

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Covina High School	19-64436-1932086	October 02, 2023	August 14, 2023/January 08, 2024

Purpose and Description

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for students who are not meeting academic standards. The SWP creates engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning. In order to meet our student achievement goals, we have implemented all ten school-wide plan components. These include a comprehensive needs assessment; reform strategies to close achievement gaps and increase proficiency; instruction by highly qualified teachers; ongoing professional development; strategies to increase parent involvement; transition plans for students between preschool, elementary, middle, and high school; teacher involvement in decisions regarding academic assessments; and streamlined coordination between state and federal programs and services. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

Schoolwide Program
Additional Targeted Support and Improvement
English Learners: Suspension

This plan also meets the requirements for support and improvement plans (CSI, ATSI, TSI). We explain our process for conducting our needs assessment and analyzing with our stakeholders the metrics that led to eligibility for the school improvement status. The plan includes the goals and annual measureable outcomes that were identified as a result of the analysis. The plan’s annual updates and evidence-based interventions, activities, and strategies for each goal align to the ESSA requirements for our program status. Our plan includes a section on how the district has addressed resource inequities through budgeting.

Description:

The school’s plan includes all components of the California SPSA template that is aligned with ESSA requirements. In addition, Compensatory Education (CE) items are noted throughout. The SPSA provides schools with the opportunity 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 District through the Local Control and Accountability Plan (LCAP) the Expanded Learning Opportunity (ELO) Grant Plan, the Elementary and Secondary School Relief Plan (ESSER III): Safe Return to In-Person Instruction and the school's goals as well. The LCAP, ELO and ESSER III goals support the federally funded programs by ensuring that student target groups' data analysis remains at the core of every professional development, staff meeting, and teacher collaboration time. At its core, Covina-Valley Unified School District is focused on advancing all of its students forward with the skills, habits, and knowledge necessary to be successful in the 21st Century. Using evidence to make decisions to bring about equitable outcomes for its target groups is a central theme of the District's LCAP. The school district works collaboratively to ensure that all resources are equitably distributed to ensure the maximum impact on targeted groups and sub-groups.

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District Vision, Mission and School Vision Statements

District Vision Statement

Students will meet their future with confidence, possessing the academic competencies and life skills to critically think, create, persevere, and flourish in a technologically complex and globally connected world.

Instructional Mission

Every student will be able to communicate reasoning, collaborate, demonstrate critical thinking, and creatively problem solve in every classroom, every day. No exceptions!

Covina High School Mission Statement:
"Every Student, Every Day"

Covina High School Vision Statement:
"Covina High School is a community inspiring, passionate, innovative and life-long learners."

Covina High School Core Values:
Compassion, Creativity, Determination, Integrity, Responsibility, Teamwork

Covina High School Instructional Focus Statement
All students at Covina High School will show measurable growth in their ability to express authentic ideas applied to real-world situations, through speaking, writing and/or artistic expression, as measured by internal and external assessments.

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
Expository Reading and Writing Course (ERWC) 6-12 ESSA: Moderate	<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 (California Department of Education (CCSS), California State University course syllabus)	Goals, Strategies, & Proposed Expenditures
UCI Math Project ESSA: Moderate	<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. (Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)	Goals, Strategies, & Proposed Expenditures
Lindamood-Bell ESSA: Strong	<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. (Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)	Goals, Strategies, & Proposed Expenditures
Ruler ESSA: Moderate	<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. (Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)	Goals, Strategies, & Proposed Expenditures
Character Strong/Purposeful People ESSA: Moderate	<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 (Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).	Goals, Strategies, & Proposed Expenditures

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

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
AVID (Advancement Via Individual Determination) ESSA: Strong	AVID is a 4-year program to provide students, especially those from first-generation families, with curriculum, guidance and support to access post-secondary institutions. The AVID program includes research-based instructional strategies and professional development for teachers.	Goals, Strategies, & Proposed Expenditures
Career Technical Education ESSA: Moderate	CDE designated programs, taught by qualified staff members to provide students with access to the job market and careers.	Goals, Strategies, & Proposed Expenditures
UCI: Math Curriculum Support & Instructional Coaching ESSA: Strong	Enhance PLC work of Math Department to support instructional goals and heighten student achievement.	Goals, Strategies, & Proposed Expenditures
Achievement Teams & Visible Learning ESSA: Strong	Research of John Hattie to support the instructional program and data-driven decisions.	Goals, Strategies, & Proposed Expenditures
ALEKS ESSA: Moderate	Differentiated online intervention program for all students in all levels of mathematics.	Goals, Strategies, & Proposed Expenditures

Comprehensive Needs Assessment Components

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 and Du Four's Professional Learning Communities model.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year and a summary of results from the survey(s).

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 last spring. Survey questions included parent feedback and opinions in the following areas:

- Student participation in school activities
- Parent participation in school activities
- Spending 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

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

This section provides a description of the types and frequency of classroom observations conducted during the school year and a summary of findings.

Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms verifying 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

The following statements are derived from the Elementary and Secondary Education Act (ESSA) of 1965 and Essential Program Components (EPCs). 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 subgroups 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 verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note the progress made. Special consideration should be 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, 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.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC).

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 17 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/inexperienced 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 assure 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 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), Computer Science/Coding- Computer coding integrated into other subjects (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, Universal Design for Learning (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 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. Curriculum is adopted from the state-approved adoption list and is 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 intervention and reteaching of students 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 at annual Williams Visits.

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.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESSA).

Each school produces an annual School Accountability Report Card (SARC) (Please see SARC Expenditures and Services Funded). The PTA contributes time and energy to fundraising, assisting teachers in the classrooms, and coordinating educational activities and family events. Parents may volunteer to assist with a wide variety of activities, including Red Ribbon Week, Book Fairs, and health/safety programs. Local businesses and service clubs support schools by providing uniforms, classroom library materials, mini-grants, qualified medical services, and other needed services.

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). Staff members and parents participate on various committees to ensure instructional programs are consistent with student needs and comply with district goals. These committees include the School Site Council, Parent Teacher Association, English Language Advisory Council, and the site leadership team. Department Coordinators meet with their departments at secondary schools to discuss instructional issues related to individual subject areas.

Student transition programs are also important for all students to succeed. Preschool students in Covina-Valley take an annual field trip to visit kindergarten classrooms. Parents are invited to attend Kindergarten Round-Up programs to become familiar with elementary school sites and programs. Formal transition meetings are held for students with IEPs. Fifth-grade students participate in an annual field trip to middle school to learn about middle school programs and expectations. Fifth-grade parents and students are invited to participate in annual Open House/Showcase events to become familiar with the school. Middle school counselors and administrators visit feeder elementary schools to assist with course selection. Incoming middle school students participate in the Where Everybody Belongs program before school starts in the fall.

Each high school hosts community showcase events for middle school parents and students to learn about the school site, high school graduation requirements, Career Technical Education (CTE) pathways, sports programs, arts programs, and much more. Before entering high school, High School Counselors assist incoming 8th-grade students with course selection, including intervention, acceleration, and CTE pathway selection. High School Counselors work with incoming 8th-grade students to develop a four-year high plan using the Naviance program. The summer before starting high school, 8th-grade students are invited to participate in summer school classes at their high school. Once students begin high school, they participate in Link Crew, the high school version of WEB. High school counselors and administrators facilitate the transition from high school to college and career. Parent education nights provide parents with information about funding post-secondary education and the college admissions process. In addition, students use the Naviance college and career planning software to help plan for their future.

Covina-Valley provides homeless students with as-needed services according to state and federal requirements through the Student Services Department and District Homeless Liaison. Site administrators serve as Site Homeless Liaisons. Many homeless students struggle with basic needs like food, clothing, and shelter. Covina-Valley partners with local agencies that help provide basic needs services for homeless families. In addition, Covina-Valley uses homeless reservation funds to provide school uniforms, backpacks, and basic school supplies for students. The free nutrition program is offered to all homeless students upon enrollment or identification as homeless. The Student Services department facilitates enrollment, attendance, and success in school for homeless students. Homeless parents are informed of rights and educational opportunities available to their students. When students are identified as homeless, continued enrollment at the school of origin for current students is available. Homeless students new to the district are offered immediate enrollment, even if they lack immunizations, proof of residency, or a birth certificate. Homeless students are monitored to ensure they are not displaced if the family moves out of the school boundaries. The Homeless Liaison monitors homeless student attendance to ensure consistent attendance. If transportation is a barrier to the student attending school, the District Homeless Liaison uses homeless reservation funds to provide public transportation bus passes or provides district busing to and from school. All school sites offer before or after school tutoring or homework help that is available for homeless students. If additional tutoring is needed, homeless reservation funds are used to provide the tutoring. Additionally, library hours are extended to offer a quiet place to do homework. Credit recovery is also available for homeless high school students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations (3932)).

Support for parental involvement activities requested by parents:

Information from the DAC, DELAC, District Town Hall Meetings, and our LCAP Advisory groups is collected annually. Input from these advisory groups is used to determine areas of need for family engagement. District staff and interested parents collaborate to plan district activities, including the district Wellness Fair.

