



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.

**Joshua Cowell Elementary School**  
39685936112197

**Manteca Unified School District**  
39685930000000

#### School Site Vision

Joshua Cowell's School Vision closely aligns with that of Manteca Unified School District. At Joshua Cowell each student works to achieve grade level standards, feel safe and supported to achieve individual success.

#### School Site Mission

Joshua Cowell's School Mission closely aligns with that of Manteca Unified School District. Through strategic actions and decisions, Joshua Cowell will work collectively using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects in a safe environment inclusive of design, security and climate.

#### Purpose and Description

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

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

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.

Joshua Cowell's plan includes three overarching goals designed to address student achievement in grade level standards, safety and our emerging student population. Joshua Cowell students will have access to standards aligned instruction by teachers trained in district adopted and supplemental curriculum intended to target student academic growth. All Joshua Cowell staff and students will be provided a safe, healthy and clean learning environment. Joshua Cowell emerging students will have access to teachers trained in core and supplemental instructional programs, aligned to the state standards and designed to provide academic growth in targeted areas to reach grade level standards.

#### 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

A needs assessment was conducted in the Spring of 2023 via our LCAP meeting, School Site Council meeting, and Instructional Leadership Team meetings. These results were compiled along with our performance assessment data from 2022-2023 NWEA MAP assessment results. This information was presented to staff,

parents, school site council, ELAC and students. This year we continue to focus on instruction with base curriculum and signature strategies, grade level essential standards and engaging students and families. We will share progress on goals with the aforementioned groups. The results of this information have been shared in our resource inequities and prioritized in our goals. We will use the MAP test to monitor progress toward these goals. This information was shared at our School Site Council meeting on April 11, 2023 and May 18, 2023.

### **Resource Inequities**

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

On our Spring 2023 NWEA Reading MAP assessment in English Language Arts 45% of our Students with Disabilities scored in the Red which is the 1st-20th percentile. This decreased 10% from our Student with Disabilities scoring in the Red from Spring of 2022. 53% of our English Language Learners scored in the Red on the Spring NWEA Reading MAP assessment. This was an increase of 4% of English Learners scoring in the Red from Spring of 2022. 30% of our general education students scored in the Red on the 2023 Spring NWEA Reading MAP assessment. General education students increased students scoring in the Red by 7% from Spring 2022 to Spring of 2023.

On the Spring 2023 NWEA Math assessment 56% of our Students with Disabilities scored in the Red which is the 1st-20th percentile. This was an increase of 1%. 57% of our English Learners scored in the Red of the NWEA Spring 2023 Math MAP assessment. This was an increase of 5%. 37% of our general education students scored in the Red on the Spring 2022 Math MAP assessment. This increased by 5% from the Spring of 2022.

27% of Joshua Cowell students were chronically absent during the 2022-2023 school year. The chronic absentee rate among our Students With Disabilities was 44.2%. 37.8% of African American students were absent 10% or more of the school year. Students who identify as two or more races were absent 42.9% and students classified as homeless were chronically absent 53.7% of the school year.

The suspension rate at Joshua Cowell for the period of August 2022-April 2023 was 5.2%. 6.7% of our Students with Disabilities were suspended. 13.5% of African American students were suspended and 10.8% of students who identify as two or more races were suspended. 9.3% of students identified as homeless were suspended.

## School Site Description

Joshua Cowell Elementary is a K-8 school with a population of approximately 750 students. The area served includes several housing developments, apartments, duplexes and single-family homes located both in town and in the surrounding rural area. Joshua Cowell Elementary School consists of 24 regular education classes, one state preschool, three special day classes for preschool students on the autism spectrum, one special day class for primary education students, two special day classes for primary education students on the autism spectrum, one special day class for intermediate education students, three county special education classes, a full time Resource Specialist teacher, a full-time Speech Pathologist for kindergarten through eighth grade, a full-time Speech Pathologist for preschool students, a part-time Speech Pathologist for preschool students, a full-time psychologist, three part-time music teachers and an Adapted Physical Education Specialist, a part time Instructional Specialist, a behavior specialist for general education as well as, a behavior specialist for special education provide services as needed. Joshua Cowell also has two general education paraprofessionals, one bilingual paraprofessional, and 11 special education paraprofessionals. The school's students are supported by one full time contracted counselor and two part time contracted counselors.

Our teachers and support staff are welcoming, helpful, and knowledgeable. The District Curriculum is implemented in every classroom, and teachers meet regularly with their grade-level teams to reflect on student learning, as well as best teaching practices. Staff members work individually or in small groups with students before and after school to provide additional learning experiences for students. Two general education paraprofessionals provide small group and one-on-one instruction to students with the guidance of the general education teacher. Joshua Cowell's mission is through strategic actions and decisions, we will work collectively using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects in a safe environment inclusive of design, security and climate.

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.70	83.43	885.50	84.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.37	38.90	3.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	3.90	13.16	113.30	10.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	11.40	1.09	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.90	0.09	18854.30	6.86
<b>Total Teaching Positions</b>	29.70	100.00	1050.10	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

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

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

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

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.90	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	3.90	

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

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.60	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40	

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

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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	1.3

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

Beginning with the 2018-2019 school year and continuing through the 2022-2023 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

### Classroom Observations

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

### Analysis of Current Instructional Program

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

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

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



## Standards, Assessment, and Accountability

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

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

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

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



## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## **Opportunity and Equal Educational Access**

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

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

Evidence-based educational practices to raise student achievement

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

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

## **Parental Engagement**

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

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

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

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

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

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

## Funding

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

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

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

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

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

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

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

### Fiscal support (EPC)

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

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

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

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
689	56.7	20.9	0.4
Total Number of Students enrolled in Joshua Cowell 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	144	20.9
Foster Youth	3	0.4
Homeless	30	4.4
Socioeconomically Disadvantaged	391	56.7
Students with Disabilities	101	14.7

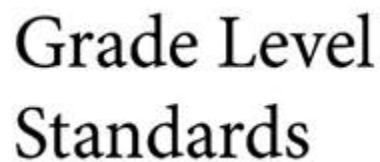
Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	4.4
American Indian	5	0.7
Asian	88	12.8



Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	34	4.9
Hispanic	357	51.8
Two or More Races	31	4.5
Pacific Islander	12	1.7
White	132	19.2

**Conclusions based on this data:**

1. Fifty six percent of students are socioeconomically disadvantaged.
2. The largest ethnicity subgroups are Hispanic at 51.3% and White at 19.2%
3. English learners are also a large subgroup at 20.9%.



