

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, 2024	January 09, 2025

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's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The following components outline our approach:

Data-Driven Decision Making: We will utilize a comprehensive analysis of student performance data, including assessments and attendance records, to identify areas of need and inform our instructional strategies. This data will guide our resource allocation and program development to ensure targeted support for all student groups.

Stakeholder Engagement: Our plan emphasizes collaboration with stakeholders, including parents, teachers, and community members, to gather input and foster a shared commitment to student success. Regular meetings and feedback sessions will be held to ensure all voices are heard in the planning process.

Integrated Programs: We will align our academic programs and interventions with the goals outlined in the LCAP, ensuring that our initiatives support both academic achievement and social-emotional well-being. This includes integrating services for English learners, students with disabilities, and economically disadvantaged students.

Professional Development: Ongoing professional development for staff will be prioritized to equip educators with the skills necessary to implement effective instructional practices and support diverse learners. This training will be aligned with the needs identified in our data analysis.

Monitoring and Evaluation: We will establish clear metrics and benchmarks to evaluate the effectiveness of our programs and strategies. Regular progress monitoring will ensure we can make timely adjustments to our approaches based on student outcomes.

Resource Allocation: Our budget will be strategically aligned with the identified needs and priorities outlined in our LCAP, ensuring that funding supports high-impact programs and services that directly benefit our students.

By focusing on these key areas, Manzanita Elementary School is committed to meeting ESSA planning requirements while enhancing educational opportunities and outcomes 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 SPSA and Annual Review and Update involves a collaborative approach that includes various stakeholders:

Goal Review: We begin by reviewing the goals and actions from the previous year to assess their effectiveness and impact on student outcomes.

Surveys: We conduct surveys with both teachers and parents to gather input on different areas of the school's performance. This feedback is crucial in understanding the perspectives of our key stakeholders.

School Site Council (SSC) Meetings: The collected data and survey results are then discussed during SSC meetings. This forum allows for open dialogue among parents, teachers, and administrators to evaluate current strategies and identify areas for improvement.

Data Analysis: We analyze various performance metrics and data points, such as student achievement scores and attendance rates. This analysis helps us determine which goals should be sustained and which may need to be revised or newly introduced.

Brainstorming Session: Based on the insights gathered, we hold brainstorming sessions to generate ideas for potential strategies and interventions. We focus on identifying intentional, research-based practices that can effectively support our school-wide objectives.

Finalization of Strategies: After deliberation, we select the most effective strategies to include in the SPSA. These strategies are aligned with our identified needs and serve to supplement the goals based on our data analysis.

By engaging with teachers, parents, and community members throughout this process, Manzanita Elementary School ensures that the planning for the SPSA and Annual Review is comprehensive, inclusive, and focused on enhancing student achievement.

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the Single 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.

Chronic Absenteeism Indicator According to the 2023 California School Dashboard, Manzanita Elementary School received an "orange" rating for chronic absenteeism. This indicates a need for significant improvement in student attendance.

Steps Taken to Address This Area:

Comprehensive Attendance Program: We have developed a robust attendance program that includes initiatives such as independent study options and Saturday School to support students who may need additional time or resources to stay engaged.

Incentives for Attendance: We are implementing various incentives to encourage regular attendance, recognizing students who achieve perfect attendance and rewarding classes with high attendance rates.

SART Contracts: For students at risk of becoming chronically absent, we are utilizing Student Attendance Review Team (SART) contracts to establish clear expectations and provide support.

Outreach Efforts: Our staff is actively reaching out to families of students who are on the cusp of being chronically absent to provide assistance and resources, aiming to improve communication and address any barriers to attendance.

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.

Overall Performance Gaps While there are no other indicators on the California Dashboard that reflect red or orange performance, ongoing monitoring will ensure we address any emerging gaps among student groups. We will continue to analyze local data to identify any potential disparities in performance and take proactive steps to support all students effectively.

By focusing on these strategies, Manzanita Elementary School aims to improve attendance rates and create a more supportive learning environment for all students.

Other Needs

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

Data Analysis

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

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

Surveys

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

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

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

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

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

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESSA)

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

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

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

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

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional

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

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

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement.

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1	0	0
African American	1.4%	2.29%	1.13%	6	10	5
Asian	4.2%	4.12%	4.52%	18	18	20
Filipino	1.6%	1.60%	1.58%	7	7	7
Hispanic/Latino	87.6%	87.64%	88.91%	373	383	393
Pacific Islander	%	%	0%		0	0
White	3.1%	2.97%	2.94%	13	13	13
Multiple/No Response	1.9%	1.37%	0.9%	8	6	4
Total Enrollment				426	437	442

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	107	101	101
Grade 1	64	78	63
Grade 2	69	56	76
Grade3	74	68	64
Grade 4	66	69	67
Grade 5	46	65	71
Total Enrollment	426	437	442

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	80	79	93	18.8%	18.1%	21.0%
Fluent English Proficient (FEP)	50	46	51	11.7%	10.5%	11.5%
Reclassified Fluent English Proficient (RFEP)	4			5.0%		

Conclusions based on this data:

1. There is slight increase 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 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 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 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 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 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 Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.31	31.75	47.89	53.73	53.97	45.07	8.96	14.29	7.04
Grade 4	22.22	39.71	27.42	55.56	48.53	59.68	22.22	11.76	12.90
Grade 5	21.54	25.00	37.50	67.69	55.88	42.19	10.77	19.12	20.31
All Grades	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/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	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
1	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
2	0.00	13.33	*	50.00	33.33	*	33.33	33.33	*	16.67	20.00	*	12	15	*
3	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
4	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
5	*	23.08	*	*	61.54	*	*	15.38	*	*	0.00	*	*	13	*
All Grades	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 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
K	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
1	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
2	25.00	20.00	*	50.00	40.00	*	8.33	33.33	*	16.67	6.67	*	12	15	*
3	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
4	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
5	*	53.85	*	*	46.15	*	*	0.00	*	*	0.00	*	*	13	*
All Grades	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 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
K	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
1	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
2	0.00	13.33	*	50.00	26.67	*	33.33	26.67	*	16.67	33.33	*	12	15	*
3	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
4	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
5	*	15.38	*	*	30.77	*	*	30.77	*	*	23.08	*	*	13	*
All Grades	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 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
K	42.86	31.25	44.44	42.86	56.25	48.15	14.29	12.50	7.41	14	32	27
1	46.67	58.33	55.56	53.33	33.33	33.33	0.00	8.33	11.11	15	12	18
2	33.33	20.00	*	58.33	80.00	*	8.33	0.00	*	12	15	*
3	75.00	41.67	50.00	25.00	25.00	50.00	0.00	33.33	0.00	12	12	12
4	50.00	46.15	36.36	42.86	38.46	54.55	7.14	15.38	9.09	14	13	11
5	*	38.46	*	*	61.54	*	*	0.00	*	*	13	*
All Grades	46.67	37.11	47.56	46.67	51.55	45.12	6.67	11.34	7.32	75	97	82

