



Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

**George McParland School**

39685936107429

**Manteca Unified School District**

39685930000000

School Site Vision

McParland School will teach all students grade level work successfully every day. We will strive to meet the academic, social, emotional and cultural needs of all students.

School Site Mission

McParland School will measure student achievement regularly, provide interventions as needed, and maintain regular communication with students and families.

**Purpose and Description**

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement

Asian American Students: Chronic Absenteeism and Suspension, Students with Disabilities: Academic Performance ELA and Math, Chronic Absenteeism and Suspension, Two or More Races: Chronic Absenteeism and Suspension

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

McParland School's mission is to teach all students grade level work successfully every day. Our plan is focused on three goals designed to address student performance.

Goal 1: McParland students will be provided with access to grade level standards by staff trained in Tier 1 Instructional strategies focused on student centered use of base and supplemental curriculum.

Goal 2: McParland students and staff feel safe in a school environment that promotes prosocial behavior and improves school connectedness amongst students, staff, and community.

Goal 3: McParland Junior High, EL, and At Promise students will be provided with appropriate Tier 1 Instruction and support to reach individual success and proficiency in grade level essential standards and behaviors.

In order to progress monitor our plan, we will have monthly meetings to share data and progress towards goals with our Instructional Leadership Team (ILT), School Site Council (SSC), and English Language Advisory Committee (ELAC). We will also give our needs assessment survey to staff, students, and parents in December and in April. We will use the stakeholder input from our meetings and surveys to elicit feedback and input.

### **Educational Partner Involvement**

How, when, and with whom did the 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**

The ELAC, the School Advisory Committee, student leadership and staff groups were presented with school Dashboard data and CASSPP data to analyze and provide input for goals and activities in the areas of Safety, Standards and Emerging students. Meeting dates were as follows: ELAC, 3/9/2023; Community Club/SSC, 3/8/2023; Student Leadership, 3/7/2023; Staff 3/8/2023. Additionally, groups will provide input at regularly scheduled ELAC, SSC, Student leadership and Staff meetings on an ongoing basis throughout the school year. The Instructional Leadership Team met again on 4/25/2023 to review and provide input. The ELAC Committee met on 4/28/2023 to review the school plan, provide input on the plan. Staff, student, and parent surveys given January 2023.

### **Resource Inequities**

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

There is an inequity with Asian American, Students with Disabilities, and Two or More Races to meet social and emotional needs, as well as, to build school connectedness among our students. Identified need is through Valley Community Counseling services, COST process, PBIS incentives, and IgKnight time. These are positive proactive approaches for improving social behavior and academic achievement. Our school

community have identified for experiential learning and learning opportunities that extend beyond the classroom walls to make learning more equitable.

### School Site Description

#### School Description and Mission Statement

George McParland Elementary School opened as a K-6 school with 458 students in late August of 1987. It opened as a complete portable school on the southeast corner of the campus while the permanent school was under construction. The staff and students moved into their new facility in August of 1988. In February of 2002, construction of an annex was completed, and TK-2 students are housed there. The Annex is located on London Avenue, 2 blocks from the Main Site.

George McParland School was named in honor of George McParland, a long-time educator and administrator in the Manteca/French Camp Area. Mr. McParland was a very special friend to the school prior to his passing away in April of 1993, he made many visits to classrooms and the library to tell stories and participate in special school activities.

George McParland School is striving for continuous improvement in all areas, and we are particularly proud of the positive and safe learning environment provided our students and the high academic standards and high level of achievement at our school. We pride ourselves on being a California Distinguished School and a school "Where Everyone Counts."

McParland School will teach all students grade level standards successfully every day. We will strive to meet the academic, social, emotional and cultural needs of all students. We will measure student achievement regularly, provide interventions as needed, and maintain regular communication with students and families. The motto "Where Everyone Counts" is truly embodied in all that is done at McParland School. All McParland staff consistently and diligently works to meet the needs of the school and community population. Office staff welcomes everyone who comes into our school. Custodial staff maintain safe facilities while at the same time taking the time to help individual students.

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	40.60	93.04	885.50	84.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.29	38.90	3.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.00	4.67	113.30	10.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	11.40	1.09	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.90	0.09	18854.30	6.86
<b>Total Teaching Positions</b>	43.70	100.00	1050.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.60	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
<b>Other</b>	1.3

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

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

Beginning with the 2018-2019 school year and continuing through the 2021-2022 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. In the winter of 2023, McParland did a needs assessment that focused on school culture and climate. Staff, students, and parents were surveyed and across all three groups the findings aligned with students feel safe and participate at school and are supported by staff, but an area of need was students do not feel they are comfortable to intervene when there is an issue. Also, social platforms are areas where students are not being safe, respectful and responsible. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs.

### Classroom Observations

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District-wide assessment and accountability systems monitor student academic performance and growth in learning. Over the previous school years, MUSD spent valuable time looking at and evaluating whether or not identified assessments were meaningful, measurable, and valid. With the onset of the pandemic in 2020, and the lack of state-mandated assessments, MUSD chose and implemented the NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide. The information gleaned from these on-going assessments was shared with parents at goal-setting conferences, and students, parents and teachers were able to discuss specific skills that each pupil was ready to learn, and his/her projected and actual growth toward state standards. Data were used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via ParentConnect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at teacher conferences. Throughout the year, the assessment of student achievement is a priority and requires continual support and monitoring of the collection, processing, analyses, and reporting of data. Students in grades 3-8 and in grade 11 take Smarter Balance Summative Assessments in English Language Arts (ELA) and Mathematics, except in the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California annually, except in Spring of 2020 due to COVID-19 school closures. Moving forward, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

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

The site leadership team team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2019-2020 school year, which improved from the previous year where there were 4 misassigned teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 2020-2021 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.



## Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of inclusive academic instruction in the 2021-2022 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction, formerly known as BTSA, will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most at risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Student outcomes, primary indicated by MAP growth assessment data, will determine the efficacy of the support.

In addition, the District provides three days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English Learners and Special Education students. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

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

Manteca Unified provides instructional assistance and ongoing support to all teachers of ELA/ELD, Mathematics, core classes, and intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Manteca Unified facilitates and supports structured collaboration meetings in order for all teachers of ELA/ELD and Mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss and utilize the results of the local assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school. The district and site provide release days during the school year for development and collaboration. Teachers meet in Professional Learning Communities by grade level or by department to refine instructional practice and work to improve student outcomes.

## Teaching and Learning

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Manteca Unified allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

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

Manteca Unified prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the standards-aligned, basic core ELA/ELD, strategic support, intensive intervention programs, standards-aligned mathematics basic core, strategic support, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. ELD, small-group instruction and Tier I interventions are a focus when developing a master schedule.

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

All textbooks are in adequate supply and fair to excellent condition. MUSD places great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials. Each pupil has a textbook and/or instructional materials to use in class and to take home. There are zero percent of pupils who lack their own assigned textbooks and/or instructional materials. Additional literature-based materials are used to enrich the state textbook matrix. All students, including those with special needs, have access to the core curriculum materials. MUSD provides students one to one access to a digital device.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. Intervention programs include Rosetta Stone, and ALEKS. These programs are to be implemented as designed in every classroom with materials for every student.

## **Opportunity and Equal Educational Access**

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

MUSD provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

The District provides two days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English learners and Special Education students. Staff Development in the Manteca Unified School District focuses on two goals: improvement in the educational program and in student achievement. Assessment data is analyzed and reviewed by the site leadership teams through designed processes. Common assessments for each grade level or course are administered, each of which aligns with the appropriate Common Core State Standards. These assessments may be statistically normed tests such as MAP, or district common finals.

After the assessments are given, data are collected and disaggregated for teachers to analyze. The data give teachers specific feedback on levels of achievement for the entire school population, individual classes, and individual students. These data are analyzed for trends, looking for areas of success and for areas for growth. Data drive district-wide change, both large and small, in the curricular program (which is also aligned with state student content standards) which then leads students to higher levels of achievement.

## **Parental Engagement**

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

The school-wide Title I site has a School Site Council (SSC), an English Learning Advisory Council (ELAC), which is comprised of both staff and parents. MUSD has district committees which include the District Parent Advisory Council and the District English Learner Advisory Committee. These committees at the site and district level provide parent input on students' instructional needs related to under-achieving students. There are also Parent-Teacher groups which support the sites.

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

MUSD established a District English Learner Advisory Committee (DELAC) and a District Parent Advisory Council (DPAC), consisting of parents and school representatives and involve them in the application for funding programs provided by the state or federal government including those that serve English Learners and Title 1 students.

The Consolidated Application (ConApp) would first be brought up to the DELAC committee members along with the DPAC members for review. Once approved, the Application for funding, which will be signed by the DELAC chairperson, lists the Categorical Program funding requests for the fiscal year. The ConApp will then be reviewed by Manteca Unified School District School Board during board meetings and be approved by the Board before making its way to the Superintendent to finalize it with a Certification of Assurance and Protected Prayer Certification. The Certification of Assurance verifies that MUSD will spend any federal funds received, legally and correctly. The Protected Prayer Certification is a certification of protected prayer within MUSD.

Both the DELAC and DPAC act as advisory councils in the development of the LCAP and make recommendations on activities and expenditures related to Local Control Accountability Funds.

## Funding

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

Categorical funds such as EIA-SCE funds and EIA-LEP funds have been replaced by the Local Control Funding Formula (LCFF) funds which are not considered categorical. LCFF funds are used to provide for the needs of all students in MUSD, including professional development related to underperforming students, tutorials, and intervention programs and materials.

MUSD uses LCFF supplemental/concentration funds as well as Title 1 funds district-wide to provide assistance for Homeless students, parent involvement activities, staff development, student achievement, teacher attraction and retention and for the Kindergarten Bridge program among many others.

Title III funds are used to provide support and resources related to English Learners. A District director and coordinator oversees EL trainings, resources, and strategies to improve ELD instruction. Trainings have focused on ELD instruction in coordination with the ELD/ELA standards and framework.

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.

Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

## Fiscal support (EPC)

All Manteca schools receive formula-based allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Manteca Unified general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, Mathematics, and the Site Strategic Plans (which contain all of the core elements of the School Plan for Student Achievement).

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1,161</b>	<b>38.8</b>	<b>10.3</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in George McParland 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	10.3
<b>Foster Youth</b>		
Homeless	14	1.2
Socioeconomically Disadvantaged	450	38.8
Students with Disabilities	111	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.3
American Indian	2	0.2
Asian	53	4.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	25	2.2
Hispanic	619	53.3
Two or More Races	40	3.4
Pacific Islander	8	0.7
White	399	34.4

**Conclusions based on this data:**

1. McParland's largest ethnic group is Hispanic.



# Grade Level Standards

**Grade Level:** K - 8

## District Goal

Every student works to achieve mastery of grade level standards in all subjects.