Informed parent participation:

Parents are provided opportunities for informed participation. Accommodations are available to parents/family members with disabilities. School documents and meetings are available in Spanish and translated to other languages at parent request. District and site websites have been updated to meet ADA compliance guidelines.

Alignment with LCAP educational partners involvement:

Educational partners are consulted annually at a series of advisory committee meetings. The strengths and weaknesses of the district are identified, then ideas for improvement and ideas for parent education are collected. Input collected at meetings is augmented with feedback collected through our annual parent survey.

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 that includes reviewing Dashboard data, identifying strengths and weaknesses, and brainstorming ideas for improvement. Information from the needs assessment is used to develop the School Plan for Student Achievement, which includes each site's plan for spending Title I funds. SSCs monitor the site's implementation of the plan throughout the school year. The Education Services Department provides technical assistance throughout this process. As an SWP, each elementary school has a Title I teacher to assist with reading intervention. All SWP sites offer before and/or after-school tutoring or homework help for students. Some sites have funded temporary teachers to assist with math intervention. Many SWP sites use Title I funds to offer professional development for school-wide programs like AVID. SWP sites also use Title I funds to provide supplemental programs and materials, including the i-Ready online learning program and hands-on materials for math instruction. Communicate with parents in format and language parents can understand: The district employs a translator to translate school auto-dialer messages, documents, and flyers into Spanish. Translators are also available at each school site to translate site meetings. An EL TOSA and three EL Specialists assist Spanish-speaking parents at school sites by providing parent education and information meetings in Spanish.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESSA)

Based on highly rated ESSA research models and programs, categorical funds are used to fund interventions and support consistent with the RTI Pyramids in English Language Arts and Math. Please refer to the ELA and Math RTI Pyramids for details. The district also assists schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Fiscal Support (EPC)

District Business Services provides timely periodic reports for the principal to review and note expenditures. This information is shared with all educational partners through the SSC. Line-Item categorical budgets are part of the SPSA and are supplemental to the core program.

Educational Partners

The SPSA planning, implementation, and review process follows a cyclical timeline with many stakeholders involved throughout the school year.

August - September: Significant Findings and Identified Needs to Support Goals

The School's Leadership Team at each site, consisting of administrators and teachers, analyzes student achievement data, summarizes significant findings, and identifies needs for improvement as

part of the Annual Review. The SSC, ELAC, and Title I parents (Annual Title I Meeting) provide input for SPSA goals and strategies/activities, including Title I expenditures that align with stated goals. Active parent involvement is encouraged through parent notification in multiple languages and flexible meeting times to accommodate parent schedules. District support and technical assistance is provided as needed.

October/November: Goals, Annual Measurable Outcomes, Strategies, and Activities:

The entire faculty discusses results to build awareness of the impact of activities on student achievement. District liaisons, SSC, ELAC, and Title I parents continue to provide input for SPSA goals and strategies/activities, including Title I expenditures that align with stated goals.

December/January: Approval of the SPSA:

When the plan is completed, approval and signatures are obtained from the SSC. District personnel review the SPSA for compliance and quality purposes and any needed revisions before it goes to the local governing board for approval in late January or early February.

January through April: Implementation and Monitoring of the SPSA:

Purchases specified in the plan are made. Implementation is monitored with observational tools and focused classroom walkthroughs. Any new updates needed to the SPSA are brought to the SSC and district liaisons for further development, evaluation, and modifications.

May/June: Annual Review and Analysis of Program Effectiveness:

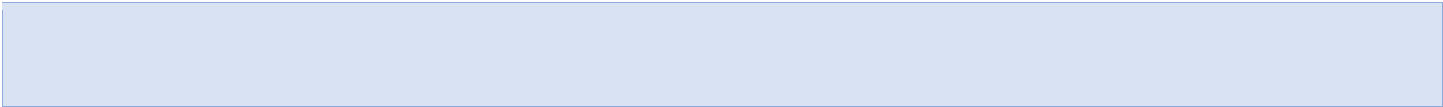
School leaders review evidence from classroom walkthroughs, stakeholder surveys, and district formative assessments to determine the degree of effectiveness of implemented strategies/activities. They also bring this data to SSC and ELAC to get recommendations. This information is used to reaffirm or refine SPSA goals, complete the Annual Review sections, and make changes in the strategies/activities for the coming year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(Applicable for CSI and ATSI schools only).**

The ESSA states that resource inequities may include a review of LEA and school-level budgets and address those inequities by implementing the school plan. Potential inequities were identified based on California Dashboard metrics and ESSA requirements. Covina High School qualified for ATSI because English Language Learners student group met the criteria used to determine Low Performing student groups on suspension indicators on the California School Dashboard. Local, state, and federal resources are allocated to the schools based on a fair and equitable formula that provides opportunities for site input and flexibility and also provides means to address identified areas for support and improvement. Title 1 and Supplemental and Concentration Grant funds are allocated based on a qualifying per-pupil allocation. Sites are allocated General Fund based on a per-pupil allocation as well. As part of the identified Comprehensive Needs Assessment, detailed information was provided to educational partners on local, state, and federal budgets. Based on the analysis of the site budgets, District staff does not feel there are resource allocation inequalities at Covina High School.

As an ATSI school, Covina High School monitors site data and budgeting to determine potential inequities at the site level. Our EL students were suspended significantly higher than our other sub groups, we will add in additional resources to support our EL population by providing extra support, more guided tutoring and additional restorative practices.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.35%	0.27%	6	4	3
African American	2.9%	2.35%	2.37%	35	27	26
Asian	7.8%	7.83%	7.46%	94	90	82
Filipino	3.2%	2.87%	3.18%	38	33	35
Hispanic/Latino	77.0%	77.98%	79.34%	928	896	872
Pacific Islander	%	%	0%		0	0
White	7.6%	7.66%	6.37%	91	88	70
Multiple/No Response	0.9%	0.87%	0.91%	11	10	10
Total Enrollment				1,205	1,149	1099

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	286	261	287
Grade 10	313	275	267
Grade 11	330	296	267
Grade 12	276	317	278
Total Enrollment	1,205	1,149	1,099

Conclusions based on this data:

1. Student enrollment has declined slightly over the last three years
2. Student enrollment by student group has been consistent over the last three years

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	39	50	64	3.2%	4.4%	5.8%
Fluent English Proficient (FEP)	350	310	293	29.0%	27.0%	26.7%
Reclassified Fluent English Proficient (RFEP)	1			2.6%		

Conclusions based on this data:

1. Percent of EL students as a percentage of total population has increased over the last three years.
2. In the last three years we have grown by over 10 students each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	323	275	249	0	266	245	0	266	245	0.0	96.7	98.4
All Grades	323	275	249	0	266	245	0	266	245	0.0	96.7	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2569.	2589.		19.17	25.31		32.71	29.80		19.92	21.63		28.20	23.27
All Grades	N/A	N/A	N/A		19.17	25.31		32.71	29.80		19.92	21.63		28.20	23.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		23.68	22.86		51.13	57.14		25.19	20.00
All Grades		23.68	22.86		51.13	57.14		25.19	20.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		21.80	28.98		48.87	48.57		29.32	22.45
All Grades		21.80	28.98		48.87	48.57		29.32	22.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.28	10.61		70.30	71.02		18.42	18.37
All Grades		11.28	10.61		70.30	71.02		18.42	18.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		14.66	26.94		68.05	56.33		17.29	16.73
All Grades		14.66	26.94		68.05	56.33		17.29	16.73

Conclusions based on this data:

1. Current data is higher for students exceeding standards.
2. Our lowest domain is writing
3. We continue to show improvement in our students meeting or exceeding in English CAASPP

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	323	275	249	0	266	246	0	266	246	0.0	96.7	98.8
All Grades	323	275	249	0	266	246	0	266	246	0.0	96.7	98.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2522.	2546.		8.27	12.20		12.03	13.82		22.18	20.73		57.52	53.25
All Grades	N/A	N/A	N/A		8.27	12.20		12.03	13.82		22.18	20.73		57.52	53.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.28	15.45		33.46	31.30		55.26	53.25
All Grades		11.28	15.45		33.46	31.30		55.26	53.25

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.65	13.01		58.27	58.13		33.08	28.86
All Grades		8.65	13.01		58.27	58.13		33.08	28.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.39	10.57		67.67	57.32		25.94	32.11
All Grades		6.39	10.57		67.67	57.32		25.94	32.11

Conclusions based on this data:

1. Overall Math Achievement data has increased from 21-22 to 22-23
2. Overall, our math data needs to improve as we are still hovering in the 20 percentile

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1473.0	1524.2	1507.6	1451.9	1532.4	1502.2	1493.4	1515.2	1512.5	17	19	19
10	1504.2	1518.1	1498.6	1487.9	1519.2	1501.3	1519.9	1516.5	1495.4	13	18	14
11	*	*	1512.7	*	*	1503.4	*	*	1521.5	7	6	14
12	*	*	*	*	*	*	*	*	*	5	4	4
All Grades										42	47	51

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	31.58	0.00	17.65	10.53	21.05	47.06	15.79	42.11	35.29	42.11	36.84	17	19	19
10	15.38	5.56	21.43	7.69	38.89	0.00	38.46	22.22	14.29	38.46	33.33	64.29	13	18	14
11	*	*	7.14	*	*	21.43	*	*	28.57	*	*	42.86	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	19.15	7.84	14.29	25.53	19.61	40.48	21.28	29.41	38.10	34.04	43.14	42	47	51

