

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 Y. Komure School**

39685936120505

**Manteca Unified School District**

39685930000000

School Site Vision

Every student is supported to achieve grade level standards and individual goals within a safe and positive community.

School Site Mission

Through informed actions and decisions, Komure teachers will collaborate using meaningful, measurable, and aligned data for all students to achieve mastery of grade level standards based on their individual goals in a safe and supportive environment.

### **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

All Students - Chronic Absenteeism Rate, Mathematics

English Learners - Chronic Absenteeism Rate, Mathematics

Socioeconomically Disadvantaged - Chronic Absenteeism Rate, Suspension Rate, Mathematics

Students with Disabilities - Chronic Absenteeism Rate, Suspension Rate, English Language Arts, Mathematics

African American - Chronic Absenteeism Rate, Suspension Rate, English Language Arts, Mathematics

Hispanic - Chronic Absenteeism Rate, Mathematics

White - Chronic Absenteeism Rate, Suspension Rate

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.

George Komure Elementary's plan for student success aligns with the Manteca Unified School District's goals for student growth and success. Komure's plan includes measurable goals which are designed to address student safety, support students in acquiring grade level standards, and support our emerging students as they strive to obtain their individual goals. Through PBIS we work as a community to create a positive school climate where students feel safe and parents are an integral part in promoting a positive school culture. We recognize that we must address the needs of our emerging students and their families, particularly our English Language Learners, and Socioeconomically Disadvantaged Students, as these represent the majority of our population. All students have access to core curriculum to meet grade level standards in the content areas through base and supplemental services.

### **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**

Teacher Staff Meeting: August 2, 2022 (We had a review, input and discussion on our Strategic Plan.)

School Site Council Meeting Dates: August 31, 2022 & scheduled for the school year. (We had a review, input and discussion of the Strategic Plan. Updates, revisions and approval of the plan occurred on 10/5/2022.)

Our last School Site Council Meeting was held on April 25, 2023.

ELAC Parent Meeting: Our 1st meeting has held on August 21, 2022 with future dates scheduled for 11/9/2022, 11/16//22, & 3/1/2023 and 5/3/2023. Staff and parents actively participated in looking at the data and providing input on how to best support our students with the tools, resources, and support available.

## Resource Inequities

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

Komure School is confronted with resource inequities that affect various aspects of student support and academic progress. The school recognizes the need for enhanced assistance to properly cater to the social, emotional, and academic needs of homeless, foster, and socio-economically disadvantaged students. Stakeholders have identified a crucial requirement for additional tutorials and interventions at all grade levels to facilitate individual student growth and mastery of grade-level standards. Students experiencing crises or trauma demand extra counseling time and teacher/staff training to effectively address their social-emotional well-being.

Socioeconomic status, English Learner rate, and below standard marks on state testing serve as indicators of inequities that necessitate supplementary support. Komure School is committed to establishing a safe learning environment for students facing these challenges. Moreover, the school acknowledges the disproportionate impact of the COVID-19 pandemic, particularly on students with disabilities.

Teachers at Komure School encounter difficulties in catering to the diverse academic needs of their students. In response, there is a collective call for supplemental curriculum, increased personnel such as community outreach assistant and an intervention specialist, as well as, opportunities for afterschool and summer learning to bridge the gaps in knowledge and skills. Complicating matters further are increased and more severe student behaviors, prompting teachers to seek behavior support strategies through PBIS, additional counseling resources, and training in implementing social-emotional learning, structured play activities and restorative circles.

Enrichment opportunities are considered vital to address resource inequities at Komure School. Student incentives that promote Positive Behavioral Interventions and Supports, along with enrichment activities in art, music, and physical education, require additional support and resources. Chronic absenteeism has also been identified as a concern for all student subgroups, emphasizing the need for interventions, incentives and home visits to ensure regular attendance.

### School Site Description

GEORGE KOMURE

About Our School:

George Y. Komure Elementary has made a commitment to provide all students with equal access to the best education. We are also dedicated to keeping our school a safe and positive learning environment. The centerpiece of our philosophy here at Komure is the belief that every student can succeed and we will do what needs to be done to help our students achieve their goals. Student assessments by the state have changed with the implementation of the Common Core State Standards. Teachers and support staff are involved with ongoing staff development to provide rigorous and relevant teaching to prepare our students for the new assessments and help all our students be successful in the future. Additionally, we are proud to state that we have a safe school atmosphere in which all students can feel welcome. This is all a real testament to our students and our staff. All of our staff is dedicated to continual growth for every student here at Komure. “Coyote PRIDE” is one of the ways we teach our students life skills. Our staff teaches and promotes what it looks like to “Be Safe, Be Respectful, and Be Responsible.”

#### School Description and Mission Statement:

George Y. Komure Elementary School, named after a long-time French Camp area farmer, opened in July of 2002 as a Grade K-3 school to accommodate the rapid growth in the Weston Ranch area. Komure School has grown over the years to include grades Transitional Kindergarten thru 8th Grade. The school is located in a middle class commuter community at the southern edge of Stockton, California. Here at Komure, we strive to stay ahead in educational models. In that vein, we have made dramatic advances in bringing the use of technology to our students to enhance their learning experience. We have a goal of staying on the cutting edge of great technological advances that enhance learning for our students. With that noted, to embrace the Common Core State Standards, all students and staff are teaching to the rigor and expectations of the ever-changing educational demands.

Komure’s Vision is that every student is supported to achieve grade level standards and individual goals within a safe and positive school community. Our Mission is through informed actions and decisions, Komure teachers will collaborate using meaningful, measurable, and aligned data for all students to achieve mastery of grade level standards based on their individual goals in a safe and supportive environment. A place where students want to claim as their own. A school where everyone - community, parents, staff and students - all recognize and support the fact that our kids are receiving the best education a child can get. We are committed with Manteca Unified School District to, “Every student works to achieve grade level standards, feel safe and is supported to realize individual success.”

#### 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>	29.50	88.62	885.50	84.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.30	7.00	38.90	3.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	4.36	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

Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
<b>Total Teaching Positions</b>	33.20	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	1.40	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.40	

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	
Total Out-of-Field Teachers	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)	6.10	
<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)	18.60	

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)	
Other	0.5

## 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 2022-2023 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. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

### 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 & Spring 2021 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. All 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 the 2020-2021 school year, which improved from the prior years 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, primarily 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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
772	60.8	26.3	1.2
Total Number of Students enrolled in George Y. Komure School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	203	26.3
Foster Youth	9	1.2
Homeless	15	1.9
Socioeconomically Disadvantaged	469	60.8
Students with Disabilities	77	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	132	17.1
American Indian	6	0.8
Asian	107	13.9



Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	65	8.4
Hispanic	371	48.1
Two or More Races	43	5.6
Pacific Islander	11	1.4
White	37	4.8

**Conclusions based on this data:**

1. George Komure has a Socioeconomically Disadvantaged population of 60.8%.
2. English learners represent 26.3% of the George Komure population.
3. The largest race/ethnicity subgroup is our hispanic population with 48.1%.



# 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

All students will receive core academic instruction focusing on English Language Arts and Mathematics using district base and approved supplemental curriculum. By the end of the 2023-2024 academic year the number of students that meet or exceed their projected RIT growth as measured by the NWEA MAP Assessment will increase by 10% in both ELA and Math from the 2022-2023 school year.