## Site Strategic Goal

McParland students will be provided with access to grade level standards by staff trained in Tier 1 Instructional strategies focused on student centered use of base and supplemental curriculum.

## Base Requirements

Every student is entitled to base instruction and services including materials and supplies.

## Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	115	118		0	118		0	118		0.0	100.0	
<b>Grade 4</b>	118	129		0	128		0	128		0.0	99.2	
<b>Grade 5</b>	129	128		0	127		0	127		0.0	99.2	
<b>Grade 6</b>	120	137		0	136		0	135		0.0	99.3	
<b>Grade 7</b>	108	114		0	111		0	111		0.0	97.4	
<b>Grade 8</b>	116	115		0	114		0	114		0.0	99.1	
<b>All Grades</b>	706	741		0	734		0	733		0.0	99.1	

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



Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2420.			24.58			22.88			22.03			30.51	
Grade 4		2436.			10.16			27.34			28.91			33.59	
Grade 5		2490.			17.32			31.50			19.69			31.50	
Grade 6		2524.			8.89			37.04			32.59			21.48	
Grade 7		2557.			10.81			45.95			27.03			16.22	
Grade 8		2570.			15.79			36.84			31.58			15.79	
All Grades	N/A	N/A	N/A		14.46			33.42			27.01			25.10	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.19			61.86			16.95	
Grade 4		9.38			71.88			18.75	
Grade 5		19.69			64.57			15.75	
Grade 6		11.85			61.48			26.67	
Grade 7		15.32			64.86			19.82	
Grade 8		13.16			62.28			24.56	
All Grades		15.01			64.53			20.46	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.10			51.69			32.20	
Grade 4		4.69			61.72			33.59	
Grade 5		18.90			55.12			25.98	
Grade 6		17.78			65.19			17.04	
Grade 7		27.93			58.56			13.51	
Grade 8		26.32			57.02			16.67	
All Grades		18.28			58.39			23.33	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.02			77.12			11.86	
Grade 4		4.69			81.25			14.06	
Grade 5		6.30			80.31			13.39	
Grade 6		14.07			73.33			12.59	
Grade 7		8.11			79.28			12.61	
Grade 8		14.04			73.68			12.28	
All Grades		9.69			77.49			12.82	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.95			65.25			17.80	
Grade 4		9.38			73.44			17.19	
Grade 5		14.17			62.20			23.62	
Grade 6		11.11			75.56			13.33	
Grade 7		15.32			71.17			13.51	
Grade 8		13.16			74.56			12.28	
All Grades		13.23			70.40			16.37	

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	115	118		0	118		0	118		0.0	100.0	
Grade 4	118	129		0	128		0	128		0.0	99.2	
Grade 5	129	128		0	127		0	127		0.0	99.2	
Grade 6	120	137		0	135		0	135		0.0	98.5	
Grade 7	108	114		0	111		0	111		0.0	97.4	
Grade 8	116	115		0	114		0	114		0.0	99.1	
All Grades	706	741		0	733		0	733		0.0	98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2417.			12.71			29.66			26.27			31.36	
Grade 4		2447.			10.94			21.88			37.50			29.69	
Grade 5		2474.			10.24			16.54			37.01			36.22	
Grade 6		2506.			13.33			20.74			31.11			34.81	
Grade 7		2514.			4.50			23.42			38.74			33.33	
Grade 8		2575.			26.32			19.30			28.07			26.32	
All Grades	N/A	N/A	N/A		12.96			21.83			33.15			32.06	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.19			47.46			31.36	
Grade 4		11.72			53.91			34.38	
Grade 5		13.39			44.88			41.73	
Grade 6		19.26			41.48			39.26	
Grade 7		7.21			61.26			31.53	
Grade 8		28.07			55.26			16.67	
All Grades		16.78			50.34			32.88	

### Problem Solving & Modeling/Data Analysis

Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.34			55.08			24.58	
Grade 4		9.38			56.25			34.38	
Grade 5		7.87			54.33			37.80	
Grade 6		9.63			56.30			34.07	
Grade 7		9.01			61.26			29.73	
Grade 8		25.44			55.26			19.30	
All Grades		13.37			56.34			30.29	

### Communicating Reasoning

Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.86			66.95			21.19	
Grade 4		17.19			56.25			26.56	
Grade 5		7.87			62.99			29.13	
Grade 6		9.63			67.41			22.96	
Grade 7		4.50			73.87			21.62	
Grade 8		21.05			60.53			18.42	
All Grades		12.01			64.53			23.47	

NWEA Fall 2022 to Spring 2023 Math Growth						NWEA Fall 2022 to Spring 2023 Math Growth					
Number of students making growth						Percentage of students making growth					
Site	No	No*	Yes	Yes*	% Students Met Growth	Site	No	No*	Yes	Yes*	% Students Met Growth
August Knodt Elementary	277	160	90	132	222	August Knodt Elementary	42.03%	24.28%	13.66%	20.03%	33.69%
Brock Elliott Elementary	276	152	111	165	276	Brock Elliott Elementary	39.20%	21.59%	15.77%	23.44%	39.20%
Calla High School	37	19	31	19	50	Calla High School	34.91%	17.92%	29.25%	17.92%	47.17%
East Union High School	420	230	354	282	636	East Union High School	32.66%	17.88%	27.53%	21.93%	49.46%
French Camp Elementary	190	120	92	119	211	French Camp Elementary	36.47%	23.03%	17.66%	22.84%	40.50%
George Komure Elementary	228	163	97	186	283	George Komure Elementary	33.83%	24.18%	14.39%	27.60%	41.99%
George McParland Elementary	251	202	296	304	600	George McParland Elementary	23.84%	19.18%	28.11%	28.87%	56.98%
Golden West Elementary	165	102	89	123	212	Golden West Elementary	34.45%	21.29%	18.58%	25.68%	44.26%
Great Valley Elementary	221	171	229	212	441	Great Valley Elementary	26.53%	20.53%	27.49%	25.45%	52.94%
Joseph Widmer Elementary	282	171	116	182	298	Joseph Widmer Elementary	37.55%	22.77%	15.45%	24.23%	39.68%
Joshua Cowell Elementary	212	143	144	138	282	Joshua Cowell Elementary	33.28%	22.45%	22.61%	21.66%	44.27%
Lathrop Elementary	239	166	200	188	388	Lathrop Elementary	30.14%	20.93%	25.22%	23.71%	48.93%
Lathrop High School	330	228	487	321	808	Lathrop High School	24.16%	16.69%	35.65%	23.50%	59.15%
Lincoln Elementary	184	115	123	145	268	Lincoln Elementary	32.45%	20.28%	21.69%	25.57%	47.27%
Manteca High School	493	256	389	295	684	Manteca High School	34.40%	17.86%	27.15%	20.59%	47.73%
Manteca Online Academy	81	39	30	38	68	Manteca Online Academy	43.09%	20.74%	15.96%	20.21%	36.17%
Mossdale Elementary	310	244	202	223	425	Mossdale Elementary	31.66%	24.92%	20.63%	22.78%	43.41%
Neil Hafley Elementary	221	152	139	168	307	Neil Hafley Elementary	32.50%	22.35%	20.44%	24.71%	45.15%
New Haven Elementary	123	84	78	121	199	New Haven Elementary	30.90%	20.69%	19.21%	29.80%	49.01%
New Vision Educational Center	30	11	23	12	35	New Vision Educational Center	39.47%	14.47%	30.26%	15.79%	46.05%
Nile Garden Elementary	190	202	288	301	589	Nile Garden Elementary	19.37%	20.59%	29.36%	30.68%	60.04%
Sequoia Elementary	254	151	161	183	344	Sequoia Elementary	33.91%	20.16%	21.50%	24.43%	45.93%
Shasta Elementary	232	144	173	172	345	Shasta Elementary	32.18%	19.97%	23.99%	23.86%	47.85%
Sierra High School	489	323	367	351	718	Sierra High School	31.96%	21.11%	23.99%	22.94%	46.93%
Stella Brockman Elementary	211	149	127	154	281	Stella Brockman Elementary	32.92%	23.24%	19.81%	24.02%	43.84%
Veritas Elementary	212	214	221	268	489	Veritas Elementary	23.17%	23.39%	24.15%	29.29%	53.44%
Walter Woodward Elementary	277	194	171	217	388	Walter Woodward Elementary	32.25%	22.58%	19.91%	25.26%	45.17%
Weston Ranch High School	432	209	252	213	465	Weston Ranch High School	39.06%	18.90%	22.78%	19.26%	42.04%
<b>Grand Total</b>	<b>6877</b>	<b>#####</b>	<b>#####</b>	<b>#####</b>	<b>10342</b>	<b>Grand Total</b>	<b>31.63%</b>	<b>20.81%</b>	<b>23.44%</b>	<b>24.12%</b>	<b>47.56%</b>

