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.

Walter Woodward Elementary School
39685930105973

Manteca Unified School District
39685930000000

School Site Vision

All Woodward students will be empowered & encouraged to achieve grade level standards in a safe & positive environment.

School Site Mission

Through smart actions and decisions, Woodward 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.

Purpose and Description

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

> Schoolwide Program

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

Walter Woodward Elementary School is the heart of the community! Woodward, in partnership with parents, teachers, students, and staff, is a place where academics and character are emphasized. Everyone is encouraged and expected to attain their fullest potential. Woodward celebrates students and staff for being Safe, Responsible, and Respectful through our schoolwide Positive Behavior Intervention Support System.

- Our intelligence makes us the masters of our future.
- We are strong in heart, mind, and body.
- Our abilities make us adaptable and meet any challenge.
- As we are always safe, respectful and responsible!

School Description and Mission Statement
Woodward School opened its doors to the public on July 7, 2004. We are a K-8 elementary that is on a traditional school calendar. In our 19th year we have an enrollment of 951 students. We have 26 self-contained TK-6 classrooms with 6 cored, junior-high (grades 7-8) classes. We also support 4 Special Day Classes on our campus (K-3 Autism, 4-6 Mild Moderate SDC, 7-8 Mild Moderate SDC, and a K/1 Transition Autism Class), 2 full RSP classes, 1 speech therapist and 1 full-time psychologist who also provides mental health services to identified children.

Opportunities for Parent Involvement
The success of a school is strongly influenced by the support of parents and the school community as a whole. Walter Woodward School enjoys great parent involvement and utilizes the services of the Parent Teacher Community Club as well as the School Site Council to support students and school programs. Call our school at (209) 858-7430 to contact Heather Thomson to find out how you can get more involved with your child's education. A commitment has been made to provide information via the school website, Facebook page, Smore Newsletter and frequent NTI phone calls, Peach Jar flyers and emails to the community about upcoming events or volunteer opportunities. Parents in grades K-8 can access attendance and grades 4-8 are able to access grade information online through the district Parent Connect System.

Manteca Unified School District strives to coordinate and communicate with the community, including police, fire and other governmental agencies, news media, medical agencies and other community organizations. A few examples of such coordination and communication with community agencies include programs such as fire prevention, water safety, parks and recreation activities, the community gymnasium, bike safety, and our Police School Resource Officers.

Parents regularly volunteer in the classroom and are actively involved in the School Site Council, school-wide planning, parent conferences, bilingual parent support groups, and various parent committees for fundraisers and field trips. The school publishes a monthly newsletter that is placed on the school website

and displayed at the school office. Parents and members of the community serve on the School Site Council, the English Learners Advisory Committee, the District English Learners Advisory Committee, and the District Committee for State and Federal Programs, PTC (Parent Teacher Committee) and ad hoc committees as needed for special projects.

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

Woodward involves all stake holders in the process for the SPSA. Beginning from the first day of staff development teachers will review data and regarding overall performance in the area of math and ELA through MAPs testing & behavior data through Q behavior reports. Our ELAC committee will meet in September, 2023 to discuss ELPAC information and compliance requirements. This committee will meet over the year (4 meetings) to review data and give input in regards to English Learners and the interventions offered on campus for their children. They will also have a role in developing the school vision and mission statements. The Woodward School Site Council will meet in May 2023 to provide input on the goals for the SPSA. The SSC will meet throughout the 23-24 school year to give input based on data to support and develop the interventions that children receive at Woodward. The school site council will also be an important group to survey to ensure parental involvement in the planning, review and improvement of the schoolwide program plan. The Woodward Instructional Leadership Team will meet once a month to provide on-going feedback on Woodward's progress toward the goals outlined in the SPSA. A Parent Teacher Student Compact has been developed and will be administered to parents during the Trimester 1 goal setting conferences. Lastly, Woodward Administration will work with the Student Council to receive input from the student body regarding the three district targets of grade level standards, emerging students and school culture and climate.

Resource Inequities

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

Based on the most recent data, Woodward shows an area of need in both Math and Language Arts for the following student group: Students with Disabilities. In addition, the following subgroups need support in attendance and suspension/ behavior: African American, Filipino, students of 2 or more races, and students with disabilities.

School Site Description

Walter Woodward Elementary School is the heart of the community! Woodward, in partnership with parents, teachers, students, and staff, is a place where academics and character are emphasized. Everyone is encouraged and expected to attain their fullest potential. Woodward celebrates students and staff for Perseverance Respect, Integrity, Determination and Excellence through our Mustang PRIDE program which promotes a positive school climate.