K-8

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

Joshua Cowell students will have access to standards aligned instruction by teachers trained in district adopted and supplemental curriculum intended to target student academic growth.

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

Joshua Cowell Elementary School





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	61	77		0	76		0	76		0.0	98.7	
Grade 4	71	70		0	69		0	69		0.0	98.6	
Grade 5	61	72		0	72		0	72		0.0	100.0	
Grade 6	51	69		0	68		0	68		0.0	98.6	
Grade 7	66	61		0	58		0	58		0.0	95.1	
Grade 8	60	71		0	69		0	69		0.0	97.2	
All Grades	370	420		0	412		0	412		0.0	98.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2384.			10.53			18.42			30.26			40.79	
Grade 4		2412.			10.14			17.39			17.39			55.07	
Grade 5		2469.			6.94			31.94			20.83			40.28	
Grade 6		2498.			4.41			33.82			32.35			29.41	
Grade 7		2541.			13.79			34.48			27.59			24.14	
Grade 8		2531.			5.80			34.78			26.09			33.33	
All Grades	N/A	N/A	N/A		8.50			28.16			25.73			37.62	

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		7.89			65.79			26.32	
Grade 4		4.35			65.22			30.43	
Grade 5		15.28			56.94			27.78	
Grade 6		7.35			64.71			27.94	
Grade 7		17.24			63.79			18.97	
Grade 8		10.14			50.72			39.13	
All Grades		10.19			61.17			28.64	

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		9.21			52.63			38.16	
Grade 4		8.70			49.28			42.03	
Grade 5		19.44			51.39			29.17	
Grade 6		8.82			57.35			33.82	
Grade 7		18.97			58.62			22.41	
Grade 8		14.49			52.17			33.33	
All Grades		13.11			53.40			33.50	

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		9.21			76.32			14.47	
Grade 4		7.25			75.36			17.39	
Grade 5		11.11			69.44			19.44	
Grade 6		16.18			69.12			14.71	
Grade 7		8.62			77.59			13.79	
Grade 8		10.14			76.81			13.04	
All Grades		10.44			74.03			15.53	

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		7.89			63.16			28.95	
Grade 4		10.14			65.22			24.64	
Grade 5		5.56			68.06			26.39	
Grade 6		4.41			76.47			19.12	
Grade 7		15.52			67.24			17.24	
Grade 8		14.49			62.32			23.19	
All Grades		9.47			66.99			23.54	

## 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	61	77		0	76		0	76		0.0	98.7	
Grade 4	71	70		0	70		0	70		0.0	100.0	
Grade 5	61	72		0	71		0	71		0.0	98.6	
Grade 6	51	69		0	68		0	68		0.0	98.6	
Grade 7	66	61		0	61		0	60		0.0	100.0	
Grade 8	60	71		0	70		0	70		0.0	98.6	
All Grades	370	420		0	416		0	415		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2398.			7.89			21.05			30.26			40.79	
Grade 4		2397.			4.29			8.57			27.14			60.00	
Grade 5		2422.			1.41			2.82			26.76			69.01	
Grade 6		2453.			0.00			13.24			25.00			61.76	
Grade 7		2509.			8.33			21.67			40.00			30.00	
Grade 8		2489.			4.29			10.00			34.29			51.43	
All Grades	N/A	N/A	N/A		4.34			12.77			30.36			52.53	

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		9.21			55.26			35.53	
Grade 4		5.71			25.71			68.57	
Grade 5		2.82			23.94			73.24	
Grade 6		1.47			44.12			54.41	
Grade 7		8.33			56.67			35.00	
Grade 8		1.43			50.00			48.57	
All Grades		4.82			42.41			52.77	



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.47			50.00			35.53	
Grade 4		5.71			34.29			60.00	
Grade 5		1.41			42.25			56.34	
Grade 6		0.00			42.65			57.35	
Grade 7		8.33			60.00			31.67	
Grade 8		5.71			58.57			35.71	
All Grades		6.02			47.71			46.27	

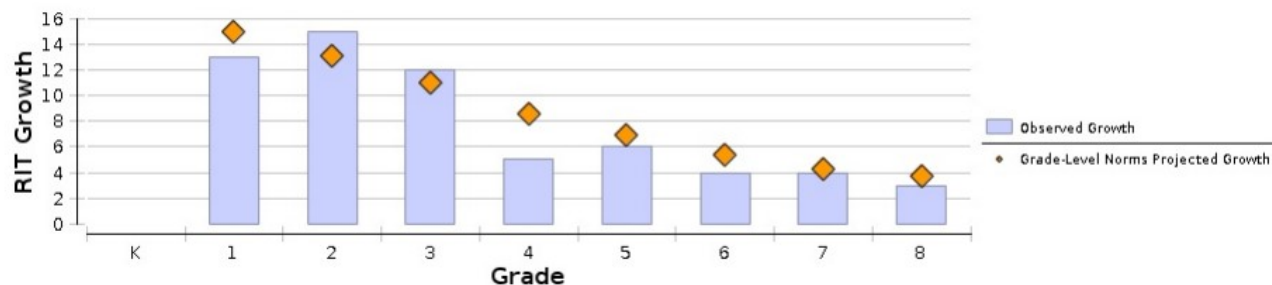
<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.21			65.79			25.00	
Grade 4		5.71			44.29			50.00	
Grade 5		4.23			50.70			45.07	
Grade 6		2.94			63.24			33.82	
Grade 7		8.33			65.00			26.67	
Grade 8		5.71			60.00			34.29	
All Grades		6.02			58.07			35.90	

## Joshua Cowell Elementary

Language Arts:  
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	1	*			*			*					*			
1	72	149.7	11.6	15	162.9	13.1	11	13	1.1	14.9	-0.71	24	72	33	46	43
2	80	160.9	15.3	5	175.7	15.7	9	15	1.1	13.0	0.73	77	80	37	46	43
3	91	179.3	15.2	17	191.0	14.6	21	12	1.0	11.0	0.36	64	91	39	43	40
4	70	192.8	16.0	32	197.8	16.6	17	5	0.9	8.6	-1.78	4	70	24	34	33
5	65	198.6	15.9	22	204.8	16.1	20	6	1.0	7.0	-0.40	35	65	30	46	45
6	64	208.1	13.2	40	212.1	12.4	33	4	1.0	5.4	-0.84	20	64	30	47	44
7	65	213.6	15.1	48	217.6	14.3	47	4	0.9	4.2	-0.14	44	65	33	51	49
8	59	216.6	15.7	44	219.7	16.3	41	3	1.1	3.8	-0.34	37	59	29	49	42