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

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

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

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
442	62.4	21	0.5
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	21
Foster Youth	2	0.5
Homeless	9	2
Socioeconomically Disadvantaged	276	62.4
Students with Disabilities	44	10

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1
Asian	20	4.5
Filipino	7	1.6
Hispanic	393	88.9
Two or More Races	4	0.9
White	13	2.9

Conclusions based on this data:

1. Our data and student population has stayed consistent

School and Student Performance Data

Overall Performance

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

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.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Orange	Suspension Rate Blue
Mathematics Blue		
English Learner Progress Blue		

Conclusions based on this data:

1. Strong Academic Performance Indicators: The overall academic performance in English Language Arts (ELA) and math, with students scoring 18.5 points and 19.3 points above standard respectively, demonstrates effective teaching strategies and a positive learning environment, as reflected in the green and blue ratings on the California dashboard. This suggests that the school is successfully meeting academic standards.

2. Improved Progress Among EL Learners: The increase to 55.4% of English learners making progress signifies a positive trend in supporting this population. This improvement indicates that targeted interventions and resources are effectively aiding EL students in their language acquisition and academic performance, which should be sustained and expanded.
3. Concerns About Chronic Absenteeism: The rise in chronic absenteeism to 19.7%, a 2% increase, raises concerns about student engagement and the potential impact on academic outcomes. Addressing the factors contributing to absenteeism will be essential to ensure that all students have the opportunity to benefit from the strong academic programs in place and to maintain the momentum of overall performance gains.

School and Student Performance Data

Academic Performance English Language Arts

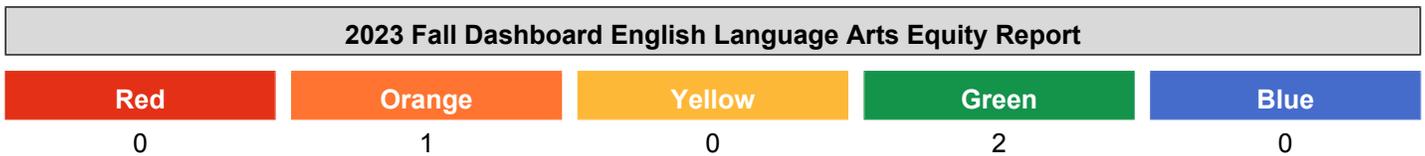
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 18.5 points above standard Increased +10.7 points 193 Students	English Learners  Orange 10.7 points below standard Decreased -3.9 points 47 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Green 3.6 points above standard Increased +10.5 points 121 Students	Students with Disabilities 27.8 points below standard Increased +9.7 points 26 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 17.7 points above standard Increased +14.3 points 174 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.5 points below standard Decreased Significantly -33.7 points 18 Students	33.9 points above standard Decreased -8.4 points 29 Students	25.6 points above standard Increased Significantly +16.2 points 128 Students

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

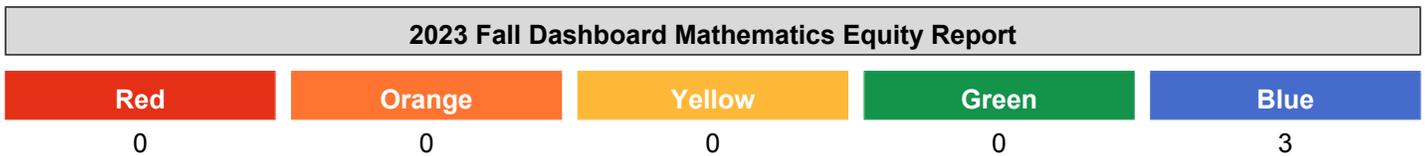
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 19.3 points above standard Increased Significantly +18.3 points 193 Students	English Learners  Blue 13.6 points above standard Increased Significantly +28.9 points 47 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Blue 8.4 points above standard Increased Significantly +19.7 points 121 Students	Students with Disabilities 6 points below standard Increased Significantly +35.1 points 26 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Blue 15.8 points above standard Increased Significantly +16.4 points 174 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
42 points below standard Maintained -0.6 points 18 Students	48.1 points above standard Increased Significantly +32 points 29 Students	16.1 points above standard Increased +12.4 points 128 Students

Conclusions based on this data:

- 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.
- 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.
- 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

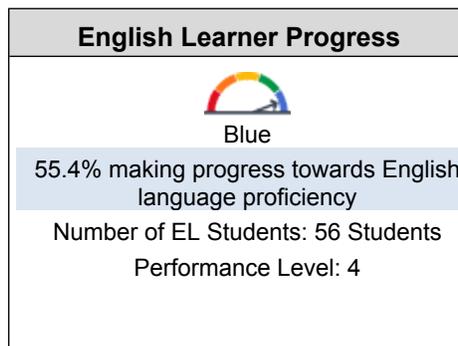
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	21	0	31

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

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Red	Less than 11 Students
19.7% Chronically Absent	24.5% Chronically Absent	3 Students
Increased 2.3	Increased 2.4	
451 Students	102 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
50% Chronically Absent	 Red	 Red
0	22.7% Chronically Absent	22.8% Chronically Absent
12 Students	Increased 2.4	Increased 1
	291 Students	57 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	4.8% Chronically Absent Increased 4.8 21 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.2% Chronically Absent Increased 1.4 401 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	8.3% Chronically Absent Increased 8.3 12 Students