NWEA Fall 2022 to Spring 2023 Reading Growth						NWEA Fall 2022 to Spring 2023 Reading Growth					
Number of students making growth						Percentage of students making growth					
Site	No	No*	Yes	Yes*	# Students Met Growth	Site	No	No*	Yes	Yes*	% Students Met Growth
August Knodt Elementary	249	120	118	113	231	August Knodt Elementary	41.50%	20.00%	19.67%	18.83%	38.50%
Brock Elliott Elementary	214	134	145	142	287	Brock Elliott Elementary	33.70%	21.10%	22.83%	22.36%	45.20%
Calla High School	50	24	15	19	34	Calla High School	46.30%	22.22%	13.89%	17.59%	31.48%
East Union High School	460	240	297	275	572	East Union High School	36.16%	18.87%	23.35%	21.62%	44.97%
French Camp Elementary	183	86	103	100	203	French Camp Elementary	38.77%	18.22%	21.82%	21.19%	43.01%
George Komure Elementary	267	128	108	129	237	George Komure Elementary	42.25%	20.25%	17.09%	20.41%	37.50%
George McParland Elementary	290	210	290	249	539	George McParland Elementary	27.91%	20.21%	27.91%	23.97%	51.88%
Golden West Elementary	175	95	83	78	161	Golden West Elementary	40.60%	22.04%	19.26%	18.10%	37.35%
Great Valley Elementary	234	142	210	171	381	Great Valley Elementary	30.91%	18.76%	27.74%	22.59%	50.33%
Joseph Widmer Elementary	276	141	146	138	284	Joseph Widmer Elementary	39.37%	20.11%	20.83%	19.69%	40.51%
Joshua Cowell Elementary	189	123	132	123	255	Joshua Cowell Elementary	33.33%	21.69%	23.28%	21.69%	44.97%
Lathrop Elementary	246	129	202	153	355	Lathrop Elementary	33.70%	17.67%	27.67%	20.96%	48.63%
Lathrop High School	416	277	377	304	681	Lathrop High School	30.28%	20.16%	27.44%	22.13%	49.56%
Lincoln Elementary	178	81	124	123	247	Lincoln Elementary	35.18%	16.01%	24.51%	24.31%	48.81%
Manteca High School	623	245	270	264	534	Manteca High School	44.44%	17.48%	19.26%	18.83%	38.09%
Manteca Online Academy	63	35	50	31	81	Manteca Online Academy	35.20%	19.55%	27.93%	17.32%	45.25%
Mossdale Elementary	350	174	192	215	407	Mossdale Elementary	37.59%	18.69%	20.62%	23.09%	43.72%
Neil Hafley Elementary	211	124	144	148	292	Neil Hafley Elementary	33.65%	19.78%	22.97%	23.60%	46.57%
New Haven Elementary	117	84	99	93	192	New Haven Elementary	29.77%	21.37%	25.19%	23.66%	48.85%
New Vision Educational Center	23	13	26	16	42	New Vision Educational Center	29.49%	16.67%	33.33%	20.51%	53.85%
Nile Garden Elementary	234	195	236	247	483	Nile Garden Elementary	25.66%	21.38%	25.88%	27.08%	52.96%
Sequoia Elementary	302	116	149	139	288	Sequoia Elementary	42.78%	16.43%	21.10%	19.69%	40.79%
Shasta Elementary	310	130	120	143	263	Shasta Elementary	44.10%	18.49%	17.07%	20.34%	37.41%
Sierra High School	684	325	243	298	541	Sierra High School	44.13%	20.97%	15.68%	19.23%	34.90%
Stella Brockman Elementary	199	126	137	146	283	Stella Brockman Elementary	32.73%	20.72%	22.53%	24.01%	46.55%
Veritas Elementary	255	176	207	209	416	Veritas Elementary	30.11%	20.78%	24.44%	24.68%	49.11%
Walter Woodward Elementary	349	167	145	196	341	Walter Woodward Elementary	40.72%	19.49%	16.92%	22.87%	39.79%
Weston Ranch High School	536	192	182	199	381	Weston Ranch High School	48.33%	17.31%	16.41%	17.94%	34.36%
<b>Grand Total</b>	<b>7698</b>	<b>4040</b>	<b>4560</b>	<b>4479</b>	<b>9039</b>	<b>Grand Total</b>	<b>37.05%</b>	<b>19.44%</b>	<b>21.95%</b>	<b>21.56%</b>	<b>43.50%</b>



## Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023  
District: Manteca Unified School District

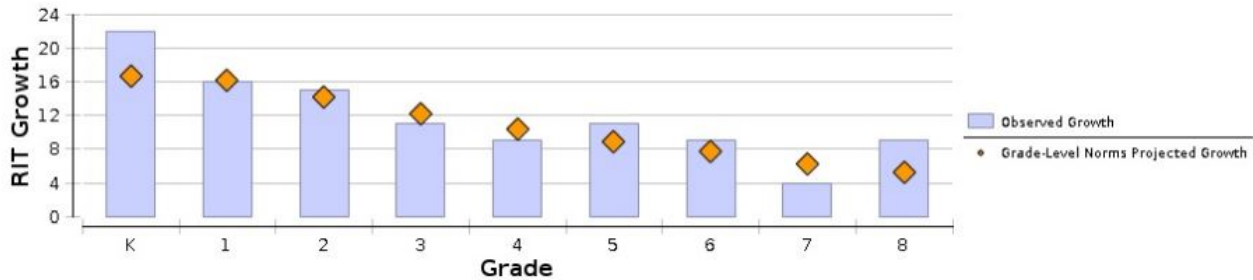
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2022 - Spring 2023  
Weeks of Instruction: Start - 3 (Fall 2022)  
End - 30 (Spring 2023)  
Grouping: None  
Small Group Display: No

### George McParland Elementary

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	95	142.7	10.0	76	164.6	11.1	95	22	1.3	16.6	2.47	99	95	69	73	80
1	103	156.3	11.5	30	172.5	12.6	32	16	0.8	16.2	0.00	50	103	54	52	49
2	126	169.5	13.0	20	184.6	12.3	26	15	0.6	14.2	0.41	66	126	72	57	53
3	120	182.2	13.1	17	193.3	14.8	14	11	0.7	12.2	-0.52	30	120	56	47	42
4	121	194.9	14.4	26	203.8	14.2	21	9	0.6	10.4	-0.80	21	121	49	40	39
5	130	204.1	13.0	26	215.4	13.1	37	11	0.6	8.9	1.07	86	130	88	68	60
6	132	211.8	12.3	37	221.0	15.4	44	9	0.6	7.8	0.67	75	132	81	61	63
7	120	216.9	14.3	36	220.6	15.7	27	4	0.7	6.2	-1.27	10	120	50	42	30
8	106	226.4	12.0	57	235.0	12.8	69	9	0.6	5.3	1.43	92	106	81	76	70

Math: Math K-12



**Explanatory Notes**

†† Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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# Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023  
District: Manteca Unified School District

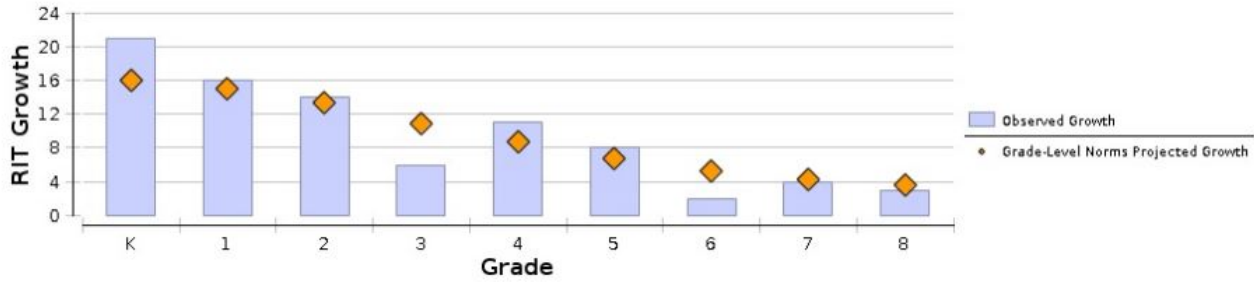
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2022 - Spring 2023  
Weeks of Instruction: Start - 3 (Fall 2022)  
End - 30 (Spring 2023)  
Grouping: None  
Small Group Display: No

## George McParland Elementary

Language Arts:  
Reading

Grade (Spring 2023)	Total Number of Growth Events <sup>‡</sup>	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	90	135.5	9.2	46	156.5	9.8	81	21	0.9	16.0	2.13	98	90	68	76	74
1	102	150.6	12.0	20	166.4	15.0	25	16	1.0	15.0	0.33	63	102	52	51	55
2	125	170.5	15.9	43	184.6	14.8	48	14	0.8	13.3	0.34	63	125	68	54	50
3	118	182.8	16.5	33	188.8	17.0	13	6	0.8	10.8	-2.36	1	118	34	29	26
4	118	190.6	18.4	22	202.0	15.2	36	11	1.0	8.7	1.37	91	118	75	64	63
5	128	201.1	15.7	34	209.3	12.6	42	8	0.8	6.8	0.73	77	128	72	56	53
6	129	209.2	14.0	46	211.5	15.2	30	2	0.7	5.3	-1.81	3	129	51	40	38
7	124	212.5	14.0	42	216.9	12.3	43	4	0.8	4.3	0.06	53	124	64	52	51
8	105	220.6	11.6	64	223.7	11.4	61	3	0.7	3.6	-0.24	41	105	55	52	52

### Language Arts: Reading



#### Explanatory Notes

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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# Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023  
District: Manteca Unified School District

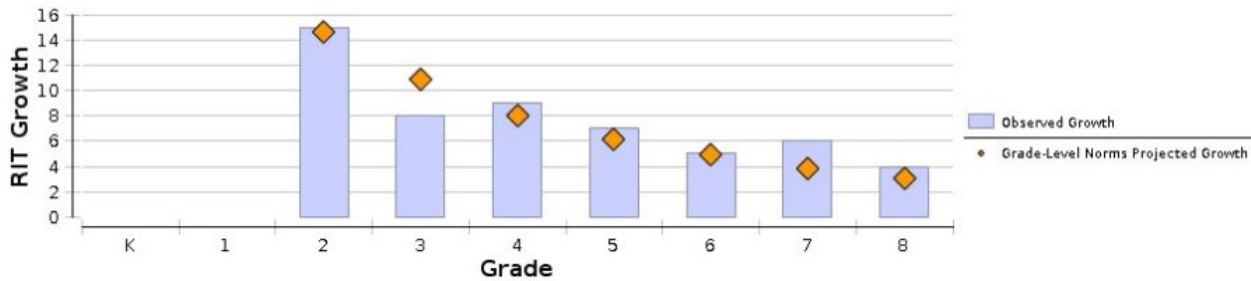
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2022 - Spring 2023  
Weeks of Instruction: Start - 3 (Fall 2022)  
End - 30 (Spring 2023)  
Grouping: None  
Small Group Display: No

## George McParland Elementary

Language Arts:  
Language Usage

Grade (Spring 2023)	Total Number of Growth Events <sup>‡</sup>	Comparison Periods						Growth		Growth Evaluated Against			Student Norms				
		Fall 2022			Spring 2023			Observed Growth	Observed Growth SE	Grade-Level Norms			Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile					
K	0	**			**			**				**					
1	0	**			**			**				**					
2	126	172.3	14.8	44	187.3	13.6	47	15	0.7	14.6	0.15	56	126	70	56	50	
3	118	184.3	15.7	33	191.8	16.8	17	8	0.7	10.9	-1.81	3	118	41	35	30	
4	121	194.1	16.4	34	202.8	14.7	38	9	0.7	8.1	0.39	65	121	69	57	51	
5	130	203.0	12.9	45	209.9	11.3	49	7	0.7	6.2	0.46	68	130	76	58	55	
6	130	208.2	14.3	44	213.0	13.2	43	5	0.7	4.9	-0.06	48	130	73	56	58	
7	115	212.5	12.9	50	218.1	12.2	61	6	0.7	3.9	1.33	91	115	77	67	65	
8	103	219.7	10.5	74	223.2	10.9	75	4	0.6	3.1	0.32	62	103	70	68	60	

Language Arts: Language Usage



**Explanatory Notes**

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Generated by: Melanie Smith  
5/8/23, 9:27:53 AM

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### Data Analysis

Data was reviewed by the School Site Council on January 30th, February 16th, and April 28th, 2023. The data was also reviewed with the Instructional Leadership Team (ILT) on January 31st, February 21st, March 28th, and April 25th, 2023. Lastly, the data was shared with stakeholders at the LCAP Meetings held on March 7th, March 8th, and March 9th, 2023. Our district is focused on growth learning targets as measured by the NWEA MAP assessments. These assessments provide our site the data needed to write the strategic plan and monitor student progress.

