



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.

Lathrop Elementary

39685936042337

Manteca Unified School District

39685930000000

School Site Vision

Lathrop Warriors strive towards achieving grade level standards in a positive, engaging, safe, and inclusive environment.

School Site Mission

Each Lathrop Warrior will reach their maximum individual potential through standards-based instruction and interventions using data driven actions and decisions in a safe, positive learning environment.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Asian Americans: Chronic Absenteeism and Suspension

Hispanic Students: Academic Performance ELA and Math, Chronic Absenteeism, and Suspension

Homeless: Chronic Absenteeism and Suspension

Socio-economically Disadvantaged: Academic Performance ELA and Math, Chronic Absenteeism, and Suspension

Students with Disabilities: Academic Performance ELA and Math, Chronic Absenteeism, and Suspension

Two or More Races: Chronic Absenteeism and Suspension

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

Lathrop Elementary's plan for student success aligns with Manteca Unified's three targets and goals. Lathrop Elementary's plan includes goals to address student achievement of grade-level standards, safety, and support for our emerging students. Goal 1: Lathrop Elementary students will make progress towards mastery of standards in Math and English Language Arts. Goal 2: Lathrop Elementary School will provide a physically and emotionally safe environment for students to access learning, develop social skills and foster a sense of school connectedness. Goal 3: Lathrop Elementary students will receive effective differentiated instruction and support to reach individual success and make progress towards mastery of grade-level standards in Math and English Language Arts. Lathrop Elementary will utilize funding sources to support the identified needs of our students to maximize student achievement by supporting effective instruction aligned to state standards; promote engaging learning opportunities for all students, and provide a safe learning environment.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Lathrop Elementary consulted with staff, parents, and students in the review and update of the SPSA. Data that was reviewed with stakeholders to determine student need/s and actions taken to address these needs were English Language Learner data, CAASPP data, NWEA MAP Reading and Math data, discipline data, and attendance data. Stakeholders will progress monitor the SPSA throughout the school year.

Resource Inequities

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

Teachers will continue to work in their PLCs to identify individual learning goals for students based on data. Teachers will need time and resources to be able to plan effective small-group instruction to meet the needs of their students' diverse instructional needs. Lathrop Elementary stakeholders have identified the need for increased personnel such as paraprofessionals in the classroom to support targeted small-group instruction and branded time.

Lathrop Elementary Stakeholders have identified the need to build school connectedness among our students to improve upon behavior incidents and student absences. Teachers have identified the need to be consistent with our PBIS expectations and our school's values. The Warrior Way is a school wide, positive, pro-active approach for improving social behavior and academic achievement for all students.

School Site Description

Lathrop Elementary School is located in Lathrop, CA. It is home to the Lathrop Warriors and Warrior Pride. At Lathrop Elementary we do things The Warrior Way. The Warrior Way is a school-wide, positive, proactive approach to improve social behavior and academic achievement for all students. Our core values are to Be Safe, Be Respectful, and Be Responsible. We serve approximately eight hundred seventy students from our neighborhood families in grades Universal Transitional Kindergarten through Eighth Grade. We have a faculty that is committed to meeting the needs of our students. Lathrop Elementary benefits from the active participation of families and community members, who work together with teachers on the English Language Advisory Committee, School Site Council, Parent Teacher Club, and school activities/events.

School Vision: Lathrop Warriors strive towards achieving grade-level standards in a positive, engaging, safe, and inclusive environment.

School Mission: Each Lathrop Warrior will reach their maximum individual potential through standards-based instruction and interventions using data-driven actions and decisions in a safe, positive learning environment.

Parent information is available on our school website at <https://www.mantecausd.net/lathrop>. The Warrior Report, the school's monthly family newsletter comes out on the 1st of each month. Parents can also get information on the school's Facebook Page at <https://www.facebook.com/lathropwarriors>. To learn more about the many programs offered at Lathrop School, feel free to contact Anita Tillotson, Principal at (209) 858-7250 or atillotson@musd.net.

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)	28.90	83.63	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	2.50	7.33	38.90	3.71	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	9.01	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	34.60	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	3.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.10	

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)	18.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.10	

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	2.7

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.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
841	69.8	36.1	0.6
Total Number of Students enrolled in Lathrop 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	304	36.1
Foster Youth	5	0.6
Homeless	20	2.4
Socioeconomically Disadvantaged	587	69.8
Students with Disabilities	116	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.1
American Indian	4	0.5
Asian	30	3.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	30	3.6
Hispanic	648	77.1
Two or More Races	32	3.8
Pacific Islander	7	0.8
White	72	8.6

Conclusions based on this data:

1. Our largest subgroup is Hispanic which makes up 77.1% of Lathrop Elementary's student population.
2. 36.1% of our student population are English Language Learners.
3. 69.8% of our student population is categorized as Socioeconomically Disadvantaged which is a decline from the 2020/2021 data of 81.9% SED.



Grade Level Standards

Grade Level: TK-8

District Goal

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

Site Strategic Goal

All students will make progress towards mastery of grade level standards in Math and English Language Arts.

Base Requirements

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

Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	103		0	102		0	102		0.0	99.0	
Grade 4	75	85		0	85		0	85		0.0	100.0	
Grade 5	89	81		0	79		0	79		0.0	97.5	
Grade 6	82	98		0	95		0	95		0.0	96.9	
Grade 7	89	93		0	93		0	93		0.0	100.0	
Grade 8	74	94		0	94		0	94		0.0	100.0	
All Grades	487	554		0	548		0	548		0.0	98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2327.			4.90			5.88			17.65			71.57	
Grade 4		2397.			3.53			16.47			25.88			54.12	
Grade 5		2438.			7.59			20.25			17.72			54.43	
Grade 6		2481.			4.21			25.26			31.58			38.95	
Grade 7		2463.			3.23			17.20			29.03			50.54	
Grade 8		2524.			4.26			27.66			39.36			28.72	
All Grades	N/A	N/A	N/A		4.56			18.61			27.01			49.82	

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		4.90			38.24			56.86	
Grade 4		7.06			61.18			31.76	
Grade 5		10.13			59.49			30.38	
Grade 6		6.32			60.00			33.68	
Grade 7		6.45			53.76			39.78	
Grade 8		3.19			74.47			22.34	
All Grades		6.20			57.48			36.31	

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		3.92			31.37			64.71	
Grade 4		2.35			51.76			45.88	
Grade 5		8.86			48.10			43.04	
Grade 6		7.37			48.42			44.21	
Grade 7		6.45			46.24			47.31	
Grade 8		8.51			65.96			25.53	
All Grades		6.20			48.36			45.44	

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		3.92			61.76			34.31	
Grade 4		7.06			69.41			23.53	
Grade 5		5.06			78.48			16.46	
Grade 6		11.58			73.68			14.74	
Grade 7		3.23			63.44			33.33	
Grade 8		5.32			75.53			19.15	
All Grades		6.02			70.07			23.91	

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		2.94			42.16			54.90	
Grade 4		2.35			69.41			28.24	
Grade 5		10.13			49.37			40.51	
Grade 6		4.21			75.79			20.00	
Grade 7		4.30			49.46			46.24	
Grade 8		9.57			65.96			24.47	
All Grades		5.47			58.58			35.95	

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	78	103		0	103		0	103		0.0	100.0	
Grade 4	75	85		0	85		0	85		0.0	100.0	
Grade 5	89	81		0	80		0	80		0.0	98.8	
Grade 6	82	98		0	97		0	97		0.0	99.0	
Grade 7	89	93		0	92		0	92		0.0	98.9	
Grade 8	74	94		0	94		0	94		0.0	100.0	
All Grades	487	554		0	551		0	551		0.0	99.5	