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	31.58	5.26	23.53	26.32	47.37	35.29	0.00	31.58	41.18	42.11	15.79	17	19	19
10	15.38	16.67	28.57	23.08	33.33	0.00	23.08	22.22	14.29	38.46	27.78	57.14	13	18	14
11	*	*	7.14	*	*	28.57	*	*	35.71	*	*	28.57	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.52	27.66	15.69	21.43	34.04	27.45	26.19	8.51	27.45	42.86	29.79	29.41	42	47	51

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	5.26	0.00	5.88	26.32	5.26	29.41	15.79	36.84	64.71	52.63	57.89	17	19	19
10	7.69	0.00	7.14	7.69	11.11	14.29	38.46	38.89	14.29	46.15	50.00	64.29	13	18	14
11	*	*	0.00	*	*	14.29	*	*	35.71	*	*	50.00	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	2.13	1.96	4.76	17.02	11.76	30.95	31.91	31.37	59.52	48.94	54.90	42	47	51

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.76	10.53	0.00	47.06	57.89	68.42	41.18	31.58	31.58	17	19	19
10	15.38	0.00	21.43	46.15	72.22	35.71	38.46	27.78	42.86	13	18	14
11	*	*	7.14	*	*	35.71	*	*	57.14	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.90	4.26	7.84	45.24	68.09	52.94	42.86	27.66	39.22	42	47	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	29.41	57.89	57.89	35.29	5.26	31.58	35.29	36.84	10.53	17	19	19
10	23.08	61.11	28.57	38.46	11.11	14.29	38.46	27.78	57.14	13	18	14
11	*	*	42.86	*	*	28.57	*	*	28.57	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.19	61.70	47.06	35.71	10.64	25.49	38.10	27.66	27.45	42	47	51

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	15.79	0.00	41.18	31.58	47.37	58.82	52.63	52.63	17	19	19
10	7.69	0.00	7.14	30.77	50.00	21.43	61.54	50.00	71.43	13	18	14
11	*	*	0.00	*	*	35.71	*	*	64.29	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	6.38	1.96	30.95	44.68	39.22	64.29	48.94	58.82	42	47	51

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	0.00	52.94	42.11	63.16	47.06	57.89	36.84	17	19	19
10	7.69	0.00	0.00	61.54	66.67	35.71	30.77	33.33	64.29	13	18	14
11	*	*	14.29	*	*	42.86	*	*	42.86	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	0.00	3.92	52.38	55.32	52.94	40.48	44.68	43.14	42	47	51

Conclusions based on this data:

1. Percent of EL students as a percentage of total population has continued to grow.
2. Our lowest domains are reading and writing on the ELPAC

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1099	66.1	5.8	0.7
Total Number of Students enrolled in Covina High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	5.8
Foster Youth	8	0.7
Homeless	9	0.8
Socioeconomically Disadvantaged	726	66.1
Students with Disabilities	146	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	2.4
American Indian	3	0.3
Asian	82	7.5
Filipino	35	3.2
Hispanic	872	79.3
Two or More Races	10	0.9
White	70	6.4

Conclusions based on this data:

1. Demographic data remained mostly unchanged from years prior

2. Total student enrollment has declined. Population projections and feeder track enrollment predict a continued decline in student enrollment

School and Student Performance Data

Overall Performance







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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Green</div>	<div>Graduation Rate</div> <div> Blue</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> No Performance Color</div>	
<div>English Learner Progress</div> <div> Red</div>		
<div>College/Career</div> <div>Medium</div>		

Conclusions based on this data:

1. CHS has a high graduation rate and English Learner Progress. More work needs to be done to increase our ELA and Math proficiency
2. CCI completion rate not reported in 2022. As a school, we have addressed a plan implemented to focus on this indicator. We predict growth rate in the 23-24 academic year

School and Student Performance Data

Academic Performance English Language Arts

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

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




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





This section provides number of student groups in each level.

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

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 11 points above standard Increased Significantly +20.4 points 238 Students	121.9 points below standard 13 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Yellow 7 points below standard Increased +6 points 156 Students	 Orange 87.7 points below standard Increased Significantly +16.9 points 33 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	103.8 points above standard Increased Significantly +35.2 points 23 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.6 points below standard Increased +14.7 points 186 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	2.6 points above standard Increased +4 points 14 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	Less than 11 Students 3 Students	10.4 points above standard Increased Significantly +26.9 points 166 Students

Conclusions based on this data:

- Decline in scores since coming back from the pandemic
- We will continue to focus on increasing ELA proficiency rates of Students w/ Disabilities and ELD

School and Student Performance Data

Academic Performance Mathematics

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

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




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





This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 76 points below standard Increased Significantly +26.6 points 239 Students	140.4 points below standard 13 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Yellow 90.7 points below standard Increased +13.3 points 157 Students	 Orange 146.5 points below standard Increased Significantly +49.6 points 33 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	70.5 points above standard Increased Significantly +52.1 points 23 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 99.5 points below standard Increased +14.2 points 186 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	57.2 points below standard Increased Significantly +29.2 points 14 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	Less than 11 Students 3 Students	78.8 points below standard Increased Significantly +30.6 points 167 Students

Conclusions based on this data:

1. Math scores declined since coming back from the pandemic
2. We will continue to focus on increasing Math proficiency rates of Students w/ Disabilities and ELD
3. Our updated curriculum (UCI) and intervention program (ALEKS) should support an increase in scores in the coming year

School and Student Performance Data

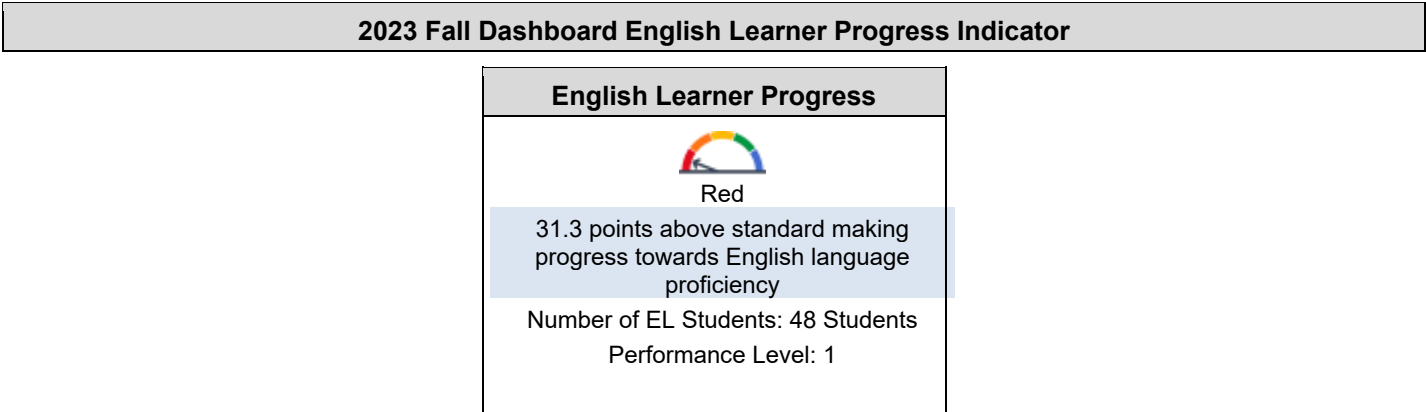
Academic Performance English Learner Progress

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

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

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	20	2	11

Conclusions based on this data:

- 52.8% of our EL students progressed at least one level. This data shows our schoolwide efforts to supports EL progress is working
- We have included Mandarin and Spanish tutors as a resource in our ELD classes

School and Student Performance Data

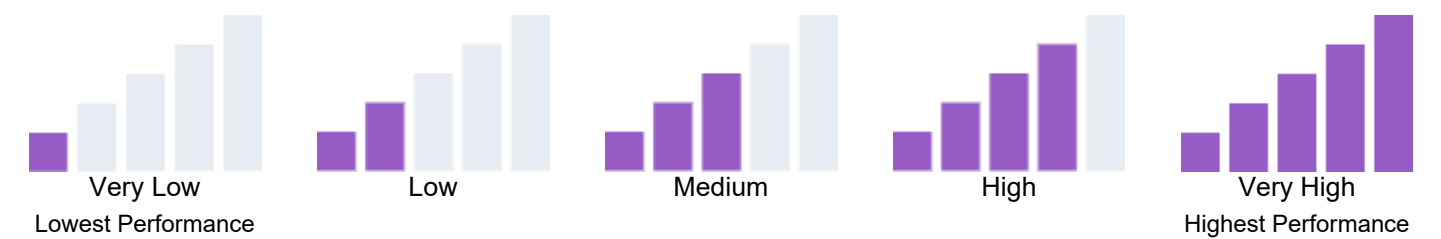
Academic Performance College/Career Report