## Base Requirements

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



## Student Growth Summary Report

Aggregate by School

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

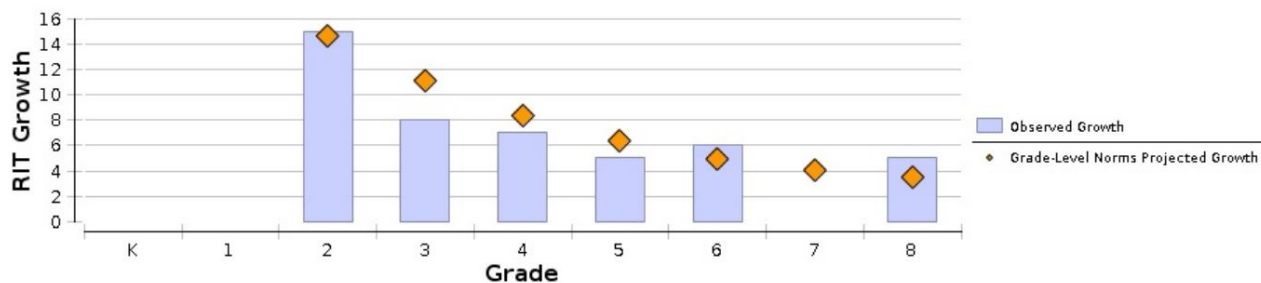
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2022 - Spring 2023  
Weeks of Instruction: Start - 3 (Fall 2022)  
End - 30 (Spring 2023)  
Grouping: None  
Small Group Display: No

### George Komure Elementary

Language Arts:  
Language Usage

		Comparison Periods								Growth Evaluated Against							
Grade (Spring 2023)	Total Number of Growth Events‡	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	0	**			**			**					**				
1	0	**			**			**					**				
2	71	167.4	11.7	19	182.5	13.0	23	15	1.2	14.6	0.17	57	71	31	44	43	
3	72	179.8	16.9	13	187.4	16.7	5	8	0.9	11.1	-1.85	3	72	22	31	32	
4	82	189.2	16.8	13	195.7	16.7	8	7	0.8	8.4	-1.14	13	82	30	37	34	
5	94	200.0	13.4	27	205.2	15.1	22	5	0.8	6.3	-0.74	23	94	43	46	45	
6	59	204.5	15.5	23	210.2	15.3	27	6	0.9	5.0	0.54	71	59	34	58	54	
7	71	207.5	16.3	23	207.8	17.9	10	0	0.9	4.1	-2.91	1	71	18	25	26	
8	71	208.2	15.3	15	212.7	16.3	19	5	1.0	3.6	0.67	75	71	41	58	59	

### Language Arts: Language Usage

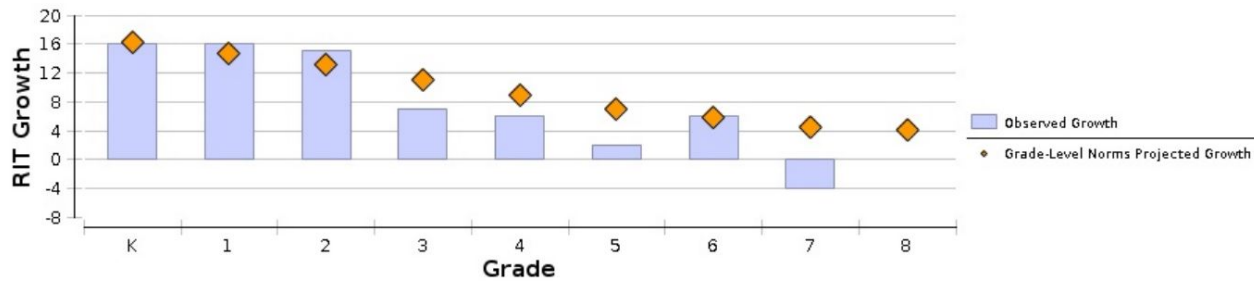


### George Komure Elementary

Language Arts:  
Reading

		Comparison Periods							Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events	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	29	134.0	9.1	35	150.3	10.1	37	16	1.5	16.2	0.05	52	29	12	41	33	
1	72	147.6	13.9	8	163.6	15.3	13	16	0.9	14.8	0.51	69	72	38	53	54	
2	70	165.5	13.5	17	180.7	14.3	27	15	1.0	13.1	0.85	80	70	38	54	50	
3	73	178.2	17.5	14	184.8	16.7	5	7	1.1	11.0	-2.17	2	73	22	30	23	
4	82	187.0	17.6	10	193.3	17.5	6	6	1.0	8.9	-1.30	10	82	30	37	34	
5	97	198.9	13.9	23	200.6	16.1	7	2	0.8	6.9	-2.75	1	97	26	27	24	
6	60	202.2	16.0	14	207.6	16.9	14	6	1.0	5.7	-0.21	42	60	29	48	43	
7	76	208.0	17.0	21	204.4	19.5	3	-4	1.2	4.5	-4.79	1	76	16	21	14	
8	73	210.1	16.2	16	210.1	18.1	7	0	1.2	4.1	-2.10	2	73	26	36	27	

Language Arts: Reading



## Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	77		0	76		0	76		0.0	98.7	
Grade 4	66	103		0	102		0	102		0.0	99.0	
Grade 5	82	72		0	70		0	70		0.0	97.2	
Grade 6	75	84		0	84		0	84		0.0	100.0	
Grade 7	81	79		0	78		0	78		0.0	98.7	
Grade 8	94	105		0	101		0	101		0.0	96.2	
All Grades	482	520		0	511		0	511		0.0	98.3	

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		2322.			2.63			6.58			25.00			65.79	
Grade 4		2397.			4.90			12.75			23.53			58.82	
Grade 5		2459.			10.00			25.71			25.71			38.57	
Grade 6		2492.			16.67			17.86			28.57			36.90	
Grade 7		2502.			6.41			25.64			28.21			39.74	
Grade 8		2529.			4.95			30.69			34.65			29.70	
All Grades	N/A	N/A	N/A		7.44			19.96			27.79			44.81	

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		3.95			38.16			57.89	
Grade 4		7.84			61.76			30.39	
Grade 5		10.00			64.29			25.71	
Grade 6		10.71			50.00			39.29	
Grade 7		7.69			55.13			37.18	
Grade 8		5.94			62.38			31.68	
All Grades		7.63			55.77			36.59	

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		5.26			34.21			60.53	
Grade 4		3.92			48.04			48.04	
Grade 5		4.29			64.29			31.43	
Grade 6		14.29			51.19			34.52	
Grade 7		11.54			57.69			30.77	
Grade 8		9.90			62.38			27.72	
All Grades		8.22			53.03			38.75	

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		3.95			60.53			35.53	
Grade 4		2.94			70.59			26.47	
Grade 5		8.57			74.29			17.14	
Grade 6		14.29			61.90			23.81	
Grade 7		5.13			76.92			17.95	
Grade 8		5.94			76.24			17.82	
All Grades		6.65			70.25			23.09	

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		2.63			44.74			52.63	
Grade 4		2.94			71.57			25.49	
Grade 5		12.86			51.43			35.71	
Grade 6		15.48			54.76			29.76	
Grade 7		14.10			53.85			32.05	
Grade 8		13.86			67.33			18.81	
All Grades		10.18			58.51			31.31	

