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.

Great Valley Elementary
CA

Manteca Unified School District
39685930000000

School Site Vision

District Vision
Every student works to achieve grade level standards, feels safe and is supported to realize individual success.
School Vision
Every Great Valley student will be exposed to the highest level of academic and social-emotional instruction in a safe, respectful environment conducted by highly dedicated educators.

School Site Mission

Great Valley will develop our mission statement during the 2023-2024 school year.

Purpose and Description

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

> Schoolwide Program
> Additional Targeted Support and Improvement
> African American, Homeless, Students with Disabilities, Two or More Races, White

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.

Great Valley will meet the ESSA and ATSI requirements by implementing evidence-based interventions and analyzing their effectiveness for all students.

Goal 1: Every student will work to achieve mastery of grade level standards in all subjects.

Goal 2: All Great Valley students will feel safe at school inclusive of design, security, and climate.

Goal 3: All Great valley students will be supported within a multi-tiered system of supports to realize their individual success.

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

Great Valley's Stakeholder's Involvement
Teachers
Leadership
ELAC
SSC

Resource Inequities

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

During the 2021-2022 school year, Great Valley students demonstrated enough growth that the school was able to exit Comprehensive School Improvement (CSI) status. However, along with the other schools in Manteca Unified School District, Great Valley entered into Additional Targeted Support and Improvement status. The specific student groups and areas in need of improvement are: African American-Academic performance in Math, Chronic Absenteeism, and Suspension; Students with Disabilities-Academic Performance in ELA and Math; Two or More Races-Chronic Absenteeism and Suspension; White-Chronic Absenteeism and Suspension.
After observations of the school climate and academic data, it was determined that there is a need to improve Tier I and II practices in both academics and behavior supports.
During the 2023-24 school year, the ATSI groups will be targeted during PLC data discussions to ensure that these students are progressing toward making their Projected Growth Targets. If they are not, they will be provided with Targeted Interventions.

Great Valley's Shared Vision Statement is: Every Great Valley student will be exposed to the highest level of academic and social-emotional instruction in a safe, respectful environment conducted by highly dedicated educators.At Great Valley School, we are committed to providing a safe and supportive environment where quality education establishes the foundation for life-long learning. We are dedicated to ensuring that our school provides a welcoming and challenging environment where students are actively involved in learning academics, as well as the positive values fostered through our Positive Based Interventions and Supports (PBIS) program. Our teachers, parents, students, support staff, and community are an integral part of our school's success. By continuing to work together, our students will be challenged to reach their maximum potential. We celebrate the diversity of our school community and emphasize the social, moral, physical, and academic skills that will allow our students to function as responsible and productive citizens.

Great Valley is located south of Stockton and west of I-5 in the Weston Ranch Development. The majority of our students live in single-family homes and walk to school. Busing is provided only for special education and overflow students. Great Valley is made up of a culturally and socio-economically diverse population of approximately 1017 students housed at two sites. The 6th, 7th, and 8th-grade classes are located at the annex that is adjacent to the main site. The annex currently has approximately 323 students while the main site has approximately 644 students. Great Valley houses Special Education programs for Preschool-8th Grade students and partners with San Joaquin Office of Education programs. Great Valley currently has 13 students in its preschool program and 37 students in County programs. The Special Education programs include Autism, Mild-Moderate Special Day Classes, Moderate-Severe Special Day Classes and Resource Services. All Special and General Education staff members work collaboratively to ensure an inclusive environment to meet the needs of all learners.

Great Valley currently contracts with Give Every Child a Chance (GECAC) to provide afterschool care for up to 120 students. GECAC is a comprehensive program offering academics, enrichment and physical activity. Great Valley and Weston Ranch High School collaborate to provide intervention and support to our K-8 students, and real-world job experience to the ROP students. Additionally, Weston Ranch High School provides afterschool intervention to Great Valley 7th & 8th grade students who need support in Math and ELA.

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)	35.60	93.92	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	6.05	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	38.00	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	2.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.30	

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)	8.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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.

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	

Comprehensive Needs Assessment Components

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

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

Beginning with the 2018-2019 school year and continuing through the 2021-2022 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession. Informal & formal observations will take place twice a school year by administration utilizing learning walks and peer walks. Instructional Specialist will provide support to teachers through individual or group observations and lesson modeling in the areas of utilizing base curriculum, Universal Designed Learning (UDL), and Social Emotional Learning (SEL), and Tier 2 with Bruin Time.

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.
Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).
Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
883	**60.6**	**35.2**	**0.6**
Total Number of Students enrolled in Great Valley 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	311	35.2
Foster Youth	5	0.6
Homeless	50	5.7
Socioeconomically Disadvantaged	535	60.6
Students with Disabilities	123	13.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	120	13.6
American Indian	8	0.9
Asian	98	11.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	72	8.2
Hispanic	511	57.9
Two or More Races	33	3.7
Pacific Islander	13	1.5
White	28	3.2

Conclusions based on this data:

1. The majority of students attending Great Valley School are Hispanic, African American and Asian.

2. Over 60% of the student population is socioeconomically disadvantaged.

3. Over 30% of the student population are English Language Learners.
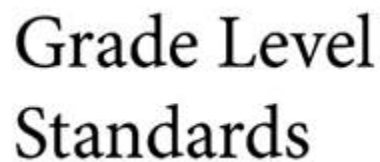
Grade Level Standards

Grade Level: K-8th

District Goal

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

Site Strategic Goal

By the end of the year, the percentage of students who meet or exceed their learning targets will increase by 10% in ELA and 15% in Math as measured by the NWEA MAP assessment.

Base Requirements

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

Site Name:	**Great Valley Elementary**	Function:			
Location:	**140**	Goal:			
Administrator:	**Theresa Johnson**	Mgmt:			

Supplemental-Local-Other RSXXXX

		Estimated Annual Cost					
LCAP A/S	**Description of Need**	**4310** Materials & Supplies	**4400** Non-Cap Equipment	**5100** Subagreement for Services	**5220** Travel, Conf & Training	**5800** Other Services & Oper Exp	**6400** Equipment new/replace
1.4	(Continuing)					11,247	
1.4	Early Literacy Training/Materials				3,000		
1.4	(Continuing)					32,500	
1.4	(Continuing).					34,000	
2..5	Leadership Curriculum	2,500					
2.5	Life Skills Curriculum	2,500					
Safety	Security Cameras	15,000					
Safety	Marquee Repair						
Safety	Traffic Safety Signs, etc.	1,000					
Safety	Outdoor Building Cameras		500				
2.5	Ag Day presentor/supplies	3,000					
1.2	Food 4 Less/B Cuisine/Panera-PD	3,000					
	TOTAL	29,900	500	-	3,000	77,747	-
						GRAND TOTAL	111,147

Site Name: **Great Valley**		Function: **1000 Instructional**	LCAP A/S
Location: **140**		Goal: **1110**	1.1
Administrator: **T. Johnson**		Mgmt: **0000**	

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 & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Standards	Instructional Supplies (Office Depot, etc.)			7,300							
Standards	Print Shop									8,000	
Standards	Postage			400							
Standards	Rico Maintenance Teacher click charges								1,700		
Standards	Time sheeting (roving subs, etc.)	4,800									
Standards	Copy paper			1,800							
Standards	Amazon			3,500							
Standards	Promotional chair rental			1,500							
Standards	Time sheeting (roving subs, etc.)	3,000									
Standards	Classroom Books, technology, materials			5,000							
Standards	Music (instruments, repairs, music supplies)			1,170							
Standards	Planners/Supplies			5,000							
Standards	Amazon Books			500							
Standards	Amazon Tech and Equipment			3,500							
Standards	Stores PE/Recess Equipment			10,000							
Standards	TK Supplies			1,000							
Standards	Base Storage Supplies for Flexible Furn.			2,100							
		TOTAL	7,800	-	42,770	-	-	-	-	1,700	8,000	-
									GRAND TOTAL		60,270

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Site Name: **Great Valley**		Function: **2420 Instructional Library, Media, and Technology**						LCAP A/S
Location: **140**		Goal: **0000**						1.1
Administrator: **T. Johnson**		Mgmt: **0000**						