Woodward School opened its doors to the public on July 7, 2004. We are a K-8 elementary that is on a traditional school calendar. In our 17th year we have an enrollment of 942 students. We have 27 self-contained K-6 classrooms with 6 cored, junior-high (grades 7-8) classes. We also support 4 Special Day Classes on our campus (K-3 Autism SDC, 4-6 Mild Moderate SDC, 7-8 Mild Moderate SDC, and a K/1 Transition Autism Class), 2 full RSP classes, 1.5 speech therapist and one full-time psychologist who also provides mental health services to identified children.

Woodward's School Vision:

All Woodward students will be empowered and encouraged to achieve grade level standards in a safe & positive learning environment.

Woodward Mission:

Through smart actions and decisions, Woodward 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.

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)	31.60	87.13	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	5.51	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	7.33	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	36.30	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)					
Intern Credential Holders Properly Assigned					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)					
Unknown					
Total Teaching Positions					

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.60	

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)	6.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	

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	1.0

Comprehensive Needs Assessment Components

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

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

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

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.
In addition, leadership team will complete several rounds of learning walks throughout the school year to identify trends to help grade levels determine areas of need and next steps.

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 Parent Connect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at goal setting 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. As of the 2021-2022 school year, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on-demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance-based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

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

The site leadership team comprised of the principal, 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. 87% of classes were taught by fully credentialed teachers, 5.5% were taught by interns, 7% were taught by teachers without credentials, verified by the 2021-2022 SARC reports (the most current available). There were 7.3% were identified misassignments of teachers of English Learners for 2020-2021 school year. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 2021-20212 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 grades K-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
906	**30.5**	**16.3**	**0.6**
Total Number of Students enrolled in Walter Woodward 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	148	16.3
Foster Youth	5	0.6
Homeless	10	1.1
Socioeconomically Disadvantaged	276	30.5
Students with Disabilities	114	12.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	50	5.5
American Indian	3	0.3
Asian	158	17.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	34	3.8
Hispanic	399	44.0
Two or More Races	44	4.9
Pacific Islander	12	1.3
White	206	22.7

Conclusions based on this data:

1. Walter Woodward has two autism specific programs to serve students with disabilities which contributes to a relatively high population of students within this subgroup.

2. The number of students in the EL subgroup has remained consistent over the past 4 years (Approximately 15-20%)

3. The percentage of students in the SED subgroup has increased each year for the past 4 years and these students will be an area of focus for the site. Currently 1/3 of students are considered SED.

Grade Level Standards

Grade Level: K-8

District Goal

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

Site Strategic Goal

Using of the District base curriculum and approved supplemental programs, all Woodward students be will provided with effective academic instruction in the areas of English language arts and Mathematics to achieve mastery towards grade level standards.

Base Requirements

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

Site Name: **Walter Woodward**				Function: **8200 Operations**						LCAP A/S
Location: **420**				Mgmt: **0000**						2.3
Administrator: **Heather Thomson**				Goal: **1110**						

Elementary School Site Base - Resource 0000
OPERATIONS

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp.	6400 Equipment new/replace
S	Hand Sanitizer			600							
S	Dispenser - 2			156							
S	Virox			720							
S	Wipes - Red Tops			288							
S	Backbrace - 5			180							
S	Breakdown Odor Remover			450							
S	Wipes-Blue Tops			288							
S	Radios/Replacement Parts			300							
S	Extension Cords			180							
S	Time Sheeting		2,000								
S	Power Washer			400							
S	Mop Buckets			120							
S	Ladder			240							
S	Custodial Cart			140							
S	Rain Coats			200							
S	Airpack Refill			960							
S	Zip Ties			30							
S	Fold-up Tables			200							
S	HVAC Filters			500							
S	Materials/Service Charges-Misc. Repairs			1,000						1,000	
S	Signage			500							
S	Window Graphics				7,500						
S	Sander			150							
TOTAL		-	2,000	26,076	7,500	-	-	-	-	1,000	-
								GRAND TOTAL			36,576

Elementary School Site Base - Resource 0000
ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ST/ES	Replacement Scissors			15							
ST/ES	Replacement Staplers			50							
ST/ES	Staples			30							
ST/ES	Pens			40							
ST/ES	Sharpies			30							
ST/ES	Cardstock			30							
ST/ES	Envelopes			250							
ST/ES	Lables			110							
ST/ES	Notepads			25							
ST/ES	Sticky Notes			50							
ST/ES	Sheet Protectors			50							
ST/S/ES	Misc. Items			500							
ST	Flag/Brackets - Indoor			60							
ST/ES	Pencils			40							
ST/S/ES	Time Sheeting	2,000	3,000								
ST/ES	Promotional Awards/Incentives			1,000							
ST	Office Chairs			1,200							
ST/S/ES	Meeting Supplies (Water, Coffee, etc.)			300							
ST/S/ES	Copy Cards			150							
ST/ES	Shelving/Furniture			2,500							
ST/S/ES	Computers/Webcams/Monitors/Printers				5,000						
ST/S/ES	Filing Bins			80							
ST/S/ES	PD/Travel Conferences/Training						3,000				
S	Cups			250							
ST	Binders for Office			200							
ST/S	Hygiene Products			250							
ST	Chair Mats			200							
	TOTAL	2,000	3,000	14,814	5,000	-	3,000	-	2,000	-	-
									GRAND TOTAL		29,814