* 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		2358.			3.88			14.56			20.39			61.17	
Grade 4		2375.			0.00			0.00			28.24			71.76	
Grade 5		2412.			0.00			8.75			25.00			66.25	
Grade 6		2451.			5.15			7.22			27.84			59.79	
Grade 7		2425.			1.09			5.43			20.65			72.83	
Grade 8		2451.			0.00			5.32			23.40			71.28	
All Grades	N/A	N/A	N/A		1.81			7.08			24.14			66.97	

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		7.77			36.89			55.34	
Grade 4		0.00			17.65			82.35	
Grade 5		1.25			28.75			70.00	
Grade 6		4.12			32.99			62.89	
Grade 7		4.35			20.65			75.00	
Grade 8		1.06			35.11			63.83	
All Grades		3.27			29.04			67.70	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.83			34.95			59.22	
Grade 4		0.00			44.71			55.29	
Grade 5		3.75			50.00			46.25	
Grade 6		7.22			38.14			54.64	
Grade 7		0.00			41.30			58.70	
Grade 8		0.00			57.45			42.55	
All Grades		2.90			44.10			52.99	

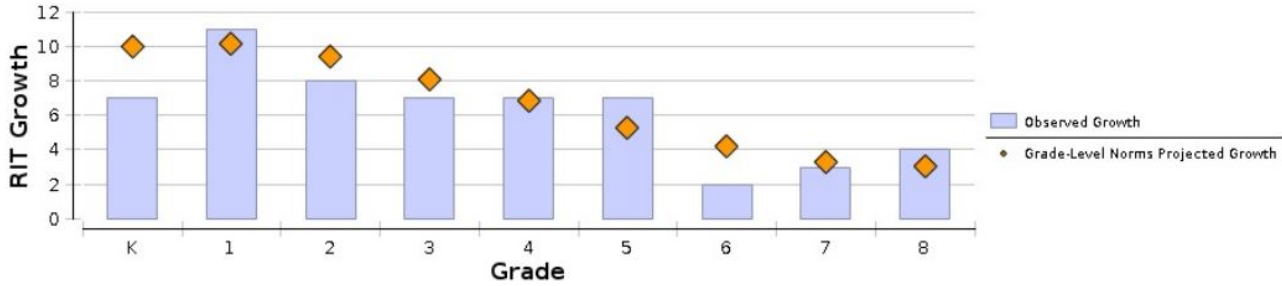
Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.83			46.60			47.57	
Grade 4		0.00			31.76			68.24	
Grade 5		1.25			50.00			48.75	
Grade 6		3.09			52.58			44.33	
Grade 7		0.00			65.22			34.78	
Grade 8		0.00			54.26			45.74	
All Grades		1.81			50.27			47.91	

Lathrop Elementary NWEA Map Fall 2022 - Winter 2023

Language Arts: Reading

		Comparison Periods							Growth Evaluated Against								
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Winter 2023)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	13	139.8	14.4	76	146.8	17.0	54	7	1.9	10.0	-2.04	2	13	5	38	33	
1	87	145.9	11.5	4	157.1	13.8	7	11	0.8	10.2	0.67	75	87	51	59	61	
2	81	162.9	16.5	9	170.9	16.9	6	8	0.9	9.4	-0.91	18	81	28	35	28	
3	85	176.8	15.5	10	183.5	15.8	7	7	0.8	8.1	-1.10	14	85	36	42	37	
4	103	180.2	17.3	1	187.3	18.7	2	7	0.9	6.9	0.18	57	103	51	50	46	
5	87	195.4	13.6	11	202.2	13.7	16	7	0.9	5.3	1.25	89	87	50	57	53	
6	84	201.8	15.7	13	203.8	15.3	8	2	1.0	4.2	-2.11	2	84	38	45	36	
7	92	207.5	15.9	19	210.8	16.3	19	3	0.9	3.3	0.01	50	92	46	50	46	
8	88	206.3	14.7	7	210.0	15.5	9	4	0.8	3.1	0.52	70	88	52	59	57	

Language Arts: Reading

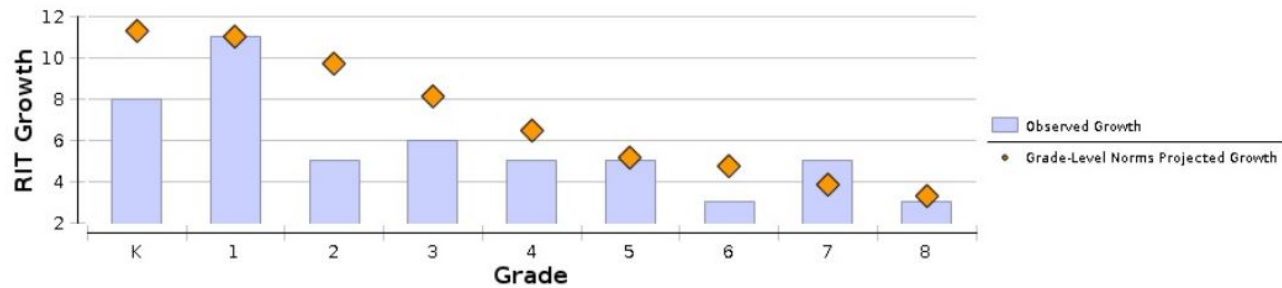


Lathrop Elementary NWEA Map Fall 2022 - Winter 2023

Math: Math K-12

		Comparison Periods							Growth Evaluated Against									
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms					
Grade (Winter 2023)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		K	85	139.1	8.2	52	146.8	9.5	26	8	0.7	11.3	-2.63	1	85	26	31	24
		1	85	151.2	12.5	8	161.9	13.5	8	11	0.7	11.0	-0.20	42	85	42	49	46
		2	81	164.1	14.1	4	169.2	14.7	1	5	0.8	9.7	-3.32	1	81	17	21	16
		3	86	180.6	13.4	11	186.4	12.4	6	6	0.7	8.1	-1.80	4	86	27	31	26
		4	103	186.2	16.8	3	190.9	15.6	2	5	0.7	6.5	-1.46	7	103	34	33	26
		5	88	195.4	14.4	3	200.1	14.1	3	5	0.6	5.2	-0.34	37	88	37	42	36
		6	87	201.7	13.7	5	204.8	14.1	4	3	0.7	4.7	-1.21	11	87	36	41	33
		7	94	211.7	16.3	17	216.6	17.2	20	5	0.7	3.9	0.82	80	94	55	59	58
		8	88	209.0	15.8	5	211.8	17.0	5	3	0.7	3.3	-0.33	37	88	42	48	42