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 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Standards	DEMCO			500							
Standards	Amazon (Envelopes, etc.)			200							
Standards	TV Tech Package			9,000							
Standards	Doc Cameras			5,000							
Standards	Permabound			3,000							
Standards	Timesheeting and Support Library		500								
Standards	Technology Supplies (headphones, etc.)			2,000							
	TOTAL	-	500	19,700	-	-	-	-	-	-	-
										GRAND TOTAL	20,200

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Site Name: **Great Valley**		Function: **2700 School Administration**	LCAP A/S
Location: **140**		Goal: **0000**	1.1
Administrator: **T. Johnson**		Mgmt: **0000**	

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 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Standards	Shred It									1,000	
Safety	Health Supplies (bandaides, gloves, etcl)			700							
Standards	Ricoh								2,000		
Standards	Laminating Film/Paper			1,300							
Standards	Timesheeting		10,000								
Standards	Office Depot (Ink, staples, Staplers, etc.			9,000							
Standards	Amazon			1,000							
Standards	Print Shop									3,000	
Standards	Refrigerator				1,000						
Safety	Recess Storage Equipment			1,100							
Safety	Parishable Supplies			2,000							
merging Studen	Paw Lapel Pins			250							
Standards	Technology Supplies				700						
Standards	Office Equipment Refresh			5,000							
Safety	Radios/Repair									300	
Safety	Marquee Repair								700		
Safety	Security Cameras				15,000						
	TOTAL	-	10,000	20,350	16,700	-	-	-	2,700	4,300	-
										GRAND TOTAL	54,050

Site Name: **Great Valley**	Function: **8200 Operations**	LCAP A/S
Location: **140**	Goal: **0000**	1.1
Administrator: **T. Johnson**	Mgmt: **0000**	

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 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Safety	Custodial: toilet paper, paper towels, etc.			18,000							
Safety	Custodial:vacuum bags, vacuums, etc.			4,700							
Safety	Cement glue, tools, screws, hardware, etc.			2,000							
Safety	Gloves, Disinfectant Virox II, etc.			1,500							
Safety	Wipes			600							
Safety	SSA Vests, whistles, etc.			500							
Safety	Equipment Repairs									5,000	
Safety	Hand Sanitizer			11,000							
Safety	Outdoor Building Cameras				5,000						
Safety	Traffic Safety Signs, etc.			1,000							
Safety	Sanitary Napkins			400							
Safety	Air Compressor			800							
	TOTAL	-	-	40,500	5,000	-	-	-	-	5,000	-
									GRAND TOTAL		50,500

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Site Name: **Great Valley**		Function: **1000 Instructional**
Location: **140**		Goal: **1110**
Administrator: **T. Johnson**		Mgmt: **0000** (unless listed below)

Elementary School Site Supplemental - Resource 3010
TITLE I

LCAP A/S	Description of Need	Mgmt	1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
							Estimated Annual Cost					
3.6	FTE)			$70,545								
3.6	Parent Informational Nights/Cafes, etc				2,500							
2.5	licenses/MobyMax, etc.										5,000	
1.4	Conferences, Teacher Workshops, etc							5,000				
1.2	Timesheeting (Certificated/Classified)		5,000	3,000								
1.4	subs, materials, etc.)										10,000	
1.4	Guest Speakers & Assemblies										5,000	
1.2	Specialist		70,000									
2.1	PBIS Training				1,000							
3.2	needs)				3,963							
3.6	Parent Involvement & Engagment				3,361							
												Allocation
	TOTAL	-	75,000	73,545	10,824	-	-	5,000	-	-	20,000	-
											GRAND TOTAL	184,369

https://musd-my.sharepoint.com/personal/tjohnson_musd_net/Documents/Desktop/2023-2024 School Year/Budget/23-24 BudgetSuppl-Title I 3010

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	102	91		0	91		0	91		0.0	100.0	
Grade 4	92	104		0	104		0	104		0.0	100.0	
Grade 5	89	106		0	106		0	106		0.0	100.0	
Grade 6	94	103		0	102		0	102		0.0	99.0	
Grade 7	119	113		0	113		0	113		0.0	100.0	
Grade 8	116	125		0	124		0	124		0.0	99.2	
All Grades	612	642		0	640		0	640		0.0	99.7	

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		2353.			5.49			12.09			30.77			51.65	
Grade 4		2412.			6.73			21.15			20.19			51.92	
Grade 5		2453.			6.60			24.53			24.53			44.34	
Grade 6		2497.			7.84			25.49			35.29			31.37	
Grade 7		2510.			8.85			27.43			29.20			34.51	
Grade 8		2536.			10.48			31.45			25.81			32.26	
All Grades	N/A	N/A	N/A		7.81			24.22			27.50			40.47	

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		6.59			53.85			39.56	
Grade 4		4.81			63.46			31.73	
Grade 5		10.38			66.98			22.64	
Grade 6		12.75			57.84			29.41	
Grade 7		11.50			53.10			35.40	
Grade 8		14.52			54.03			31.45	
All Grades		10.31			58.13			31.56	

| Writing

Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		5.49			39.56			54.95	
Grade 4		3.85			50.00			46.15	
Grade 5		9.43			55.66			34.91	
Grade 6		9.80			58.82			31.37	
Grade 7		15.93			58.41			25.66	
Grade 8		19.35			52.42			28.23	
All Grades		11.09			52.81			36.09	

| Listening

Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		3.30			65.93			30.77	
Grade 4		5.77			71.15			23.08	
Grade 5		4.72			76.42			18.87	
Grade 6		6.86			78.43			14.71	
Grade 7		6.19			76.11			17.70	
Grade 8		8.06			66.13			25.81	
All Grades		5.94			72.34			21.72	

| Research/Inquiry

Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2.20			62.64			35.16	
Grade 4		6.73			68.27			25.00	
Grade 5		6.60			60.38			33.02	
Grade 6		13.73			63.73			22.55	
Grade 7		14.16			54.87			30.97	
Grade 8		14.52			65.32			20.16	
All Grades		10.00			62.50			27.50	

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	102	91		0	90		0	90		0.0	98.9	
Grade 4	92	104		0	104		0	104		0.0	100.0	
Grade 5	89	106		0	105		0	105		0.0	99.1	
Grade 6	94	103		0	101		0	101		0.0	98.1	
Grade 7	119	113		0	113		0	113		0.0	100.0	
Grade 8	116	124		0	122		0	122		0.0	98.4	
All Grades	612	641		0	635		0	635		0.0	99.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2362.			4.44			14.44			26.67			54.44	
Grade 4		2406.			0.96			12.50			37.50			49.04	
Grade 5		2432.			0.95			12.38			24.76			61.90	
Grade 6		2484.			7.92			10.89			43.56			37.62	
Grade 7		2473.			6.19			10.62			30.97			52.21	
Grade 8		2475.			6.56			9.84			27.05			56.56	
All Grades	N/A	N/A	N/A		4.57			11.65			31.65			52.13	

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		4.44			35.56			60.00	
Grade 4		3.85			35.58			60.58	
Grade 5		3.81			31.43			64.76	
Grade 6		9.90			51.49			38.61	
Grade 7		7.96			40.71			51.33	
Grade 8		7.38			45.08			47.54	
All Grades		6.30			40.16			53.54	

<table>
<tr><td colspan="10" align="center">Problem Solving & Modeling/Data Analysis

Using appropriate tools and strategies to solve real world and mathematical problems</td></tr>
</table>

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		6.67			46.67			46.67	
Grade 4		4.81			46.15			49.04	
Grade 5		2.86			49.52			47.62	
Grade 6		4.95			50.50			44.55	
Grade 7		6.19			53.98			39.82	
Grade 8		5.74			47.54			46.72	
All Grades		5.20			49.13			45.67	

<table>
<tr><td colspan="10" align="center">Communicating Reasoning

Demonstrating ability to support mathematical conclusions</td></tr>
</table>

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		7.78			56.67			35.56	
Grade 4		0.96			55.77			43.27	
Grade 5		1.90			55.24			42.86	
Grade 6		5.94			65.35			28.71	
Grade 7		6.19			64.60			29.20	
Grade 8		2.46			60.66			36.89	
All Grades		4.09			59.84			36.06	

