



MOSSDALE

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.

Mosssdale Elementary School

39685930113357

Manteca Unified School District

39685930000000

School Site Vision

We believe Mosssdale is a school where the Making of Success Stories Happens Daily. (M O S S D A L E)

School Site Mission

We the staff of Mosssdale School, dedicate ourselves to serving our students, families and community in a united, caring, and courageous manner. Our core values are M- Motivate (Toward Full Potential) O- Opportunity (for success in all areas of development) S- Students (Building dignity, value, worth, self esteem) S -Staff (Dedicated, caring courageous, professional) D- Development (Minds, character, physical, emotional well being) A- Academics (Expectations of Excellence) L- Learning (Best practices in instruction and curriculum delivery) E- Environment (Safe, secure, respectful, diverse, joyful)

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

Homeless/TSSP (Chronic Absenteeism and Suspension), Students with Disabilities (Academic Performance in ELA and Math, 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.

Mossdale School strives to create a community atmosphere where a sense of belonging and pride in the school prevails. To this end, our school vision/mission is as follows: We, the staff at Mossdale School, dedicate ourselves to serving our students, families, and community in a united, caring, and courageous manner. We believe Mossdale is a school where the Making of Success Stories Happens Daily. Our school enrollment hovers around 1,060 students. For the most recent school year, our student population by largest student group was: Hispanic/Latino 42.5%, Asian 18.7%, Filipino 11.9%, White 10.4%, Black/African American 8%, Two or More Races 6.8%, Native Hawaiian/Pacific Islander 1.5% and Native American 0.2%. In addition, our population was 45.1% Socioeconomically Disadvantaged, 21% English Learners, 7.6% Students with disabilities and 3.8% Homeless/Foster Youth. Our English Learner Population was represented by 22 different languages, varied cultures and backgrounds.

Based on a needs assessment that included input from students, staff, and parents, it was determined to focus our efforts on several areas of growth. First, attendance remains of the utmost concern. Within the classroom, a multi-tiered system of support will continue for students with a focus on tier one inclusive instruction for all students and the strengthening of access time currently built into the instructional day. In addition, Mossdale School will continue to focus on foundational literacy skills in English Language Arts and math in grades K-2, reading tutorials for grades 3-6, mathematical tutorials and teaching strategies for grades 4-6, additional counseling services for identified students and the extension of the PBIS program interventions. During the 2022-23 school year an instructional specialist was added at 20% of instructional time at first (through February) then 40% of instructional time from February to present to support the achievement of state standards. In addition to a full time VCC counselor, a part-time counselor was added to support social emotional areas of need. The Coordination of Services Team was strengthened as the team worked with Valley Community Counseling, the PBIS Tier Two and Tier Three teams, and others to identify specific strategies to support identified students.

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

Mossdale School's stakeholders were involved in a needs assessment on multiple occasions throughout the 2022-23 school year. Students, staff, and parents attended and participated in School Site Council meetings, School Safety Committee meetings, Local Control Accountability Plan (LCAP) meetings, English Language Advisory Committee (ELAC) meetings, Instructional Leadership Team (ILT) meetings and grade level/site/district level PLC's in which data was reviewed, input was solicited/compiled/reviewed. All stakeholder meetings continue to be invaluable in determining goals, plans of action and allocation of resources.

Resource Inequities

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

Resource inequities were identified in several areas across program. There continues to remain need in the form of interventions in literacy for grades K-3, need within the utilization of evidence-based curriculum for tutorials, and limited staff involved in before/after school tutorials. PBIS incentives and supports continue to make progress, and a perfect attendance program has been implemented during the 2022-23 school year which did not exist previously.

School Site Description

Mossdale School is the home of the Jaguars! It is the 20th elementary school in MUSD and joins two other elementary schools in the city of Lathrop. Mossdale School has a history that spans back 100 years and two former buildings. According to records, the first school opened in an abandoned chicken coop. Twelve children attended the coop school until a new one-room school was opened on September 10, 1898. This new school attracted 30 students. In 1911, the students were tested and the Mossdale pupils received the highest grades in San Joaquin County. The school celebrated 50 years of service to the community in 1948. A year later the district purchased land and in 1953 a bond was passed and the second Mossdale School was built. In 1966, Mossdale joined MUSD, and in 1968 it was closed. In 2007, the third and present Mossdale School was established. We hope to continue the tradition of serving the students in our community, accomplishing high student achievement, and remembering our history as Mossdale makes its mark in the world today!

Mossdale School strives to create a community atmosphere where a sense of belonging and pride. Mossdale opened its doors to students on August 6, 2007, with 423 K-6 students. In our second year, 7th and 8th grade students joined the campus and the middle school program was formed. As previously mentioned, our school enrollment currently hovers around 1,060 students. Mossdale continues to remain impacted with much growth occurring within the community of Lathrop within the last several years.

Mossdale School currently maintains a modified traditional school year calendar. During the 2022-23 school year, Mossdale School implemented a full day Kindergarten program for the first time. Grades 6-8 are cored with traditional periods. During the 2022-23 school year, electives were introduced within the 7-8 grade program that aim to teach the whole child. These electives include a range of offerings from music programs, STEAM, yearbook, intervention classes and others. In its present form, Mossdale School serves a very diverse population and demographic that come from all over the world.

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)	31.40	86.75	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	8.28	38.90	3.71	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	4.94	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	36.20	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
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	1.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.70	

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)	14.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.70	

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

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

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

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 current school 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 with School Site Council, the English Learner Advisory Committee, the School Safety Committee, the Instructional Leadership Team, and other community partners. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), the strategic plan and further implementation needs.

Classroom Observations

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession. In addition, both site and district teams regularly conduct Learning Walks with a specified purpose during each walk to view, strengthen and correlate vertical progression and implementation of curriculum, strategies and best practices.

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 is 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 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 in grades K-6 and the Study Sync platform in grades 7-8 which are 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 is comprised of the principal, two vice-principals, and others within specific sub-committees/teams. These teams 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. As of the 21-22 school year, the adopted social studies materials are California Studies Weekly for grades K-2, SAVVAS California History-Social Science: My World Interactive for grades 3-5, and McGraw Hill Impact California Social Studies for grades 6-8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. Beginning this school year, all grade levels adopted Amplify Science as the curriculum for science within the classroom. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades TK-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math, Amplify Science 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 2023-2024 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 Edmentum. 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 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. 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
1,033	45.1	21.0	0.4
Total Number of Students enrolled in Mossdale Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

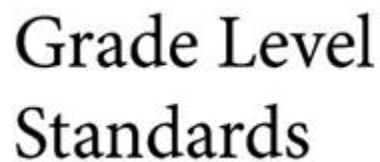
2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	217	21.0
Foster Youth	4	0.4
Homeless	35	3.4
Socioeconomically Disadvantaged	466	45.1
Students with Disabilities	78	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	83	8.0
American Indian	2	0.2
Asian	193	18.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	123	11.9
Hispanic	439	42.5
Two or More Races	70	6.8
Pacific Islander	16	1.5
White	107	10.4

Conclusions based on this data:

1. 50.2% of our student population is categorized as SEDs (a small decline which may be due to a decrease in enrollment due to pandemic)
2. 20.9% of our student population is EL. (a small decline which may be due to a decrease in enrollment due to pandemic)
3. Hispanic and Asians are our two largest subgroups.



TK-8

Site Name: Mossdale Location: 290 Administrator: A. Chapman					Function: 1000 Instructional Goal: 1110 Mgmt: 0000					LCAP A/S 1.1	
Elementary School Site Base - Resource 0000 PROGRAM											
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ES	Roving subs for SST, IEP, 504	1,500									
ST, S, ES	Laminating Film			1,000							
ST, S, ES	Grade level materials, supplies			12,000							
ST, S, ES	Print Shop									10,000	
ST, S, ES	Recess equipment			3,500							
ST, S, ES	Junior high base elective supplies			8,000							
ST, S, ES	Honor roll supplies			3,000							
ST, S, ES	Classroom technology			5,000							
ST, S, ES	Memberships							2,500			
ST, S, ES	Storage Supplies			2,000							
ST, S, ES	7/8 Student Planners			1,000							

Site Name: Mossdale Location: 290 Administrator: A. Chapman			Function: 1000 Instructional Goal: 1110 Mgmt: 0000 (unless listed below)									
Elementary School Site Supplemental - Resource 0709 LCAP												
LCAP A/S	Description of Need	Mgmt	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
1.4	Certificated pull out/subs/timesheeting		7,500									
2.5	Incentives/recognitions/honor roll				7,000							
2.5	Science camp										5,500	
2.4	Science camp transportation							7,000				
2.5	Field trips/grade level enrichment							10,000				
2.3	COST supplies/materials				1,000							
2.1	PBIS incentives/materials				8,500			1,500				
1.4	PD, conferences, trainings, workshops							6,000				
1.4	NAESP Conference							2,500				
1.2	Supplemental instructional materials				3,350							
2.5	Assemblies						4,000					
1.4	PD materials, books				2,000							
2.5	Read Across America Books/Amazon				500							
3.1	Bilingual Translation			300								
3.1	EL Materials/Supplies				1,000							

Manteca Unified School District
2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Mosssdale Elementary School

Site Name: Mossdale School Location: 290 Administrator: A. Chapman						Function: Goal: Mgmt: 0000 (unless listed below)							
Supplemental-Local-Other RSXXXX													
LCAP A/S	Description of Need	Resource	Mgmt	Estimated Annual Cost									
				1107 Certific Hourly/E	2407 Classifi Hourly/E	4310 Material Supplie	4400 Non-C Equipm	5100 Subagrec nt for	5220 Travel, C & Trainl	5300 Dues f Member	5600 Rents Leases	5800 Other Services	6400 Equipm new/repl
1.1	Flexible Furniture add ons/additions for classroom and					25,000							
2.5	Student Leadership Conference								1,500				
2.5	Student Council/Leadership Materials					2,000							
2.4	Kinder pathway/tricycle path and sensory walk											25,000	
TOTAL				-	-	27,000	-	-	1,500	-	-	25,000	-
												GRAND TOTAL	53,500