Math: Math K-12

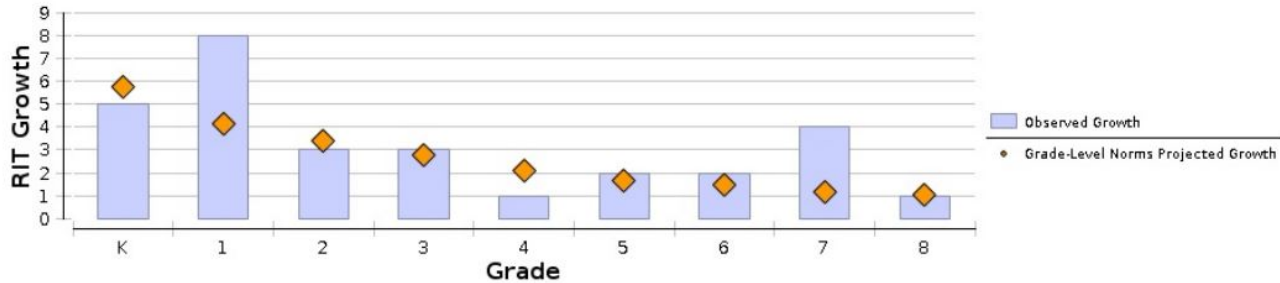


Lathrop Elementary NWEA Map Winter 2023 - Spring 2023

Language Arts: Reading

		Comparison Periods						Growth Evaluated Against										
		Winter 2023			Spring 2023			Growth		Grade-Level Norms			Student Norms					
Grade (Spring 2023)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		K	16	148.8	17.6	69	153.4	16.4	61	5	1.4	5.7	-1.26	10	16	7	44	33
		1	92	156.6	13.8	6	165.0	14.5	19	8	0.7	4.1	5.14	99	92	64	70	81
		2	84	171.8	17.2	8	175.2	16.6	8	3	0.8	3.4	-0.02	49	84	37	44	40
		3	88	183.4	16.2	7	186.2	15.4	7	3	0.9	2.8	0.01	50	88	42	48	44
		4	105	187.5	18.5	2	188.6	17.2	1	1	0.8	2.1	-1.34	9	105	44	42	36
		5	95	201.5	14.9	14	203.0	15.2	13	2	0.8	1.7	-0.23	41	95	52	55	48
		6	91	203.9	15.8	8	205.8	14.8	9	2	0.9	1.4	0.71	76	91	49	54	50
		7	95	210.5	16.3	18	214.4	16.0	30	4	0.9	1.1	4.34	99	95	62	65	68
		8	92	210.4	16.3	10	211.5	16.4	10	1	0.7	1.0	0.09	53	92	53	58	55

Language Arts: Reading

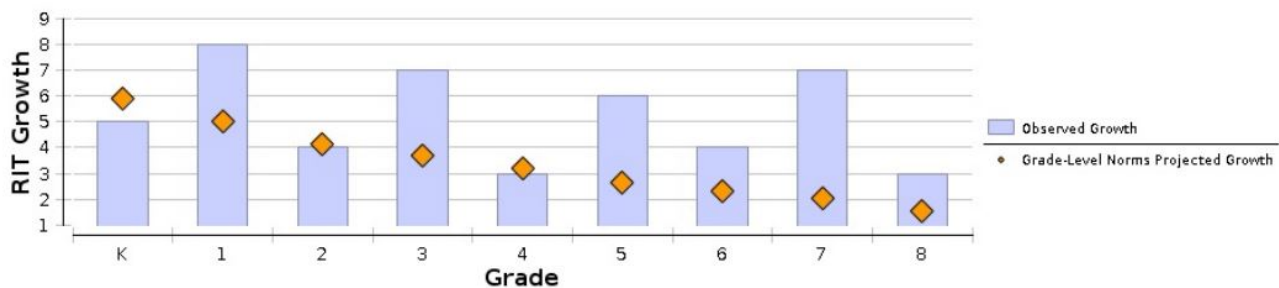


Lathrop Elementary NWEA Map Winter 2023 - Spring 2023

Math: Math K-12

		Comparison Periods									Growth Evaluated Against						
		Winter 2023			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	92	147.1	9.7	28	152.4	10.1	24	5	0.6	5.9	-0.70	24	92	42	46	40	
1	90	161.3	13.5	7	169.3	13.6	16	8	0.7	5.0	3.36	99	90	63	70	64	
2	81	170.2	14.8	1	174.4	14.2	1	4	0.6	4.1	0.12	55	81	35	43	43	
3	88	186.2	13.2	5	193.3	14.5	14	7	0.8	3.7	4.71	99	88	60	68	67	
4	104	190.7	15.4	1	193.5	16.9	1	3	0.6	3.2	-0.54	29	104	45	43	40	
5	95	200.0	14.3	3	206.0	15.0	7	6	0.6	2.7	4.29	99	95	71	75	63	
6	91	204.9	14.1	4	209.1	15.1	6	4	0.7	2.3	2.55	99	91	57	63	66	
7	96	216.3	17.6	19	223.0	18.0	36	7	0.8	2.1	6.55	99	96	72	75	77	
8	91	212.1	18.7	5	214.7	19.3	7	3	0.7	1.5	1.24	89	91	56	62	59	

Math: Math K-12



Additional Targeted Support and Improvement (ATSI) Groups
NWEA Map Reading: Fall to Winter 2023

Group	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Hispanic	596	298	50%
SED	300	160	53%
SWD	130	61	47%

Additional Targeted Support and Improvement (ATSI) Groups
NWEA Map Math: Fall to Winter 2023

Group	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Hispanic	581	226	39%
SED	323	132	41%
SWD	128	44	34%

Additional Targeted Support and Improvement (ATSI) Groups
NWEA Map Reading: Winter to Spring 2023

Group	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Hispanic	566	309	56%
SED	318	182	57%
SWD	128	64	50%

Additional Targeted Support and Improvement (ATSI) Groups
NWEA Map Math: Winter to Spring 2023

Group	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Hispanic	610	364	60%
SED	347	204	59%
SWD	133	74	56%

LO Percentile Range Informational Text

Grade	Percentage
2 nd	41
3 rd	40
4 th	53
5 th	35
6 th	40
7 th	28
8 th	34

LO Percentile Range Operations & Algebraic Thinking

Grade	Percentage
1 st	26
2 nd	57
3 rd	34
4 th	50
5 th	38
6 th	48
7 th	17
8 th	42

Data Analysis

NWEA MAP READING FALL 2022 – WINTER 2023

- The number of students with growth projections in grades 1st-8th was 707 students. 352 students out of 707 met their growth projection.
- Grades: 1st, 4th, 5th, and 8th made their projected growth as a grade level.

NWEA MAP READING WINTER 2023 – SPRING 2023

- The number of students with growth projections in grades 1st-8th was 742 students. 403 students out of 742 met their growth projection.
- All grades but 2nd and 4th met their projected growth.

ATSI GROUPS READING GROWTH

- FALL 2022 - WINTER 2023: Hispanic: 50%, SED 53%, SWD 47%
- WINTER 2023 - SPRING 2023: Hispanic: 56%, SED 57%, SWD 50%

NWEA MAP MATH FALL 2022 – WINTER 2023

- The number of students with growth projections in grades 1st-8th was 712 students. 290 students out of 712 met their growth projection.
- 1st and 7th were the only grades that met their growth projections.

NWEA MAP MATH WINTER 2023 – SPRING 2023

- The number of students with growth projections in grades 1st-8th was 736 students. 459 students out of 736 met their growth projection.
- All grades but 2nd and 4th met their projected growth.

ATSI GROUPS MATH GROWTH

- FALL 2022 - WINTER 2023: Hispanic: 39%, SED 41%, SWD 34%
- WINTER 2023 - SPRING 2023: Hispanic: 60%, SED 59%, SWD 56%

Student Need 1:

All students, which includes ATSI groups of Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities need to continue to make growth towards meeting grade level standards in ELA and Math.

Implementation Plan

- Students will be provided with access to grade-level ELA and Math standards by staff trained in academic engagement, effective instructional strategies and use of base/core curriculum designed to scaffold learning.
- Lathrop students will be given the NWEA MAP assessment three times during the school year. Data results will be utilized to inform instruction, small groups, student support, student individual learning goals, and WIN Time.
- Teachers will have professional learning opportunities on how to utilize MAP data to inform instruction, small group instruction, WIN time and lesson planning.
- Teachers will assign individualized lessons and monitor student progress in Edmentum/Exact Path.
- 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. The ILT will be part of Learning Walks if there is available personnel to cover classes.
- Lathrop Elementary's Instructional Leadership team will analyze the data provided through the MAP assessments and other measures to determine growth, progress monitor and develop an implementation plan to support professional development for teachers.