Great Valley Elementary

Math: Math K-12

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	81	137.9	11.0	43	157.0	12.0	58	19	0.9	17.3	0.85	80	81	42	52	56
1	76	152.9	10.1	14	171.4	11.7	26	19	0.8	16.3	0.91	82	76	50	66	61
2	96	166.1	12.8	8	179.3	13.8	7	13	0.7	14.2	-0.46	32	96	42	44	40
3	90	179.2	13.6	7	189.2	15.2	4	10	0.8	12.0	-1.00	16	90	34	38	33
4	91	188.6	13.2	6	198.7	14.8	6	10	0.8	10.1	0.02	51	91	41	45	41
5	103	198.5	14.7	8	206.4	17.4	8	8	0.7	8.4	-0.22	41	103	49	48	42
6	98	204.2	14.6	9	214.2	15.9	17	10	0.7	7.4	1.24	89	98	67	68	62
7	105	214.9	14.5	28	222.2	18.3	33	7	0.7	6.1	0.59	72	105	62	59	54
8	93	215.2	18.6	16	222.0	19.5	22	7	0.8	5.1	0.72	76	93	54	58	54

Math: Math K-12
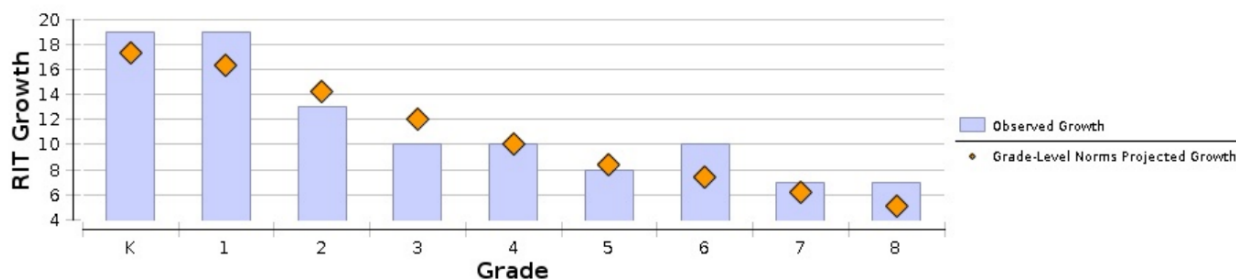
Great Valley Elementary

Language Arts: Reading

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	17	139.4	7.8	74	159.2	10.7	92	20	2.0	15.6	1.80	96	17	13	76	81
1	77	146.5	9.9	5	166.5	12.2	26	20	1.1	14.7	2.18	99	77	54	70	76
2	90	160.7	13.0	5	174.8	15.8	8	14	1.1	13.0	0.44	67	90	46	51	49
3	82	176.7	16.0	10	183.9	18.7	4	7	1.1	11.1	-1.91	3	82	27	33	27
4	91	187.7	16.2	12	195.8	15.8	11	8	1.0	8.8	-0.37	35	91	42	46	44
5	103	198.0	15.7	20	202.6	16.1	12	5	0.9	7.0	-1.25	11	103	42	41	41
6	99	204.0	15.3	21	211.3	15.5	29	7	0.8	5.6	0.99	84	99	60	61	60
7	105	212.2	15.4	40	214.6	15.9	31	2	0.9	4.3	-1.13	13	105	43	41	40
8	93	210.7	18.8	18	216.4	19.4	25	6	0.9	4.1	0.85	80	93	54	58	62

Language Arts: Reading
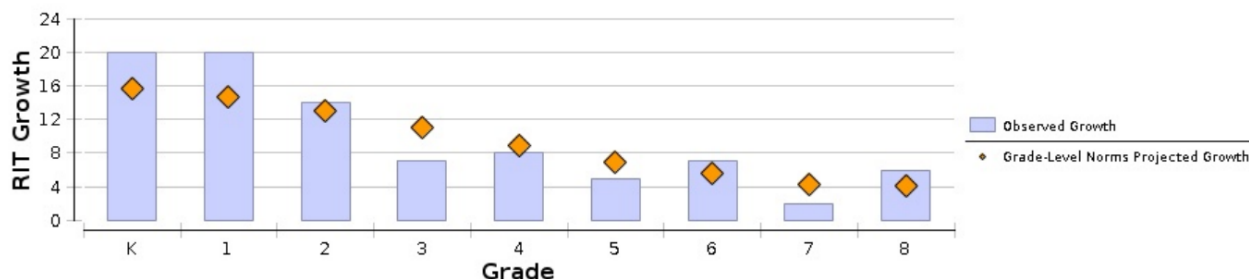
Projected to: **CA-Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/california-linking-study/

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	104	48	46.2%	26	25.0%	25	24.0%	5	4.8%
3	95	57	60.0%	16	16.8%	13	13.7%	9	9.5%
4	99	46	46.5%	38	38.4%	12	12.1%	3	3.0%
5	106	57	53.8%	37	34.9%	8	7.5%	4	3.8%
6	106	48	45.3%	34	32.1%	14	13.2%	10	9.4%
7	115	42	36.5%	39	33.9%	19	16.5%	15	13.0%
8	98	48	49.0%	29	29.6%	12	12.2%	9	9.2%
Total	723	346	47.9%	219	30.3%	103	14.2%	55	7.6%
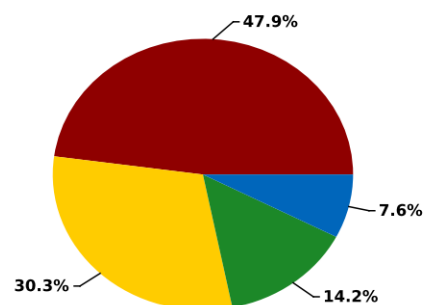
Projected to: **CA-Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/california-linking-study/

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	104	59	56.7%	22	21.2%	14	13.5%	9	8.7%
3	95	53	55.8%	20	21.1%	9	9.5%	13	13.7%
4	99	45	45.5%	24	24.2%	25	25.3%	5	5.1%
5	106	44	41.5%	27	25.5%	23	21.7%	12	11.3%
6	106	29	27.4%	30	28.3%	37	34.9%	10	9.4%
7	115	27	23.5%	32	27.8%	41	35.7%	15	13.0%
8	98	24	24.5%	28	28.6%	29	29.6%	17	17.3%
Total	**723**	**281**	**38.9%**	**183**	**25.3%**	**178**	**24.6%**	**81**	**11.2%**
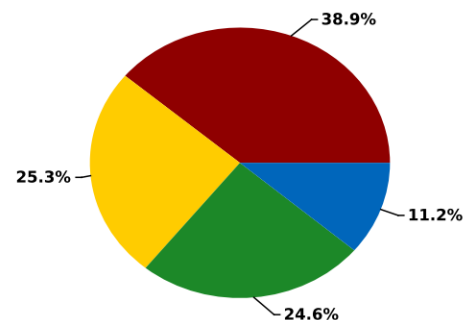
Data Analysis

Data was reviewed by the School Site Council on January 30th, March 7th, and May 11th ,2023. The data was also shared with the Instructional Leadership Team (ILT) on August 9, 2022, November 1, 2022, January 10, 2023. and May 2, 2023. Lastly, the data was shared at the LCAP Community Meeting held on March 7, 2023.According to the Spring NWEA MAP assessment, the Projected Proficiency for ELA was 35.8% and Math was 21.8%. Manteca Unified School District has determined that schools should be focusing on the Projected Growth Learning Targets as measured by the NWEA MAP. This data will be used for the purpose of writing this Strategic Plan and monitoring student progress.

In Reading, the table above illustrates that students in grades Kindergarten, 1st, 2nd, 6th, and 8th met or exceeded their Grade Level Projected Growth Targets, and in grade 4 students nearly met their Grade Level Projected Growth Target, while students in grades 3rd, 5th, and 7th did not meet their Grade Level Projected Growth Targets. Schoolwide, 381/757 students met their Grade Level Projected Growth Targets, or 50.3%.

