



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.

Golden West Elementary

39685936042329

Manteca Unified School District

39685930000000

School Site Vision

Golden West is committed towards providing each unique learner with rigorous, differentiated, inclusive, equitable instruction and supports to be best prepared for the following school year, high school, college and career.

School Site Mission

We will provide a welcoming, rigorous, inclusive and safe learning environment which meets the unique academic, physical, and social-emotional needs of each student. We will work together to use meaningful, measurable, and aligned data to guide our decisions and actions to promote student growth.

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

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.

The Strategic Plan for Golden West focuses on the District's three targets: Every student achieving grade standards, feels safe, and providing equitable academic, behavioral and emotional supports for our Emerging Students.

For those students who are not responding to effective universal academic, behavioral and socio-emotional instruction and supports, we will systematically and immediately respond to change the trajectory of targeted students.

The plan was developed collaboratively using meaningful, measurable, and data aligned to all students achieving mastery of grade level standards in all subjects; based on each unique learner utilizing best instructional practices that are inclusive and differentiated in a safe, inclusive and equitable learning environment.

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

During the 2022-2023 school year, classified and certificated employees, and families (including the English Language Advisory Committee and School Site Council) provided input through Local Control Accountability Planning (LCAP) meetings and surveys conducted throughout the year. During the input meetings, stakeholders reviewed the current District LCAP and site Strategic Plan goals, actions, services, and metrics and data. Stakeholders reviewed the following data: NWEA/MAPS reading and math data, CAASPP (state assessments) English Language Arts and Math results, student discipline data, attendance data, student and staff surveys results.

Stakeholder meetings occurred on the following dates:

Date	Meeting
Stakeholders	
March 7, 2023	Staff Meeting to review Strategic Plan data, goals, and actions
Certificated Employees	
February 22, 2023	Classified Strategic Plan Input Meeting to review Strategic Plan data, goals, and actions
February 1, 2023	Classified Employees: Paraprofessionals, SSAs, Custodial, Office Staff
February 2, 2023 & May 4, 2023	English Language Advisory Committee (ELAC) Meeting to review Strategic Plan data, goals, and actions
	Parents/Caregivers and families
	Guiding Coalition Leadership Meeting to review Strategic Plan data, goals, and actions
	Teacher Leaders

Resource Inequities

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

Golden West, like many schools, continues to face the harmful effects of COVID-19 and with the challenges of changing the trajectory of students facing major barriers to learning. We are fortunate to have a diverse student population. Unfortunately, a significant percentage of our students have experienced losses, stressful living situations, are highly mobile, struggle with emotional and behavioral dysregulation, depression, and anxiety, and have a history of academic difficulties.

We look forward to the opportunity in providing each unique learner with high quality instruction and supports: particularly for our emerging English Learners (EL), Students with Disabilities (SWD) and Socio-Economically Disadvantaged (SED) students.

Golden West is committed to taking a proactive and systemic approach to addressing all barriers to learning.

Need: Grade Level Standards & Emerging Students

Golden West has identified the need to provide more targeted, inclusive, differentiated instruction and interventions. Each teacher has identified essential grade level standards and is utilizing effective and frequent formative assessments to drive instruction and provide targeted interventions. Each grade level has designated English Language Development (ELD), intervention ("GOLDen Time" (Get Our Learning Done) time, and socio-emotional learning times imbedded in daily schedules to promote equitable academic, socio-emotional, and behavioral development.

Educational community partners' input identified a strong need for after school tutoring; additional academic, behavioral, and socio-emotional supports during the school day; more resources to provide small group interventions to meet student learning needs, with a focus on foundational prerequisite skills on grade-level instruction, and an increase in parental/caregiver involvement.

Our Student NWEA/MAP Reading data indicates our student mean RIT score is 16 points below the MUSD mean RIT.

Our student NWEA/MAP Math data indicates our students mean RIT score is 14 points below the MUSD mean RIT.

Professional Learning Communities (PLCs) -an essential part of Golden West's comprehensive systemic approach in which teachers are allocated time and resources to work interdependently to achieve common learning goals with a focus on improving students' results. PLC time will allow teachers to engage in collective inquiry to effectively identify student learning needs to develop individualized learning plans to meet those needs and promote collective teacher efficacy.

During the 2023-24 school year, Golden West will begin offering Tier II academic and behavioral interventions after prioritizing Tier I universal implementation during the 2022-23 school year.

Need: Safety: Promoting positive Behavior & Social-Emotional Needs:

Educational partners' input indicates a strong need for strengthening and implementing with fidelity, Golden West's Positive Behavioral Interventions and Supports (PBIS) system to promote desirable behavioral and academic outcomes utilizing a tiered framework and evidence-based strategies. Golden West's educational partners also shared the need to promote and address students' social-emotional needs, promoting student engagement opportunities; and provide explicit instruction for students to learn how to better manage emotions, have empathy, and learn how to solve-problems. Students need modeling and instruction to gain these skills. Via the PBIS framework, multiple stakeholders suggested the need to reengage students with acknowledgement and incentives for positive behavior to promote academic success and student connections to school and peers.

Furthermore, student Discipline data indicates a need to address student to student conflicts (data analysis indicates most student to student conflicts tend to occur during recesses), and an increase amount of student defiance and disruption in the classroom.

For students with increased social-emotional and/or mental health needs, we will continue to provide school-based counseling services (individual and groups) via Valley Community Counseling who have designated counseling offices on Golden West's campus.

To continue to promote school connectedness and improve school culture, the school will continue to strengthen school sponsored enrichment activities during and after school (e.g., sports, student talent shows, music and band, drama, Living History.)

There has been an overall increase in student attendance during the 2022-23 school year (compared to recent prior years), however, still too many students, 32.8%, were classified as Chronic Absentees as of May 1, 2023.

Need: Parent/Caregiver Engagement to Support Emerging Students

Parents'/Caregivers' and stakeholders' feedback indicates a need for increased parental/caregiver outreach, particularly in Spanish where they can ask questions, provide comments and concerns, and suggest improvements to school leadership with rapid response times. Currently, parents'/caregivers' engagement at Golden West is minimal, with no more than 3-4 parents/caregivers attending virtual and in-person meetings advisory meetings. While Golden West recently developed much needed communication systems (monthly parent newsletters in English and Spanish, updated website, regular Facebook postings), our stakeholder feedback indicates this is an area of high need. We see this as an opportunity to reimage parental/caregiver engagement and build lasting connections between home and school.

With 67% of our students identified as Socio-Economically Disadvantaged (SED), we know that parental/caregiver engagement is critical for improving student outcomes, particularly with historically marginalized student groups. While parental/caregiver involvement includes activities structured by the school, parental/caregiver engagement, where parents/caregivers have a more active voice in how they take part in what goes on in schools, is critical for developing authentic home-school partnerships. Currently, Golden West needs to develop a consistent two-way communication system between the school and its families. Standard methods currently include website information, text messages, written notes, e-mails, phone calls, printed materials, and meetings.

School Site Description

Golden West Elementary school, located in central Manteca, was established in 1961. It is home to the Golden West 49ers who have a long-standing tradition of: Pride in Yourself; Pride in Your School; Pride in Everything You Do!

We serve between five and six hundred students, most residing in our neighborhood from Transitional kindergarten through eighth grade.

Our teachers provide our students with highly effective instruction and supports with compassion to best prepare our students for the upcoming school year, high school, college, and career in a technologically competitive economy. Our employees are committed to supporting each student to grow and achieve their personal best. We are dedicated to providing a welcoming, inclusive and safe learning environment which meets the unique academic, physical, and social-emotional needs of each student. All students and teachers have access to technology to promote engagement and learning.

Teachers collaborate in grade level and grade span professional learning communities (PLC) teams to provide differentiated academic instruction to meet the diverse needs of our students. We are committed to ensuring that all students receive a strong tier I based instruction aligned to the essential grade level learning standards.

Our PLC teams work together to use meaningful, measurable, and aligned data to guide decisions and actions to promote student growth. We strive to meet the unique learning needs of each student through our "GOLDen Time" (Get Our Learning Done), where students accelerate their learning or reinforce foundational skills in small group instruction.

Golden West is fully committed to our positive behavioral intervention and supports (PBIS) system of promoting all students' academic, behavioral, and socio-emotional development. We explicitly instruct students expected behaviors and procedures. We have three rules: Be Safe, Be Responsible, Be Respectful which in turn supports being a learner. We are committed to explicitly teaching student behaviors as well as academics. We view every opportunity as a learning opportunity for students to grow and achieve their personal best. We celebrate student success through Golden Tickets for behavior and character awards and allowing students to use the newly established PBIS store to purchase donated and purchased item.

Golden West benefits from the active parental/caregiver participation engagement through participation in the English Language Advisory Committee, School Site Council, and School Activities and Events.

To learn more about the many programs offered at Golden West School, please contact the principal, Tony Shah, Ed.D. at (209) 858-7300 or tshah@musd.net.

Our Vision:

Golden West is committed towards providing each unique learner with rigorous, differentiated, inclusive, equitable instruction and supports to be best prepared for the following school year, high school, college and career.

Our Mission:

We will provide a welcoming, rigorous, inclusive and safe learning environment which meets the unique academic, physical, and social-emotional needs of each student. We will work together to use meaningful, measurable, and aligned data to guide our decisions and actions to promote student growth.

2020-21 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)	37.70	81.56	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	2.40	5.33	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	13.09	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	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
Total Teaching Positions	46.30	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						
Total Teaching Positions						

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	6.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.00	

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.

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.80	

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 2021-2022 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. 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 observations to evaluate teachers using the California Standards for the Teaching Profession. Furthermore, the school principal and vice-principal frequently visits each classroom to conduct "learning walks." The school's Instructional Leadership Team, the "Guiding Coalition" conducted "ghost walks" after school, when no students were present, to assess for the physical environment of each classroom.

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. All schools within MUSD implement 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. 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 during the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California (ELPAC) annually. 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 comprised of the principal, vice-principal, instructional specialist and selected teachers 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. Furthermore, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, as verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2021-22 school year. 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. All students, including those with special needs, have access to the district adopted core curriculum materials. All Manteca Unified School District students have access to technology. Laptop devices that are individually assigned to all district students.

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. Golden West has an Instructional Support Specialist who provides targeted and groupwide supports to teachers and classrooms. MUSD also content experts, and teachers on special assignment who are knowledgeable about the adopted programs 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. Digital tutorials allow for leveled instruction as well as individualized instruction. Intervention 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
552	67%	31.2%	0.1
Total Number of Students enrolled in Golden West Elementary.	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	236	31.2%
Foster Youth	2	0.1
Homeless	20	2.1
Socioeconomically Disadvantaged	667	67%
Students with Disabilities	108	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	4.3
American Indian	3	0.3
Asian	73	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	41	4.2
Hispanic	596	61.5
Two or More Races	41	4.2
Pacific Islander	12	1.2
White	161	16.6

Conclusions based on this data:

1. 76.1% of our population is Socioeconomically Disadvantaged.
2. 32% of our population are English Learners.
3. 70.6% of our population is Hispanic.



