






22-23 data is highlighted:	
23-24 data is highlighted:	
24-25 data is highlighted:	
25-26 data is highlighted:	
26-27 data is highlighted:	

Baseline m 1	Baseline Yr	Actual Data	Target (yr 3)
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01: Provide high quality classroom instruction aligned to common core state standards, with academic intervention in place to eliminate barriers to academic success.

1.B.1: Maintain the % of students with CA State Standards aligned core curriculum above (BL Yr: 22-23)	100%	100%	100%
1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to (BL Yr: 22-23)	100%	100%	100%
4.A.1: Increase the % meeting standard on CAASPP ELA to (BL Yr: 22-23)	53.6%	48.9%	65%
4.A.2: Increase the % meeting standard on CAASPP Math to (BL Yr: 22-23)	40.8%	38.1%	50%
4.D: Increase the % of English Learner Progress (CA Dashboard, Status) to (BL Yr: 22-23)	51.8%	51.9%	55%
4.E: Increase the % of ELs reclassified (Reclassification Rate) to (BL Yr: 22-23)	4.6%	3.5%	15%
7.A: Maintain the % of students enrolled in required courses of study at (BL Yr: 23-24)	100%	100%	100%
7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS (per UDS average) above (BL Yr: 23-24)	5.0	2.3	5.0
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) above (BL Yr: 23-24)	3.2	4.3	3.0
8.A: Increase the % of students completing 2 formative local assessments to (BL Yr: 23-24)	83.7%	75.4%	100%

02: Create a safe, welcoming, and inclusive climate for all students and their families, where all students will achieve personal wellness through a supportive and engaging school environment that foster the whole child and

1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at (BL Yr: 22-23)	88.9%	88.6%	100%
2.A: Maintain the % implementation of CA State Standards for all students above (BL Yr: 23-24)	90.0%	87.3%	90%
2.B: Maintain the % implementation of SBE adopted ELD standards for all ELs above (BL Yr: 23-24)	93.3%	100%	90%

	Baseline m 1	Baseline Yr	Actual Data	Target (Yr 3)
22-23 data is highlighted:				
23-24 data is highlighted:				
24-25 data is highlighted:				
25-26 data is highlighted:				
26-27 data is highlighted:				
6.C.2: Maintain the % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) above (BL Yr: 23-24)		85.5%	88.1%	90%

03: Maintain high levels of parent, family and community engagement with the schools by meeting the needs of the community through the expansion to 7th and 8th grades as well as the Facilities Enlargement and

1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above (BL Yr: 23-24)		90.0%	-	90%
3.A.1: Increase the % on the <i>District Parent Survey</i> agreeing that district seeks parent input (Item 24) to (BL Yr: 23-24)		89.0%	78.9%	90.0%
3.A.2: Maintain the % of households responding to the <i>District Parent Survey</i> above (BL Yr: 23-24)		67%	55%	60%
3.B: Increase the # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) to (BL Yr: 23-24)		1.0	0.4	2.0
3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average) above (BL Yr: 23-24)		2.1	2.1	2.0
5.A: Increase the School attendance rate to (BL Yr: 23-24)		97.9%	96.1%	98%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to (BL Yr: 22-23)		13.8%	6.2%	10
5.C: Maintain the % on Middle school dropout rate at (BL Yr: 22-23)		N/D	0%	0%
6.A: Maintain the % on Suspension rate (CA Dashboard, Status) below (BL Yr: 22-23)		0.8%	1.0%	1.0%
6.B: Maintain the % on Expulsion rate at (BL Yr: 22-23)		0%	0%	0%
6.C.1: Maintain the # on the <i>District School Climate Survey</i> overall index School Climate Rating above (BL Yr: 23-24)		83.4	79.9	80
6.C.3: Increase the % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) to (BL Yr: 23-24)		74.5%	70.2%	80%

Goal 01: Provide high quality classroom instruction aligned to common core state standards, with academic intervention in place to eliminate barriers to academic success.

Actions

01.01: Student Achievement Data Monitoring:

Monitor student data to inform instructional practices by enacting a Data Team to review data quarterly.

01.02: ELD Instruction Time:

Staff all classrooms with appropriately assigned, and fully credentialed teachers during ELD and intervention time and in ELD and intervention classrooms.

01.03: ELD Professional Development:

Provide PD to staff on language acquisition programs including training on use of the adopted ELD program and assessments. This PD will be provided to teachers, instructional aides, teacher tutors, and language specialists.

01.04: Common Assessments for Instruction and Intervention:

Utilize common formative, benchmark assessments across the LEA to analyze student progress in order to inform instruction, monitor student progress, and to identify students needing further assessment or interventions.