ELA
Percent of students within each achievement level

41.59% Met or Exceeded Standard for ELA

- 13.41% Standard Exceeded (LEVEL 4)
- 28.18% Standard Met (LEVEL 3)
- 28.69% Standard Nearly Met (LEVEL 2)
- 29.71% Standard Not Met (LEVEL 1)
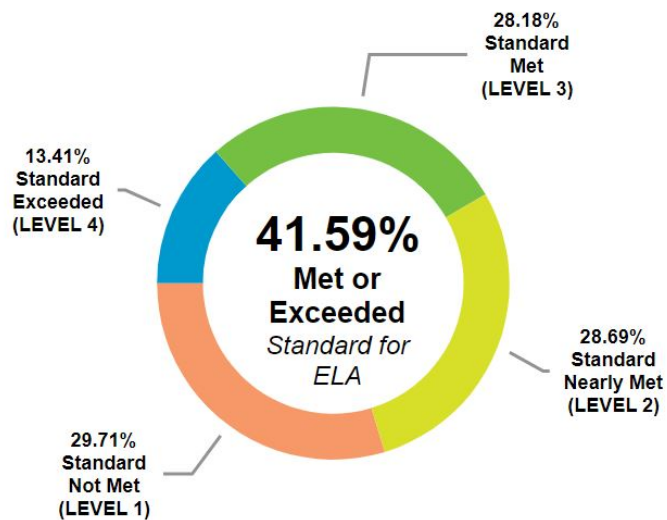
Mathematics
Percent of students within each achievement level
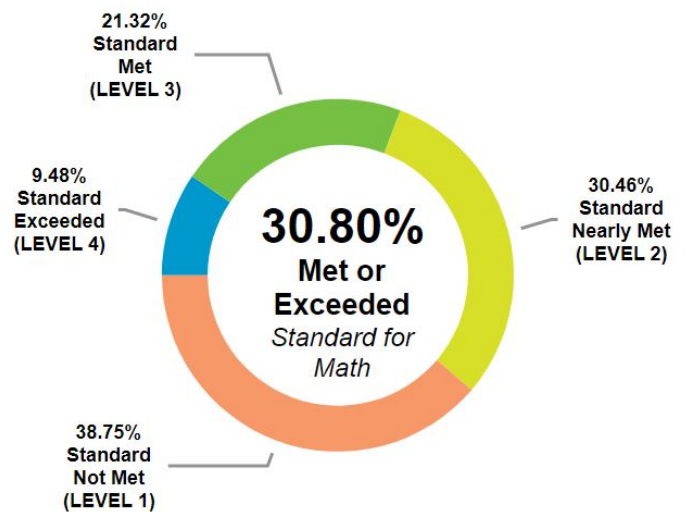
30.80% Met or Exceeded Standard for Math

- 9.48% Standard Exceeded (LEVEL 4)
- 21.32% Standard Met (LEVEL 3)
- 30.46% Standard Nearly Met (LEVEL 2)
- 38.75% Standard Not Met (LEVEL 1)

Walter Woodward Elementary

		SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles						Number of Students
K	43rd	28%	21%	26%	17%	8%		107
Grade 1	40th	34%	20%	20%	19%	7%		113
Grade 2	37th	29%	23%	25%	16%	7%		107
Grade 3	52nd	23%	16%	23%	26%	12%		103
Grade 4	47th	23%	18%	30%	17%	12%		96
Grade 5	26th	49%	16%	20%	10%	5%		104
Grade 6	51st	20%	19%	21%	27%	13%		104
Grade 7	41st	26%	23%	20%	20%	11%		109
Grade 8	50th	26%	16%	15%	25%	18%		100

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

Walter Woodward Elementary

		SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles						Number of Students
K	45th	17%	26%	30%	16%	11%		86
Grade 1	34th	35%	26%	20%	8%	11%		114
Grade 2	37th	35%	21%	21%	9%	14%		107
Grade 3	46th	29%	16%	25%	15%	15%		101
Grade 4	34th	26%	29%	21%	16%	8%		97
Grade 5	27th	45%	17%	21%	14%	3%		103
Grade 6	47th	12%	23%	32%	18%	15%		105
Grade 7	52nd	15%	27%	25%	17%	16%		109
Grade 8	51st	18%	22%	22%	19%	19%		100

