

# School Plan for Student Achievement (SPSA)

| School Name                 | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------|-----------------------------------|--|---------------------------|
| Manzanita Elementary School | 19644366012546                    | December 16, 2025                      | January 08, 2026          |

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

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

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

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

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

Schoolwide Program

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

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# Plan Description

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

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

## Schoolwide Program

Manzanita Elementary School's plan is designed to effectively meet ESSA planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The following components outline our integrated approach:

### Data-Driven Decision Making:

We will utilize a comprehensive analysis of student performance data—including academic assessments, language proficiency results, and attendance records—to identify areas of need and inform instructional strategies. In our dual language program, this includes monitoring growth in both English and Spanish literacy to ensure balanced biliteracy development. These data points will guide our resource allocation and program development to ensure targeted support for all student groups.

### Stakeholder Engagement:

Our plan emphasizes collaboration with families, staff, and community partners to gather input and foster a shared commitment to student success. Through bilingual communication, family education nights, and participation in site committees, we strengthen partnerships that honor cultural and linguistic diversity. Parents are encouraged to support Spanish language development at home, reinforcing the school's goal of elevating biliteracy and sociocultural competence.

### Integrated and Inclusive Programs:

We align our academic and social-emotional learning programs with the goals of the LCAP to ensure equity and inclusion. Our dual language model promotes high levels of bilingualism, biliteracy, and cross-cultural understanding. Instructional practices emphasize cross-linguistic transfer and intentional connections between English and Spanish, supporting English Learners, students with disabilities, and those from economically disadvantaged backgrounds.

### Professional Development and Collaboration:

Ongoing professional learning equips educators with effective instructional strategies for multilingual learners and fosters collective teacher efficacy. Using our Achievement Teams PLC Meeting Guide, grade-level teams analyze student data, set SMART goals, and select evidence-based strategies to improve student outcomes in both program languages. Professional development emphasizes research-based biliteracy practices, culturally responsive pedagogy, and cross-linguistic instructional planning.

### Monitoring and Evaluation:

Clear metrics and benchmarks will evaluate the effectiveness of programs and strategies across content areas and languages. Regular progress monitoring and PLC reflections ensure timely adjustments based on student outcomes and language development data.

### Resource Allocation:

Our budget is strategically aligned to support high-impact programs and services that promote academic achievement, biliteracy, and sociocultural growth. Funding priorities include professional learning for dual language teachers, supplemental instructional materials in both languages, and family engagement initiatives that strengthen home-school connections.

By focusing on these key areas, Manzanita Elementary School reaffirms its commitment to meeting ESSA requirements while advancing its vision of biliteracy, multicultural competence, and educational equity for all students.

## Purpose:

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

### **Components:**

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

### **Governance and Educational Partner Engagement:**

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

### **CSI and ATSI Planning:**

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

### **Parent and Community Involvement:**

- **Support for Parental Activities:** Parental involvement activities are shaped by annual input from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Town Hall Meetings, and LCAP Advisory groups. This input helps identify family engagement needs, leading to collaborative district priorities and initiatives planning.
- **Informed Parent Participation:** Parents have opportunities for informed participation, with accommodations for those with disabilities. School documents and meetings are accessible in Spanish and other languages upon request, ensuring ADA compliance.
- **Communication:** The district uses translators for school communications and employs outreach liaisons and EL Specialists to facilitate parent education and information sessions in Spanish at school sites.

### **Alignment with Federal and State Mandates:**

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

### **Title I Implementation:**

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

At Manzanita Elementary School, the planning process for the School Plan for Student Achievement (SPSA) and Annual Review and Update is a collaborative and reflective effort that includes the voices of teachers, staff, parents, and community members.

#### Goal Review:

We begin by reviewing the previous year's goals and actions to evaluate their effectiveness and impact on academic growth, language development, and student well-being. This reflection helps us identify which initiatives have been most successful and which areas require further support or revision.

#### Stakeholder Input through Collaborative Meetings:

We prioritize meaningful conversations with our school community. Throughout the year, we engage parents during family meetings, bilingual parent sessions, and School Site Council (SSC) gatherings to hear their perspectives about student learning, safety, and the dual language program. Teachers and staff also share input during staff meetings and professional collaboration time, ensuring alignment between instructional goals and daily classroom practice.

#### Data Analysis:

Our leadership and grade-level teams analyze multiple data points—including academic achievement, English Language Proficiency Assessments for California (ELPAC) results, biliteracy progress, and attendance trends—to identify needs and measure the impact of instructional programs in both English and Spanish.

#### Collaborative Brainstorming:

Using this feedback and data, our teams hold brainstorming and planning sessions to identify evidence-based, culturally and linguistically responsive strategies that promote biliteracy, academic excellence, and social-emotional growth for all students.

#### Finalization of Strategies:

After collaborative discussion, the most effective and high-impact strategies are selected for inclusion in the SPSA. These actions are intentionally aligned with the Local Control and Accountability Plan (LCAP) priorities and our vision of biliteracy, multicultural competency, and educational equity for all.

By engaging teachers, parents, and community members in ongoing dialogue, Manzanita Elementary School ensures that our SPSA planning and review process is inclusive, data-informed, and grounded in our dual language mission to support every student's academic and linguistic success.

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

### Annual Cycle of Engagement

#### August - September: Review and Identify Needs

- The School's Leadership Team, comprising administrators and teachers, reviews student achievement data to identify critical areas for improvement and summarize significant findings.
- The School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents provide input on the SPSA goals and the strategies/activities planned, including Title I expenditures.

- Notices in multiple languages facilitate communication with parents, and meetings are scheduled at various times to ensure broad participation.

### **October/November: Define Goals and Strategies**

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

### **December/January: Plan Approval**

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

### **January - April: Implementation and Monitoring**

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

### **May/June: Annual Review and Program Evaluation**

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

### **Additional Requirements for CSI and ATSI**

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

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

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

## **Comprehensive Needs Assessment Components**

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

## California School Dashboard (Dashboard) Indicators

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

According to the 2025 California School Dashboard, Manzanita Elementary School does not have any state indicators in the Red or Orange performance categories. This reflects strong overall performance and continued growth across key areas, including academic achievement, English Learner progress, and chronic absenteeism. The school remains committed to maintaining and further improving these outcomes through ongoing data analysis, targeted interventions, and alignment with the goals outlined in our School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP).

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

According to the 2025 California School Dashboard, only one student group at Manzanita Elementary School performed two or more levels below the “All Students” group on any state indicator. Students with Disabilities earned Orange (two performance levels below Green for all students) in ELA and math. We will continue to monitor local data and collaborate through grade-level teams to ensure equitable outcomes and maintain strong performance across all student groups

## Other Needs

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

From the Beginning-of-Year (BOY) i-Ready Reading Diagnostic to the Final Diagnostic, our students demonstrated remarkable academic growth, particularly in the percentage of students performing at or above grade level. At the start of the year, only 29% of students met grade-level expectations in reading. By the Final Diagnostic, that number increased to 60%, more than doubling within a single school year. This level of growth is uncommon and reflects a strong alignment between Tier 1 literacy instruction, small-group differentiation, and the structured routines implemented across classrooms. The substantial increase in proficiency indicates that students are deeply engaging with grade-level texts and benefiting from explicit modeling, vocabulary development, and academic language support in both English and Spanish.

From the Beginning-of-Year (BOY) i-Ready Math Diagnostic to the Final Diagnostic, our students demonstrated significant growth in mathematical proficiency. At the start of the year, only 8% of students were performing at or above grade level in math. By the Final Diagnostic, that number had increased to 36%, marking a substantial 28-point gain in a single school year. This improvement reflects the successful implementation structured opportunities for students to use precise vocabulary. Students are showing greater confidence in problem-solving, reasoning, and explaining their mathematical thinking.

## Data Analysis

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

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

## Surveys

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

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

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

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

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

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

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

### **Classroom Observations**

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

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

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

### **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESSA)

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

credential work or reassigning the teachers. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional material) (EPC).

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

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

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

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

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

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

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

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction

- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

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

### **Teaching and Learning**

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

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

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

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

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

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

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

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

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

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

### **Opportunity and Equal Educational Access**

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

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

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

Evidence-based educational practices to raise student achievement.

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 22-23                 | 23-24  | 24-25  | 22-23              | 23-24 | 24-25 |
| American Indian                | 0%                    | %      | %      | 0                  |       |       |
| African American               | 1.13%                 | 1.19%  | 1.18%  | 5                  | 5     | 5     |
| Asian                          | 4.52%                 | 3.57%  | 2.35%  | 20                 | 15    | 10    |
| Filipino                       | 1.58%                 | 1.67%  | 1.41%  | 7                  | 7     | 6     |
| Hispanic/Latino                | 88.91%                | 89.29% | 90.35% | 393                | 375   | 384   |
| Pacific Islander               | 0%                    | %      | %      | 0                  |       |       |
| White                          | 2.94%                 | 3.33%  | 3.76%  | 13                 | 14    | 16    |
| Two or More Races              | 0.9%                  | 0.95%  | 0.94%  | 4                  | 4     | 4     |
| Not Reported                   | 0%                    | %      | %      | 0                  |       |       |
| <b>Total Enrollment</b>        |                       |        |        | 442                | 420   | 425   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 22-23              | 23-24 | 24-25 |
| Transitional Kindergarten         |                    |       | 35    |
| Kindergarten                      | 101                | 71    | 71    |
| Grade 1                           | 63                 | 65    | 75    |
| Grade 2                           | 76                 | 53    | 59    |
| Grade3                            | 64                 | 70    | 52    |
| Grade 4                           | 67                 | 60    | 72    |
| Grade 5                           | 71                 | 66    | 61    |
| <b>Total Enrollment</b>           | 442                | 420   | 425   |

#### Conclusions based on this data:

1. Our enrollment has remained consistent for the past 3 years.
2. Other sub groups have stayed constant and our largest subgroup is Hispanic/Latino.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment |                    |       |       |                     |       |       |
|---------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                   | Number of Students |       |       | Percent of Students |       |       |
|                                 | 22-23              | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 |
| English Learners                | 93                 | 82    | 72    | 21.0%               | 19.5% | 16.9% |
| Fluent English Proficient (FEP) | 51                 | 53    | 48    | 11.5%               | 12.6% | 11.3% |

### Conclusions based on this data:

1. There is slight decrease in our EL population
2. The FEP population has stayed consistent.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 67                     | 63    | 71    | 67                   | 63    | 71    | 67                        | 63    | 71    | 100.0                         | 100.0 | 100   |
| Grade 4                                | 72                     | 69    | 62    | 71                   | 65    | 61    | 71                        | 65    | 61    | 98.6                          | 94.2  | 98.4  |
| Grade 5                                | 66                     | 68    | 64    | 65                   | 68    | 64    | 65                        | 68    | 64    | 98.5                          | 100.0 | 100   |
| All Grades                             | 205                    | 200   | 197   | 203                  | 196   | 196   | 203                       | 196   | 196   | 99.0                          | 98.0  | 99.5  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2451.            | 2417. | 2444. | 34.33               | 22.22 | 30.99 | 32.84          | 23.81 | 28.17 | 11.94                 | 25.40 | 26.76 | 20.90              | 28.57 | 14.08 |
| Grade 4                              | 2471.            | 2491. | 2466. | 28.17               | 40.00 | 18.03 | 23.94          | 13.85 | 36.07 | 19.72                 | 24.62 | 16.39 | 28.17              | 21.54 | 29.51 |
| Grade 5                              | 2506.            | 2541. | 2568. | 24.62               | 39.71 | 45.31 | 24.62          | 26.47 | 34.38 | 27.69                 | 14.71 | 12.50 | 23.08              | 19.12 | 7.81  |
| All Grades                           | N/A              | N/A   | N/A   | 29.06               | 34.18 | 31.63 | 27.09          | 21.43 | 32.65 | 19.70                 | 21.43 | 18.88 | 24.14              | 22.96 | 16.84 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |  |
| Grade 3  | 20.90            | 19.05 | 23.94 | 62.69                 | 57.14 | 57.75 | 16.42            | 23.81 | 18.31 |  |
| Grade 4  | 23.94            | 32.31 | 9.84  | 56.34                 | 55.38 | 75.41 | 19.72            | 12.31 | 14.75 |  |
| Grade 5  | 20.00            | 32.35 | 20.31 | 66.15                 | 55.88 | 68.75 | 13.85            | 11.76 | 10.94 |  |
| All Grades   | 21.67            | 28.06 | 18.37 | 61.58                 | 56.12 | 66.84 | 16.75            | 15.82 | 14.80 |  |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3   | 28.36            | 17.46 | 18.31 | 53.73                 | 52.38 | 69.01 | 17.91            | 30.16 | 12.68 |
| Grade 4   | 15.49            | 21.54 | 16.39 | 66.20                 | 55.38 | 62.30 | 18.31            | 23.08 | 21.31 |
| Grade 5   | 16.92            | 30.88 | 39.06 | 64.62                 | 51.47 | 57.81 | 18.46            | 17.65 | 3.13  |
| All Grades  | 20.20            | 23.47 | 24.49 | 61.58                 | 53.06 | 63.27 | 18.23            | 23.47 | 12.24 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3   | 17.91            | 14.29 | 14.08 | 76.12                 | 74.60 | 80.28 | 5.97             | 11.11 | 5.63  |
| Grade 4   | 8.45             | 9.23  | 6.56  | 78.87                 | 83.08 | 78.69 | 12.68            | 7.69  | 14.75 |
| Grade 5   | 13.85            | 14.71 | 17.19 | 78.46                 | 76.47 | 76.56 | 7.69             | 8.82  | 6.25  |
| All Grades  | 13.30            | 12.76 | 12.76 | 77.83                 | 78.06 | 78.57 | 8.87             | 9.18  | 8.67  |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3  | 22.39            | 15.87 | 16.90 | 70.15                 | 65.08 | 73.24 | 7.46             | 19.05 | 9.86  |
| Grade 4  | 14.08            | 16.92 | 27.87 | 70.42                 | 67.69 | 62.30 | 15.49            | 15.38 | 9.84  |
| Grade 5  | 26.15            | 36.76 | 50.00 | 58.46                 | 51.47 | 45.31 | 15.38            | 11.76 | 4.69  |
| All Grades   | 20.69            | 23.47 | 31.12 | 66.50                 | 61.22 | 60.71 | 12.81            | 15.31 | 8.16  |

**Conclusions based on this data:**

1. CAASPP ELA results increased from 55.61% to 63.5%
2. 3rd Grade: 59% met or exceeded ELA standards  
4th grade: 54% met or exceeded ELA standards  
5th grade: 79% met or exceeded ELA standards
3. All grades increased in ELA!