Grade Level Standards

Grade Level: TK-8

District Goal

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

Site Strategic Goal

Every student will be provided with highly effective, inclusive and differentiated instruction and responsive supports to meet/exceed grade level standards in ELA and Math to be best academically, behaviorally and socio-emotionally prepared for the following school year, high school, college and career.

Base Requirements

Every student will have access to district adopted grade level curricula, a lap-top device, supplemental programs and instructional supplies and materials to promote learning and supports.

Site Name: Golden West Location: 130 Administrator: Tony Shah		Function: 1000 Instructional Goal: 1110 Mgmt: 0000									LCAP A/S 1.1
Elementary School Site Base - Resource 0000											
PROGRAM											
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Membership	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
Standards	Instructional supplies for teachers			2,500							
Safety	Floor mats for classrooms and gym									2,500	
Standards	Tuff shed for PE equip/storage for supplies				6,000						
Standards	Snacks for UTK students			500							
Standards	Teacher desks/chairs/filing cabinets				3,000						
Standards	Soccer goals				2,500						
Standards	White plastic tables			1,000							
Standards	Roving subs for IEP's	1,600									
Standards	Butcher paper			250							
Standards	Copy paper			250							
Standards	Print Shop charges									3,000	
Standards	Riso and Ricoh maintenance agreements								750		
Standards	Ricoh copy click charges									1,000	
Standards	Postage (mailing report cards, etc.)									250	
Standards	Riso ink and masters			1,500							
Standards	Laminating film			250							
Standards	Printer toner (for hallway teacher printers)			500							
Standards	Playground equipment			250							
Safety	Extra SSA hours		500								
Safety	SSA hours for monitoring Acorn games		500								
Standards	Art supplies			500							
Standards	Music supplies and instruments			100	1,200						
Standards	Base storage supplies(collab storage options) for student supplies			1,200							
TOTAL		1,600	1,000	8,800	12,700	-	-	-	750	6,750	-
GRAND TOTAL											31,600

Site Name: Golden West Location: 130 Administrator: Tony Shah		Function: 2420 Instructional Library, Media, and Technology Goal: 0000 Mgmt: 0000										LCAP A/S 1.1
Elementary School Site Base - Resource 0000 ADMINISTRATION												
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost										
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace	
Standards	Library supplies			750								
Standards	Library subscriptions, books			1,000								
Standards	Extra LMT timesheeting (Bookfair, etc.)		500									
Standards	Printer supplies, ink			200								
Standards	Library tables and chairs			1,000								
TOTAL		-	500	2,950	-	-	-	-	-	-	-	
GRAND TOTAL											3,450	
Site Name: Golden West Location: 130 Administrator: Tony Shah		Function: 2700 School Administration Goal: 0000 Mgmt: 0000										LCAP A/S 1.1
Elementary School Site Base - Resource 0000 ADMINISTRATION												
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost										
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace	
Safety	Shades or blinds for office				3,000							
Standards	Folding chairs for gym/promotion			2,500								
Safety	Visitor passes/tardy passes			400								
Standards	Office supplies/printer ink			2,500								
Standards	Copy paper for office			600								
Safety	First aid supplies			250								
Standards	8th grade celebration supplies			1,000								
Standards	Extra clerical hours/assisting with interviews		500									
Standards	Water/snacks for meetings			200								
Standards	Print Shop charges									750		
Standards	Ricoh maintenance agreement								300			
Standards	Ricoh copy click charges									750		
Standards	Copy cards			50								
Standards	Batteries			100								
TOTAL		-	500	7,600	3,000	-	-	-	300	1,500	-	
GRAND TOTAL											12,900	
Site Name: Golden West Location: 130 Administrator: Tony Shah		Function: 8200 Operations Goal: 0000 Mgmt: 0000										LCAP A/S 1.1
Elementary School Site Base - Resource 0000 OPERATIONS												
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost										
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace	
Safety	Custodial equipment repair									2,000		
Safety	Custodial supplies for gym			1,000								
Safety	New mops, mop handles, buckets			2,000								
Safety	Custodial supplies/cleaning supplies			16,000								
Safety	Vacuum cleaners			1,500								
Safety	Maintenance work orders									500		
Safety	Virox disinfectant/spray bottles			250								
Safety	Fluorescent bulbs			200								
Safety	Spray paint			100								
Safety	Garbage cans/rollers/utility cart			750								
Safety	Outdoor flags			100								
Safety	Extra custodial hours		500									
Safety	Small tools			500								
Safety	Microfiber cloths/towels			250								
Safety	Hand sanitizer refills			200								
Safety	Custodial gloves			100								
TOTAL		-	500	22,950	-	-	-	-	-	2,500	-	
GRAND TOTAL											25,950	

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	196	94		0	86		0	86		0.0	91.5	
Grade 4	209	90		0	74		0	74		0.0	82.2	
Grade 5	207	123		0	114		0	113		0.0	92.7	
Grade 6	200	99		0	93		0	93		0.0	93.9	
Grade 7	212	103		0	90		0	90		0.0	87.4	
Grade 8	188	118		0	107		0	107		0.0	90.7	
All Grades	1212	627		0	564		0	563		0.0	90.0	

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		2376.			11.63			18.60			25.58			44.19	
Grade 4		2416.			9.46			13.51			27.03			50.00	
Grade 5		2463.			10.62			15.93			36.28			37.17	
Grade 6		2481.			11.83			20.43			27.96			39.78	
Grade 7		2513.			11.11			26.67			26.67			35.56	
Grade 8		2546.			8.41			30.84			33.64			27.10	
All Grades	N/A	N/A	N/A		10.48			21.31			30.02			38.19	

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		5.81	17		60.47	27		33.72	
Grade 4		8.11	17		72.97			18.92	
Grade 5		8.85	11		69.91			21.24	
Grade 6		13.98	20		51.61			34.41	
Grade 7		14.44	21		58.89			26.67	
Grade 8		13.08	24		58.88			28.04	
All Grades		10.83	16		61.99			27.18	

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		15.12			47.67			37.21	
Grade 4		4.05			48.65			47.30	
Grade 5		8.04			56.25			35.71	
Grade 6		7.53			46.24			46.24	
Grade 7		15.56			48.89			35.56	
Grade 8		13.08			62.62			24.30	
All Grades		10.68			52.31			37.01	

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		5.81			74.42			19.77	
Grade 4		9.46			72.97			17.57	
Grade 5		4.42			72.57			23.01	
Grade 6		9.68			74.19			16.13	
Grade 7		11.11			72.22			16.67	
Grade 8		8.41			71.96			19.63	
All Grades		7.99			73.00			19.01	

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		8.14			60.47			31.40	
Grade 4		8.11			72.97			18.92	
Grade 5		5.31			72.57			22.12	
Grade 6		9.68			65.59			24.73	
Grade 7		11.11			66.67			22.22	
Grade 8		14.02			71.96			14.02	
All Grades		9.41			68.56			22.02	

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	196	95		0	86		0	86		0.0	90.5	
Grade 4	209	90		0	75		0	75		0.0	83.3	
Grade 5	207	124		0	112		0	112		0.0	90.3	
Grade 6	201	99		0	92		0	92		0.0	92.9	
Grade 7	212	102		0	87		0	87		0.0	85.3	
Grade 8	188	118		0	107		0	107		0.0	90.7	
All Grades	1213	628		0	559		0	559		0.0	89.0	

* 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		2372.			5.81			10.47			34.88			48.84	
Grade 4		2405.			1.33			14.67			30.67			53.33	
Grade 5		2434.			3.57			9.82			24.11			62.50	
Grade 6		2441.			2.17			11.96			25.00			60.87	
Grade 7		2459.			1.15			11.49			32.18			55.17	
Grade 8		2485.			5.61			7.48			27.10			59.81	
All Grades	N/A	N/A	N/A		3.40			10.73			28.62			57.25	

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		4.65			39.53			55.81	
Grade 4		8.00			36.00			56.00	
Grade 5		2.68			33.93			63.39	
Grade 6		2.17			40.22			57.61	
Grade 7		3.45			39.08			57.47	
Grade 8		3.74			43.93			52.34	
All Grades		3.94			38.82			57.25	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.49			50.00			46.51	
Grade 4		1.33			42.67			56.00	
Grade 5		2.68			47.32			50.00	
Grade 6		2.17			40.22			57.61	
Grade 7		2.30			54.02			43.68	
Grade 8		6.54			56.07			37.38	
All Grades		3.22			48.66			48.12	

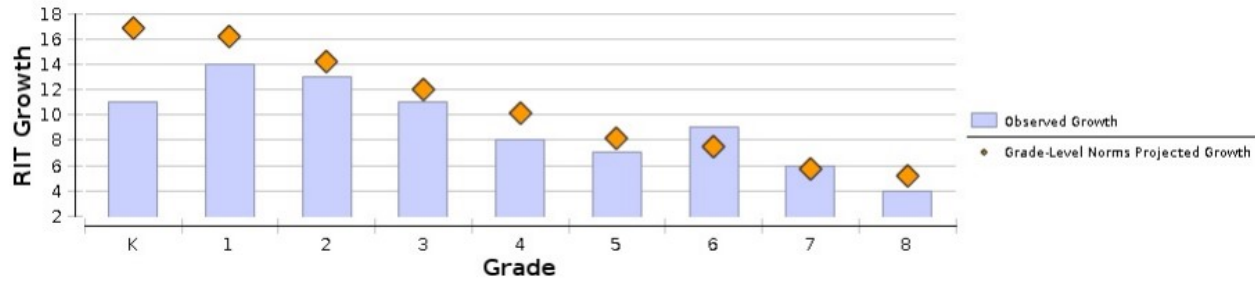
Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.14			58.14			33.72	
Grade 4		4.00			49.33			46.67	
Grade 5		5.36			50.00			44.64	
Grade 6		6.52			53.26			40.22	
Grade 7		3.45			58.62			37.93	
Grade 8		3.74			65.42			30.84	
All Grades		5.19			55.99			38.82	

Golden West Elementary

Math: Math K-12

		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	
		43	140.7	10.4	63	151.5	11.9	19	11	1.2	16.9	-2.82	1	43	8	19	19
		53	155.6	10.4	26	169.2	11.1	16	14	1.0	16.2	-1.08	14	53	20	38	36
		67	162.5	12.6	2	175.6	13.9	2	13	1.0	14.2	-0.51	31	67	27	40	35
		62	177.7	15.4	4	188.9	17.0	4	11	1.0	12.0	-0.38	35	62	29	47	42
		53	189.2	15.8	7	196.8	18.3	4	8	0.9	10.1	-1.31	10	53	18	34	25
		42	195.8	12.3	4	202.9	14.9	3	7	1.1	8.2	-0.47	32	42	15	36	32
		59	205.6	11.3	13	215.0	14.3	19	9	1.1	7.5	0.92	82	59	40	68	61
		44	204.2	13.2	3	210.3	19.6	4	6	1.8	5.7	0.20	58	44	22	50	45
56	215.3	15.5	17	219.3	18.8	15	4	1.4	5.1	-0.48	31	56	33	59	53		