## 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	84	78		0	77		0	77		0.0	98.7	
Grade 4	66	102		0	101		0	101		0.0	99.0	
Grade 5	82	72		0	71		0	71		0.0	98.6	
Grade 6	75	85		0	85		0	85		0.0	100.0	
Grade 7	81	79		0	77		0	77		0.0	97.5	
Grade 8	94	105		0	100		0	100		0.0	95.2	
All Grades	482	521		0	511		0	511		0.0	98.1	

\* 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		2346.			2.60			11.69			19.48			66.23	
Grade 4		2397.			2.97			6.93			33.66			56.44	
Grade 5		2422.			1.41			8.45			26.76			63.38	
Grade 6		2462.			12.94			9.41			20.00			57.65	
Grade 7		2469.			2.60			15.58			32.47			49.35	
Grade 8		2467.			3.00			7.00			25.00			65.00	
All Grades	N/A	N/A	N/A		4.31			9.59			26.42			59.69	

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		3.90			35.06			61.04	
Grade 4		0.99			30.69			68.32	
Grade 5		1.41			29.58			69.01	
Grade 6		11.76			37.65			50.59	
Grade 7		5.19			45.45			49.35	
Grade 8		4.00			37.00			59.00	
All Grades		4.50			35.81			59.69	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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		1.30			33.77			64.94	
Grade 4		3.96			42.57			53.47	
Grade 5		1.41			43.66			54.93	
Grade 6		10.59			28.24			61.18	
Grade 7		1.30			62.34			36.36	
Grade 8		2.00			55.00			43.00	
All Grades		3.52			44.42			52.05	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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		2.60			53.25			44.16	
Grade 4		4.95			54.46			40.59	
Grade 5		2.82			57.75			39.44	
Grade 6		8.24			57.65			34.12	
Grade 7		5.19			66.23			28.57	
Grade 8		2.00			61.00			37.00	
All Grades		4.31			58.32			37.38	

### Data Analysis

Data Analysis of the MAP data in Language Arts shows:

Kindergarten (K): In Fall 2022, there were 29 students with growth projections with a mean RIT score of 134.0. By Spring 2023, the mean RIT score increased to 150.3. The observed growth was 16, and the projected school growth was 16.2. 41% of students met their growth projection. Kindergarten nearly met their growth projection.

Grade 1: In Fall 2022, there were 72 students with growth projections and the mean RIT score was 147.6. By Spring 2023, the mean RIT score increased to 163.6. The observed growth was 16, and the projected school growth was 14.8.1. 53% of students met their growth projection. First grade met their growth projection.

Grade 2: In the Fall 2022, there were 70 students with growth projections, and the mean RIT score was 165.5 By Spring, the mean RIT score increased to 180.7. The observed growth was 15, and the projected school growth was 13.1. 54% of students met their growth projection. Second grade met their growth projection.



Grade 3: In the Fall 2022, there were 73 students with growth projections, and the mean RIT score was 178.2 By Spring, the mean RIT score increased to 184.8. The observed growth was 7, and the projected school growth was 11.0. 30% of students met their growth projection. Third grade did not meet their growth projection.

Grade 4: In the Fall 2022, there were 82 students with growth projections, and the mean RIT score was 187.0 By Spring, the mean RIT score increased to 193.3. The observed growth was 6, and the projected school growth was 8.9. 37% of students met their growth projection. Fourth grade did not meet their growth projection.

Grade 5: In the Fall 2022, there were 97 students with growth projections, and the mean RIT score was 198.9 By Spring, the mean RIT score increased to 200.6. The observed growth was 2, and the projected school growth was 6.9. 27% of students met their growth projection. Fifth grade did not meet their growth projection.

Grade 6: In the Fall 2022, there were 60 students with growth projections, and the mean RIT score was 202.2 By Spring, the mean RIT score increased to 207.6. The observed growth was 6, and the projected school growth was 5.7. 48% of students met their growth projection. Sixth grade met their growth projection.

Grade 7: In the Fall 2022, there were 76 students with growth projections, and the mean RIT score was 208.0 By Spring, the mean RIT score declined to 204.4. The observed decline was -4, and the projected school growth was 4.5. 21% of students met their growth projection. Seventh grade is far below the growth projection.

Grade 8: In the Fall 2022, there were 73 students with growth projections, and the mean RIT score was 210.1 By Spring, the mean RIT score remained the same at 210.1. The observed growth was 0, and the projected school growth was 4.1. 36% of students met their growth projection. Eighth grade showed no growth.

**Student Need 1:**

George Komure Teachers will have access to instructional supplies, copies, technology for presentation, in addition to training for base/core, supplemental curriculum in Language Arts, along with opportunities to improve tier 1 instruction, tier 2 interventions and enrichment activities aligned to the essential standards.

**Implementation Plan**

George Komure Elementary School aims to promote student growth in ELA. The continuous assessment and individualized learning goals will guide educators in providing targeted support and fostering academic progress among students. With trained staff and a scaffolded learning approach, the school will create a conducive environment for students to excel in English Language Arts.

Assessment: Students at George Komure Elementary will be assessed in English Language Arts (ELA) using the NWEA MAP Assessment in the fall, winter, and spring. These assessments will provide valuable data on student growth and progress.

Individual Learning Goals: The assessment results will be utilized to identify individual learning goals for each student. By analyzing the data, educators will be able to understand the specific areas where students require support and development.

Access to Grade-Level ELA Standards: Once the individual learning goals are identified, students will be provided with access to grade-level ELA standards. The school will ensure that staff members are trained in academic engagement, effective instructional strategies, and the use of base/core curriculum. This training will equip educators with the knowledge and skills necessary to scaffold learning for students based on their specific needs.

Academic Engagement and Instructional Strategies: Staff members will employ academic engagement techniques to motivate and actively involve students in their learning. Effective instructional strategies will be implemented to cater

to diverse learning styles and abilities. This approach will create an inclusive and supportive environment for students to thrive academically.

**Scaffolded Learning:** The base/core curriculum will be utilized to scaffold learning for students. Educators will provide appropriate support and resources to help students achieve grade-level ELA standards. Differentiation strategies will be employed to meet individual needs and ensure equitable access to education for all students.

### SMART Goal

By the end of the 2023-2024 academic year, George Komure Elementary School aims to increase the percentage of students meeting or exceeding their projected growth in NWEA English Language Arts by 10%, as measured by the Fall to Spring NWEA MAP Assessment.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Kindergarten Fall to Spring reading growth projections.	41% of students met their projected growth	51% of Kindergarten students will meet their projected growth
First grade Fall to Spring reading growth projections.	53% of students met their projected growth	63% of first grade students will meet their projected growth
Second grade Fall to Spring reading growth projections.	54% of students met their projected growth	64% of second grade students will meet their projected growth
Third grade Fall to Spring reading growth projections.	30% of students met their projected growth	40% of third grade students will meet their projected growth
Fourth grade Fall to Spring reading growth projections.	37% of students met their projected growth	47% of fourth grade students will meet their projected growth
Fifth grade Fall to Spring reading growth projections.	27% of students met their projected growth	37% of fifth grade students will meet their projected growth
Sixth grade Fall to Spring reading growth projections.	48% of students met their projected growth	58% of sixth grade students will meet their projected growth
Seventh grade Fall to Spring reading growth projections.	21% of students met their projected growth	31% of seventh grade students will meet their projected growth
Eighth grade Fall to Spring reading growth projections.	36% of students met their projected growth	46% of eighth grade students will meet their projected growth