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

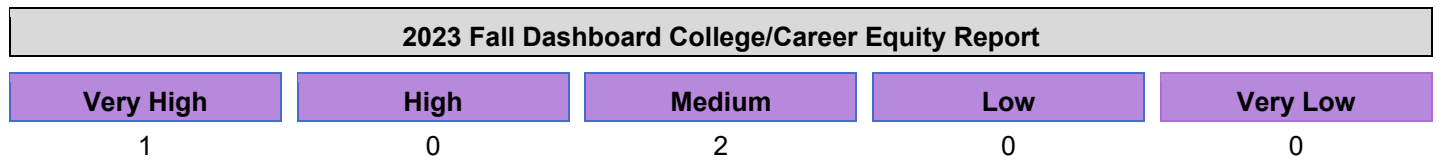
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

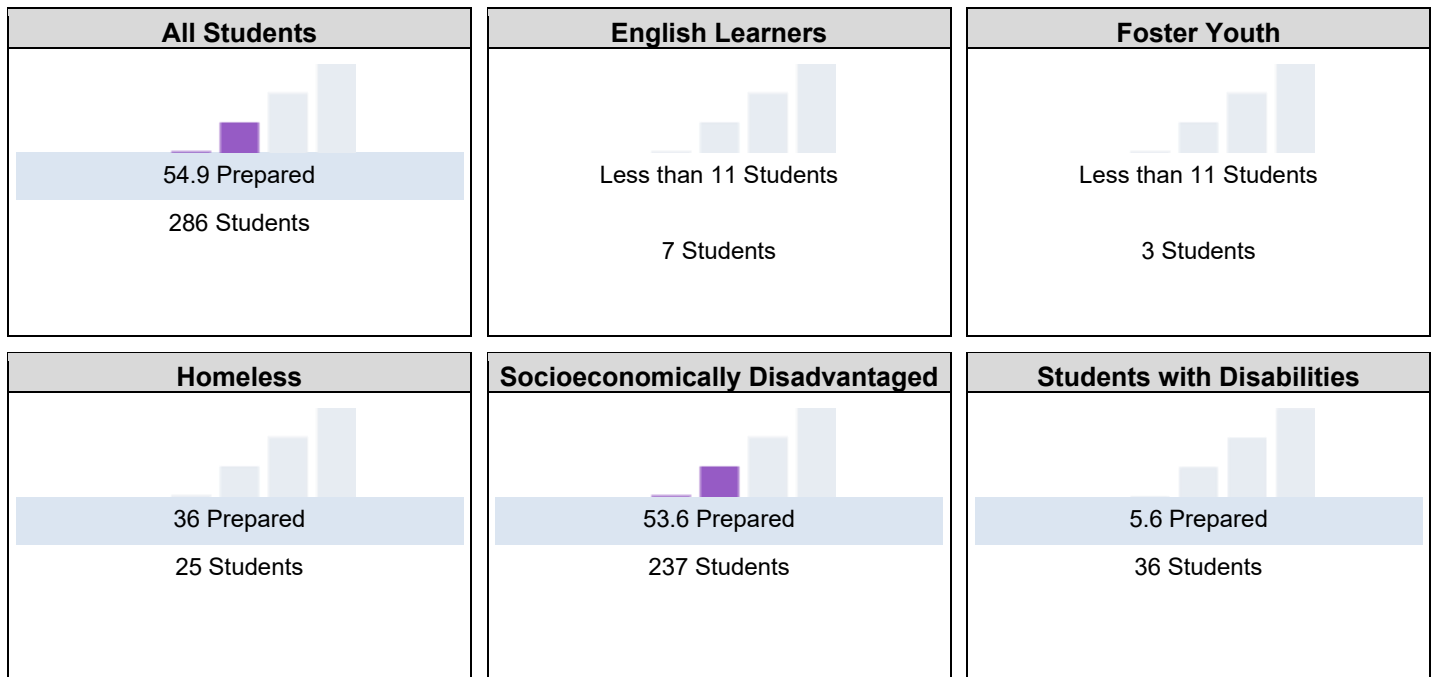


This section provides number of student groups in each level.

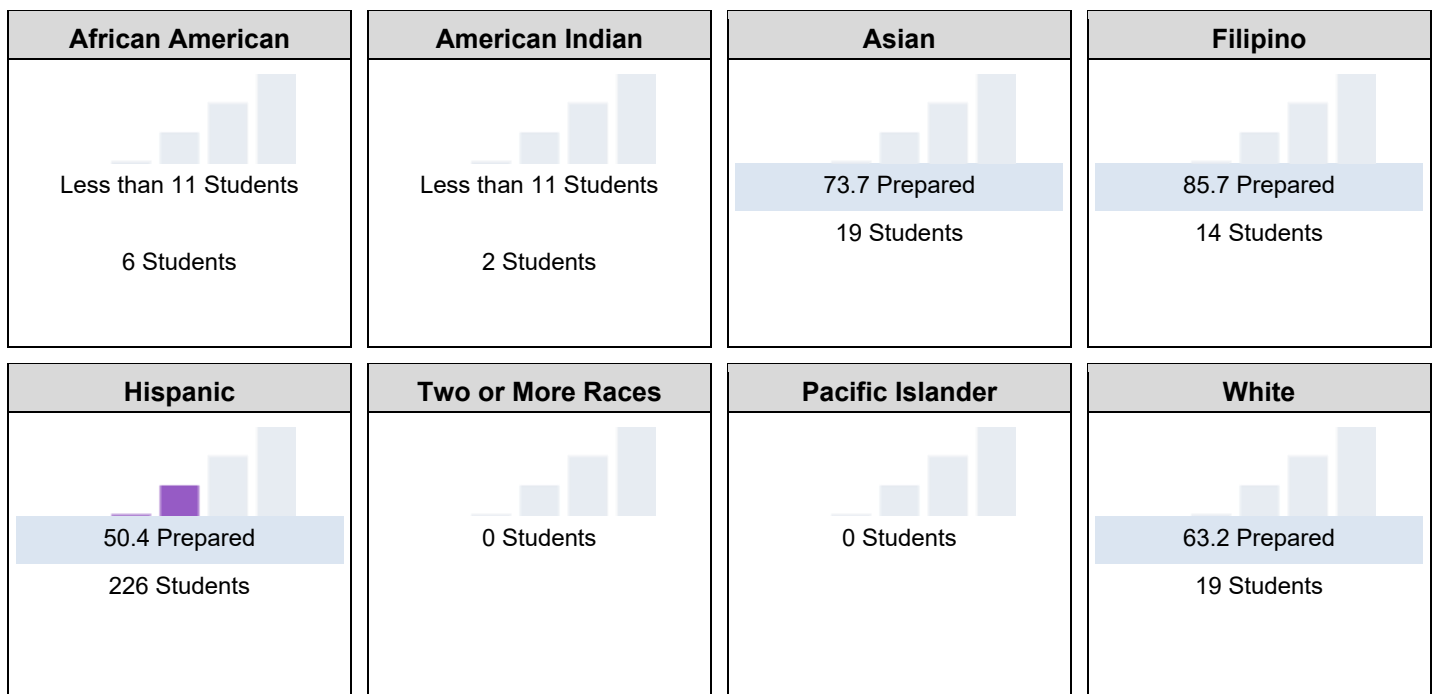


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. State Seal of Biliteracy numbers increased
2. Completion of College courses increased
3. A-G rate increased

School and Student Performance Data

Academic Engagement Chronic Absenteeism

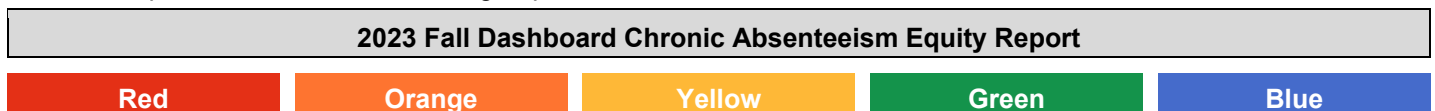
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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




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






This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 95.1% graduated Increased 1.3 287 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
88% graduated Decreased Significantly -12 25 Students	 Green 94.1% graduated Increased 1.7 238 Students	 Orange 75% graduated Decreased -3.7 36 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	90% graduated	100% graduated
6 Students	2 Students	Decreased Significantly -5.8	Increased Significantly 9.1
		20 Students	14 Students
Hispanic	Two or More Races	Pacific Islander	White
			89.5% graduated
Blue	No Performance Color	No Performance Color	Decreased Significantly -6.5
95.6% graduated	0 Students	0 Students	
Increased 2.3			19 Students
226 Students			

Conclusions based on this data:

1. The collaboration between teachers and the Counseling Team contributes to our high graduation rate for eligible students.
2. Special Education students enrolled in our L.E.A.P. program receive a Certificate of Completion upon conclusion of their senior year, however, they are factored into our overall graduation rate. Because they do not receive a diploma, CALPADS codes these students as non-grads, providing misleading data. Our graduation rate nears 100% of eligible students each year