Math: Math K-12

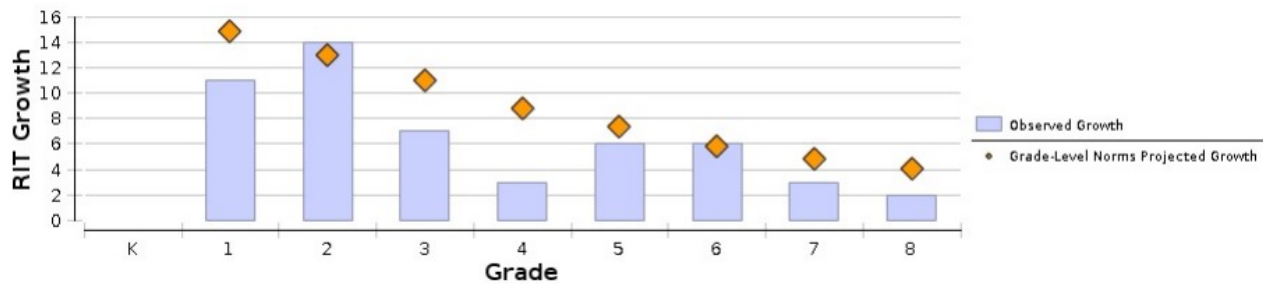


Golden West Elementary

Language Arts:
Reading

		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	5	148.9	11.3	12	160.0	13.6	5	11	1.0	14.9	-1.54	6	53	14	26	30	
1	53	157.1	14.2	1	170.7	16.2	2	14	1.1	12.9	0.27	61	67	31	46	41	
2	67	177.8	17.8	13	185.1	18.1	5	7	1.3	11.0	-1.83	3	59	19	32	31	
3	59	188.8	18.2	15	191.2	19.2	3	3	1.4	8.8	-3.20	1	53	14	26	21	
4	53	191.6	17.6	4	198.0	14.1	3	6	1.3	7.3	-0.49	31	42	14	33	34	
5	42	200.5	14.3	10	206.6	14.5	11	6	1.1	5.8	0.15	56	60	28	47	46	
6	60	201.0	14.6	4	204.1	17.1	2	3	1.7	4.8	-1.01	16	38	18	47	42	
7	38	210.3	16.1	17	212.3	18.2	12	2	1.5	4.1	-1.07	14	54	23	43	40	
8	54																

Language Arts: Reading





2023/24 Spring NWEA/MAP Growth Reports



MATH

Golden West Elementary

	SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Number of Students
K	30th	<div><div>45%</div><div>15%</div><div>24%</div><div>11%</div><div>5%</div></div>					66
Grade 1	31st	<div><div>32%</div><div>30%</div><div>19%</div><div>17%</div><div>2%</div></div>					57
Grade 2	20th	<div><div>50%</div><div>25%</div><div>13%</div><div>10%</div><div>2%</div></div>					68
Grade 3	22nd	<div><div>46%</div><div>18%</div><div>13%</div><div>19%</div><div>4%</div></div>					68
Grade 4	19th	<div><div>52%</div><div>12%</div><div>21%</div><div>10%</div><div>5%</div></div>					58
Grade 5	19th	<div><div>54%</div><div>20%</div><div>15%</div><div>9%</div><div>2%</div></div>					46
Grade 6	36th	<div><div>34%</div><div>20%</div><div>25%</div><div>18%</div><div>3%</div></div>					65
Grade 7	25th	<div><div>47%</div><div>31%</div><div>8%</div><div>10%</div><div>4%</div></div>					51
Grade 8	29th	<div><div>38%</div><div>21%</div><div>19%</div><div>17%</div><div>5%</div></div>					58

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th



2023/24 Spring NWEA/MAP Growth Reports



READING

Golden West Elementary

SPRING 2022-2023 ACHIEVEMENT					
Grade	Median Percentile	Achievement Percentiles			Number of Students
K	31st	39%	32%	18% 2% 9%	44
Grade 1	23rd	50%	29%	12% 9%	56
Grade 2	12th	58%	14%	13% 9% 6%	69
Grade 3	24th	45%	21%	17% 11% 6%	66
Grade 4	21st	50%	12%	21% 14% 3%	58
Grade 5	21st	48%	28%	13% 7% 4%	46
Grade 6	26th	34%	29%	17% 15% 5%	65
Grade 7	23rd	39%	28%	12% 14% 7%	43
Grade 8	35th	38%	16%	22% 18% 6%	55

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Data Analysis

2022-23 Spring NWEA/MAP Math data indicated 17% of Golden West students scored with the 61st percentile or higher (of the national norm data).

2022-23 Spring NWEA/MAP Reading data indicated 16% of Golden West students scored with the 61st percentile or higher (of the national norm data).

2022-2023 NWEA/MAP Reading data indicated 2nd, 6th grade levels met the Grade-Level Norms Projected Growth. While all grade levels experienced growth comparing Fall 2022 with Spring 2023; Grades Kindergarten, 1st, 3rd, 5th, 7th and 8th did not meet the Grade-Level Norms Projected Growth for Reading.

2022-2023 Spring NWEA/MAP Assessment Reading data indicated the average RIT Score for Golden West was 185 (6 points below the MUSD's Average RIT Score).

2022-23 Spring NWEA/MAP Language Usage data indicated 18% of Golden West students scored with the 61st percentile or higher (of the national norm data).

2022-2023 NWEA/MAP Math data indicated 6th and 7th grade levels met the Grade-Level Norms Projected Growth. While all grade levels experienced growth comparing Fall 2022 with Spring 2023; Grades Kindergarten, 1st, 2nd, 3rd, 5th and 8th did not meet the Grade-Level Norms Projected Growth for Math.

2022-2023 Spring NWEA/MAP Assessment Math data indicated the average RIT Score for Golden West was 190 (14 points below the MUSD's Average RIT Score).

Note: A RIT Score is an estimation of a student's instructional level and also measures student progress or growth in school.

With regards to Student Classroom Achievement: By the end of the 2nd Trimester 68 (12.3%) students had one or more Fs.

Student Need 1:

All students will be reading at levels to best transition to the following grade level as identified on the NWEA/MAP Reading assessments by providing access to standards aligned base curriculum and approved supplementary curriculum, interventions, resources & materials including technology, professional development--workshops/conferences, training and collaborative opportunities for teachers, students, and families.

Implementation Plan

All teachers will provided highly effective, inclusive and differentiated supports to promote reading. Students will have access to district adopted English Language Arts curriculum. Teachers, via a PLC framework will develop common formative assessments to drive instruction and supports. Students will be retaught prerequisite skills via small group instruction during the school's adopted Access time, "Golden Time."

Students enrolled in Kindergarten to 3rd grade will recieve structured, multi-sensory literacy instruction via the Wilson Language Training Foundations ephasizing decoding, phonics, spelling and handwriting.

Targeted and identified students (K-3rd grade) will recieved small group reading tutoring supports via the district's sponsored Americorp tutors.

We will continue to provide targeted students and grade levels with after school tutoring and enrichment activities.

Golden West will continue to have selected Jr. High School student tutors students of lower aged grade levels.

To build a collaborative culture where every Golden West staff member works to ensure that every student is supported to meet/exceed grade level standards in ELA by providing students access to grade level standards from staff trained in effective instructional strategies, use of base and supplemental curriculum, and by providing resources and interventions based on individual student need. We will continue to commit to working together in PLC teams, using meaningful, measurable and aligned data to guide our decisions and actions to promote student growth. We will refine our PLC process by addressing the four critical questions of a PLC:

1. What do we want all students to know and be able to do? (essential standards)

~Teachers will identify essential standards and the level of rigor in each essential standard and develop a scope and sequence for each trimester.

~Teachers will have access to the Instructional Specialist/TOSA who will provide professional learning, coaching, co-teaching, and small group support with students.

~Teachers will work with students to support students in academic goal setting and in conducting student-led goal setting conferences to increase student ownership of learning goals.

~Teachers will communicate to students clear learning targets aligned to essential standards to increase student academic achievement

2. How will we know when they have learned it? (assessment)

~Students will continue to be assessed in Reading throughout the 2023-2024 school year using NWEA/MAP assessments and teacher developed common formative assessments.

~Teachers will use this data and data from common (grade-level) formative assessments (at least monthly) to identify students by name and need.

3. What will we do if they do not learn it? (intervention)

~Teachers will use the data to identify students who need intervention based on the essential standards taught and assessed and plan for monthly intervention cycles during our GOLDen Time.

~ Students may engage in small group instruction, platooning and/or other targeted interventions.

4. What will we do if they do learn it? (enrichment)

~Teachers will use the data to identify students who are ready for enrichment based on the essential standards taught and assessed and plan for monthly enrichment cycles during our GOLDen Time.

All teachers will be trained on recently adopted core curriculum for next generation science standards (NGSS), Amplify and SPARK, a research validated Physical Education program.

SMART Goal

As indicated below, improved academic achievement in Reading when comparing Spring 23 to Spring 24 NWEA/MAP assessment results.