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 67                     | 63    | 71    | 67                   | 63    | 71    | 67                        | 63    | 71    | 100.0                         | 100.0 | 100   |
| Grade 4                                | 72                     | 69    | 62    | 72                   | 68    | 62    | 72                        | 68    | 62    | 100.0                         | 98.6  | 100   |
| Grade 5                                | 66                     | 68    | 64    | 65                   | 68    | 64    | 65                        | 68    | 64    | 98.5                          | 100.0 | 100   |
| All Grades                             | 205                    | 200   | 197   | 204                  | 199   | 197   | 204                       | 199   | 197   | 99.5                          | 99.5  | 100   |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2461.            | 2449. | 2486. | 32.84               | 23.81 | 46.48 | 35.82          | 31.75 | 28.17 | 11.94                 | 25.40 | 14.08 | 19.40              | 19.05 | 11.27 |
| Grade 4                              | 2469.            | 2513. | 2497. | 18.06               | 36.76 | 29.03 | 27.78          | 26.47 | 24.19 | 30.56                 | 26.47 | 30.65 | 23.61              | 10.29 | 16.13 |
| Grade 5                              | 2523.            | 2538. | 2570. | 32.31               | 26.47 | 48.44 | 13.85          | 35.29 | 20.31 | 30.77                 | 23.53 | 21.88 | 23.08              | 14.71 | 9.38  |
| All Grades                           | N/A              | N/A   | N/A   | 27.45               | 29.15 | 41.62 | 25.98          | 31.16 | 24.37 | 24.51                 | 25.13 | 21.83 | 22.06              | 14.57 | 12.18 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3  | 26.87            | 28.57 | 43.66 | 55.22                 | 52.38 | 46.48 | 17.91            | 19.05 | 9.86  |
| Grade 4  | 16.67            | 27.94 | 32.26 | 59.72                 | 60.29 | 48.39 | 23.61            | 11.76 | 19.35 |
| Grade 5  | 27.69            | 26.47 | 39.06 | 50.77                 | 54.41 | 50.00 | 21.54            | 19.12 | 10.94 |
| All Grades   | 23.53            | 27.64 | 38.58 | 55.39                 | 55.78 | 48.22 | 21.08            | 16.58 | 13.20 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| <b>Grade 3</b>   | 37.31            | 31.75 | 47.89 | 53.73                 | 53.97 | 45.07 | 8.96             | 14.29 | 7.04  |
| <b>Grade 4</b>   | 22.22            | 39.71 | 27.42 | 55.56                 | 48.53 | 59.68 | 22.22            | 11.76 | 12.90 |
| <b>Grade 5</b>   | 21.54            | 25.00 | 37.50 | 67.69                 | 55.88 | 42.19 | 10.77            | 19.12 | 20.31 |
| <b>All Grades</b>  | 26.96            | 32.16 | 38.07 | 58.82                 | 52.76 | 48.73 | 14.22            | 15.08 | 13.20 |

**Conclusions based on this data:**

1. 66% of Manzanita students met or exceeded the Math CAASPP which is a 6% increase from last year
2. 3rd Grade: 75% met or exceeded the Math standards  
4th grade: 53% met or exceeded the Math standards  
5th grade: 69% met or exceeded the Math standards
3. Our Math scores went up. In 4th grade, decreased by 10% this is the same group that had decreased the year prior.

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|  | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| <b>K</b>   | 1413.2  | 1420.1 | 1438.5 | 1430.2        | 1439.2 | 1467.5 | 1373.4           | 1375.2 | 1370.7 | 14                        | 32    | 27    |
| <b>1</b>   | 1454.8  | 1444.3 | 1450.6 | 1467.7        | 1467.8 | 1459.6 | 1441.3           | 1420.3 | 1440.8 | 15                        | 12    | 18    |
| <b>2</b>   | 1473.9  | 1476.3 | *      | 1471.5        | 1474.5 | *      | 1476.3           | 1477.5 | *      | 12                        | 15    | 9     |
| <b>3</b>   | 1514.9  | 1490.7 | 1520.4 | 1518.4        | 1485.6 | 1520.3 | 1510.8           | 1495.3 | 1520.2 | 12                        | 12    | 12    |
| <b>4</b>   | 1497.1  | 1523.5 | 1514.8 | 1487.6        | 1520.5 | 1496.7 | 1506.1           | 1525.8 | 1532.3 | 14                        | 13    | 11    |
| <b>5</b>   | *       | 1548.9 | *      | *             | 1556.3 | *      | *                | 1541.0 | *      | 8                         | 13    | 5     |
| <b>All Grades</b>  |         |        |        |               |        |        |                  |        |        | 75                        | 97    | 82    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>  | 14.29   | 9.38  | 22.22 | 35.71   | 37.50 | 37.04 | 35.71   | 40.63 | 33.33 | 14.29   | 12.50 | 7.41  | 14                       | 32    | 27    |
| <b>1</b>  | 6.67    | 0.00  | 0.00  | 26.67   | 50.00 | 55.56 | 60.00   | 16.67 | 27.78 | 6.67    | 33.33 | 16.67 | 15                       | 12    | 18    |
| <b>2</b>  | 0.00    | 13.33 | *     | 50.00   | 33.33 | *     | 33.33   | 33.33 | *     | 16.67   | 20.00 | *     | 12                       | 15    | *     |
| <b>3</b>  | 16.67   | 33.33 | 16.67 | 66.67   | 25.00 | 66.67 | 8.33    | 8.33  | 16.67 | 8.33    | 33.33 | 0.00  | 12                       | 12    | 12    |
| <b>4</b>  | 0.00    | 46.15 | 27.27 | 50.00   | 7.69  | 36.36 | 42.86   | 23.08 | 27.27 | 7.14    | 23.08 | 9.09  | 14                       | 13    | 11    |
| <b>5</b>  | *       | 23.08 | *     | *       | 61.54 | *     | *       | 15.38 | *     | *       | 0.00  | *     | *                        | 13    | *     |
| <b>All Grades</b>   | 9.33    | 18.56 | 19.51 | 45.33   | 36.08 | 46.34 | 34.67   | 26.80 | 25.61 | 10.67   | 18.56 | 8.54  | 75                       | 97    | 82    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>   | 28.57   | 18.75 | 51.85 | 28.57   | 34.38 | 18.52 | 21.43   | 34.38 | 18.52 | 21.43   | 12.50 | 11.11 | 14                       | 32    | 27    |
| <b>1</b>   | 20.00   | 41.67 | 22.22 | 53.33   | 16.67 | 44.44 | 26.67   | 25.00 | 16.67 | 0.00    | 16.67 | 16.67 | 15                       | 12    | 18    |
| <b>2</b>   | 25.00   | 20.00 | *     | 50.00   | 40.00 | *     | 8.33    | 33.33 | *     | 16.67   | 6.67  | *     | 12                       | 15    | *     |
| <b>3</b>   | 50.00   | 58.33 | 58.33 | 41.67   | 8.33  | 41.67 | 8.33    | 0.00  | 0.00  | 0.00    | 33.33 | 0.00  | 12                       | 12    | 12    |
| <b>4</b>   | 14.29   | 46.15 | 45.45 | 57.14   | 23.08 | 18.18 | 21.43   | 15.38 | 18.18 | 7.14    | 15.38 | 18.18 | 14                       | 13    | 11    |
| <b>5</b>   | *       | 53.85 | *     | *       | 46.15 | *     | *       | 0.00  | *     | *       | 0.00  | *     | *                        | 13    | *     |
| <b>All Grades</b>  | 26.67   | 35.05 | 46.34 | 48.00   | 29.90 | 30.49 | 16.00   | 21.65 | 12.20 | 9.33    | 13.40 | 10.98 | 75                       | 97    | 82    |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>  | 0.00    | 0.00  | 0.00  | 35.71   | 9.38  | 18.52 | 42.86   | 68.75 | 62.96 | 21.43   | 21.88 | 18.52 | 14                       | 32    | 27    |
| <b>1</b>  | 6.67    | 0.00  | 0.00  | 26.67   | 16.67 | 38.89 | 26.67   | 16.67 | 22.22 | 40.00   | 66.67 | 38.89 | 15                       | 12    | 18    |
| <b>2</b>  | 0.00    | 13.33 | *     | 50.00   | 26.67 | *     | 33.33   | 26.67 | *     | 16.67   | 33.33 | *     | 12                       | 15    | *     |
| <b>3</b>  | 16.67   | 0.00  | 16.67 | 50.00   | 50.00 | 25.00 | 16.67   | 25.00 | 50.00 | 16.67   | 25.00 | 8.33  | 12                       | 12    | 12    |
| <b>4</b>  | 0.00    | 15.38 | 27.27 | 35.71   | 30.77 | 18.18 | 50.00   | 23.08 | 45.45 | 14.29   | 30.77 | 9.09  | 14                       | 13    | 11    |
| <b>5</b>  | *       | 15.38 | *     | *       | 30.77 | *     | *       | 30.77 | *     | *       | 23.08 | *     | *                        | 13    | *     |
| <b>All Grades</b>   | 6.67    | 6.19  | 9.76  | 38.67   | 23.71 | 26.83 | 33.33   | 39.18 | 45.12 | 21.33   | 30.93 | 18.29 | 75                       | 97    | 82    |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>  | 42.86          | 31.25 | 44.44 | 42.86               | 56.25 | 48.15 | 14.29     | 12.50 | 7.41  | 14                       | 32    | 27    |
| <b>1</b>  | 46.67          | 58.33 | 55.56 | 53.33               | 33.33 | 33.33 | 0.00      | 8.33  | 11.11 | 15                       | 12    | 18    |
| <b>2</b>  | 33.33          | 20.00 | *     | 58.33               | 80.00 | *     | 8.33      | 0.00  | *     | 12                       | 15    | *     |
| <b>3</b>  | 75.00          | 41.67 | 50.00 | 25.00               | 25.00 | 50.00 | 0.00      | 33.33 | 0.00  | 12                       | 12    | 12    |
| <b>4</b>  | 50.00          | 46.15 | 36.36 | 42.86               | 38.46 | 54.55 | 7.14      | 15.38 | 9.09  | 14                       | 13    | 11    |
| <b>5</b>  | *              | 38.46 | *     | *                   | 61.54 | *     | *         | 0.00  | *     | *                        | 13    | *     |
| <b>All Grades</b>   | 46.67          | 37.11 | 47.56 | 46.67               | 51.55 | 45.12 | 6.67      | 11.34 | 7.32  | 75                       | 97    | 82    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>   | 28.57          | 18.75 | 51.85 | 35.71               | 65.63 | 25.93 | 35.71     | 15.63 | 22.22 | 14                       | 32    | 27    |
| <b>1</b>   | 0.00           | 33.33 | 5.56  | 93.33               | 33.33 | 72.22 | 6.67      | 33.33 | 22.22 | 15                       | 12    | 18    |
| <b>2</b>   | 25.00          | 13.33 | *     | 58.33               | 73.33 | *     | 16.67     | 13.33 | *     | 12                       | 15    | *     |
| <b>3</b>   | 41.67          | 50.00 | 50.00 | 58.33               | 25.00 | 50.00 | 0.00      | 25.00 | 0.00  | 12                       | 12    | 12    |
| <b>4</b>   | 14.29          | 46.15 | 45.45 | 71.43               | 38.46 | 36.36 | 14.29     | 15.38 | 18.18 | 14                       | 13    | 11    |
| <b>5</b>   | *              | 76.92 | *     | *                   | 23.08 | *     | *         | 0.00  | *     | *                        | 13    | *     |
| <b>All Grades</b>  | 24.00          | 35.05 | 40.24 | 61.33               | 48.45 | 43.90 | 14.67     | 16.49 | 15.85 | 75                       | 97    | 82    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>  | 7.14           | 0.00  | 0.00  | 71.43               | 84.38 | 77.78 | 21.43     | 15.63 | 22.22 | 14                       | 32    | 27    |
| <b>1</b>  | 20.00          | 8.33  | 38.89 | 33.33               | 41.67 | 38.89 | 46.67     | 50.00 | 22.22 | 15                       | 12    | 18    |
| <b>2</b>  | 8.33           | 26.67 | *     | 75.00               | 46.67 | *     | 16.67     | 26.67 | *     | 12                       | 15    | *     |
| <b>3</b>  | 16.67          | 8.33  | 16.67 | 66.67               | 58.33 | 58.33 | 16.67     | 33.33 | 25.00 | 12                       | 12    | 12    |
| <b>4</b>  | 0.00           | 23.08 | 36.36 | 64.29               | 30.77 | 54.55 | 35.71     | 46.15 | 9.09  | 14                       | 13    | 11    |
| <b>5</b>  | *              | 30.77 | *     | *                   | 38.46 | *     | *         | 30.77 | *     | *                        | 13    | *     |
| <b>All Grades</b>   | 13.33          | 13.40 | 20.73 | 58.67               | 56.70 | 60.98 | 28.00     | 29.90 | 18.29 | 75                       | 97    | 82    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>  | 14.29          | 18.75 | 7.41  | 50.00               | 43.75 | 51.85 | 35.71     | 37.50 | 40.74 | 14                       | 32    | 27    |
| <b>1</b>  | 20.00          | 0.00  | 0.00  | 53.33               | 50.00 | 55.56 | 26.67     | 50.00 | 44.44 | 15                       | 12    | 18    |
| <b>2</b>  | 16.67          | 13.33 | *     | 50.00               | 53.33 | *     | 33.33     | 33.33 | *     | 12                       | 15    | *     |
| <b>3</b>  | 16.67          | 33.33 | 25.00 | 75.00               | 50.00 | 75.00 | 8.33      | 16.67 | 0.00  | 12                       | 12    | 12    |
| <b>4</b>  | 7.14           | 30.77 | 27.27 | 78.57               | 53.85 | 63.64 | 14.29     | 15.38 | 9.09  | 14                       | 13    | 11    |
| <b>5</b>  | *              | 23.08 | *     | *                   | 76.92 | *     | *         | 0.00  | *     | *                        | 13    | *     |
| <b>All Grades</b>   | 16.00          | 19.59 | 14.63 | 61.33               | 52.58 | 58.54 | 22.67     | 27.84 | 26.83 | 75                       | 97    | 82    |