### Targeted Resources Applied

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Certificated staff will have access to basic instructional supplies.		2250
Certificated staff will have the ability to make copies for students, parents and staff utilizing the Ricoh or similar copy machine. Fees may include paper, toner and supplies.		2500
Certificated staff will have working presentation technology including		4250

large monitors, document cameras and cables.		
Time-sheeting will be provided so that Certificated and Classified staff can participate in collaboration and professional learning outside of their regular workday.	Title I Part A: Allocation	2900
Time sheeting clerical support.		250
Educational excursions, both in-person and virtual, will support student engagement and understanding of the real-world application of learned concepts.	Title I Part A: Allocation	7500
Base Storage Supplies will be provided to each certificated staff member.		850
Curriculum and Supplies will be provided for UTK classroom		500
Signage		3250
Books and materials for the library.		500
TV Tech package for new classrooms and damaged equipment refresh.		4500
Music Supplies and materials		585
Substitutes will be provided for IEPs/504 meetings.		1000
Food for Professional Development Days/meetings		1000
Time sheeting for extra support library		250
Postage for parent communication		150
Office furniture refresh		4000
Office Technology and Equipment		2500
Library cart		250
Office Supplies		1500
Office Computer and Monitor refresh		1750
Student Field Trip/Excursions/outdoor education	LCFF- Supplemental	8500
Professional Development	Title I Part A: Allocation	7714
Additional Licenses/Supplies (Wilson)	Title I Part A: Allocation	6500
Educational Excursions Transportation	Title I Part A: Allocation	4500
Kagan Professional Development		5000
Chairs for promotion ceremonies		250

Food 4 Less Instructional	LCFF- Supplemental	500
Professional Learning Conferences	LCFF- Supplemental	4500
Honor Roll/Growth performance incentives	LCFF- Supplemental	500
Electronic Marquee and Install		17500
Printer/copy machine maintenance, supplies and click charges		2100
Supplies, Communication Folders and planners		5000
stores: PE equipment, laminating film, paper, etc.		1750
Demco -Library Supplies		250
Permabound - Library Books		1500

### **Progress Monitoring**

**October**

**January**

**April**

**Data**

# Student Growth Summary Report

Aggregate by School

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

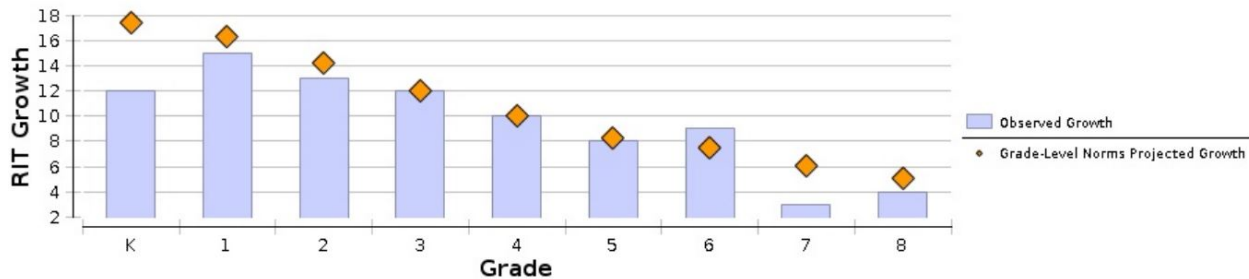
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2022 - Spring 2023  
Weeks of Instruction: Start - 3 (Fall 2022)  
End - 30 (Spring 2023)  
Grouping: None  
Small Group Display: No

## George Komure Elementary

Math: Math K-12

		Comparison Periods							Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events†	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	69	137.4	8.4	40	149.3	10.9	10	12	0.9	17.4	-2.54	1	69	18	26	23	
1	72	152.4	12.9	12	167.5	12.6	10	15	0.9	16.3	-0.51	31	72	29	40	39	
2	73	168.9	9.7	17	181.7	11.4	13	13	0.7	14.2	-0.64	26	73	30	41	40	
3	75	177.6	14.6	4	189.4	15.9	5	12	0.9	12.0	-0.08	47	75	32	43	42	
4	82	188.3	15.6	5	197.8	15.8	5	10	0.7	10.0	-0.29	39	82	34	41	40	
5	93	197.4	12.4	6	205.2	14.1	6	8	0.6	8.3	-0.23	41	93	43	46	42	
6	61	206.3	14.5	15	215.1	16.4	20	9	0.9	7.5	0.62	73	61	35	57	57	
7	76	213.1	15.3	21	216.0	18.3	13	3	1.0	6.1	-1.60	6	76	29	38	33	
8	73	214.3	18.4	14	218.2	19.6	12	4	0.8	5.1	-0.52	30	73	33	45	43	

## Math: Math K-12



## Data Analysis

Data Analysis of the MAP data in Math:

Kindergarten (K): In Fall 2022, there were 69 students with growth projections with a mean RIT score of 137.4. By Spring 2023, the mean RIT score increased to 149.3. The observed growth was 12, and the projected school growth was 17.4. 26% of students met their growth projection. Kindergarten did not meet their growth projection.

Grade 1: In the Fall 2022, there were 72 students with growth projections and the mean RIT score was 152.4. By Spring 2023, the mean RIT score increased to 167.5. The observed growth was 15, and the projected school growth was 16.3. 40% of students met their growth projection. First grade did not meet their growth projection.

Grade 2: In the Fall 2022, there were 73 students with growth projections, and the mean RIT score was 168.9. By Spring 2023, the mean RIT score increased to 181.7. The observed growth was 13, and the projected school growth was 14.2. 41% of students met their growth projection. Second grade did not meet their growth projection.

Grade 3: In the Fall 2022, there were 75 students with growth projections, and the mean RIT score was 177.6. By Spring 2023, the mean RIT score increased to 189.4. The observed growth was 12, and the projected school growth was 12.0. 43% of students met their growth projection. Third grade met their growth projection.

Grade 4: In the Fall 2022, there were 82 students with growth projections, and the mean RIT score was 188.3. By Spring 2023, the mean RIT score increased to 197.8. The observed growth was 10, and the projected school growth was 10.0. 41% of students met their growth projection. Fourth grade met their growth projection.

Grade 5: In the Fall 2022, there were 93 students with growth projections, and the mean RIT score was 197.4 By Spring, the mean RIT score increased to 205.2. The observed growth was 8, and the projected school growth was 8.3. 46% of students met their growth projection. Fifth grade nearly met their growth projection.

Grade 6: In the Fall 2022, there were 61 students with growth projections, and the mean RIT score was 206.3 By Spring, the mean RIT score increased to 215.1. The observed growth was 9, and the projected school growth was 7.5. 57% of students met their growth projection. Sixth grade met their growth projection.

Grade 7: In the Fall 2022, there were 76 students with growth projections, and the mean RIT score was 213.1 By Spring, the mean RIT score declined to 216.0. The observed growth was 3, and the projected school growth was 6.1. 38% of students met their growth projection. Seventh grade is far below the growth projection.

Grade 8: In the Fall 2022, there were 73 students with growth projections, and the mean RIT score was 214.3 By Spring, the mean RIT score remained the same at 218.2. The observed growth was 4, and the projected school growth was 5.1. 45% of students met their growth projection. Eighth grade did not meet their growth projection.

