) | Suspension Rate: 1.6% | Suspension Rate: 1.2% or lower |
| Chronic Absenteeism Rate Data (DataQuest) | Chronic Absenteeism Rate: 15.3% EL Chronic Absenteeism Rate: 31.5% SpEd Chronic Absenteeism Rate: 30.2% Low Socioeconomic Chronic Absenteeism Rate: 18.6% | Chronic Absenteeism Rate: 10% EL Chronic Absenteeism Rate: 20% SpEd Chronic Absenteeism Rate: 22% Low Socioeconomic Chronic Absenteeism Rate: 15% |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|-------------|-----------------------|-----------------------|
| | | | |

| | | | |
|-----|---|------------------------|--|
| 8.1 | Students will be engaged in school life through school-wide activities run through ASB including: ~Club Rush ~Rallies ~Dances ~Lunchtime activities | All Students | 4000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 2500 LCFF S/C Site Innovation (3313) Certificated Salaries |
| 8.2 | Wellness Center with a Wellness Counselor: * The Wellness Counselor plays a vital role in supporting students' social-emotional well-being by providing early identification and intervention for those experiencing mental health challenges, stress, or other personal difficulties. * Through the implementation of a structured referral system, students in need are connected to appropriate supports in a timely manner. * This includes on-campus counseling services, group sessions, and referrals to outside mental health providers or community agencies when necessary. * Collaborate with the District Wellness Resource Center to ensure students and families have access to additional supports such as therapy, crisis intervention, and family outreach services. | All Students | 2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures |
| 8.3 | 9th Grade Students Transition to South Hills: ~Link Crew will continue to provide mentorship to freshmen and new students through summer orientation, Every Student Succeeds Workshop (BARK) | All 9th grade students | 2500 LCFF S/C Site Innovation (3313) Certificated Salaries |
| 8.4 | RULER Training and Implementation: Provide professional development for teachers to address student needs of students in regards to growth mindset and mindfulness strategies. | All students | 3000 LCFF S/C Site Innovation (3313) Services and other operating expenditures |
| 8.5 | Attendance Supports for all students including at-risk and homeless students Regular attendance incentives for students will good attendance Saturday School SART & SARB meetings MINGA application monitoring | All Students | 500 LCFF Attendance (03308) Books and Supplies 1496 Title I - Homeless Services and other operating expenditures |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

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

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 | \$22,572.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$489,299.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |

Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|-----------------------------|-----------------|
| Title I - Homeless | \$1,496.00 |
| Title I - Site Allocation | \$19,800.00 |
| Title I- Parent Involvement | \$1,496.00 |

Subtotal of additional federal funds included for this school: \$22,792.00

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

| State or Local Programs | Allocation (\$) |
|---|-----------------|
| Carl Perkins Grant (35500.0) | \$27,162.00 |
| CCAP College & Career access pathways (73390.0) | \$31,752.00 |
| CTEIG Round 6 (63870.6) | \$45,000.00 |
| 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) | \$24,314.00 |
| LCFF Attendance (03308) | \$500.00 |
| LCFF S/C AVID (4401) | \$40,206.00 |
| LCFF S/C College Campus Visit (04423.0) | \$8,381.00 |
| LCFF S/C New Teacher (2223) | \$500.00 |
| LCFF S/C Site Innovation (3313) | \$184,075.00 |
| LCFF S/C Tutoring (2226) | \$20,001.00 |
| Prop 28 (67700) | \$68,186.00 |

Subtotal of state or local funds included for this school: \$466,507.00

Total of federal, state, and/or local funds for this school: \$489,299.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|------------|---------|
| Title I - Site Allocation | 19,800.00 | 0.00 |
| Title I- Parent Involvement | 1,496.00 | 0.00 |
| Title I - Homeless | 1,496.00 | 0.00 |
| LCFF S/C Site Innovation (3313) | 184,075.00 | 0.00 |
| LCFF S/C AVID (4401) | 40,206.00 | 0.00 |
| LCFF S/C Tutoring (2226) | 20,001.00 | 0.00 |
| LCFF S/C College Campus Visit (04423.0) | 8,381.00 | 0.00 |
| LCFF Attendance (03308) | 500.00 | 0.00 |
| LCFF S/C New Teacher (2223) | 500.00 | 0.00 |
| Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) | 16,430.00 | 0.00 |
| CCAP College & Career access pathways (73390.0) | 31,752.00 | 0.00 |
| Carl Perkins Grant (35500.0) | 27,162.00 | 0.00 |
| K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 24,314.00 | 0.00 |
| Prop 28 (67700) | 68,186.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---|------------|
| Carl Perkins Grant (35500.0) | 27,162.00 |
| CCAP College & Career access pathways (73390.0) | 31,752.00 |
| CTEIG Round 6 (63870.6) | 45,000.00 |
| 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) | 24,314.00 |
| LCFF Attendance (03308) | 500.00 |
| LCFF S/C AVID (4401) | 40,206.00 |
| LCFF S/C College Campus Visit (04423.0) | 8,381.00 |
| LCFF S/C New Teacher (2223) | 500.00 |
| LCFF S/C Site Innovation (3313) | 184,075.00 |