**Conclusions based on this data:**

1. The EL population is growing as Manzanita is now a Dual Language Magnet School
2. Currently in overall language, 19.5% of ELL students are at a level 4 proficiency rate, 46.34% of EL students are at a level 3 proficiency rate and 25.61% are at a level 2 and 8.5% are at level 1
3. This data shows that we are increasing at levels 3 & 4 and decreasing students in level 1.



# School and Student Performance Data

## Student Population

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

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

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

| 2023-24 Student Population  |  |  |   |
|---|--|--|---|
| Total Enrollment  | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| 420   | 65.7%  | 19.5%  | 0.0%  |
| Total Number of Students enrolled in Manzanita Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 82    | 19.5%      |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless  | 6     | 1.4%       |
| Socioeconomically Disadvantaged                   | 276   | 65.7%      |
| Students with Disabilities                        | 48    | 11.4%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 5     | 1.2%       |
| American Indian              | 0     | 0.0%       |
| Asian                        | 15    | 3.6%       |
| Filipino                     | 7     | 1.7%       |
| Hispanic                     | 375   | 89.3%      |
| Two or More Races            | 4     | 1%         |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 14    | 3.3%       |

### Conclusions based on this data:

1. Our data and student population has stayed consistent.



# School and Student Performance Data

## Overall Performance

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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.”



### 2024 Fall Dashboard Overall Performance for All Students

| Academic Performance                         | Academic Engagement                    | Conditions & Climate               |
|--|--|------------------------------------|
| <b>English Language Arts</b><br><br>Green    | <b>Chronic Absenteeism</b><br><br>Blue | <b>Suspension Rate</b><br><br>Blue |
| <b>Mathematics</b><br><br>Blue               |  |                                    |
| <b>English Learner Progress</b><br><br>Green |  |                                    |

#### Conclusions based on this data:

1. Manzanita Elementary School continues to demonstrate strong academic outcomes. On the 2024 California School Dashboard, students scored 25.2 points above standard in English Language Arts (ELA) and 36.8 points above standard in Mathematics, earning green and blue performance levels. These results reflect effective instructional practices, a positive and engaging learning environment, and the school's ongoing commitment to high academic expectations for all students.

2. Manzanita Elementary School demonstrated strong growth among English Learners, with 64.8% making progress according to the 2024 California School Dashboard. This upward trend reflects the effectiveness of our dual language and English Language Development (ELD) programs, which promote biliteracy, academic achievement, and language proficiency in both English and Spanish. Targeted interventions, and dedicated instructional support have contributed to this success and will continue to be strengthened to sustain and expand student progress.
3. Manzanita Elementary School achieved a significant improvement in student attendance, with the chronic absenteeism rate declining by to 3.7%, according to the 2024 California School Dashboard. This positive trend reflects the success of our proactive attendance initiatives, including consistent family outreach, early intervention, and recognition programs that promote daily engagement. Continued monitoring and communication with families will help sustain this momentum and ensure all students remain connected to learning every day.

# School and Student Performance Data

## Academic Performance English Language Arts

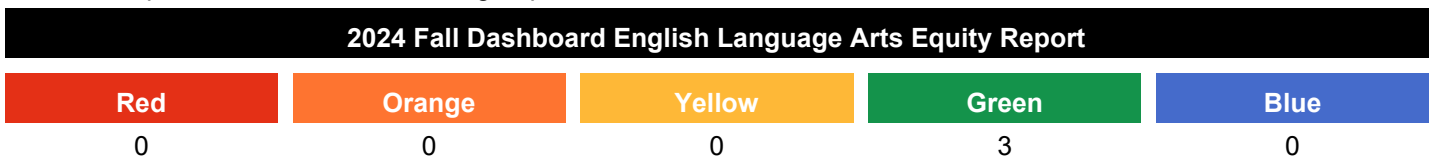
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                       |   |  |
|--|---|--|
| <p><b>All Students</b></p> <p> Green</p> <p>25.2 points above standard</p> <p>Increased 6.7 points</p> <p>192 Students</p> | <p><b>English Learners</b></p> <p> Green</p> <p>9.0 points above standard</p> <p>Increased 19.6 points</p> <p>46 Students</p> | <p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>  |
| <p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>                      | <p><b>Homeless</b></p> <p> No Performance Color</p> <p>0 Students</p>   | <p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>18.4 points above standard</p> <p>Increased 14.8 points</p> <p>132 Students</p> |

|  |   |  |
|--|---|--|
| <p><b>Students with Disabilities</b></p>  <p>No Performance Color<br/>38.6 points below standard<br/>Declined 10.8 points<br/>31 Students</p> | <p><b>African American</b></p>  <p>No Performance Color<br/>Less than 11 Students<br/>2 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color<br/>0 Students</p>                                     |
| <p><b>Asian</b></p>  <p>No Performance Color<br/>69.4 points above standard<br/>12 Students</p>   | <p><b>Filipino</b></p>  <p>No Performance Color<br/>Less than 11 Students<br/>6 Students</p>         | <p><b>Hispanic</b></p>  <p>Green<br/>23.6 points above standard<br/>Increased 5.9 points<br/>165 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color<br/>Less than 11 Students<br/>3 Students</p>   | <p><b>Pacific Islander</b></p>  <p>No Performance Color<br/>0 Students</p>                           | <p><b>White</b></p>  <p>No Performance Color<br/>Less than 11 Students<br/>4 Students</p>                     |

**Conclusions based on this data:**

1. **Need for Focused Needs Assessment:** Conducting a needs assessment specifically for the EL student population is crucial, especially given that their performance, while still above standard by 10.7 points, has decreased by 4 points over the last year. Identifying the factors contributing to this decline will be essential for developing effective strategies to support their growth.
2. **Overall Positive Trends for All Students:** The overall performance of all students, who are 18.5 points above standard, suggests that the instructional methods employed are generally effective. However, the drop in EL students' performance indicates a potential need for differentiated strategies to address their unique challenges while maintaining the positive momentum across the broader student body.
3. **Variability Among Subgroups:** The differences in performance among subgroups—such as SES students being only 3.6 points above standard—highlight the need for targeted interventions that address the specific needs of each demographic. The relatively strong performance of Hispanic students (17.7 points above standard) may provide insights into effective practices that could be adapted for EL students to help them regain lost ground.

# School and Student Performance Data

## Academic Performance Mathematics

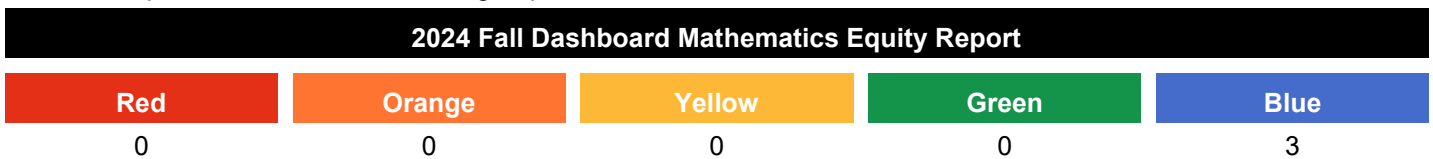
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group  |  |  |
|---|--|--|
| <p><b>All Students</b></p>  <p>Blue</p> <p>36.8 points above standard</p> <p>Increased 17.5 points</p> <p>193 Students</p> | <p><b>English Learners</b></p>  <p>Blue</p> <p>29.9 points above standard</p> <p>Increased 16.2 points</p> <p>47 Students</p> | <p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>                      | <p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>28.2 points above standard</p> <p>Increased 19.9 points</p> <p>133 Students</p> |

|   |   |   |
|---|---|---|
| <p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>27.4 points below standard</p> <p>Declined 21.4 points</p> <p>31 Students</p> | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>84.1 points above standard</p> <p>13 Students</p>  | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>         | <p><b>Hispanic</b></p>  <p>Blue</p> <p>34.0 points above standard</p> <p>Increased 18.2 points</p> <p>165 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>  | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>                              | <p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>                        |

**Conclusions based on this data:**

1. Overall Math Performance Improvement: The overall increase of 19.3 points above the standard demonstrates a positive trend in math performance across all students, indicating effective instructional strategies and support that are benefiting the majority of the student population.
2. Progress Among Students with Disabilities: While students with disabilities are still lagging behind, the significant increase of 39.1 points suggests that targeted interventions are making a measurable impact. Continued focus on these students is essential to further close the achievement gap and ensure they reach proficiency.
3. Success Across Subgroups: The notable gains among all subgroups—especially the 13.6 points for English learners, 8.6 points for students from low socioeconomic backgrounds, and 16.4 points for Hispanic students—indicate that diverse strategies are effectively meeting the needs of different populations. This progress underscores the importance of maintaining inclusive practices that support all learners in math.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator   |   |
|--|---|
| <b>English Learner Progress</b><br><br>Green<br>64.8 points above standard making progress.<br>Number Students: 54 Students | <b>Long-Term English Learner Progress</b><br><br>No Performance Color<br>making progress.<br>Number Students: 0 Students |

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

| 2024 Fall Dashboard Student English Language Acquisition Results |   |                                |   |
|--|---|--------------------------------|---|
| <b>Decreased One ELPI Level</b>                                  | <b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> | <b>Maintained ELPI Level 4</b> | <b>Progressed At Least One ELPI Level</b> |
| 5  | 14  | 0                              | 35  |

### Conclusions based on this data:

1. **Positive Progression Rate:** With 55.4% of students making progress toward English language proficiency, it indicates a generally effective instructional approach, suggesting that the majority of students are responding well to the curriculum and support provided.
2. **Stability in Proficiency Levels:** The fact that 21 students maintained their level indicates a degree of stability among learners, which may reflect a need for ongoing support to ensure they eventually progress, as maintaining a level can also signify challenges in advancing.
3. **Need for Targeted Support:** The 4 students who decreased one level highlight the necessity for targeted interventions or additional resources, as regression in language proficiency can be concerning. Addressing the factors contributing to this decline will be crucial to improving overall outcomes.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