### Language Arts: Reading



#### KINDERGARTEN

E Exceeds	20	10
M Meets	38	13
A Approaching	37	27
B Below	0	50
NE No Expectation	0	0

#### 1ST GRADE

E Exceeds	10	0
M Meets	23	0
A Approaching	13	19
B Below	26	22
NE No Expectation	0	0

KINDERGARTEN		
<b>E</b> Exceeds	21.1%	10%
<b>M</b> Meets	40%	13%
<b>A</b> Approaching	38.9%	27%
<b>B</b> Below	0%	50%
<b>NE</b> No Expectation	0%	0%
1ST GRADE		
<b>E</b> Exceeds	13.7%	0%
<b>M</b> Meets	31.5%	0%
<b>A</b> Approaching	17.8%	39.6%
<b>B</b> Below	35.6%	45.8%
<b>NE</b> No Expectation	0%	0%

### Data Analysis

45% of Joshua Cowell students in grades 1st through 8th met their growth projection on the Spring 2023 NWEA Reading MAP. This is 4.4% less than the percentage of students who met their growth projection on the Spring 2022 NWEA Reading MAP. Two grade levels met their growth projection goal from Spring 2022 to Spring 2023 on the Reading MAP. First grade saw a 20% growth from Fall 2022 to Spring 2023 on the Reading MAP. Five grade levels in total experienced growth from Fall 2022 to Spring 2023. Fourth grade experienced an 18% decline from Fall 2022 to Spring 2023 on the Reading MAP. On the Winter Reading Fluency, 61.1% (58 students) kindergarten students met or exceeded standards in Phonics/Word Recognition. 45.2% (33 students) of first grade students did the same. In the Spring, kindergarten dropped to 23% meeting or exceeding the standard.

### Student Need 1:

Joshua Cowell students need access to the ELA base curriculum through instructional and intervention strategies, supplies, technology, and training for their classroom teachers with emphasis on Tier 1 inclusive instruction with Tier 2 support.

### Implementation Plan

Joshua Cowell students will complete the NWEA MAP in Reading three times during the 2023-2024 school year. Data from this assessment will be used to identify individual student academic goals in Reading. Teachers will have access to base and supplemental curriculum, instructional supplies, copies, technology for presenting lessons, and professional development to target each students' academic goals. Staff will be provided additional professional development in essential standards, professional learning communities, and tiered supports to improve student achievement and academic growth.

### SMART Goal

By the Spring of 2024, each grade level will increase overall student achievement by 5% from Spring of 2023 to Spring of 2024 on the Reading MAP.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
% of students who demonstrated growth on the NWEA Reading MAP from Spring 2023 to Spring 2024	Percentage (Number of Students) 1: * 2: 46% (33) 3: 46% (37) 4: 43% (39) 5: 34% (24) 6: 46% (30) 7: 47% (30) 8: 51% (33) * 1st grade's goal will be set once 1st grade students complete the Reading MAP in August 2023	Percentage (Number of Students) 1: * 2: 51% (37) 3: 51% (41) 4: 48% (44) 5: 40% (29) 6: 51% (33) 7: 52% (33) 8: 56% (36) * 1st grade's goal will be set once 1st grade students complete the Reading MAP in August 2023
Number of standards completed by students in MobyMax	Students completed 1,674 standards in Moby Max from August 2022 to April 2023	Students will complete 2,000 standards in Moby Max during the 2023-2024 school year
Number of teachers participating in grade level release time for collaboration and peer observation of Reading strategies	58% of teachers participated in one grade level release time for collaboration and peer observation of Reading strategies	75% of teachers will participate in at least two grade level release time for collaboration and peer observation of Reading strategies
Percentage of kinder and first grade students who met or exceeded standard for Phonics and Word Recognition on the MAP Reading Fluency	K: 23% (Spring Reading Fluency) 1: 45.2% (Winter Reading Fluency)	K: 28% 1: 50.2%

#### Targeted Resources Applied

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Certificated Staff-Time sheeting for ILT Retreat for planning and goal setting for the 2023-2024 school year	LCFF- Supplemental	1600.
MobyMax	Title I Part A: Allocation	3500.00
Certificated Staff-Time sheeting for ILT progress monitoring	LCFF- Supplemental	2500.00
Certificated Staff-Substitutes will be provided for grade level release time and peer observation	Title I Part A: Allocation	2500.00
General Education Paraprofessionals	District Funded	0
Certificated Staff-professional development and/or coaching	Title I Part A: Allocation	2000.
Foundations Consumables Refresh	LCFF- Supplemental	7375.
Supplementary Tier II print support	Title I Part A: Allocation	125.

Certificated Staff - Time sheeting for afterschool tutorials/interventions, training and professional development for teacher	Title I Part A: Allocation	1500.00
Technology for teachers	LCFF- Supplemental	2000.
Monthly grade level collaboration	District Funded	0
Foundations as Tier I instruction for K-2	District Funded	0