School and Student Performance Data

Conditions & Climate Suspension Rate

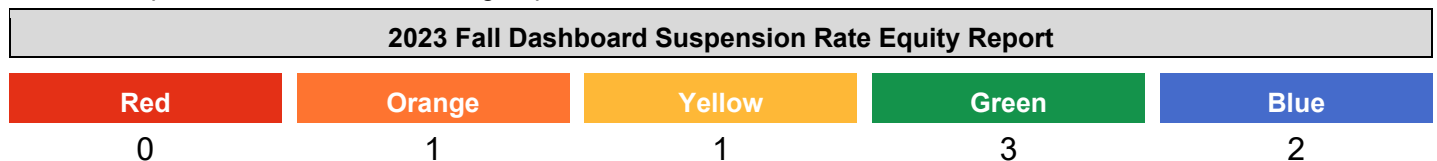
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 3.9% suspended at least one day Maintained 0 1184 Students	English Learners Green 3.9% suspended at least one day Declined -7.4 77 Students	Foster Youth 6.3% suspended at least one day Declined -15.2 16 Students
Homeless 0% suspended at least one day Declined -8 12 Students	Socioeconomically Disadvantaged Green 4.3% suspended at least one day Declined -0.4 816 Students	Students with Disabilities Green 5.5% suspended at least one day Declined -1.9 163 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 3.7% suspended at least one day Declined -6 27 Students	American Indian Less than 11 Students 3 Students	Asian  Blue 0% suspended at least one day Declined -1.1 86 Students	Filipino  Blue 0% suspended at least one day Maintained 0 36 Students
Hispanic  Yellow 4.2% suspended at least one day Maintained 0 943 Students	Two or More Races 7.1% suspended at least one day Increased 7.1 14 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 5.3% suspended at least one day Increased 2 75 Students

Conclusions based on this data:

1. Suspension rates have increased since the 2020 school year as students were virtual
3. We will continue to focus on decreasing suspension rates for our African American and EL students. However, small enrollment numbers leads to misrepresentative data

District and School Goals: Alignment to SPSA

Goals: Local Control and Accountability Plan (LCAP), Educational Services and School

LCAP Goals:

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

Educational Services Goals:

1. English Language Arts & Mathematics
 - Increase by 5% the number of 1st-grade students at or above grade level in Reading and Mathematics, as measured by i-Ready assessments.
 - Increase by 5% the number of 3rd-grade students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP.
 - Increase by 5% the number of 6th-grade students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP.
 - Increase by 5% the number of 8th-grade students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP.
 - Increase by 5% the number of 11th-grade students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP.
2. Science
 - Increase by 5% the number of 5th-grade students that meet or exceed standard in Science, as measured by CAST.
 - Increase by 5% the number of 8th-grade students that meet or exceed standard in Science, as measured by CAST.
 - Increase by 5% the number of 11th-grade students that meet or exceed standard in Science, as measured by CAST.
3. State Performance Plan Indicator 5a for Special Education
 - Increase the percentage of time our students with disabilities are served inside the regular classroom for at least 80% of the day.
4. Graduation Rate & A-G Rate
 - Increase by 1.2% the number of 12th-grade students who graduate high school with a high school diploma.
 - Increase by 3.4% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements.

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-3	1. English Language Arts & Mathematics <ul style="list-style-type: none"> • Increase by 5% the number of 1st-grade students at or above grade level in Reading and Mathematics, as measured by i-Ready assessments. • Increase by 5% the number of 3rd-grade students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP. • Increase by 5% the number of 6th-grade students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP. • Increase by 5% the number of 8th-grade students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP. 	Goals 1-4: ELA, Math, ELD, Science

	<ul style="list-style-type: none"> • Increase by 5% the number of 11th-grade students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP. <p>2. Science</p> <ul style="list-style-type: none"> • Increase by 5% the number of 5th-grade students that meet or exceed standard in Science, as measured by CAST. • Increase by 5% the number of 8th-grade students that meet or exceed standard in Science, as measured by CAST. • Increase by 5% the number of 11th-grade students that meet or exceed standard in Science, as measured by CAST. <p>3. State Performance Plan Indicator 5a for Special Education</p> <ul style="list-style-type: none"> • Increase the percentage of time our students with disabilities are served inside the regular classroom for at least 80% of the day. <p>4. Graduation Rate & A-G Rate</p> <ul style="list-style-type: none"> • Increase by 1.2% the number of 12th-grade students who graduate high school with a high school diploma. • Increase by 3.4% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements. 	
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School Goals:

By August 2024, we will increase the number of graduates that meet A-G course requirements by 5%.

By August 2024, we will maintain a graduation rate above 98%.

By August 2024, we will increase the number of CCI rate by 5%

By August 2024, all students at Covina High School will prove their ability to express authentic ideas applied to real-world situations, measured by increasing the PSAT/SAT college readiness indicator by 5% each year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

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

Goal 1

By August 2024, we will increase the number of students passing the Advanced Placement exam in English Language and English Lit from 29 to 39.
By August 2024, we will continue to offer two sections of Dual enrollment and the number of students passing the Eng 1A and Eng 1C course will stay at 60.
By August 2024, we will increase the proficiency rate for all students and sub-groups on the ELA portion of the SBAC by 7%.

Identified Need

Proficiency rates on CAASPP and Advanced Placement assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP English Language and AP Literature	29 students passed exam in 2023	39 students will pass exam in 2024
Eng 1A and Eng 1C	60 students passing course	60 students will pass course
CAASPP Assessment	55% Proficiency in 2023	62% Proficiency in 2024

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Intervention:
- Investigate research-based instructional practices to guide intervention models and strategies.

- Utilize diagnostic assessments in introductory ELA courses to identify student proficiency levels and provide appropriate differentiation and support.
- Establish department expectations as it relates to formative and summative assessments and use 'IO' 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 targeted intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services
4500	LCFF S/C Tutoring (2226) Certificated Salaries
14200	AG Incentive Grant (70100.0) Services and other operating expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Achievement Teams:

- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.
- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.
- All teachers will use the new data management and analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 3
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All Students

Strategy/Activity
 Instructional Practices:

- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

Proposed Expenditures for this Strategy/Activity
 List the amount(s) and 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.

Amount(s)	Source(s)
1500	LCFF S/C Site Innovation (3313) Books and Supplies
1500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Guidance & Outreach:
- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
 - Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.
 - Colt Corral helps support our incoming 9th graders as they transition to high school. Colt Corral is a day at Covina where students experience a day in the life of a student at Covina with exposure to resources and opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

However, the four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance did influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed increases in CAASPP ELA scores however, we will continue to address the decline in AP pass rates. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

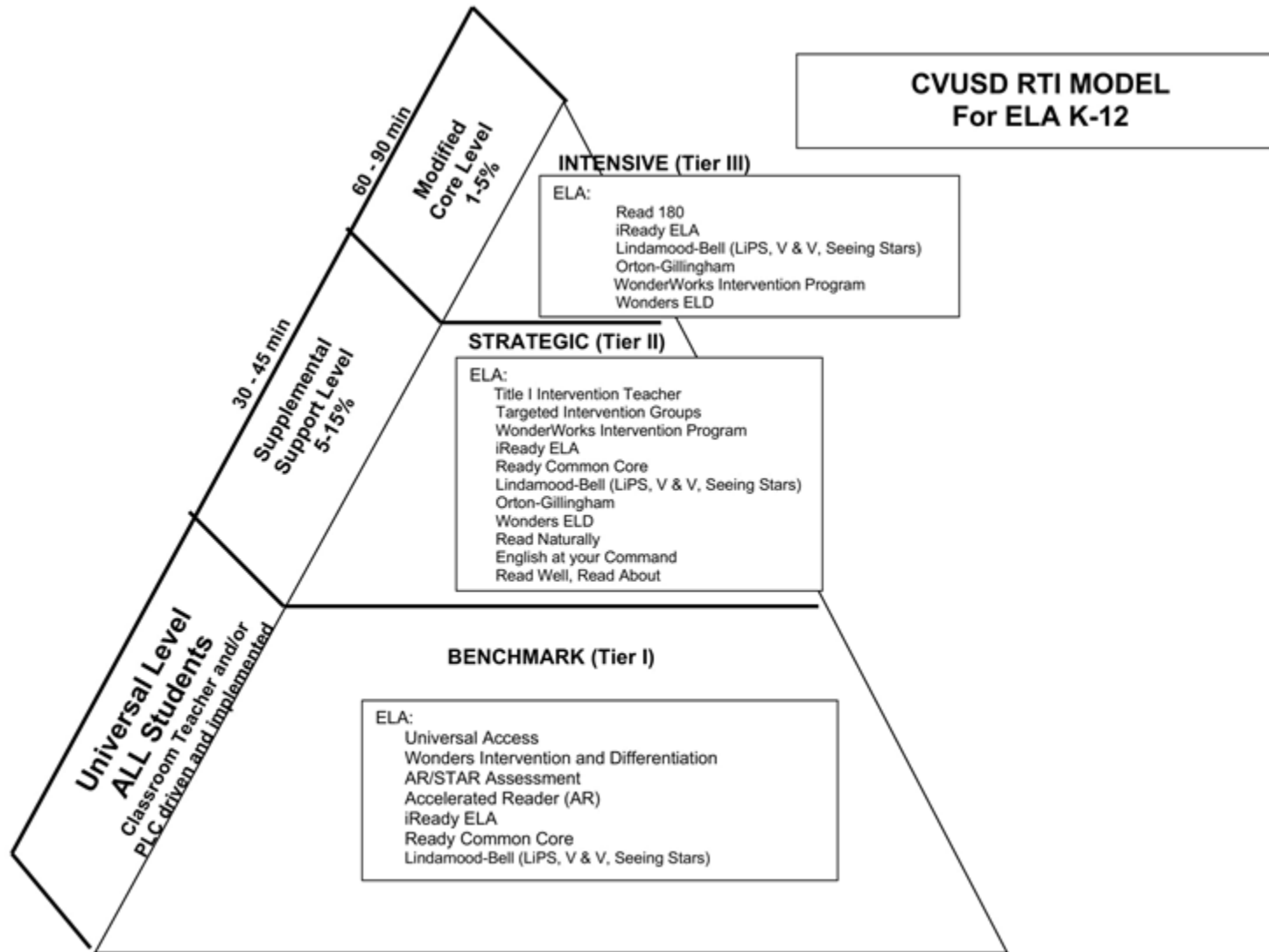
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2023-24 school year accordingly.