In Math, the table above illustrates that students in grades Kindergarten, 1st, 4th, 5th, 6th, 7th, and 8th met their Grade Level Projected Growth Targets, and in grade 4 students nearly met their Grade Level Projected Growth Target, while students in grades 2nd and 3rd did not meet their Grade Level Projected Growth Targets. Schoolwide, 441/833 students met their Grade Level Projected Growth Targets, or 52.9%.

Half of the Great Valley students did not meet their Grade Level Projected Growth Targets. The NWEA MAP data illustrates that there is a need to continue improving our Tier 1 Instructional Practices to meet the needs of all learners at Great Valley Elementary School. In addition, students should receive Tier 2 instruction that will address individual learning needs of students.

Student Need 1:

In ELA, half of Great Valley students need effective Tier 1 instruction, coupled with differentiated support in Tier 2 intervention.

Implementation Plan

All Kindergarten-6th Grade teachers will continue to receive training in CORE literacy strategies which they can use with the Wonders Base Curriculum. Kindergarten-3rd grade teaches will receive ongoing support in Fundations, Seventh and 8th grade teachers will continue to receive training in Kagan strategies which will be used with base/supplemental curriculum to increase engagement. Students will receive targeted support during daily access time. Moby Max will be purchased to provide targeted support and intervention for students who do not demonstrate mastery of standards.

The administration team will monitor and measure progress by performing Learning Walks in which data will be collected and shared with the Instructional Leadership Team to determine next steps and grade level goals. Grade Level

teams will use the NWEA MAP data to discuss student learning outcomes and growth. Teams will collaborate around next steps to help students achieve their grade level growth targets. PLC teams will be provided pull out days to collaborate and plan for access time.

An NWEA MAP growth campaign will be designed and implemented to celebrate growth.

MUSD will provide three K-3 paraprofessionals who will push into the K-3 classrooms to support teachers with small group instruction and access time.

MUSD will provide two Kindergarten paraprofessionals who will push into the kindergarten classrooms to support teachers with small group instruction and access time.

Students will be rewarded for making their trimester growth targets, as well as proficiency targets.

SMART Goal

By the end of the year, the percentage of students who meet or exceed their learning targets will increase by 10% in ELA as measured by the NWEA MAP assessment.

Metric/Indicator	Baseline	Expected Outcome
Fall to Spring NWEA Reading Fluency Assessment (Kindergarten)	47.6% of the students met or exceeded the Spring Expectations for Phonological Awareness	57.6% of kindergarten students will meet or exceed the Spring Expectations for Phonological Awareness
Fall to Spring NWEA Reading Phonics/Word Recognition (Kindergarten)	62.2% of the students met or exceeded the Spring Expectations for Phonics/Word Recognition	72.2% of the students will meet or exceed the Spring Expecation for Phonics/Word Recognition
Fall to Spring NWEA Reading Growth Assessment (First Grade)	70% of the students met their growth projections on the Spring Expectations	80% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (2nd Grade)	51% of the students met their growth projections on the Spring Expectations	61% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (3rd Grade)	33% of the students met their growth projections on the Spring Expectations	43% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (4th Grade)	46% of the students met their growth projections on the Spring Expectations	56% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (5th Grade)	41% of the students met their growth projections on the Spring Expectations	51% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (6th Grade)	61% of the students met their growth projections on the Spring Expectations	71 % of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (7th Grade)	41% of the students met their growth projections on the Spring Expectations	51% of the students will meet their growth projections on the Spring Expectations

Fall to Spring NWEA Reading Growth Assessment	58%of the students met their growth projections on the Spring Expectations	68% of the students will meet their growth projections on the Spring Expectations

Targeted Resources Applied

Action	Resources	Money/Budget
Kagan Professional Development (7th & 8th grade teachers)	Other	5,623.50
Fundations (New Staff Members, Paras, Refresh Skills)	Other	3,000
CORE Professional Development (UTK-6th)	Other	16,250
Fundations Re-Supply (Supplies)	LCFF- Supplemental	7,578
Academic Incentives	LCFF- Supplemental	403.66
Timesheeting (Certificated, Classified) Interventions	Title I Part A: Allocation	2,666.66
PLC Data Conversations, ILT Meetings (Pull Out Days) timesheeting and substitute costs	LCFF- Supplemental	833.33
Conferences, Teacher Workshops, etc. imesheeting and substitute costs	Title I Part A: Allocation	2,500
Foster Youth (POC and Student Supplies)	LCFF- Supplemental	500
Intervention Database (Moby Max)	Title I Part A: Allocation	2,500
2 K-3 Paraprofessionals (Classified)	Other	0
2 Kindergarten Paraprofessionals (Classified)	Other	0

Progress Monitoring

October

January

April

z

Data

Data Analysis

Student Need 2:

In Math, the majority of Great Valley students need effective Tier 1 instruction, coupled with differentiated support in Tier 2 intervention.

Implementation Plan

Seventh and 8th grade teachers will continue to be trained in Kagan strategies which will be used with base/supplemental curriculum to increase engagement. Students will receive targeted support during daily access time. Moby Max will be purchased to provide targeted support and intervention for students who do not demonstrate mastery of standards.

In the 2023-24 school year, MUSD will provide teachers with professional development in Math.

The administration team will monitor and measure progress by performing Learning Walks in which data will be collected and shared with the Instructional Leadership Team to determine next steps and grade level goals. Grade Level teams will use the NWEA MAP data to discuss student learning outcomes and growth. Teams will collaborate around next steps to help students achieve their grade level growth targets. PLC teams will be provided pull out days to collaborate and plan for access time.

A .5 FTE Intervention Teacher will be hired to organize and implement Tier 2 targeted instruction in 2nd-5th grades.

Students will be rewarded for making their trimester growth targets, as well as proficiency targets.

SMART Goal

By the end of the year, the percentage of students who meet or exceed their learning targets will increase by 15% in Math as measured by the NWEA MAP assessment.

Metric/Indicator	Baseline	Expected Outcome
Fall to Spring NWEA Math Growth Assessment (Kindergarten)	52% of the students met their growth projections on the Spring Expectations	67% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (First Grade)	66% of the students met their growth projections on the Spring Expectations	81% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Second Grade)	44% of the students met their growth projections on the Spring Expectations	59% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Third Grade)	38% of the students met their growth projections on the Spring Expectations	53% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Fourth Grade)	45% of the students met their growth projections on the Spring Expectations	60% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Fifth Grade)	48% of the students met their growth projections on the Spring Expectations	63% of the students will meet their growth projections on the Spring Expectations

Fall to Spring NWEA Math Growth Assessment (Sixth Grade)	68% of the students met their growth projections on the Spring Expectations	83% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Seventh Grade)	59% of the students met their growth projections on the Spring Expectations	74% of the students will meet their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Eighth Grade)	58% of the students met their growth projections on the Spring Expectations	73% of the students will meet their growth projections on the Spring Expectations

Targeted Resources Applied

Action	Resources	Money/Budget
Kagan Professional Development (7th & 8th grade teachers)	Other	5,623.50
Academic Incentives	LCFF- Supplemental	403.66
Timesheeting (Certificated, Classified) Interventions	Title I Part A: Allocation	2,666.66
Professional Development Presenters	Title I Part A: Allocation	10,000
Conferences, Teacher Workshops, etc. timesheeting and substitute costs	Title I Part A: Allocation	2,500
Learning Loss Mitigation (Interventions Teacher/.6 FTE)	Title I Part A: Allocation	70,000
Intervention Database (Moby Max)	Title I Part A: Allocation	2,500
District provided Math PD UTK-8 teachers	Other	0
PLC Data Conversations, ILT Meetings (Pull Out Days) timesheeting and substitute costs	LCFF- Supplemental	833.33
Foster Youth (POC and Student Supplies)	LCFF- Supplemental	500

Progress Monitoring

October

January

Other

April

Safety

District Goal

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

Site Goal

By the end of the year, the percentage of students who feel safe at school will increase by 10% as measured by the Great Valley Safety Survey, the ADA rate will increase to 93%, and the suspension rate will maintain at 2%.