- Professional development will be provided by school site staff, district trainings, district TOSAs, outside workshops/trainings via outside consultants/conferences/trainers, and district-provided instructional specialists on Tier 1 Instruction & best practices for ELA and Math, standards base instruction, and ELD to support struggling students.
- Professional development with SJCOE with a focus on Math Thinking Strategies.
- Professional development for 4th-6th grade teachers with Just Words to support those students with foundational skills during WIN Time.
- The ILT and staff will work to continue to develop authentic PLCs to allow for discussion of data, investigation into best practices, lesson studies, use of WIN time, appropriate use of supplemental curriculum, identification of essential standards, learning targets, I Can statements and CFAs.
- Grade Level PLC teams will collaborate on essential standards, lesson design, learning cycles, and data to support student learning.
- Grade Level teams will have a pull-out day once a trimester to work with the instructional specialist for professional learning, observations, and planning time.
- Students and teachers will have access to base instructional supplies, books, copies, technology, and peripherals, as well as supplemental materials as needed.
- Lathrop Elementary students will utilize Success Binders to track their progress and stay organized.
- All students will be provided 30-40 minutes of daily WIN Time.
- MUSD provides K-3 paraprofessionals that push into the K-3 classrooms to support teachers with small group instruction and access time.
- General Education Paraprofessionals will be strategically placed in classrooms to support WIN Time and small group instruction for students in the 1-20 percentile as identified on the NWEA Map Reading and Math Assessment. Paraprofessionals will track the students they are servicing. Data from the NWEA Map assessment will be collected to monitor student growth.
- SPED staff will work collaboratively with general education teachers and other support providers to provide wrap-around support for students with disabilities.
- SPED teachers will provide general education teachers with each student's IEP at a glance.
- SPED teachers will collaborate with general education teachers using MAP data and classroom formative assessments to support students' individual needs.
- SPED program specialist and district TOSAs will be utilized to support academic areas of need.
- As needed, our outreach assistant will be utilized to address barriers for students.

SMART Goal

Reading:

- By Winter 2024, 55% of 3rd - 8th grade will meet their growth projection as measured by the NWEA Map Reading assessment.
- By Spring 2024, 60% of 3rd - 8th grade will meet their growth projection as measured by the NWEA Map Reading assessment.
- The percentage of students performing in the Lo Achievement range in the Information Text will decrease by 10% in each grade level by Spring 2024 as measured by the NWEA Reading assessment.

Math:

- By Winter 2024, 55% of 3rd - 8th grade will meet their growth projection as measured by the NWEA Map Math assessment.
- By Spring 2024, 60% of 3rd - 8th grade will meet their growth projection as measured by the NWEA Map Math assessment.
- The percentage of students performing in the Lo Achievement range in Operations & Algebraic Thinking will decrease by 10% in each grade level by Spring 2024 as measured by the NWEA Math assessment.

ATSI Group/Hispanic:

- By Winter 2024, 55% of the ATSI Hispanic group will meet their growth projection as measured by the NWEA Map Reading assessment.
- By Spring 2024, 60% of the ATSI Hispanic group will meet their growth projection as measured by the NWEA Map Reading assessment.
- By Winter 2024, 55% of the ATSI Hispanic group will meet their growth projection as measured by the NWEA Map Math assessment.
- By Spring 2024, 60% of the ATSI Hispanic group will meet their growth projection as measured by the NWEA Map Math assessment.

ATSI Group/Socio-economically Disadvantaged:

- By Winter 2024, 55% of the ATSI Socio-economically Disadvantaged group will meet their growth projection as measured by the NWEA Map Reading assessment.
- By Spring 2024, 60% of the ATSI Socio-economically Disadvantaged group will meet their growth projection as measured by the NWEA Map Reading assessment.
- By Winter 2024, 55% of the ATSI Socio-economically Disadvantaged group will meet their growth projection as measured by the NWEA Map Math assessment.
- By Spring 2024, 60% of the ATSI Socio-economically Disadvantaged group will meet their growth projection as measured by the NWEA Map Math assessment.

ATSI Group/Students with Disabilities:

- By Winter 2024, 55% of the ATSI Students with Disabilities group will meet their growth projection as measured by the NWEA Map Reading assessment.
- By Spring 2024, 60% of the ATSI Students with Disabilities group will meet their growth projection as measured by the NWEA Map Reading assessment.
- By Winter 2024, 55% of the ATSI Students with Disabilities group will meet their growth projection as measured by the NWEA Map Math assessment.
- By Spring 2024, 60% of the ATSI Students with Disabilities group will meet their growth projection as measured by the NWEA Map Math assessment.

Metric/Indicator	Baseline	Expected Outcome
% of students who meet Reading Growth Targets on Fall to Winter and Winter to Spring NWEA MAP Assessment.	<p>All Students: Fall 22 to Winter 23: 50% Winter 23 to Spring 23: 55%</p> <p>Hispanic Students: Fall 22 to Winter 23: 50% Winter 23 to Spring 23: 56%</p> <p>Socio-economically Disadvantaged (SED) Students: Fall 22 to Winter 23: 53% Winter 23 to Spring 23: 57%</p> <p>Students With Disabilities (SWD): Fall 22 to Winter 23: 47%</p>	<p>All Students: Fall 23 to Winter 24: 55% Winter 24 to Spring 24: 60%</p> <p>Hispanic Students : Fall 23 to Winter 24: 55% Winter 24 to Spring 24: 61%</p> <p>Socio-economically Disadvantaged (SED) Students: Fall 23 to Winter 24: 58% Winter 24 to Spring 24: 62%</p> <p>Students With Disabilities (SWD): Fall 23 to Winter 24: 52%</p>

	Winter 22 to Spring 23: 50%	Winter 23 to Spring 24: 55%
% of students who meet Math Reading Growth Targets on Fall to Winter and Winter to Spring NWEA MAP Assessment.	<p>All Students: Fall 22 to Winter 23: 41% Winter 23 to Spring 23: 62%</p> <p>Hispanic Students : Fall 22 to Winter 23: 39% Winter 23 to Spring 23: 60%</p> <p>Socio-economically Disadvantaged (SED): Fall 22 to Winter 23: 41% Winter 23 to Spring 23: 59%</p> <p>Students With Disabilities (SWD): Fall 22 to Winter 23: 34% Winter 23 to Spring 23: 56%</p>	<p>All Students: Fall 23 to Winter 24: 55% Winter 24 to Spring 24: 65%</p> <p>Hispanic Students : Fall 23 to Winter 24: 45% Winter 24 to Spring 24: 50%</p> <p>Socio-economically Disadvantaged (SED) Students: Fall 23 to Winter 24: 46% Winter 24 to Spring 24: 60%</p> <p>Students With Disabilities (SWD): Fall 23 to Winter 24: 39% Winter 24 to Spring 24: 60%</p>
% of students who are performing at the Lo Achievement range on the Spring NWEA Reading assessment.	<p>All Students (Spring 2023): 2nd: 41% 3rd: 40% 4th: 53% 5th: 35% 6th: 40% 7th: 28% 8th: 34%</p>	<p>All Students (Spring 2024): 2nd: 35% 3rd: 35% 4th: 35% 5th: 45% 6th: 30% 7th: 35% 8th: 29%</p>
% of students who are performing at the Lo Achievement range on the Spring 2024 NWEA Math assessment.	<p>All Students (Spring 2023): 1st: 26% 2nd: 57% 3rd: 34% 4th: 50% 5th: 38% 6th: 48% 7th: 17% 8th: 42%</p>	<p>All Students (Spring 2024): 1st: 25% 2nd: 25% 3rd: 50% 4th: 30% 5th: 40% 6th: 30% 7th: 40% 8th: 15%</p>