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

Conditions & Climate Suspension Rate

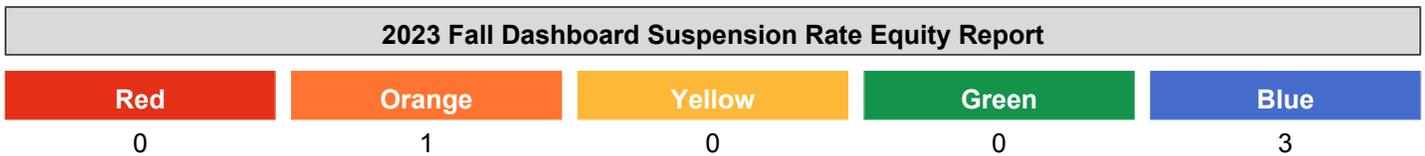
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.2% suspended at least one day</td> </tr> <tr> <td>Maintained 0 456 Students</td> </tr> </tbody> </table>	All Students	 Blue	0.2% suspended at least one day	Maintained 0 456 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -1.1 102 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -1.1 102 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 3 Students	
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 21 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained -0.2 405 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 13 Students

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>English Language Arts: Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP.</p> <p>Mathematics: Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP.</p> <p>Science: Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST.</p> <p>English Learner Progress: Increase by 5% the number of students that that are making progress towards English language proficiency, as measured by English Learner Progress Indicator on the CA Dashboard.</p> <p>Graduation Rate: Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma.</p> <p>A-G Rate: Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements.</p> <p>Attendance: Increase Districtwide Attendance Rate to at least 95% or higher.</p>	Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement

Research Foundation

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

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Focused Schools ESSA: Moderate	<ul style="list-style-type: none"> • Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) • Coaching for Central Office personnel and site leadership • Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement. 	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities ESSA: Strong	<ul style="list-style-type: none"> • Ensuring that All Students Learn (Big Idea #1) • Building a Culture of Collaboration for School Improvement (Big Idea #2) • A Focus on Results (Big Idea #3) • Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano) 	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI) ESSA: Strong	<ul style="list-style-type: none"> • Tiers I, II and III Intervention structure planned and utilized • All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs • Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004) 	Goals, Strategies, & Proposed Expenditures
i-Ready ESSA: Moderate	<ul style="list-style-type: none"> • Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning • Powerful adaptive diagnostic and growth measure • Core standards-based instruction, practice, and assessment • Adaptive learning • Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.) 	Goals, Strategies, & Proposed Expenditures
Thinking Maps ESSA: Strong	<ul style="list-style-type: none"> • Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. • Excellent for English Learners and others to understand and access core curriculum • Thinking maps are a “common visual language” for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.) 	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5) ESSA: Strong	<ul style="list-style-type: none"> • Grade level appropriate expectations for effective student writing • Teachers receive instruction for writing at their grade level • Students self-evaluate their writing performance and identify strategies for improvement • Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner) 	Goals, Strategies, & Proposed Expenditures

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

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

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
<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., & 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. High academic achievement in both program languages. Sociocultural competence.</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>Fountas & 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, & 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, & 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 students will be able to read and comprehend what they have read and cite the evidence to support their answers.
 Todos los estudiantes podrán leer y comprender lo que han leído y citar la evidencia para apoyar sus respuestas.
 All Manzanita students will make a 5% growth or more in ELA as measured by CAASPP, i-ready or i-station.

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.

There is a need for students to master PA, HFW and Phonics in order to be able to read grade level texts in the genres of both nonfiction and fiction. There is also a need for students to improve their Tier II and Tier II academic vocabulary in ELA and throughout content. There is a need for students to have collaborative partnerships in order to discuss grade level content and utilize academic vocabulary daily to orally produce language, read and write at grade level. There is a need for students to increase comprehension in the areas of nonfiction and fiction genres.

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 CAASPP	CAASPP 2024 65.3% Beginning of the year - iReady - 29%	Trimester 1 - 45% Trimester 2 55% By end of June, 2025 - i-Ready Trimester 65% By end of June, 2025 - ELA CAASPP 3-5 70%

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

<p>1.1</p>	<p>Students will engage in a comprehensive, standards-based English Language Arts program utilizing the adopted Wonders/Maravillas curriculum alongside supplemental materials. Teachers will employ a diverse range of instructional strategies to address the varied needs of students. We will purchase additional instructional materials aligned with Common Core to further enhance student achievement in ELA and SLA. All English learners will receive integrated ELD support within the ELA and Content area curriculum. Additionally, students will have access to library resources after school, as well as interventions and tutoring. Supplemental intervention materials, including phonemic awareness, high-frequency words, and phonics, will also be utilized.</p>	<p>Title I Students</p>	<p>1000 Title I - Site Allocation Books and Supplies</p>
<p>1.2</p>	<p>Interventions will be offered for students needing additional support through an Intervention teacher during the school day, based on data from i-Ready and other classroom and district assessments. The materials will include leveled readers, independent reading books, bilingual texts, poems, and charts. Supplies will encompass instructional charts, pointers, printed materials for students, take-home books, and library resources for all books and sponsored events.</p>	<p>Title I Students</p>	<p>2000 Title I - Site Allocation Certificated Salaries</p> <p>1000 LCFF S/C Tutoring (2226) Classified Salaries</p>
<p>1.3</p>	<p>Interventions will be provided for students with an Intervention teacher during the day for Title I students, Dual Immersion Students, EL students, Foster Youth and low SES students as evidenced by the data from i-ready, Istation and other classroom data. Interventions instruction and support will be provided from highly trained teachers, administrators, and classified instructional staff.</p>	<p>Title I students, Dual Immersion Students, EL students, Foster Youth and low SES students</p>	<p>3750 LCFF S/C Dual Language (2228) Certificated Salaries</p> <p>1000 Title I - Site Allocation Certificated Salaries</p>
<p>1.4</p>	<p>After school intervention materials and resources will be purchased to support tutoring to help our students meet goals</p>	<p>Title I students, Dual Immersion Students, EL students, Foster Youth and low SES students</p>	<p>2500 Title I - Site Allocation Books and Supplies</p>
<p>1.5</p>	<p>Purchase Technology supports for Title I students, Dual Immersion Students, EL students, Foster Youth and low SES students to include Learning A-Z, RAZZ Kids, Brainpop, Istation. These items will support our goal to increase reading grade level texts and increase vocabulary in the content areas.</p>	<p>Title I students, Dual Immersion Students, EL students, Foster Youth and low SES students</p>	<p>5685 Title I - Site Allocation Books and Supplies</p> <p>District funded Books and Supplies</p>
<p>1.6</p>	<p>The Title I Teacher will deliver targeted intervention and support to students in RTI Tier 2 and Tier 3, using data from i-Ready, Read Naturally, WonderWorks, Istation, Seeing Stars/Visualizing and Verbalizing, as well as classroom and district assessments.</p> <p>The library will be open for extended hours to provide additional resources for students.</p>	<p>Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students</p>	<p>5000 LCFF S/C Tutoring (2226) Certificated Salaries</p> <p>District funded Certificated Salaries</p> <p>3000 LCFF S/C Site Innovation (3313) Books and Supplies</p>