In Reading, the table above illustrates that students in grades Kindergarten, 1st, 2nd, 4th, 5th, and 7th met or exceeded their grade level projected growth targets, and in grade 8 nearly met their projected growth targets. While students in 3rd and 6th did not meet their grade level projected growth targets. Schoolwide 51.88% of the students assessed in MAP Reading met their grade level projected growth targets.

In Math, the table above illustrates that students in grades Kindergarten, 2nd, 5th, 6th, and 8th met or exceeded their grade level projected growth targets, and in grade 1 had nearly met with a difference of 2 tenths of a percent. While students in grades 3rd, 4th, and 7th did not meet their grade level projected growth targets. Schoolwide 56.98% of the students assessed in MAP Math met their grade level projected growth targets.

In both Reading and Math, almost half of the students at McParland did not meet their targets. This shows that there is a need to continue improving our Tier 1 instructional practices, as well as, Tier 2 instruction to meet the needs of our

learners. McParland's pursuit will be on ensuring learners are gaining at least one year of academic growth in one year's time.

**Student Need 1:**

Improve Math MAP scores by developing and implementing higher level questioning strategies and analysis in grades 4-8 and strengthening foundational skills in number sense in grades K-3.

**Implementation Plan**

- Administration, Instructional Specialist, and District TOSAs will work with grade level teams to continue a collective eagerness to engage in the continuous cycle of transformation and improvement to our goal of at least one year of academic growth in one year's time. Everyone's focus will be on Math Essential Standards, common formative and summative assessments, and few substantially impactful Tier 1 and Tier 2 practices.
- Ighnight time school wide for support/expansion lessons during the school day. Students will be grouped based on their needs and may move across grade levels depending on need.
- Grade levels that need to move students more than 10% of growth projections will have the opportunity for professional development with District TOSAs, Instructional Specialist, County Coaches to support teachers with questioning, analysis, and number sense strategies.
- Special Education teachers will work with District TOSAs to support Tier 1 and Tier 2 curriculum use and instruction to best support our ATSI students with foundational skills and higher-level thinking strategies.
- ILT, SpEd Teachers, and administration will review common assessments for our students in Special Education monthly and set the focus for the following month based on data analysis.
- Teachers will continue to use MAP data and the Learning Continuum report to inform instruction and supports.
- Teachers will have time within the school day for peer observation, modeling of lessons, planning, and training.
- Support staff will receive training in effective math strategies when working with small groups.
- Administration will monitor and measure progress by performing Learning Walks in which data will be collected and shared with the grade levels and ILT members to determine effectiveness of strategies and supports and next steps.

**SMART Goal**

By the end of the 2023-2024 school year, the percentage of students who meet or exceed their growth projections will increase a minimum of 10% in Math as measured by the NWEA Math MAP assessment.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Fall to Spring NWEA Math Growth Assessment (Kindergarten)	73% of students that who met their growth projections on the spring 2023 NWEA Math assessment	83% of kindergarten students will meet or exceed the spring growth projections for the NWEA Math assessment
Fall to Spring NWEA Math Growth Assessment (First Grade)	52% of students that who met their growth projections on the spring 2023 NWEA Math assessment	67% of first grade students will meet or exceed the spring growth projections for the NWEA Math assessment
Fall to Spring NWEA Math Growth Assessment (Second Grade)	57% of students that who met their growth projections on the spring 2023 NWEA Math assessment	67% of second grade students will meet or exceed the spring growth



		projections for the NWEA Math assessment
Fall to Spring NWEA Math Growth Assessment (Third Grade)	47% of students that who met their growth projections on the spring 2023 NWEA Math assessment	67% of third grade students will meet or exceed the spring growth projections for the NWEA Math assessment
Fall to Spring NWEA Math Growth Assessment (Fourth Grade)	40% of students that who met their growth projections on the spring 2023 NWEA Math assessment	67% of fourth grade students will meet or exceed the spring growth projections for the NWEA Math assessment
Fall to Spring NWEA Math Growth Assessment (Fifth Grade)	68% of students that who met their growth projections on the spring 2023 NWEA Math assessment	78% of fifth grade students will meet or exceed the spring growth projections for the NWEA Math assessment
Fall to Spring NWEA Math Growth Assessment (Sixth Grade)	61% of students that who met their growth projections on the spring 2023 NWEA Math assessment	72% of sixth grade students will meet or exceed the spring growth projections for the NWEA Math assessment
Fall to Spring NWEA Math Growth Assessment (Seventh Grade)	42% of students that who met their growth projections on the spring 2023 NWEA Math assessment	67% of seventh grade students will meet or exceed the spring growth projections for the NWEA Math assessment
Fall to Spring NWEA Math Growth Assessment (Eighth Grade)	76% of students that who met their growth projections on the spring 2023 NWEA Math assessment	86% of eighth grade students will meet or exceed the spring growth projections for the NWEA Math assessment
Fall to Spring NWEA Math Growth Assessment	56.98% of the students met their growth projections on the spring 2023 NWEA Math assessment	67% of students will meet or exceed the spring growth projections for the NWEA Math assessment

**Targeted Resources Applied**

Action	Resources	Money/Budget
Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies, and copying to provide learning.	Title I Part A: Allocation	1,500
Certificated and Classified staff will have access to professional development opportunities (coaching, modeling, observations, training, time sheeting, substitutes)	Title I Part A: Allocation	1,500
Certificated staff will receive staff development/attend conferences for professional learning.	Other	2,000
Substitute teachers will be provided for staff pullout days for collaboration and staff development.	Title I Part A: Allocation	3,000

Educational excursions will support student engagement and understanding the real-world application of learning.	LCFF- Supplemental	2,000
Certificated and Classified staff will be time sheeted for tutorials and enrichment activities outside of the school day.	LCFF- Supplemental	5,000
Instructional Leadership Team planning days for data review and analysis with coaches.	LCFF- Supplemental	500

### Progress Monitoring

October

January

April

Data

### Data Analysis

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In both Reading and Math, almost half of the students at McParland did not meet their targets. This shows that there is a need to continue improving our Tier 1 instructional practices, as well as, Tier 2 instruction to meet the needs of our learners. McParland's pursuit will be on ensuring learners are gaining at least one year of academic growth in one year's time.

### Student Need 2:

Improve ELA MAP scores by developing foundational skills in K-3 and reading and analysis of informational text across content in grades 4-8 using Tier 1 instructional strategies.

### Implementation Plan

- Administration, Instructional Specialist, and District TOSAs will work with grade level teams to continue a collective eagerness to engage in the continuous cycle of transformation and improvement to our goal of at least one year of academic growth in one year's time. Everyone's focus will be on Language Arts Essential Standards, common formative and summative assessments, and few substantially impactful Tier 1 and Tier 2 practices.
- Iqknight time school wide for support/expansion lessons during the school day. Students will be grouped based on their needs and may move across grade levels depending on need.
- Grade levels that need to move students more than 10% of growth projections will have the opportunity for professional development with District TOSAs, Instructional Specialist, County Coaches to support teachers with questioning, analysis, and number sense strategies.
- Kinder through third grade and Special Education teachers will be trained in Foundations.
- Special Education teachers will work with District TOSAs to support Tier 1 and Tier 2 curriculum use and instruction to best support our ATSI students with foundational skills and higher-level thinking strategies.
- ILT, SpEd Teachers, and administration will review common assessments for our students in Special Education monthly and set the focus for the following month based on data analysis.
- Teachers will continue to use MAP data and the Learning Continuum report to inform instruction and supports.
- Teachers will have time within the school day for peer observation, modeling of lessons, planning, and training.
- Support staff will receive training in effective reading and writing strategies when working with small groups.
- Administration will monitor and measure progress by performing Learning Walks in which data will be collected and shared with the grade levels and ILT members to determine effectiveness of strategies and supports and next steps.

### SMART Goal

By the end of the 2023-2024 school year, the percentage of students who meet or exceed their growth projections will increase a minimum of 10% in Reading as measured by the NWEA Reading MAP assessment.

Metric/Indicator	Baseline	Expected Outcome
Fall to Spring NWEA Reading Growth Assessment (Kindergarten)	76% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	86% of kindergarten students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (First)	51% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of first grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Second)	54% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	64% of second grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.

Fall to Spring NWEA Reading Growth Assessment (Third)	29% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of third grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Fourth)	64% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	74% of fourth grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Fifth)	56% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	66% of fifth grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Sixth)	40% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of sixth grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Seventh)	52% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of seventh grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Eighth)	52% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of eighth grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Overall)	51.88% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of all students will meet or exceed the spring growth projections for the NWEA Reading assessment.

#### Targeted Resources Applied

Action	Resources	Money/Budget
Staff may be time sheeted to plan, prepare and present engagement nights with an ELA focus.	Title I Part A: Allocation	500
Materials purchased for engagement activities.	Title I Part A: Allocation	1000
Incentives/certificates, etc. may be purchased for curriculum contests.	LCFF- Supplemental	1000
Certificated and Classified staff will have access to professional development opportunities (coaching, modeling, observations, training, time sheeting, substitutes)	Title I Part A: Allocation	1,500
Substitute teachers will be provided for staff pullout days for collaboration and staff development.	Title I Part A: Allocation	1,000
Supplemental Curriculum	LCFF- Supplemental	15,000

Educational excursions will support student engagement and understanding the real-world application of learning.	LCFF- Supplemental	2,500
Instructional Leadership Team planning days for data review and analysis with coaches.	LCFF- Supplemental	1,500

### Progress Monitoring

October

January

April

Data

### Data Analysis

Based on staff needs survey, there is a need to develop writing strategies and align rubrics and essential writing standard expectations across grade spans to support the base writing curriculum. There is a strong correlation between reading and understanding of material read through the application of writing. We will use our MAP Reading scores to see if the vertical articulation and commitment in grade levels supports an increase in our MAP Reading scores.

### Student Need 3:

Improve ELA MAP scores by creating a strategic linear progression of writing with consistent language and expectations at each grade level.

### Implementation Plan

- Administration, Instructional Specialist, and District TOSA will work with McParland writing bridge team to continue building a writing progression, consistent language, commitments to grade level focus areas based on The Writing Revolution, and effective strategies to develop articulate writers, and common formative assessments so our writing team can strategize appropriately.
- Iqknight time school wide for support/expansion lessons during the school day. Students will be grouped based on their needs and may move across grade levels depending on need.
- Special Education teachers will work with District TOSAs to support Tier 1 and Tier 2 curriculum use and instruction to best support our ATSI students with foundational skills and higher-level thinking strategies.
- ILT, SpEd Teachers, and administration will review common assessments for our students in Special Education monthly and set the focus for the following month based on data analysis.
- Teachers will continue to use MAP data and the Learning Continuum report to inform instruction and supports.
- Teachers will have time within the school day for peer observation, modeling of lessons, planning, and training.
- Support staff will receive training in effective reading and writing strategies when working with small groups.