Targeted Resources Applied

Action	Resources	Money/Budget
General education paraprofessionals to support students in the red band and ATSI student groups. (3 paraprofessionals)	Title I Part A: Allocation	77100
Professional Development from SJCOE	Title I Part A: Allocation	26540
K-3 Paraprofessionals	District Funded	

Teacher Pullouts	LCFF- Supplemental	16500
Timesheet Certificated staff to plan/development program outside of workday: ILT, PBIS	LCFF- Supplemental	2000
Web License Fees	LCFF- Supplemental	5000
Opportunities such as field trips, assemblies, presentations to support and/or extend student learning.	LCFF- Supplemental	8000
Instructional Specialist	District Funded	0
District TOSAs	District Funded	0
Honor Roll Awards	LCFF- Supplemental	2000
Science Camp buses	LCFF- Supplemental	7000
Professional Development Material/Books	LCFF- Supplemental	2000
Professional Development: Just Words	LCFF- Supplemental	2644
Teacher Conferences	Other	2000
District Provided Professional Development: Math	District Funded	0

Progress Monitoring

October

January

April

Data

K-3 Reading Fluency – Fall 2022

Phonological Awareness				
Total Number of Students Tested	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 & Above Phonemic Manipulation
Kindergarten: 81 Students	47 Students	23 Students	9 Students	2 Students
1 st Grade: 94 Students	19 Students	34 Students	14 Students	21 Students
2 nd Grade: 87 Students	6 Students	8 Students	9 Students	27 Students
3 rd Grade: 92 Students	4 Students	1 Student	2 Students	10 Students

Phonics/Word Recognition				
Total Number of Students Tested	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 & Above Decodable: One-syllable
Kindergarten: 81 Students	73 Students	6 Students	0 Students	0 Students
1 st Grade: 94 Students	41 Students	20 Students	18 Students	9 Students
2 nd Grade: 87 Students	9 Students	4 Students	12 Students	28 Students
3 rd Grade: 92 Students	2 Students	3 Students	1 Student	11 Students

K-3 Reading Fluency – Winter 2023

Phonological Awareness				
Total Number of Students Tested	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 & Above Phonemic Manipulation
Kindergarten: 89 Students	43 Students	22 Students	12 Students	12 Students
1 st Grade: 94 Students	6 Students	7 Students	10 Students	44 Students
2 nd Grade: 87 Students	4 Students	2 Students	18 Students	18 Students
3 rd Grade: 92 Students	1 Student	3 Students	1 Student	9 Students

Phonics/Word Recognition				
Total Number of Students Tested	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 & Above Decodable: One-syllable
Kindergarten: 89 Students	82 Students	11 Students	14 Students	4 Students
1 st Grade: 94 Students	6 Students	7 Students	23 Students	37 Students
2 nd Grade: 87 Students	4 Students	1 Student	11 Students	16 Students
3 rd Grade: 92 Students	1 Student	1 Student	3 Students	9 Students

K-3 NWEA Map Reading Fluency Spring 2023

Phonological Awareness				
Total Number of Students Tested	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 & Above Phonemic Manipulation
Kindergarten: 96 Students	17 Students	33 Students	20 Students	24 Students
1 st Grade: 94 Students	3 Students	8 Students	16 Students	43 Students
2 nd Grade: 88 Students	1 Student	5 Students	11 Students	15 Students
3 rd Grade: 94 Students	1 Student	0 Students	0 Students	10 Students

Phonics/Word Recognition				
Total Number of Students Tested	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 & Above Decodable: One-syllable
Kindergarten: 96 Students	20 Students	15 Students	41 Students	18 Students
1 st Grade: 94 Students	4 Students	6 Students	16 Students	44 Students
2 nd Grade: 88 Students	6 Students	5 Students	9 Students	15 Students
3 rd Grade: 94 Students	1 Student	3 Students	1 Student	6 Students

Data Analysis

K-3 NWEA MAP READING FLUENCY

- The expected outcome for Kindergarten students in Spring 2023 in Phonological Awareness is a Level 3. Forty-four out of the 96 students that tested with NWEA Map Reading Fluency scored at Level 3 or above.
- The expected outcome for Kindergarten students in Spring 2023 in Phonics/Word Recognition is Level 3. Fifty-nine out of the 96 students that tested with NWEA Map Reading Fluency scored at Level 3 or above.
- The expected outcome for students in grades 1st-3rd in Spring 2023 is to be an Oral Reader.

Student Need 2:

Kindergarten - 3rd grade students need to increase their foundational reading skills in order to make growth towards meeting grade level standards.

Implementation Plan

- Grade Level PLC teams will collaborate on essential standards, lesson design, learning cycles, and data to support student learning.
- K-3 grade teachers will use Foundations to support word work.
- Instructional Specialist will support K-3 grade teachers with the implementation of Foundations, early literacy strategies, and WIN Time.
- District provided general education paraprofessionals will support small group instruction.

SMART Goal

Kindergarten:

- By Winter 2024, 50% of kindergarten students will be able to read letters in words as measured by NWEA Map Reading Fluency.

- By Spring 2024, 60% of kindergarten students will be able to read CVC words as measured by NWEA Map Reading Fluency.

First Grade:

- By Winter 2024, 50% of students in 1st grade will be able to decode one-syllable words as measured by NWEA Map Reading Fluency.
- By Spring 2024, 60% of students in 1st grade will be oral readers as measured by NWEA Map Reading Fluency.

Second Grade:

- By Winter 2024, 50% of students in 2nd grade will be oral readers as measured by NWEA Map Reading Fluency.
- By Spring 2024, 60% of students in 1st grade will be oral readers as measured by NWEA Map Reading Fluency.

Metric/Indicator	Baseline	Expected Outcome
% of kindergarten students at Level 3 in Phonological Awareness and Phonics/Word on the NWEA Map Reading Fluency.	Kindergarten: Winter 2023: 50% read letters in words Spring 2023: 60% read CVC words	Kindergarten: Winter 2024: 50% of students will be able to read letters in words Spring 2024: 60% of students will be able to read CVC words
# of 1st grade students that are Oral Readers as determined by NWEA Map Reading Fluency.	1st Grade Students: Winter 2023: 50% of students decoded one-syllable words Spring 2023: 60% of students were oral readers	1st Grade Students: Winter 2024: 50% of students will be able to decode one-syllable words Spring 2024: 60% of students will be oral readers
# of 2nd grade students that are Oral Readers as determined by NWEA Map Reading Fluency.	2nd Grade Students: Winter 2023: 50% of students were oral readers Spring 2023: 60% of students are oral readers	2nd Grade Students: Winter 2024: 50% of students will be oral readers Spring 2024: 60% of students will be oral readers

Targeted Resources Applied

Action	Resources	Money/Budget
Foundations Curriculum Refresh	LCFF- Supplemental	8290
K-3 General Education Paraprofessionals	District Funded	0
Instructional Specialist	District Funded	0

Progress Monitoring

October

January

April



District Goal

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

Site Goal

Lathrop Elementary School will provide a physically and emotionally safe environment for students to access learning, develop social skills and foster a sense of school connectedness.