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

The Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2022-23 school year. The ILT then shared their findings with staff and community members. With input from all educational partners, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

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 Subject

Mathematics

LEA/LCAP Goal

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

Goal 2

By August 2024, we will increase the percentage of students passing the Advanced Placement exam in Calculus AB by 5%

By August 2024, we will increase the percentage of students passing the Advanced Placement exam in Calculus BC by 5%

By August 2024, we will increase the proficiency rate for all students and sub-groups on the Math portion of the CAASPP by 10%.

Identified Need

Proficiency rates on CAASPP/Advanced Placement assessments and end of course success rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Calculus AB	60% Percentage passed exam in 2023	70% of students will pass exam in 2024
AP Calculus BC	54% percentage passed exam in 2023	64% students will pass exam in 2024
CAASPP Assessment	26% proficiency in 2023	36 % Proficiency in 2024

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention:

- 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services
10000	LCFF S/C Tutoring (2226) Certificated Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Achievement Teams:

- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.
- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.
- All teachers will use 'IO' for data management and analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Practices:

- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	LCFF S/C Site Innovation (3313) Books and Supplies
1000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
3500	LCFF S/C New Teacher (2223) Books and Supplies
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Guidance & Outreach:

- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
- Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.
- Colt Corral helps support our incoming 9th graders as they transition to high school. Colt Corral is a day at Covina where students experience a day in the life of a student at Covina with exposure to resources and opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1000

Source(s)

LCFF S/C Site Innovation (3313)
Services and other operating expenditures

1000

LCFF S/C Site Innovation (3313)
Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance did influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed mostly increases, in CAASPP and AP pass rates. We will continue to address the achievement gap. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

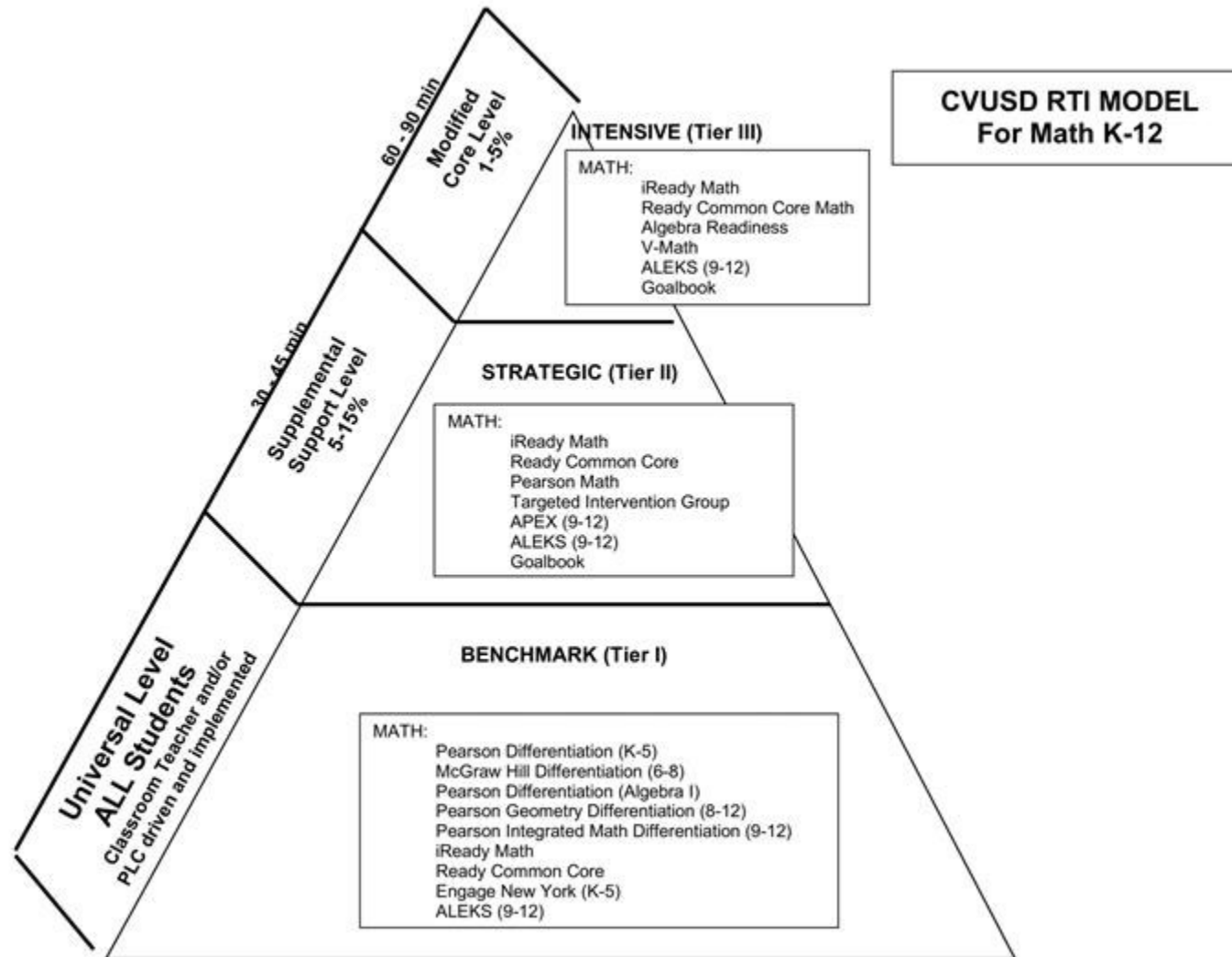
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2023-24 school year accordingly.

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

The Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2022-23 school year. The ILT then shared their findings with staff and community members. With input from all educational partners, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

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 Subject

English Language Development

LEA/LCAP Goal

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

Goal 3

By June 2024, EL progress based on the Status and Change Report will increase from the prior year.
By August 2024, we will increase the proficiency rate for all students and sub-groups on the ELA & Math portion of the CAASPP by 10%.
By August 2024, we will increase the number of English Learners reclassified to FEP by 7 students.
By August 2024, we will reduce the percentage of Long Term English Learners (LTEL) students by 5%.

Identified Need

Proficiency rates on CAASPP/ELPAC assessments and EL student population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment: ELA	0% Proficiency in 2023	10% Proficiency in 2024
CAASPP Assessment: Math	16% Proficiency in 2023	36% Proficiency in 2024
ELPAC Assessment	47 English Learners are enrolled at CHS for the 2023-24 school year	The number of English Learners will decrease to 40 or below by August 2024

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Intervention:

- ELD Teacher will articulate with the 8th grade ELD teacher at Traweek to ensure a smooth transition for our ELD students from middle to high school. They will share how students are doing well and areas for growth.
- 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

2000

LCFF S/C Site Innovation (3313)
Services and other operating expenditures

2000

LCFF S/C Site Innovation (3313)
Professional/Consulting Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Instructional Practices:

- All EL students will receive at least 30 minutes per day of Designated ELD instruction.
- Continue to offer targeted ELD classes for students based on their performance level, 19 new ELD Standards and the ELA/ELD frameworks.
- Integrate technology for ELD instruction to build background knowledge, vocabulary, reading, and writing skills, including ALEKS, iReady, Newsela and Rosetta Stone.
- Continue use of manipulatives, visuals and hands on activities.
- Trainings in best practices to improve ELD, including AVID strategies and Thinking Maps.
- ELPAC test prep through curriculum press materials.
- Continue to use ELD formative assessment tools such as EDGE, etc.
- tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2000	LCFF S/C Site Innovation (3313) Professional/Consulting Services
7000	LCFF S/C Tutoring (2226) Books and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Achievement Teams:

- Trainings in best practices to improve ELD, including AVID strategies and Thinking Maps.
- ELPAC test administration
- ELD teacher will collaborate with ELA teachers during their PLC meetings to share best practices to better support the students in their English Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

2000

LCFF S/C Site Innovation (3313)
Books and Supplies

2000

LCFF S/C Site Innovation (3313)
Services and other operating expenditures

1000

LCFF S/C Site Innovation (3313)
Professional/Consulting Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Guidance & Outreach:

- Reach out to parents who speak a language other than English to strengthen our parents understanding of the EL program, school resources, including parent portal, college requirements and simply providing the parents with a direct link to the school to increase their students success.
- English Language Support Specialist will assist with maintaining student EL folders, reaching out to parents, ELPAC/CELDT testing, monitoring student progress, interpret during ELAC Meetings.
- Monitoring redesignated students, including goal setting meetings with counselor with EL students who have below a 2.0 GPA.