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

Walter Woodward Elementary

Language Arts:
Reading

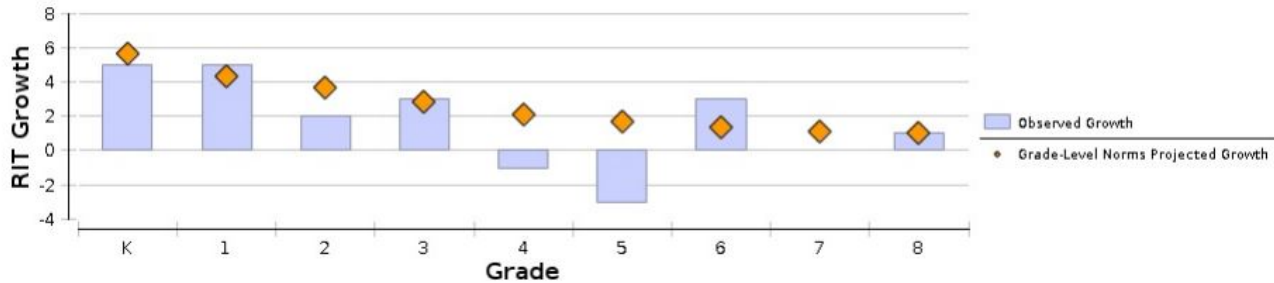| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Winter 2023 | | | Spring 2023 | | | | | Grade-Level Norms | | | Student Norms | | | |
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	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	80	145.0	10.0	40	150.3	9.4	37	5	1.0	5.7	-0.43	33	80	37	46	39
1	113	159.1	14.2	13	164.5	13.5	17	5	0.8	4.3	1.33	91	113	61	54	51
2	102	178.2	14.8	33	180.1	15.6	25	2	0.8	3.7	-2.05	2	102	45	44	35
3	99	189.9	16.0	29	193.0	16.4	30	3	0.8	2.8	0.38	65	99	52	53	48
4	94	199.9	14.9	36	198.8	15.1	21	-1	0.9	2.1	-4.20	1	94	37	39	32
5	99	202.1	16.6	16	199.3	16.9	5	-3	0.9	1.7	-6.21	1	99	28	28	21
6	105	212.6	13.0	43	215.2	11.5	50	3	0.7	1.4	1.93	97	105	61	58	56
7	107	217.4	14.5	52	217.2	14.3	44	0	0.7	1.1	-2.06	2	107	46	43	40
8	97	220.9	16.9	52	221.4	15.7	49	1	0.7	1.0	-0.67	25	97	46	47	44

Language Arts: Reading

Walter Woodward Elementary

Math: Math K-12

| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Winter 2023 | | | Spring 2023 | | | | | 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	81	148.5	9.0	38	155.2	9.5	44	7	0.7	5.9	0.98	84	81	46	57	51
1	112	164.7	12.9	18	170.5	12.0	21	6	0.7	5.1	0.77	78	112	62	55	50
2	103	179.1	13.2	20	183.1	12.8	19	4	0.6	4.4	-0.49	31	103	48	47	40
3	101	193.5	13.2	33	199.0	13.1	42	6	0.6	4.0	2.10	98	101	61	60	60
4	92	201.7	12.8	27	207.6	14.2	38	6	0.7	3.6	3.44	99	92	57	62	68
5	100	205.8	14.7	13	206.8	16.7	9	1	0.7	2.9	-2.51	1	100	45	45	38
6	104	217.2	11.7	39	221.6	13.6	47	4	0.7	2.7	2.26	99	104	61	59	67
7	107	220.7	16.5	35	222.5	17.0	34	2	0.6	2.2	-0.52	30	107	55	51	48
8	97	227.5	19.7	48	229.6	18.8	49	2	0.7	1.8	0.33	63	97	56	58	58