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	96	94		0	94		0	94		0.0	100.0	
Grade 4	115	121		0	120		0	120		0.0	99.2	
Grade 5	102	139		0	139		0	139		0.0	100.0	
Grade 6	94	106		0	105		0	105		0.0	99.1	
Grade 7	96	109		0	108		0	108		0.0	99.1	
Grade 8	96	116		0	116		0	116		0.0	100.0	
All Grades	599	685		0	682		0	682		0.0	99.6	

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		2394.			19.15			13.83			29.79			37.23	
Grade 4		2468.			24.17			25.83			25.00			25.00	
Grade 5		2492.			20.14			28.06			22.30			29.50	
Grade 6		2500.			9.52			31.43			33.33			25.71	
Grade 7		2584.			18.52			50.93			21.30			9.26	
Grade 8		2570.			16.38			36.21			28.45			18.97	
All Grades	N/A	N/A	N/A		18.18			31.23			26.39			24.19	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.02			51.06			31.91	
Grade 4		13.33			75.00			11.67	
Grade 5		16.55			65.47			17.99	
Grade 6		14.29			59.05			26.67	
Grade 7		17.59			75.00			7.41	
Grade 8		18.97			61.21			19.83	
All Grades		16.28			64.96			18.77	

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		14.89			45.74			39.36	
Grade 4		20.00			56.67			23.33	
Grade 5		18.71			53.24			28.06	
Grade 6		9.52			52.38			38.10	
Grade 7		37.04			52.78			10.19	
Grade 8		18.10			63.79			18.10	
All Grades		19.79			54.40			25.81	

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		7.45			72.34			20.21	
Grade 4		11.67			73.33			15.00	
Grade 5		7.19			78.42			14.39	
Grade 6		11.43			72.38			16.19	
Grade 7		12.96			78.70			8.33	
Grade 8		19.83			66.38			13.79	
All Grades		11.73			73.75			14.52	

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		10.64			64.89			24.47	
Grade 4		13.33			73.33			13.33	
Grade 5		14.39			67.63			17.99	
Grade 6		10.48			67.62			21.90	
Grade 7		20.37			67.59			12.04	
Grade 8		17.24			70.69			12.07	
All Grades		14.52			68.77			16.72	

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	96	94		0	94		0	94		0.0	100.0	
Grade 4	115	121		0	120		0	120		0.0	99.2	
Grade 5	102	138		0	138		0	138		0.0	100.0	
Grade 6	94	106		0	106		0	106		0.0	100.0	
Grade 7	96	109		0	108		0	108		0.0	99.1	
Grade 8	96	116		0	116		0	116		0.0	100.0	
All Grades	599	684		0	682		0	682		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2403.			9.57			26.60			26.60			37.23	
Grade 4		2456.			8.33			30.00			31.67			30.00	
Grade 5		2469.			9.42			13.77			35.51			41.30	
Grade 6		2484.			5.66			15.09			37.74			41.51	
Grade 7		2545.			12.96			24.07			42.59			20.37	
Grade 8		2508.			8.62			13.79			28.45			49.14	
All Grades	N/A	N/A	N/A		9.09			20.23			33.87			36.80	

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		14.89			48.94			36.17	
Grade 4		14.17			58.33			27.50	
Grade 5		10.87			39.13			50.00	
Grade 6		4.72			50.94			44.34	
Grade 7		12.96			65.74			21.30	
Grade 8		8.62			56.03			35.34	
All Grades		11.00			52.79			36.22	

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		10.64			52.13			37.23	
Grade 4		10.83			55.00			34.17	
Grade 5		10.14			51.45			38.41	
Grade 6		8.49			55.66			35.85	
Grade 7		14.81			64.81			20.37	
Grade 8		12.07			52.59			35.34	
All Grades		11.14			55.13			33.72	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.70			65.96			22.34	
Grade 4		13.33			58.33			28.33	
Grade 5		8.70			62.32			28.99	
Grade 6		5.66			66.98			27.36	
Grade 7		11.11			74.07			14.81	
Grade 8		6.03			63.79			30.17	
All Grades		9.38			64.96			25.66	

Student Growth Summary Report

Aggregate by School

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

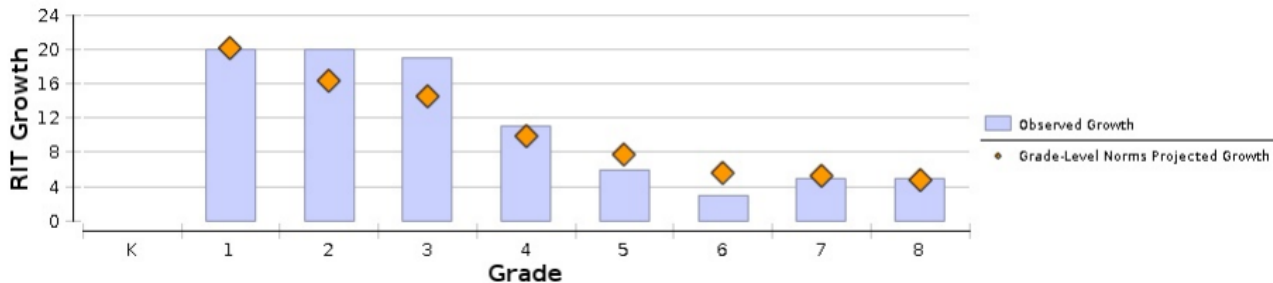
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2022 - Winter 2023
Weeks of Instruction: Start - 17 (Winter 2022)
End - 20 (Winter 2023)
Grouping: None
Small Group Display: No

Mossdale Elementary

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
Grade (Winter 2023)	Total Number of Growth Events	Winter 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	48	146.1	9.0	62	165.7	13.9	49	20	1.7	20.0	-0.19	42	48	24	50	45
2	24	173.6	8.5	95	193.2	13.4	96	20	2.3	16.3	1.56	94	24	15	63	71
3	111	175.6	15.0	27	194.9	13.7	56	19	1.2	14.5	2.87	99	111	78	70	74
4	87	191.7	14.5	44	202.8	12.3	52	11	0.9	9.9	0.94	83	87	53	61	57
5	114	202.7	12.5	56	208.3	12.7	45	6	0.7	7.7	-1.39	8	114	45	39	37
6	127	207.9	13.6	47	210.7	15.1	33	3	0.7	5.7	-1.82	3	127	46	36	35
7	103	212.6	14.2	46	217.4	14.1	52	5	0.9	5.2	-0.34	37	103	57	55	51
8	104	219.6	12.2	66	224.5	11.3	70	5	0.7	4.7	0.11	54	104	59	57	55

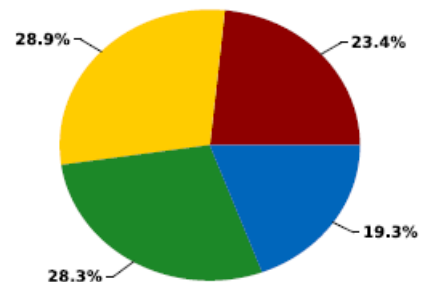
Language Arts: Reading



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

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

Grade	Student Count	Not Met Count	Not Met Percent	Nearly Met Count	Nearly Met Percent	Met Count	Met Percent	Exceeded Count	Exceeded Percent
2	103	43	41.7%	28	27.2%	17	16.5%	15	14.6%
3	129	31	24.0%	41	31.8%	29	22.5%	28	21.7%
4	101	26	25.7%	24	23.8%	27	26.7%	24	23.8%
5	123	27	22.0%	35	28.5%	35	28.5%	26	21.1%
6	134	37	27.6%	43	32.1%	33	24.6%	21	15.7%
7	123	20	16.3%	35	28.5%	48	39.0%	20	16.3%
8	120	11	9.2%	35	29.2%	47	39.2%	27	22.5%
Total	833	195	23.4%	241	28.9%	236	28.3%	161	19.3%



Data Analysis

Data below includes student growth indicators in English Language Arts (growth) along with projected scores on the CAASPP exam in ELA (achievement).

With regards to growth, the data below shows the following by grade level from Winter 2022 to Winter 2023 testing periods. The grade levels that had the highest percentage of students who met their growth projections were 3rd grade (70% of students), 2nd grade (63% of students) and 4th grade (61% of students). The grade levels that had the lowest percentage of students who met their growth projections were 6th grade (36% of students) and 5th grade (39% of students). The remaining grades were as follows: 1st grade (50% of students), 7th grade (55% of students) and 8th grade (57% of students).

With regards to achievement, the data below shows the following by grade level from Winter 2022 to Winter 2023 testing periods, showing projected proficiency on the CASSPP exams in the spring. The grade levels that had the highest percentage of students at or above grade level were 8th grade (61.7% of students) and 7th grade (55.3% of students). The grade levels that had the lowest percentage of students at or above grade level were 6th grade (40.3% of students) and 3rd grade (44.2% of students). The remaining grades were as follows: 4th grade (50.5% of students) and 5th grade (49.6% of students). Data includes 2nd grade students; however, it is noted that 2nd grade students do not take the CASSPP exam. Not including second grade, as a school, the data shows that approximately 50% of students are projected to be at or above grade level on the CASSPP exam in the spring of 2023. Data also shows that approximately 29% of all students are in the "nearly met" category. Further data analysis needs to be completed to determine how close these students are to meeting grade level standards. Approximately 23% of students are projected not to meet grade level standards on the CAASPP exam.

Student Need 1:

Mossdale School will continue to develop, increase and strengthen overall literacy skills/practices for all students. Specifically, Mossdale School will identify and provide targeted assistance for students who do not meet growth projections and/or students who are not projected to meet grade level standards in ELA.