### Progress Monitoring

October

January

April

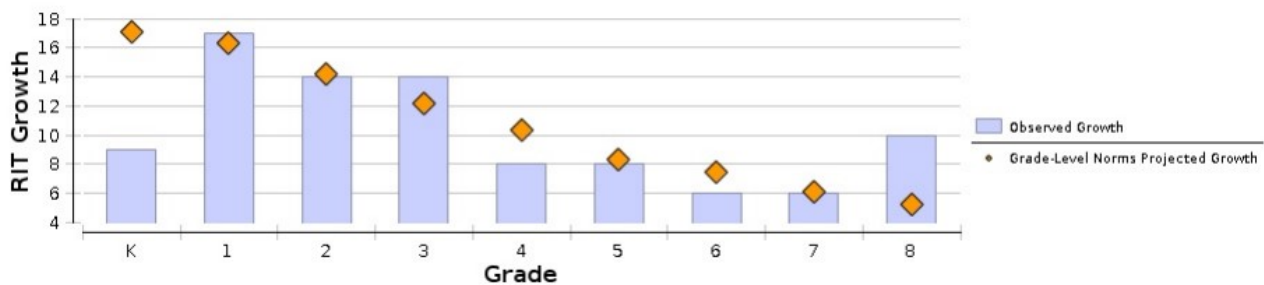
Data

#### Joshua Cowell Elementary

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events <sup>‡</sup>	Comparison Periods						Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	71	139.2	10.5	53	148.2	11.2	6	9	1.0	17.1	-3.76	1	71	13	18
1	73	153.8	12.3	17	170.3	11.6	20	17	1.4	16.3	0.09	54	73	27	37
2	80	164.6	12.5	5	179.0	12.4	6	14	1.0	14.2	0.09	54	80	38	48
3	90	181.6	12.8	14	195.2	12.7	22	14	1.1	12.1	0.72	76	90	48	53
4	69	193.0	14.7	18	201.0	14.6	11	8	0.9	10.3	-1.21	11	69	21	30
5	65	197.2	14.2	6	205.1	15.7	6	8	0.9	8.3	-0.17	43	65	33	51
6	63	206.4	11.8	15	212.5	13.5	12	6	0.8	7.5	-0.66	26	63	26	41
7	67	214.5	12.2	26	220.8	14.5	27	6	1.0	6.1	0.09	54	67	31	46
8	59	221.8	14.0	38	231.6	14.5	56	10	0.8	5.2	1.97	98	59	45	76

Math: Math K-12



### Data Analysis

44% of Joshua Cowell students met their growth projection on the Spring 2023 NWEA Math MAP. This is 5.9% lower than the Spring of 2022. Two grade levels met their growth goal: 3rd grade surpassed their goal by 5% and 5th grade by 9%. Five other grade levels showed growth from Fall 2022 to Spring 2023 but fell short of their goals. One grade level, 4th, decreased by 51% from Spring 2022 to Spring 2023.

### Student Need 2:

Joshua Cowell students need access to the Math base curriculum through instructional and intervention strategies, supplies, technology, and training for their classroom teachers with emphasis on Tier 1 inclusive instruction with Tier 2 support.

### Implementation Plan

Joshua Cowell students will complete the NWEA MAP in Math three times during the 2023-2024 school year. Data from this assessment will be used to identify individual student academic goals in Math. Teachers will have access to base and supplemental curriculum, instructional supplies, copies, technology for presenting lessons, and professional development to target each students' academic goals. Staff will be provided additional professional development in essential standards, professional learning communities, and tiered supports to improve student achievement and academic growth.

### SMART Goal

By the Spring of 2024, each grade level will increase overall student achievement by 5% from Spring of 2023 to Spring of 2024 on the Math MAP.

Metric/Indicator	Baseline	Expected Outcome
% of students who demonstrated growth on the NWEA Reading MAP from Spring 2023 to Spring 2024	Percentage (Number of Students) K: 1: 18% (13) 2: 37% (27) 3: 48% (38) 4: 53% (48) 5: 30% (21) 6: 51% (33) 7: 41% (26) 8: 46% (31)	K: 1: 23% (17) 2: 42% (31) 3: 53% (42) 4: 58% (53) 5: 35% (24) 6: 56% (36) 7: 46% (29) 8: 51% (34)
Number of teachers participating in grade level release time for collaboration and peer observation of Math strategies	12% of teachers participated in grade level release time for collaboration and peer observation of Math strategies during the 2022-2023 school year	25% of teachers will participate in grade level release time for collaboration and peer observation of Math strategies during the 2023-2024 school year

### Targeted Resources Applied

Supplementary Tier II print support	Title I Part A: Allocation	125.00
Certificated Staff-Time sheeting for ILT progress monitoring	LCFF- Supplemental	2000.00
Certificated Staff-Substitutes will be provided for grade level release time and peer observation	Title I Part A: Allocation	2500.
Certificated Staff-professional development and/or coaching	Title I Part A: Allocation	1500.00
Certificated Staff - Time sheeting for afterschool tutorials/interventions, training and professional development for teachers	LCFF- Supplemental	1500.00

## **Progress Monitoring**

**October**

**January**

**April**





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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.26	1.12	5.22	0.91	3.47	0.20
Expulsions	0.00	0.00	0.23	0.01	0.08	0.00

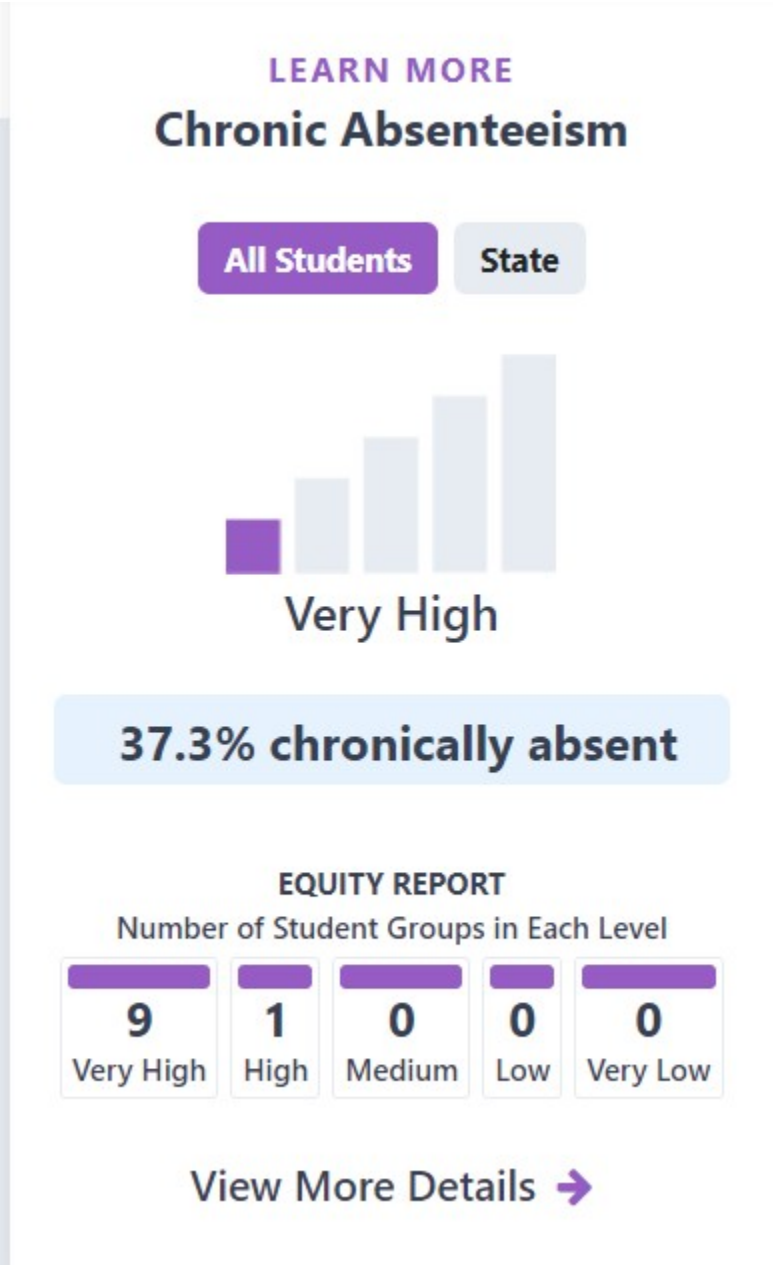
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the 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	2.11	4.19	2.45
Expulsions	0.00	0.14	0.05