Math: Math K-12
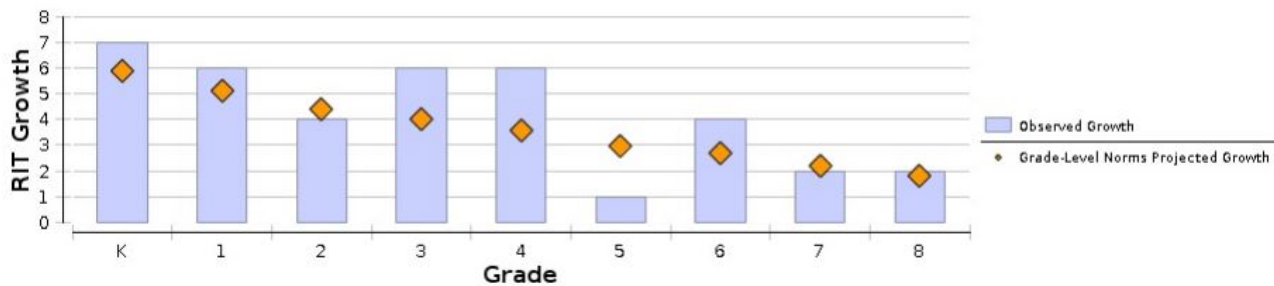
Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	83		0	83		0	83		0.0	100.0	
Grade 4	85	102		0	99		0	99		0.0	97.1	
Grade 5	87	104		0	103		0	103		0.0	99.0	
Grade 6	85	103		0	102		0	102		0.0	99.0	
Grade 7	100	96		0	96		0	96		0.0	100.0	
Grade 8	101	108		0	106		0	106		0.0	98.1	
All Grades	533	596		0	589		0	589		0.0	98.8	

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		2387.			14.46			16.87			22.89			45.78	
Grade 4		2432.			12.12			27.27			20.20			40.40	
Grade 5		2488.			13.59			29.13			30.10			27.18	
Grade 6		2512.			10.78			30.39			31.37			27.45	
Grade 7		2551.			14.58			32.29			34.38			18.75	
Grade 8		2559.			15.09			31.13			32.08			21.70	
All Grades	N/A	N/A	N/A		13.41			28.18			28.69			29.71	

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		14.46			56.63			28.92	
Grade 4		5.05			71.72			23.23	
Grade 5		16.50			63.11			20.39	
Grade 6		16.67			59.80			23.53	
Grade 7		16.67			62.50			20.83	
Grade 8		16.98			58.49			24.53	
All Grades		14.43			62.14			23.43	

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		8.43			55.42			36.14	
Grade 4		12.12			52.53			35.35	
Grade 5		11.65			66.99			21.36	
Grade 6		7.84			56.86			35.29	
Grade 7		18.75			67.71			13.54	
Grade 8		17.14			55.24			27.62	
All Grades		12.76			59.18			28.06	

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		2.41			79.52			18.07	
Grade 4		2.02			79.80			18.18	
Grade 5		9.71			79.61			10.68	
Grade 6		15.69			73.53			10.78	
Grade 7		12.50			72.92			14.58	
Grade 8		16.04			70.75			13.21	
All Grades		10.02			75.89			14.09	

Research/Inquiry								
Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		8.43			65.06			26.51	
Grade 4		9.09			70.71			20.20	
Grade 5		11.65			70.87			17.48	
Grade 6		12.75			69.61			17.65	
Grade 7		16.67			64.58			18.75	
Grade 8		15.09			72.64			12.26	
All Grades		12.39			69.10			18.51	

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	75	83		0	83		0	83		0.0	100.0	
Grade 4	85	102		0	100		0	100		0.0	98.0	
Grade 5	87	104		0	104		0	104		0.0	100.0	
Grade 6	85	103		0	102		0	102		0.0	99.0	
Grade 7	100	96		0	96		0	96		0.0	100.0	
Grade 8	101	108		0	106		0	106		0.0	98.1	
All Grades	533	596		0	591		0	591		0.0	99.2	

* 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		2405.			3.61			27.71			34.94			33.73	
Grade 4		2437.			7.00			24.00			33.00			36.00	
Grade 5		2467.			6.73			16.35			34.62			42.31	
Grade 6		2507.			12.75			25.49			23.53			38.24	
Grade 7		2513.			12.50			19.79			29.17			38.54	
Grade 8		2521.			13.21			16.04			28.30			42.45	
All Grades	N/A	N/A	N/A		9.48			21.32			30.46			38.75	

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		12.05			62.65			25.30	
Grade 4		11.00			53.00			36.00	
Grade 5		7.69			49.04			43.27	
Grade 6		21.57			39.22			39.22	
Grade 7		14.58			45.83			39.58	
Grade 8		14.15			47.17			38.68	
All Grades		13.54			49.07			37.39	

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		8.43			65.06			26.51	
Grade 4		8.00			50.00			42.00	
Grade 5		7.69			51.92			40.38	
Grade 6		11.76			49.02			39.22	
Grade 7		13.54			54.17			32.29	
Grade 8		14.15			53.77			32.08	
All Grades		10.66			53.64			35.70	

Communicating Reasoning								
Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.43			61.45			30.12	
Grade 4		8.00			60.00			32.00	
Grade 5		6.73			59.62			33.65	
Grade 6		7.84			70.59			21.57	
Grade 7		11.46			60.42			28.13	
Grade 8		7.55			59.43			33.02	
All Grades		8.29			61.93			29.78	

Data Analysis

A review of CAASPP data reveals that overall, 41.59% of students met or exceeded the ELA standards at their grade level and 30.80% of students met or exceeded the Math standards at their grade level. Overall, more Woodward students have met or exceeded the math and ELA standards than district averages and are similar to state averages. But there is more work to be done. At Woodward there are several student groups who have been identified as needing specific academic supports. This includes students with disabilities and students who fell into the Lo to Lo Average on the MAP test.