Metric/Indicator	Baseline	Expected Outcome
Spring 2024 NWEA/MAP Assessment Reading assessments results.	68% in the low average and low achievement quintiles in Reading during the Spring 23 NWEA/MAP assessments.	During the Spring 2023 NWEA/MAP assessments, the percentage of Golden West students in the low average and low achievement quintiles will decrease by 5%.
Spring 2024 NWEA/MAP Assessment Language Usage assessments results.	65% in the low average and low achievement quintiles in Language Usege during the Spring 23 NWEA/MAP assessments.	During the Spring 2023 NWEA/MAP assessments, the percentage of Golden West students in the low average and low achievement quintiles will decrease by 5%.
Student classroom achievement.	By the end of the 2nd Trimester 68 (12.3%) students had one or more Fs.	By the end of the 2nd Trimester of the 23-24 school year, we will decrease the number of students earning at least one "F" from 12.3% to 10%

Targeted Resources Applied

Action	Resources	Money/Budget
Students will have access to supplemental instructional materials and supplies, technology (e.g. doc cameras and screenbeams) for inside classrooms, and materials for electives/enrichment and intervention.	LCFF- Supplemental	2,000
Via established district level funding, an Instructional Specialist (TOSA) will be assigned at Golden West. The Instructional Specialist will provide	District Funded	0

professional development, coaching, co-teaching, and small group supports for targeted students.		
All Golden West Kindergarten through 3rd grade teachers will participate in "Wilson Foundations" to provide students with research-based materials and strategies to promote reading comprehension, decoding, spelling and handwriting. This program will supplement our students' exposure to district-adopted core English Language Arts curriculum.	LCFF- Supplemental	6,500
<p>Teachers, Substitute Teachers, Paraprofessional, & Support Staff will have access to time-sheeting & costs of materials to provide tutoring/extended day, intervention supports, collaboration time, peer observation, pull-out days, release time, family & student engagement activities, and attendance at professional development, workshops/training and materials, conferences and parent/student activities/events, including planning for summer acceleration for students.</p> <p>Additionally, provide trainings, events, activities or workshops and allow attendance/facilitation for/by teachers, families & students to facilitate learning/understanding and increase partnership/engagement between home and school.</p> <p>Teachers will be provided with designated release days so to work as PLC teams: collaborate, analyze data, identify essential standards, design lessons, formative assessments and strategize/identify students in need of interventions.</p>	LCFF- Supplemental	2,500
Field Trips, Assemblies & Activities to support student participation, engagement and real world application of learning including fees, travel and such.	Title I Part A: Allocation	10,000

Student awards, certificates and pens to acknowledge academic excellence, growth, citizenship and positive attendance.	LCFF- Supplemental	1,500
Assemblies, events and activities to recognize students for academic excellence, growth, and citizenship.	LCFF- Supplemental	1,500
Via established district-level funding, targeted students enrolled in grades K-3 will be provided with individual and small group Reading tutoring via Americorp Tutors.	District Funded	
Students will have access to supplemental instructional materials and supplies, technology (e.g. doc cameras and screenbeams) for inside classrooms, and materials for electives/enrichment and intervention, and student summer acceleration.	Title I Part A: Allocation	2,000
Conferences, Workshops, Professional Development & Training fees, program materials, travel costs, hotels and such for faculty, staff, students and families, as well as professional consulting services and operating expenditures. (MTSS, PBIS, SEL and PLC).	Title I Part A: Allocation	1,500
Purchase student planners for 5th-8th grade students and purchase home-school folders for TK-3rd grade students to build a school wide system for communication and organization between home and school.	LCFF- Supplemental	1,065

Progress Monitoring

October

January

April

Data

Data Analysis

Student Need 2:

To develop and increase mathematical skills and practices for all students to be best prepared for the following grade level, along with an added focus on students scoring below grade level, as identified on the NWEA/MAP Assessments in Math by providing access to standards aligned base curriculum, standards based and approved supplementary curriculum, intervention, resources & materials including technology, professional development, workshops/conferences, training and collaborative opportunities for teachers, students, and families.

Implementation Plan

Golden West as well as other district schools will focus on incorporating "Math Thinking Strategies" with the current base curriculum to allow students to obtain a deeper understanding of math and students as mathematicians. Teachers and students will learn how to use discourse and thinking strategies to draw upon their intellectual resources as critical thinkers and problem solvers with newer ways to think.

We will continue to provide targeted students and grade levels with after school tutoring and enrichment activities.

Golden West will continue to have selected Jr. High School students tutor students of lower aged grade levels.

To build a collaborative culture where every Golden West staff member works to ensure that every student is supported to meet/exceed grade level standards in Mathematics by providing students access to grade level standards from staff trained in effective instructional strategies, use of base and supplemental curriculum, and by providing resources and interventions based on individual student need to support progress toward standards, we will continue to be committed to work together in PLC teams using meaningful, measurable and aligned data to guide our decisions and actions to promote student growth. We will refine our PLC process by addressing the four critical questions of a PLC:

1. What do we want all students to know and be able to do? (essential standards)

~Teachers will identify essential standards and the level of rigor in each essential standard and develop a scope and sequence for each trimester.

~ Teachers will have access to the Instructional Specialist/TOSA who will provide professional learning, coaching, co-teaching, and small group support with students.

~Teachers will work with students to support students in academic goal setting and in conducting student-led goal setting conferences to increase student ownership of learning goals.

~Teachers will communicate to students clear learning targets aligned to essential standards to increase student academic achievement

2. How will we know when they have learned it? (assessment)

~Students will continue to be assessed in mathematics throughout the 2023-2024 school year using NWEA MAPS assessments and teacher developed common formative assessments.

~Teachers will use this data and data from common (grade-level) formative assessments (at least monthly) to identify students by name and need.

3. What will we do if they do not learn it? (intervention)

~Teachers will use the data to identify students who need intervention based on the essential standards taught and assessed and plan for monthly intervention cycles during our GOLDen Time.

~ Students may engage in small group instruction, platooning and/or targeted intervention.

4. What will we do if they do learn it? (enrichment)

~Teachers will use the data to identify students who are ready for enrichment based on the essential standards taught and assessed and plan for monthly enrichment cycles during our GOLDen Time.

~ Students may engage in small group instruction, platooning and/or targeted intervention.

SMART Goal

As indicated below, improved academic achievement in Math when comparing Spring 23 to Spring 24 NWEA/MAP assessment results.

Metric/Indicator	Baseline	Expected Outcome
Spring 2024 NWEA/MAP Assessment Math assessments results.	65% in the low average and low achievement quintiles in Math during the Spring 23 NWEA/MAP assessments.	The percentage of Golden West students in the low average and low achievement quintiles will decrease by 5%.

Targeted Resources Applied

Action	Resources	Money/Budget
Students will have access to supplemental instructional materials and supplies, technology (e.g. doc cameras and screenbeams) for inside classrooms, and materials for electives/enrichment and intervention, and student summer acceleration.	LCFF- Supplemental	2,000
Via established district level funding, an Instructional Specialist will be assigned at Golden West. The Instructional Specialist will provide professional development, coaching, co-teaching, and small group support for targeted students.	District Funded	0
Teacher, Substitute Teacher, Paraprofessional, & Support Staff will have access to time-sheeting & costs of materials to provide tutoring/extended day, intervention supports, collaboration time, peer observation, pull-out days, release time, family & student engagement activities, and attendance at professional development, workshops/training and materials, conferences and parent/student activities/events, including planning for summer acceleration for students.	LCFF- Supplemental	2,500

<p>Additionally, provide trainings, events, activities or workshops and allow attendance/facilitation for/by teachers, families & students to facilitate learning/understanding and increase partnership/engagement between home and school.</p> <p>Teachers will be provided with designated release days so to work as PLC teams: collaborate, analyze data, identify essential standards, design lessons, formative assessments and strategize/identify students in need of interventions.</p>		
Students will have access to supplemental instructional materials and supplies, technology (e.g. doc cameras and screenbeams) for inside classrooms, and materials for electives/enrichment and intervention, and student summer acceleration.	Title I Part A: Allocation	2,000
Assemblies, events and activities to recognize students for academic excellence, growth, and citizenship.	LCFF- Supplemental	1,500
Field Trips, Assemblies & Activities to support student participation, engagement and real world application of learning including fees, travel and such.	Title I Part A: Allocation	10,000
Purchase student planners for 5th-8th grade students and purchase home-school folders for TK-3rd grade students to build a school wide system for communication and organization between home and school.	LCFF- Supplemental	1,000
Student awards, certificates and pens to acknowledge academic excellence, growth, citizenship and positive attendance.	LCFF- Supplemental	750

Progress Monitoring

October

January

April



District Goal

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

Site Goal

To ensure that every student feels safe and secure in an inclusive learning environment that fosters growth.

Base Requirements

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

Student PBIS Surveys							
	9/22/2022*	22-Oct	22-Nov	22-Dec	23-Jan	23-Feb	23-Mar
Grade Level							
2nd	50	51	25	34	45	33	35
3rd	54	58	23	46	52	49	53
4th	30	21	39	39	43	46	38
5th	35	22	11	22	14	30	29
6th	29	30	50	46	54	56	53
7th	19	36	39	36	41	38	36
8th	47	40	50	42	40	46	37
Total	264	258	237	265	289	298	281
Rec'd a Golden Ticket							
Yes	172	193	147	136	131	204	180
% Yes	65.2%	74.8%	62.0%	51.3%	45.3%	68.5%	64.1%
Know the Behavior Expectations							
	242	226	227	258	275	292	271
	91.7%	87.6%	95.8%	97.4%	95.2%	98.0%	96.4%
Feel happy at school?							
	174	236	207	226	243	255	234
	65.9%	91.5%	87.3%	85.3%	84.1%	85.6%	83.3%
Adult feel comfortable talking with?							
Yes	166	191	161	184	193	217	191
% Adult comfortable	62.9%	74.0%	67.9%	69.4%	66.8%	72.8%	68.0%
Enjoy learning in classes							
Yes	182	226	197	222	232	241	216
% Enjoy learning	69%	88%	83%	84%	80%	81%	77%
Other students well behaved							
Yes	95	147	120	131	133	126	112
% Students well behaved	36.0%	57.0%	50.6%	49.4%	46.0%	42.3%	39.9%
Behavior challenges							
Talking in Class	22	54	47	60	65	78	76
Arguing with adults	2	9	12	9	19	38	21
Not doing classwork	3	15	9	14	11	10	12
Fighting with other students	3	11	15	21	22	19	40
Bullying	13	17	28	25	32	39	18
Depression	1	7	6	7	7	7	5
%							
Talking in Class	8.3%	20.9%	19.8%	22.6%	22.5%	26.2%	27.0%
Arguing with adults	0.8%	3.5%	5.1%	3.4%	6.6%	12.8%	7.5%
Not doing classwork	1.1%	5.8%	3.8%	5.3%	3.8%	3.4%	4.3%
Fighting with other students	1.1%	4.3%	6.3%	7.9%	7.6%	6.4%	14.2%
Bullying	4.9%	6.6%	11.8%	9.4%	11.1%	13.1%	6.4%
Depression	0.4%	2.7%	2.5%	2.6%	2.4%	2.3%	1.8%

Staff PBIS Surveys								
	22-Sep	22-Oct	22-Nov	22-Dec	23-Jan	1-Feb	23-Mar	23-Apr
Certificated	21	10	18	14	14	22	36	13
Classified	20	8	7	11	11	2	2	1
Total	41	18	25	25	25	24	38	14
I feel an important part of our school								
Yes	38	15	21	22	22	20	33	14
% Yes	92.7%	83.3%	84.0%	88.0%	88.0%	83.3%	86.8%	100.0%
Know the Behavior Expectations								
Yes	36	17	25	25	25	24	38	14
% Yes	88%	94%	100%	100%	100%	100%	100%	100%
Aware of Golden Tickets								
Yes	38	18	25	25	25	24	38	14
% Yes	93%	100%	100%	100%	100%	100%	100%	100%
Frequently of giving Tickets								
Once/week	10	5	6	9	9	5	10	4
5 x/wk	11	5	8	6	6	8	11	3
5 to 10	5	3	4	6	6	7	10	3
10+	5	4	5	2	2	4	7	4
I haven't yet	10	1	2	2	2	0	0	0
I believe PBIS is beneficial								
Strongly agree	14	6	10	12	12	8	15	7
Agree	20	8	7	13	13	16	23	7
Neutral	7	4	8	n/a	n/a	n/a	n/a	n/a
Disagree	0	0	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0	0	0
Our students'...challenging behaviors								
Classroom Disruption	12	9	11	13	13	10	24	6
Socio-emotional	11	5	9	10	10	6	10	3
Conflicts with...students	16	8	12	8	8	6	11	7
Attendance	7	2	4	7	7	6	10	3
Fighting	2	0	3	0	0	1	1	1
Staying on task	15	12	13	15	15	8	17	10
Following directions	20	11	12	13	13	7	14	7
Bullying	5	0	3	1	1	2	8	2
Defiance	9	2	5	5	5	3	5	3
Profanity	7	5	9	6	6	3	8	2
Changes made								