- Parent Trainings and conferences such as AVID, PIQE, supporting a struggling child, social emotional supports, college requirements, parent portal, etc.
- Conduct ELAC Meetings and provide the opportunity of parents of EL students to better understand the program and offer advice on EL program services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed mostly increases in Math ELA CAASPP however, we will continue to address the CAASPP ELA proficiency rates. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

Briefly 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 slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2023-24 school year accordingly.

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

The Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2022-23 school year. The ILT then shared their findings with staff and community members. With input from all educational partners, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science

LEA/LCAP Goal

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

Goal 4

By August 2024, we will increase the percentage of students passing the Advanced Placement exam in Biology by 5%.

By August 2024, we will increase the percentage of students passing the Advanced Placement exam in Chemistry by 5%.

By August 2024, we will increase the number of students passing the Advanced Placement exam in Physics 1 by 5%.

By August 2024, we will increase the number of students passing the Advanced Placement exam in Environmental Science by 5%.

By June 2024, we will increase the percentage achievement on the CAST for 11th graders by 5% or more.

Identified Need

Proficiency rates on Advanced Placement assessments and end of course success rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Biology	85% students passed exam in 2023	90% students will pass exam in 2024
AP Chemistry	55% students passed exam in 2023	60% students will pass exam in 2024
AP Physics 1	12% students passed exam in 2023	17% students will pass exam in 2024
AP Environmental Science	27% students passed exam in 2023	32% students will pass exam in 2024
CAST	21% meeting and exceeding standard	26% meeting and exceeding standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention:

- Investigate research-based instructional practices to guide intervention models and strategies.
- Utilize diagnostic assessments in introductory courses to identify student proficiency levels and provide appropriate differentiation and intervention supports. .
- Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.
- Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

2000

LCFF S/C Site Innovation (3313)
Services and other operating expenditures

2000

LCFF S/C Site Innovation (3313)
Professional/Consulting Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Achievement Teams:

- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.

- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.
- All teachers will use our new data management system for data management and analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Practices:

- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Books and Supplies

2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Guidance & Outreach:

- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
- Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity

through internal accountability systems. Student achievement data showed mostly increases, however, we will continue to address the CAST summative proficiency rates. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

Briefly 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 slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2023-24 school year accordingly.

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

The Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2022-23 school year. The ILT then shared their findings with staff and community members. With input from all educational partners, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Science

LEA/LCAP Goal

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

Goal 5

By August 2024, we will increase the percentage of students passing the Advanced Placement exam in World History from 5%.

By August 2024, we will increase the percentage of students passing the Advanced Placement exam in U.S. History from 5%.

By August 2024, we will increase the percentage of students passing the Advanced Placement exam in Macro Economics from 5%.

Identified Need

Proficiency rates on Advanced Placement assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Human Geography	18% of students passed exam in 2023	23% of student will pass exam in 2024
AP World History	58% of students passed exam in 2023	63 % of students will pass exam in 2024
AP U.S. History	19% of students passed exam in 2023	24% of students will pass exam in 2024
AP Macro Economics	29% students passed exam in 2023	34% of students will pass exam in 2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention:

- Investigate research-based instructional practices to guide intervention models and strategies.
- Utilize diagnostic assessments in courses to identify student proficiency levels and provide appropriate differentiation and intervention supports.
- Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.
- Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Achievement Teams:

- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.
- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.
- All teachers will use our new data management system for data management and analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2500	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 3
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All Students

Strategy/Activity
 Instructional Practices:

- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

Proposed Expenditures for this Strategy/Activity
 List the amount(s) and 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.

Amount(s)	Source(s)
1000	LCFF S/C Site Innovation (3313) Books and Supplies
1000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Guidance & Outreach:
- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
 - Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed mostly increased in our AP pass rates however, we will continue to address student achievement in all AP classes. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

Briefly 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 slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2023-24 school year accordingly.

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

The Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2022-23 school year. The ILT then shared their findings with staff and community members. With input from all educational partners, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CTE Pathways (Acting/Singing, Agriculture, Engineering, Medical) & Electives (Art, AVID, Technology, World Language)

LEA/LCAP Goal

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

Goal 6

By August 2024, we will increase the percentage of graduating seniors meeting the College/Career Indicator by 5%.

Identified Need

Proficiency rates on the College/Career Indicator and enrollment in CTE/Elective programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCI Indicator Rate of Graduating Seniors	57% 'Prepared' in 2023	62% 'Prepared' in 2024

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Intervention:
- Investigate research-based instructional practices to guide intervention models and strategies.
 - Utilize diagnostic assessments in courses to identify student proficiency levels and provide appropriate differentiation and intervention supports.
 - Establish department expectations as it relates to formative and summative assessments and use our new data management system to analyze student data. Corresponding analysis will guide instruction and respond to achievement deficiencies. The rigor of assessments should reflect all depths of knowledge.

- Develop a site specific intervention program through systematic data analysis to provide students with with targeted intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
25000	LCFF S/C AVID (4401) Services and other operating expenditures
1000	LCFF S/C Site Innovation (3313) Services and other operating expenditures
14200	A-G Incentive Grant-Canvas (74120.0) Services and other operating expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Achievement Teams:

- All departments will identify essential learning topics as it relates to each course of study. Additionally, past practices will be analyzed with goal of removing curriculum, instructional practices, or assessments not linked to essential learning topics.
- All departments will construct two common formative/summative assessments per semester that are linked to essential learning expectations.
- Examine existing research on homework and grading policies, analyze our expectations as departments and pathways, and make necessary adjustments to reflect mastery of learning.
- All teachers will use our new data management system for data management and analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	LCFF S/C Site Innovation (3313) Books and Supplies

500	LCFF S/C Site Innovation (3313) Services and other operating expenditures
2000	CTE/Perkins Books and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Practices:

- Identify content and organization for the exploration of professional literature/research as it relates to instructional practices.
- Select small number of common instructional practices that are linked to the school wide instructional focus to be implemented with fidelity in all classrooms.
- Establish an internal structure that allows for frequent peer-to-peer observation.
- Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.
- Co-teaching course offerings will continue and expand for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop opportunities in all curricular areas and all accommodation levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5000	LCFF S/C AVID (4401) Books and Supplies
6334	LCFF S/C Site Innovation (3313) Books and Supplies
16000	CTE/Perkins Services and other operating expenditures
14000	CTE/Perkins Books and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Guidance & Outreach:

- Counselors will engage in an ongoing process to increase awareness of PSAT/SAT, A-G requirements, monitor student progress and course selection, and guide students/families through the college-career selection process.
- Continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

10000

Source(s)

LCFF S/C AVID (4401)
Services and other operating expenditures

4000

CTE/Perkins
Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The four overarching themes of Intervention, Achievement Teams, Instructional Practices and Guidance influence all professional learning during the previous academic year. Our planned Strategies/Activities are on-going best practices and we will continue to implement with fidelity through internal accountability systems. Student achievement data showed a significant increase from 38% in 2022 to 57% in 2023 in CCI completion. Our Instructional Leadership Team will continue to analyze our critical areas of need to meet our rigorous instructional goals.

Briefly 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 slight differences between Proposed Expenditures and Estimated Actual Expenditures, but no material differences. Budget estimates will be adjusted in the 2023-24 school year accordingly.

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

The Instructional Leadership Team (ILT) reviewed and analyzed student achievement data from the 2022-23 school year. The ILT then shared their findings with staff and community members. With input from all stakeholders, conclusions from student achievement data will inform improvements. Updated goals are reflected throughout the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional

LEA/LCAP Goal

LCAP Goal 3

Goal 7

Increase supports to our students for social emotional supports

Identified Need

Students came out of the pandemic with an increase need for more social emotional supports

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SOS referrals	Bring back SOS for the 2023-24 school year	98% of students participate in SOS
Absenteeism	187 students had chronic absenteeism during the 2022-23 school year	Decrease # of students who have Chronic Absenteeism by 5% or more

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Providing Signs of Suicide training to all students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5000

Source(s)

LCFF S/C Site Innovation (3313)
Services and other operating expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support the growth of our Wellness center on campus

Strategy/Activity

Creating a safe space to meet the social emotional needs of our students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

15000

Source(s)

LCFF S/C Site Innovation (3313)
Books and Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

SOS was not done in 2022-23 school year yet our overall goal was met with the decrease in chronic absenteeism.

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

We spent less on this goal as SOS was not had in the 2022-23 school year. We expect to implement SOS in the 2023-24 school year.