Base Requirements

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

Climate

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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.30	0.32	5.22	0.91	3.47	0.20
Expulsions	0.34	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	5.85	4.19	2.45
Expulsions	0.09	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	944	928	222	23.9
Female	474	463	113	24.4
Male	470	465	109	23.4
American Indian or Alaska Native	8	8	1	12.5
Asian	103	102	18	17.6
Black or African American	148	145	57	39.3
Filipino	65	65	3	4.6
Hispanic or Latino	542	533	125	23.5
Native Hawaiian or Pacific Islander	18	18	8	44.4
Two or More Races	33	33	6	18.2
White	27	24	4	16.7
English Learners	331	329	55	16.7
Foster Youth	3	2	0	0.0
Homeless	61	60	26	43.3
Socioeconomically Disadvantaged	815	802	202	25.2
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	154	151	40	26.5

2. I feel safe at school.

More Details   Insights

- Never — 18
- Sometimes — 176
- All the time — 134

3. Based on your knowledge of our campus and your visits to our school, do you feel Great Valley School is generally secure and well-operated in terms of campus safety?

More Details   Insights

● Yes   54
● No   6

5. I believe that Great Valley School has a safe campus environment.

More Details

● Yes   20
● No   2

3. I feel happy at school?

More Details   Insights

● Yes   136
● No   44
● Somewhat   148
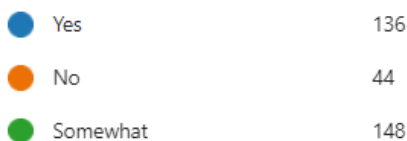
Data Analysis

According to the Grades 3-8 Safety Survey 41% of the surveyed students feel safe at school. In contrast, 90% of surveyed parents feel that the Great Valley campus is safe, and 91% of the school staff who completed the survey, feel that the campus is safe. 41% of the surveyed students feel happy at school. This percentage is extremely low and has a direct correlation to student engagement. In order to increase our baseline by 10% for the next school year, the Great Valley staff will need to address school climate, attendance and school discipline.

Student Need 1:

School rules need to be explicitly taught, understood and followed in order for students to feel safe.

Implementation Plan

In order to increase the percentage of students who feel safe at school, Great Valley will begin the year by training teachers at the first staff meeting of the year. The safety plan will be reviewed with all staff members. VCC will attend the first staff meeting, and provide information on how to identify, and refer, students who may be showing signs of depression, self-harm, and/or suicidal ideation. In turn, teachers will provide students with the safety plan procedures, coupled with the school/classroom rules during the first days of school. The administration team will provide a Rules Assembly and Passport Day to train students on the expected behaviors in common areas.

Two additional cameras will be purchased to increase the visibility of student interactions on the kindergarten playground and on the Annex blacktop area. The administration team will work with the District Office IT team to move two existing cameras to locations that will increase the visibility of student movement.

Great Valley will work with the Region 5 school leaders and School Resource Officers to provide an Active Shooter presentation to all personnel.

The school nurse will provide a voluntary training for First Aid and CPR for all interested staff members.

The VCC counselors will provide individual and small group interventions to address student needs.

In order to increase the percentage of students who feel happy at school, Great Valley's PBIS team will continue to attend trainings offered by the County and the District. The District Team will conduct a FIT assessment to rate our school in PBIS practice and recommend next steps. The site PBIS team will meet monthly to review data and make decisions on how to move the school forward. The data and recommendations will be shared out at the Great Valley monthly staff meetings by PBIS team members. Incentives will be purchased and BruWIN stores will continue to grow with prizes to increase student motivation to follow school rules.

Great Valley will host school activities that include Back to School Night, Literacy Night, STEAM Night, a Fall Carnival, Open House, Outdoor Education (Science Camp), Academic Field Trips, Guest Speakers, and Assemblies.

Artists in Schools Residency program will provide all UTK-8th grade Great Valley students with art lessons.

Additional recess equipment will be purchased so students have more activities at recess such as: Double Dutch jump ropes, tetherballs, and 2 volleyball nets. Buddy Benches will be purchased for the primary and intermediate playgrounds to help students who are feeling lonely, or have a conflict, to find assistance from peers and staff.

The administrative and PBIS teams will receive training in restorative practices to help with conflict resolution and problem-solving techniques. Team leads will bring back the information to train additional staff members.

In order to increase parent engagement, Great Valley's Outreach Assistant will continue to host Region 5 food drives 2x per month. The Outreach Assistant will also connect the school with Parenting Partners who will provide classes in both English and Spanish. The Outreach Assistant will also schedule English as a Second Language classes for parents. The Outreach Assistant will work to increase the parent participation at school activities by reaching out and inviting local vendors who provide resources to the Weston Ranch community. In addition, the Outreach Assistant will maintain the school's clothing closet. The Outreach Assistant will work to create warm, inviting bulletin displays throughout the campus and focus on creating a more diverse group of parents to attend school activities.

The VCC counselors will conduct classroom presentations to provide students with ongoing social-emotional supports.

Life Skills and Leadership curriculum will be purchased to enhance the elective classes and increase student engagement.

SMART Goal

By the end of the 2023-24 school year, the percentage of students who feel safe at school will increase by 10% as measured by the Great Valley End of the Year Student Safety Survey.

Metric/Indicator	Baseline	Expected Outcome
Great Valley Safety Survey-Student	Q1: I feel Safe at school: 41% Q3: I know the school rules: 95% Q4: Most of the students follow school rules: 55% Q9: My teacher teaches me lessons about "expected" school behaviors, so I understand how to "ROAR" at Great Valley: 53%	Q1: I feel Safety at school: 51% Q3: I know the school rules: 100% Q4: Most of the students follow school rules: 65% Q9: My teacher teaches me lessons about "expected" school behaviors, so I understand how to "ROAR" at Great Valley: 63%
Great Valley Safety Survey-Staff	Q3: I believe that Great Valley has a safe campus environment: 91% Q10: I know and clearly understand what "ROARS" stands for and means as part of the PBIS plan: 95% Q11: If you are a classroom teacher, do you make sure to teach the PBIS weekly lesson explicitly, without fail, and check for understanding to ensure that students know the desired behaviors on campus: 50%	Q3: I believe that Great Valley has a safe campus environment: 100% Q10: I know and clearly understand what "ROARS" stands for and means as part of the PBIS plan: 100% Q11: If you are a classroom teacher, do you make sure to teach the PBIS weekly lesson explicitly, without fail, and check for understanding to ensure that students know the desired behaviors on campus: 60%
Great Valley Safety Survey-Parents	Q1: Based on your knowledge of our campus and your visits to our school, do you feel like Great Valley School is generally secure and well-operated in terms of campus safety: 82% Q3: My child and I know the rules at Great Valley: 97% Q10: I know what "ROARS" means and how my child is expected to behave in all common areas: 83%	Q1: Based on your knowledge of our campus and your visits to our school, do you feel like Great Valley School is generally secure and well-operated in terms of campus safety: 92% Q3: My child and I know the rules at Great Valley: 100% Q10: I know what "ROARS" means and how my child is expected to behave in all common areas: 93%

Resources to Support

Action	Resources	Money/Budget
Artists in Schools Residency	LCFF- Supplemental	8380
Outdoor Education (Science Camp)	LCFF- Supplemental	21,115
SEL Training/Resources	LCFF- Supplemental	2000
Parent Liaison/Outreach Assistant (.6FTE)	Title I Part A: Allocation	13981.5
PBIS Incentives	LCFF- Supplemental	4750
Parent Information Nights/Cafes, etc.	Title I Part A: Allocation	2,500

classified and certificated timesheeting		
Guest Speakers & Assemblies	Title I Part A: Allocation	10,000
PBIS Training	Title I Part A: Allocation	1,000
Parent Involvement & Engagement	Title I Part A: Allocation	3,361.00
Leadership Curriculum	Other	2,500
Life Skills Curriculum	Other	2,500
2 FTE VCC counselors provided by MUSD	Other	0
MUSD Region SRO	Other	0
CPR/First Aide Training provided by the MUSD school nurse/health services	Other	0