Chronic Absenteeism

TK/Kinder	25
1st	20
2nd	28
3rd	19
4th	27
5th	7
6th	18
7th	21
8th	16
Sum	181

32.80%

Attendance

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2021-22	89.79	88.46	90.32	85.12	92.06	91.85	85.20	89.78	89.8	90.11
2022-23	90.6	92.75	92.99	90.61	85.98	89.36	91.96	91.03	91.51	

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	4.23	0.24	5.22	0.91	3.47	0.20
Expulsions	0.00	0.00	0.23	0.01	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.98	4.19	2.45
Expulsions	0.34	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	2119	1964	409	20.8
Female	1052	975	204	20.9
Male	1067	989	205	20.7
American Indian or Alaska Native	9	8	3	37.5
Asian	197	174	18	10.3
Black or African American	109	98	27	27.6
Filipino	94	90	3	3.3
Hispanic or Latino	1231	1156	255	22.1
Native Hawaiian or Pacific Islander	28	24	6	25.0
Two or More Races	97	83	21	25.3
White	354	331	76	23.0
English Learners	410	378	69	18.3
Foster Youth	11	10	4	40.0
Homeless	104	99	34	34.3
Socioeconomically Disadvantaged	1517	1427	351	24.6

Students Receiving Migrant Education	2	2	2	100.0
Students with Disabilities	203	188	42	22.3

Behavior:
ALL BEHAVIOR:

	Grade										
Incident	TK/Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th		Sum
Bullying/Cyberbullying					5		5	1	1		12
Bus Referral				1							1
Cheating/Dishonest								1			1
Damage School/Personal Property		1		1	2			1			5
Dangerous Object				3			1				4
Defiance					2			8	5		15
Disruptive	5	4	1	5	4	1	14	20	12		66
Electronic Device		1		1				1	1		4
Fighting	2	6		5	5		4	12	6		40
Hate Crime/Racial Slurs					1				2		3
Inappropriate Behavior/Object	11	12	3	9	9		13	12	11		80
Loitering									2		2
Possess/Use Alcohol								2	2		4
Possess/Use Drugs								1	3		4
Possess/Use Tobacco									2		2
Possess/Use Weapon							1	1			2
Profanity		1		1	2		1	15	8		28
Pushing/Shoving	2	2	7	7	4	2	5	5	6		40
Rec/Possess Stolen Property				1					1		2
Sexual Harassment							3	1	1		5
Student Attire						1	2		1		4
Theft/Robbery/Extortion		1					1				2
Threatening							1	2	2		5
Truancy		2			3		1		6		12
Unsafe Behavior	7	20	7	9	4	1	8	4	6		66
Vape Pen: Nicotine							2	1			3
Sum	27	50	18	43	41	5	62	88	78		412

SUSPENSIONS

Incident Type	Kinder	1st	3rd	4th	6th	7th	8th	Sum
Bullying/Cyberbullying					3	1		4
Damage School/Personal Property		1	1					2
Dangerous Object			1					1
Defiance						1		1
Disruptive		1						1
Fighting	2	3	3	4	3	8	5	28
Hate Crime/Racial Slurs							1	1
Inappropriate Behavior/Object	1	1	1		2		1	6
Possess/Use Alcohol						2	2	4
Possess/Use Drugs						1	3	4
Possess/Use Weapon					1	1		2
Profanity					1	4	2	7
Pushing/Shoving				1		1	1	3
Rec/Possess Stolen Property							1	1
Sexual Harassment					1	1	1	3
Threatening					1	1	1	3
Unsafe Behavior	2	7		2	1	2	1	15
Vape Pen: Nicotine					2	1		3
Sum	5	13	6	7	15	24	19	89

52 unduplicated

Chronic Absenteeism	
TK/Kinder	25
1st	20
2nd	28
3rd	19
4th	27
5th	7
6th	18
7th	21
8th	16
Sum	181
	32.80%

Attendance											
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
2021-22	89.79	88.46	90.32	85.12	92.06	91.85	85.20	89.78	89.8	90.11	
2022-23	90.6	92.75	92.99	90.61	85.98	89.36	91.96	91.03	91.51		

Data Analysis

The 2022-23 LCAP Stakeholder Survey results indicate:

- * Need to address the behavioral and socio-emotional development of students.
- * Provide support, services and lessons to promote socio-emotional development of students
- * Provide targeted behavioral and socio-emotional supports of targeted students via the school PBIS system
- * Bullying prevention and response to promote students' perceptions of feeling safe at school
- * Promote school connected by building the culture

Student Need 1:

Students need support in learning, managing emotions, having empathy, and solving problems. Our students and students across the nation continue to grip with the negative psychological impacts social media causes on most adolescents and children.

Students need modeling and instruction to gain these skills. Students need acknowledgment for appropriate behavior as these skills are acquired and implemented. Students need opportunities to build connections to school, to have reteaching/practice of these skills, as well as opportunities via the school's PBIS.

By receiving such supports, it will reduce total behavior incidents and suspensions by 5% and in doing so will improve the climate, safety and connectedness.

Implementation Plan

Golden West has a fully established and implemented Postive Behavioral Interventions and Supports (PBIS). During the 2022-23 school year, The PBIS team focused on improving the climate and culture.

The Golden West PBIS team will continue to support and sustain Tier I and design and implement a plan for implementing Tier II during the 23-24 school year.

PBIS is a proactive approach for creating and sustaining safe and effective schools. PBIS is a three-Tiered Program and we are currently implementing Tier 1. One of the key components or beliefs is to focus on prevention. When students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-90% of students will meet these expectations. The 10-20% of the students not responding to universal interventions.

During the 2023-24 school year, Golden West will begin implementing Tiered II PBIS programs to provide additional supports for students in need of futher supports.

Another key component to our PBIS program is an analysis of behavior data. This team-based approach to data analysis will allow Golden West Elementary School's PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive attendance/behavior and communicate the findings to staff, students, and parents. The ultimate goal is to decrease behavior incidents and to increase attendance, academic performance, and sense of safety, and to create/maintain a positive school climate through teaching research-based strategies and systems.

All students will also have designated Social Emotional Learning (SEL) daily allocated lessons as a resource for teaching the explicit behaviors within the program. It promotes school success, school connectedness, safe and respectful school climate by teaching students the skills that strengthen their ability to learn, manage emotions, have empathy, and solve problems.

Strategies to improve attendance/engagement will include the following:

1.) PBIS and SEL

- «Provide staff/grade levels training/information to implement
- «Frequent teaching of target schoolwide expectations (Setting the Stage (School Rules/Expectations, Skills for Learning, Empathy, Emotional Management, Problem Solving and Friendship Skills) either whole school and/or by grade span
- « Survey of students, staff and families to progress monitor
- «Monthly Team meetings to progress monitor and adjust implementation accordingly

2) Social-emotional learning

- « Provide each teacher with district adopted and research validated curriculum
- « Grade span meetings to review topics and integration

- « Teachers will continue to offer students with access to district adopted SEL curriculum and lessons to promote emotional growth, emotional regulation, good decision making, interpersonal skills and academic growth
 - « During site level professional development meetings, all teachers and site administrators have been conducting a book study review on utilizing effective SEL classroom strategies using a book title, "ExSElent Teaching."
- 3) PBIS: (Team meeting monthly)
- «Designate two PBIS Leads to coordinate initiative
 - « Frequent related trainings and professional development for all staff members
 - «Students will be taught the three school rules and expectations of behavior in each area of the campus (passport day)
 - «School Rules/Expectations will be posted in the classroom and throughout the campus
 - «Golden Tickets provided to acknowledge positive student behaviors
 - «Students will be able to purchase items from the recently established PBIS Student Store.
 - «Trimester Recognition includes award, pin, and invitation to the school-wide trimester event.
 - « Other Incentives/recognitions may be offered by the Teacher & PBIS Support Team for Attendance Goals
 - « Survey of students, staff and families to gather data on school climate and safety
 - « Staff training, resources and materials to support understanding of PBIS
 - «Monthly Team meetings to progress monitor and adjust implementation of PBIS
 - «Golden West will continue its partnership with Stanislaus County Office of Education to receive coaching, consultation and technical advise with regards to PBIS implementation with success.

Attendance campaign by recognizing home classrooms with the highest attendance and recognizing students with improved and excellent attendance.

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
53 students (unduplicated) have been suspended as of 5/1/2023	53 (9.6%)	Decrease by 5% by 5/1/2024.
Chronic Absenteeism Rate	181 (32.8%)	Decrease by 5% by 5/1/2024.

Resources to Support

Action	Resources	Money/Budget
Continue PBIS Leadership Team and provide substitute and/or time-sheeting to allow team to regularly meet and collaborate, review, input and analyze data and to plan student/family engagement activities, recognitions/assemblies, etc.. Provide time sheeting for additional classified/certificated staff to assist in inputting data, planning and implementing activities/events for students/families.	Title I Part A: Allocation	1,000

Continue Golden West School's partnership with the Stanislaus County Office of Education, the Golden West PBIS Leadership Team will continue to receive technical supports and professional development by PBIS experts from Stanislaus COE staff.		
Provide PBIS resources/materials and assemblies to promote positive behaviors, school attendance, engagement/participation, and school connectedness.	Title I Part A: Allocation	4,492
<p>Teacher, Substitute Teacher, Paraprofessional, & Support Staff will have access to time-sheets & costs of materials to provide tutoring/extended day, intervention supports, collaboration time, peer observation, pull-out days, release time, family & student engagement activities, and attendance at professional development, workshops/training and materials, conferences and parent/student activities/events, including planning for summer acceleration for students.</p> <p>Additionally, provide trainings, events, activities or workshops and allow attendance/facilitation for/by teachers, families & students to facilitate learning/understanding and increase partnership/engagement between home and school.</p> <p>Teachers will be provided with designated release days so to work as PLC teams: collaborate, analyze data, identify essential standards, design lessons, formative assessments and strategize/identify students in need of interventions.</p>	LCFF- Supplemental	1,000
Teacher, Substitute Teacher, Paraprofessional, & Support Staff will have access to time-sheets & costs of materials to provide tutoring/extended day, intervention supports, collaboration time, peer	Title I Part A: Allocation	3,500

<p>observation, pull-out days, release time, family & student engagement activities, and attendance at professional development, workshops/training and materials, conferences and parent/student activities/events, including planning for summer acceleration for students.</p> <p>Conferences, Workshops, Professional Development & Training fees, program materials, travel costs, hotels and such for faculty, staff, students and families, as well as professional consulting services and operating expenditures. (MTSS, PBIS, SEL and PLC).</p> <p>Additionally, provide trainings, events, activities or workshops and allow attendance/facilitation for/by teachers, families & students to facilitate learning/understanding and increase partnership/engagement between home and school.</p> <p>Teachers will be provided with designated release days so to work as PLC teams: collaborate, analyze data, identify essential standards, design lessons, formative assessments and strategize/identify students in need of interventions.</p>		
<p>Provide PBIS incentives (for the PBIS Student Store), rewards, resources/materials and assemblies to promote positive behaviors, school attendance, engagement/participation, and school connectedness.</p>	LCFF- Supplemental	500

Progress Monitoring

September

Attendance rates have increased, however, the number of suspended students have not be reduced.