- Administration will monitor and measure progress by performing Learning Walks in which data will be collected and shared with the grade levels and ILT members to determine effectiveness of strategies and supports and next steps.

### SMART Goal

By the end of the 2023-2024 school year, the percentage of students who meet or exceed their growth projections will increase a minimum of 10% in Reading as measured by the NWEA Reading MAP assessment.

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Fall to Spring NWEA Reading Growth Assessment (First)	51% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of first grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Second)	54% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	64% of second grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Third)	29% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of third grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Fourth)	64% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	74% of fourth grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
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Fall to Spring NWEA Reading Growth Assessment (Seventh)	52% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of seventh grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.
Fall to Spring NWEA Reading Growth Assessment (Eighth)	52% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of eighth grade students will meet or exceed the spring growth projections for the NWEA Reading assessment.

Fall to Spring NWEA Reading Growth Assessment (All)	51.88% of students that who met their growth projections on the spring 2023 NWEA Reading assessment.	62% of all students will meet or exceed the spring growth projections for the NWEA Reading assessment.
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**Targeted Resources Applied**

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Certificated staff will have access to professional development opportunities (training, time sheeting, substitutes).	Title I Part A: Allocation	2,000
Materials may be purchased for trainings and meetings.	LCFF- Supplemental	1,000
Supplemental curriculum resources (licensed programs, etc.)	LCFF- Supplemental	3,000
Instructional Leadership Team and Writing Bridge Team (meetings, planning, modeling, materials, time sheeting, substitutes).	Title I Part A: Allocation	2,000
Certificated staff will have access to professional development opportunities	District Funded	3,000

**Progress Monitoring**

**October**

**January**

**April**



**District Goal**

Every student feels safe in the school environment inclusive of design, security and climate.

**Site Goal**

McParland students and staff feels safe in a school environment that promotes prosocial behavior and improves school connectedness amongst students, staff, and community.

**Base Requirements**

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students.

**Climate**

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

<b>Subject</b>	<b>School 2018-19</b>	<b>School 2020-21</b>	<b>District 2018-19</b>	<b>District 2020-21</b>	<b>State 2018-19</b>	<b>State 2020-21</b>
<b>Suspensions</b>	2.42	0.34	5.22	0.91	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.23	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

<b>Subject</b>	<b>School 2019-20</b>	<b>District 2019-20</b>	<b>State 2019-20</b>
<b>Suspensions</b>	1.73	4.19	2.45
<b>Expulsions</b>	0.00	0.14	0.05

**2020-21 Chronic Absenteeism by Student Group**



<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	1183	1164	139	11.9
<b>Female</b>	584	574	58	10.1
<b>Male</b>	598	589	80	13.6
<b>American Indian or Alaska Native</b>	2	2	1	50.0
<b>Asian</b>	56	54	0	0.0
<b>Black or African American</b>	16	16	3	18.8
<b>Filipino</b>	18	18	2	11.1
<b>Hispanic or Latino</b>	640	630	91	14.4
<b>Native Hawaiian or Pacific Islander</b>	9	9	1	11.1
<b>Two or More Races</b>	41	40	3	7.5
<b>White</b>	401	395	38	9.6
<b>English Learners</b>	125	121	19	15.7
<b>Foster Youth</b>	6	6	3	50.0
<b>Homeless</b>	55	52	17	32.7
<b>Socioeconomically Disadvantaged</b>	678	664	109	16.4
<b>Students Receiving Migrant Education</b>	0	0	0	0.0
<b>Students with Disabilities</b>	131	128	30	23.4

Count of Incident	
Incident	Grand Total
Assault/Battery	6
Bullying/Cyberbullying	1
Bus Referral	1
Cheating/Dishonest	4
Damage School/Personal Property	3
Dangerous Object	2
Defiance	39
Disruptive	63
Electronic Device	4
Fighting/Attack w/o Weapon	19
Inappropriate Behavior/Object	69
Possess/Use Drugs	1
Profanity	2
Pushing/Shoving	12
Sexual Harassment	2
Unsafe Behavior	25
Vape Pen: Nicotine	2
<b>Grand Total</b>	<b>255</b>

Penalty	Incident	00	01	02	03	04	05	06	07	08	Grand Total
⊖ Alternative Placement	Assault/Battery	1							1		2
	Fighting/Attack w/o Weapon						1		1	1	3
	Inappropriate Behavior/Object								2		2
	Pushing/Shoving						2				2
	Unsafe Behavior	1									1
Alternative Placement Total		2					3		4	1	10
⊖ BASE Lesson	Inappropriate Behavior/Object							1	12		13
BASE Lesson Total								1	12		13
⊖ Conference, Law Enforcement	Assault/Battery									1	1
Conference, Law Enforcement Total										1	1
⊖ Conference, Parent	Defiance								1	1	2
	Disruptive				1						1
	Fighting/Attack w/o Weapon				3						3
	Inappropriate Behavior/Object	1	1	1	4	2		1	1		11
	Pushing/Shoving		1								1
	Unsafe Behavior	7	1		2	1					11
Conference, Parent Total		8	3	1	10	3		1	2	1	29
⊖ Conference, Student	Defiance				1					3	4
	Disruptive							4	3		7
	Electronic Device									1	1
	Inappropriate Behavior/Object	1			4					1	6
	Profanity	1									1
	Unsafe Behavior	1									1
Conference, Student Total		3			5				4	8	20
⊖ COST	Damage School/Personal Property								1		1
COST Total									1		1
⊖ Detention	Cheating/Dishonest									4	4
	Damage School/Personal Property								1	1	2
	Dangerous Object				1			1			2
	Defiance			1				13	4	14	32
	Disruptive							13	15	15	43
	Electronic Device									1	1
	Fighting/Attack w/o Weapon						2	1			3
	Inappropriate Behavior/Object				2	2	3	13	9	5	34
	Pushing/Shoving		1						2	1	4
	Unsafe Behavior									1	1
Detention Total			1	1	3	2	5	43	30	42	127

Loss of Privileges	Defiance			1					1		
	Disruptive			1			1	1	3		
	Electronic Device						1	1	2		
	Inappropriate Behavior/Object			7			1	1	1	10	
	Pushing/Shoving				2				2		
	Sexual Harassment		1						1		
	Unsafe Behavior	1							1		
Loss of Privileges Total		1	1	9	2		1	3	3	20	
Loss of Recess	Defiance	1								1	
	Disruptive			3			5			8	
	Inappropriate Behavior/Object	1		3		1	1			6	
	Profanity			1						1	
	Pushing/Shoving	2	2	1						5	
	Unsafe Behavior	1	2	3						6	
Loss of Recess Total		5	4	11		1	6			27	
Refer to Counselor	Assault/Battery					1				1	
	Damage School/Personal Property						1			1	
	Sexual Harassment	1								1	
Refer to Counselor Total		1				1	1			3	
Suspension	Assault/Battery					1	2	4	1	8	
	Bullying/Cyberbullying					1				1	
	Disruptive							1		1	
	Fighting/Attack w/o Weapon					2	12	2		16	
	Inappropriate Behavior/Object							1		1	
	Possess/Use Drugs							2		2	
	Vape Pen: Nicotine							3		3	
Suspension Total						4	2	23	3	32	
Warning	Bus Referral	1								1	
	Disruptive			1						1	
	Inappropriate Behavior/Object	1		3						4	
	Pushing/Shoving	2	1	3						6	
	Unsafe Behavior	4	1	1						6	
Warning Total		8	2	7	1					18	
Grand Total		28	11	9	39	7	14	55	79	59	301

### Data Analysis

There is a need for a school wide behavior intervention support. There has not been one that has been consistently used that focused on essential behaviors taught, expected behavior outcomes, and a strategic grade level plan to support students needs with these essential behaviors. During the 2021-2022 school year, there was a PBIS Tier 1 team comprised of administration, certificated, and classified staff that began work with Stanislaus County Office of Education and McParland's Instructional Leadership Team. We have continued to develop our PBIS Tier 1 team in the 2022-2023 school year. Both teams reviewed COST reports, Q discipline and attendance reports, and surveys to gather a baseline of essential behaviors and common definitions of expectations. At the LCAP meetings held in March of 2023, all stakeholder groups identified a need for well-rounded and community engagement opportunities.

#### Student Need 1:

Increase student use of prosocial behavior and improve overall student connectedness, school pride, and community involvement.

### Implementation Plan

- Continue PBIS tier 1 team training staff during site meetings and McP Academies.

- PBIS team meet monthly to review data, look at trends, plan future professional development using curriculum and lessons created to meet the needs of our students.
- PBIS team plan parent information night.
- Train staff on PBIS program to include lessons taught for essential skills, incentive program, and supports for students.
- Use classified staff during structured play activities along with teachers and student leads.
- Grade levels look at implement pieces Sanford Harmony and other supplemental resources to support teaching Tier 1 essential behaviors at their grade level.
- Under the administrators' supervision and guidance use classified staff to work in small groups focused on social skill building among peers, restorative practices, and conflict resolution.
- Training for School Site Assistants monthly with behavior intervention strategies.
- Behavior intervention strategy trainings for classified staff.
- Create opportunities for family engagement nights with a focus in essential standards and behaviors.
- Weekly COST meetings to review data, strategies, and supports for students, including but not limited to our TSSP students.
- Time sheeting our Point of Contact for TSSP to support families and student needs.
- Use IgKnight Time and our support staff to give additional strategies and time to learn essential behaviors.
- Biweekly monitoring of our ATSI students and discipline data to make sure they are continuing to utilize essential behaviors learned and strategies taught through Tier 1 and Tier 2 instruction.

### SMART Goal

Reduce discipline incidents by 20% from 255 total incidents that occurred from August 2022-May 2023. McParland will have no more than 205 total incidents from August 2023-May 2024. The PBIS team will meet and review monthly behavior reports from Q and report out to the grade level teams at our monthly site meetings. Grade levels will use this information to inform Tier 1 instruction on essential behaviors.