Implementation Plan

Student growth in NWEA/MAP is used often in helping determine standards/skills that are lacking by student. As a school during the 2022-23 school year, the groundwork was laid in better understanding how to use MAP data to identify students by standard/skill to inform instruction in the classroom. In doing so, it was also determined that in order to teach by standard to specific students, differentiation of instruction and strong tier 1 practices must be strengthened within the classroom. It was also determined that overall understanding of collaborative conversations within a professional learning community were in their infancy as far as training, understanding, development of common formative assessments and more. Finally, with school structure in the spring of 2023, dedicated professional development time within the school day is lost for the 2023-24 school year. This is an added layer of difficulty in supporting PD for teachers, disaggregation of data and planning for instruction. This will also include increasing connectivity to school by supporting students through intervention/enrichment opportunities and by strengthening overall parent engagement within these groups.

To increase both growth and achievement, Mossdale will focus on both throughout the school year. In conjunction with the Instructional Leadership Team, instructional leadership will be strengthened with grade level leads. This will include the continued development of professional learning communities and the strengthening of the 3 big ideas/4 essential questions that are the driving forces behind these collaborative conversations. 10 educators are attending a conference in the summer of 2023, with additional teachers attending throughout the 2023-24 school year. Teachers will review data and develop a plan to strengthen their grade level PLC based on training received. In addition, continued training will be provided to strengthen tier 1 instructional practices, differentiation of instruction and strengthening the use of the base curriculum with all available resources daily. This also includes better use of flexible time (PowerUP!), small group instruction, dialogue and discourse, and overall better teaching strategies and practices within the classroom. Interventions both before and after school will be strengthened as well as allocation of resources to support the overall increase in effectiveness as we strive to increase the percentage of students who meet growth targets and achievement levels.

SMART Goal

Mossdale School will work to increase the percentages of students who meet growth on NWEA/MAP by 2% annually per grade level cohort and will increase achievement scores by 4% annually.

Metric/Indicator	Baseline	Expected Outcome
Percentage of students who meet or exceed growth targets as measured by MAP assessments triennially.	Grade level percentages of students who met or exceeded their growth target in the winter of 2023 as indicated above.	Each grade level cohort will increase the percentage of students who meet or exceed growth targets as measured by MAP assessments triennially by 4% during the course of the next school year overall. This is approximately the equivalent of 1 student per class, or 4 per grade level.
Percentage of students who meet or exceed grade level standards as measured by the CAASPP exam annually. MAP projections will be used to determine if students/grade levels are on track to meet this goal.	Grade level percentages of students who met or exceeded their grade level standard projection in the winter of 2023 as indicated above.	Each grade level cohort will increase the percentage of students who meet or exceed grade level standards as measured by both the CAASPP exam and MAP projections by 4% during the course of the next school year overall. This is approximately the equivalent of 1 student per class, or 4 per grade level.

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated pull out/subs/timesheeting	LCFF- Supplemental	3631
Student incentives	LCFF- Supplemental	2000
PLC Conference	Title I Part A: Allocation	5000
Supplemental instructional materials	LCFF- Supplemental	1175
Conferences/trainings/workshops	LCFF- Supplemental	3000
Grade level enrichment field trips related to literacy	LCFF- Supplemental	3750
Student planners	District Funded	500
PD materials/books	LCFF- Supplemental	675
Read Across America books/materials	LCFF- Supplemental	500
Student supplies and materials	Title I Part A: Allocation	2500
Certificated pull out/subs/timesheeting	Title I Part A: Allocation	5000
Foundations consumables	Title I Part A: Allocation	7500
PD books	Title I Part A: Allocation	1250
Laminating film	District Funded	500
Grade level supplies and materials	District Funded	6000
Print shop	District Funded	2500
Junior High elective supplies	District Funded	4000

Honor roll supplies	District Funded	1500
Classroom technology	District Funded	2500
Memberships	District Funded	1250
Library supplies/DEMCO	District Funded	1500
Library supplies/Follett	District Funded	1500
Timesheeting - LMT	District Funded	3000
Library memberships	District Funded	1500
Library books	District Funded	2000
Library supplies/Amazon	District Funded	250
Library books/Amazon	District Funded	500
NAESP Conference	LCFF- Supplemental	1750

Progress Monitoring

October

January

April

Data

Student Growth Summary Report

Aggregate by School

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

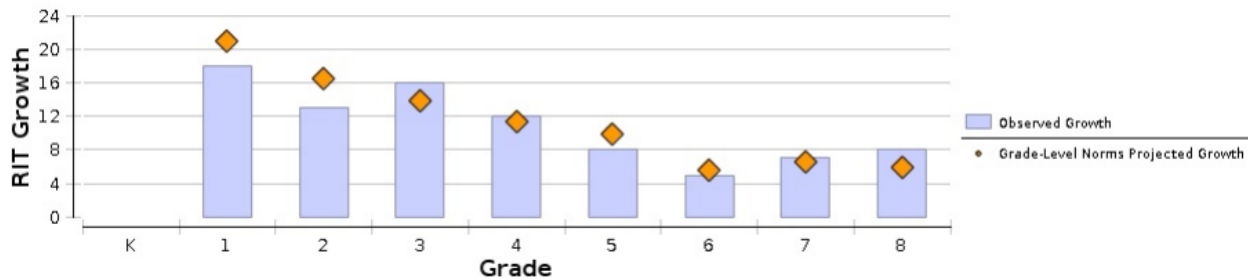
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2022 - Winter 2023
Weeks of Instruction: Start - 17 (Winter 2022)
End - 20 (Winter 2023)
Grouping: None
Small Group Display: No

Mossdale Elementary

Math: Math K-12

		Comparison Periods							Growth Evaluated Against								
		Winter 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	0	**			**			**					**				
1	89	148.8	9.3	54	167.0	12.7	30	18	1.0	20.9	-1.36	9	89	35	39	38	
2	96	165.2	11.3	29	177.8	12.0	15	13	0.7	16.5	-2.14	2	96	31	32	28	
3	114	177.7	10.7	21	193.5	11.7	33	16	0.7	13.9	1.10	86	114	69	61	57	
4	87	191.8	10.7	31	203.3	10.1	35	12	0.8	11.4	0.06	52	87	42	48	46	
5	113	202.6	11.2	37	210.6	12.8	30	8	0.6	9.9	-1.07	14	113	48	42	36	
6	128	209.9	13.1	31	215.0	13.0	29	5	0.6	5.6	-0.23	41	128	67	52	50	
7	103	215.0	12.8	32	222.1	14.6	41	7	0.6	6.6	0.33	63	103	59	57	53	
8	102	223.5	13.2	51	231.0	13.7	61	8	0.7	5.8	0.93	82	102	67	66	65	

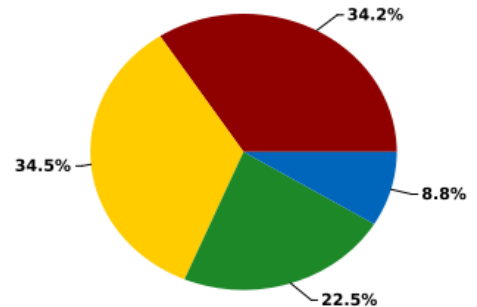
Math: Math K-12



Projected to: CA-Smarter Balanced Assessment Consortium taken in spring.

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

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	103	44	42.7%	23	22.3%	29	28.2%	7	6.8%
3	129	44	34.1%	32	24.8%	42	32.6%	11	8.5%
4	101	22	21.8%	47	46.5%	26	25.7%	6	5.9%
5	123	48	39.0%	54	43.9%	9	7.3%	12	9.8%
6	135	53	39.3%	45	33.3%	28	20.7%	9	6.7%
7	123	44	35.8%	44	35.8%	22	17.9%	13	10.6%
8	120	30	25.0%	43	35.8%	32	26.7%	15	12.5%
Total	834	285	34.2%	288	34.5%	188	22.5%	73	8.8%



Data Analysis

Data below includes student growth indicators in mathematics (growth) along with projected scores on the CAASPP exam in math (achievement).

With regards to growth, the data below shows the following by grade level from Winter 2022 to Winter 2023 testing periods. The grade levels that had the highest percentage of students who met their growth projections were 8th grade (66% of students) and 3rd grade (61% of students). The grade levels that had the lowest percentage of students who met their growth projections were 2nd grade (32% of students) and 1st grade (39% of students). The remaining grades were as follows: 4th grade (48% of students), 5th grade (42% of students) 6th grade (52% of students) and 7th grade (57% of students).

With regards to achievement, the data below shows the following by grade level from Winter 2022 to Winter 2023 testing periods, showing projected proficiency on the CASSPP exams in the spring. The grade levels that had the highest percentage of students at or above grade level were 3rd grade (41.1% of students) and 8th grade (39.2% of

students). The grade levels that had the lowest percentage of students at or above grade level were 5th grade (17.1% of students), 6th grade (27.4% of students) and 7th grade (28.5% of students). The remaining grades were as follows: 2nd grade (35% of students) and 4th grade (31.6% of students). Data includes 2nd grade students; however it is noted that 2nd grade students do not take the CASSPP exam. Not including second grade, as a school, the data shows that approximately 31% of students are projected to be at or above grade level on the CASSPP exam in the spring of 2023. Data also shows that approximately 35% of all students are in the "nearly met" category. Further data analysis needs to be completed to determine how close these students are to meeting grade level standards. Approximately 34% of students are projected not to meet grade level standards on the CAASPP exam.

Student Need 2:

<p>Mosssdale School will continue to develop, increase and strengthen overall math practices and abilities for all students. Specifically, Mosssdale School will identify and provide targeted assistance for students who do not meet growth projections and/or students who are not projected to meet grade level standards in mathematics.</p>

Implementation Plan

Student growth in NWEA/MAP is used often in helping determine standards/skills that are lacking by student. As a school during the 2022-23 school year, the groundwork was laid in better understanding how to use MAP data to identify students by standard/skill to inform instruction in the classroom. In doing so, it was also determined that in order to teach by standard to specific students, differentiation of instruction and strong tier 1 practices must be strengthened within the classroom. It was also determined that overall understanding of collaborative conversations within a professional learning community were in their infancy as far as training, understanding, development of common formative assessments and more. Finally, with school structure in the spring of 2023, dedicated professional development time within the school day is lost for the 2023-24 school year. This is an added layer of difficulty in supporting PD for teachers, disaggregation of data and planning for instruction. This will also include increasing connectivity to school by supporting students through intervention/enrichment opportunities and by strengthening overall parent engagement within these groups.