MAP data shows that in math 5 of the 9 grade levels met their growth target, 3 almost met the growth target from Winter to Spring. In Reading 3 grade levels met their growth target from winter to spring and 2 almost met the target. In addition, 5 grade levels median scores are either average or almost average achievement in both math and reading.

Student Need 1:

Woodward teachers will have access to instructional supplies and copies, technology for presentation, base/core and supplemental curriculum, and training to improve student performance in ELA. As a school we will monitor student growth and achievement including students groups who have been identified as being at risk. This includes: students with disabilities and those who fall in the Lo to lo average category on MAP Reading.

Implementation Plan

Students will be assessed in ELA using NWEA MAP assessment each trimester. This will measure student growth and achievement in grade level standards. Data will be used to identify learning goals for students in ELA and writing. Lesson will be designed based on grade level standards and meeting the learning needs of individual students. Students will access grade level base curriculum and support resources. They will be provided interventions and supports based on data analysis and need. This includes MUSTang Time (focused daily intervention). Teachers will receive relevant professional development to support standards-based grade level instruction and targeted interventions based on student need. Collaboration time will be provided for teachers to do so. Teaching practices, interventions and supports as well as professional development will continually be monitored and adjusted based on grade level, class and individual student need.

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
# of Oral Readers	K- , 1- 2, 3-	

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will be time-sheeted for after hours planning in the areas of essential standards, interventions, school wide supports.	LCFF- Supplemental	1,000.00
Enrichment Activities	LCFF- Supplemental	12,000
Certificated staff will have access to working technologies for instructional purposes.	Other	500.00
Substitutes for teachers to attend trainings/conferences or collaborate.	Title I Part A: Allocation	500.00
Certificated staff will have access to professional development in the area of English Language Arts.	District Funded	

Progress Monitoring

October

January

Data

Data Analysis

A review of CAASPP data reveals that overall, 41.59% of students met or exceeded the ELA standards at their grade level and 30.80% of students met or exceeded the Math standards at their grade level. Overall, more Woodward students have met or exceeded the math and ELA standards than district averages and are similar to state averages. But there is more work to be done. At Woodward there are several student groups who have been identified as needing specific academic supports. This includes students with disabilities and students who fell into the Lo to Lo Average on the MAP test.

MAP data shows that in math 5 of the 9 grade levels met their growth target, 3 almost met the growth target from Winter to Spring. In Reading 3 grade levels met their growth target from winter to spring and 2 almost met the target. In addition, 5 grade levels median scores are either average or almost average achievement in both math and reading.

Student Need 2:

> Woodward teachers will have access to instructional supplies and copies, technology for presentation, base/core and supplemental curriculum, and training to improve student performance in Math. As a school we will monitor student growth and achievement including students groups who have been identified as being at risk. This includes: students with disabilities and those who fall in the Lo to lo average category on MAP Math.

Implementation Plan

Woodward teachers will use the district base curriculum to provide effective instruction so that all students will have access to grade level standards in Math. Woodward students will be assessed in Math using the NWEA MAP Assessment each trimester. This information will be used to identify individual learning goals for students. Students will then be provided with access to grade level Math standards by staff trained in academic engagement, effective instructional strategies and use of base/core curriculum designed to scaffold learning. Using the data collected in the MAP NWEA Math assessment given in August, Woodward teachers will set individual goals with all students. Additionally, Woodward teachers will be working collaboratively with their grade level teams to develop common assessments to assess the student learning of essential standards in the area of Mathematics.

SMART Goal

Targeted Resources Applied

Certificated staff will have access to professional development/ conferences in the area of Math	Other	3000.00
Certificated staff will be time-sheeted for after hours planning in the areas of essential standards, interventions, school wide supports	Other	2000.00

Certificated staff will have access to working technology for instructional purposes.	LCFF- Supplemental	1500.00

Progress Monitoring

October

January

April

Safety

District Goal

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

Site Goal

All Woodward students will be encouraged and expected to attend school daily in a clean, safe (emotionally and socially) environment that allows students to reach their highest academic success.

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.