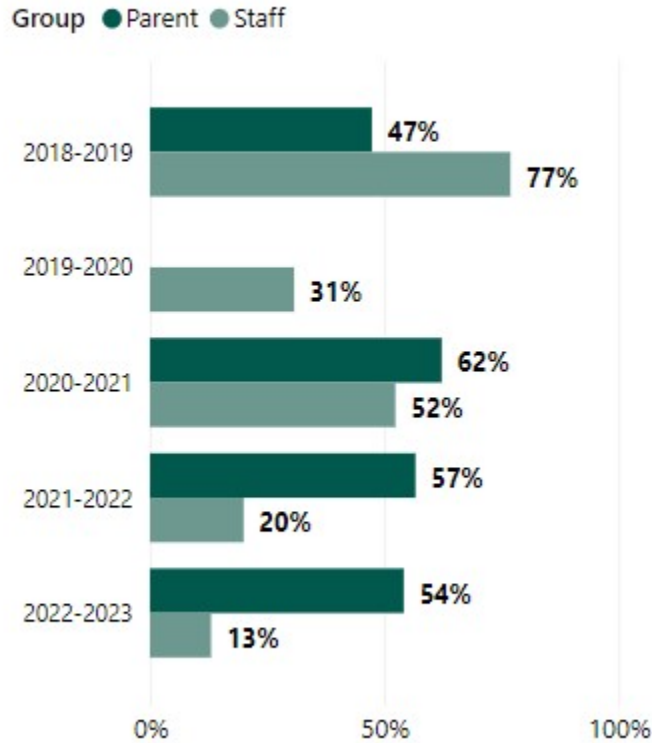
## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	716	699	102	14.6
Female	350	345	52	15.1
Male	366	354	50	14.1
American Indian or Alaska Native	6	6	2	33.3
Asian	83	81	8	9.9
Black or African American	41	39	3	7.7
Filipino	24	24	0	0.0
Hispanic or Latino	388	379	63	16.6
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	35	35	4	11.4
White	131	127	22	17.3
English Learners	162	161	22	13.7
Foster Youth	7	5	1	20.0
Homeless	60	60	22	36.7
Socioeconomically Disadvantaged	568	556	94	16.9
Students Receiving Migrant Education	1	1	1	100.0

Students with Disabilities	124	121	31	25.6
----------------------------	-----	-----	----	------



...has/have parents who are highly involved.



#### Data Analysis

Our school wide chronic absentee rate for the 2021-2022 school year was 37.3%. That equates to 280 students being absent for 18 days or more. During the 2022-2023 school year our chronic absentee rate reached 34% in December. In 2019, our chronic absentee rate was only 11%. The LCAP survey indicated a decline in parent involvement over the last 3 years.

#### Student Need 1:

Joshua Cowell students and families need opportunities and support to engage in the school community.

#### Implementation Plan

We will continue to utilize our Community Outreach Assistant to assist with contacting and engaging families in school activities. The Outreach Assistant will run small groups with students to monitor attendance. We will send a weekly message to families about the events for the week and ongoing communication will occur through Blackboard Connect. We will plan events like Back to School Night, Kinder Orientation, Summer Bridge, Goal Setting Conferences, and enrichment nights to engage families in the school community.

#### SMART Goal

By May of 2024 we will decrease our school wide chronic absentee rate by 7%.

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rate		

	27% of Joshua Cowell students were chronically absent during the 2022-2023 school year	20% or less of Joshua Cowell students will be chronically absent during the 2023-2024 school year
% of families attending Back to School Night	50% of families attended Back to School Night for the 2022-2023 school year	55% of families will attend Back to School Night for the 2023-2024 school year
% of families attending Kinder Orientation	82% of families attended Kinder Orientation in August of 2022	87% of families will attend Kinder Orientation in August of 2023
% of families attending Goal Setting Conferences	80.5% of families attended Goal Setting Conferences during the 2022-2023 school year	85% of families will attend Goal Setting Conferences during the 2023-2024 school year
% of families that attended a family enrichment event	2% of families attended a family enrichment night on campus during the 2022-2023 school year	12% of families will attend a family enrichment night on campus during the 2023-2024 school year
% of families contacted by the Community Outreach Assistant	2.7% families were contacted by our Community Outreach Assistant each week	10% of families will be contacted by the Community Outreach Assistant each week

#### Resources to Support

Action	Resources	Money/Budget
Community Outreach Assistant to connect with students and families who are chronically absent	Title I Part A: Allocation	11,711.
Presentations for enrichment nights	LCFF- Supplemental	2180.
Materials for enrichment nights	LCFF- Supplemental	1000.
Time sheeting for TSSP documentation	Title I Part A: Allocation	3500.
Incentives for student attendance	LCFF- Supplemental	2500.
Incentives for parent attendance at afterschool events	LCFF- Supplemental	500.