To increase both growth and achievement, Mosssdale will focus on both throughout the school year. In conjunction with the Instructional Leadership Team, instructional leadership will be strengthened with grade level leads. This will include the continued development of professional learning communities and the strengthening of the 3 big ideas/4 essential questions that are the driving forces behind these collaborative conversations. 10 educators are attending a conference in the summer of 2023, with additional teachers attending throughout the 2023-24 school year. Teachers will review data and develop a plan to strengthen their grade level PLC based on training received. In addition, continued training will be provided to strengthen tier 1 instructional practices, differentiation of instruction and strengthening the use of the base curriculum with all available resources daily. In mathematics specifically, the identification of math essential standards, overall math discourse in the classroom and the emphasis on the eight mathematical practices is an area of need. This also includes better use of flexible time (PowerUP!), small group instruction, dialogue and discourse, and overall better teaching strategies and practices within the classroom. Interventions both before and after school will be strengthened as well as allocation of resources to support the overall increase in effectiveness as we strive to increase the percentage of students who meet growth targets and achievement levels.

SMART Goal

Mosssdale School will work to increase the percentages of students who meet growth on NWEA/MAP by 2% annually per grade level cohort and will increase achievement scores by 4% annually.

Metric/Indicator	Baseline	Expected Outcome
------------------	----------	------------------

Percentage of students who meet or exceed growth targets as measured by MAP assessments triennially.	Grade level percentages of students who met or exceeded their growth target in the winter of 2023 as indicated above.	Each grade level cohort will increase the percentage of students who meet or exceed growth targets as measured by MAP assessments triennially by 4% during the course of the next school year overall. This is approximately the equivalent of 1 student per class, or 4 per grade level.
Percentage of students who meet or exceed grade level standards as measured by the CAASPP exam annually. MAP projections will be used to determine if students/grade levels are on track to meet this goal.	Grade level percentages of students who met or exceeded their grade level standard projection in the winter of 2023 as indicated above.	Each grade level cohort will increase the percentage of students who meet or exceed grade level standards as measured by both the CAASPP exam and MAP projections by 4% during the course of the next school year overall. This is approximately the equivalent of 1 student per class, or 4 per grade level.

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated pull out/subs/timesheeting	LCFF- Supplemental	2663
Student incentives	LCFF- Supplemental	2500
Student planners	District Funded	500
Grade level enrichment field trips related to math	LCFF- Supplemental	3750
Supplemental instructional materials	LCFF- Supplemental	1175
Conferences/training/workshops	LCFF- Supplemental	3000
PD materials/books	LCFF- Supplemental	675
Student supplies and materials	Title I Part A: Allocation	2500
Family STEAM night/parent engagement	Title I Part A: Allocation	3000
PLC Conference	Title I Part A: Allocation	5000
Certificated pull out/subs/timesheeting	Title I Part A: Allocation	5000
PD books	Title I Part A: Allocation	1250
Laminating film	District Funded	500
Grade level supplies and materials	District Funded	6000
Print shop	District Funded	2500
Junior High base elective supplies	District Funded	4000
Honor roll supplies	District Funded	1500

Classroom technology	District Funded	2500
Memberships	District Funded	1250
NAESP Conference	LCFF- Supplemental	1250

Progress Monitoring

October

January

April

Data

Data Analysis

Student Need 3:

Implementation Plan

SMART Goal

Targeted Resources Applied

Progress Monitoring

October

January

April



District Goal

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

Site Goal

Mossdale School will work towards improving overall school climate and culture by increasing student attendance and engagement, decreasing overall instances of student discipline, and support students in their social emotional development and mastery.

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	3.75	0.30	5.22	0.91	3.47	0.20
Expulsions	0.00	0.00	0.23	0.01	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.58	4.19	2.45
Expulsions	0.00	0.14	0.05

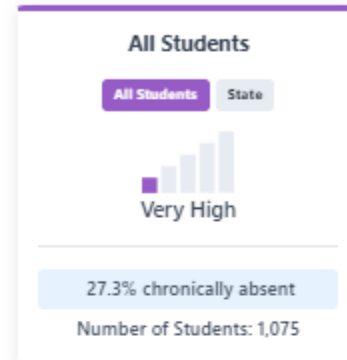
2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1007	989	126	12.7
Female	522	508	64	12.6
Male	485	481	62	12.9
American Indian or Alaska Native	3	2	0	0.0
Asian	180	177	9	5.1
Black or African American	93	89	19	21.3
Filipino	126	125	6	4.8
Hispanic or Latino	409	402	65	16.2
Native Hawaiian or Pacific Islander	17	17	2	11.8
Two or More Races	67	66	15	22.7
White	112	111	10	9.0
English Learners	216	212	31	14.6
Foster Youth	9	8	1	12.5
Homeless	37	37	12	32.4
Socioeconomically Disadvantaged	658	648	103	15.9
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	98	95	19	20.0

Chronic Absenteeism

All Students

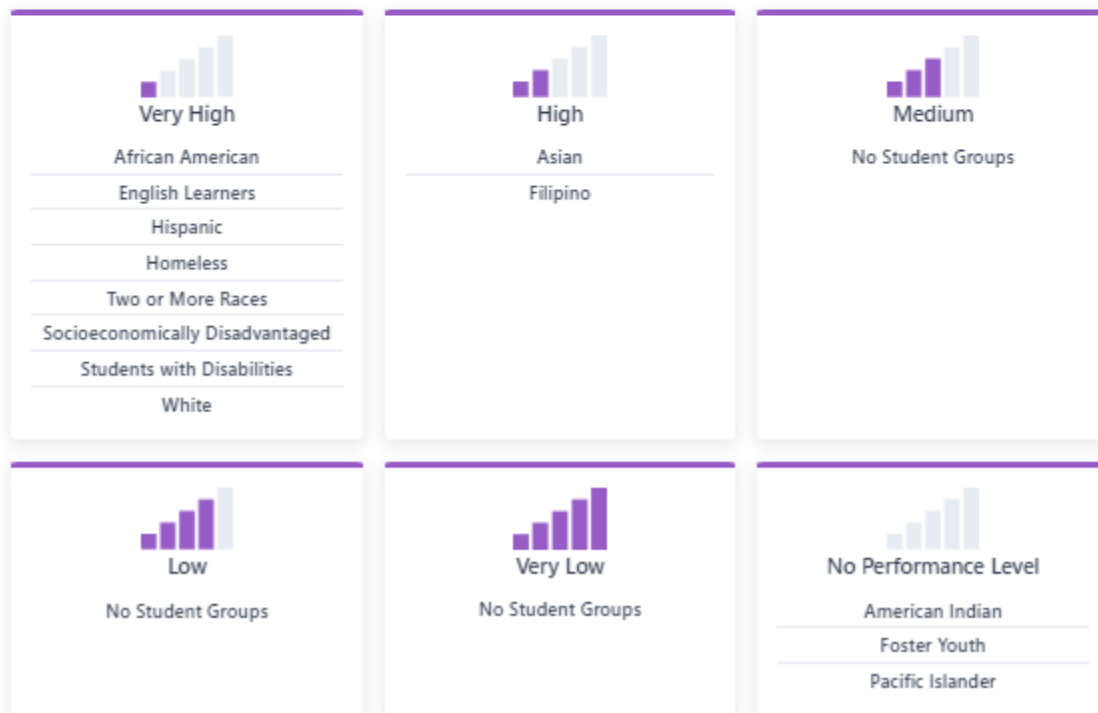
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

10 Total Student Groups



ADA MONTHLY PERCENTAGE

2021-22 Reporting Period	TK/K	1	2	3	4	5	6	SDC (6)	7		8		GEN Total	SPED Total	MOSS Total
1	90.09	91.4	97.73	92.62	93.82	91.19	94.49	78.33	93.57	Left blank on purpose	99.06	Left blank on purpose	92.07	80.32	91.88
2	90.41	93.62	94.14	93.23	94.93	93.62	94.17	90	94.6		95.1		93.74	91.6	93.69
3	92.85	93.9	94.73	94.76	94.63	94.36	95.5	99.33	94.73		94.67		94.43	98.46	94.49
4	89.09	93.58	90	94.58	94.01	91.77	95.35	96.67	93.06		93.9		92.63	95.73	92.68
5	91.02	89.45	91.4	92.78	92.64	91.77	93.67	97.06	92.57		92.16		91.9	94.64	91.91
6	84.06	77.55	87.26	84.32	82.76	83.37	82.69	95.24	82.8		79.97		82.86	90.48	82.98
7	89.03	91.79	88.59	90.72	90.62	90.67	90.19	92.98	92.61		91.41		90.24	93.86	90.28
8	93.41	91.4	94.16	93.79	95.32	95.23	93.69	99.38	96.81		94.51		94.31	95.37	94.32
9	92.5	95.53	94.28	96.56	96.56	93.63	95.82	94.81	95.95		94.24		94.58	93.89	94.57
10	92.6	91.56	93.24	94.26	92.64	93.87	94.5	96.91	94.52		94.06		93.44	96.76	93.47
11	90.7	92.44	91.3	93.12	93.15	93.18	93.4	97.78	94.36		90.94		92.45	94.61	92.48