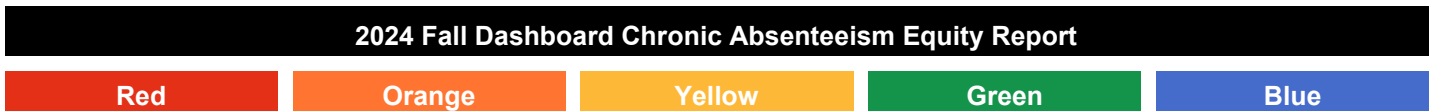
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
|---|--------------|---|---|-------------|--|---|---|--|-------------------------|--|---------------------------------|--|----------------------------|---|--------------|
| <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> <tr> <td> <br/>Blue                 </td> </tr> <tr> <td style="background-color: #e6f2ff;">3.7% Chronically Absent</td> </tr> <tr> <td>Declined 16</td> </tr> <tr> <td>431 Students</td> </tr> </table> | All Students | <br>Blue                 | 3.7% Chronically Absent                                 | Declined 16 | 431 Students   | <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> <tr> <td> <br/>Green                 </td> </tr> <tr> <td style="background-color: #e6f2ff;">4.5% Chronically Absent</td> </tr> <tr> <td>Declined 20</td> </tr> <tr> <td>88 Students</td> </tr> </table> | English Learners  | <br>Green | 4.5% Chronically Absent | Declined 20  | 88 Students                     | <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Long-Term English Learners</th> </tr> <tr> <td> <br/>No Performance Color                 </td> </tr> <tr> <td>0 Students</td> </tr> </table> | Long-Term English Learners | <br>No Performance Color | 0 Students   |
| All Students  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| <br>Blue   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| 3.7% Chronically Absent   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| Declined 16   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| 431 Students  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| English Learners  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| <br>Green  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| 4.5% Chronically Absent   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| Declined 20   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| 88 Students   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| Long-Term English Learners  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| <br>No Performance Color   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| 0 Students  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> <tr> <td> <br/>No Performance Color                 </td> </tr> <tr> <td>Fewer than 11 students - data not displayed for privacy</td> </tr> <tr> <td>1 Student</td> </tr> </table>                       | Foster Youth | <br>No Performance Color | Fewer than 11 students - data not displayed for privacy | 1 Student   | <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> <tr> <td> <br/>No Performance Color                 </td> </tr> <tr> <td>Fewer than 11 students - data not displayed for privacy</td> </tr> <tr> <td>8 Students</td> </tr> </table> | Homeless  | <br>No Performance Color | Fewer than 11 students - data not displayed for privacy                                      | 8 Students              | <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> <tr> <td> <br/>Blue                 </td> </tr> <tr> <td style="background-color: #e6f2ff;">4.9% Chronically Absent</td> </tr> <tr> <td>Declined 17.8</td> </tr> <tr> <td>286 Students</td> </tr> </table> | Socioeconomically Disadvantaged | <br>Blue  | 4.9% Chronically Absent    | Declined 17.8   | 286 Students |
| Foster Youth  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| <br>No Performance Color   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| Fewer than 11 students - data not displayed for privacy   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| 1 Student   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| Homeless  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| <br>No Performance Color   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| Fewer than 11 students - data not displayed for privacy   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| 8 Students  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| Socioeconomically Disadvantaged   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| <br>Blue   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| 4.9% Chronically Absent   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| Declined 17.8   |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |
| 286 Students  |              |   |   |             |  |   |   |  |                         |  |                                 |  |                            |   |              |

|  |   |   |
|--|---|---|
| <p><b>Students with Disabilities</b></p>  <p>Green</p> <p>5.2% Chronically Absent</p> <p>Declined 17.6</p> <p>58 Students</p>                 | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 4.8</p> <p>15 Students</p>                          | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>         | <p><b>Hispanic</b></p>  <p>Blue</p> <p>3.9% Chronically Absent</p> <p>Declined 17.3</p> <p>386 Students</p>            |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>White</b></p>  <p>No Performance Color</p> <p>7.1% Chronically Absent</p> <p>Declined 1.2</p> <p>14 Students</p> |

**Conclusions based on this data:**

1. **Significant Absenteeism Among Specific Groups:** The overall chronic absenteeism rate of 19.7%, coupled with higher rates among English learners (24.5%), students from low socioeconomic status (27%), and those in special education (22.8%), suggests that these groups may face unique challenges that hinder their attendance. Targeted interventions are needed to address these disparities.
2. **Impact on Educational Equity:** The elevated absenteeism rates among English learners, low SES, and special education students highlight potential barriers to equitable access to education. Addressing these barriers is essential to ensure that all students have the opportunity to succeed and benefit from educational resources.
3. **Need for Comprehensive Support Strategies:** The data indicates a critical need for comprehensive support strategies that specifically target the underlying issues contributing to chronic absenteeism in these vulnerable populations. Initiatives could include outreach programs, tailored support services, and community engagement efforts to improve attendance and overall student well-being.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

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

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

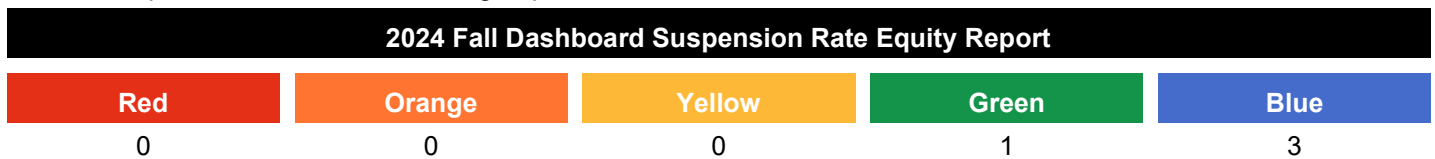
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group  |  |  |
|---|--|--|
| <p><b>All Students</b></p> <p> Blue</p> <p>0.2% suspended at least one day</p> <p>Maintained 0%</p> <p>433 Students</p>                 | <p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>88 Students</p>             | <p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>  |
| <p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0.3% suspended at least one day</p> <p>Maintained 0%</p> <p>287 Students</p> |

|  |   |  |
|--|---|--|
| <p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.7%</p> <p>58 Students</p>            | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>                 | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>         | <p><b>Hispanic</b></p>  <p>Green</p> <p>0.3% suspended at least one day</p> <p>Increased 0.3%</p> <p>388 Students</p>         |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>White</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p> |

**Conclusions based on this data:**

1. Overall Stability in Suspension Rates: The fact that the suspension rate for all students remained at 456 indicates a level of stability in student behavior management. This suggests that the strategies implemented to maintain discipline and promote a positive school climate are having a consistent impact across the entire student population.
2. Positive Outcomes for EL and SES Groups: The blue ratings for English learners and students from low socioeconomic backgrounds suggest that these groups are experiencing lower suspension rates and possibly more effective support systems. This highlights the success of interventions aimed at fostering inclusivity and addressing the needs of these populations.
3. Concerns for Students with Disabilities: The orange rating for students with disabilities indicates that this group may be facing challenges related to suspension rates, which could reflect broader issues in behavior management or support. It underscores the need for targeted strategies to better support these students and reduce disciplinary incidents, ensuring they receive the same opportunities for positive educational experiences as their peers.

# District/School Goals Alignment

## LCAP Goals:

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

### LCAP and Educational Services Goal Alignments to SPSA

| LCAP      | Educational Services  | SPSA  |
|-----------|---|---|
| Goals 1-4 | <p><b>English Language Arts:</b><br/>Increase the percentage of students meeting or exceeding standards in English Language Arts by 3%, as measured by CAASPP.</p> <p><b>Mathematics:</b><br/>Increase the percentage of students meeting or exceeding standards in Mathematics by 3%, as measured by the CAASPP.</p> <p><b>Science:</b><br/>Increase the percentage of students meeting or exceeding standards in Science by 3%, as measured by CAST.</p> <p><b>English Learner Progress:</b><br/>Increase the percentage of students making progress towards English language proficiency by 3%, as measured by the English Learner Progress Indicator (ELPI) on the CA Dashboard.</p> <p><b>Graduation Rate:</b><br/>Increase the high school graduation rate by 2%, as measured by the Graduation Rate Indicator on the CA Dashboard.</p> <p><b>A-G Rate:</b><br/>Increase the percentage of 12th-grade students meeting UC/CSU entrance requirements by 5%, as measured by the A-G completion rate.</p> <p><b>Attendance:</b><br/>Increase the Districtwide Attendance Rate to at least 96.5% or higher.</p> | Goals:<br>ELA, Math, ELD, Science, College & Career Readiness, and Engagement |

# Research Foundation

The district has identified the following educational research to serve as the foundation for district-wide improvement activities:

| Research Models and ESSA Ratings                               | Major Elements/Strategies   | Section in SPSA                            |
|--|---|--|
| Focused Schools<br><br>ESSA: Moderate                          | <ul style="list-style-type: none"> <li>Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT)</li> <li>Coaching for Central Office personnel and site leadership</li> <li>Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement.</li> </ul>  | Goals, Strategies, & Proposed Expenditures |
| Professional Learning Communities<br><br>ESSA: Strong          | <ul style="list-style-type: none"> <li>Ensuring that All Students Learn (Big Idea #1)</li> <li>Building a Culture of Collaboration for School Improvement (Big Idea #2)</li> <li>A Focus on Results (Big Idea #3)</li> <li>Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano)</li> </ul>   | Goals, Strategies, & Proposed Expenditures |
| Response to Intervention (RTI)<br><br>ESSA: Strong             | <ul style="list-style-type: none"> <li>Tiers I, II and III Intervention structure planned and utilized</li> <li>All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs</li> <li>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)</li> </ul>  | Goals, Strategies, & Proposed Expenditures |
| i-Ready<br><br>ESSA: Moderate                                  | <ul style="list-style-type: none"> <li>Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning</li> <li>Powerful adaptive diagnostic and growth measure</li> <li>Core standards-based instruction, practice, and assessment</li> <li>Adaptive learning</li> <li>Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.)</li> </ul>  | Goals, Strategies, & Proposed Expenditures |
| Thinking Maps<br><br>ESSA: Strong                              | <ul style="list-style-type: none"> <li>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.</li> <li>Excellent for English Learners and others to understand and access core curriculum</li> <li>Thinking maps are a “common visual language” for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.)</li> </ul> | Goals, Strategies, & Proposed Expenditures |
| Write from the Beginning and Beyond (TK-5)<br><br>ESSA: Strong | <ul style="list-style-type: none"> <li>Grade level appropriate expectations for effective student writing</li> <li>Teachers receive instruction for writing at their grade level</li> <li>Students self-evaluate their writing performance and identify strategies for improvement</li> <li>Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner)</li> </ul>   | Goals, Strategies, & Proposed Expenditures |

| Research Models and ESSA Ratings   | Major Elements/Strategies  | Section in SPSA                                       |
|--|--|---|
| <p>Expository Reading and Writing Course (ERWC) 6-12</p> <p>ESSA: Moderate</p> | <ul style="list-style-type: none"> <li>Professional Development for teachers</li> <li>Aligned to California's ELA Common Core Standards</li> <li>Text-Based Grammar for Expository Reading and Writing</li> <li>New relevant student topics for enhanced motivation</li> <li>Reading and writing in both literary and informational texts</li> </ul> <p>(California Department of Education (CCSS), California State University course syllabus)</p>   | <p>Goals, Strategies, &amp; Proposed Expenditures</p> |
| <p>UCI Math Project</p> <p>ESSA: Moderate</p>                                  | <ul style="list-style-type: none"> <li>Research -based hands-on professional development.</li> <li>Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices.</li> <li>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.</li> <li>Intervention curriculum to fill in the gaps for students below grade level.</li> <li>Scaffolded English Language Learners supports.</li> </ul> <p>(Fong, T., Perry, R., Reade, F., Klarin, B., &amp; Jaquet, K., 2016)<br/>(Perry, Rebecca, Marple, Stacy., &amp; Reade, Frances, 2019)</p> | <p>Goals, Strategies, &amp; Proposed Expenditures</p> |
| <p>Lindamood-Bell</p> <p>ESSA: Strong</p>                                      | <ul style="list-style-type: none"> <li>Tiers I, II, III intervention</li> <li>Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling.</li> <li>Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking.</li> <li>Professional development to develop the underlying process necessary for a student to learn to read and comprehend.</li> </ul> <p>(Donnelly, P.M., Huber, E., &amp; Yeatman, J. D., 2019)<br/>(Sadoski, M. &amp; Wilson, V., 2006)</p>   | <p>Goals, Strategies, &amp; Proposed Expenditures</p> |
| <p>Ruler</p> <p>ESSA: Moderate</p>   | <ul style="list-style-type: none"> <li>A system approach to Social-Emotional Learning.</li> <li>RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating.</li> <li>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.</li> </ul> <p>(Nathanson, L., Rivers, S. E., Flynn, L.M., &amp; Brackett, M. A., 2016)</p>  | <p>Goals, Strategies, &amp; Proposed Expenditures</p> |
| <p>Character Strong/Purposeful People</p> <p>ESSA: Moderate</p>                | <ul style="list-style-type: none"> <li>Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side.</li> <li>SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making</li> <li>Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility</li> </ul> <p>(Elias, M. J., &amp; Arnold, H. (Eds.), 2006).<br/>(Brackett, M. A., &amp; Katulak, N. A., 2006).</p>  | <p>Goals, Strategies, &amp; Proposed Expenditures</p> |

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

| Research Models and ESSA Ratings   | Major Elements/Strategies  | Section in SPSA                                       |
|--|--|---|
| <p>Dual Language 90%/10% Spanish/English Instructional Model - Create a school-wide vision of bilingualism, biliteracy and multiculturalism through effective, engaged leadership and staff for a dual language strand</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., &amp; Christian, D. (2018). Guiding Principles for Dual Language Education (3rd ed.). Washington, DC: Center for Applied Linguistics.</p> <p>ESSA: Strong</p> | <p>Bilingualism/biliteracy.<br/>High academic achievement in both program languages.<br/>Sociocultural competence.</p>   | <p>Goals, Strategies, &amp; Proposed Expenditures</p> |
| <p>Fountas &amp; Pinnell Leveled Literacy for Dual Immersion</p> <p>ESSA: Strong</p>   | <p>Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between “independent level” texts and more challenging “instructional level” texts, which students may also take back to their classrooms or homes.</p>   | <p>Goals, Strategies, &amp; Proposed Expenditures</p> |
| <p>Prioritize Academic Vocabulary Teaching</p> <p>ESSA: Strong</p>   | <p>Provide high-quality vocabulary instruction throughout the day, and teach vocabulary learning strategies and essential content words in detail; teach a set of academic vocabulary intensively over multiple days.</p> <p>Provide high-quality vocabulary instruction throughout the day and teach vocabulary learning strategies and essential content words in detail; teach a set of academic vocabulary intensively over multiple days.</p> <p>Kate Kinsella Strategies</p> | <p>Goals, Strategies, &amp; Proposed Expenditures</p> |

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### ELA

All Manzanita Elementary School students will be able to read and comprehend grade-level text and cite textual evidence to support their answers using Thinking Maps and the RACE writing strategy across content areas and both program languages.