Progress Monitoring

September

December

March

Data

GVE 22/23 Great Valley Elementary													
Regular	965	0	981	121	860	860	156,043	18,408	137,635	10,328	127,307	92.50	795.67
K-12 Special Education SDC	46	0	46	6	40	40	6,851	326	6,525	712	5,813	89.09	36.33
K-12 Home and Hospital	1	0	1	1	0	0	7	0	7	7	0	0.00	0.00
K-12 Independent Study	5	0	5	1	4	4	341	10	331	35	296	89.43	1.85
Combined Attendance Categories	1,005	0	1,033	129	904	904	163,242	18,744	144,498	11,082	133,416	92.33	833.85
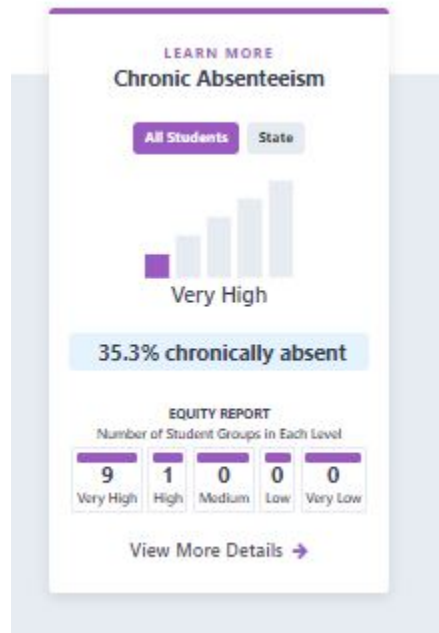
Climate

Data Analysis

According to the ADA, the Great Valley attendance rate was 92.33% with Some months falling at 88%

Student Need 2:

Students need to attend school regularly to receive effective instruction.

Implementation Plan

In order to increase attendance, the Great Valley administrative team will work closely with the district office to follow the new Attendance Campaign guidelines.

Teachers will refer students who are demonstrating tardy and attendance concerns to the school COST team.

The Outreach Assistant will contact parents with T1 letters to try and identify barriers to school attendance as a form of early intervention.

The vice principals will host T2 & T3 meetings to determine any barriers that need to be addressed to support families with getting their child/children to school as a form of intervention.

The SARB process will be followed for families in which the interventions have not worked.

The Outreach Assistant will create a school site attendance campaign that will incentivize students to improve their attendance by providing rewards to those who accomplish their goals.

Students will be rewarded with monthly and trimester perfect attendance tags and certificates, as well as improved attendance rewards.

Students who have Perfect Attendance for the entire year will receive a luncheon with the principal.

SMART Goal

By the end of the year, ADA will increase by 2% for all students and for each of the subgroups in the ATSI category: African American, Homeless, Two or More Races, and White.

Metric/Indicator	Baseline	Expected Outcome

2022-23 ADA	2022-23 ADA Overall: 92.35% African American: 91.87% Homeless: 90.47% Two or more races: White: 90.23%	2022-23 ADA Overall: 94.20% African American: 93.71% Homeless: 92.28% Two or more races: White: 92.03%
August ADA	2022-23 ADA Overall: 94.21% African American: 96.11% Homeless: 90.50% Two or more races: White: 94.98%	2022-23 ADA Overall: 96.09% African American:98.03% Homeless:92.31% Two or more races: White: 96.88%
September ADA	2022-23 ADA Overall: 93.52% African American: 93.91% Homeless: 90.67% Two or more races: White: 90.56%	2022-23 ADA Overall: 95.39% African American:95.79% Homeless:92.48% Two or more races: White: 92.37%
October ADA	2022-23 ADA Overall: 93.29% African American:90.58% Homeless: 90.26% Two or more races: White: 92.79%	2022-23 ADA Overall: 95.16% African American:92.39% Homeless:92.07% Two or more races: White: 94.65%
November ADA	2022-23 ADA Overall: 91.01% African American:87.38% Homeless: 89.32% Two or more races: White: 87.04%	2022-23 ADA Overall: 92.83% African American:89.13% Homeless:89.49% Two or more races: White: 88.78%
December ADA	2022-23 ADA Overall: 88.36% African American: 88.40% Homeless:86.46% Two or more races: White: 89.72%	2022-23 ADA Overall: 90.13% African American:90.17% Homeless:88.19% Two or more races: White: 91.51%
January ADA	2022-23 ADA Overall: 88.38% African American: 92.43% Homeless:91.63% Two or more races: White: 89.98%	2022-23 ADA Overall: 90.15% African American:94.28% Homeless:93.46% Two or more races: White: 91.78%
February ADA	2022-23 ADA	2022-23 ADA

	Overall: 93.54% African American: 91.51% Homeless: 90.44% Two or more races: White: 88.71%	Overall: 95.41% African American:93.34% Homeless:92.25% Two or more races: White: 90.48%
March ADA	2022-23 ADA Overall: 92.38% African American: 91.91% Homeless:92.53% Two or more races: White: 89.89%	2022-23 ADA Overall: 94.23% African American: 93.75% Homeless: 94.38% Two or more races: White: 91.69%
April ADA	2022-23 ADA Overall: 93.57% African American: 91.85% Homeless:91.66% Two or more races: White: 90.15%	2022-23 ADA Overall: 95.44% African American:93.41% Homeless:93.49% Two or more races: White: 91.96%

<div align="center">Resources to Support</div>

Action	Resources	Money/Budget
Attendance Rewards/Incentives	LCFF- Supplemental	2,500.00
Parent Liaison/Outreach Assistant (.6FTE)	Title I Part A: Allocation	13,981.50

Progress Monitoring

September

December

March

Data

4. I know the school rules.

More Details 💡 Insights

● Yes   312
● No   16

5. Most of the students at Great Valley follow school rules.

More Details 💡 Insights

● Yes   181
● No   147

Climate

African American
[Student Group] [State]

Very High

10.4% suspended at least one day

Number of Students: 134

Homeless
[Student Group] [State]

Very High

10.8% suspended at least one day

Number of Students: 74

Two or More Races
[Student Group] [State]

Very High

7.9% suspended at least one day

Number of Students: 38

Students with Disabilities
[Student Group] [State]

Very High

8.1% suspended at least one day

Number of Students: 148

Data Analysis

During the 2021-22 school year, the suspension rate was .32, and during the 2022-23 school year the suspension rate was .21. According to the Great Valley School Safety Survey results, 96% of the surveyed students know the school rules; however, only 55% of the students feel like the majority of students follow the school rules. There was a total of 520 behavior incidents during the 2022-23 school year with 110 of those incidents resulting in a home suspension, or .21. The majority of suspensions were related to fighting, unsafe behavior and possessing/using drugs.

Student Need 3:

Students need alternative means for coping and dealing with conflict.

Implementation Plan

To assist students with alternative means of coping and dealing with conflict, teachers will use the Social Emotional curriculum as appropriate for their grade level. The PBIS team will work with the teaching staff to ensure that weekly lessons are distributed and taught to students. The administration team will provide a Rules Assembly to explain the school expectations as well as host a Passport Day where students are taught explicitly how to behave in common areas. The VCC counselors will provide classroom presentations as needed to help address these skills. The administration and PBIS team will receive training in Restorative Practices to help students in coping and dealing with conflict.

Students will be recognized for following the school rules and making appropriate choices by using the PBIS system.

If a child demonstrates undesired behaviors, alternative means of correction to change the students' behaviors. The administrative team will use the district provided matrix which provides a wealth of interventions that may be used in lieu of suspension.

The PBIS team will monitor the Q data to determine next steps.

SMART Goal

By May of 2024, the number of incidents in the following categories will decrease by 10%: Fighting/Attack w/o a weapon, Unsafe Behavior and Possessing and/Using Drugs as measured by the Q Student Information System.