Site Name: Walter Woodward		Function: 8200 Operations							LCAP A/S
Location: 420		Goal: 0000							1.1
Administrator: H. Thomson		Mgmt: 0000							

ElemSite Base - Resource 0000
OPERATIONS

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost							
		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
S	Auto Scrubber Batteries	900							
S	Privacy Fencing		20,000						
S	Tools/Rental	600							
S	Hand Sanitizer	600							
S	Dispenser - 2	200							
S	Virox	720							
S	Wipes - Red Top/Blue Top	600							
S	Back Brace	200							
S	Breakdown Odor Remover	450							
S	Radio Replacement Parts	1,000							
S	Extension Cords	200							
S	Time Sheeting								
S	Mop Buckets	120							
S	Custodial Cart	400							
S	Rain Coats	200							
S	Airpack Refill	1,000							
S	Zip Ties	50							
S	Fold-up Tables	200							
S	Signage	500							
S	Safety Vests	1,000							
S	Pavement Stencils	500							
S	Cones	600							
S	Custodial Equipment Repairs	5,000							
S	Laptop		1,000						
	TOTAL	35,745	31,500	-	-	-	-	-	-
								GRAND TOTAL	69,245

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	1.96	0.44	5.22	0.91	3.47	0.20
Expulsions	0.10	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.

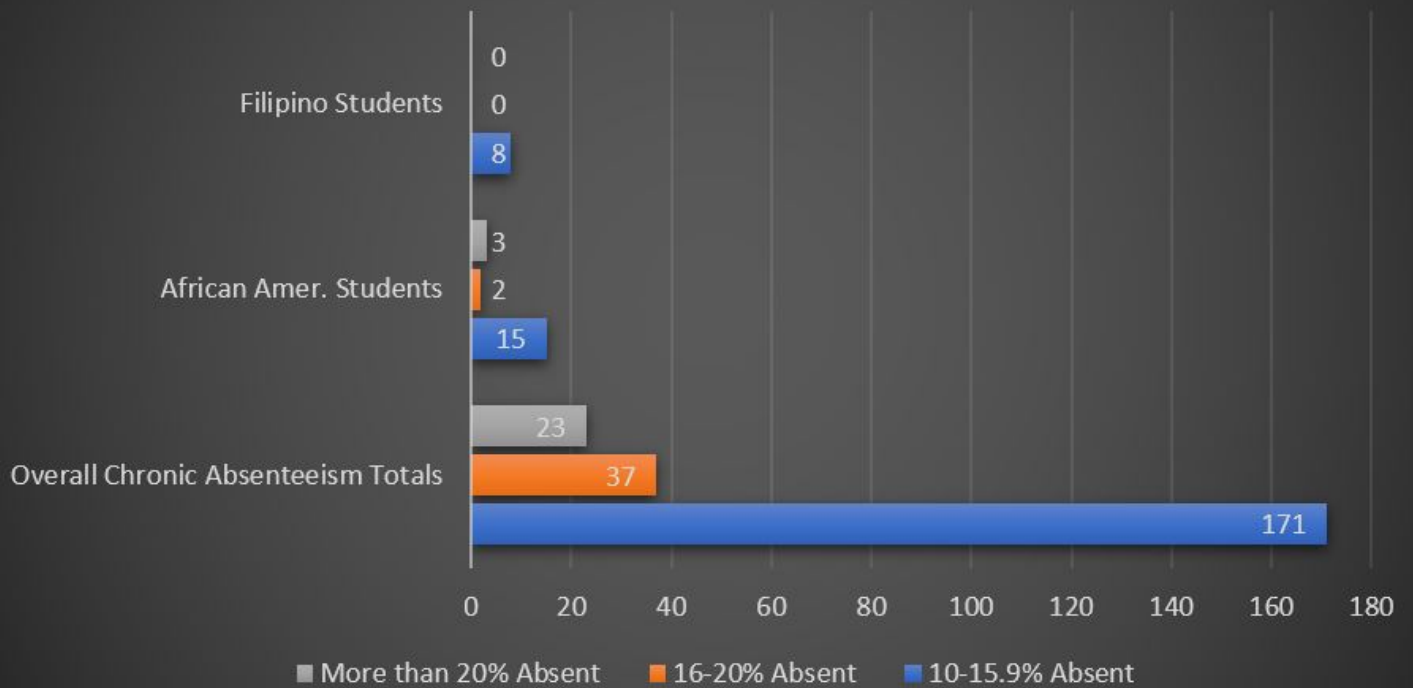| Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.41	4.19	2.45
Expulsions	0.00	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	910	882	109	12.4
Female	396	385	50	13.0
Male	514	497	59	11.9
American Indian or Alaska Native	3	3	1	33.3
Asian	155	154	13	8.4
Black or African American	49	48	10	20.8
Filipino	28	26	0	0.0
Hispanic or Latino	374	352	60	17.0
Native Hawaiian or Pacific Islander	13	13	1	7.7
Two or More Races	41	41	4	9.8
White	247	245	20	8.2
English Learners	137	134	25	18.7
Foster Youth	8	7	2	28.6
Homeless	24	22	4	18.2
Socioeconomically Disadvantaged	492	478	90	18.8
Students Receiving Migrant Education	0	0	0	0.0