| | |
|-----------------------------|-----------|
| LCFF S/C Tutoring (2226) | 20,001.00 |
| Prop 28 (67700) | 68,186.00 |
| Title I - Homeless | 1,496.00 |
| Title I - Site Allocation | 19,800.00 |
| Title I- Parent Involvement | 1,496.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| Books and Supplies | 279,383.00 |
| Certificated Salaries | 52,797.00 |
| Classified Salaries | 13,000.00 |
| Professional/Consulting Services | 45,900.00 |
| Services and other operating expenditures | 98,219.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|-----------|
| Books and Supplies | Carl Perkins Grant (35500.0) | 12,123.00 |
| Services and other operating expenditures | Carl Perkins Grant (35500.0) | 15,039.00 |
| Books and Supplies | CCAP College & Career access pathways (73390.0) | 31,752.00 |
| Books and Supplies | CTEIG Round 6 (63870.6) | 45,000.00 |
| Books and Supplies | Golden Pathways (GSPP) Implementation Grant for Medical (63833.0) | 16,430.00 |
| Books and Supplies | K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 6,000.00 |
| Certificated Salaries | K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 7,000.00 |
| Professional/Consulting Services | K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 3,900.00 |
| Services and other operating expenditures | K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 7,414.00 |
| Books and Supplies | LCFF Attendance (03308) | 500.00 |
| Books and Supplies | LCFF S/C AVID (4401) | 7,000.00 |

| | | |
|---|---|-----------|
| Classified Salaries | LCFF S/C AVID (4401) | 13,000.00 |
| Professional/Consulting Services | LCFF S/C AVID (4401) | 10,000.00 |
| Services and other operating expenditures | LCFF S/C AVID (4401) | 10,206.00 |
| Services and other operating expenditures | LCFF S/C College Campus Visit (04423.0) | 8,381.00 |
| Books and Supplies | LCFF S/C New Teacher (2223) | 500.00 |
| Books and Supplies | LCFF S/C Site Innovation (3313) | 72,092.00 |
| Certificated Salaries | LCFF S/C Site Innovation (3313) | 24,300.00 |
| Professional/Consulting Services | LCFF S/C Site Innovation (3313) | 32,000.00 |
| Services and other operating expenditures | LCFF S/C Site Innovation (3313) | 55,683.00 |
| Certificated Salaries | LCFF S/C Tutoring (2226) | 20,001.00 |
| Books and Supplies | Prop 28 (67700) | 68,186.00 |
| Services and other operating expenditures | Title I - Homeless | 1,496.00 |
| Books and Supplies | Title I - Site Allocation | 19,800.00 |
| Certificated Salaries | Title I- Parent Involvement | 1,496.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 50,000.00 |
| Goal 2 | 51,892.00 |
| Goal 3 | 15,500.00 |
| Goal 4 | 39,163.00 |
| Goal 5 | 20,300.00 |
| Goal 6 | 182,483.00 |
| Goal 7 | 113,965.00 |
| Goal 8 | 15,996.00 |

Positions Funded by School's Categorical Programs

| Position and Time Funded | How Many | Funding Sources | Percentage |
|---------------------------------|----------|-----------------|------------|
| Administrative Positions | | | |

| Certificated Positions | How Many | Funding Sources | Percentage |
|------------------------|----------|-----------------|------------|
| | | | |

| Classified Positions | How Many | Funding Sources | Percentage |
|---|----------|-----------------|------------|
| EL Instructional Aide (Erika Munoz-Mitat) | 1 | LCFF | 100% |

School Safety Plan SB187

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

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

Principal: Terry Abernathy



Signature

10/08/2025

Date

School Site Council President: Secoral Yanez



Signature

10/08/2025

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
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members | Role |
|--------------------|----------------------------|
| Terry Abernathy | Principal |
| Nell Upchurch | Other School Staff |
| Paul Godfrey | Classroom Teacher |
| Andrea Madrigal | Classroom Teacher |
| Caitlyn Ruvalcaba | Classroom Teacher |
| Secoral Yanez | Other School Staff |
| Eric Pasillas | Secondary Student |
| Jayda Carter | Secondary Student |
| Mackenzie Willison | Secondary Student |
| Eloy Florez | Parent or Community Member |
| Andres Castaneda | Parent or Community Member |
| David Alonzo | Parent or Community Member |

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

English Learner Advisory Committee Members

South Hills High School

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

| Name of Members | Principal | Parent or Community Member | DELAC Parent * |
|--|-----------|----------------------------|----------------|
| Tiffany Liang | | X | |
| Raquel Chavarria | | X | |
| Erin Lippert | | X | |
| Dan Cao | | X | |
| Rui (Helen) Yi Hu | | X | |
| Eduardo Bautista | | X | |
| Karen Huff | | X | |
| Mabel Angeles | | | X |
| Terry Albernathy | X | | |
| Numbers of members of each category | 1 | 7 | 1 |

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 12/03/2025.

Attested:



Principal, Terry Abernathy on 12/02/2025



SSC Chairperson, Secoral Yanez on 12/02/2025

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 | \$16,594.05 | <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 | \$59,819.00 | <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 | \$27,487 | <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/>

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