Attendance										
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2021-22	89.79	88.46	90.32	85.12	92.06	91.85	85.20	89.78	89.8	90.11
2022-23	90.6	92.75	92.99	90.61	85.98	89.36	91.96	91.03	91.51	

SUSPENSIONS

Incident Type	Kinder	1st	3rd	4th	6th	7th	8th	Sum
Bullying/Cyberbullying					3	1		4
Damage School/Personal Property			1	1				2
Dangerous Object				1				1
Defiance						1		1
Disruptive			1					1
Fighting	2	3	3	4	3	8	5	28
Hate Crime/Racial Slurs							1	1
Inappropriate Behavior/Object	1	1	1		2		1	6
Possess/Use Alcohol						2	2	4
Possess/Use Drugs						1	3	4
Possess/Use Weapon						1	1	2
Profanity						1	4	5
Pushing/Shoving					1		1	2
Rec/Possess Stolen Property							1	1
Sexual Harassment						1	1	2
Threatening						1	1	2
Unsafe Behavior	2	7		2	1	2	1	15
Vape Pen: Nicotine						2	1	3
Sum	5	13	6	7	15	24	19	89

52 unduplicated

December

March

Data

Climate

Data Analysis

While Golden West once had a robust PTA and parent support, during recent school years we struggled to engage parents to get their input regarding student needs, to participate in school events, or to respond to communication. We recognize that COVID-19 brought many challenges to our community and our students, we are fully committed to reengaging families in a partnership with Golden West.

While we increased communication at Golden West through NTI message, emails, parent newsletters, and an updated website, we received limited responses on a parent communication surveys. The LCAP Stakeholder survey indicates parents prefer email, text, and calls home as their primary methods of communication. Average attendance at School Site Council (SSC) meetings was 3 parents with only 2 parents attending ELAC meetings. One parent volunteered to

- make personal calls to families to increase attendance and understanding of the purpose of the meetings and as a result. After brainstorming with parents during this meeting, we determined that Golden West will take the following actions to increase parent engagement during the 2023-2024 school year:
- * Recently created Parent Outreach Position to create strong relationships between parents, students, and teachers by being a liaison in removing barriers to educational success.
 - * Provide 4-8th grade students with planners; TK-3 with Home-school folders
 - * Provide more access to community resources
 - * Continue parent newsletter, FB and website posts, mail home. Increase phone calls as a means of communication.
 - * Provide necessary training, subs, time-sheets, materials and resources

Student Need 2:

To increase parent involvement and engagement by 20% as measured by parent attendance at events, and parent satisfaction via survey data.

Implementation Plan

After brainstorming with parents/caregivers and collecting stakeholder input for the Strategic Plan, we determined that Golden West will take the following actions to increase parent engagement during the 2023-2024 school year:

- The LCAP Stakeholder survey indicates parents/caregivers prefer email, text, and calls home as their primary methods of communication. Average attendance at School Site Council (SSC) meetings was 3 parents with only 2 parents attending ELAC meetings. One parent volunteered to make personal calls to families to increase attendance and understanding of the purpose of the meetings and as a result, 12 parents attended the April Title I Program Evaluation Meeting. After brainstorming with parents during this meeting, we determined that Golden West will take the following actions to increase parent engagement during the 2023-2024 school year:
- * Created Parent Outreach Position to create strong relationships between parents, students, and teachers by being a liaison in removing barriers to educational success.
 - * Provide 4-8th grade students with planners; TK-3 with Home-school folders
 - *Provide Family Nights
 - * Provide more access to community resources
 - * Continue parent newsletter, FB and website posts, mail home. Increase phone calls as a means of communication.
 - * Provide necessary training, subs, time-sheets, materials and resources
 - * Purchase a marquee and improve playground fencing

SMART Goal

As indicated below...

Metric/Indicator	Baseline	Expected Outcome
GW Parent/Caregiver Engagement/Partnership.	Qualitative Feedback listed above: To increase parent/caregiver engagement at Golden West we will provide a variety of activities and frequent opportunities to fully engage parents/caregivers. We will work with parents to sustain parent engagement by addressing the common challenges to getting and keeping parents/caregivers engaged.	Increase of 20% in parent/caregivers involvement in Goals Setting conferences and school-based activities.

Resources to Support

Action	Resources	Money/Budget
<p>The Site Outreach Assistant to provide coordinated and supports to targeted students and families. The Site Outreach Assistant will be an active member of the school's Coordinated Services Team (COST) so the team can provide supports to the students and families of students with identified attendance, behavioral and/or academic challenges.</p> <p>The Outreach Assistant will also support relevant parent/caretaker and student events intended to promote school connectedness and improve the culture of the school (e.g. Parent Partners Workshops). The Site Outreach Assistant will connect identified students and families (e.g. homeless, foster and students facing other barriers to learning) with appropriate district and community resources to address challenges to attending school and learning.</p> <p>Furthermore, the Site Outreach Assistant will make calls, assist in preparing and distributing materials, planning and attending activities/events, supervising, etc. to promote positive behavior and school connectedness and engagement opportunities among students, staff, and families. Utilize community resources to provide services/support (fees, etc.). [30 hrs. per week]</p>	<p>Title I Part A: Allocation</p>	<p>18,000</p>
<p>Conferences, Workshops, Professional Development & Training fees, program materials, travel costs, hotels and such for faculty, staff, students and families, as well as professional consulting services and operating expenditures. (MTSS, PBIS, SEL and PLC).</p>	<p>Title I Part A: Allocation</p>	<p>2,000</p>

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 3:

Access to a safe, clean, welcoming school environment as well as a sense of overall connectedness to attending school whether in a distance learning model or traditional classroom setting.

Implementation Plan

The faculty and staff will be provided basic supplies and training to provide a clean, safe and welcoming school learning environment . The school facilities will be given a regular fit inspection and safety audits will be conducted. The custodians will monitor the campus daily for safety hazards. Custodians will implement a regular cleaning and sanitizing schedule. The head custodian and administrator will meet at a minimum once per trimester or as needed to review the custodial inventory, to discuss safety and facility care, to review any changes in protocols or procedures, to discuss work repairs and safety concern that present themselves. School site assistants will meet at a minimum one time per trimester with administration or as needed to review policies, procedures/protocols, student behavior and safety concerns that present themselves. SSA's will assist with picking up trash and debris and with sanitation pending contract./MOU.

A school team will meet to discuss safety needs each trimester.

Surveys will be completed one time per trimester at a minimum.

The school team will communicate with stakeholders.

Students will be provided structured activities during recess/lunch and before/afterschool which may include physical activities outside, game room settings for example.

The school team will provide input to the Comprehensive Safety Plan to promote a healthy and safe school climate.

Additionally, faculty, staff and/or parent/guardian team members will monitor social-emotional needs of students from effects of distance learning and/or return to school during Covid-19 Pandemic.

SMART Goal

Resources to Support

Action	Resources	Money/Budget
Custodial Team will have access/be provided materials and supplies to provide routine cleaning and maintenance of school facility which includes stocking necessary items in the restrooms, classrooms, multipurpose room, etc. including additional time-sheeting custodial hours.		25,950
Administration and Office Team and Support staff will have access to office supplies and materials, equipment, first aid supplies, visitor/tardy passes, printer toner/ink, food, beverages, paper products, for school activities, events, meetings, trainings, etc.		8,400
Administration will have access to copy machine/Riso or similar machine (fees, paper, maintenance, etc.) including access to district Print shop or other service provider to provide/make copies, posters, newsletters (including fees for web-based), etc. for families, students and staff.		3,500
Supplies for 8th grade promotion celebration.		1,000
Certificated/Classified Staff and/or parent/guardian team members will be time-sheeted or a substitute provided to facilitate supervision, activities and/or events to promote a safe and engaging environment before/during and afterschool including recess/lunch breaks.. Additionally, materials, resources and supplies will be purchased for the activities and events.		1,000
Purchase furniture (chairs, desks, tables, etc.) for additional classrooms as needed.		3,000
Administration and office team will have access to computers and computer supplies as needed		500

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

All students will be supported to meet/exceed grade level standards in English Language Arts and Math through targeted intervention supports including but not limited to Socio Economically Disadvantaged (SED), English Learners (EL), Foster, and Students with Disabilities (special education) sub-groups.

The Golden West African American, Filipino, Homeless, Students with Disabilities and Students with Two or More Races groups was recently identified as eligible for Additional Targeted Support and Improvement (ATSI) for the 2023-24 school years under Chronic Absenteeism and Suspensions. Golden West staff will target this subgroup by providing additional systemic and equitable supports.