	<p>Highly trained teachers, administrators, and classified instructional staff will offer tutoring after school.</p> <p>Title I and LCFF funds will be allocated to purchase leveled readers, phonics materials, and resources to support phonemic awareness, high-frequency words, and phonics instruction. Students will receive writing folders, reading materials, writing supplies, and other resources to support interventions and the MTSS process.</p> <p>Additionally, Title I and LCFF funds will be used to provide culturally relevant instruction through ELA, SPA, and Art. Students will have access to high-quality art lessons from various countries, aligned with both the Dual Immersion strand and the Great Artist Strand, integrating literature, samples, and ready-made lessons. Funding will support the acquisition of materials, books, supplies, and other art resources.</p>		<p>6500 LCFF S/C Tutoring (2226) Classified Salaries</p> <p>4350 LCFF S/C Dual Language (2228) Certificated Salaries</p> <p>4000 LCFF S/C Dual Language (2228) Books and Supplies</p> <p>1500 LCFF S/C Tutoring (2226) Classified Salaries</p>
1.7	<p>Manzanita will provide professional development in ELA/ELD, MTSS, and allow time for collaboration release days for all instructional staff to support unduplicated students. We will also provide release time to discuss students who are at-risk and in our SST system. All Dual Language Teachers to meet in vertical planning teams to collaborate</p>	<p>Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students</p>	<p>2000 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>2000 LCFF S/C Dual Language (2228) Certificated Salaries</p> <p>4000 Title I - Site Allocation Certificated Salaries</p>
1.8	<p>Home to School communication on student's literacy progress and goal attainment will be provided for every student.</p> <p>LCFF Monies will be used for Incentives for AR, iStation, iReady, Physical Activity & 100 mile club, Engagement & Attendance will be purchased and used for academic goal setting and recognition of student achievement. Incentives will include stickers, popsicles, pizza lunches, snack bar, extra recess, assemblies, enrichment activities, the purchase of 100 mile club incentives, outdoor equipment for enrichment, games, medals, certificates</p>	<p>Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students</p>	<p>4910 LCFF S/C Site Innovation (3313) Books and Supplies</p>
1.9	<p>The Instructional Leadership Team will lead staff in development of SMARTe goals, instructional focus and best practices. This will drive our data. Purchases will include student reading incentives, books, readers, printing supplies, student journals.</p> <p>LCFF Monies will be used to provide culturally relevant instruction via ELA, SPA, Art. Students will have access to high quality Art lessons from a wide variety of countries aligned to both the Dual</p>	<p>Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students</p>	<p>District funded Certificated Salaries</p> <p>2000 LCFF S/C Site Innovation (3313) Books and Supplies</p>

	Immersion strand and Great Artist Strand tied to ELA and SPA lessons using literature, samples and ready made lessons. Funding will support materials, books, supplies and other art materials.		5000 Prop 28 (67700)
1.10	Purchase parent meeting supplies including food - Title I	Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students	1335 Title I - Parent Involvement Books and Supplies
1.11	Purchase Materials to supplement ELA program with books, readers, charts, intervention programs Purchase Materials to supplement Dual Immersion SLA Program - purchase items to support interventions, enrichment and before/after school programs	Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students	1000 Title I - Site Allocation Books and Supplies
1.12	Purchase School Supplies to include materials used for interventions, printing materials, books in Spanish, Books in content area, workbooks, ELA journals, supplemental vocabulary, writing and reading supplies, task cards for interventions Title I Monies will be used to provide culturally relevant instruction via ELA, SPA, Art. Students will have access to high quality Art lessons from a wide variety of countries aligned to both the Dual Immersion strand and Great Artist Strand tied to ELA and SPA lessons using literature, samples and ready made lessons. Funding will support materials, books, supplies and other art materials.	Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students	3428 Title I - Site Allocation Books and Supplies
1.13	Purchase items for this population - clothes, shoes, school supplies	Title 1 Homeless Students	1504 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 LCFF S/C Dual Language (2228) Books and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 ELA goal have focused on a comprehensive approach, utilizing the Wonders/Maravillas curriculum along with targeted interventions for students in need. Initial assessments indicate that students are showing progress in reading comprehension and the ability to cite evidence, with ongoing data collection suggesting a positive trend. Collaborative learning opportunities have been integrated into the curriculum, promoting student engagement and vocabulary development.

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

Differences Between Intended Implementation and Budgeted Expenditures While the intended implementation included a range of supplemental materials for phonics and vocabulary development, there were some budget constraints that limited the full acquisition of these resources. As a result, certain planned activities may have been scaled back, affecting the level of support available for some students. Ongoing adjustments to spending are needed to ensure that all necessary materials are obtained.