Metric/Indicator	Baseline	Expected Outcome
Q Discipline Data by incidents	August 2022- May 2023 255 Total Incidents	August 2023- May 2024 <205 Total Incidents

### Resources to Support

Action	Resources	Money/Budget
Incentives and awards will be purchased to increase student and staff connectedness	Other	4,000
PBIS (skills groups)	Title I Part A: Allocation	2,000
PBIS team will have access to materials, trainings, monthly meetings, pull out days and time sheeting	LCFF- Supplemental	2,000
Administrative and certificated staff members will have access to purchase materials and supplies for school activities, events and trainings.	Other	3,000

Administrative and office team members will have access to purchase food, beverages, and paper products for school activities, events, and trainings.	Other	4,000
An administrative designee will be provided to ensure safety when the site administrators are unable to be present on campus.	LCFF- Supplemental	700
Essential Behaviors Parent Engagement Nights	Title I Part A: Allocation	2,186
Artists in Schools	LCFF- Supplemental	8,900
Classified support at parent engagement activities (time sheeting)	LCFF- Supplemental	700
Field trips, assemblies to support student engagement and achievement	LCFF- Supplemental	1,000
Community Engagement/School Events materials and supplies	Other	40,000
Administration will provide training on school discipline and attendance procedures.	Title I Part A: Allocation	1,500

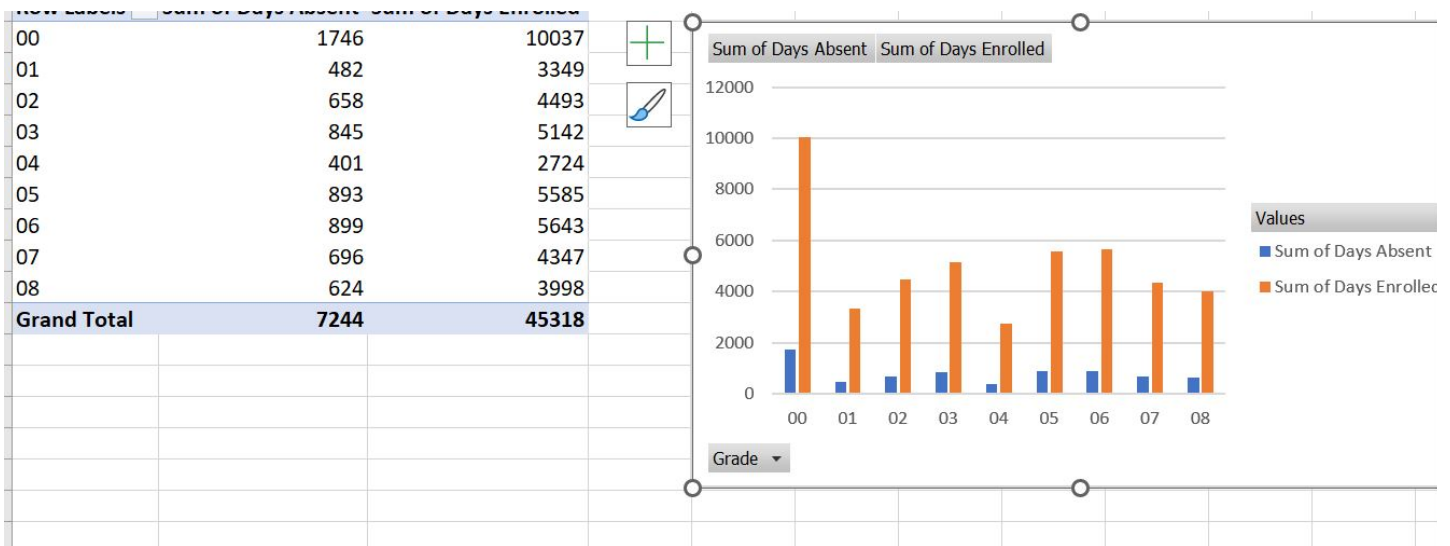
**Progress Monitoring**

**September**

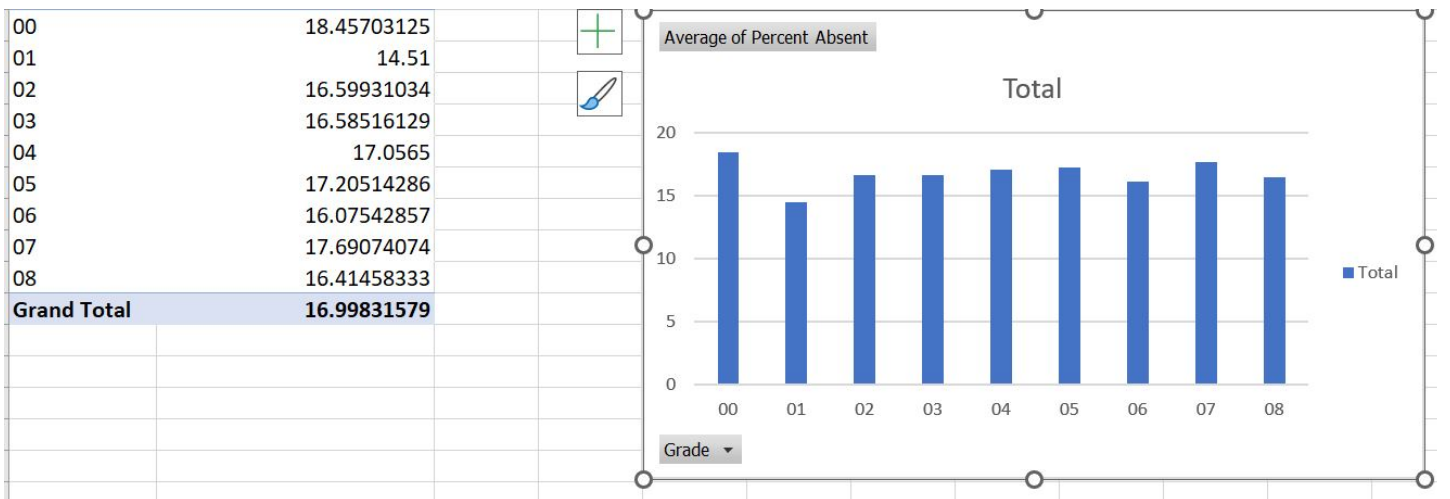
**December**

**March**

**Data**



### Climate



### Data Analysis

The data shows that there is room to improve attendance in all grades. The overall average percent of absences for students that are already identified as chronically absent is 7 percentage points over what qualifies a student as being chronically absent. McParland's kindergarten is even above our overall average with 18.46% average.

### Student Need 2:

Reduce chronic absenteeism from 30% to 10% by end of 2023-2024 school year.

### Implementation Plan

- Grade levels will regularly review their chronically absent student list that was given by the previous year's teachers. They will check for students that have not met standards and the areas they have not met.
- At each MAP assessment, grade levels will review the growth report to see if students are progressing towards standards.
- PBIS team and administration will create messaging for staff, students, and families regarding attendance.
- Attendance clerk will attend BTS Night.
- Attendance clerk, TSSP POC, administration, and teachers will look at the reasons students are absent and make contact with students and families early.

- Develop interventions/incentives.

**SMART Goal**

Reduce chronic absenteeism from 30% to 10% by end of 2023-24 school year. McParland will review monthly attendance report and MAP growth report. We will work to reduce chronic absenteeism each trimester by 8%.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Q Chronic Absenteeism Report	Sum of Absences for Aug 2022-May 2023(Kinder): 1746	Reduce Sum of Absences by 20% (Kinder): 1,396
	Sum of Absences Aug 2022-May 2023(First): 482	Reduce Sum of Absences by 20% (First): 385
	Sum of Absences Aug 2022-May 2023(Second): 658	Reduce Sum of Absences by 20% (Second): 526
	Sum of Absences Aug 2022-May 2023(Third): 845	Reduce Sum of Absences by 20% (Third): 676
	Sum of Absences Aug 2022-May 2023(Fourth): 401	Reduce Sum of Absences by 20% (Fourth): 320
	Sum of Absences Aug 2022-May 2023(Fifth): 893	Reduce Sum of Absences by 20% (Fifth): 714
	Sum of Absences Aug 2022-May 2023(Sixth): 899	Reduce Sum of Absences by 20% (Sixth): 719
	Sum of Absences Aug 2022-May 2023(Seventh): 696	Reduce Sum of Absences by 20% (Sixth): 556
	Sum of Absences Aug 2022-May 2023(Eighth): 624	Reduce Sum of Absences by 20% (Seventh): 499
	Sum of Absences Aug 2022-May 2023(All): 7,244	Reduce Sum of Absences by 20% (All): 5,795

**Resources to Support**

Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning	Title I Part A: Allocation	1,000
Classified staff will have access to professional development, trainings, and materials	LCFF- Supplemental	1,000
Administration and office staff will have access to purchase supplies for school activities and events, including refreshments, paper products, and food	LCFF- Supplemental	1,000
Student incentives for behavior modification and improvement	LCFF- Supplemental	2,000



Time sheeting for trainings held outside of the school day	LCFF- Supplemental	2,000
Certificated and/or classified staff time sheeted for meetings, phone calls, data analysis, and paperwork related to the COST team and TSSP	LCFF- Supplemental	2,000
Time sheeting for staff to provide childcare during parent nights, meetings, and workshops	LCFF- Supplemental	700
Time sheeting for staff to provide translation during parent engagement nights	LCFF- Supplemental	300

**Progress Monitoring**

**September**

**December**

**March**

**Data**



**SCHOOL SITE** George McParland Annex **DATE:** 4/6/2023

**INSPECTION COMPLETED BY:** Elbert Bartlett

AREA ASSESSED	RANKING	COMMENTS/ CONCERNS
1.Has routine maintenance been performed on HVAC units? i.e., filters, belts, grease points, cleaned coils, etc.	1	The filters were changed out and the coils were cleaned during the March Break.
2.Has roof and gutters been maintained? i.e., leaf's, balls, and other debris removed from roof and or gutter, etc.	1	The roof and gutters have been cleaned out over the March Break.
3.Is exterior of buildings in good repair? i.e., dirt and debris removed from exterior and play areas, paint is in good condition, etc.	1	The exterior of the buildings over by room 6, the paper towel dispenser was empty (Pic).
4.Has play structures/ areas been inspected via weekly PM? (view site log of inspections for verification)	1	PM work orders are turned in regularly for the weekly playground structures.
5.Is Custodial areas in good order? i.e., chemicals and supplies are organized, areas are clear of any clutter, equipment has been maintained, etc.	2	The custodian storage room needs to be cleaned up and organized better (Pics). The custodian closet by the Library was clean. I highly recommend changing out your string mop heads every month (Pic). However, start to make the transition to using the flat mop system and getting better custodian carts.
6.Are restrooms in good repair? i.e., all dispensers working properly, ceilings and walls are clean, no graffiti, no rings in toilets, etc.	1	I checked the restrooms and they all where very clean. Good job!
7.Are the interior areas in good repair? i.e., walls are clean, counter tops clean, sinks clean, floor has no runners, window seals clean, etc.	2	The interiors of rooms 6, 2, 1, 21, 12, 14 where all looking good. Room 3 counter-top looks to be expanding and may need attention (Pic). Put in a work order to see if this can be repaired.
8.Custodial routes maps are well defined and clear to read? (sites copy matches our copy, and plenty of extra maps are readily available in case of an emergency)	1	Please email me any new updates per routes as well as maps. Thank you!
9.Are the parking areas and fence lines clean/ clear of trash and striping is clearly identifiable?	1	The parking lot areas and fence lines where clean of debris. This summer please paint the curbs and any areas that need it. Good job!