By June 2026, students will demonstrate at least 5% growth in English Language Arts as measured by CAASPP and i-Ready, reflecting increased proficiency in reading comprehension, writing, and academic vocabulary.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Guarantee all students are eligible and ready for college and career upon graduation. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.

### Identified Need

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

Review of Dashboard and local data indicates a need to strengthen academic vocabulary, oral language, and comprehension across content areas. Students need more structured opportunities to engage in academic discourse using complete sentences and to apply cross-linguistic connections, such as cognate use and vocabulary transfer between English and Spanish. Instruction will continue to emphasize Thinking Maps, RACE, and oral language routines to support reading comprehension and written justification in both languages.

### Annual Measurable Outcomes

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

| Metric/Indicator   | Baseline/Actual Outcome              | Expected Outcome   |
|--------------------|--------------------------------------|--|
| i-Ready Diagnostic | Beginning of the year - iReady - 31% | Trimester 1 - 45%<br>Trimester 2 55%<br>By end of June, 2026 - i-Ready Trimester 65% |
| CAASPP ELA         | CAASPP ELA 2025 62.43%               | By end of June, 2026 - ELA CAASPP 3-5 67.43%   |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description   | Students to be Served   | Proposed Expenditures  |
|-------------------------|---|---|--|
| 1.1                     | <p>(ELA) and Spanish Language Arts (SLA) program utilizing the adopted Wonders/Maravillas curriculum alongside supplemental materials that promote biliteracy and academic language development. Teachers will implement a range of evidence-based strategies that foster academic discourse, vocabulary expansion, and cross-linguistic transfer to meet the diverse needs of learners.</p> <p>All English Learners will receive integrated ELD instruction within both the ELA and content-area curriculum to strengthen comprehension, oral language, and writing in both languages. Students will also have access to library resources, tutoring, and targeted interventions after school to support reading comprehension, vocabulary growth, and biliteracy proficiency.</p> | Title I Students  | 1000<br>Title I - Site Allocation<br>Books and Supplies  |
| 1.2                     | Targeted interventions will be provided during the school day by an Intervention Teacher, based on data from i-Ready, classroom assessments, and district benchmarks. Instruction will use bilingual leveled readers, authentic texts, and literacy materials that promote comprehension, vocabulary development, and cross-linguistic connections. Students will also have access to take-home books, library resources, and instructional materials to extend biliteracy learning beyond the classroom.   | Title I Students  | 2000<br>Title I - Site Allocation<br>Certificated Salaries<br><br>1000<br>LCFF S/C Tutoring (2226)<br>Classified Salaries        |
| 1.3                     | Interventions will be provided during the school day for Title I, Dual Immersion, English Learner, Foster Youth, and socioeconomically disadvantaged students, identified through i-Ready and other classroom data. Instruction and support will be delivered by highly trained teachers, administrators, and instructional staff, emphasizing biliteracy development, academic language, and comprehension through targeted, data-informed small-group instruction.  | Title I students, Dual Immersion Students, EL students, Foster Youth and low SES students | 3750<br>LCFF S/C Dual Language (2228)<br>Certificated Salaries<br><br>1000<br>Title I - Site Allocation<br>Certificated Salaries |
| 1.4                     | After-school intervention materials and resources will be purchased to support tutoring and extended learning opportunities, helping students meet grade-level expectations and strengthen biliteracy, academic vocabulary, and comprehension skills in both English and Spanish.   | Title I students, Dual Immersion Students, EL students, Foster Youth and low SES students | 2500<br>Title I - Site Allocation<br>Books and Supplies  |
| 1.5                     | Technology supports will be purchased for Title I, Dual Immersion, English Learner, Foster Youth, and socioeconomically disadvantaged students, including Learning A-Z, RAZ Kids, and BrainPOP. These tools will enhance access to grade-level texts and promote academic vocabulary development.   | Title I students, Dual Immersion Students, EL students, Foster Youth and low SES students | 5671<br>Title I - Site Allocation<br>Books and Supplies<br><br>District funded<br>Books and Supplies                             |

|                   |   |  |   |
|-------------------|---|--|---|
| <p><b>1.6</b></p> | <p>The Title I Teacher will provide targeted academic support and intervention aligned with the MTSS framework, using data from i-Ready, Read Naturally, Estrellita, and classroom assessments to address individual student needs in reading comprehension, vocabulary, and writing.</p> <p>The library will remain open for extended hours to provide students with additional bilingual resources and independent reading opportunities. Highly trained teachers, administrators, and instructional staff will offer after-school tutoring focused on literacy, biliteracy, and academic language development.</p> <p>Title I and LCFF funds will be used to purchase leveled readers, vocabulary materials, and writing resources that promote cross-linguistic connections and biliteracy growth. Students will receive materials such as reading journals, bilingual texts, and academic vocabulary supports to enhance learning within the MTSS structure.</p> <p>Additionally, funds will support culturally relevant instruction through ELA, Spanish Language Arts, and Art, providing students with high-quality, globally inspired art lessons aligned with both the Dual Immersion strand and the Great Artist Strand. These lessons integrate literature, visual arts, and multicultural themes to enrich students' understanding and creativity.</p> | <p>Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students</p> | <p>5000<br/>LCFF S/C Tutoring (2226)<br/>Certificated Salaries</p> <p>District funded<br/>Certificated Salaries</p> <p>3000<br/>LCFF S/C Site Innovation (3313)<br/>Books and Supplies</p> <p>6500<br/>LCFF S/C Tutoring (2226)<br/>Classified Salaries</p> <p>4350<br/>LCFF S/C Dual Language (2228)<br/>Certificated Salaries</p> <p>4000<br/>LCFF S/C Dual Language (2228)<br/>Books and Supplies</p> <p>1500<br/>LCFF S/C Tutoring (2226)<br/>Classified Salaries</p> |
| <p><b>1.7</b></p> | <p>Manzanita will provide professional development in ELA/ELD, MTSS, and biliteracy instruction, along with release time for teacher collaboration to support unduplicated and multilingual learners. Teachers will engage in data-driven discussions using the PLC Meeting Guide to analyze student performance, set SMART goals, and plan high-impact instructional strategies.</p> <p>Dual Language teachers will participate in vertical planning teams to align instruction across grade levels, strengthen cross-linguistic transfer, and ensure consistency in academic language and discourse practices schoolwide. Additionally, release time will be provided for staff to meet and support students identified through the SST process, ensuring coordinated intervention within the MTSS framework.</p>   | <p>Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students</p> | <p>2000<br/>LCFF S/C Site Innovation (3313)<br/>Certificated Salaries</p> <p>2000<br/>LCFF S/C Dual Language (2228)<br/>Certificated Salaries</p> <p>4000<br/>Title I - Site Allocation<br/>Certificated Salaries</p>   |
| <p><b>1.8</b></p> | <p>Home-to-school communication will be strengthened through regular updates on each student's literacy progress, goal attainment, and social-emotional growth, ensuring families are informed and engaged in supporting learning at home.</p> <p>LCFF funds will be used to provide academic incentives that promote positive behavior, effort, and engagement. Incentives such as Accelerated</p>   | <p>Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students</p> | <p>4910<br/>LCFF S/C Site Innovation (3313)<br/>Books and Supplies</p>  |

|             |   |   |  |
|-------------|---|---|--|
|             | <p>Reader and i-Ready recognitions, 100 Mile Club awards, enrichment activities, assemblies, stickers, popsicles, pizza lunches, extra recess, and certificates will celebrate student achievement and perseverance.</p> <p>These initiatives will support the school's Social-Emotional Learning (SEL) focus by fostering a sense of belonging, motivation, and pride, reinforcing that academic success and positive citizenship are valued equally within the Manzanita learning community.</p>  |   |  |
| <b>1.9</b>  | <p>The Instructional Leadership Team (ILT) will guide staff in developing SMARTe goals, refining the schoolwide instructional focus, and implementing evidence-based best practices to improve student outcomes. Collaborative analysis of student data will inform instructional decisions and ensure alignment across grade levels and languages.</p> <p>LCFF funds will support culturally relevant and biliteracy-aligned instruction through ELA, Spanish Language Arts, and Art. Students will participate in high-quality art lessons from diverse cultures, integrated with literature and aligned to both the Dual Immersion strand and the Great Artist Strand. Funding will provide books, art supplies, student journals, and materials that connect reading, writing, and creative expression across languages and cultures.</p> | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | <p>District funded Certificated Salaries</p> <p>2000<br/>LCFF S/C Site Innovation (3313)<br/>Books and Supplies</p> <p>5000<br/>Prop 28 (67700)<br/>Books and Supplies</p> |
| <b>1.10</b> | <p>Title I funds will be used to purchase supplies and refreshments for parent meetings and family engagement events, fostering collaboration, communication, and partnership between home and school.</p>  | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | <p>1000<br/>Title I- Parent Involvement<br/>Books and Supplies</p>   |
| <b>1.11</b> | <p>Materials will be purchased to supplement the ELA and Dual Immersion Spanish Language Arts programs, including books, leveled readers, charts, and intervention resources that support literacy and biliteracy development. Additional items will be acquired to enhance enrichment and before- and after-school programs, ensuring students have access to high-quality materials that promote reading, comprehension, and cross-linguistic growth.</p>   | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | <p>1000<br/>Title I - Site Allocation<br/>Books and Supplies</p>   |
| <b>1.12</b> | <p>School supplies and instructional materials will be purchased to support interventions, enrichment, and classroom instruction in both English and Spanish. These materials will include books in Spanish and content areas, ELA journals, printing of supplemental materials, supplemental vocabulary resources, reading and writing supplies, and intervention task cards, all designed to strengthen biliteracy and academic language development.</p> <p>Title I funds will also be used to provide culturally relevant instruction through ELA, Spanish</p>  | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | <p>3428<br/>Title I - Site Allocation<br/>Books and Supplies</p>   |

|      |   |   |   |
|------|---|---|---|
|      | Language Arts, and Art. Students will participate in high-quality art lessons inspired by diverse cultures, aligned with both the Dual Immersion strand and the Great Artist Strand. These lessons will integrate literature, visual arts, and multicultural themes, with funding supporting materials, books, and art supplies that enhance creativity, comprehension, and cross-cultural understanding. |   |   |
| 1.13 | Essential items such as clothing, shoes, and school supplies will be purchased to ensure that students in need have equitable access to learning and are able to fully participate in school.   | Title 1 Homeless Students   | 1496<br>Title I - Homeless Books and Supplies               |
| 1.14 | Purchase books and teaching supplies including bilingual books, culturally relevant materials representative of the Dual Immersion goals, purchase furniture for storage of materials.  | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | 1500<br>LCFF S/C Dual Language (2228)<br>Books and Supplies |

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

Strategies 1.1, 1.2, 1.3, 1.6, and 1.11–1.12 were implemented as intended and were effective in improving student outcomes. The adoption of the Wonders/Maravillas curriculum, along with supplemental phonics and vocabulary materials, ensured consistent, standards-aligned instruction in both English and Spanish. i-Ready data showed significant growth from the beginning of the year, reflecting the positive impact of targeted interventions, small-group instruction, and consistent progress monitoring.

Strategies 1.4, 1.5, and 1.8—which included after-school tutoring, technology-based supports, and recognition programs were implemented successfully and contributed to increased student engagement and motivation. These resources provided differentiated opportunities for practice and reinforced biliteracy development across both program languages.