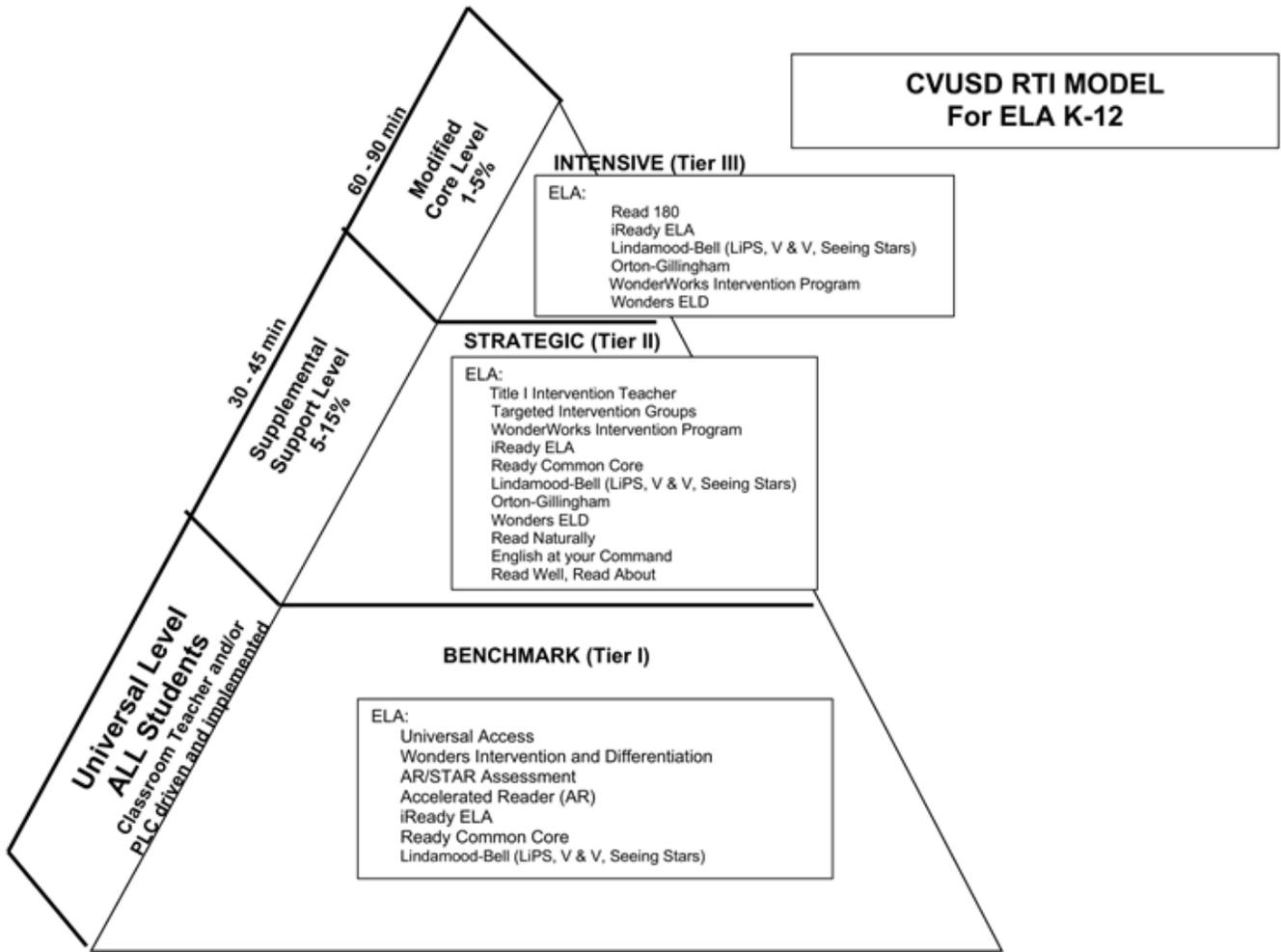
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

1. **Goal Refinement:** The goal will be adjusted to place a stronger emphasis on vocabulary development alongside reading comprehension.
2. **Annual Outcomes:** Expected outcomes will be updated to reflect more specific targets for vocabulary acquisition, aiming for a measurable increase in student mastery.
3. **Metrics:** Additional metrics will be included to assess the effectiveness of collaborative learning strategies and their impact on student performance.

Strategies/Activities: The SPSA will be updated to incorporate these changes, specifically outlining new instructional strategies and resources aimed at enhancing vocabulary and comprehension skills. Details of these adjustments will be clearly documented in the SPSA to ensure alignment with our overall objectives.

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

Manzanita students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Los estudiantes de Manzanita pueden explicar y aplicar conceptos matemáticos y llevar a cabo procedimientos matemáticos con precisión y fluidez.

Students at Manzanita will grow 5% or more in Math as measured by i-ready, i-ready Spanish Math each trimester

End of the year CAASPP students will be 70% proficient

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.

This is a need for students to build mathematical fluency and number sense in all grades starting in grades TK through 5th. There is a need for students to build academic vocabulary in the area of math and also build mathematical discourse through productive partnerships within classes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-ready Math English i-ready Math Spanish CAASPP	CAASPP - 2024 - 65% i-Ready baseline BOY 18%	Trimester 1 - 50% Trimester 2 - 60% By end of June, 2025 - i-Ready Trimester 3 - 70% By end of June 2025 - CAASPP 3-5 70%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Students will receive a comprehensive and standards-based mathematics program using the adopted Pearson curriculum and supplemental materials. Teachers will implement a broad repertoire of teaching strategies to meet the needs of all students.</p> <p>EL students will receive Integrated ELD instruction in Math</p> <p>We will purchase supplemental materials to support the core math program for English and Dual Immersion Students</p>	Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students	1000 LCFF S/C Site Innovation (3313) Books and Supplies
2.2	Instructional Leadership Team will lead staff in development of SMARTe goals, instructional focus, and best practices.	Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students	District funded Certificated Salaries
2.3	Meet in grade level teams to discuss pacing and assessment outcomes in order to guide instruction and intervention. Provide release time as needed for planning	Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students	1400 LCFF S/C Dual Language (2228) Certificated Salaries
2.4	<p>Intervention strategies and/or programs will be implemented during our after school SES program for those students not meeting academic achievement according to our MTSS model by highly qualified certificate, classified and/or administrators at Manzanita.</p> <p>Extended Library Hours</p> <p>Provide Tutoring in Math for targeted intervention students</p> <p>The district will provide a Math Intervention Teacher to work with students identified as needing during the school day interventions.</p>	Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students	4000 LCFF S/C Tutoring (2226) Certificated Salaries 1000 LCFF S/C Dual Language (2228) Certificated Salaries District funded Certificated Salaries
2.5	Provide parent education nights to support math instruction. Library open for extended learning, Parent nights, tutoring time and materials for tutoring	Students and Parents	500 LCFF S/C Dual Language (2228) Books and Supplies
2.6	Purchase materials to support math instruction based on need as identified by our data - Purchase math manipulatives and objects to supplement Pearson and implement UCI Math	Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students	3000 LCFF S/C Site Innovation (3313) Books and Supplies
2.7	Purchase Math Incentives to support Math iReady Reward Program	Title I Students, Dual Immersion Students, EL	1000 LCFF S/C Site Innovation (3313)