### Climate



**SCHOOL SITE** George McParland **DATE:** 4/6/2023

**INSPECTION COMPLETED BY:** Elbert Bartlett

AREA ASSESSED	RANKING	COMMENTS/ CONCERNS
1.Has routine maintenance been performed on HVAC units? i.e., filters, belts, grease points, cleaned coils, etc.	1	The filters were changed out and the coils were cleaned during the March Break.
2.Has roof and gutters been maintained? i.e., leaf's, balls, and other debris removed from roof and or gutter, etc.	1	The roof and gutters have been cleaned out over the March Break.
3.Is exterior of buildings in good repair? i.e., dirt and debris removed from exterior and play areas, paint is in good condition, etc.	2	The exterior of the buildings is showing signs that it needs to be painted. The play areas are still nicely painted and all playground areas looked great. However, I highly recommend to paint the outside backstops (Pic). Outside sink needs to be cleaned and polished daily (Pic).
4.Has play structures/ areas been inspected via weekly PM? (view site log of inspections for verification)	1	PM work orders are turned in regularly for the weekly playground structures.
5.Is Custodial areas in good order? i.e., chemicals and supplies are organized, areas are clear of any clutter, equipment has been maintained, etc.	2	The custodian closet at the 20 Wing needs to be organized and cleaned up a bit. The custodian carts needs to be setup to go with supplies and organized better. I recommend that all custodians replace their carts with new ones. Start moving away from string mops and into the flat mop system for better results. The 10 Wing C.C. needs labels for the bottles.
6.Are restrooms in good repair? i.e., all dispensers working properly, ceilings and walls are clean, no graffiti, no rings in toilets, etc.	2	I checked the restrooms at the MPR and they are very clean. Although the stainless steel dispensers need to be polished daily (Pic). The Boys Jr. High Wing toilet paper dispenser door needs replacing (Pic).
7.Are the interior areas in good repair? i.e., walls are clean, counter tops clean, sinks clean, floor has no runners, window seals clean, etc.	2	The MPR and many of the other rooms looked to be in good order and I only found a few things that needs to be addressed. In Rm.5 the counter-top laminate needs to be replaced (Pic). In Rm.4 the counter-top laminate needs to be replaced as well.
8.Custodial routes maps are well defined and clear to read? (sites copy matches our copy, and plenty of extra maps are readily available in case of an emergency)	1	Please email me any new updates per routes as well as maps. Thank you!
9.Are the parking areas and fence lines clean/ clear of trash and striping is clearly identifiable?	1	The parking lot areas and fence lines were clean of debris. Good job!

### Data Analysis

Due to many factors (ie: COVID19, regular wear and tear), it is essential to maintain safety protocols based on CDPH guidelines. Along with these protocols, McParland must maintain operating procedures and supplies to support the safety of students and staff. There is also a need to provide base operational supplies to maintain the safety of students and staff at McParland.

### Student Need 3:

All McParland students and staff will have access to clean and safe facilities.

### Implementation Plan

- Office, custodial, safety, and faculty advisory teams will provide input on basic operational supplies needed to maintain a clean, safe, learning environment.
- Custodial staff will monitor usage and provide replacement on all safety supplies in rooms and common places.
- Monthly meetings with custodial staff to review operational supplies used and needed, routes and procedures, and areas of concern.
- Safety surveys of staff to see the operational needs within the class and on campus.
- Safety team will meet 6 times within the school year to review data, discuss needs, and implement procedures.

**SMART Goal**

By end of 2023-2024 school year, our annual inspection report of our site will indicate that all areas included in the report exceed expectations.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Inspection Report	Annex: 2/9 Areas Met Expectations and 7/9 Exceeded Expectations Main Site: 4/9 Areas Met Expectations and 5/9 Exceeded Expectations	Annex: 9/9 Areas Exceeded Expectations Main Site: 9/9 Areas Exceeded Expectations

**Resources to Support**

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Replacement of old furniture and shelving and upgrades to materials used for campus beautification.	Other	3,500
Signage and murals	Other	18,000
Faculty Advisory and Site Safety Team meetings, planning, materials, and time sheeting	LCFF- Supplemental	1,000
Trainings for classified staff	Title I Part A: Allocation	2,000
Library Furniture Refresh	Other	13,000

**Progress Monitoring**

**September**

**December**

**March**

## Data



### District Goal

Every student is supported within a multi-tiered system to realize their individual success.

### Site Strategic Goal

Junior High, EL, and At Promise students will be provided with appropriate Tier 1 Instruction and support to reach individual success and proficiency in grade level essential standards and behaviors.

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	103	120	100	9.2%	10.3%	8.6%
Fluent English Proficient (FEP)	114	116	125	10.1%	10.0%	10.8%
Reclassified Fluent English Proficient (RFEP)	13			12.6%		



Grade 6

Term: Spring 2022-2023  
 District: Manteca Unified School District  
 School: George McParland Elementary

Norms Reference Data: 2020 Norms.  
 Weeks of Instruction: 30 (Spring 2023)  
 Grouping: None  
 Small Group Display: No

#### Language Arts: Reading

Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	134
Mean RIT Score	211.1
Standard Deviation	15.4
District Grade-Level Mean RIT	210.6
Students At or Above District Grade-Level Mean RIT	78
Grade-Level Mean RIT	215.2
Students At or Above Grade-Level Mean RIT	58

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010	36	27%	25	19%	32	24%	25	19%	16	12%	210-211-212	15.4
<b>Instructional Area RIT Range</b>												
Literary Text	36	27%	34	25%	28	21%	22	16%	14	10%	208-210-211	16.3
Informational Text	36	27%	28	21%	27	20%	29	22%	14	10%	209-211-212	16.3
Vocabulary	28	21%	29	22%	32	24%	25	19%	20	15%	211-213-214	16.2

Language Arts: Reading

Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	129
Mean RIT Score	216.8
Standard Deviation	12.3
District Grade-Level Mean RIT	213.3
Students At or Above District Grade-Level Mean RIT	81
Grade-Level Mean RIT	218.2
Students At or Above Grade-Level Mean RIT	65

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010	18	14%	32	25%	36	28%	32	25%	11	9%	216-217-218	12.3
Instructional Area RIT Range												
Literary Text	23	18%	34	26%	33	26%	24	19%	15	12%	215-216-217	13.5
Informational Text	25	19%	31	24%	34	26%	26	20%	13	10%	214-216-217	14.2
Vocabulary	16	12%	24	19%	42	33%	36	28%	11	9%	218-219-220	12.5

Language Arts: Reading

Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	108
Mean RIT Score	224
Standard Deviation	11.6
District Grade-Level Mean RIT	217.3
Students At or Above District Grade-Level Mean RIT	81
Grade-Level Mean RIT	221.5
Students At or Above Grade-Level Mean RIT	71

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010	9	8%	18	17%	25	23%	43	40%	13	12%	223-224-225	11.6
Instructional Area RIT Range												
Literary Text	10	9%	16	15%	33	31%	37	34%	12	11%	222-223-225	12.7
Informational Text	10	9%	18	17%	30	28%	25	23%	25	23%	224-225-226	13.7
Vocabulary	9	8%	19	18%	34	31%	31	29%	15	14%	223-224-225	12.1

Student Need 1:

Improve connectiveness and engagement to ensure access and proficiency in grade level ELA standards for junior high students.

Implementation Plan

- Teachers will create electives that are expansions on essential standards and student-centered activities based.
- Students will be given a forms survey at the beginning of each trimester to choose the elective they would like to attend. Best efforts will be taken to make sure students get their first choice.
- IgKnight Time will be used to focus on the needs of junior high students. Students will attend the class that best supports their needs. Teachers will regularly review common assessments aligned to the essential standard or behavior.

Once proficient, teachers will look for another need that will support the success of student. Grouping will be fluid and based on the needs of the students.

- Teachers will meet with parents twice a year for goal setting conferences. Students will work with the teachers prior to these conferences to review their current MAP scores, class grades, behaviors to create their goals for conferences.
- Use staff and community to provide opportunities outside of the school day for learning and expansion activities with essential standards and essential behaviors.
- Site will work with district personnel to improve electives and give opportunities for elective days for 6th-8th grade students.
- Junior High Teachers will commit to teach 2-3 common strategies used across contents and electives that support improved study skills.

### SMART Goal

By end of 2023-2024 school year, our 6th-8th grade students will reduce the percent of students in the red and orange bands in the NWEA Reading Instructional Area of Informational Text by 10% and increase the percent of students in the green and blue bands for the NWEA Reading Instructional Area of Informational Text by 10%.

Metric/Indicator	Baseline	Expected Outcome
NWEA Student Growth Bands in Informational Text	6th Grade Spring 2023 for Informational Text Red and Orange Bands: 48% Green and Blue Bands: 32%	6th Grade Spring 2023 for Informational Text Red and Orange Bands: 38% Green and Blue Bands: 42%
	7th Grade Spring 2023 for Informational Text Red and Orange Bands: 43% Green and Blue Bands: 30%	7th Grade Spring 2023 for Informational Text Red and Orange Bands: 33% Green and Blue Bands: 40%
	8th Grade Spring 2023 for Informational Text Red and Orange Bands: 26% Green and Blue Bands: 56%	8th Grade Spring 2023 for Informational Text Red and Orange Bands: 16% Green and Blue Bands: 66%

### Targeted Resources Applied

Action	Resources	Money/Budget
Supplemental instructional materials, time sheeting, and planning time	Title I Part A: Allocation	2,000
Instructional supplies for teachers and students	LCFF- Supplemental	1,000



Instructional Leadership Team (meetings, planning, materials, and time sheeting)	Title I Part A: Allocation	500
Hold meetings for targeted students to plan supports and monitor progress in order to best meet their needs.	LCFF- Supplemental	500
Purchase incentives for at promise students	LCFF- Supplemental	2,000
Certificated and Classified staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning and expansion activities	LCFF- Supplemental	4,583