Strategies 1.7 and 1.9 strengthened teacher collaboration and instructional alignment. The Instructional Leadership Team guided staff in developing SMARTe goals, ensuring instructional coherence. Professional development in ELA/ELD, MTSS, and dual language best practices supported teachers in meeting the needs of English Learners and students requiring intervention.

Strategies 1.10, 1.13, and 1.14 enhanced family engagement and provided equitable access to learning by supporting families with literacy communication, supplies, and culturally relevant materials aligned to the Great Artist and Dual Immersion strands.

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

While the plan included the purchase of a variety of supplemental materials, budget constraints limited the full acquisition of these resources. As a result, some planned activities were partially implemented or scaled back, reducing the availability of certain supports for targeted students. Moving forward, budget adjustments and strategic purchasing will ensure that all essential instructional materials are secured to fully support literacy and biliteracy goals.

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

As a result of this analysis, the following adjustments will be made to strengthen program impact and build on successful practices from last year:

1) Goal Refinement:

The ELA goal will be refined to emphasize biliteracy and academic vocabulary development in both English and Spanish, alongside continued focus on reading comprehension and writing across content areas.

2) Annual Outcomes:

Expected outcomes will include specific growth targets for biliteracy and vocabulary acquisition, reflecting measurable progress in both languages of instruction as shown by i-Ready, classroom assessments, and cross-linguistic transfer evidence.

3) Metrics and Data Monitoring:

Additional metrics will be used to assess the effectiveness of biliteracy strategies, family engagement activities, and collaborative learning routines. These will include participation data from parent literacy workshops, student performance trends, and evidence from PLC reflections.

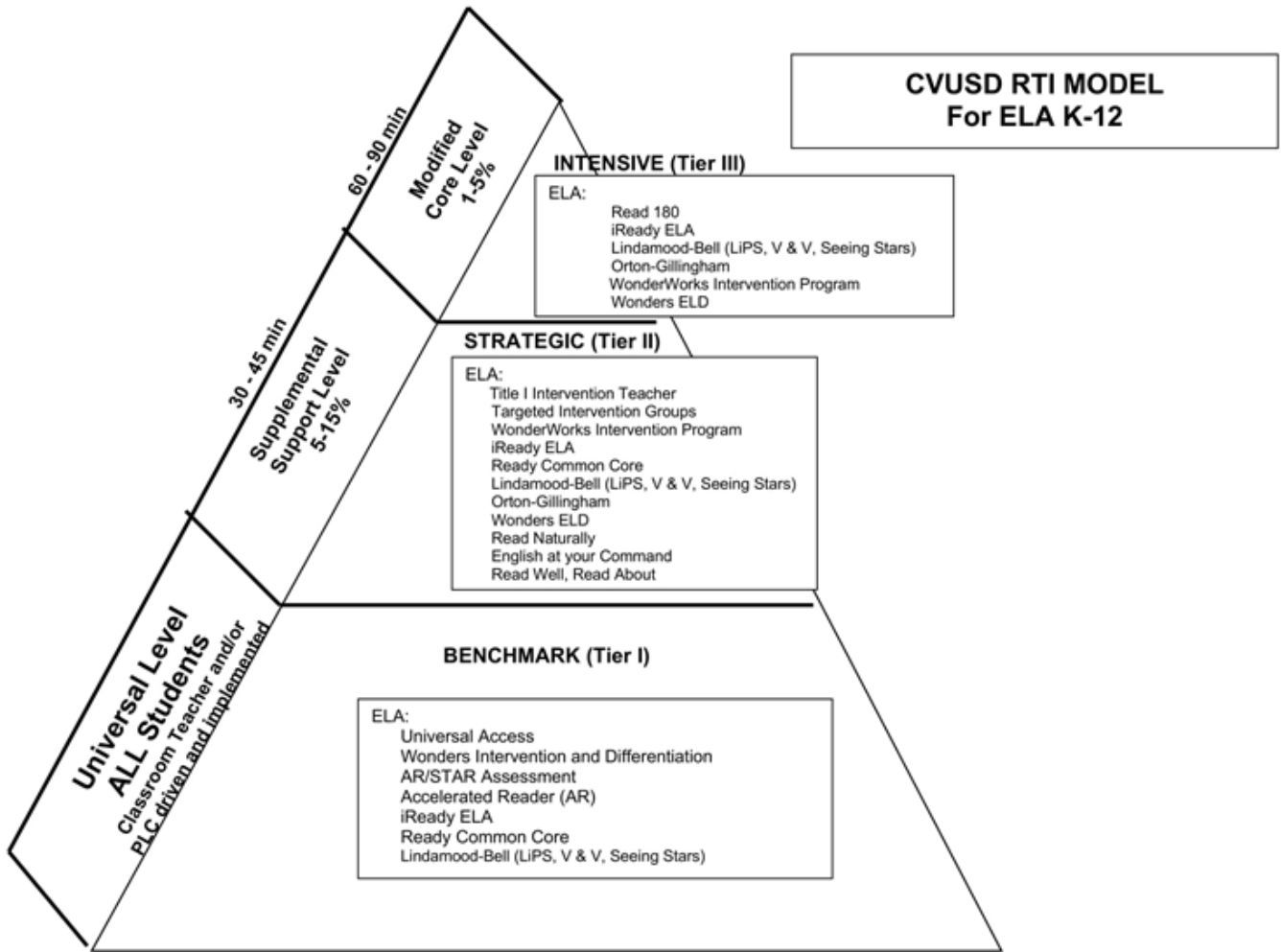
4) Strategies and Replication of Success:

The SPSA will be updated to highlight and replicate strategies that yielded the greatest gains last year—such as targeted small-group intervention, cross-linguistic vocabulary instruction, and the use of technology-based supports (e.g., Learning A-Z, BrainPop).

New or expanded strategies will include increased family literacy involvement through bilingual home-reading initiatives, parent workshops on supporting vocabulary at home, and extended library access.

By focusing on what proved most effective and deepening alignment with our dual language and biliteracy goals, Manzanita Elementary will continue to strengthen literacy outcomes and ensure that all students develop high levels of proficiency in both languages.

# RTI Pyramid: District ELA



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Math

All Manzanita students will be able to think flexibly and fluently about numbers, explain their reasoning, and justify their answers using Thinking Maps and the RACE strategy.

By June 2026, students will demonstrate a 5% or greater growth each trimester on i-Ready Math and i-Ready Math Español, with 75% of students meeting or exceeding standards on the CAASPP by the end of the year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Guarantee all students are eligible and ready for college and careers upon graduation.

Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students

### Identified Need

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

There is a continued need for students to develop mathematical fluency, number sense, and flexible thinking across all grade levels, TK–5. Students also need more opportunities to build and use academic vocabulary in both English and Spanish and to engage in mathematical discourse through structured discussions, collaborative problem-solving, and justification of reasoning using Thinking Maps and the RACE strategy. Strengthening these skills will support deeper conceptual understanding and cross-linguistic transfer in mathematics.

### Annual Measurable Outcomes

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

| Metric/Indicator                             | Baseline/Actual Outcome     | Expected Outcome  |
|--|-----------------------------|---|
| i-ready Math English<br>i-ready Math Spanish | i-Ready baseline BOY 19%    | Trimester 1 - 50%<br>Trimester 2 - 60%<br>By end of June, 2025 - i-Ready<br>Trimester 3 - 70% |
| CAASPP Math                                  | CAASPP Math - 2025 - 71.98% | By end of June 2026 - CAASPP 3-5<br>75%   |

### Strategies/Activities

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

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

|     |  |   |   |
|-----|--|---|---|
| 2.1 | Students will receive a comprehensive, standards-based mathematics program using the adopted Eureka Math curriculum implemented with consistency and depth across all grade levels. Instruction will emphasize conceptual understanding, mathematical reasoning, and academic discourse in both English and Spanish. i-Ready Math will supplement core instruction, providing adaptive practice and data to guide targeted support for all learners. | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | 1000<br>LCFF S/C Site Innovation (3313)<br>Books and Supplies   |
| 2.2 | The Instructional Leadership Team (ILT) will support teachers in developing SMARTe goals, refining the schoolwide instructional focus, and applying Eureka Math routines that promote flexible thinking, problem solving, and justification using Thinking Maps and the RACE strategy.   | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | District funded<br>Certificated Salaries  |
| 2.3 | Teachers will use small-group instruction within the classroom to differentiate for student needs and strengthen cross-linguistic understanding of math concepts. Grade-level teams will collaborate during release time to analyze i-Ready and classroom data, plan instruction, and monitor student progress toward mastery.   | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | 1400<br>LCFF S/C Dual Language (2228)<br>Certificated Salaries  |
| 2.4 | A Math Intervention Teacher will provide targeted, data-driven support during the school day, focusing on foundational skills and problem-solving strategies. After-school tutoring will also be offered for students who need additional reinforcement, facilitated by qualified teachers and instructional staff.  | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | 4000<br>LCFF S/C Tutoring (2226)<br>Certificated Salaries<br><br>1000<br>LCFF S/C Dual Language (2228)<br>Certificated Salaries<br><br>District funded<br>Certificated Salaries |
| 2.5 | Parent education nights will be provided to strengthen home-school partnerships around math learning, offering bilingual strategies, games, and resources to help families support number sense and problem solving at home.   | Students and Parents  | 500<br>LCFF S/C Dual Language (2228)<br>Books and Supplies  |
| 2.6 | Supplemental materials, manipulatives, and visual supports will be purchased to enhance Eureka Math lessons and small-group instruction, supporting students' mathematical fluency, vocabulary, and biliteracy connections.  | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | 3000<br>LCFF S/C Site Innovation (3313)<br>Books and Supplies   |
| 2.7 | Math incentives will continue through the i-Ready Math Reward Program and other recognition efforts to celebrate growth, perseverance, and engagement in mathematics.  | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | 1000<br>LCFF S/C Site Innovation (3313)<br>Books and Supplies   |

## Annual Review

## SPSA Year Reviewed: 2024-25

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

# Analysis

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

The strategies and activities implemented to achieve the math goal focused on developing mathematical fluency, number sense, and reasoning across grades TK–5. Professional development supported teachers in strengthening instructional practices and integrating academic language and math discourse into daily lessons. Early assessment data indicate steady progress in both fluency and conceptual understanding, along with a noticeable increase in student engagement and confidence during math discussions and problem-solving activities.

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

There were no discrepancies between the intended implementation and actual budget expenditures. All funds allocated for supplemental materials, interventions, and professional development were utilized as planned, supporting the successful rollout of instructional strategies. Ongoing evaluation of expenditures will continue to ensure alignment with school goals and the effective use of resources to enhance student achievement.

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

As a result of this analysis, the following adjustments will be made to strengthen the math program and align with current instructional priorities:

1) Goal Refinement:

The math goal will be refined to emphasize academic discourse, biliteracy connections, and vocabulary development in both English and Spanish, alongside continued focus on mathematical fluency and reasoning.

2) Annual Outcomes:

Expected outcomes will be updated to include specific measures of students' ability to explain and justify mathematical thinking, demonstrating growth in academic language and conceptual understanding.

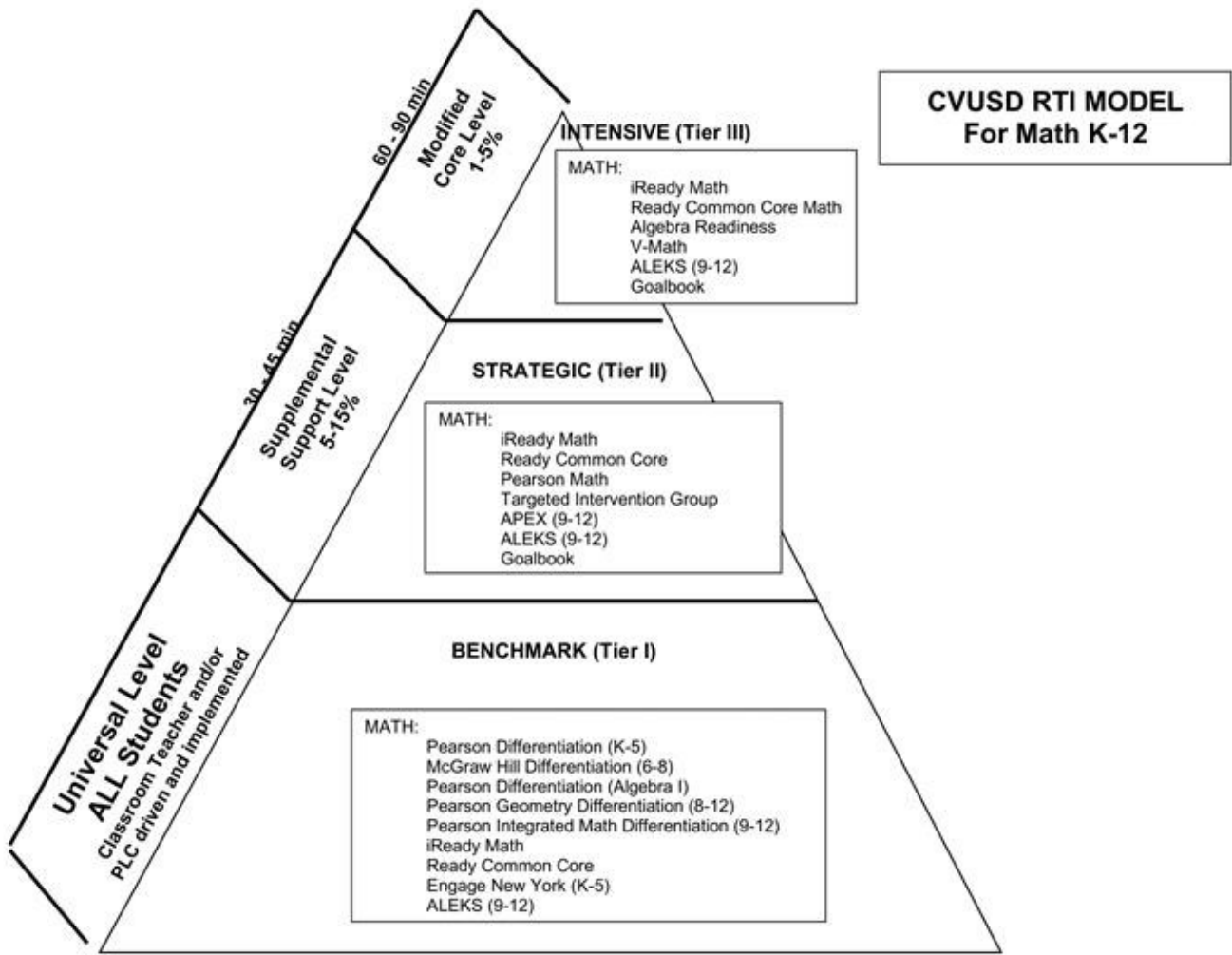
3) Metrics:

Additional metrics will be added to monitor the impact of collaborative learning structures, oral language routines, and academic vocabulary development on student performance in math.