Annual Review

SPSA Year Reviewed: 2023-24

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 have included targeted instruction focusing on building mathematical fluency and number sense from TK through 5th grade. Professional development for teachers has been conducted to enhance instructional practices and incorporate effective math discourse in classrooms. Initial assessments indicate that students are beginning to show progress in both fluency and numeracy, with a noticeable increase in engagement during math 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 are no discrepancies between the intended implementation and actual budget expenditures. All resources allocated for supplemental materials and professional development were met. As a result, the rollout of strategies proceeded as planned, allowing for the effective implementation of interventions. Ongoing evaluations of expenditures will continue to ensure alignment with our goals.

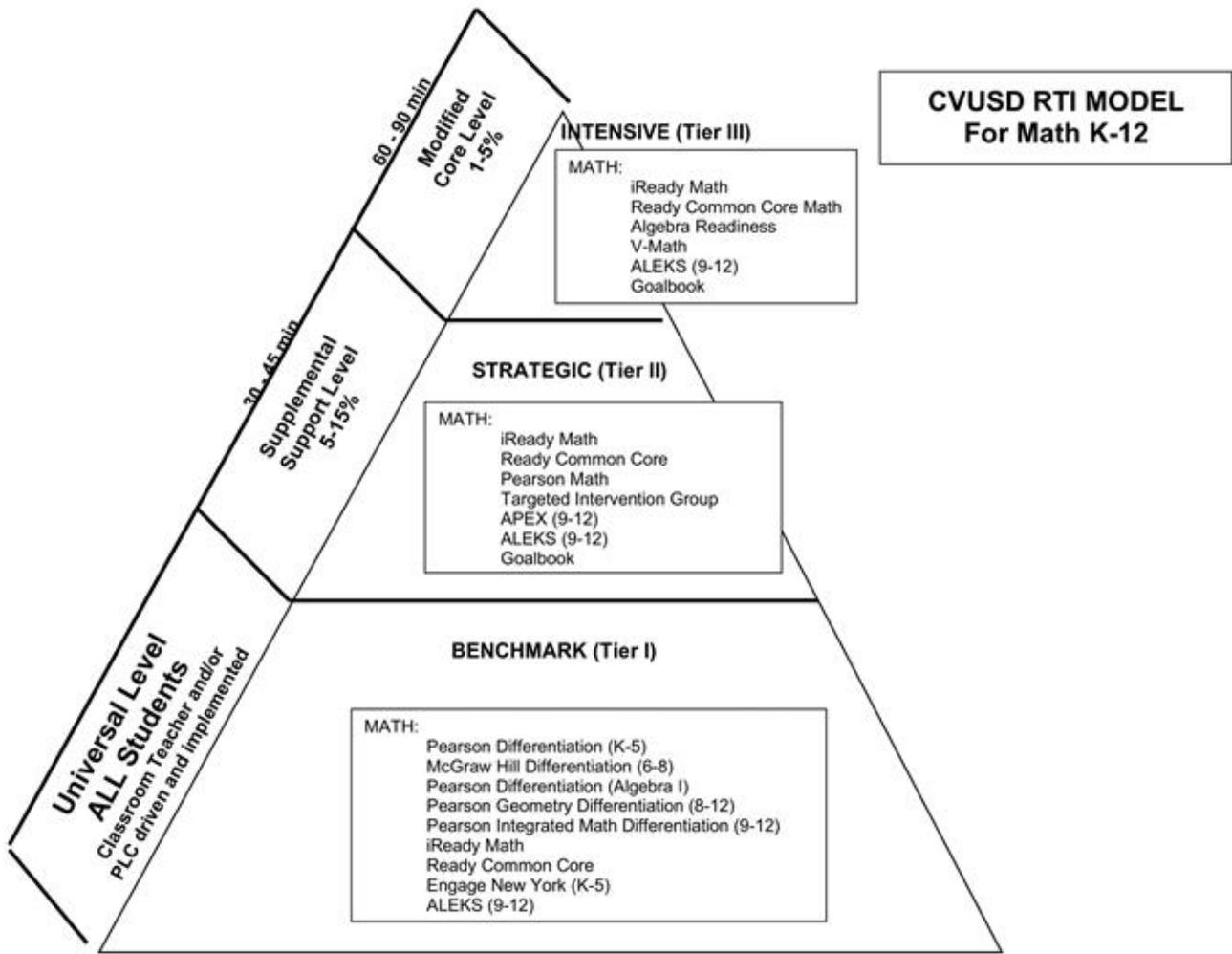
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

1. Goal Adjustment: The goal will be refined to include specific objectives related to enhancing mathematical discourse and vocabulary development alongside overall fluency.
2. Annual Outcomes: Expected outcomes will be updated to reflect a clearer focus on students' ability to articulate mathematical concepts, with specific metrics for measuring improvements in academic vocabulary and mathematical discourse.
3. Metrics: Additional metrics will be included to assess the effectiveness of collaborative learning strategies and the impact of academic content vocabulary development on student performance.

Strategies/Activities: The SPSA will be revised to incorporate these changes, detailing new instructional strategies and resources aimed at improving both mathematical fluency and academic discourse. Specific adjustments and updates will be documented in the SPSA to ensure transparency and alignment with our overall objectives.

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

All EL students at Manzanita will demonstrate 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.

There is a need for students to reclassify as redesignated English Fluent within 3 years of being identified as an English Learner.