Base Requirements

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

Climate

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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.21	0.89	5.22	0.91	3.47	0.20
Expulsions	0.20	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	3.80	4.19	2.45
Expulsions	0.20	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	896	866	183	21.1
Female	414	397	95	23.9
Male	482	469	88	18.8
American Indian or Alaska Native	3	3	0	0.0
Asian	29	29	2	6.9
Black or African American	20	18	4	22.2
Filipino	29	26	1	3.8
Hispanic or Latino	705	684	157	23.0
Native Hawaiian or Pacific Islander	8	7	1	14.3
Two or More Races	29	29	4	13.8
White	73	70	14	20.0
English Learners	327	311	63	20.3
Foster Youth	9	8	0	0.0
Homeless	38	37	16	43.2
Socioeconomically Disadvantaged	776	756	174	23.0
Students Receiving Migrant Education	9	5	0	0.0
Students with Disabilities	145	140	39	27.9

Chronic Absenteeism 8/4/22 – 3/31/23	
Total # of students enrolled as of 3/31/23	# & % of Students Chronically Absent
All Students: 887	220 students/25%
Asian American Students: 53	15 students/28%
Hispanic Students: 692	175 students/25%
Homeless Students: 31	12 students/39%
Socioeconomically Disadvantaged Students: 631	168 students/27%
Students with Disabilities: 116	33 students/28%
Students with Two or More Races: 41	7 students/17%

Attendance ADA 8/4/22-3/31/23	Grade Level	Actual Present % Enrollment
Regular	TK/K	90.1
Regular	1ST	93.26
Regular	2ND	93.79
Regular	3RD	94.29
Regular	4TH	92.35
Regular	5TH	96.02
Regular	6TH	90.65
Regular	7TH	93.91
Regular	8TH	94.39
Special Education SDC	K	90
Special Education SDC	1ST	93.33
Special Education SDC	2ND	80
Special Education SDC	3RD	95
Special Education SDC	4TH	96
Special Education SDC	5TH	96.67
Special Education SDC	6TH	100
Special Education SDC	7TH	93.33
Special Education SDC	8TH	94.29
Average School Wide		93

Data Analysis

Q data shows out of our 887 student population 220 students were identified as chronically absent as of 3/31/23. ATSI groups that were chronically absent: Asian American 28%, Hispanic 25%, Homeless 39%, Socioeconomically disadvantaged 27%, Students with Disabilities 28% and Students with Two or More Races 17%. Daily attendance remains a concern in each grade level. The average school-wide daily attendance from 8/4/23-3/31/23 was 93%. Kindergarten and 6th grade had the lowest percentage with kindergarten at 90% and 6th grade at 91%.

Student Need 1:

All students, which includes ATSI groups of Asian American, Hispanic, Homeless, Socio-economically Disadvantaged, Students with Disabilities, and students with Two or More Races need connection to school and support from school and parents/community to increase daily attendance and decrease chronic absenteeism.

Implementation Plan

- The PBIS team, administration, and staff will continue to build Lathrop Elementary's school culture.

- The PBIS team will continue to focus on PBIS Tier 1 and a PBIS Tier 2 team will be created to support Tier 2 students.
- The PBIS team, administration, and staff will continue to build/refine behavior supports, communicate expectations/core values, and monitor efficacy through discipline, attendance, and engagement data.
- The PBIS will meet monthly to analyze attendance data.
- COST members will monitor students with attendance concerns, reach out to families, and put a plan in place to support students and families.
- Attendance will be tracked by month and shared with staff, students, and families.
- Attendance clerk will send out truancy letters and VP will hold T2 meetings.
- Admin team along with the PBIS team will be creating an Attendance Campaign that includes incentives for attendance.
- Lathrop Elementary students will be given the opportunity to attend field trips/excursions/performances.
- Lathrop Elementary students will participate in the Artist in Residence program offered by the County Office of Education. Supplies for the Artist in Residence or similar programs will be provided for students if needed.
- School events will be held to engage students and families. Supplies for the events will be provided as needed.
- Parent information nights, meetings, and workshops will be offered that will help ensure that students are being supported both in and outside of the classroom.
- Outreach Assistant will help conduct information nights, meetings, and workshops with parents and students.
- Outreach Assistant will be utilized to address barriers for students and families.
- Outreach Assistant (OA) will identify students who begin to display irregular attendance or tardies beginning the first month of school and throughout the year. The OA will identify barriers for these students and work with all necessary parties (students, families, staff, outside sources, etc). The OA will track student/parent contact and improvements to attendance/tardies/academics.
- Attendance messaging will be put in the school's monthly parent newsletter, the Warrior Report.
- Lathrop Elementary signed up to be part of the district's tardy text message initiative.
- Junior High and Kindergarten Orientation will be held prior to the start of the school year to engage families.
- Two week Summer Bridge program for incoming Kindergarten students (district funded) will be provided to transition children to school. The focus will be on building connectedness, building relationships, SEL, and school procedures.

SMART Goal

- Lathrop Elementary will work to increase daily student attendance from an average of 93% schoolwide to 95% by May 2024 using multi-tiered interventions and supports that include student, staff, and parent engagement.
- Lathrop Elementary will work to decrease the percentage of students which includes all identified ATSI groups who are chronically absent by 10%.

Metric/Indicator	Baseline	Expected Outcome
% of students who are chronically absent as identified on the Q Chronic Absences Report.	<p>All Students: 8/4/22 - 3/31/23: 25%</p> <p>Asian American Students: 8/4/22 - 3/31/23: 28%</p> <p>Hispanic Students:</p>	<p>All Students: 8/3/23 - 3/28/24: 15%</p> <p>Asian American Students: 8/3/23 - 3/28/24: 18%</p> <p>Hispanic Students:</p>

	8/4/22 - 3/31/23: 25% Homeless Students: 8/4/22 - 3/31/23: 39% Socioeconomically Disadvantaged Students: 8/4/22 - 3/31/23: 27% Students with Disabilities: 8/4/22 - 3/31/23: 28% Students with Two or More Races: 8/4/22 - 3/31/23: 17%	8/3/23 - 3/28/24: 15% Homeless Students : 8/3/23 - 3/28/24: 29% Socioeconomically Disadvantaged Students: 8/3/23 - 3/28/24: 17% Students with Disabilities: 8/3/23 - 3/28/24: 18% Students with Two or More Races: 8/3/23 - 3/28/24: 10%
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Resources to Support

Action	Resources	Money/Budget
Outreach Assistant salary and mileage	Title I Part A: Allocation	26351
PBIS incentives and rewards	LCFF- Supplemental	2500
Materials and supplies for family engagement	LCFF- Supplemental	3000
Valley Community Counselors	District Funded	0
Victor Services	District Funded	0
Timesheet Certificated staff to plan/development program outside of workday: PBIS and COST	LCFF- Supplemental	3000
PBIS, Safety, Murals	Other	15000

Progress Monitoring

September

December

March

Data

Climate

8/4/22 – 3/31/23 SUSPENSIONS (ALL STUDENTS)

Incident Type	2ND	3RD	4TH	5TH	6TH	7TH	8TH	Grand Total
Assault/Battery			1		1			2
Bullying/Cyberbullying							1	1
Dangerous Object							1	1
Fighting/Attack w/o Weapon		2	3	1	7	5	5	23
Fire Alarm						1	1	2
Inappropriate Behavior/Object	1	3	1		3	3	4	15
Possess/Use Tobacco							1	1
Profanity			3			1	2	6
Pushing/Shoving			1					1
Sexual Harassment						1		1
Threat of Attack - w/o Weapon			1					1
Unsafe Behavior			5		2			7
SUSPENSION TOTAL	1	5	15	1	13	11	15	61

8/4/22 – 3/31/23 SUSPENSIONS (ATSI GROUPS)

Incident Type	Asian American	Hispanic	Homeless	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races
Assault/Battery	0	2	0	2	2	0
Bullying/Cyberbullying	0	1	0	1	0	0
Dangerous Object	0	1	1	1	0	0
Fighting/Attack w/o Weapon	0	18	2	21	3	0
Fire Alarm	0	1	0	0	0	0
Inappropriate Behavior/Object	0	16	0	17	7	0
Possess/Use Tobacco	0	1	0	0	0	0
Profanity	0	6	0	5	4	0
Pushing/Shoving	0	1	0	1	0	0
Sexual Harassment	0	1	0	1	1	0
Threat of Attack - w/o Weapon	0	1	0	1	1	0
Unsafe Behavior	0	7	0	6	3	0
ATSI GROUP TOTALS	0	56	3	56	21	0

Data Analysis

As of March 31, 2023, there was a total of 61 suspensions. Grades 4, 6, 7, and 8 had the most suspensions. The Hispanic and Socioeconomically disadvantaged subgroups had the highest percentage of suspensions. Asian Americans and student with Two or More Races had zero suspensions.