#### Progress Monitoring

**September**

**December**

**March**

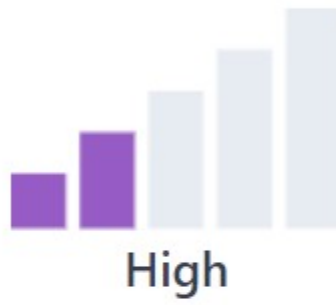
**Data**

LEARN MORE

## Suspension Rate

All Students

State



**4.1% suspended at least one day**

### EQUITY REPORT

Number of Student Groups in Each Level



[View More Details](#) ➔

Incident	~	Bus	Cafeteria	Classroom	Field	Off Campus	Office	On Campus	Online	Playground	Restroom	Grand Total
Aide/Abet				1								1
Assault/Battery								1				1
Bullying/Cyberbullying			1					2	1			4
Bus Referral	1	4										5
Cheating/Dishonest				2								2
Damage School/Personal Property	1		1	2				1			5	10
Dangerous Object										2		2
Defiance	8		5	34				1	2	7	2	55
Disruptive	2		1	18								21
Eating/Chewing Gum in Class			1	4								5
Electronic Device	1		4	9					2	1	1	18
Fighting/Attack - w/ Weapon				1			1			1		3
Fighting/Attack w/o Weapon	8		18	19	1	1	2	4	2	50	4	105
Hate Crime/Racial Slurs			1	3			2	1				7
Inappropriate Behavior/Object	20		5	29	4	3	4	6	6	34	2	113
Left Campus, No Checkout				3				1				4
On Another Campus						1						1
Possess Drug Paraphernalia								1				1
Possess/Use Tobacco											1	1
Possession of Firearm/Explosive				1								1
Profanity	2		2	6	1		1	3	1	4	1	21
Pushing/Shoving	5		1	3	5	1		4		19	1	38
Sexual Harassment			1	2						2		5
Theft/Robbery/Extortion	1			2								3
Threat of Attack - w/ Firearm/Explosive				2					1			3
Threat of Attack - w/ Weapon				4								4
Threat of Attack - w/o Weapon	1		4	6		2		2	2	3	1	21
Truancy				1								1
Truant (CWA ONLY)	20											20
Unsafe Behavior	1	2	3	14				1	1	14	1	37
Vape Pen: THC				1								1
Verbal Fight				1							1	2
Witness Intimidation				1								1
Grand Total	71	6	48	169	11	8	10	28	18	137	20	526

### Climate

☐ Suspension	Assault/Battery										1		1
	Fighting/Attack - w/ Weapon							1					1
	Fighting/Attack w/o Weapon					1	1	4		4	5	3	43
	Hate Crime/Racial Slurs									1	2		3
	Possession of Firearm/Explosive											1	1
	Pushing/Shoving									2		3	5
	Threat of Attack - w/ Firearm/Explosive							1			3		4
	Threat of Attack - w/o Weapon							1	1			1	3
	Unsafe Behavior									1			1
	Verbal Fight											1	1
Suspension Total							1	1	6	6	9	8	63

### Data Analysis

The suspension rate at Joshua Cowell for the period of August 2022-April 2023 was 5.2%. This is up 1.1% from 2021. 68% of suspensions were for fighting/attack without a weapon. 21% of incidents were for inappropriate behavior and 21% were for fighting/attack without a weapon. 32% of incidents occurred in the classroom and 26% occurred on the playground.

### Student Need 2:

Joshua Cowell teachers and students need support with behavior and social emotional health.

### Implementation Plan



Joshua Cowell staff will be provided professional development with PBIS and SEL strategies. Incentives will be implemented for school wide student behavior as part of our schoolwide PBIS program. As part of our Multi-tiered system of support, COST will provide Tier 2 support to students and staff. More alternatives to suspension will be explored and implemented.

### SMART Goal

By May 2024 we will decrease our school wide suspension rate by 2%.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Suspension Rate	5.2% suspension rate for the 2022-2023 school year	We will decrease our suspension rate by 2% to 3.2%
% of students referred to COST by teachers	3.9% of students were referred to COST by teachers during the 2022-2023 school year	We will increase our COST referrals by teachers by % to %
% of teachers attending professional development for PBIS	7% of teachers attended professional development for PBIS	50% of teachers will attend professional development for PBIS
% of teachers attending professional development for SEL	81.3% of teachers attended professional development for SEL	100% of teachers will attend professional development for SEL
% of students referred to the office for behavior	% of students were referred to the office for behavior during the 2022-2023 school year	We will decrease students being referred to the office by 25% to 30%

### Resources to Support

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Project Wisdom License for daily announcement script and supplemental behavior supports	LCFF- Supplemental	570.
Certificated Staff - PBIS TEAM/ILT team time sheeting for progress monitoring	Title I Part A: Allocation	1500.
Incentives for student behavior	LCFF- Supplemental	5000.
Materials to create calming spaces in classrooms	LCFF- Supplemental	500.
PBIS Posters/Materials from Shoob	LCFF- Supplemental	750.
Safety, behavior and SEL presentations and assemblies for students	Title I Part A: Allocation	2500.
PBIS Signage	LCFF- Supplemental	1500.
Substitutes for teachers to collaborate on behavior and/or peer observations for classroom management	LCFF- Supplemental	1500.
Substitutes for PBIS members to attend PBIS training	Title I Part A: Allocation	2000.

## **Progress Monitoring**

**September**

**December**

**March**

**Data**



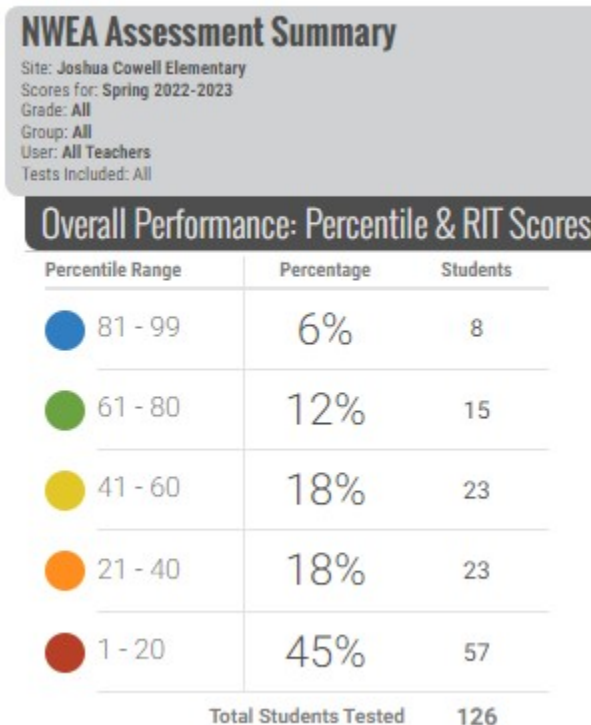
### District Goal

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

### Site Strategic Goal

Joshua Cowell's emerging students will have access to teachers trained in core and supplemental instructional programs, aligned to the state standards and designed to provide academic growth in targeted areas to reach grade level standards.