2022-23 Reporting Period	TK/K	1	2	3	4	5	6	SDC (6)	7	SDC (7)	8	SDC (8)	GEN Total	SPED Total	MOSS Total
1	86.9	93.6	96.63	95.28	94.77	96.07	94.7	100	95.98	91.98	96.31	98.28	94.17	93.89	94.17
2	85.87	94.12	93.62	94.25	95.08	94.74	93.33	100	95.74	94.62	95.14	93.42	93.49	94.65	93.51
3	92.23	93.46	93.91	93.91	96.26	95.78	92.89	93.33	94.99	89.74	96.88	90	94.44	90	94.36
4	87.29	89.05	90.54	91.84	92.12	93.69	94.02	94.74	91.71	92.71	93.08	89.47	91.57	92.11	91.58
5	84.46	86.69	89.1	89.19	90.1	88.28	88.27	94.44	89.24	84.19	89.03	79.27	88.25	83.53	88.17
6	91.45	91.9	90.66	93.02	92.79	93.73	92.49	100	93.38	86.9	93.47	94.29	92.58	89.68	92.53
7	93.51	92.94	94.51	95.2	95.91	96.55/OLA 100	94.3	100	95.49	90.35	96.14	90.53	94.97	90.94	94.9
8	92.48	93.55	94.63	95.22	96.62	94.69	94.52	100	95.04	93.52	95.31	91.11	94.66	93.21	94.64
9															
10															
11															

MONTHLY SUSPENSION COUNT - ALL STUDENTS

2021-22 Month	TK/K	1	2	3	4	5	6	7	8	Total
AUG										0
SEP								2	1	3
OCT						1		2	1	4
NOV							1		2	3
DEC							1			1
JAN			1						2	3
FEB			3	1			3	1		8
MAR			1					1	3	5
APR			3					1		4
MAY			1					1		2
TOTAL			5	1		1	5	9	9	33
2022-23 Month	TK/K	1	2	3	4	5	6	7	8	Total
AUG						2			1	3
SEP					1		1	2		4
OCT			2				1		2	5
NOV				1	1		2	3	2	9
DEC					7					7
JAN			2		1			1	1	5
FEB					1	2	2		3	8
MAR				1			1	3	1	6
APR			2				2	3	8	15
MAY										
TOTAL			6	2	11	4	9	12	18	62

Count of Student		Grade									
Penalty	Incident	00	01	02	03	04	05	06	07	08	Grand Total
Alternative Placement	Defiance					1					1
	Fighting/Attack w/o Weapon					1					1
	Inappropriate Behavior/Object			4	1			5	1	2	13
Alternative Placement Total				4	1	2		5	1	2	15
Conference, Law Enforcement	Inappropriate Behavior/Object								1		1
	Theft/Robbery/Extortion				1						1
Conference, Law Enforcement Total					1				1		2
Conference, Parent	Bullying/Cyberbullying								2	1	3
	Disruptive					2		1			3
	Electronic Device								1		1
	Inappropriate Behavior/Object		5	1		1	1	1			9
	Profanity				2					1	3
	Student Attire									1	1
	Unsafe Behavior	2									2
Conference, Parent Total		7	1	2	3	1	2	3	3		22
Conference, Student	Bullying/Cyberbullying							1			1
	Defiance							3			3
	Disruptive					8		1	4	1	14
	Electronic Device							1		2	3
	Imitation Firearm					1					1
	Inappropriate Behavior/Object		1	2	3	1	3	5	6	1	22
	Profanity					2					2
	Threat of Attack - w/o Weapon								2		2
Conference, Student Total			1	2	4	11	3	11	12	4	48
Contract, 18 year old	Disruptive									1	1
Contract, 18 year old Total										1	1
Contract, DRB	Imitation Firearm					1				1	2
	Possess/Use Alcohol								1		1
	Threat of Attack - w/o Weapon									1	1
Contract, DRB Total						1			1	2	4
Contract, Fighting	Fighting/Attack w/o Weapon									5	5
Contract, Fighting Total										5	5
Contract, Gang	Gang Behavior/Attire								1		1
Contract, Gang Total									1		1
Contract, SARB	Truancy (CWA ONLY)	1	6	2	3	3		3	3	2	23
Contract, SARB Total		1	6	2	3	3		3	3	2	23
COST	Bullying/Cyberbullying					1					1
	Defiance					1					1
	Inappropriate Behavior/Object					1					1
COST Total						1	2				3
Detention	Assault/Battery					1					1
	Bullying/Cyberbullying					1					1
	Damage School/Personal Property					1			2		3
	Defiance					5		1	1	2	9
	Disruptive					6			4	3	13
	Electronic Device								1		1
	Fighting/Attack w/o Weapon					1				1	2
	Gang Behavior/Attire								1		1
	Hate Crime/Racial Slurs									1	1
	Inappropriate Behavior/Object			1	21			4	1	1	28
	Left Campus, No Checkout									1	1
	Pushing/Shoving							2	1	2	6
	Tardiness					1	1	3	1		6
	Unsafe Behavior					2	1				3
	Vape Pen: Nicotine									4	5
Detention Total					3	37	4	9	17	11	81
Loss of Privileges	Assault/Battery	1									1
	Bullying/Cyberbullying								1		1
	Defiance									1	1
	Disruptive			2					1		3

[illegible]

Data Analysis

Data below includes student attendance, chronic absenteeism, behavior involvement by type/penalty assigned and suspension specific data by grade level.

Overall attendance, inclusive of chronic absenteeism, remains a huge concern. Data shows that improvement efforts in daily attendance are slowly making gains in 2022-23 as compared to 2021-22. The percentage of students that are chronically absent (27.3%) remains very high for all student groups. On average, 1 in 3 students is missing more than 10% of the school year, which if multiplied out over this students K-8 enrollment, may amount to one full instructional year lost due to attendance.

With regards to behaviors and discipline, the overall number of suspensions is slowly increasing as we move further away from the pandemic. Suspensions for the first eight months of 22-23 compared to 21-22 show an increase overall with the total number of suspensions. The overall rate of suspensions remains very low. In reviewing the types of offenses through, 61% of suspensions issued are related to physical confrontation issues or 48900 (A)(1) or (A)(2), 11% are related to sexual harassment issues, 8% are related to threats of attack, 5% related to robbery/theft and the remaining 18% are other (weapons, alcohol, inappropriate objects, etc.). Data also shows that out of 438 entered discipline issues with a consequence, more than 90% of discipline issues addressed by the office/administration were corrected with alternate means other than suspension.

Student Need 1:

Mosssdale School will work to increase average daily attendance by month and decrease overall chronic absenteeism rates in all grades.

Implementation Plan

With regards to attendance, Mosssdale School will address this both proactively and by ensuring policies and procedures are followed.

Proactive messaging will take place with families to help them understand the importance of being at school and the impact that not attending may have on academic achievement. This will be accomplished through mass communication and targeted interventions/conversations with individuals and families. A whole school incentive program will be developed and implemented to recognize attendance gains/improvement and perfect attendance at the individual student level, classroom level and whole school level. This will also include increasing connectivity to school by supporting students through intervention/enrichment opportunities and by strengthening overall parent engagement within these groups.

Attendance will be discussed with the use of data at ILT meetings and in other intervention meetings (PBIS, COST, etc.).

The streamlining of site policies and practices with regards to attendance will also take place to ensure that all students are supported. All available resources will be utilized, tracked and allocated to improve student attendance.

SMART Goal

Mosssdale School will work to increase the percentage of average daily attendance by 1% annually and will work to decrease the percentage of chronically absent students by 3% annually.

Metric/Indicator	Baseline	Expected Outcome
Average daily attendance by grade level	Monthly attendance by grade level for the 22-23 school year.	Improve average daily attendance by by 1% annually.
Percentage of students who are considered chronically absent	27.3% of students were chronically absent during the 21-22 school year.	Decrease the percentage of students who are considered chronically absent by 3% annually.

Percentage of students who attend Science Camp	73 students (56%) of students attended in 22-23.	Increase percentage of students who attend Science Camp by 2% of grade level.
COST referrals	2022-23 COST referral numbers	Increase percentage of students identified to be referred to COST by 2%.

Resources to Support

Action	Resources	Money/Budget
Student attendance incentives	LCFF- Supplemental	2000
Science Camp	LCFF- Supplemental	5500
Science Camp Transportation	LCFF- Supplemental	7000
Grade level field trips to increase engagement/attendance/enrichment	LCFF- Supplemental	2500
COST Supplies/Materials to support attendance	LCFF- Supplemental	500
PBIS incentives/materials	LCFF- Supplemental	2500
Student assemblies/school climate and culture focus	LCFF- Supplemental	2000
Science Camp	Title I Part A: Allocation	4000
Student leadership conference	District Funded	1250
Student council/leadership materials	District Funded	1000
Print shop	District Funded	1000
Classified timesheeting	District Funded	1500
VCC Counseling	District Funded	0

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 2:

Mossdale School will decrease overall number of student suspensions as a penalty for all students.

Implementation Plan

Mossdale School will begin by working to refine discipline practices on campus by delineating classroom managed behaviors and office supported behaviors. Common language and practices will be developed in conjunction with the ILT and other stakeholders through the strengthening of the PBIS program.

The PBIS Tier 1 team will meet regularly to review data, identify areas of concern, and implement, monitor and strengthen the use of Universal Strategies. This will also include the continued training of both certified and classified staff. Visibility and use of matrixes will be increased. Connections to PBIS will be made through the discipline process. The COST process will be utilized to identify and support students needing additional supports. The PBIS Tier 2/3 teams will continue to meet to review referrals to Check In and Check Out (CICO) and organize Social Emotional Learning Instruction (Sanford Harmony, SEL PE, MUSD SEL toolbox). Additional SEL lessons will be incorporated in weekly/monthly lesson plans. This will also include increasing connectivity to school by supporting students through intervention/enrichment opportunities and by strengthening overall parent engagement within these groups.