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	2024 baseline ELPAC data: EL data - 55.4% making progress towards English language proficiency 37.5% increased a level 7.1% went down 1	By June 2025, EL Progress based on the status and change report will increase by 2% from prior year

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 Coordinator will monitor progress of students to ensure proper placement in classes, programs and intervention according to MTSS and Catch Up Plan.	EL Students	District funded Certificated Salaries

	Teachers will monitor EL progress using a K-5 Assessment Scale		
3.2	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 CABE, 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	EL Students	581 LCFF S/C Site Innovation (3313) Certificated Salaries 2000 LCFF S/C Dual Language (2228) Services and other operating expenditures
3.3	Utilize technology-based programs to support ELD instruction.	EL Students	District funded Books and Supplies
3.4	Brain Pop Technology Program to help students with building academic vocabulary in English in content areas	EL Students	4000 LCFF S/C Site Innovation (3313) Books and Supplies
3.5	Written home-school communication will be provided in English and Spanish to provide a home school connection and access	EL Students	500 LCFF S/C Site Innovation (3313) Books and Supplies
3.6	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.	EL Students	District funded Certificated Salaries
3.7	Facilitate ELAC meetings, Provide Parent Trainings during ELAC Meetings Babysitting will be provided - See Title I Goal	EL Students and Parents	169 Title I- Parent Involvement Books and Supplies
3.8		EL Students and Parents	
3.9	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. Purchase Books to support ELD instruction	EL Students	1500 LCFF S/C Site Innovation (3313) Books and Supplies 750 LCFF S/C Dual Language (2228) Books and Supplies

	Purchase books to support EL learners in the Library Purchase Magazines to support EL learners in the Library		
3.10	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 Certificated Salaries 500 LCFF S/C Dual Language (2228) Books and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 effective, as evidenced by the significant increase in the percentage of students making progress toward English language proficiency—from 39.9% to 55.4%. This improvement highlights the success of targeted interventions and supports, such as integrated ELD instruction and collaborative learning opportunities. Additionally, the 37.5% of students who increased a level demonstrates a positive trend in language acquisition. Continuous monitoring and adaptation of instructional strategies will further enhance outcomes.

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 discrepancies between the intended implementation and the actual budget expenditures. All resources earmarked for supplemental materials and professional development for teachers were delivered as planned, facilitating the timely execution of strategies aimed at improving English proficiency among EL students.

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

Based on this analysis, the following changes will be made:

- 1. Goal Refinement:** The goal will be adjusted to reflect a more specific target for the percentage of EL students making progress, aiming for at least 60% by the end of the next academic year.
- 2. Annual Outcomes:** Expected outcomes will include more detailed metrics for monitoring students who show a decrease in levels, with targeted interventions to address the 7.1% who went down one level.
- 3. Metrics:** Additional metrics will be added to evaluate the effectiveness of collaborative learning strategies and their impact on EL students' language proficiency.

Strategies/Activities: The SPSA will be updated to incorporate these changes, specifically detailing new instructional approaches and supports to further enhance the progress of EL students. Adjustments will be clearly documented in the SPSA to ensure alignment with our overall objectives.

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

Students will make growth in Science as measured by Common Formative Assessments and Grades on Report Cards

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 in Science content within the NGSS Science Standards

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
CFA's and Grades	2024 CAST Scores reflect 57%	by end of June 2025, our 5th graders will show 62% proficiency or higher on our CFA Teacher Created Science Tests based on the NGSS Science Standards
CAASPP - CAST Science Assessment		by end of June 2025, our 5th graders will grow to be 62% proficient or advanced on 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 receive a comprehensive and standards-based Science program using the adopted curriculum and supplemental materials. Teachers will implement a broad repertoire of teaching strategies to meet the needs of all students	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 Zingy and Mystery Science learning as a	Title I students, Foster Youth, EL students, Dual	District funded Books and Supplies

	supplemental technology piece for Science. It is based on the NGSS Science Standards	Language Students, Low SES students	
4.3	<p>Purchase Supplemental Science Materials to provide Hands-on materials for the classroom to supplement NGSS Science standards and Science content lessons</p> <p>Purchase non fiction books for library to support NGSS standards and Science Content</p> <p>Purchase supplemental resources for Mystery Science</p> <p>Purchase notebooks for grades 2-5 to implement science notebooks schoolwide.</p>	Title I students, Foster Youth, EL students, Dual Language Students, Low SES students	<p>1750 LCFF S/C Dual Language (2228) Books and Supplies</p> <p>1173 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>500 LCFF S/C Dual Language (2228) Books and Supplies</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 science proficiency goal have shown promising results. The focus on NGSS standards and teacher-created assessments has helped align instructional practices with desired outcomes. The baseline of 57% proficiency in the 2024 CAST scores indicates a solid starting point, and the increase in student engagement in science-related activities has contributed to a more positive learning environment. Continuous assessments and feedback have allowed for adjustments in teaching methods, further enhancing student understanding and performance.

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 changes will be made:

1. Goal Adjustment: The goal will be refined to set a more ambitious target of achieving at least 65% proficiency for 5th graders by the end of June 2025, in recognition of the progress made thus far.
2. Annual Outcomes: Expected outcomes will be updated to reflect additional metrics for tracking student performance on CFAs, emphasizing specific areas where students struggle to ensure targeted support in Science.
3. Metrics: The metrics will include more detailed analysis of student growth over time, allowing for better identification of trends and areas needing improvement.