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	222	236	170	17.8%	24.4%	30.9%
Fluent English Proficient (FEP)	159	110	13	12.7%	11.4%	2.4%
Reclassified Fluent English Proficient (RFEP)	9		45	4.1%		8.2

READING

NWEA Assessment Summary

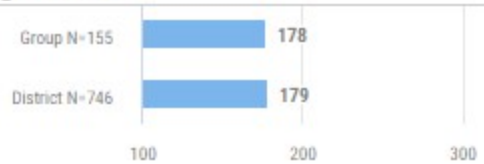
Site: Golden West Elementary
 Scores for: Spring 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Today (05-08-2023)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: English Learner

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	1%	2
61 - 80	3%	5
41 - 60	10%	15
21 - 40	27%	42
1 - 20	59%	91
Total Students Tested		155

Average RIT Score



Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	58%
2-3	450-769	30%
4-5	770-954	9%
6-8	955-1079	1%
9-10	1080-1214	2%
11-CCR	1215-1355	0%

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

MATH

NWEA Assessment Summary

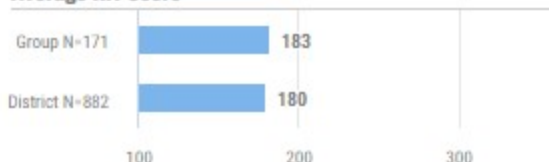
Site: Golden West Elementary
 Scores for: Spring 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Today (05-08-2023)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: English Learner

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	2%	3
61 - 80	6%	11
41 - 60	13%	22
21 - 40	23%	40
1 - 20	56%	95
Total Students Tested		171

Average RIT Score



READING

NWEA Assessment Summary

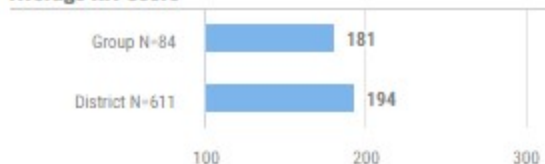
Site: Golden West Elementary
 Scores for: Spring 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Today (05-08-2023)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	1%	1
61 - 80	1%	1
41 - 60	8%	7
21 - 40	24%	20
1 - 20	65%	55
Total Students Tested		84

Average RIT Score



Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	63%
2-3	450-769	18%
4-5	770-954	11%
6-8	955-1079	6%
9-10	1080-1214	0%
11-CCR	1215-1355	2%

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

MATH

NWEA Assessment Summary

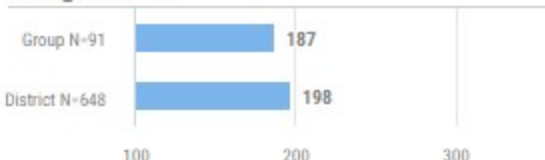
Site: Golden West Elementary
 Scores for: Spring 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Today (05-08-2023)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	3
61 - 80	4%	4
41 - 60	7%	6
21 - 40	14%	13
1 - 20	71%	65
Total Students Tested		91

Average RIT Score



Chronic Absenteeism

<u>TK/Kinder</u>	25
<u>1st</u>	20
<u>2nd</u>	28
<u>3rd</u>	19
<u>4th</u>	27
<u>5th</u>	7
<u>6th</u>	18
<u>7th</u>	21
<u>8th</u>	16
<u>Sum</u>	181
	32.80%

Student Need 1:

To decrease the discrepancy between sub-groups and all students in ELA and Math and to increase the overall proficiency of English Learners on English Language Proficiency Assessment for California (ELPAC) by ensuring access to designated ELD, standards aligned base curriculum, standards based and approved supplementary curriculum, intervention, resources & materials including technology, professional development, workshops/conferences, training and collaborative opportunities for teachers, students, and families.

Implementation Plan

To support Golden West teachers in implementing effective instructional strategies for ELs in inclusive classrooms, including newcomer ELs and long-term English learners (LTELs):

In alignment with the district, all Golden West teachers will receive professional development on Guided Language Acquisition and Design (GLAD)

The guiding principles of GLAD:

- All students have valuable assets that foster life-long success
- Diversity and respect is cultivated and celebrated
- Research and data drive our practice
- Development of language proficiency with language learner students is a core value

We will continue to...

- Teach English language skills and academic content simultaneously. Instruction is most effective when students learn academic content and English language skills simultaneously, rather than attempting to develop English language proficiency before encountering rigorous academic content. For example, teachers should explicitly teach key academic vocabulary as part of all or nearly all lessons in each content area.
- for 6-8:
- Ensure that the classroom environment is welcoming and culturally responsive to ELs. Teachers should examine their curriculum instruction using a multicultural lens to identify opportunities to implement culturally responsive instructional strategies.
 - Use collaborative learning strategies and heterogeneous grouping to support language development. Collaborative learning opportunities provide ELs with opportunities to practice oral language skills in both English and their home language. Teachers can use collaborative activities such as reading groups and reading or writing partners to embed multilingual learning into instruction.

Instructional practices for K-5:

1. Provide explicit instruction in literacy components
2. Develop academic language during content area instruction
3. Provide visual and verbal supports to make core content comprehensible
4. Encourage peer-assisted learning opportunities
5. Capitalize on students' home language, knowledge, and cultural assets.
6. Screen for language and literacy challenges and monitor progress
7. Provide small-group support in literacy and ELD for English Learners who need additional support. (Tier II GOLDen Time)

Instructional practices for 6-8:

1. Support comprehension and writing related to core content.
2. Use collaborative peer group learning communities to support and extend teacher-led instruction.
3. Capitalize on students' home language, knowledge, and cultural assets.
4. Provide ELs access to grade-level course content.
5. Provide a designated ELD class for students as needed based on current relevant assessment results.

SMART Goal

The percentage of EL students in the low average and low achievement quintiles will decrease by 5% for NWEA/MAP Spring Reading and Math assessments. Reclassification rate will be increase by 2%.

Metric/Indicator	Baseline	Expected Outcome
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NWEA/MAP Reading for EL subgroups from Spring 2023 to Spring 2024	EL: 86% in the low average and low achievement quintiles	The percentage of EL students in the low average and low achievement quintiles will decrease by 5%.
NWEA/MAP Math for EL subgroup from Spring 2023 to Spring 2024	EL: 86% in the low average and low achievement quintiles	The percentage of EL students in the low average and low achievement quintiles will decrease by 5%.
Redesignation of EL reclassification from Spring 2023 to Spring 2024.	During the 2022-23 school year, Golden West's reclassification rate for 4%.	Increase the 2022-23 reclassification rate from 4% (2022-23) to 6% (2023-24).

Targeted Resources Applied

Action	Resources	Money/Budget
Students will have access to supplemental instructional materials and supplies, technology (e.g. doc cameras and screenbeams) for inside classrooms, and materials for electives/enrichment and intervention, and student summer acceleration.	Title I Part A: Allocation	2,000
Timesheeting for certificated and classified staff to provide additional supports for students in the district's Transitional Student Success Program (TSSP).	LCFF- Supplemental	500
GLAD	District Funded	
Designated classified staff will be timesheeted to provide translation support during Goal Setting Teacher conferences and other meetings. Designated classified staff will translate documentation for parents and community members for languages other than English.	LCFF- Supplemental	2,000
Teacher, Substitute Teacher, Paraprofessional, & Support Staff will have access to time-sheetsing & costs of materials to provide tutoring/extended day, intervention supports, collaboration time, peer observation, pull-out days, release time, family & student engagement activities, and attendance at professional development, workshops/training and materials, conferences and parent/student	LCFF- Supplemental	500

<p>activities/events, including planning for summer acceleration for students.</p> <p>Additionally, provide trainings, events, activities or workshops and allow attendance/facilitation for/by teachers, families & students to facilitate learning/understanding and increase partnership/engagement between home and school.</p> <p>Teachers will be provided with designated release days so to work as PLC teams: collaborate, analyze data, identify essential standards, design lessons, formative assessments and strategize/identify students in need of interventions.</p>		
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Progress Monitoring

November

February

May

Data

Student Need 2:

The Golden West Students with Disabilities group was recently identified as eligible for Additional Targeted Support and Improvement (ATSI) for the 2023-24 school years under academic performance for English Language Arts and Math. Golden West staff will target this subgroup by providing additional systemic and equitable supports.

Implementation Plan

Provide all students with disabilities with access to base district aligned curriculum and S.P.I.R.E. (structured literacy intended for students need more restrictive specialized academic instruction) and increased mainstreaming opportunities that is mutually beneficial to disabled and non-disabled students.

To support Students with Special Needs, Golden West plans to take the following action steps:

1. Develop a positive and sustainable relationship with students and parents/caregivers
2. Develop individualized goals, plans and supports to promote grade level access to essential standards.
3. Provide individually determined educationally related services and supports to promote the learning of each exceptional learner.

Implement Tier 1 and Tier II inclusive and differentiated instruction and equitable supports-Teachers will work collaboratively in a PLC to focus.

MAP data to drive instruction and PLC work amongst SPED and Gen Ed teachers.

Monthly learning walks-admin team to provide feedback to staff on trends across campus, grade levels.

Work with relevant district support staff and administrators to promote the academic, behavioral, functional and socio-emotional success of those students in the school's Special Day Classes (including the three Autism classes).

Provide all students with disabilities with access to base district aligned curriculum and S.P.I.R.E. (structured literacy intended for students who need more restrictive specialized academic instruction) and increased mainstreaming opportunities that is mutually beneficial to disabled and non-disabled students.

SMART Goal

The percentage of SWD students in the low average and low achievement quintiles will decrease by 5% for NWEA/MAP Spring Reading and Math assessments.

Metric/Indicator	Baseline	Expected Outcome
NWEA MAP Reading for SPED subgroups from Spring 2023 to Spring 2024	SPED: 89% low average and low achievement quintiles	The percentage of SWD students in the low average and low achievement quintiles will decrease by 5%.
NWEA MAP Reading for SPED subgroups from Spring 2023 to Spring 2024	SPED: 85% low average and low achievement quintiles	The percentage of SWD students in the low average and low achievement quintiles will decrease by 5%.

Targeted Resources Applied

Action	Resources	Money/Budget
Teacher, Substitute Teacher, Paraprofessional, Support Staff and/or Parent/Guardian Team Member-- along with use of substitute and/or time-sheeting opportunity to provide targeted support, intervention and/or instruction before/after and during the day, collaboration time, release time, and attendance at professional development, workshops/training, and conferences to support Students with Disabilities students.	Title I Part A: Allocation	2,500
Supplementary Curriculum, Materials, Resources and Programs. Additionally, provide trainings or workshops and allow	Title I Part A: Allocation	1,000

attendance/facilitation for/by teachers, families & students to facilitate learning/understanding and increase student learning and partnership/engagement between home and school for our Students with Disabilities subgroups.		
Teachers will have access to substitute teachers to conduct and attend IEP meetings to meet parent schedules.	Other	
Conferences, Workshops, Professional Development & Training fees, program materials, travel costs, hotels and such for faculty, staff, students and families, as well as professional consulting services and operating expenditures. (MTSS, PBIS, SEL and PLC).	Title I Part A: Allocation	2,500

Progress Monitoring

November

February

May

Data

Student Need 3:

Promote the attendance of ELs and Socio-Economically Disadvantaged (SED) student groups and increase the partnership between Golden West and the families of ELs and SED families.

Implementation Plan

Thirty-nine out of 170 EL students (22.9%) and 37 out of 372 SED students (9.9%) were categorized with chronic absenteeism during the 2022/23 school year.

The Golden West Outreach Assistant will provide targeted supports and engagement with the students and families of EL and SED students who struggle with chronic absenteeism.

Site Outreach Assistant to provide supports for targeted families to promote EL and SED students' attendance.

Designated certificated and classified staff will facilitate "Parenting Partners" workshops to targeted homes intended to build and strengthen parenting skills and promote students' success.