Student Need 2:

All students, which includes ATSI groups of Asian American, Hispanic, Homeless, Socio-economically Disadvantaged, Students with Disabilities, and students with Two or More Races need support in social emotional development and conflict management skills as well as acknowledgment for appropriate behavior.

Implementation Plan

- The PBIS team will continue refining tier 1 supports, communicating expectations, and monitoring efficacy through discipline, attendance, and engagement data.

- The PBIS Team will train all the Lathrop Elementary staff on The Warrior Way and continue to make it a priority to be consistent in the messaging.
- The PBIS team will meet a minimum of once a month to review behavior data.
- Students will be taught clearly defined behavior expectations. Students will have discussions, lessons, and a consistent message about The Warrior Way.
- Sanford Harmony will continue to be utilized in grades K-6.
- Jr. High will use BASE SEL to support students' needs.
- Admin will assign a BASE lesson that supports the students' behavior needs.
- Community Counselor will hold student group sessions that address student needs around social issues.
- Staff will receive training on de-escalation strategies, trauma-informed instruction, conflict resolution, restorative justice, growth mindset, and bullying prevention.
- School Site Assistants will receive training specific to working with & providing support to students that are having difficulties in the schoolyard.
- COST members will monitor students with behavior concerns and create a plan to support the student.
- Administration will start the year off by making connections with all students specifically those that were habitually suspended in the 22/23 school year.

SMART Goal

- By the end of the 23/24 school year, suspensions for students in grades 5 & 7 will decrease by 10% through the implementation of a tiered positive behavior interventions system (PBIS).
- By the end of the 23/24 school year, suspensions for ATSI groups Hispanic, SED, and SWD will decrease by 10% through the implementation of a tiered positive behavior interventions system (PBIS).

Metric/Indicator	Baseline	Expected Outcome
Number of suspensions as identified on the Behavior Analysis Report in Q.	All Students: 8/4/22 - 3/31/23: 61 Suspensions	All Students: 8/3/23 - 3/28/24: 31 Suspensions
	Asian American Students: 8/4/22 - 3/31/23: 0 Suspensions	Asian American Students: 8/3/23 - 3/28/24: 0 Suspensions
	Hispanic Students: 8/4/22 - 3/31/23: 56 Suspensions	Hispanic Students: 8/3/23 - 3/28/24: 28 Suspensions
	Homeless Students: 8/4/22 - 3/31/23: 3 Suspensions	Homeless Students: 8/3/23 - 3/28/24: 1 Suspensions
	Socioeconomically Disadvantaged Students: 8/4/22 - 3/31/23: 56 Suspensions	Socioeconomically Disadvantaged Students: 8/3/23 - 3/28/24: 28 Suspensions
	Students with Disabilities: 8/4/22 - 3/31/23: 21 Suspensions	Students with Disabilities: 8/3/23 - 3/28/24: 11 Suspensions
	Students with Two or More Races: 8/4/22 - 3/31/23: 0 Suspensions	Students with Two or More Races: 8/3/23 - 3/28/24: 0 Suspensions

Resources to Support

Action	Resources	Money/Budget
PBIS incentives and rewards	LCFF- Supplemental	2500
Valley Community Counselors	District Funded	0
Victor Services	District Funded	0
Timesheet Certificated staff to plan/development program outside of workday: PBIS and COST members	LCFF- Supplemental	0
Conflict Resolution Professional Development and Program	Other	25000
Sanford Harmony and Base SEL	District Funded	0

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 3:

Implementation Plan

SMART Goal

Resources to Support

Progress Monitoring

September

December

March

Data



District Goal

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

Site Strategic Goal

Lathrop Elementary students will receive effective differentiated instruction and support to reach individual success and make progress towards mastery of grade level standards in Math and English Language Arts.

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	283	304	310	34.4%	36.1%	35.4%
Fluent English Proficient (FEP)	116	95	108	14.1%	11.3%	12.3%
Reclassified Fluent English Proficient (RFEP)	6			2.1%		

English Learners Fall to Winter 2023

NWEA Assessment	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Reading	257	128	50%
Math	255	98	38%

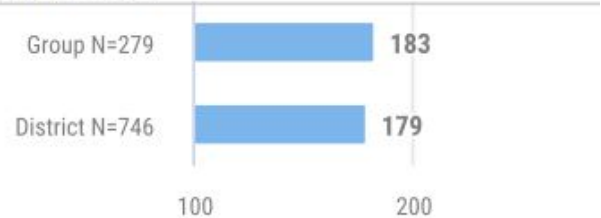
English Learners Winter to Spring 2023

NWEA Assessment	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Reading	248	133	54%
Math	266	103	39%

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	2%	6
61 - 80	8%	22
41 - 60	14%	38
21 - 40	24%	66
1 - 20	53%	147
Total Students Tested		279

Average RIT Score



Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	53%	149
2-3	450-769	27%	74
4-5	770-954	10%	28
6-8	955-1079	6%	17
9-10	1080-1214	3%	9
11-CCR	1215-1355	1%	2

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

NWEA Map Assessment Summary
Subject/Term Tested: Reading/Spring 2023
Group: English Learners

Student Need 1:

Students need to participate in designated ELD daily, from teachers who are trained in language acquisition strategies and using viable and effective curriculum with fidelity in order to improve English Learners' language proficiency and academic performance.

Implementation Plan

- Staff will plan lessons specifically for designated ELD.
- Staff will support English Learners throughout the day by providing integrated ELD support.
- Professional development will be provided by school site staff, district training, and district TOSAs on Integrated & Designated ELD.
- Students will receive 30 minutes of ELD support on a daily basis. Students will be platooned for ELD.
- Bilingual aides will be scheduled to support students throughout the day.
- Teachers will have ELD supports easily accessible to EL students.
- EL student progress will be monitored with ELPAC and NWEA Map data, attendance data, and walk-through data.
- As needed, the Outreach Assistant will be utilized to address barriers for students.

SMART Goal

The percentage of English Learners performing in the Lo achievement percentile in Reading will decrease from 53% to 36% by Spring 2024 as measured by NWEA Map Reading assessment.