Strategies/Activities: The SPSA will be revised to incorporate these changes, detailing new instructional strategies, resources, and professional development opportunities aimed at enhancing student performance in science. Adjustments will be documented in the SPSA to maintain transparency and alignment with our overall objectives.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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



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

Continue to increase the student attendance rate, continue to provide positive based interventions and services

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	Baseline suspensions rate 0.2%	Continue to implement restorative practices school wide to keep suspension rate low
Attendance Rate	Our attendance rate from 2023-24 was 96.14%	By end of June 2025, 97% attendance is the goal school wide

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 Character Strong Curriculum and SEL monthly topics Art inclusion tied to Dual Immersion goals but for all students at Manzanita	Title I students, Dual Language students, Foster Youth, EL students,	3100 LCFF S/C Site Innovation (3313) Books and Supplies 3138 LCFF S/C Site Innovation (3313) Books and Supplies 2718 Prop 28 (67700)

	SEL program followed monthly		
6.2	<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>	Title I students, Dual Language students, Foster Youth, EL students,	<p>2500 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>500 LCFF Attendance (03308)</p>
6.3	<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>	Title I Students At-Risk Discipline Students and Engagement	<p>1000 Title I - Site Allocation Books and Supplies</p>
6.4	Provide a college experience visit to all 3rd graders at Manzanita to enhance student engagement and attendance	Title I Students At-Risk Discipline Students and Engagement	<p>1200 LCFF S/C College Campus Visit (04423.0)</p>
6.5	Afterschool Programs provide enrichment and homework support to students in both ELEVO and Kids Korner	Title I Students At-Risk Discipline Students and Engagement	<p>2500 Site Allocation (26000.0)</p>
6.6	<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>	Title I Students, Dual Immersion Students, EL students, Foster Youth and low SES students	<p>500 Title I- Parent Involvement</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	<p>1000 LCFF S/C Dual Language (2228)</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 97% by the end of June 2025, with a renewed focus on enhancing the effectiveness of the attendance incentive program and expanding outreach efforts.
2. Annual Outcomes: Expected outcomes will include more detailed tracking of attendance data, specifically targeting subgroups that may need additional support to reach the overall goal.
3. Metrics: Additional metrics will be introduced to assess the impact of specific attendance strategies, such as the effectiveness of personal calls for interventions and the success of monthly classroom incentives.

Strategies/Activities: The SPSA will be updated to include these changes, detailing the ongoing and new initiatives aimed at maintaining low suspension rates and improving overall student attendance. Adjustments will be documented in the SPSA to ensure alignment with our objectives and transparency in our efforts.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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



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	\$25,121.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,441.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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	\$1,504.00
Title I - Site Allocation	\$21,613.00
Title I- Parent Involvement	\$2,004.00

Subtotal of additional federal funds included for this school: \$25,121.00

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: \$113,441.00

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	22,113.00	500.00
Title I- Parent Involvement	1,504.00	-500.00
Title I - Homeless	1,504.00	0.00
LCFF S/C Site Innovation (3313)	33,402.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,200.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C Dual Language (2228)	25,000.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	7,718.00	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	1,504.00
Title I - Site Allocation	21,613.00
Title I- Parent Involvement	2,004.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
Books and Supplies	57,942.00

Certificated Salaries	31,081.00
Classified Salaries	9,000.00
Services and other operating expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	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)	1,000.00
Books and Supplies	LCFF S/C Dual Language (2228)	9,500.00
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
	Prop 28 (67700)	7,718.00
	Site Allocation (26000.0)	2,500.00
Books and Supplies	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	14,613.00
Certificated Salaries	Title I - Site Allocation	7,000.00
	Title I- Parent Involvement	500.00
Books and Supplies	Title I- Parent Involvement	1,504.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,962.00
Goal 2	11,900.00
Goal 3	10,000.00
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
Administrative Positions			

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: Beth Mossman



Signature

10/16/2024

Date

School Site Council President: Amy Waltz



Signature

10/16/2024

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
Beth Mossman	Principal
Julio Padilla	Classroom Teacher
Cindy Villegas	Classroom Teacher
Yesenia Willison	Classroom Teacher
Esperanza Davi	Other School Staff
Blanca Rincon	Parent or Community Member
Amy Waltz	Parent or Community Member
Amy Woods	Parent or Community Member
Crystal Powell	Parent or Community Member
Lilian Vargas	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 *
Beth Mossman	X		
Lilian Vargas		X	X
Margarita Barojas		X	
Carolina Ruano		X	
Numbers of members of each category			

Recommendations and Assurances

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

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

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

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

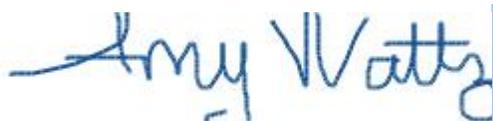
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: SSC Chair

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 December 16, 2023.

Attested:

	Principal, Beth Mossman on 12/16/2024
	SSC Chairperson, Amy Waltz on 12/16/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix B: Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	\$2,519,228.00	\$370,040.00	\$151,220.00	\$176,591.00	\$107,050.00
Carryover	\$177,868.24	\$138,215.80	\$116,876.54	\$36,074.80	
Indirect Costs	\$184,429.72	\$34,754.96	\$18,332.67	\$14,542.27	\$5,097.62
Admin Costs	\$167,365.44	\$31,539.27			\$8,865.42

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs						\$184,429.72	\$ 184,429.72
Admin Costs	\$ 41,732.00	\$ 54,918.00	\$ 33,807.00		\$ 19,225.00		\$ 149,482.00
Homeless				\$ 1,504.00			\$ 1,504.00
Parent and Family Engagement		\$ 748.00	\$ 256.00	\$ 500.00			\$ 1,504.00
Other Title I Activities	\$ 1,108,852.00		\$386,716.00	\$206,755.00	\$ 94,418.00		\$1,796,741.00

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/Conferences 5000s	Indirect Costs	Total
Education Services	\$ 101,303.00	\$ 4,319.00	\$ 24,677.00	\$ 4,000.00	\$ 250,100.00	\$ 34,754.96	\$ 419,153.96

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/Consultants 5000s	Indirect Costs	Total
Education Services	\$ 69,391.00	\$ -	\$ 25,953.00	\$ 10,000.00	\$ 35,520.00	\$ 18,332.67	\$ 159,196.67

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/Consultants 5000s	Indirect Costs	Total
Education Services				\$ -	\$ 197,648.00	\$ 14,542.27	\$ 212,188.27

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/Consultants 5000s	Indirect Costs	Total
Education Services						\$ 5,097.62	\$ 5,097.62

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	4949.49	<p>This page is provided by the Educational Services Department charging for services.</p> <p>The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, Single 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	\$16023.00	<p>The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.</p>
Title III	BASED ON NEED	<p>EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.</p>
Title IV	\$7300.00	<p>The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.</p>
Perkins V		<p>The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.</p>

Appendix C: Select State and Federal Programs

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

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

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