Administration will monitor student engagement through walkthroughs, provide monthly trainings for SSAs, ensure the fidelity of the PBIS program, strengthen the use and implementation of the COST process and will work with VCC to support individual students in need. Administration will also monitor and analyze discipline data monthly and will discuss trends with the ILT, PBIS and COST teams regularly. Mossdale School will work to fully staff our SSA's as part of the challenge is being understaffed by 30% with regards to yard duties due to the shortage statewide. Mossdale continues to have 3-4 unfilled positions daily due to not being able to find qualified individuals to help with supervision of students.

SMART Goal

Mossdale School will work to decrease the percentage of students suspended annually by .5% and will work to increase the percentage of students identified to be referred to COST by 2% annually.

Metric/Indicator	Baseline	Expected Outcome
Discipline data by penalty (suspensions)	2022-23 suspension data	Decrease overall number of students suspended by .5% annually.
COST referrals	2022-23 COST referral number	Increase percentage of students identified to be referred to COST by 2%.

Resources to Support

Student council/leadership materials	District Funded	1000
PBIS incentives/materials	LCFF- Supplemental	6000

Student leadership conference	District Funded	1250
Print shop	District Funded	1000
Student assemblies/school climate and culture focus	LCFF- Supplemental	2000
COST supplies/materials to support behavior interventions	LCFF- Supplemental	500
Recess equipment	District Funded	3500
Classified timesheeting	District Funded	1500
VCC Counseling	District Funded	0

Progress Monitoring

September

December

March

Data



District Goal

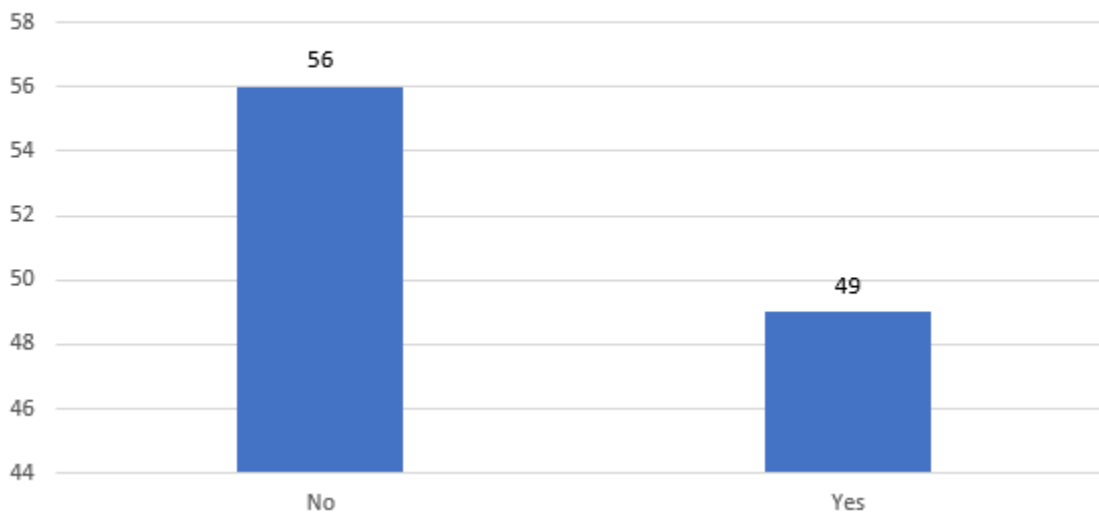
Every student is supported within a multi-tiered system of support to realize their individual success.

Site Strategic Goal

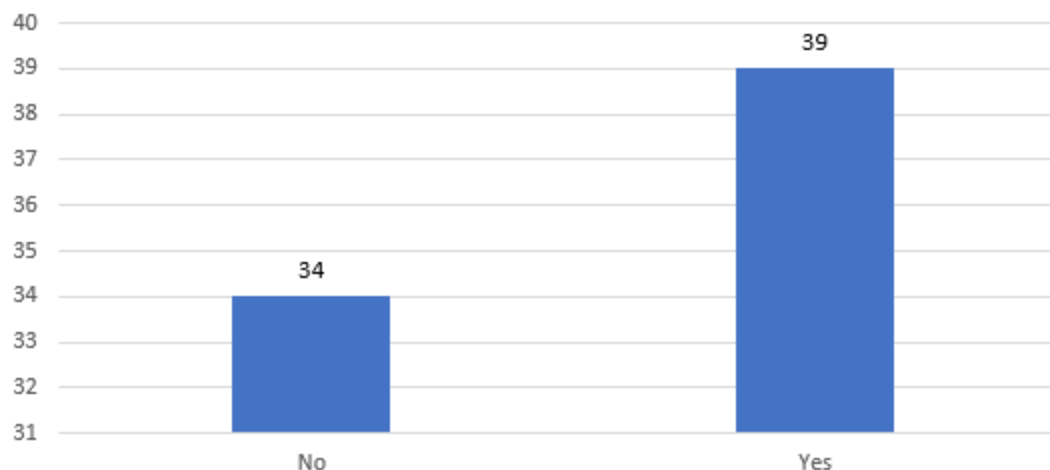
Mossdale School will support all at-promise students where they are by identifying individual needs to help them reach grade level standards in ELA and Math, with emphasis on the subgroups of students who are classified as English Language Learners and who are classified as Special Education students.

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	181	217	201	19.0%	21.0%	18.8%
Fluent English Proficient (FEP)	175	180	189	18.4%	17.4%	17.7%
Reclassified Fluent English Proficient (RFEP)	13	27		17.1%	12.4%	

Total English Language Learner Students who Met
Projected Growth - Reading 2023



Total Special Education Students who Met Projected Growth - Reading 2023



Student Need 1:

Mossdale School will continue to develop, increase and strengthen overall literacy skills/practices for both EL and SPED students as identified groups. Specifically, Mossdale School will identify and provide targeted assistance for students who do not meet growth projections.

Implementation Plan

Student growth in NWEA/MAP is used often in helping determine standards/skills that are lacking by student. As a school during the 2022-23 school year, the groundwork was laid in better understanding how to use MAP data to identify students by standard/skill to inform instruction in the classroom. In doing so, it was also determined that in order to teach by standard to specific students, differentiation of instruction and strong tier 1 practices must be strengthened within the classroom. In addition, with identified sub-groups of emerging students, tier 2 and tier 3 instruction must be strengthened. It was also determined that overall understanding of collaborative conversations within a professional learning community were in their infancy as far as training, understanding, development of common formative assessments and more. Finally, with school structure in the spring of 2023, dedicated professional development time within the school day is lost for the 2023-24 school year. This is an added layer of difficulty in supporting PD for teachers, disaggregation of data and planning for instruction and supporting all students, including identified sub-groups in the aforementioned student need. This will also include increasing connectivity to school by strengthening stakeholder groups that support these groups of students, supporting students through intervention/enrichment opportunities and by strengthening overall parent engagement within these groups.

Within these subgroups, Mossdale will focus on growth throughout the school year. In conjunction with the Instructional Leadership Team, instructional leadership will be strengthened with grade level leads. This will include the continued development of professional learning communities and the strengthening of the 3 big ideas/4 essential questions that are the driving forces behind these collaborative conversations. 10 educators are attending a conference in the summer of 2023, with additional teachers attending throughout the 2023-24 school year. Teachers will review data and develop a plan to strengthen their grade level PLC based on training received. In addition, continued training will be provided to strengthen tier 1 instructional practices, differentiation of instruction and strengthening the use of the base curriculum with all available resources daily. Additional PD will be offered to strengthen the use of tier 2 and tier 3 interventions on campus to provide targeted support for these sub-groups. This also includes better use of flexible time (PowerUP!), small group instruction, dialogue and discourse, and overall better teaching strategies and practices within the classroom. Interventions both before and after school will be

strengthened as well as allocation of resources to support the overall increase in effectiveness as we strive to increase the percentage of students who meet growth targets and achievement levels.

SMART Goal

Mossdale School will work to increase the percentages of students who meet growth on NWEA/MAP by 4% annually within the EL and SPED student sub-groups.

Metric/Indicator	Baseline	Expected Outcome
MAP Reading scores by designated sub group	From winter 2021 to winter 2022, 46.6% of EL students met their growth target in reading on the MAP assessment. From winter 2021 to winter 2022, 53.4%% of Special Education students met their growth target in reading on the MAP assessment.	From winter 2022 to winter 2023, 50.6% of EL students will meet their growth target in reading on the MAP assessment (equivalent of 4 student increase). From winter 2022 to winter 2023, 57.4% of SPED students will meet their growth target in reading on the MAP assessment (equivalent of 3 student increase).

Targeted Resources Applied

Action	Resources	Money/Budget
Tutoring/interventions	Title I Part A: Allocation	3000
Foundations consumables	Title I Part A: Allocation	2295
Subs for SST, IEP, 504	District Funded	1500
Print shop	District Funded	1500
Designated/integrated supplemental curriculum	District Funded	0