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	120	144	148	18.7%	20.9%	20.9%
Fluent English Proficient (FEP)	43	52	60	6.7%	7.5%	8.5%
Reclassified Fluent English Proficient (RFEP)	6			5.0%		



## NWEA Assessment Summary

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

### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
 81 - 99	5%	7
 61 - 80	9%	12
 41 - 60	13%	18
 21 - 40	17%	24
 1 - 20	56%	78
Total Students Tested		139

#### Student Need 1:

Joshua Cowell's students with disabilities need access to effective Tier 1 instruction with core curriculum and targeted instruction using base curriculum within their school day with tier 2 and 3 support.

#### Implementation Plan

Students will be assessed in Reading and Math using the NWEA MAP assessment three times in a school year. The results of this assessment will be used as a baseline assessment to establish individual learning goals. The instructional leadership team will monitor the progress of the students' goals and determine appropriate interventions and supports in Core subject areas to reach their academic goals. Special education teachers will collaborate with the ILT team and general education teachers during monthly collaboration meetings to determine the efficacy of the intervention in place for each student.

#### SMART Goal

By Spring 2024 we will decrease the number of students with disabilities scoring in the lowest percentile on the Reading and Math MAP by 5%.

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

NWEA MAP Reading Spring 2023 student scores	45% of students with disabilities scored in the red (1st-20th percentile) on NWEA MAP Reading Spring 2023	We will decrease the number of students with disabilities scoring in the red on the NWEA MAP Reading by 5% by Spring 2024 (6 students)
NWEA MAP Math Spring 2023 student scores	56% of students with disabilities scored in the red (1st-20th percentile) on NWEA MAP Math Spring 2023	We will decrease the number of students with disabilities scoring in the red on the NWEA MAP Reading by 5% by Spring 2024 (4 students)

#### Targeted Resources Applied

Action	Resources	Money/Budget
Time sheeting or release time/substitutes for professional development for teachers related to supporting SWDs	LCFF- Supplemental	1691.
Monthly site Special Education Team meetings		0
SDC teachers will collaborate monthly with general education grade alike teachers		0

#### Progress Monitoring

November

February

May

Data

## NWEA Assessment Summary

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

### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	4
61 - 80	5%	7
41 - 60	10%	15
21 - 40	25%	36
1 - 20	57%	81
Total Students Tested		143

### LEARN MORE

## English Learner Progress

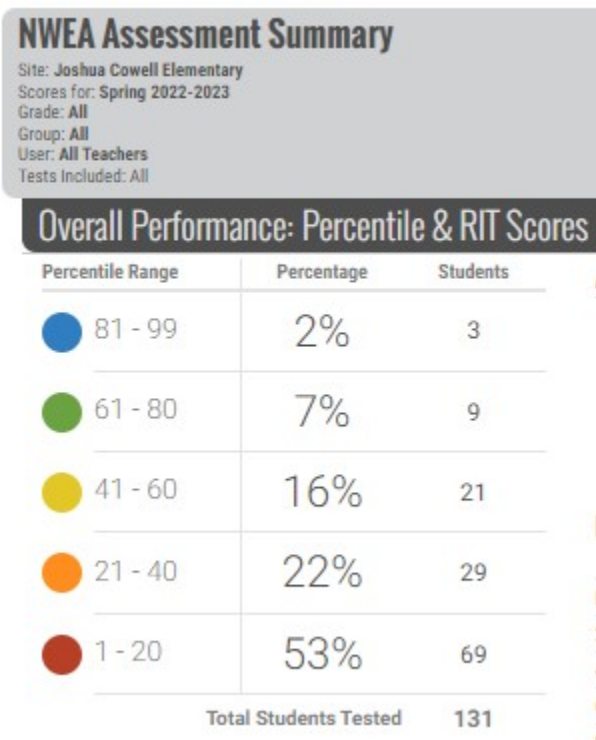
All Students

State



High

**55.7% making progress  
towards English language  
proficiency**



**Student Need 2:**

English Learners will receive 30 minutes daily of designated ELD instruction within the classroom combined with integrated ELD throughout the day. Teachers will have regular collaboration time to discuss strategies for teaching ELs.

**Implementation Plan**

Students will be assessed in ELA and Math using the Map assessment in the first month of school. The results of this assessment will be used as a baseline assessment to establish individual learning goals. The instructional leadership team will monitor the progress of the students' goals and determine appropriate interventions and supports in Core subject areas to reach their academic goals. Teachers will collaborate with the ILT team and grade span during monthly collaboration meetings to determine the efficacy of the intervention in place for each student.

**SMART Goal**

By Spring 2024 we will decrease the number of English Learners scoring in the lowest percentile on the Reading and Math MAP by 5%.

Metric/Indicator	Baseline	Expected Outcome
NWEA MAP Reading Overall Performance Percentage	53% of ELs scored Red on the Spring 2023 NWEA MAP Reading Overall Performance	We will decrease the number of ELs scoring Red on the Spring 2024 NWEA MAP Reading by 5%.
NWEA MAP Math Overall Performance Percentage	57% of ELs scored Red on the Spring 2022 NWEA MAP Math Overall Performance	We will decrease the number of ELs scoring Red on the Spring 2024 NWEA MAP Math by 5%.
ELPAC	9% of ELs were reclassified during the 2022-2023 school year	We will increase the number of ELs being reclassified by 3% during the

		2023-2024 school year from 9% to 12%
--	--	--------------------------------------

Targeted Resources Applied

Time sheeting or release time/substitutes for professional development for teachers related to supporting ELs	Title I Part A: Allocation	3023.
Time sheeting for classified staff for translation support	LCFF- Supplemental	1000.