Metric/Indicator	Baseline	Expected Outcome
% of English Learner students who meet Reading growth targets on Fall to Winter and Winter to Spring NWEA MAP growth assessment	English Learner Students/Reading: Fall to Winter: 50% Winter to Spring: 54%	English Learner Students/Reading: Fall to Winter: 55% Winter to Spring: 60%
% of English Learner students who meet Math growth targets on Fall to Winter and Winter to Spring NWEA MAP growth assessment	English Learner Students/Math: Fall to Winter: 38% Winter to Spring: 39%	English Learner Students/Math: Fall to Winter: 45% Winter to Spring: 50%

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will receive training on integrated ELD strategies by district TOSAS and/or school site Instructional Specialist.	District Funded	
Bilingual Translation	LCFF- Supplemental	500
Bilingual Aide Support	District Funded	

Progress Monitoring

November

February

May

Data

Additional Targeted Support and Improvement: SWD NWEA Map: Fall to Winter 2023

	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Reading	130	61	47%
Math	128	44	34%

Additional Targeted Support and Improvement: SWD NWEA Map: Winter to Spring 2023

	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Reading	128	64	60%
Math	133	74	56%

ATSI Group: Students with Disabilities

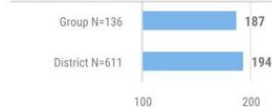
Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	2%	3
61 - 80	11%	15
41 - 60	5%	7
21 - 40	15%	20
1 - 20	67%	91

Total Students Tested 136

NWEA Map Assessment Summary
Subject/Term Tested: Reading/Spring 2023
ATSI Group: Students with Disabilities

Average RIT Score



Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	51% 69
2-3	450-769	23% 31
4-5	770-954	10% 14
6-8	955-1079	6% 8
9-10	1080-1214	6% 8
11-CCR	1215-1355	4% 6

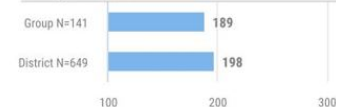
Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	4
61 - 80	9%	12
41 - 60	6%	9
21 - 40	18%	25
1 - 20	65%	91

Total Students Tested 141

Average RIT Score



NWEA Map Assessment Summary
Subject/Term Tested: Math/Spring 2023
ATSI Group: Students with Disabilities

Student Need 2:

Implementation Plan

- SPED staff will work collaboratively with general education teachers and other support providers to provide wrap-around support for students with disabilities.

- SPED teachers will provide general education teachers with each student's IEP at a glance.
- SPED teachers will collaborate with general education teachers using MAP data and classroom formative assessments to support students' individual needs.
- SPED program specialist and district TOSAs will be utilized to support academic areas of need.

SMART Goal

Students With Disabilities:

- The percentage of Students With Disabilities scoring in the Lo achievement percentile in Reading will decrease from 67% to 60% by Spring 2024 as measured by the NWEA Map Reading assessment.
- The percentage of Students With Disabilities scoring in the Lo achievement percentile in Math will decrease from 65% to 60% by Spring 2024 as measured by the NWEA Map Math assessment.

Metric/Indicator	Baseline	Expected Outcome
% of students who meet Reading Growth Targets on Fall to Winter and Winter to Spring NWEA MAP Assessment.	ATSI Groups: Students With Disabilities (SWD): Fall to Winter: 47% Winter to Spring: 50%	ATSI Groups: Students With Disabilities (SWD): Fall to Winter: 52% Winter to Spring: 55%
% of students who meet Math Growth Targets on Fall to Winter and Winter to Spring NWEA MAP Assessment.	ATSI Groups: Students With Disabilities (SWD): Fall to Winter: 34% Winter to Spring: 56%	ATSI Groups: Students With Disabilities (SWD): Fall to Winter: 39% Winter to Spring: 60%

Targeted Resources Applied

Action	Resources	Money/Budget
District Special Education TOSAs	District Funded	
Special Education Program Specialist	District Funded	
Special Education Professional Development	District Funded	

Progress Monitoring

November

February

May

Data

Additional Targeted Support and Improvement: Hispanic NWEA Map: Fall to Winter 2023

	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Reading	596	298	50%
Math	581	226	39%

Additional Targeted Support and Improvement: Hispanic NWEA Map: Winter to Spring 2023

	Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
Reading	566	309	56%
Math	610	364	60%

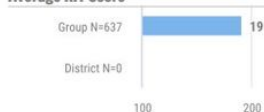
ATSI Group: Hispanic

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	6%	39
61 - 80	13%	80
41 - 60	19%	122
21 - 40	24%	151
1 - 20	38%	245
Total Students Tested		637

NWEA Assessment Summary
Subject/Term Tested: Reading/Spring 2023
ATSI Group: Hispanic

Average RIT Score



Lexile Distribution

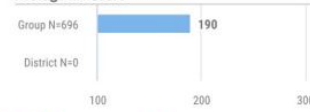
Grade Level Ranges	%	#
K-1	N/A	42%
2-3	450-769	25%
4-5	770-954	14%
6-8	955-1079	8%
9-10	1080-1214	7%
11-CCR	1215-1355	4%

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

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	4%	29
61 - 80	10%	69
41 - 60	16%	112
21 - 40	26%	182
1 - 20	44%	304
Total Students Tested		696

Average RIT Score



NWEA Assessment Summary
Subject/Term Tested: Math/Spring 2023
ATSI Group: Hispanic

Student Need 3:

Implementation Plan

- General Education Paraprofessionals will be strategically placed in classrooms to support WIN Time and small group instruction to support the ATSI Hispanic students in the 1-20 percentile as identified on the NWEA

Map Reading and Math Assessment. Paraprofessionals will track the students they are servicing. Data from the NWEA Map assessment will be collected to monitor student growth.

- Instructional Specialist will provide professional learning to Lathrop Elementary paraprofessionals on signature strategies to support student learning.

SMART Goal

Hispanic Students:

- The percentage of Hispanic Students scoring in the Lo achievement percentile in Reading will decrease from 38% to 30% by Spring 2024 as measured by the NWEA Map Reading assessment.
- The percentage of Hispanic Students scoring in the Lo achievement percentile in Math will decrease from 44% to 39% by Spring 2024 as measured by the NWEA Map Math assessment.

Metric/Indicator	Baseline	Expected Outcome
% of students who meet Reading Growth Targets on Fall to Winter and Winter to Spring NWEA MAP Assessment.	ATSI Groups: Hispanic Students: Fall to Winter: 50% Winter to Spring: 56%	ATSI Groups: Hispanic Students: Fall to Winter: 55% Winter to Spring: 61%
% of students who meet Math Growth Targets on Fall to Winter and Winter to Spring NWEA MAP Assessment.	ATSI Groups: Hispanic Students: Fall to Winter: 39% Winter to Spring: 60%	ATSI Groups: Hispanic Students: Fall to Winter: 45% Winter to Spring: 50%

Targeted Resources Applied

Action	Resources	Money/Budget
English Language Development Professional Development	District Funded	
General education paraprofessionals to support students in the red band and ATSI student groups. (3 paraprofessionals)	Title I Part A: Allocation	
Instructional Specialist	District Funded	

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	129,991	0.00
LCFF- Supplemental	64,934	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	64,934.00
Other	42,000.00
Title I Part A: Allocation	129,991.00

Stakeholder Input

Date

9/20/22, 12/15/22, 2/2/23, 3/1/23, 3/8/23, 4/13/23

Groups

English Language Advisory Committee (ELAC), School Site Council (SSC), Certificated/Classified Staff, Students, Instructional Leadership Team (ILT)

Outcome

Stakeholder groups met on varying dates to progress monitor current data/goals and to review/revise/set new goals for the upcoming year. The discussion was held on three targets; Grade Level Standards, Safety, and Emerging Students. Students' needs and targeted resources were discussed. SSC approved the Strategic Plan on April 13, 2023.

School Site Council Membership

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

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

Name of Members	Role
Anita Tillotson	Principal
Deanna Cowan	Other School Staff
Molly Lowe	Classroom Teacher
Debbie Hightower	Classroom Teacher
Asalia Huitron	Classroom Teacher
Crystal Borja	Parent or Community Member
Paul Ouellette	Parent or Community Member
Marisol Reyna	Parent or Community Member
Grisel Sanchez	Parent or Community Member
Kristin Wilkins-Johnson	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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


Signature	Committee or Advisory Group Name
	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 April 13, 2023.

Attested:

	Principal, Anita Tillotson on 4-13-23
	SSC Chairperson, Paul Ouellette on 4-13-23