Progress Monitoring

November

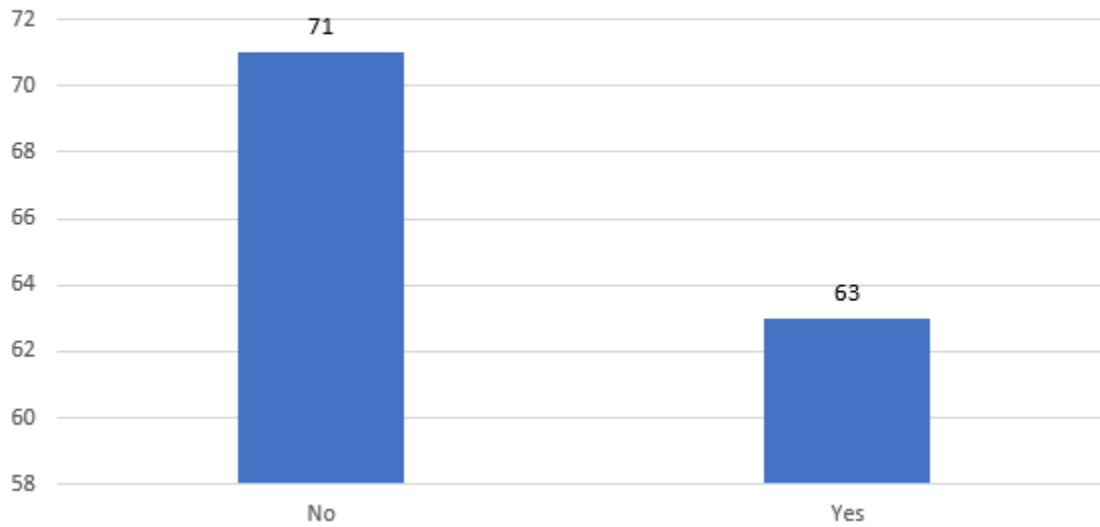
February

May

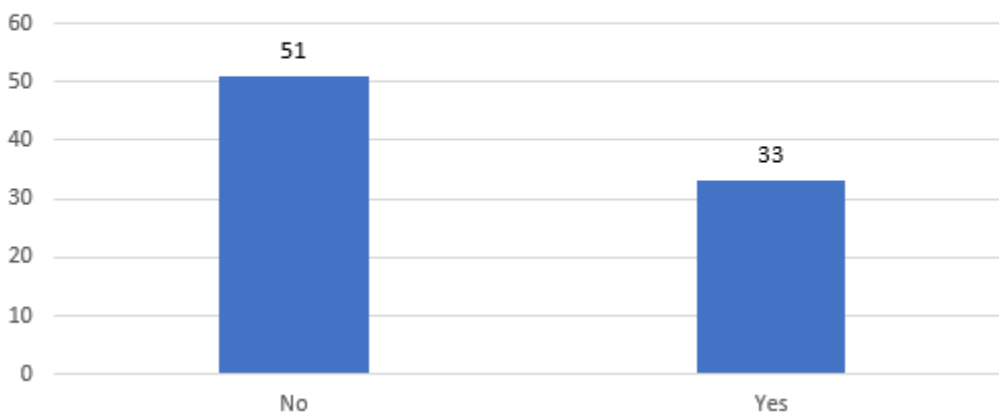
May

Data

Total English Language Learner Students who Met
Projected Growth - Math 2023



Total Special Education Students who Met Projected
Growth - Math 2023



Student Need 2:

Mossdale School will continue to develop, increase and strengthen overall math practices and abilities for both EL and SPED students as identified groups. Specifically, Mossdale School will identify and provide targeted assistance for students who do not meet growth projections.

Implementation Plan

Student growth in NWEA/MAP is used often in helping determine standards/skills that are lacking by student. As a school during the 2022-23 school year, the groundwork was laid in better understanding how to use MAP data to identify students by standard/skill to inform instruction in the classroom. In doing so, it was also determined that in order to teach by standard to specific students, differentiation of instruction and strong tier 1 practices must be strengthened within the classroom. In addition, with identified sub-groups of emerging students, tier 2 and tier 3 instruction must be strengthened. It was also determined that overall understanding of collaborative conversations within a professional learning community were in their infancy as far as training, understanding, development of common formative assessments and more. Finally, with school structure in the spring of 2023, dedicated professional development time within the school day is lost for the 2023-24 school year. This is an added layer of difficulty in supporting PD for teachers, disaggregation of data and planning for instruction and supporting all students, including

identified sub-groups in the aforementioned student need. This will also include increasing connectivity to school by strengthening stakeholder groups that support these groups of students, supporting students through intervention/enrichment opportunities and by strengthening overall parent engagement within these groups.

Within these subgroups, Mossdale will focus on growth throughout the school year. In conjunction with the Instructional Leadership Team, instructional leadership will be strengthened with grade level leads. This will include the continued development of professional learning communities and the strengthening of the 3 big ideas/4 essential questions that are the driving forces behind these collaborative conversations. 10 educators are attending a conference in the summer of 2023, with additional teachers attending throughout the 2023-24 school year. Teachers will review data and develop a plan to strengthen their grade level PLC based on training received. In addition, continued training will be provided to strengthen tier 1 instructional practices, differentiation of instruction and strengthening the use of the base curriculum with all available resources daily. Additional PD will be offered to strengthen the use of tier 2 and tier 3 interventions on campus to provide targeted support for these sub-groups. This also includes better use of flexible time (PowerUP!), small group instruction, dialogue and discourse, and overall better teaching strategies and practices within the classroom. Interventions both before and after school will be strengthened as well as allocation of resources to support the overall increase in effectiveness as we strive to increase the percentage of students who meet growth targets and achievement levels.

SMART Goal

Mossdale School will work to increase the percentages of students who meet growth on NWEA/MAP by 4% annually within the EL and SPED student sub-groups and will increase achievement scores by 4% annually.

Metric/Indicator	Baseline	Expected Outcome
MAP Reading scores by designated sub group	<p>From winter 2021 to winter 2022, 47% of EL students met their growth target in reading on the MAP assessment.</p> <p>From winter 2021 to winter 2022, 39.3%% of Special Education students met their growth target in reading on the MAP assessment.</p>	<p>From winter 2022 to winter 2023, 51% of EL students will meet their growth target in reading on the MAP assessment (equivalent of 4 student increase).</p> <p>From winter 2022 to winter 2023, 43.3% of SPED students will meet their growth target in reading on the MAP assessment (equivalent of 3 student increase).</p>

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated pull out/subs/timesheeting	LCFF- Supplemental	1175
Supplemental instructional materials	LCFF- Supplemental	3000
PD materials/books	LCFF- Supplemental	650
Family STEAM night/parent engagement	Title I Part A: Allocation	2000

Certificated pull out/subs/timesheeting	Title I Part A: Allocation	1300
Tutoring/interventions	Title I Part A: Allocation	2553
Print shop	District Funded	1500
Designated/integrated supplemental curriculum	District Funded	0

Progress Monitoring

November

February

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Data

School: Mossdale Elementary

CDS Code: 39-68593-0113357 | County: San Joaquin | District: Manteca Unified

Report Options

Year:

2021-22

Grade:

All Grades

Student Group:

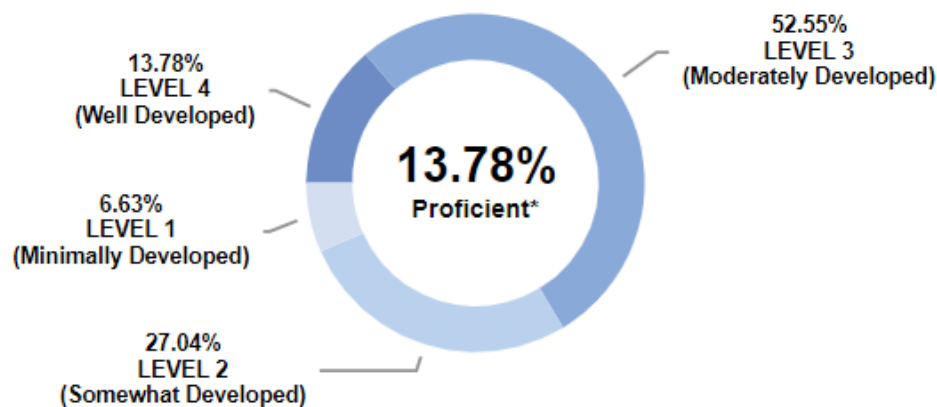
All Students (Default)

School Type:

All Schools

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



*The State Board of Education approved the use of the ELPAC Overall Performance Level 4 as one of the proficiency criteria for reclassification.

[VIEW DETAILED TEST RESULTS](#)

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	67.5%	1.6%	30.9%	0.0%	0.0%	123
01	67.3%	10.6%	22.1%	0.0%	0.0%	104
02	65.6%	6.3%	26.6%	1.6%	0.0%	128
03	65.2%	8.7%	21.7%	4.3%	0.0%	92
04	65.5%	0.0%	17.6%	16.8%	0.0%	119
05	59.4%	1.4%	22.5%	16.7%	0.0%	138
06	51.9%	3.7%	18.5%	25.9%	0.0%	108
07	57.3%	1.8%	8.2%	32.7%	0.0%	110
08	54.1%	3.6%	18.9%	23.4%	0.0%	111

Report Totals

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Mossdale Elementary	61.6%	4.0%	21.0%	13.5%	0.0%	1,033
Manteca Unified	59.4%	3.0%	22.1%	15.3%	0.1%	24,154
San Joaquin County	60.5%	3.1%	20.3%	15.8%	0.2%	152,384
State	59.6%	4.6%	19.1%	16.3%	0.3%	5,892,240

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	81	4	34	0	0	119
01	70	2	33	0	0	105
02	71	11	20	4	0	106
03	85	7	32	7	0	131
04	71	9	17	6	0	103
05	83	0	19	24	0	126
06	84	2	21	30	0	137
07	68	5	17	33	0	123
08	66	3	8	42	0	119

Report Totals

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Mossdale Elementary	679	43	201	146	0	1,069
Manteca Unified	14,489	810	5,439	3,910	19	24,667
San Joaquin County	92,361	5,304	30,939	23,945	306	152,956
State	3,516,391	270,053	1,112,535	927,723	14,887	5,852,544

Student Need 3:

Mossdale School will work to increase overall proficiency and reclassification rates for EL students to help them meet grade level standards and become fluent in English within the four domains.

Implementation Plan

Student growth in NWEA/MAP is used often in helping determine standards/skills that are lacking by student. As a school during the 2022-23 school year, the groundwork was laid in better understanding how to use MAP data to identify students by standard/skill to inform instruction in the classroom. In doing so, it was also determined that in order to teach by standard to specific students, differentiation of instruction and strong tier 1 practices must be strengthened within the classroom. In addition, with identified sub-groups of emerging students, tier 2 and tier 3 instruction must be strengthened. Continued training will be provided to strengthen tier 1 instructional practices, differentiation of instruction and strengthening the use of the base curriculum with all available resources daily. Additional PD will be offered to strengthen the use of tier 2 and tier 3 interventions on campus to provide targeted support for EL students. This also includes better use of flexible time (PowerUP!), small group instruction, dialogue and discourse, and overall better teaching strategies and practices within the classroom. Interventions both before and after school will be strengthened as well as allocation of resources to support the overall increase in effectiveness as we strive to increase the percentage of students who meet growth targets and achievement levels.