01.05: Instructional and TIPS coaching:

Provide new and experienced teachers with high level coaching support on a weekly basis

01.06: Vertical Articulation:

Provide all teachers and instructional support staff with time, protocols, and resources for vertical articulation related to their content areas and standards, with increased emphasis on ELA alignments with writing skills.

01.07: Essential Enrichment Learning Programming:

The LEA will provide a variety of extended learning programs, including STEM, ARTS, and Outdoor Education to provide supplemental instruction and support to students and students with exceptional needs.

01.08: PLC Time:

Provide time during the school day for all teachers to meet 4 days / week for at least 40 minutes for PLCs to plan essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time. At least 50% of this time will focus on unduplicated students.

01.09: Extended Learning Opportunities - Instructional Assistants in kindergarten:

Place instructional aides in all full day TK and kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to EL, LI and FY students.

Goal 02: Create a safe, welcoming, and inclusive climate for all students and their families, where all students will achieve personal wellness through a supportive and engaging school environment that foster the whole child and creates health, happiness, and collaboration between our school and families.

Actions

02.01: Chronic Absenteeism response:

Analyze the causes and patterns of chronic absenteeism to establish consistent policy and practice; research and design strategies to reduce frequency; and communicate to families the importance of school attendance and its relationship to student success.

02.02: MTSS (Social Emotional):

Continue to modify and expand the MTSS tiered intervention system for all students in need of social emotional intervention. Social emotional supports supports will include: the DESSA screener, counseling and psychologist services increased physical education services. Newly arriving military dependents will receive extra attention.

02.03: Suspension analysis and intervention:

Continue to modify and expand the MTSS tiered intervention system for all students in need of behavioral intervention. This will include tier 1 in-class interventions, 2nd STEP and Soul Shoppe (anger management, bullying, and racial tolerance). Newly arriving military dependents will receive extra attention. The MTSS Behavioral Team will analyze suspension data and facilitate Tier 2 and Tier 3 interventions to students at-risk in order to reduce suspensions.

02.04: PD Plan:

Provide PD to all teachers and appropriate staff on some of the following topics: increasing academic rigor to meet grade level standards, data evaluation to provide equitable school-wide instruction, etc.

02.05: PE Teacher for PLC Time:

Provide a certificated PE teacher (TK-6) and in addition a classified PE instructional aide (TK-2). This PE program will have a social-emotional focus to target needs of at-risk students (English learners, foster, homeless, low-income). This time will also be used to provide grade levels with PLC time to analyze performance data from unduplicated students.

02.06: School-wide Behavioral Guidelines:

Re-establishment of school-wide behavioral guidelines with a focus on preventing physical violence, racial language, and dress codes. (Administration, teachers, counselor, psychologist)

02.07: Staff Wellness Program:

Design and establish a staff wellness program with incentives and rewards. (Administration, teachers, counselor, psychologist) .

Goal 03: Maintain high levels of parent, family and community engagement with the schools by meeting the needs of the community through the expansion to 7th and 8th grades as well as the Facilities Enlargement and Modernization Plan and through other avenues.

Actions

03.01: Parent Home/School Communication:

Provide regular newsletters and support the use of an effective website and social media to enhance communication with students, teachers, parents, the staff and the community. Communicate with parents regularly using Parent Square messages and group emails in addition to quarterly Zoom Parent Updates. All significant communications will be provided in English and Spanish.

03.02: Office Staff Training:

Provide all classified staff with high quality training on some of the following: maintaining high levels of community engagement, communicating with parents, completing work tasks with increased efficiency and confidence, MS Office, student information system, etc.

03.03: Parent outreach for EL, low income, military dependents:

Hold quarterly parent-teacher conference for all parents of students who are English language learners, and/or low income, and who are military dependents. All of the above families will be 1. invited to attend, 2. will be invited to take part in a yearly comprehensive survey, and 3. will be made aware of the MTSS program with information about how their child might qualify for support through this program. Translation services will be made available as needed.

03.04: Expansion to a Grade 7 and 8 instructional model:

Build the expansion to 7th and 8th grades by ensuring that the new school model: 1. does not detract from existing Manzanita needs and demands, 2. meets all state and federal, requirements for middle school, 3 creates a rigorous, highly engaging program that scholars, families, and staff are excited to engage with, and 4. operates with enhanced safety guidelines for all grades

03.05: Purple Star Application:

The superintendent, principal and VSFB liaison will research and successfully complete the Purple Star application process to become a school organization which better supports military families in a strategic way.