**Student Need 2:**

George Komure Teachers will have access to instructional supplies, copies, technology for presentation, in addition to training for base/core, supplemental curriculum in Math, along with opportunities to improve tier 1 instruction, tier 2 interventions and enrichment activities aligned to the essential standards.

**Implementation Plan**

George Komure Elementary School aims to promote student growth in Math. The continuous assessment and individualized learning goals will guide educators in providing targeted support and fostering academic progress among students. With trained staff and a scaffolded learning approach, the school will create a conducive environment for students to excel in Mathematics.

Assessment: Students at George Komure Elementary will be assessed in Mathematics (Math) using the NWEA MAP Assessment in the fall, winter, and spring. These assessments will provide valuable data on student growth and progress.

Individual Learning Goals: The assessment results will be utilized to identify individual learning goals for each student. By analyzing the data, educators will be able to understand the specific areas where students require support and development.

Access to Grade-Level Math Standards: Once the individual learning goals are identified, students will be provided with access to grade-level Math standards. The school will ensure that staff members are trained in academic engagement, effective instructional strategies, and the use of base/core curriculum. This training will equip educators with the knowledge and skills necessary to scaffold learning for students based on their specific needs.

Academic Engagement and Instructional Strategies: Staff members will employ academic engagement techniques to motivate and actively involve students in their learning. Effective instructional strategies will be implemented to cater to diverse learning styles and abilities. This approach will create an inclusive and supportive environment for students to thrive academically.

Scaffolded Learning: The base/core curriculum will be utilized to scaffold learning for students. Educators will provide appropriate support and resources to help students achieve grade-level Math standards. Differentiation strategies will be employed to meet individual needs and ensure equitable access to education for all students.

### SMART Goal

By the end of the 2023-2024 academic year, George Komure Elementary School aims to increase the percentage of students meeting or exceeding their projected growth in NWEA Math by 10%, as measured by the Fall to Spring NWEA MAP Assessment.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Kindergarten Fall to Spring mathematics growth projections.	26% of Kindergarten students met their projected growth.	26% of Kindergarten students will meet their projected growth
First grade Fall to Spring mathematics growth projections.	40% of first grade students met their projected growth.	59% of first grade students will meet their projected growth.
second grade Fall to Spring mathematics growth projections.	41% of second grade students met their projected growth.	51% of seconde grade students will meet their projected growth.
Third grade Fall to Spring mathematics growth projections.	43% of third grade students met their projected growth.	53% of third grade students will meet their projected growth.
Fourth grade Fall to Spring mathematics growth projections.	41% of fourth grade students met their projected growth.	51% of fourth grade students will meet their projected growth.
Fifth grade Fall to Spring mathematics growth projections.	46% of fifth grade students met their projected growth.	56% of fifth grade students will meet their projected growth.
Sixth grade Fall to Spring mathematics growth projections.	57% of sixth grade students met their projected growth.	67% of sixth grade students will meet their projected growth.
Seventh grade Fall to Spring mathematics growth projections.	38% of seventh grade students met their projected growth.	48% of seventh grade students will meet their projected growth.
Eighth grade Fall to Spring mathematics growth projections.	45% of eighth grade students met their projected growth.	55% of eighth grade students will meet their projected growth.

### Targeted Resources Applied

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Certificated staff will have access to basic instructional supplies.		2250
Certificated staff will have the ability to make copies for students, parents and staff utilizing the Ricoh or similar copy machine. Fees may include paper, toner and supplies.		2500
Certificated staff will have working presentation technology including large monitors, document cameras and cables.		4250
Time-sheeting will be provided so that Certificated and Classified staff can participate in collaboration and professional learning outside of their regular workday.	Title I Part A: Allocation	2900
Time sheeting clerical support.		250



Educational excursions, both in-person and virtual, will support student engagement and understanding of the real-world application of learned concepts.	Title I Part A: Allocation	7500
Base Storage Supplies will be provided to each certificated staff member.		850
Curriculum and Supplies will be provided for UTK classroom		500
Signage		3250
Books and materials for the library.		500
TV Tech package for new classrooms and damaged equipment refresh.		4500
Music Supplies and materials		585
Substitutes will be provided for IEPs/504 meetings.		1000
Food for Professional Development Days/meetings		1000
Time sheeting for extra support library		250
Postage for parent communication		150
Office furniture refresh		4000
Office Technology and Equipment		2500
Library cart		250
Office Supplies		1500
Office Computer and Monitor refresh		1750
Student Field Trip/Excursions/outdoor education	LCFF- Supplemental	8500
Professional Development	Title I Part A: Allocation	7714
Additional Licenses/Supplies (Wilson)	Title I Part A: Allocation	6500
Educational Excursions Transportation	Title I Part A: Allocation	4500
Kagan Professional Development		5000
Chairs for promotion ceremonies		250
Food 4 Less Instructional	LCFF- Supplemental	500
Professional Learning Conferences	LCFF- Supplemental	4500
Honor Roll/Growth performance incentives	LCFF- Supplemental	500
Electronic Marquee and Install		17500
Printer/copy machine maintenance, supplies and click charges		2100

Supplies, Communication Folders and planners		5000
stores: PE equipment, laminating film, paper, etc.		1750
Demco -Library Supplies		250
Permabound - Library Books		1500

### **Progress Monitoring**

**October**

**January**

**April**



#### District Goal

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

#### Site Goal

All Komure students will attend school daily, in a clean and safe (social & emotional) environment to pursue their individual academic success.

#### 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.94	0.70	5.22	0.91	3.47	0.20
Expulsions	0.09	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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.66	4.19	2.45
Expulsions	0.00	0.14	0.05

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	856	833	209	25.1
Female	413	402	103	25.6
Male	442	430	105	24.4
American Indian or Alaska Native	2	2	0	0.0
Asian	108	107	16	15.0
Black or African American	151	148	56	37.8
Filipino	71	68	11	16.2
Hispanic or Latino	432	424	108	25.5
Native Hawaiian or Pacific Islander	16	16	6	37.5
Two or More Races	39	38	8	21.1
White	37	30	4	13.3
English Learners	239	232	52	22.4
Foster Youth	23	20	4	20.0
Homeless	63	59	34	57.6
Socioeconomically Disadvantaged	765	744	197	26.5
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	114	111	34	30.6

Count of Student	Grade												
Penalty	Incident	00	01	02	03	04	05	06	07	08	Grand Total		
⊕ Alternative Placement				1				1	2	12	16		
⊕ Community Service					2	1		4			7		
⊕ Conference, Parent		1								1	2		
⊕ Contract, DRB									1	3	4		
⊕ Detention					4		1	1	10	14	30		
⊕ Loss of Privileges					3				8	5	16		
⊕ Loss of Recess		2	1		4	3	9	7	3	9	38		
⊕ Refer to Counselor										6	6		
⊕ Saturday School									1	8	9		
⊕ Suspension		1	2	8	11	3	5	14	35	43	122		
⊕ Teacher Suspension							1	2			3		
⊕ Written Consequence									4	4	8		
Grand Total		4	3	9	24	7	16	29	64	105	261		

### Data Analysis

A correlation with the implementation, progress, consistency, and communication of expectations in what it means to be, safe, respectful, and responsible. Recognition of expected behavior and rewarding contributed to this decrease in

behavior reported. Progress has been made, although we need to maintain and continue to build on what we have started.