4) Strategies and Activities:

The SPSA will be revised to include these updates, incorporating Eureka Math implementation, small-group instruction, and cross-linguistic connections as key strategies to strengthen students' mathematical reasoning and communication skills. These revisions will be clearly documented in the SPSA to ensure alignment and accountability.

# RTI Pyramid: District Math



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### English Learners

By June 2026, all EL students at Manzanita will demonstrate 3% growth based on EL status. We will see 1 level of growth each year until students redesignate.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Guarantee all students are eligible and ready for college and careers upon graduation. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students

### Identified Need

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

English Learners at Manzanita Elementary School will develop high levels of proficiency in both English and Spanish, advancing toward biliteracy and academic achievement. Students will demonstrate annual growth on the English Learner Progress Indicator (ELPI) and reclassify as Fluent English Proficient (RFEP) within three years of initial identification through intentional instruction that promotes oral language, and academic vocabulary.

### Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome   | Expected Outcome   |
|------------------|---|--|
| ELPAC and ELPI   | 2025 baseline ELPAC data:<br>EL data - 63.6% making progress towards English language proficiency<br>25% were reclassified RFEP | By June 2026, EL Progress based on the status and change report will increase by 3% from prior year<br><br>66.6% making progress towards English language proficiency<br>28% Reclassified RFEP |

### Strategies/Activities

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

| Strategy/Activity # | Description   | Students to be Served | Proposed Expenditures                    |
|---------------------|---|-----------------------|--|
| 3.1                 | All EL students will receive a minimum of 30 minutes daily ELD Language support in addition to regular English Language Arts period using the adopted Wonders ELD support materials and assessment scale and integrated ELL in Math | EL Students           | District funded<br>Certificated Salaries |

|            |   |                         |  |
|------------|---|-------------------------|--|
|            | <p>EL Coordinator will monitor progress of students to ensure proper placement in classes, programs and interventions.</p> <p>Teachers will monitor EL progress using a K-5 Assessment Scale</p>  |                         |  |
| <b>3.2</b> | <p>Teachers will attend the WFTBB District PD Training and then use Thinking Maps and Write from the Beginning and Beyond to assist EL students with access to grade level core standards through integrated content use in math and ELA Dual Language teachers will be able to attend conferences such as CAFE, NABE, COSECHA, ADTLE/TWBI and other Dual Language Specific PD to help with EL and Language Development Estrellita training for K-2 teachers for Dual Language Phonics instruction to bridge reading foundational skills in English - Cross linguistic transfer</p> | EL Students             | <p>581<br/>LCFF S/C Site Innovation (3313)<br/>Certificated Salaries</p> <p>2000<br/>LCFF S/C Dual Language (2228)<br/>Services and other operating expenditures</p> |
| <b>3.3</b> | <p>Utilize technology-based programs to support ELD instruction.</p>  | EL Students             | <p>District funded<br/>Books and Supplies</p>  |
| <b>3.4</b> | <p>Brain Pop Technology Program to help students with building academic vocabulary in English in content areas</p>  | EL Students             | <p>4000<br/>LCFF S/C Site Innovation (3313)<br/>Books and Supplies</p>   |
| <b>3.5</b> | <p>Written home-school communication will be provided in English and Spanish to provide a home school connection and access</p>   | EL Students             | <p>500<br/>LCFF S/C Site Innovation (3313)<br/>Books and Supplies</p>  |
| <b>3.6</b> | <p>Participate in professional development and coaching provided by district to increase student achievement for English Learners, to align instruction to new CA ELD standards, and to increase teachers' knowledge base and skill level in research-based instructional strategies for English Learners.</p>  | EL Students             | <p>District funded<br/>Certificated Salaries</p>   |
| <b>3.7</b> | <p>Facilitate ELAC meetings,</p> <p>Provide Parent Trainings during ELAC Meetings</p> <p>Babysitting will be provided - See Title I Goal</p>  | EL Students and Parents | <p>296<br/>Title I- Parent Involvement<br/>Books and Supplies</p>  |
| <b>3.9</b> | <p>Utilize Wonder ELD curriculum and assessments for designated ELA. In addition, use Formative Assessments for Data Collection. Give feedback by regularly administering formative assessments in all content areas for EL learners to gather data on student progress. Provide immediate, actionable feedback to students, helping them recognize their strengths and areas for improvement. Track progress over time, adjusting instruction based on formative assessment data.</p> <p>Purchase Books to support ELD instruction</p>   | EL Students             | <p>1500<br/>LCFF S/C Site Innovation (3313)<br/>Books and Supplies</p> <p>750<br/>LCFF S/C Dual Language (2228)<br/>Books and Supplies</p>                           |

|             |  |             |  |
|-------------|--|-------------|--|
|             | Purchase books to support EL learners in the Library<br>Purchase Magazines to support EL learners in the Library   |             |  |
| <b>3.10</b> | Provide integrated ELD during math instruction. Give readers, RACE strategies, vocabulary tools and journals, content books in Math, utilize bilingual books | EL Students | District funded<br>Certificated Salaries<br><br>500<br>LCFF S/C Dual Language (2228)<br>Books and Supplies |

# Annual Review

## SPSA Year Reviewed: 2024-25

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

### Analysis

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

The strategies and activities implemented to support English Learners (ELs) have been highly effective in promoting language development and biliteracy growth. Students showed clear improvement in oral language, academic vocabulary, and comprehension, supported by integrated and designated ELD instruction, collaborative learning routines, and differentiated teaching strategies tailored to individual student needs. Teachers consistently monitored student progress and used assessment data to guide instruction, ensuring that all learners received the support needed to advance in English proficiency. Continued reflection and adjustment of these practices will further strengthen outcomes and support timely reclassification.

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

There were no discrepancies between the intended implementation and actual budget expenditures. All funds designated for supplemental materials and professional development were utilized as planned, supporting the effective and timely implementation of strategies that enhanced English language development and proficiency for English Learner

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

Based on this analysis, the following adjustments will be made to strengthen outcomes for English Learners:

**1) Goal Refinement:**

The goal will be refined to emphasize consistent language growth and academic achievement, with a focus on supporting all EL students in making measurable progress toward reclassification.

**2) Annual Outcomes:**

Outcomes will include clearer systems for monitoring student progress and providing targeted intervention for those whose growth slows or plateaus.

**3) Metrics:**

Additional metrics will track the effectiveness of differentiated instruction, formative assessment practices, and collaborative learning on English language development.

**4) Strategies and Activities:**

The SPSA will be updated to include enhanced professional development in ELD strategies, ongoing data reflection in PLCs, and expanded family engagement efforts to reinforce language learning at home. These revisions will be clearly documented in the SPSA to ensure alignment and accountability.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Science

By June 2026, the percentage of students meeting or exceeding standards on the California Science Test (CAST) will increase from 42% to at least 45%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Guarantee all students are eligible and ready for college and careers upon graduation. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students

### Identified Need

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

There is a need for students to engage more deeply in science content aligned with the Next Generation Science Standards (NGSS) through hands-on inquiry, critical thinking, and problem-solving. Students need increased opportunities to use academic language and scientific reasoning to explain their thinking, make predictions, and draw evidence-based conclusions. Strengthening these skills will support both science proficiency and overall academic achievement.

### Annual Measurable Outcomes

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

| Metric/Indicator                 | Baseline/Actual Outcome      | Expected Outcome   |
|----------------------------------|------------------------------|--|
| CAASPP - CAST Science Assessment | 2025 CAST Scores reflect 42% | By end of June 2026, our 5th graders will grow to be 45% proficient or advanced on the CAST. |

### Strategies/Activities

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

| Strategy/Activity # | Description  | Students to be Served   | Proposed Expenditures                            |
|---------------------|--|---|--|
| 4.1                 | Students will engage in a comprehensive, standards-based science program using the adopted Twig Science curriculum and supplemental materials. Teachers will implement a variety of research-based instructional strategies to support inquiry, critical thinking, and academic vocabulary development, ensuring that all students have access to high-quality science learning aligned with the NGSS standards. | Title I students, Foster Youth, EL students, Dual Language Students, Low SES students | District funded Professional/Consulting Services |

|     |  |   |  |
|-----|--|---|--|
| 4.2 | 4th and 5th grade teachers will have continued access to Brainpop science as a supplemental technology piece for Science. It is based on the NGSS Science Standards  | Title I students, Foster Youth, EL students, Dual Language Students, Low SES students | District funded Books and Supplies   |
| 4.3 | Supplemental science materials will be purchased to provide hands-on resources that enhance classroom instruction and support the NGSS science standards. Nonfiction books will be added to the library to build background knowledge and strengthen students' academic and content-specific vocabulary in science. Additional supplemental resources, including Science-based assemblies, will be used to deepen conceptual understanding and promote the use of precise scientific language during inquiry and discussion. | Title I students, Foster Youth, EL students, Dual Language Students, Low SES students | 1750<br>LCFF S/C Dual Language (2228)<br>Books and Supplies<br><br>1173<br>LCFF S/C Site Innovation (3313)<br>Books and Supplies<br><br>500<br>LCFF S/C Dual Language (2228)<br>Books and Supplies |

# Annual Review

## SPSA Year Reviewed: 2024-25

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

### Analysis

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

The strategies implemented to achieve the science goal have been effective in increasing student engagement and understanding. NGSS-aligned instruction supported by hands-on, inquiry-based lessons that promoted critical thinking and problem-solving. A baseline of 42% proficiency on the 2025 CAST provides a strong foundation for continued growth as teachers refine instruction and use ongoing assessments to guide improvement.

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

There have been no significant discrepancies between the intended implementation and actual budget expenditures. All planned resources for professional development and instructional materials have been allocated effectively, ensuring that teachers have the tools necessary to implement the NGSS standards successfully.

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

As a result of this analysis, the following adjustments will be made to strengthen science instruction and student outcomes:

Goal Refinement:  
The goal will be updated to emphasize hands-on inquiry, academic vocabulary development, and conceptual understanding through full implementation of the Twig Science curriculum aligned with the NGSS standards.

2) Annual Outcomes:  
Outcomes will include clearer metrics for monitoring student performance on common formative assessments (CFAs) and identifying specific areas where students need targeted support.

3) Metrics will track student growth over time and monitor progress on Twig Science assessments and classroom-based evidence of understanding to guide instructional adjustments.

4) Strategies and Activities:

The SPSA will be updated to include expanded hands-on science experiences, explicit vocabulary instruction, and professional development to support teachers in implementing Twig Science with consistency and rigor. All revisions will be documented in the SPSA to ensure alignment and accountability.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### School Climate

By June 2026, Manzanita will increase its overall attendance rate from 96.97% to 97.2% or higher, as measured by AERIES attendance data.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

### Identified Need

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

There is a need to set goals for all students in the areas of schoolwide expectations and attendance.