### Progress Monitoring

November

February

May

### Data

NWEA Fall 2022 to Spring 2023 Reading Growth EL Students					NWEA Fall 2022 to Spring 2023 Math Growth EL Students				
Current Site Name	Total EL	Total EL eligible	# EL Met Growth	% EL Met Growth	Current Site Name	Total EL	Total EL eligible	# EL Met Growth	% EL Met Growth
August Knodt Elementary	179	136	45	33%	August Knodt Elementary	179	135	35	26%
Brock Elliott Elementary	161	110	44	40%	Brock Elliott Elementary	161	114	38	33%
Calla High School	41	35	12	34%	Calla High School	41	35	16	46%
East Union High School	242	196	99	51%	East Union High School	242	201	86	43%
French Camp Elementary	324	240	81	34%	French Camp Elementary	328	245	90	37%
George Komure Elementary	175	144	49	34%	George Komure Elementary	175	145	62	43%
George McParland Elementary	111	86	49	57%	George McParland Elementary	111	86	51	59%
Golden West Elementary	176	131	49	37%	Golden West Elementary	176	135	66	49%
Great Valley Elementary	304	256	122	48%	Great Valley Elementary	304	255	131	51%
Joseph Widmer Elementary	213	165	66	40%	Joseph Widmer Elementary	213	170	61	36%
Joshua Cowell Elementary	152	118	48	41%	Joshua Cowell Elementary	152	119	35	29%
Lathrop Elementary	318	255	125	49%	Lathrop Elementary	318	257	128	50%
Lathrop High School	197	169	82	49%	Lathrop High School	197	168	88	52%
Lincoln Elementary	205	149	68	46%	Lincoln Elementary	205	150	68	45%
Manitaca High School	290	222	95	43%	Manitaca High School	290	219	86	39%
Manitaca Online Academy	26	17	6	35%	Manitaca Online Academy	26	17	4	24%
Mossdale Elementary	209	156	68	44%	Mossdale Elementary	207	156	60	38%
MUSD County	19	16	7	44%	MUSD County	19	16	8	50%
Neil Hafley Elementary	164	129	54	42%	Neil Hafley Elementary	164	130	65	50%
New Haven Elementary	92	72	31	43%	New Haven Elementary	92	72	38	53%
New Vision Educational Center	33	26	14	54%	New Vision Educational Center	33	26	8	31%
Nile Garden Elementary	323	236	135	57%	Nile Garden Elementary	323	236	139	59%
Sequoia Elementary	288	235	89	38%	Sequoia Elementary	288	250	107	43%
Shasta Elementary	250	207	65	31%	Shasta Elementary	250	207	88	43%
Sierra High School	191	155	56	36%	Sierra High School	191	153	73	48%
Stella Brockman Elementary	205	151	75	50%	Stella Brockman Elementary	205	150	60	40%
Veritas Elementary	233	150	64	43%	Veritas Elementary	233	150	65	43%
Walter Woodward Elementary	146	121	44	36%	Walter Woodward Elementary	146	122	57	47%
Weston Ranch High School	237	194	77	40%	Weston Ranch High School	237	193	76	39%
<b>Grand Total</b>	<b>5504</b>	<b>4277</b>	<b>1819</b>	<b>43%</b>	<b>Grand Total</b>	<b>5506</b>	<b>4312</b>	<b>1889</b>	<b>44%</b>

### Student Need 2:

Improve MAP overall academic performance in Reading and Math for English Learners by integrating ELD strategies and develop vocabulary across content areas.

### Implementation Plan

- Students will take the NWEA MAP test in Math and ELA in all grades in the fall, winter, and spring.
- Work with District TOSA to teach GLAD strategies to our certificated and classified staff.
- Grade levels commit to ELD strategy focus per month. They use common formative assessments to assess the effectiveness of strategy focus.
- Working with Instructional Specialist, ILT, bilingual paraprofessionals and district coaches will develop and implement lessons used in Designated ELD, Integrated ELD, and small group instruction.
- Provide pullouts for grade level PLCs to train on embedded EL supplemental supports and resources in base curriculum.
- Provide opportunities for bilingual paras to receive training in strategies to support student learning.
- Pullouts for grade level PLCs to work with bilingual paras to create small group instruction to support Tier 1 instruction.
- Meet monthly with bilingual paras to review schedules and supports given to EL students.
- Train and model use of ELD components in all content areas.
- Work with ELAC group to develop opportunities for parents to learn curriculum platforms, support services, and other platforms that provide support student learning.

**SMART Goal**

McParland's English Learner (EL) students will make a 10% growth from Fall 2023 to Spring 2024 in the NWEA Reading and Math assessments.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
NWEA Reading Growth for EL Students	NWEA Fall 2022 to Spring 2023 Reading Growth for EL Students 49/86 Met Growth 57% Met Growth	NWEA Fall 2023 to Spring 2024 Reading Growth for EL Students 67% Met Growth
NWEA Math Growth for EL Students	NWEA Fall 2022 to Spring 2023 Math Growth for EL Students 51/86 Met Growth 59% Met Growth	NWEA Fall 2023 to Spring 2024 Math Growth for EL Students 69% Met Growth

**Targeted Resources Applied**

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Certificated staff will have access to technology to support emerging students access grade level standards	LCFF- Supplemental	1,000
Instructional supplies for teachers and students	LCFF- Supplemental	1,500
Certificated staff will have access to professional development, planning meetings, prep time, instructional time, coaching, observations, and modeling.	LCFF- Supplemental	2,000

Instructional Leadership Team (meetings, planning, materials, time sheeting, substitutes)	LCFF- Supplemental	500
Time sheeting for trainings held outside of the school day	LCFF- Supplemental	1,500
Certificated staff will have access to professional development, planning meetings, prep time, instructional time, coaching, observations, and modeling.	District Funded	1,000
Classified staff will be time sheeted for translations.	LCFF- Supplemental	350

**Progress Monitoring**

**November**

**February**

**May**

## Budget Summary

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	25,186	0.00
	86,677	86,677.00
LCFF- Supplemental	69,733	0.00

### Expenditures by Funding Source

Funding Source	Amount
District Funded	4,000.00
LCFF- Supplemental	69,733.00
Other	87,500.00
Title I Part A: Allocation	25,186.00

## Stakeholder Input

### Date

3/7/2023, 3/8/2023, 3/9/2023

### Groups

Staff, Parents, Students, Instructional Leadership Team, ELAC, SSC

### Outcome

#### Stakeholder Involvement

- On March 7th, 8th, and 10th, stakeholders provided input through the Local Control Accountability Planning (LCAP) meetings. These stakeholders included certificated and classified staff, Instructional Leadership Team, leadership students, parents, ELAC, SSC, and Community Club. During the meeting, stakeholders reviewed the current District LCAP and site Strategic Plan needs, actions, and data. The data that was reviewed was MAPs reading and math data, student discipline and student attendance and engagement data. Through these meetings, valuable input was gathered to meet the needs of McParland students. The areas that received the highest need cumulative score were in Action/Services 1.2 (supplemental personnel, curriculum, services and supplies), 1.4 (professional learning), 2.5 (Well-rounded opportunities and PBIS), and 3.6 (community engagement).

## School Site Council Membership

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

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

Name of Members	Role
Melanie Smith	Principal
Stacy Sullivan	Classroom Teacher
Sherissa Moross	Classroom Teacher
Jennifer Sprick	Classroom Teacher
Angelica Jacoby	Other School Staff
Sterrie McLeod	Parent or Community Member
Kate Allen	Parent or Community Member
Shannon Patton	Parent or Community Member
Lizbeth Castellanos	Other School Staff

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.

## 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

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 4/28/2023.

Attested:



Principal, Melanie Smith on 4/28/2023



SSC Chairperson, Sterrie McLeod on 4/28/2023







Manteca Unified School District  
 2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Site Name: <b>McParland</b>	Function: <b>2700 School Administration</b>	LCAP A/S
Location: <b>270</b>	Goal: <b>0000</b>	1.1
Administrator: <b>M. Smith</b>	Mgmt: <b>0000</b>	

**Elementary School Site Base - Resource 0000**  
**ADMINISTRATION**

Target <small>Standards (ST), Safety (S), and/or Emerging Students (ES)</small>	Description of Need	Estimated Annual Cost									
		1107 <small>Certificated Hourly/Extra</small>	2407 <small>Classified Hourly/Extra</small>	4310 <small>Materials &amp; Supplies</small>	4400 <small>Non-Cap Equipment</small>	5100 <small>Subagreement for Services</small>	5220 <small>Travel, Conf &amp; Training</small>	5300 <small>Dues &amp; Memberships</small>	5600 <small>Rents, Leases, &amp; Repairs</small>	5800 <small>Other Services &amp; Oper Exp</small>	6400 <small>Equipment new/replace</small>
ST/ES	Amazon Supplies			2,500							
ST/ES	Office Depot: Admin Supplies			5,500							
S	Copy Charges (Ricoh Lease, Copy Clicks)			7,000							
S	PrintShop			3,500							
S	Postage									300	
S	First Aid Supplies			500							
ST/ES	Promotion			2,500							
ST/S/ES	Trimester Awards			2,000							
ST/S/ES	Be.Tech/Food 4 Less for Meetings/PD			4,000							
<b>TOTAL</b>		-	-	27,500	-	-	-	-	-	300	-
<b>GRAND TOTAL</b>										<b>27,800</b>	





Site Name: **McParland** Function: **1000 Instructional**  
 Location: **270** Goal: **1110**  
 Administrator: **M. Smith** Mgmt: **0000** (unless listed below)

**Elementary School Site Supplemental - Resource 0709**  
**LCAP**

LCAP A/S	Description of Need	Mgmt	Estimated Annual Cost											
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace		
1.2,2.5,3.5	Time sheeting for Tutorials &		3,000	2,460	5,000									
2.5	Incentives and Awards				6,000									
2.5	Educational Excursions												5,000	
1.2	Materials for Trainings and Meetings				2,500									
3.4	Books for Classroom Library				3,000									
1.2	Staff time sheeting for COST		1,000	1,000										
2.5	PBIS		3,000	2,000										
2.5	Artists-in-Schools												8,900	
1.6	Supplemental Furniture				2,500									
1.2	Instructional supplies				3,800									
1.2	Coaching, Observations, Modeling		3,000											
1.2	Time sheeting for trainings		2,000											
1.2	Fundations				11,673									
1.5	STEM		1,000		2,200									
3.1	English Learners			700										
														Allocation
	<b>TOTAL</b>	-	<b>13,000</b>	<b>6,160</b>	<b>36,673</b>	-	-	-	-	-	-	-	<b>13,900</b>	-
													<b>GRAND TOTAL</b>	<b>69,733</b>

Site Name: <b>McParland</b>	Function:
Location: <b>270</b>	Goal:
Administrator: <b>M. Smith</b>	Mgmt:

**Supplemental-Local-Other RSXXXX**

LCAP A/S	Description of Need	Mgm t	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
S	Storage Shelving				2,000							
S/ST/ES	Marquee					18,000						
S	Permanent Outdoor Garbage Bins				3,500							
S/ST/ES	Furniture Refresh Upgrades (ie: power supplies)					5,000						
ST/ES	Library Refresh Furniture					13,000						
S	Replacement of office furniture (Annex & Main Site)				10,000							
ST/S/ES	Folding Chairs (school events & PD)				40,000							
ST/ES	Admin Training/PD Materials				3,000							
ST/S/ES	Trimester Awards				2,000							
ST/S/ES	PBIS Signage/Murals				5,000							
ST/S/ES	Travel Conferences							2,500				
ST/S/ES	Be.Tech/Food 4 Less for Meetings/PD				4,000							
<b>TOTAL</b>		-	-	-	<b>69,500</b>	<b>36,000</b>	-	<b>2,500</b>	-	-	-	-
<b>GRAND TOTAL</b>										<b>108,000</b>		