**Student Need 1:**

All Komure students will have access, feel connected, and share Coyote Pride in a safe learning environment on a daily basis.

**Implementation Plan**

The Komure Leadership, COST and PBIS teams will collaborate to develop an activity calendar to host monthly events on campus and virtually that will encourage parent, student and community involvement. These teacher groups, alongside site administration, will plan team building opportunities for staff and students to develop a positive school climate. The PBIS committee will continue the implementation plan for creating opportunities for students to positively engage in activities during unstructured times.

Decrease reported incidents of behavior issues through recognition and rewarding of expected behavior.

Maintain and build on the progress made in creating a positive school climate.

Conduct monthly events on campus to encourage parent, student, and community involvement.

Host at least two family events per trimester and track participation rates.

Provide structured and positive engagement opportunities for students during unstructured times and monitor student participation in activities during unstructured times and assess their feedback on the activities.

Timeline:

Month 1: Komure Leadership, COST, and PBIS teams collaborate to develop the comprehensive plan.

Months 2-8: Implement and monitor the plan, track progress, and make adjustments as necessary.

Months 9: Evaluate the effectiveness of the plan, gather feedback from stakeholders, and prepare recommendations for the following year.

**SMART Goal**

By the end of the academic year, the Komure Leadership, COST, and PBIS teams will collaborate to implement a comprehensive plan that enhances the implementation, progress, consistency, and communication of expectations related to safety, respect, and responsibility at our school.

Metric/Indicator	Baseline	Expected Outcome
Number of Disciplinary incidents	261	Less than 225 discipline incidents recorded.
Survey Data about student attitudes toward safety and climate .	47 out of 56 feel supported at Komure	80 % or better of students will feel safe and state positive experience.
Number of Suspensions	122	10% decrease in student suspensions to less than 110

**Resources to Support**

Action	Resources	Money/Budget
Grainger		17000
Home Depot		1700
Equipment Repairs		3000
Equipment Replacement		10,000

Waxie		500
Work Orders		3000
Parking Lot Signage		1000
Shredding Services		1500
Radios/Repairs		500
Security Cameras		15000
PBIS Branding	LCFF- Supplemental	2990
PBIS Incentives and Supplies	LCFF- Supplemental	5000

### **Progress Monitoring**

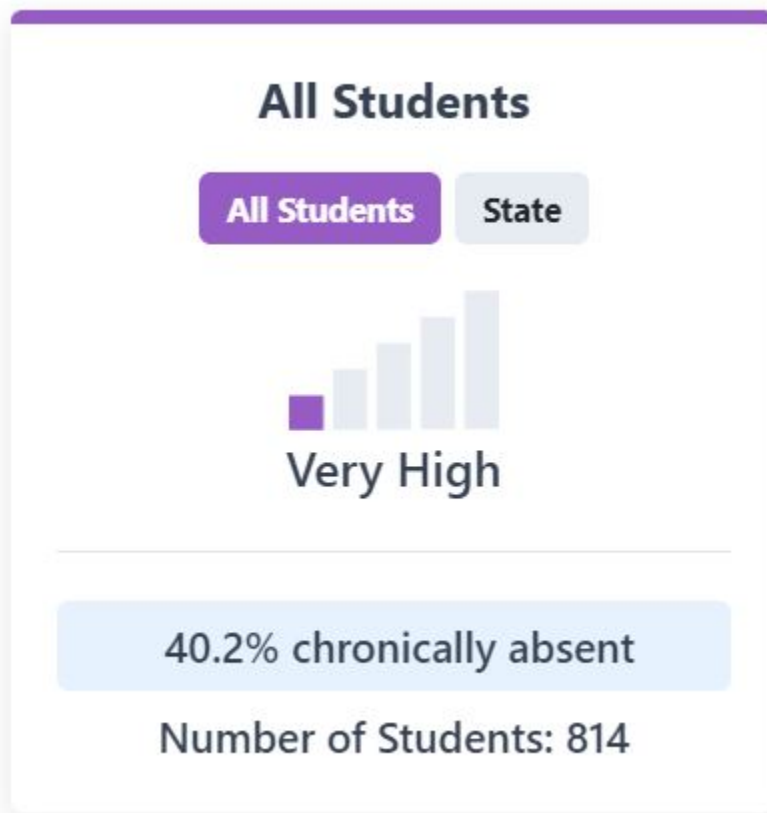
**September**

**December**

**March**

**Data**

**Climate**



#### Data Analysis

Chronic Absenteeism continues to be a concern for all student groups. 40.2% of Komure students are chronically absent.

#### Student Need 2:

Komure Students with chronic absenteeism will be monitored through the attendance system and receive counseling when appropriate to encourage positive school attendance and student engagement

#### Implementation Plan

The attendance system will be utilized to monitor and track students with chronic absenteeism.

Provide counseling services to students with chronic absenteeism to encourage positive school attendance and student engagement.

Implement the COST Team process to identify students with chronic absenteeism and allocate appropriate services to ensure positive school attendance.

Employ a community Outreach Assistant to monitor absenteeism and establish connections with families to address any underlying needs.

Regularly assess and evaluate the effectiveness of the interventions and make adjustments as needed to achieve the desired reduction in chronic absenteeism.

#### SMART Goal

By the end of the academic year, decrease chronic absenteeism among Komure students to less than 30% by implementing targeted interventions and utilizing a community Outreach Assistant for monitoring and family engagement.



<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Chronic Absenteeism Data	40.2 %	Decrease by 10% at the end of the school year.

#### Resources to Support

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
COST Team led by our Vice Principal		0
TSSP Time sheeting	LCFF- Supplemental	
Community Outreach Assistant	Title I Part A: Allocation	18118
PBIS Incentives and Awards	LCFF- Supplemental	

#### Progress Monitoring

**September**

**December**

**March**

**Data**

**Climate**

# The George Y. Komure' Parent EOY Needs Assessment for 22-23

56

Responses

36:25

Average time to complete

Active

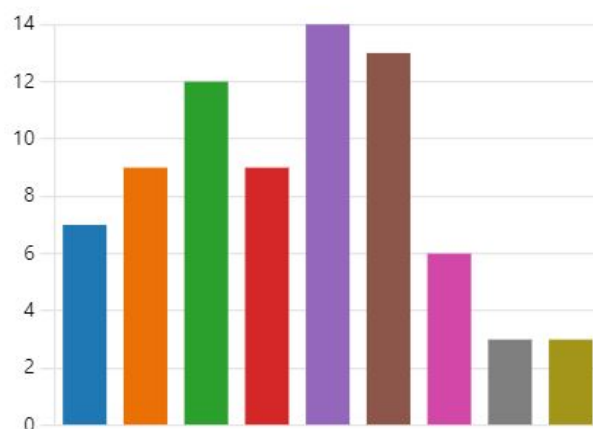
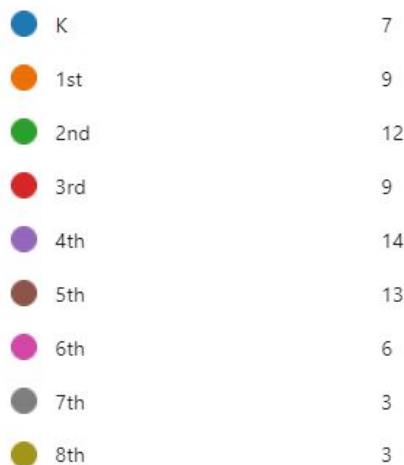
Status

[View results](#)

 [Open in Excel](#) ...