Metric/Indicator	Baseline	Expected Outcome
California Dashboard 2021-2022 Suspensions	All Students: 2021-2022: 32% African American: 2021-2022: 10.4% Homeless: 2021-2022: 10.8% Two or More Races: 2021-2022: 7.9% SWD: 2021-2022:8.1%	All Students: 2022-2023: Initial implementation/maintain current status African American: 2022-2023: Initial implementation/maintain current status Homeless: 2022-2023: Initial implementation/maintain current status Two or More Races:

	2022-2023: Initial implementation/maintain current status White: 2022-2023: Initial implementation/maintain current status
Q Reporting 2022-2023 Suspensions Trimester 1	Fighting/Attack w/o a weapon: Unsafe Behavior: Possessing and/Using Drugs:	Fighting/Attack w/o a weapon: Unsafe Behavior: Possessing and/Using Drugs:
Q Reporting 2022-2023 Suspensions Trimester 2	Fighting/Attack w/o a weapon: Unsafe Behavior: Possessing and/Using Drugs:	Fighting/Attack w/o a weapon: Unsafe Behavior: Possessing and/Using Drugs:
Q Reporting 2022-2023 Suspensions Trimester 3	Fighting/Attack w/o a weapon: Unsafe Behavior: Possessing and/Using Drugs:	Fighting/Attack w/o a weapon: Unsafe Behavior: Possessing and/Using Drugs:

Resources to Support

PBIS Alternatives to Suspensions	LCFF- Supplemental	3750
timesheeting and substitute costs to support PBIS alternatives	LCFF- Supplemental	1000

Progress Monitoring

September

December

March

Data

Emerging Students

District Goal

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

Site Strategic Goal

By the end of the year, the percentage of emerging student groups who meet or exceed their learning targets will increase by 15% in Math, 10% in ELA and our reclassification rate will increase by 10%.

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	277	311	315	31.5%	35.2%	34.6%
Fluent English Proficient (FEP)	117	134	129	13.3%	15.2%	14.2%
Reclassified Fluent English Proficient (RFEP)	7			2.5%		

Student Need 1:

Overall, the majority of Great Valley students need effective integrated and designated ELD instruction.

Implementation Plan

All Kindergarten-6th Grade teachers will continue to receive training in CORE literacy strategies which they can use with the Wonders Base Curriculum. Kindergarten-3rd grade teaches will receive ongoing support in Fundations, Seventh and 8th grade teachers will continue to receive training in Kagan strategies which will be used with base/supplemental curriculum to increase engagement. Students will receive targeted support during daily access time. Moby Max will be purchased to provide targeted support and intervention for students who do not demonstrate mastery of standards.

MUSD will provide training to all teachers and administrators in effective integrated and designated ELD strategies.

4 bilingual paraprofessionals will be provided by MUSD to work under the direction and supervision of the classroom teachers to assist in providing designated ELD and assist with testing and translations for parent meetings.

The administration team will monitor and measure progress by performing Learning Walks in which data will be collected and shared with the Instructional Leadership Team to determine next steps and grade level goals. Grade Level teams will use the NWEA MAP data to discuss student learning outcomes and growth. Teams will collaborate around next steps to help students achieve their grade level growth targets.

After school tutoring will be provided to offer additional support to students in the ELA Common Core Standards.

Students will be rewarded for making their trimester growth and proficiency targets and reclassification requirements.

SMART Goal

By the end of the year, the percentage of ELL students who meet or exceed their learning targets will increase by 10% in ELA as measured by the NWEA MAP assessment.
By the end of the year, the percentage of ELL students who are reclassified will increase by 10%.

Metric/Indicator	Baseline	Expected Outcome
2022-2023 Reclassification Rate	13% of ELL students were Reclassified as English Proficient.	23% of ELL students will be Reclassified as English Proficient.
Fall to Spring NWEA Reading Fluency Assessment Fall to Spring NWEA Reading Phonics/Word Recognition (Kindergarten)	44.8% of the students met or exceeded the Spring Expectations for Phonological Awareness 65.5% of the students met or exceeded the Spring Expectations for Phonics & Word Recognition	54.8% of the students met or exceeded the Spring Expectations for Phonological Awareness 75.5% of the students met or exceeded the Spring Expectations for Phonics & Word Recognition
Fall to Spring NWEA Reading Growth Assessment (First Grade)	65% of the students met their growth projections on the Spring Expectations	75% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (Second Grade)	50% of the students met their growth projections on the Spring Expectations	60% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (Third Grade)	27.6% of the students met their growth projections on the Spring Expectations	37.6% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (Fourth Grade)	45.5% of the students met their growth projections on the Spring Expectations	55.5% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (Fifth Grade)	35.3 % of the students met their growth projections on the Spring Expectations	45.3 % of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (Sixth Grade)	52.9% of the students met their growth projections on the Spring Expectations	62.9% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (Seventh Grade)	48% of the students met their growth projections on the Spring Expectations	58% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment (Eighth Grade)	54.2% of the students met their growth projections on the Spring Expectations	64.2% of the students met their growth projections on the Spring Expectations

Targeted Resources Applied

Action	Resources	Money/Budget
PLC Data Conversations, ILT Meetings (Pull Out Days) timesheeting and substitute costs	LCFF- Supplemental	833.34
CORE Professional Development (UTK-6th) timesheeting and substitute costs	Other	16,250
Timesheeting (Certificated, Classified) Interventions	Title I Part A: Allocation	2,666.67
Academic Incentives	LCFF- Supplemental	403.67
Emerging Student Tutoring	LCFF- Supplemental	5,278.75
Time sheeting Classified (Translations)	LCFF- Supplemental	5,000
District provided professional development in integrated and designated ELD timesheeting and substitute costs	Other	0
4 Bilingual Paraprofessionals (Classified)	Other	0

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Student Need 2:

Homeless students are performing below their age level peers in Math.

Implementation Plan

In the 2023-24 school year, MUSD will provide teachers with professional development in Math.

A .5 FTE Intervention Teacher will be hired to organize and implement Tier 2 targeted instruction in grades 2nd-5th grades.

Teachers will be offered the opportunity to provide math tutoring before and after school to students.

The administration team will monitor and measure progress by performing Learning Walks in which data will be collected and shared with the ILT to determine next steps and grade level goals. Grade Level teams will use the NWEA MAP data to discuss student learning outcomes and growth. Teams will collaborate around next steps to help students achieve their grade level growth targets.

Students will be rewarded for making their trimester growth targets, as well as proficiency targets.

SMART Goal

By the end of the year, the percentage of Homeless students who meet or exceed their learning targets will increase by 15% in Math as measured by the NWEA MAP assessment.

Fall to Spring NWEA Math Growth Assessment (Kindergarten)	14.3% of the students met their growth projections on the Spring Expectations	29.3% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (First Grade)	57.1% of the students met their growth projections on the Spring Expectations	72.1% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Second Grade)	50% of the students met their growth projections on the Spring Expectations	65% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Third Grade)	50% of the students met their growth projections on the Spring Expectations	65% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Fourth Grade)	35.3% of the students met their growth projections on the Spring Expectations	50.3% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Fifth Grade)	54.5% of the students met their growth projections on the Spring Expectations	69.5% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Sixth Grade)	66.7% of the students met their growth projections on the Spring Expectations	81.7% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Seventh Grade)	30.8% of the students met their growth projections on the Spring Expectations	45.8% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Eighth Grade)	37.5% of the students met their growth projections on the Spring Expectations	52.5% of the students met their growth projections on the Spring Expectations

Targeted Resources Applied

Action	Resources	Money/Budget
	Title I Part A: Allocation	3,963.00

TSSP Services (POC and Student Supplies)		
Academic Incentives	LCFF- Supplemental	403.66
Emerging Student Tutoring	LCFF- Supplemental	5,278.75
District provided Math PD grades UTK-8	Other	0

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Student Need 3:

Students with Disabilities are performing below their age level peers in ELA and Math.

Implementation Plan

In addition to the professional development that will be provided from the District in Math and the site in ELA, special education teachers will receive continued training from Kathy Bumgardner, Consultant, in evidence based instructional strategies for both content areas.

The administration team will monitor and measure progress by performing Learning Walks in which data will be collected and shared with the ILT to determine next steps and grade level goals. Grade Level teams will use the NWEA MAP data to discuss student learning outcomes and growth. Teams will collaborate around next steps to help students achieve their grade level growth targets.

Students will be rewarded for making their trimester growth targets, as well as proficiency targets.

SMART Goal

By the end of the year, the percentage of Special Education students who meet or exceed their learning targets will increase by 10% in ELA and 15% in Math as measured by the NWEA MAP assessment.