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 will bring back SOS for the 2023-24 school year and will be opening a wellness center on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Engagement

LEA/LCA8 Goal

LCAP Goal 3

Goal 8

Increase students engagement in school

Identified Need

Increase student belonging as we return to school from the pandemic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
increase student positive attendance to 96%	187 students had chronic absenteeism in the 2022-23 school year	Decrease chronic absenteeism by 5% or more

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Targeted student attendance recognition

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
15000	LCFF S/C Site Innovation (3313) Services and other operating expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PBIS incentives for students demonstrating positive behavior, positive attendance and positive academic standing

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

20000

500

Source(s)

LCFF S/C Site Innovation (3313)
Books and Supplies

LCFF Attendance (03308)
Services and other operating expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase student and community engagement by our outreach showcases in the fall and spring

Strategy/Activity

Increase community events on campus, fall showcase and spring showcase

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

10000

Source(s)

LCFF S/C Site Innovation (3313)
Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We improved in decreasing our chronic absenteeism from 227 in 2021-22 to 187 in 2022-23

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

We need to continue to focus on Chronic absenteeism and will continue to allocate funds to this goal

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

This goal will be supported by our new Student Support Specialist who's main focus will be attendance

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Behavior

LEA/LCAP Goal

Engagement - Goal 3

Goal 9

Students at Covina High School will show improvement in their behaviors as monitored by Suspension data, Attendance data and student engagement data.

Identified Need

EL students were identified on our dashboard for having a very high rate of suspensions at 11%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Student Suspensions	2022-23 school year we had 2 suspensions of EL students	Decrease in suspension rate by 5%
Percentage of ALL student suspensions	2022-23 school year we had 77 total suspendable incidents	Decrease in suspendable incidents by 20.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All significant groups will be targeted for extra support

Strategy/Activity

Counselors will be meeting with all EL students and families during registration week and throughout the school year to review redesignation, supports and opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

10000

Source(s)

LCFF S/C Site Innovation (3313)
Services and other operating expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support and guidance for all students

Strategy/Activity

Students will be given multiple avenues to learn about our school policies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1000

Source(s)

LCFF S/C Site Innovation (3313)
Services and other operating expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student group "Principal Student Advisory"

Strategy/Activity

Principal will meet monthly with Principal Student Advisory students to increase student voice on campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

8000

Source(s)

LCFF S/C Site Innovation (3313)
Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

New goal 2023-24 -- Not Applicable

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

New goal 2023-24-- Not Applicable

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.

New goal 2023-24 -- Not Applicable

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$300,734.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CTE/Perkins	\$36,000.00

Subtotal of additional federal funds included for this school: \$36,000.00

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 (\$)
A-G Incentive Grant-Canvas (74120.0)	\$14,200.00
AG Incentive Grant (70100.0)	\$14,200.00
LCFF Attendance (03308)	\$500.00
LCFF S/C AVID (4401)	\$40,000.00
LCFF S/C New Teacher (2223)	\$3,500.00
LCFF S/C Site Innovation (3313)	\$170,834.00
LCFF S/C Tutoring (2226)	\$21,500.00

Subtotal of state or local funds included for this school: \$264,734.00

Total of federal, state, and/or local funds for this school: \$300,734.00

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
LCFF S/C Site Innovation (3313)	170,834.00	0.00
LCFF S/C AVID (4401)	40,000.00	0.00
LCFF S/C Tutoring (2226)	21,500.00	0.00
LCFF S/C New Teacher (2223)	3,500.00	0.00
CTE/Perkins	36,000.00	0.00
LCFF Attendance (03308)	500.00	0.00
A-G Incentive Grant-Canvas (74120.0)	14,200.00	0.00

Expenditures by Funding Source

Funding Source	Amount
A-G Incentive Grant-Canvas (74120.0)	14,200.00
AG Incentive Grant (70100.0)	14,200.00
CTE/Perkins	36,000.00
LCFF Attendance (03308)	500.00
LCFF S/C AVID (4401)	40,000.00
LCFF S/C New Teacher (2223)	3,500.00
LCFF S/C Site Innovation (3313)	170,834.00
LCFF S/C Tutoring (2226)	21,500.00

Expenditures by Budget Reference

Budget Reference	Amount
Books and Supplies	82,334.00
Certificated Salaries	14,500.00
Professional/Consulting Services	31,500.00
Services and other operating expenditures	172,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Services and other operating expenditures	A-G Incentive Grant-Canvas (74120.0)	14,200.00
Services and other operating expenditures	AG Incentive Grant (70100.0)	14,200.00
Books and Supplies	CTE/Perkins	16,000.00
Services and other operating expenditures	CTE/Perkins	20,000.00
Services and other operating expenditures	LCFF Attendance (03308)	500.00
Books and Supplies	LCFF S/C AVID (4401)	5,000.00
Services and other operating expenditures	LCFF S/C AVID (4401)	35,000.00
Books and Supplies	LCFF S/C New Teacher (2223)	3,500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	50,834.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	31,500.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	88,500.00
Books and Supplies	LCFF S/C Tutoring (2226)	7,000.00
Certificated Salaries	LCFF S/C Tutoring (2226)	14,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,200.00
Goal 2	28,500.00
Goal 3	23,000.00
Goal 4	16,500.00
Goal 5	16,500.00
Goal 6	98,534.00
Goal 7	20,000.00
Goal 8	45,500.00
Goal 9	19,000.00

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
AVID Tutors	10	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 Covina 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: Daisy Carrasco



Signature

10/2/23

Date

School Site Council President: Desarie Martinez



Signature

10/2/23

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: Matt Dalton, Ed.D. 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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Daisy Carrasco Ramos	Principal
Nick Masi	Classroom Teacher
Alexandria Vega	Classroom Teacher
Kasaundra Brown	Classroom Teacher
Noelle D'Ingillo	Other School Staff
Jason Saleh	Classroom Teacher
Felicia Verdin	Parent or Community Member
Heidi Alhannat	Secondary Student
Kathaya Toscano	Secondary Student
Summer Ceballos	Secondary Student
Silvia Toscano	Parent or Community Member
Dalel Alhannat	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

Covina 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 *
Daisy Carrasco Ramos	X		
Kevin Glaspy		X	
Felicia Verdin		X	X
Yemina Arellanes		X	
Numbers of members of each category			

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

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 .

Attested:



Principal, Daisy Carrasco on 10/2/2023



SSC Chairperson, Desarie Martinez on 10/2/23

Parent Comment Page

School: Covina High School

Parent comments of dissatisfaction with the SPSA (CED2: 2.1e): School Parent and Family Engagement Policy to be submitted along with the plan.

None

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Evidence of Meeting Required Schoolwide Program Plan Components

Required Schoolwide Program Plan Components		Page Numbers
1.	A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards. (See Comprehensive Needs Assessment and School & Student Performance Data).	9-39
2. 1. 2. 3. 1. 2. 3. 4. 5.	Schoolwide reform strategies that: (See Goals, Strategies & Proposed Expenditures) 1. provide opportunities for all children including each of the subgroups of students to meet challenging state academic standards; 2. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 3. address the needs of all children in the school, but particularly the needs of those at risk of not meeting challenging State academic standard, through activities which may include: 1. strategies to improve students' skills outside the academic subject areas; 2. preparation for and awareness of opportunities for postsecondary education and the workforce; 3. implementation of a schoolwide tiered model to prevent and address problem behavior; 4. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; 5. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	42-82
6. 1. 2. 3.	Determining if the needs of the school have been met: (See Goals & Strategies) 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 based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.	42-82
4.	Strategies to ensure parental involvement in the planning, review, and improvement of the schoolwide program plan. (See Educational Partners).	14-16
5.	Activities to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support. (See Goals & Strategies and RTI Pyramids)	42-82
6.	Plans on how the school will assist students in the successful transition from preschool to elementary, elementary to middle school, middle school to high school, and/or high school to college and career ready. (See Goals & Strategies)	42-82

Appendix B

Categorical District Services Budget

Appendix B - 2023-24 Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	\$2,342,270.00	\$389,046.00	\$171,859.00	\$186,862.00	\$108,000.00
Carryover	\$294,283.00	\$180,504.00	\$135,247.00	\$180,161.00	\$ -
Indirect Costs	\$157,424.65	\$32,812.81	\$18,324.90	\$21,914.40	\$6,448.52
Central Services (Admin)	\$186,473.57	\$38,867.62			\$7,638.44

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs (6.35%)						\$157,425.00	\$ 157,425.00
Central Services	\$ 39,278.00	\$ 49,224.00	\$ 26,103.00	\$ -	\$ 71,869.00		\$ 186,474.00
Homeless (1%)				\$ 23,243.00			\$ 23,243.00
Assistance to Schools / PD	\$ 1,050,279.00	\$ -	\$381,528.00	\$190,083.00	\$ 13,820.00		\$1,635,710.00
Assist to School (Title I Teachers)	\$ -		\$ -	\$ -	\$ -		\$ -

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/ Conferences 5000s		Total
Education Services	\$ 84,500.00		\$ 18,517.00	\$151,844.00	\$ 151,500.00		\$ 406,161.00

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s		Total
Education Services	\$ 64,448.00	\$ -	\$ 23,158.00	\$100,979.00	\$ 100,000.00		\$ 288,581.00

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s		Total
Education Services				\$150,979.00	\$ 184,500.00		\$ 335,479.00

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services						\$ 6,448.52	\$ 6,448.52

Centralized Services Description

Funding Source	Allocated Centralized Services	Description of the Specific Services to be Provided
Title I	NA	<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	\$46,521	<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	\$33,596	<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	\$2,546.15	<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>