## 1. What is the current grade of your child(ren) in?

[More Details](#)



### Data Analysis

Our current needs assessment survey shows parents wanting more frequent updates, messages and information to stay connected. In addition, our parents and staff want to see more parent classes, workshops, tutoring, and counseling to support our students.

### Student Need 3:

Komure parents will have access to information via school website, Facebook page and school newsletters. Parent education and involvement activities will be planned to assist parents in areas needed as outlined by the School Environment and Safety Survey.

### Implementation Plan

We will provide a monthly newsletter and social media posts, to keep parents informed about school events, curriculum updates, and volunteer opportunities.

Conduct regular workshops or seminars for parents on topics like supporting homework, promoting literacy, and understanding school policies and procedures.

Organize family-oriented events, such as open houses, cultural celebrations, or parent-child activities, to encourage parents to visit the school and engage with teachers and staff.

Implement a volunteer program that offers various roles and flexible time commitments to accommodate busy schedules. Recognize and appreciate parent volunteers through certificates or small tokens of appreciation.

Increase opportunities for parent involvement in decision-making processes by inviting parents to join existing school committees.

Collaborate with the outreach assistant and parent club to establish a strong partnership between parents and the school, ensuring alignment and support for parent involvement initiatives.

Conduct surveys or focus groups periodically to gather feedback from parents about their level of satisfaction and identify any barriers or challenges preventing their involvement. Use this feedback to refine and enhance future initiatives.

**SMART Goal**

By the end of the academic year, parent involvement at Komure Elementary School will increase by 10%.

Metric/Indicator	Baseline	Expected Outcome
Parent Attendance at Virtual & In-Person Family Events	No data collected	50% of families attending at least one event.
Parent Attendance at Goal Setting Conferences	519 our of 750 (69%)	increase by 10% to 79.%
Survey Response Data	56 out of 750 students	50% or more response to survey

Resources to Support

Action	Resources	Money/Budget
Parent Engagement	Title I Part A: Allocation	3000

**Progress Monitoring**

**September**

**December**

**March**

**Data**



### District Goal

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

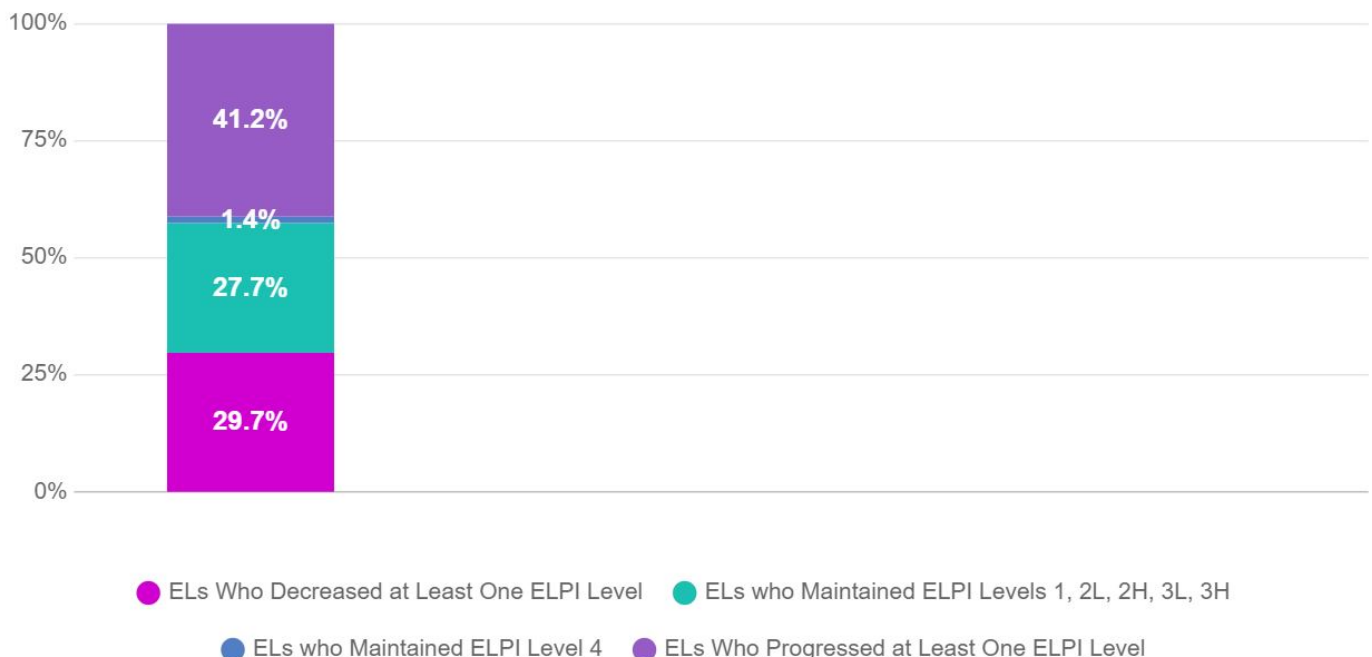
### Site Strategic Goal

Komure's "At Promise" students will be provided instruction by trained teachers on the MUSD base core curriculum and supplemental programs designed to provide academic differentiation and intervention.

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	217	203	171	27.6%	26.3%	22.7%
Fluent English Proficient (FEP)	89	87	101	11.3%	11.3%	13.4%
Reclassified Fluent English Proficient (RFEP)	6			2.8%		

## Student English Language Acquisition Results

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



**Student Need 1:**

To increase the number of our English Learners who are reclassified as proficient in English.

**Implementation Plan**

Clearly communicate the goals to all teachers, instructional specialists, intervention specialist, and the leadership team. Engage stakeholders through meetings, presentations, and written communication to ensure a shared understanding of the goal and its importance.

Conduct a needs assessment to identify the specific areas where teachers require training on the embedded supplementary supports and resources in the base curriculum.

Allocate resources such as district coaches, instructional specialists, and any necessary materials or technology to support the training and after-school intervention program.

Collaborate with district TOSAS, ILT members and instructional specialist to design and deliver comprehensive training sessions for all teachers.

Customize training sessions to address identified needs and provide hands-on practice with the embedded supplementary supports and resources.

Schedule regular professional development sessions throughout the school year to reinforce and expand upon the initial training.

Identify the students who would benefit from the after-school intervention program based on data analysis and input from the leadership team.

Recruit teachers who are willing to lead the intervention group and have the necessary expertise or interest in the targeted areas.

Set clear expectations, guidelines, data parameters and a schedule for the after-school sessions to ensure consistency and effectiveness.

Regularly collect data on student proficiency levels in the targeted areas throughout the school year.

Collaborate with the leadership team to analyze the data, identify trends, and determine the effectiveness of the program.

Use data analysis to make informed decisions regarding adjustments to the training, intervention group focus, recruitment strategies, and overall program effectiveness.

Provide ongoing support to teachers through coaching, mentoring, and access to additional resources.

Encourage collaboration and sharing of best practices among teachers involved in the training and intervention program.

Schedule regular reflection sessions with the leadership team to assess progress, address challenges, and make necessary adjustments.