Metric/Indicator	Baseline	Expected Outcome
Fall to Spring NWEA Reading Fluency Assessment		

Fall to Spring NWEA Reading Phonics/Word Recognition (Kindergarten)	of the students met or exceeded the Spring Expectations for Phonological Awareness of the students met or exceeded the Spring Expectations for Phonics & Word Recognition	of the students met or exceeded the Spring Expectations for Phonological Awareness of the students met or exceeded the Spring Expectations for Phonics & Word Recognition
Fall to Spring NWEA Math Growth Assessment (Kindergarten)	27.3% of the students met their growth projections on the Spring Expectations	42.3% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment Fall to Spring NWEA Math Growth Assessment (First Grade)	60% of the students met their growth projections on the Spring Expectations 100% of the students met their growth projections on the Spring Expectations	70% of the students met their growth projections on the Spring Expectation 100%f the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment Fall to Spring NWEA Math Growth Assessment (Second Grade)	40% of the students met their growth projections on the Spring Expectations 27.3% of the students met their growth projections on the Spring Expectations	50% of the students met their growth projections on the Spring Expectations 42.3% of the students met their growth projections on the Spring Expectations
Fall to Spring Winter NWEA Reading Growth Assessment Fall to Spring NWEA Math Growth Assessment (Third Grade)	41.7% of the students met their growth projections on the Spring Expectations 33.3% of the students met their growth projections on the Spring Expectations	51.7% of the students met their growth projections on the Spring Expectations 48.3% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment Fall to Spring NWEA Math Growth Assessment (Fourth Grade)	50% of the students met their growth projections on the Spring Expectations 33.3% of the students met their growth projections on the Spring Expectations	60% of the students met their growth projections on the Spring Expectations 48.3% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment Fall to Spring NWEA Math Growth Assessment (Fifth Grade)	35.3% of the students met their growth projections on the Spring Expectations 47.1% of the students met their growth projections on the Spring Expectations	45.3% of the students met their growth projections on the Spring Expectations 62.1% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment Fall to Spring NWEA Math Growth Assessment (Sixth Grade)	52.9% of the students met their growth projections on the Spring Expectations 64.7% of the students met their growth projections on the Spring Expectations	62.9% of the students met their growth projections on the Spring Expectations 79.7% of the students met their growth projections on the Spring Expectations

Fall to Spring NWEA Reading Growth Assessment Fall to Spring NWEA Math Growth Assessment (Seventh Grade)	43.8% of the students met their growth projections on the Spring Expectations 31.3% of the students met their growth projections on the Spring Expectations	53.8% of the students met their growth projections on the Spring Expectations 46.3% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Reading Growth Assessment Fall to Spring NWEA Math Growth Assessment (Eighth Grade)	35.3% of the students met their growth projections on the Spring Expectations 62.5% of the students met their growth projections on the Spring Expectations	45.3% of the students met their growth projections on the Spring Expectations 77.5% of the students met their growth projections on the Spring Expectations

Targeted Resources Applied

Action	Resources	Money/Budget
Academic Incentives	LCFF- Supplemental	403.66
Kathy Bumgardner, Consultant	Other	34,000
Emerging Student Tutoring	LCFF- Supplemental	5,278.75
District provided ELA and Math PD for Special Education Teachers	Other	0

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Student Need 4:

Implementation Plan

In the 2023-24 school year, MUSD will provide teachers with professional development in Math.

A .5 FTE Intervention Teacher will be hired to organize and implement Tier 2 targeted instruction in grades 2nd-5th grades.

Teachers will be offered the opportunity to provide math tutoring before and after school to students.

The administration team will monitor and measure progress by performing Learning Walks in which data will be collected and shared with the ILT to determine next steps and grade level goals. Grade Level teams will use the NWEA MAP data to discuss student learning outcomes and growth. Teams will collaborate around next steps to help students achieve their grade level growth targets.

Students will be rewarded for making their trimester growth targets, as well as proficiency targets.

SMART Goal

By the end of the year, the percentage of African American students who meet or exceed their learning targets will increase by 15% in Math as measured by the NWEA MAP assessment.

Fall to Spring NWEA Math Growth Assessment (Kindergarten)	30% of the students met their growth projections on the Spring Expectations	45% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (First)	42.9% of the students met their growth projections on the Spring Expectations	57.9% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Second)	46.7% of the students met their growth projections on the Spring Expectations	61.7% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Third)	33.3% of the students met their growth projections on the Spring Expectations	48.3% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Fourth)	50% of the students met their growth projections on the Spring Expectations	65% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Fifth)	40% of the students met their growth projections on the Spring Expectations	55% of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Sixth)	80% of the students met their growth projections on the Spring Expectations	95% of the students met their growth projections on the Spring Expectations of the students met their growth projections on the Spring Expectations
Fall to Spring NWEA Math Growth Assessment (Seventh)	52.4% f the students met their growth projections on the Spring Expectations	67.4% of the students met their growth projections on the Spring Expectations

Fall to Spring NWEA Math Growth Assessment (Eighth)	42.9% of the students met their growth projections on the Spring Expectations	57.9% of the students met their growth projections on the Spring Expectations

Targeted Resources Applied

Action	Resources	Money/Budget
Academic Incentives	LCFF- Supplemental	403.66
Emerging Student Tutoring	LCFF- Supplemental	5,278.75
District provided Math PD for UTK-8th grade teachers.	Other	0

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Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	141,787	-4,999.99
LCFF- Supplemental	71,722	-11,387.97

Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	83,109.97
Other	85,747.00
Title I Part A: Allocation	146,786.99

Stakeholder Input

Date
8/17/22, 9/21/22, 11/16/22, 1/18/23, 2/15/23, 3/22/23, 4/12/23, 5/12/23 GV Staff Meetings (Gen Ed & Spec Ed)
8/9/22, 9/6/22, 10/4/22, 11/1/22, 12/6/22, 1/10/23, 2/7/23, 3/7/23, 4/4/23, 4/25/23, 5/2/23 Instructional Leadership
Team (ILT) Meetings
8/25/22, 11/17/22, 4/20/ 23 English Language Advisory Committee Meetings (ELAC)
1/30/23, 3/28/23, 4/18/23, 5/11/23, 5/16/23 School site Council Meetings (SSC)
3/7/23 LCAP Stakeholder Meeting
5/9/23 Title I Meeting

Groups
SSC, ELAC, ILT, GV Staff (Gen Ed & Spec Ed), Parents

Outcome
Throughout the year, meetings were held and surveys were conducted with staff, students and parents. Through the feedback that was provided throughout the year, that all stakeholders felt that students are struggling with academic and social emotional challenges due to the impact that COVID-19 had on education. Further, there have been multiple administrators in the past few years, and the site was in need of instructional leadership and continuity. Since two out of three administrators were new to the site, it was important to listen and learn about the culture of the school side and observe the instructional practices. Through both formal and informal discussions, Learning Walks and stakeholder input, it was determined that the site would need to stay focused on effective Tier 1 practices and improving data conversations for Tier II access time. Professional development that was brought it was focused on district initiatives and should continue as the school has increased academic achievement. Great Valley exited Comprehensive School Improvement (CSI) and over half of the students achieved their Projected Growth Targets in both ELA and Math. Based on the data and input, Great Valley will continue to focus on effective Tier I instructional Strategies and improving strategies used for Tier II access time. For social emotional health of the students, teachers will continue to use the base curriculum provided by the district for Tier I and the VCC counselor will be on campus as a Tier II intervention. In order to build up more Tier II interventions, administration will be trained in restorative practices, social stories will be purchased, as well as buddy benches for the playground. A FIT assessment will be conducted to help identify areas to improve in positive behavior interventions and support. This data will be used to determine next steps. In the area of safety, it was clear that students need to learn coping and conflict resolution skills. The restorative practices training, VCC counselors and PBIS recommendations will all be used to help address this need.

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Theresa Johnson	Principal
Peter Brown	Classroom Teacher
Elizabeth Oyarzabal	Other School Staff
Kathylene Graves	Other School Staff
Rebecca Armstrong	Parent or Community Member
Michelle Changco	Parent or Community Member
Arrielle Wilson	Parent or Community Member
Vannak Phang	Parent or Community Member
Darin Willett	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/16/23.

Attested:

Signature	
	Principal, Theresa Johnson on 5/16/2023
	SSC Chairperson, Darin Willett on 5/16/2023