### Annual Measurable Outcomes

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

| Metric/Indicator               | Baseline/Actual Outcome                     | Expected Outcome   |
|--------------------------------|---|--|
| Suspension Rate (CA Dashboard) | Our suspension rate is 0%                   | Continue to implement restorative practices school wide to keep suspension at 0%                         |
| Chronically absent             | 1.9% of our students are chronically absent | By June 2026, Manzanita will reduce its chronic absenteeism rate from 1.9% to 1% or lower.               |
| Attendance                     | Our ADA is 96.97%                           | By June 2026, Manzanita will increase its overall student attendance rate from 96.97% to at least 97.2%. |

### Strategies/Activities

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

| Strategy/Activity # | Description   | Students to be Served  | Proposed Expenditures  |
|---------------------|---|--|--|
| 6.1                 | Implement Restorative Practices and Character Strong SEL school-wide through school-wide expectations, area expectations and classroom expectations. Create trimester implementation plans and share school wide. Purchase incentives based on attendance data, behavior data and school pride. Purchase items as incentives school-wide and individual for behavior, reading and attendance. School and teachers will follow | Title I students, Dual Language students, Foster Youth, EL students, | 3100<br>LCFF S/C Site Innovation (3313)<br>Books and Supplies<br><br>3138<br>LCFF S/C Site Innovation (3313)<br>Books and Supplies |

|            |   |  |  |
|------------|---|--|--|
|            | <p>Character Strong Curriculum and SEL monthly topics</p> <p>Art inclusion tied to Dual Immersion goals but for all students at Manzanita</p> <p>SEL program followed monthly</p>   |  | <p>2718<br/>Prop 28 (67700)<br/>Books and Supplies</p>   |
| <b>6.2</b> | <p>Provide Incentives for Attendance, AR, Istation, Iready. Incentives include food, assemblies, awards, prizes, enrichment materials and games, contests and materials for students to participate in SEL activities including the Wellness room, supplement to character strong, Student council activities and supplies,</p> <p>Purchase items to strengthening SEL program with books and supplies</p> <p>Utilizing Great Artist program and tying it to more art lessons that are culturally relevant to the MZ population</p>   | <p>Title I students, Dual Language students, Foster Youth, EL students,</p>                      | <p>2500<br/>LCFF S/C Site Innovation (3313)<br/>Books and Supplies</p> <p>500<br/>LCFF Attendance (03308)<br/>Books and Supplies</p> |
| <b>6.3</b> | <p>Purchase flexible Seating to help students who need time to move or engage more</p> <p>Purchase items for wellness room to include calming tools, games, furniture, posters, art supplies</p>  | <p>Title I Students At-Risk Discipline Students and Engagement</p>                               | <p>1000<br/>Title I - Site Allocation<br/>Books and Supplies</p>   |
| <b>6.4</b> | <p>Provide a college experience visit to all 3rd graders at Manzanita to enhance student engagement and attendance</p>  | <p>Title I Students At-Risk Discipline Students and Engagement</p>                               | <p>1200<br/>LCFF S/C College Campus Visit (04423.0)<br/>Services and other operating expenditures</p>                                |
| <b>6.5</b> | <p>Afterschool Programs provide enrichment and homework support to students in both ELEVO and Kids Korner</p>   | <p>Title I Students At-Risk Discipline Students and Engagement</p>                               | <p>2500<br/>Site Allocation (26000.0)<br/>Books and Supplies</p>   |
| <b>6.6</b> | <p>Transition from preschool to kindergarten:</p> <p>Offer parent meetings for incoming kindergarten students and their parents.</p> <p>Offer early assessment of incoming kindergarten students. Offer parents kindergarten readiness information at registration.</p> <p>Transition from elementary to middle school:</p> <p>5th grade teachers will be given release time to meet with middle school teachers to discuss transition.</p> <p>5th grade students will attend assembly with middle school principal and assistant principal to introduce students to middle school, answer questions, and explain programs.</p> | <p>Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students</p> | <p>500<br/>Title I- Parent Involvement<br/>Books and Supplies</p>  |

|     |  |   |   |
|-----|--|---|---|
| 6.7 | Dual Immersion Recruiting - Parent meetings will be held starting in January at the school site, in recruiting locations and at various other sites in the district. Tours will also be scheduled for prospective parents. | Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students | 1000<br>LCFF S/C Dual Language (2228)<br>Books and Supplies |
|-----|--|---|---|

# Annual Review

## SPSA Year Reviewed: 2024-25

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

### Analysis

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

The implementation of strategies to maintain a low suspension rate and improve attendance has been effective. Restorative practices have been actively integrated across the school, fostering a supportive environment that encourages positive behavior and minimizes disciplinary actions. As a result, the suspension rate has remained at 0.2%, demonstrating the success of these initiatives. Additionally, the attendance rate of 96.14% reflects a strong commitment from students and families, supported by various engagement strategies, including attendance incentive programs, Saturday school, and personal outreach for interventions.

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

There have been no significant discrepancies between the intended implementation and actual budget expenditures. The resources allocated for restorative practices and attendance initiatives were utilized effectively, ensuring that all planned activities, such as recognition programs and SART contracts, were executed as intended.

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

As a result of this analysis, the following changes will be made:

1. Goal Refinement: The school will maintain the attendance goal of reaching 97.2% by June 2026, with a renewed emphasis on strengthening the attendance incentive program, increasing family engagement, and expanding proactive outreach efforts to support consistent student attendance.
2. Annual Outcomes: Expected outcomes will include more detailed monitoring of attendance patterns, with particular attention to grade levels and student groups that may require additional support to meet the overall attendance target of 97.2%.
3. Metrics: Additional metrics will be incorporated to evaluate the impact of specific attendance strategies, such as the effectiveness of personal outreach calls, home-school communication efforts, and monthly classroom incentives designed to promote daily attendance.

Strategies/Activities: The SPSA will be updated to reflect these refinements, outlining both ongoing and new initiatives aimed at improving overall student attendance. All adjustments will be documented to ensure alignment with schoolwide objectives, clear implementation steps, and transparency in monitoring progress toward the 97.2% attendance goal.

# Budget Summary

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

## Budget Summary

| DESCRIPTION   | AMOUNT       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$24,619.00  |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$113,211.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0.00       |

## Other Federal, State, and Local Funds

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

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

| Federal Programs            | Allocation (\$) |
|-----------------------------|-----------------|
| Title I - Homeless          | \$1,496.00      |
| Title I - Site Allocation   | \$21,599.00     |
| Title I- Parent Involvement | \$1,796.00      |

Subtotal of additional federal funds included for this school: \$24,891.00

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 (\$) |
|---|-----------------|
| LCFF Attendance (03308)                 | \$500.00        |
| LCFF S/C College Campus Visit (04423.0) | \$1,200.00      |
| LCFF S/C Dual Language (2228)           | \$25,000.00     |
| LCFF S/C Site Innovation (3313)         | \$33,402.00     |
| LCFF S/C Tutoring (2226)                | \$18,000.00     |
| Prop 28 (67700)                         | \$7,718.00      |
| Site Allocation (26000.0)               | \$2,500.00      |

Subtotal of state or local funds included for this school: \$88,320.00

Total of federal, state, and/or local funds for this school: \$113,211.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source                          | Amount    | Balance |
|---|-----------|---------|
| Title I - Site Allocation               | 21,599.00 | 0.00    |
| Title I- Parent Involvement             | 1796      | 0.00    |
| Title I - Homeless                      | 1,496     | 0.00    |
| LCFF S/C Site Innovation (3313)         | 33402     | 0.00    |
| LCFF S/C Tutoring (2226)                | 18000     | 0.00    |
| LCFF S/C College Campus Visit (04423.0) | 1200      | 0.00    |
| LCFF Attendance (03308)                 | 500       | 0.00    |
| LCFF S/C Dual Language (2228)           | 25000     | 0.00    |
| Site Allocation (26000.0)               | 2,500.00  | 0.00    |
| Prop 28 (67700)                         | 7718      | 0.00    |
| LCFF S/C New Teacher (2223)             | 0         | 0.00    |

## Expenditures by Funding Source

| Funding Source                          | Amount    |
|---|-----------|
| LCFF Attendance (03308)                 | 500.00    |
| LCFF S/C College Campus Visit (04423.0) | 1,200.00  |
| LCFF S/C Dual Language (2228)           | 25,000.00 |
| LCFF S/C Site Innovation (3313)         | 33,402.00 |
| LCFF S/C Tutoring (2226)                | 18,000.00 |
| Prop 28 (67700)                         | 7,718.00  |
| Site Allocation (26000.0)               | 2,500.00  |
| Title I - Homeless                      | 1,496.00  |
| Title I - Site Allocation               | 21,599.00 |
| Title I- Parent Involvement             | 1,796.00  |

## Expenditures by Budget Reference

| Budget Reference      | Amount    |
|-----------------------|-----------|
| Books and Supplies    | 69,930.00 |
| Certificated Salaries | 31,081.00 |

|   |          |
|---|----------|
| Classified Salaries                       | 9,000.00 |
| Services and other operating expenditures | 3,200.00 |

### Expenditures by Budget Reference and Funding Source

| Budget Reference                          | Funding Source                          | Amount    |
|---|---|-----------|
| Books and Supplies                        | LCFF Attendance (03308)                 | 500.00    |
| Services and other operating expenditures | LCFF S/C College Campus Visit (04423.0) | 1,200.00  |
| Books and Supplies                        | LCFF S/C Dual Language (2228)           | 10,500.00 |
| Certificated Salaries                     | LCFF S/C Dual Language (2228)           | 12,500.00 |
| Services and other operating expenditures | LCFF S/C Dual Language (2228)           | 2,000.00  |
| Books and Supplies                        | LCFF S/C Site Innovation (3313)         | 30,821.00 |
| Certificated Salaries                     | LCFF S/C Site Innovation (3313)         | 2,581.00  |
| Certificated Salaries                     | LCFF S/C Tutoring (2226)                | 9,000.00  |
| Classified Salaries                       | LCFF S/C Tutoring (2226)                | 9,000.00  |
| Books and Supplies                        | Prop 28 (67700)                         | 7,718.00  |
| Books and Supplies                        | Site Allocation (26000.0)               | 2,500.00  |
| Books and Supplies                        | Title I - Homeless                      | 1,496.00  |
| Books and Supplies                        | Title I - Site Allocation               | 14,599.00 |
| Certificated Salaries                     | Title I - Site Allocation               | 7,000.00  |
| Books and Supplies                        | Title I- Parent Involvement             | 1,796.00  |

### Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 69,605.00          |
| Goal 2      | 11,900.00          |
| Goal 3      | 10,127.00          |
| Goal 4      | 3,423.00           |
| Goal 6      | 18,156.00          |

## Positions Funded by School's Categorical Programs

| Position and Time Funded        | How Many | Funding Sources | Percentage |
|---------------------------------|----------|-----------------|------------|
| <b>Administrative Positions</b> |          |                 |            |

| Certificated Positions       | How Many | Funding Sources | Percentage |
|------------------------------|----------|-----------------|------------|
| Title I Intervention Teacher | 1        | District Funded | 100%       |

| Classified Positions | How Many | Funding Sources | Percentage |
|----------------------|----------|-----------------|------------|
| N/A                  |          |                 |            |

# 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 Manzanita Elementary 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:** Amanda V. Noriega

\_\_\_\_\_

Signature

See Attachment

\_\_\_\_\_

Date

**School Site Council President:** Maria De La Cruz

\_\_\_\_\_

Signature

See Attachment

\_\_\_\_\_

Date

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

SB 1667 requires the following school safety plan changes:

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

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

District Representative: Fernando Sanchez. Director of Student Services

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members                   | Role                       |
|-----------------------------------|----------------------------|
| Amanda V. Noriega                 | Principal                  |
| Saira Jeronimo                    | Classroom Teacher          |
| Cindy Villegas                    | Classroom Teacher          |
| Socorro Hernandez                 | Classroom Teacher          |
| Esperanza Davi                    | Other School Staff         |
| Janet Ferreyra                    | Parent or Community Member |
| Maria Iliana Sanchez              | Parent or Community Member |
| Maria De La Cruz -SSC Chairperson | Parent or Community Member |
| Nahbieana Ramirez                 | Parent or Community Member |
| Zyda Huiza-Giron                  | 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

## Manzanita Elementary 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 * |
|--|-----------|----------------------------|----------------|
| Amanda V. Noriega                          | X         |                            |                |
| Janet Ferreyra                             |           | X                          |                |
| Maria Iliana Sanchez                       |           | X                          | X              |
| Maria De La Cruz                           |           | X                          |                |
| <b>Numbers of members of each category</b> | <b>1</b>  | <b>3</b>                   | <b>1</b>       |

# 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 November, 17, 2025.

Attested:



Principal, Amanda V. Noriega on 12/9/25

SSC Chairperson, Maria De La Cruz on 12/9/25

# Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

# Appendix B: Categorical District Services Budget

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

### Title I Education Services Distribution

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

### Title II Education Services Distribution

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

### Title III Education Services Distribution

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

### Title IV Education Services Distribution

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

### Perkins Education Services Distribution

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

## Centralized Services Description

| Funding Source | Allocated Centralized | Description of the Specific Services to be Provided   |
|----------------|-----------------------|---|
| Title I        | <b>\$4,525.65</b>     | <p><b>This page is provided by the Educational Services Department charging for services.</b></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       | <b>\$16,214</b>       | <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      | <b>BASED ON NEED</b>  | <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       | <b>\$7,450</b>        | <p>The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.</p>   |
| Perkins V      |                       | <p>The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.</p>  |

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023