**SMART Goal**

By the end of the school year, our school will increase student proficiency by leveraging the expertise of our district coaches and instructional specialist, to support all teachers with instruction by training them on the embedded supplementary supports and resources in the base curriculum. Furthermore, our goal is to establish an after-school intervention group led by our teachers to provide targeted support. The leadership team will analyze data regularly to determine the focus, recruitment, and effectiveness of the program.

Metric/Indicator	Baseline	Expected Outcome
ELPAC	41.2% making progress toward English Proficiency	Increase the number of students meeting the requirement to be reclassified.

MAP ELA	6 points below district RIT score	be at or above the district RIT score..
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### Targeted Resources Applied

Action	Resources	Money/Budget
Certificated Staff	District Funded	
Bilingual Paraprofessionals Time sheeting	District Funded	
Professional Development	District Funded	

### Progress Monitoring

November

February

May

### Data

#### Student Group Report for 2022

[Pivot Data by StudentGroups](#)

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Low	Very High	High	N/A	Low	Very Low
English Learners	Low	Very High	Medium	N/A	Low	Very Low
Socioeconomically Disadvantaged	N/A	Very High	Very High	N/A	Low	Very Low
Students with Disabilities	N/A	Very High	Very High	N/A	Very Low	Very Low
African American	N/A	Very High	Very High	N/A	Very Low	Very Low
Asian	N/A	Very High	Low	N/A	Low	Low
Filipino	N/A	Very High	Medium	N/A	Medium	Low
Hispanic	N/A	Very High	High	N/A	Low	Very Low
White	N/A	Very High	Very High	N/A	No Performance Level	No Performance Level
Two or More Races	N/A	Very High	Very Low	N/A	No Performance Level	No Performance Level

#### Student Need 2:

To address our underperforming student groups, An intervention specialist will be hired to work with all students including our socioeconomically disadvantaged, English learners and Hispanic student groups in math, as well as, Students with disabilities, our African American student group, and white student group in English language arts and math.

### Implementation Plan

Data Analysis and Goal Setting:

Gather and analyze MAP data to identify areas of strength and areas for improvement.

Identify essential standards that require improvement and set a specific target of 80% mastery rate.

Tier I Instruction with Supports:

Provide high-quality Tier I instruction aligned with essential standards.  
Incorporate differentiated instructional strategies to meet the diverse needs of students. c. Offer additional supports such as small group instruction, peer tutoring, and targeted interventions.

#### Utilizing MAP and CFA Data to Inform Instruction:

Regularly review MAP and CFA data to track student progress and adjust instructional strategies accordingly.  
Identify specific areas where students are struggling and design targeted interventions to address those gaps.

#### Tier 2 Strategies during HOWL Time:

Implement Tier 2 strategies during HOWL time to provide additional support and practice opportunities for students.  
Offer small group interventions, guided practice sessions, and enrichment activities based on student needs.

#### Monitoring and Support:

Conduct regular learning walks to observe classroom instruction and provide feedback to teachers.  
Collaborate with teachers to identify challenges, share best practices, and provide additional support as needed.  
Use formative assessments to monitor student progress and make necessary adjustments to instruction.

#### Timelines and Milestones:

Establish a timeline for monitoring progress, including periodic checkpoints and collaborating with the PLC team throughout the academic year.  
Set milestones for incremental progress toward the 80% mastery rate to ensure steady improvement.

#### Communication and Collaboration:

Foster open communication with teachers, administrators, and stakeholders regarding the implementation plan and progress towards the goal.  
Share data, strategies, and successes through regular meetings, professional development sessions, and collaborative platforms.

#### Continuous Improvement:

Continuously evaluate the effectiveness of instructional strategies and interventions.  
Make adjustments to the implementation plan based on ongoing data analysis and feedback.

#### Celebration and Recognition:

Acknowledge and celebrate achievements and milestones throughout the academic year.  
Recognize the efforts of teachers, students, and other stakeholders in contributing to the goal's success.

#### Evaluation and Reflection:

Conduct a comprehensive evaluation at the end of the academic year to assess the goal's attainment.  
Reflect on lessons learned, best practices, and areas for improvement in future implementations.  
By following this implementation plan, we will work towards achieving the 80% mastery rate of essential standards by the end of the academic year, ensuring high-quality instruction, data-informed decision-making, and ongoing support for student learning.

### **SMART Goal**

By the end of the academic year, achieve an 80% mastery rate of essential standards by providing Tier I instruction with supports, utilizing MAP data to inform instruction, and implementing Tier 2 strategies during HOWL time to support student learning. Learning walks will be conducted to monitor and provide additional support for progress. This goal will be accomplished by implementing effective instructional strategies and data-informed decision-making, ensuring high-quality instruction and support to students.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
CAASPP ELA	All Students "Low"	increase performance by at least one level
CAASPP Math	All Students "Very Low"	increase performance by at least one level

**Targeted Resources Applied**

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Time sheeting for Interventions	Title I Part A: Allocation	10,000
Classified Staff-Training & timesheeting for meetings every month	LCFF- Supplemental	1000
Professional Learning Book Study	LCFF- Supplemental	1546
Timesheeting for TSSP liason and monitoring of student progress	LCFF- Supplemental	3000
Intervention Specialist	Title I Part A: Allocation	70000
Professional Development	Title I Part A: Allocation	6882

**Progress Monitoring**

**November**

**February**

**May**



## Budget Summary

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF- Supplemental	41,536	0.00
Title I Part A: Allocation	166,228	0.00

### Expenditures by Funding Source

Funding Source	Amount
	184,070.00
LCFF- Supplemental	41,536.00
Title I Part A: Allocation	166,228.00

## Stakeholder Input

### Date

1. August 31, 2022
2. October 5, 2022
3. February 1, 2023
4. March 7, 2023
5. April 25, 2023

### Groups

1. Staff/ Students/ Parents-LCAP Stakeholders Meeting
2. Komure Staff Meetings-Needs Assessment
3. SSC & PTC Parent / Student Needs Assessment

### Outcome

- 1) At the LCAP Stakeholders meeting, stakeholders identified students needs as: student connectedness, the need to stop bullying, the need have tutorials and interventions for students struggling academically.
- 2) Results of the Staff Needs Assessment indicate the following needs: there is a communication breakdown from staff to parent/student; student and staff connectedness, more social/emotional resources and support is needed, there is a lack of motivation for students to do well in school and some are just giving up if it a task is difficult.
- 3) PTC & SSC note parent involvement is lacking.
- 3) Results of the Student Needs Assessment indicate the following needs: there are not clear expectations for student behavior and discipline is not consistently upheld,, some students do not feel consistently respected by school staff, some students are not clear on academic expectations for success and some students do not feel safe.
- 4) Results of the PTC & SSC Needs Assessment indicate the following needs: cultural diversity is not respected consistently, concerns regarding high standards for student achievement and communication from all stakeholders needs improvement.

## 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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jeff Podesto	Principal
Tami Sigler	Classroom Teacher
Elizabeth Rivera	Classroom Teacher
Alex Pimentel	Other School Staff
Maria Ortega-Garcia	Other School Staff
Susana Estrada	Parent or Community Member
Itsel Contreras	Parent or Community Member
Rosa Robles	Parent or Community Member
Carmen Campos	Parent or Community Member
Lizbeth Rodriguez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## 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



State Compensatory Education Advisory Committee

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/25/2023.

Attested:



Principal, Mr. Jeff Podesto on 4/25//2023

SSC Chairperson, Mrs. Susana Estrada on 4/25/2023