Progress Monitoring

November

February

May

Data



**Student Need 3:**

Joshua Cowell's socioeconomically disadvantaged students will have equal access to educational experiences and excursions.
--



Each grade level will be given an allocation to attend an educational excursion or bring an educational experience to campus. Science Camp will be a more financially equitable experience for students.

**SMART Goal**

By May 2024, 100% of our socioeconomically disadvantaged students will have attended an educational excursion or an educational assembly or presentation.

Metric/Indicator	Baseline	Expected Outcome
Percentage of students attending a field trip	48% of students went on a field trip in 2022-2023	58% of students will go on a field trip in 2023-2024
Percentage of students attending Science Camp	66% of 5th grade students attended Science Camp in 2022-2023	75% of 5th grade students will attend Science Camp in 2023-2024
Percentage of students attending an educational assembly or presentation	100% of students attended an educational assembly or presentation during the 2022-2023 school year	100% of students will attend an educational assembly or presentation

**Targeted Resources Applied**

Action	Resources	Money/Budget
Making Science Camp more equitable for all students	Title I Part A: Allocation	10000
Educational experiences and excursions	Title I Part A: Allocation	12000

**Progress Monitoring**

**November**

**February**

**May**

**Data**

### African American

Student Group

State



13.5% suspended at least one day

Number of Students: 37

### Homeless

Student Group

State



9.3% suspended at least one day

Number of Students: 43

### Two or More Races

Student Group

State



10.8% suspended at least one day

Number of Students: 37

### Students with Disabilities

Student Group

State



6.7% suspended at least one day

Number of Students: 135

### African American

Student Group

State



37.8% chronically absent

Number of Students: 37

## Students with Disabilities

Student Group

State



44.2% chronically absent

Number of Students: 129

## Two or More Races

Student Group

State



42.9% chronically absent

Number of Students: 35

### Student Need 4:

Our African American students had a chronic absentee rate of 37.8% or 14 students. The chronic absentee rate for African American students was 0.5% higher than the school wide rate. Our homeless student population has the

highest chronic absentee rate at 53.7% which equates to 22 students missing 18 days or more. The next highest chronic absentee rate group was our students with disabilities at 44.2% or 57 students. The next group is two or more races at 42.9% or 15 students. Our school wide chronic absentee rate for the 2021-2022 school year was 37.3%. Our African American students had a suspension rate of 13.5% (5 students) for the 2021-2022 school year. During the same year, our students who identify as two or more races had a suspension rate of 10.8% (4 students). Our students identified as being homeless had a suspension rate of 9.3% (4 students). 6.7% (9 students) of students with disabilities were suspended during the 2021-2022 school year.

### Implementation Plan

The Community Outreach Assistant will regularly check in with our African American students, set attendance goals, and connect with their families. Students in these subgroups who get suspended will be referred to COST and Valley Community Counseling. Our VCCs will run small groups for conflict management and coping skills.

### SMART Goal

By May 2024 we will reduce the chronic absentee rate of African American students, homeless students, students with disabilities, and students who identify as two or more races by 10% or more and reduce the number of students in each of these subgroups being suspended by 3%.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
African American students chronic absentee rate	37.8% of African American students were absent for 10% or more the school year in 2021-2022	27.8% of African American students will be absent for 10% or more during the 2023-2024 school year
Suspension rate of African American students	13.5% (5 students) of African American students were suspended during the 2021-2022 school year	10.5% or less of African American students will be suspended during the 2023-2024 school year
Homeless students chronic absentee rate	53.7% of students classified as homeless were absent for 10% or more the school year in 2021-2022	43.7% of students classified as homeless will be absent for 10% or more during the 2023-2024 school year
Suspension rate of homeless students	9.3% (4 students) of students identified as homeless were suspended during the 2021-2022 school year	6.3% or less of students identified as homeless will be suspended during the 2023-2024 school year
Students with disabilities chronic absentee rate	44.2% of students with disabilities were absent for 10% or more the school year in 2021-2022	34.2% of students with disabilities will be absent for 10% or more during the 2023-2024 school year
Suspension rate of students with disabilities	6.7% (9 students) of students with disabilities were suspended during the 2021-2022 school year	3.7% or less of students with disabilities will be suspended during the 2023-2024 school year
Two or more races chronic absentee rate	42.9% of students who are two or more races were absent for 10% or more the school year in 2021-2022	32.9% of students who are two or more races will be absent for 10% or more during the 2023-2024 school year
Suspension rate for students that identify as two or more races	10.8% (4 students) of students who identify as two or more races were	7.8% or less of students who identify as two or more races were suspended during the 2023-2024 school year

	suspended during the 2021-2022 school year	
--	--	--

**Targeted Resources Applied**

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Community Outreach Assistant		0
COST Team	District Funded	0
VCC	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	59,984	0.00
LCFF- Supplemental	35,666	0.00

### Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF- Supplemental	35,666.00
Title I Part A: Allocation	59,984.00

## Stakeholder Input

### Date

5/3/2023 ELAC  
4/11/2018 and 5/18/2023 SSC  
2/15/2023 and 5/16/2023 MEA/CSEA  
3/1/2023 and 3/2/2023 LCAP

### Groups

SSC, ELAC, ILT, MEA, CSEA

### Outcome

Stakeholder input included continuing to fund a Community Outreach Assistant to increase student attendance and family engagement at Joshua Cowell. Stakeholders also requested an increase in funds for educational excursions. SSC expressed the desire to continue to partially fund Science Camp to help make it more affordable. Feedback was also received to increase behavioral and emotional support for students and teachers. Increased engagement activities outside of the school day like family nights were also mentioned by several stakeholder groups.

## 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
- 0 Secondary Students

Name of Members	Role
Kristi Espino	Parent or Community Member
Wendi Bergen	Classroom Teacher
Leanna Strickland	Parent or Community Member
Cassandra McBroom	Parent or Community Member
Janette Thomas	Classroom Teacher
Jerri Brown	Classroom Teacher
Ashley Cutter	Other School Staff
Stacy Valencia	Principal
Lorena Mendoza	Parent or Community Member
Ericka Barrington	Parent or Community Member

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




Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/2023.

Attested:

	Principal, Stacy Valencia on 5/18/2023
	SSC Chairperson, Kristi Espino on 5/18/2023