The Golden West African American, Filipino, Homeless, Students with Disabilities and Students with Two or More Races groups was recently identified as eligible for Additional Targeted Support and Improvement (ATSI) for the 2023-24 school years under Chronic Absenteeism and Suspensions. Golden West staff will target this subgroup by providing additional systemic and equitable supports.

SMART Goal

By May 1, 2024, reduce the percentages of Golden West students Chronic Absenteeism rate from 32.8% (May 2023) to 27% (by May 2024).

Metric/Indicator	Baseline	Expected Outcome
Chronic absenteeism rate for ELs	Thirty-nine out of 170 EL students (22.9%).	By May 1, 2024 reduced the percentage of ELs who are classified as chronic absenteeism from 22.9% to 17%.
Chronic absenteeism rate for SED students.	Thirty-seven out of 372 SED students (9.9%) were categorized with chronic absenteeism during the 2022/23 school year.	By May 1, 2024 reduced the percentage of SED students who are classified as chronic absenteeism from 9.9% to 8%.
Transitional Student Success Program to provide designated and supplemental academic and other supports for students/families classified as homeless.	Provide targeted supports for the 27 homeless students enrolled at Golden West during May 1, 2023. As of May 8th, 2023, ten homeless students were classified with chronic absenteeism.	Reduce chronic absenteeism for homeless students from 37% (as of May 2023) to 33% (May of 2024).
Chronic absenteeism rate for African American students.	Provide targeted supports for the 16 AA students enrolled at Golden West during May 1, 2023. As of May 8th, 2023, 7 AA students were classified with chronic absenteeism.	Reduce chronic absenteeism for AA students from 43.8% (as of May 2023) to 39% (May of 2024).
Chronic absenteeism rate for Filipino students.	Provide targeted supports for the 17 Filipino students enrolled at Golden West during May 1, 2023. As of May 8th, 2023, 7 Filipino students were classified with chronic absenteeism.	Reduce chronic absenteeism for homeless students from 41% (as of May 2023) to 38% (May of 2024)
Chronic absenteeism rate for Students with Disabilities	Provide targeted supports for the 79 Students with Disabilities students enrolled at Golden West during May 1, 2023. As of May 8th, 2023, 45 SWD students were classified with chronic absenteeism.	Reduce chronic absenteeism for SWD from 60% (as of May 2023) to 55% (May of 2024)

Chronic abesentism rate for students with Two or More Races	Provide targeted supports for the 27 students with Two or More Races enrolled at Golden West during May 1, 2023. As of May 8th, 2023, 10 students with Two or More Races were classifies with chronic absenteeism.	Reduce chronic absenteeism for students with Two or More Races from 37% (as of May 2023) to 34% (May of 2024)
Suspension rates for African American, Filipino, Homeless, SWD and students with Two or more races.	Provide targeted supportf for African American (16), Filipino (17), Homeless (27), Students with Disabilities (79) and Students with Two or More Races groups (27) were recently identified as eligible for Additional Targeted Support and Improvement (ATSI) for the 2023-24 school years under Suspensions.	AA: 13 suspensions* , Filipino 1 suspension*., Homeless: 9 suspensions*, SWD: 27 suspensions* Two or More Races: 12 suspension* *duplicated figures Decrease number of duplicated suspensions for the above targeted groups by 5%.

Targeted Resources Applied

Action	Resources	Money/Budget
<p>Site Outreach Assistant to provide coordinated and supports to targeted students and families. The Site Outreach Assistant will be an active member of the school's Coordinated Services Team (COST) so the team can provide supports to the students and families of students with identified attendance, behavioral and/or academic challenges.</p> <p>The Outreach Assistant will also support relevent parent/caretaker and student events intended to promote school connectedness and improve the culture of the school (e.g. Parent Partners Workshops). The Site Outreach Assistant will connect identified students and families (e.g. homeless, foster and students facing other barriers to learning) with appropriate district and community resources to address challenges to attending school and learning.</p> <p>Furthermore, the Site Outreach Assistant will make calls, assist in preparing and distributing materials, planning and attending</p>	Title I Part A: Allocation	18,000

activities/events, supervising, etc. to promote positive behavior and school connectedness and engagement opportunities among students, staff, and families. Utilize community resources to provide services/support (fees, etc.). [30 hrs. per week]		
Timesheeting for designated certificated and classified staff to facilitate and prepare for Parenting Partners" workshops to targeted homes intended to build and strengthen parenting skills and promote students' success.	LCFF- Supplemental	1,500
Supplies and materials for Parenting Partners' Workshops	LCFF- Supplemental	500
Transitional Student Success Program to timesheet designated certificated and classified staff to provide designated academic and other supports for students/families classified as homeless.	LCFF- Supplemental	500

Progress Monitoring

November

February

May

Data

Student Need 4:

ATSI: African American-Chronic Absenteeism and Suspensions, Filipino-Chronic Absenteeism and Suspensions, Homeless Students-Chronic Absenteeism and Suspensions

Implementation Plan

SMART Goal

Targeted Resources Applied

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	80,492	0.00
LCFF- Supplemental	30,588	773.00

Expenditures by Funding Source

Funding Source	Amount
	43,350.00
District Funded	0.00
LCFF- Supplemental	29,815.00
Title I Part A: Allocation	80,492.00

Stakeholder Input

Date

During the 2022-2023 school year, classified and certificated employees, students, and families (including the English Language Advisory Committee and School Site Council) provided input through Local Control Accountability Planning (LCAP) meetings and surveys conducted throughout the year. During the input meetings, stakeholders reviewed the current District LCAP and site Strategic Plan goals, actions, services, and metrics and data. Stakeholders reviewed the following data: NWEA/MAP Reading and Math data, CAASPP data, student discipline data, attendance data, and perception data.

Stakeholder meetings occurred on the following dates:

Date	Meeting
Stakeholders	
March 7, 2023	Staff Meeting to review Strategic Plan data, goals, and actions
Certificated Employees	
February 22, 2023	Classified Strategic Plan Input Meeting to review Strategic Plan data, goals, and actions
	Classified Employees: Paraprofessionals, SSAs, Custodial, Office Staff
February 1, 2023	English Language Advisory Committee (ELAC) Meeting to review Strategic Plan data, goals, and actions
	Parents/Caregivers and families
February 2, 2023 & May 4, 2023	Guiding Coalition Leadership Meeting to review Strategic Plan data, goals, and actions
	Teacher Leaders
February 23, 2023 & May 9, 2023	School Site Council Meeting to review Strategic Plan data, goals, and actions
	Parents/Caregivers, Certificated and Classified Employees

Groups

Certificated and classified staff; students, parents and community members

Outcome

Golden West students tend to experience growth in Reading and Math, however, to many students are not meeting or exceeding grade level standards in English Language Arts and Math -particularly for emerging English Learners (EL), Students with Disabilities (SWD) and Socio-Economically Disadvantaged (SED) students. Furthermore, Golden West needs to effectively respond to the increased student behavioral and social-emotional challenges impacting student learning and a decrease in parental/caregiver school engagement. Golden West is committed to taking a proactive and systemic approach to addressing all barriers to learning.

Need: Grade Level Standards & Emerging Students

Golden West has identified the need to provide more targeted, inclusive, differentiated instruction and interventions. Each teacher has identified essential grade level standards and is utilizing effective and frequent formative assessments to drive instruction and provide targeted interventions. Each grade level has designated English Language Development (ELD), intervention ("GOLDen Time" (Get Our Learning Done) time, and socio-emotional learning times imbedded in daily schedules, to promote equitable academic, socio-emotional and behavioral development.

Educational community partners' input identified a strong need for tutoring after school; additional academic, behavioral and socio-emotional supports during the school day; more resources to provide small group intervention to meet student learning needs, with a focus on foundational prerequisite skills on grade-level instruction, and an increase in parental/caregiver involvement.

Our students' Spring NWEA/MAP Reading data indicate our student mean RIT score is 16 points below the MUSD mean RIT for reading.

Our student's Spring NWEA/MAP Math data indicate our students mean RIT score is 14 points below the MUSD mean RIT.

Professional Learning Communities (PLCs) -an essential part of Golden West's comprehensive systemic approach in which teachers are allocated time and resources to work interdependently to achieve common learning goals with a focus on improving students' results. PLC time will allow teachers to engage in collective inquiry to effectively identify student learning needs and to develop individualized learning plans to meet those needs.

Need: Safety: Promoting positive Behavior & Social-Emotional Needs

Educational partners' input indicates a strong need for strengthening and implement with fidelity, Golden West's Positive Behavioral Interventions and Supports (PBIS) system to promote desirable behavioral and academic outcomes utilizing a tiered framework and evidence-based strategies. Golden West's educational partners also shared the need to promote and address students' social-emotional needs, promoting student engagement opportunities; and provide explicit instruction for students to learn how to better manage emotions, have empathy, and learn how to solve-problems. Students need modeling and instruction to gain these skills. Via the PBIS framework, multiple stakeholders suggested the need to reengage students with acknowledgement and incentives for positive behavior to promote academic success and student connections to school and peers.

Furthermore, student Discipline data indicates a need to address student to student conflicts and an increase amount of student defiance and disruption in the classroom and during and during student lunches and recesses.

For students with increased social-emotional and/or mental health needs, we will continue to provide school-based counseling services (individual and groups) via Valley Community Counseling assigned therapists who have designated counseling offices on Golden West's campus.

To continue to promote school connectedness and improve school culture, the school will continue to strengthen school sponsored enrichment activities during and afterschool (e.g. sports, student talent shows, music and band, drama, Living History.)

Need: Parent/Caregiver Engagement to Support Emerging Students

Parents'/Caregivers' and stakeholders' feedback indicates a need for increased parental/caregiver outreach, particularly in Spanish where they can ask questions, provide comments and concerns, and suggest improvements to school leadership with rapid response times. Currently parents'/caregivers' engagement at Golden West is minimal, with no more than 3-4 parents/caregiver attending virtual and in-person meetings advisory meetings. While Golden West recently developed much needed communication systems (monthly parent newsletters in English and Spanish, updated website, regular Facebook postings), our stakeholder feedback indicates this is an area of high need. We see this as an opportunity to reimagine parental/caregiver engagement and build lasting connections between home and school.

With 67% of our students identified as Socio-Economically Disadvantaged (SED), we know that parental/caregiver engagement is critical for improving student outcomes, particularly with historically marginalized student groups. While parental/caregiver involvement includes activities structured by the school, parental/caregiver engagement, where parents/caregivers have a more active voice in how they take part in what goes on in schools, is critical for developing authentic home-school partnerships. Currently, Golden West Elementary needs to develop a consistent two-way communication system between the school and its families. Standard methods currently include website information, text messages, written notes, e-mails, phone calls, printed materials, and virtual meetings.

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
- 4 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members

Role

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
	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 May 9, 2023.

Attested:

	Principal, Tony Shah, Ed.D. on 5/9/2023
	SSC Chairperson, Nicole Haskell on 5/9/2023