Summative ELPAC scores will help determine areas of need by student and in which domains. We will identify students who are close to reclassification and provide supports based on data. All EL students will receive additional supports as well through existing means.

SMART Goal

Mossdale School will work to increase the percentage of students who meet reclassification criteria as outlined by both the district and state by 2% annually (a net increase of 4 students) while also increasing students the percentage of students who move from levels 1 and 2 to levels 3 and 4.

Metric/Indicator	Baseline	Expected Outcome
ELPAC/Leveled Growth	Level 1: 6.63% Level 2: 27.04% Level 3: 52.55% Level 4: 13.78%	Level 3 and level 4 will have an increase of 3% growth

Targeted Resources Applied

Action	Resources	Money/Budget
Bilingual translation	LCFF- Supplemental	300
EL materials/supplies	LCFF- Supplemental	1000
Certificated pull out/subs/timesheeting	LCFF- Supplemental	1000
Designated/integrated supplemental curriculum	District Funded	0
ELAC Parent Committee	District Funded	0

Progress Monitoring

November

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Data

TSSP ADA MONTHLY PERCENTAGE

TSSP 2022-23 Reporting Period	TK/K	1	2	3	4	5	6	7	8	MOSS Total
1	72.73	85.71	93.14	95.4	96.97	91.18	93.58	86.27	94.12	91.75
2	78.95	89.47	91.23	88.6	100	92.11	92.1	95.89	96.74	97.7
3	84.44	43.33	96.67	89.33	96.55	97.65	97.78	100	96.1	92.96
4	86.05	86.84	89.47	88.42	94.75	91.58	85.96	90.79	86.84	89.16
5	88.89	66.67	93.52	89.33	88.89	86.56	84.26	98.61	86.11	86.86
6	85.71	85.71	92.86	88.57	100	94.29	88.1	100	71.43	89.55
7	97.37	92.11	92.98	94.74	94.74	93.68	92.98	89.77	88.57	92.71
8	84.38	97.22	97.22	86.67	95.83	92.31	88.89	97.22	95.56	92.78
9	100	89.29	95.24	88.57	92.86	92.31	83.33	100	92.86	92.6
10										
11										

TSSP MONTHLY SUSPENSION COUNT

2022-23 Month	TK/K	1	2	3	4	5	6	7	8	Total
AUG										
SEP										
OCT									2	2
NOV										
DEC										
JAN										
FEB					1	1			1	3
MAR										
APR										
MAY										
TOTAL					1	1			3	5

STUDENTS WITH DISABILITIES ADA MONTHLY PERCENTAGE

IEP 2022-23 Reporting Period	TK/K	1	2	3	4	5	6	7	8	Total
1	92.59	94.23	93.38	92.94	96.43	98.04	98.32	74.51	100	94.29
2	80	94.74	86.18	94.74	94.41	95.61	97.74	84.21	92.11	92.52
3	93.33	97.33	91.67	91.85	96.24	91.11	87.62	66.67	98.33	91.25
4	74.74	80	89.47	86.89	95.12	95.79	93.28	85.96	90.79	89.48
5	62.22	88.89	90.28	91.11	91.67	90	97.22	79.63	88.89	86.53
6	91.43	97.14	80.36	92.86	98.21	80	100	85.71	92.86	90.87
7	85.26	100	89.47	95.11	96.05	100	88.6	84.21	97.37	92.66
8	76.67	91.11	94.44	94.44	97.92	95.56	93.52	92.59	9.06	92.88
9	91.43	91.14	87.5	96.03	96.43	100	94.62	92.86	96.43	94.06
10										
11										

STUDENTS WITH DISABILITIES MONTHLY SUSPENSION COUNT

2022-23 Month	TK/K	1	2	3	4	5	6	7	8	Total
AUG									1	1
SEP								1		1
OCT				1						1
NOV								2	1	3
DEC					1					1
JAN									1	1
FEB					1	1				2
MAR										
APR									1	1
MAY										
TOTAL				1	2	1		3	4	11

Student Need 4:

Data includes student attendance, chronic absenteeism, behavior involvement by type/penalty assigned and suspension specific data by program, inclusive of TSSP/Homeless students and students with disabilities.

As previously mentioned, overall attendance, inclusive of chronic absenteeism, remains a huge concern. Data shows that improvement efforts in daily attendance are slowly making gains in 2022-23 as compared to 2021-22. The percentage of students that are chronically absent (33.3% for TSSP students and 35.1% of students with disabilities) remains very high. These rates are higher than the overall chronic absenteeism rate of 27.3% for the school.

With regards to behaviors and discipline, the overall number of suspensions is slowly increasing as we move further away from the pandemic, inclusive of both TSSP and Students with Disabilities. Suspensions for the first six months of 22-23 compared to 21-22 show an increase overall with the total number of suspensions. The overall rate of suspensions remains very low.

Implementation Plan

Mossdale School will work to increase average daily attendance by month and decrease overall chronic absenteeism rates and suspension rates for specified populations, inclusive of TSSP/Homeless students and students with disabilities.

SMART Goal

With regards to attendance, Mossdale School will address this both proactively and by ensuring policies and procedures are followed.

Proactive messaging will take place with families to help them understand the importance of being at school and the impact that not attending may have on academic achievement. This will be accomplished through mass communication and targeted interventions/conversations with individuals and families. A whole school incentive program will be developed and implemented to recognize attendance gains/improvement and perfect attendance at the individual student level, classroom level and whole school level. This will also include increasing connectivity to school by supporting students through intervention/enrichment opportunities and by strengthening overall parent engagement within these groups.

Attendance will be discussed with the use of data at ILT meetings and in other intervention meetings (PBIS, COST, etc.).

The streamlining of site policies and practices with regards to attendance will also take place to ensure that all students are supported. All available resources will be utilized, tracked and allocated to improve student attendance.

Mossdale School will begin by working to refine discipline practices on campus by delineating classroom managed behaviors and office supported behaviors. Common language and practices will be developed in conjunction with the ILT and other stakeholders through the strengthening of the PBIS program.

The PBIS Tier 1 team will meet regularly to review data, identify areas of concern, and implement, monitor and strengthen the use of Universal Strategies. This will also include the continued training of both certified and classified staff. Visibility and use of matrixes will be increased. Connections to PBIS will be made through the discipline process. The COST process will be utilized to identify and support students needing additional supports. The PBIS Tier 2/3 teams will continue to meet to review referrals to Check In and Check Out (CICO) and organize Social Emotional Learning Instruction (Sanford Harmony, SEL PE, MUSD SEL toolbox). Additional SEL lessons will be incorporated in weekly/monthly lesson plans. This will also include increasing connectivity to school by supporting students through intervention/enrichment opportunities and by strengthening overall parent engagement within these groups.

Administration will monitor student engagement through walkthroughs, provide monthly trainings for SSAs, ensure the fidelity of the PBIS program, strengthen the use and implementation of the COST process and will work with VCC to support individual students in need. Administration will also monitor and analyze discipline data monthly and will discuss trends with the ILT, PBIS and COST teams regularly. Mossdale School will work to fully staff our SSA's as part of the challenge is being understaffed by 30% with regards to yard duties due to the shortage statewide. Mossdale continues to have 3-4 unfilled positions daily due to not being able to find qualified individuals to help with supervision of students.

Metric/Indicator	Baseline	Expected Outcome
Average daily attendance by identified programs above	Monthly attendance by program identified above for the 22-23 school year	Improve average daily attendance by 1% annually
Percentage of students who are considered chronically absent by program	33.3% for TSSP students and 35.1% of students with disabilities were chronically absent for the 2021-22 school year.	Decrease the percentage of students who are considered chronically absent by 3% annually within these subgroups.
Discipline data by penalty (suspension)	2022-23 suspension data	Decrease overall number of students suspended by program by .5% annually.

Targeted Resources Applied

Action	Resources	Money/Budget
VCC Counseling	District Funded	0
COST Team	District Funded	0

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	53,148	0.00
LCFF- Supplemental	69,119	0.00

Expenditures by Funding Source

Funding Source	Amount
	10,000.00
District Funded	65,250.00
LCFF- Supplemental	69,119.00
Title I Part A: Allocation	53,148.00

Stakeholder Input

Date

2/7/23, 2/15/23, 2/27/23, 3/21/23, 4/13/23, 5/1/23, 5/8/23

Groups

English Language Advisory Committee, School Site Council, Site Safety Committee, Certificated/Classified Staff, Students, Instructional Leadership Team

Outcome

The above referenced groups met on varying dates above to progress monitor current data/goals and to review/revise/set new goals for the upcoming year. Discussion was held on three targets; Grade Level Standards, Safety, and Emerging Students. Students needs and targeted resources were discussed. Plan was approved by School Site Council on April 17th.

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
Anthony Chapman	Principal
Megan O'Connor	Classroom Teacher
Cheryl White	Classroom Teacher
Harpreet Kaur	Classroom Teacher
Nanette Sesante	Other School Staff
Alicia Lowery	Parent or Community Member
Leticia Perez	Parent or Community Member
Kelly Alvarez	Parent or Community Member
Christina Campoy-Laughlin	Parent or Community Member
Tiana Kirkpatrick	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee
English Learner Advisory Committee
Special Education Advisory Committee
Gifted and Talented Education Program Advisory Committee
District/School Liaison Team for schools in Program Improvement
Compensatory Education Advisory Committee
Departmental Advisory Committee
Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/2023.

Attested:

Anty
meg/Connor

Principal, Anthony Chapman on 5/9/23

SSC Chairperson, Megan O'Connor on 5/9/23