| Students with Disabilities | 132 | 130 | 22 | 16.9 |

Suspension Data 2022-2023

Chronic Absenteeism Totals

	More than 20% Absent	16-20% Absent	10-15.9% Absent
Filipino Students	0	0	8
African Amer. Students	3	2	15
Overall Chronic Absenteeism Totals	23	37	171

Parent Participation

	Participation
# of Parents/Guardians Attended Goal Setting Conferences	806
Total # of PBIS Newsletter Views	10866
Average Monthly Newsletter Views	1365
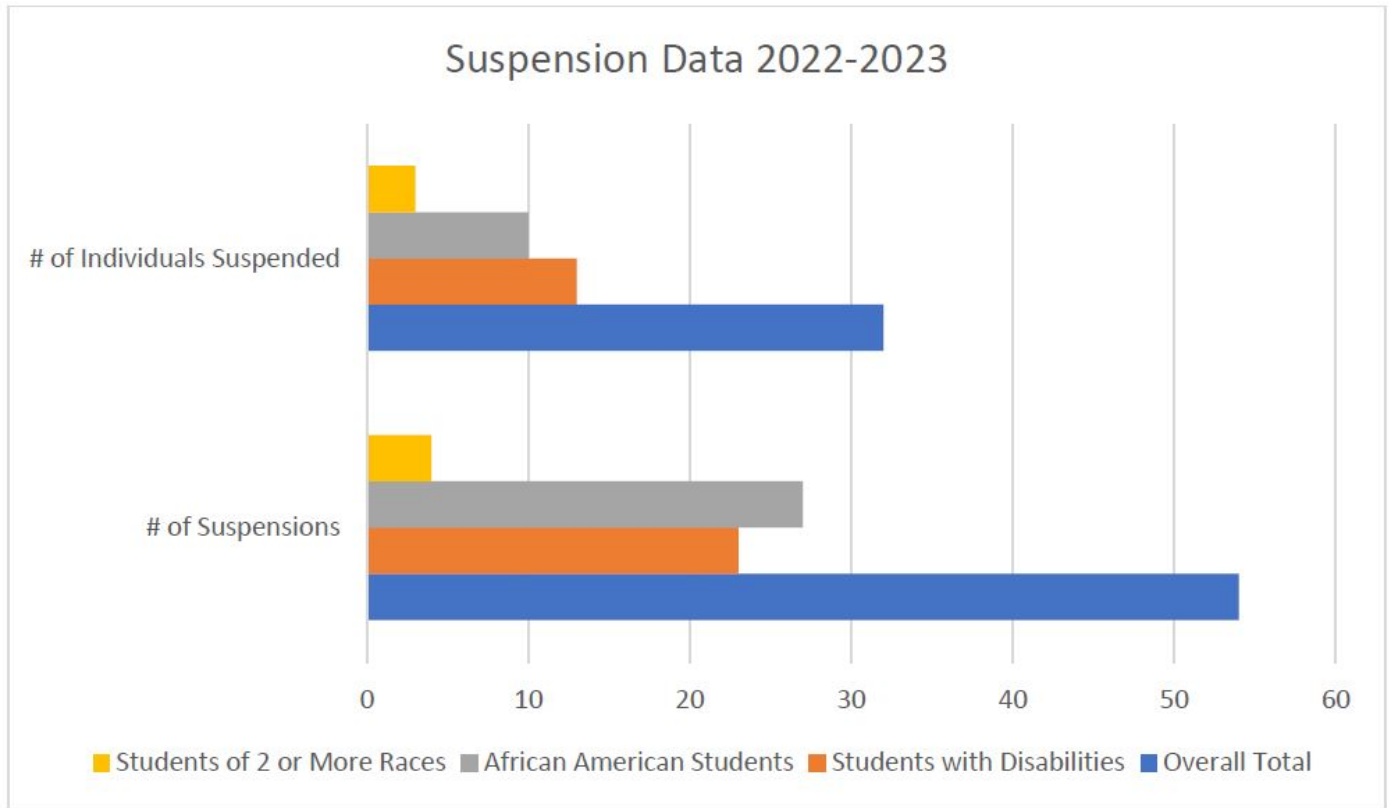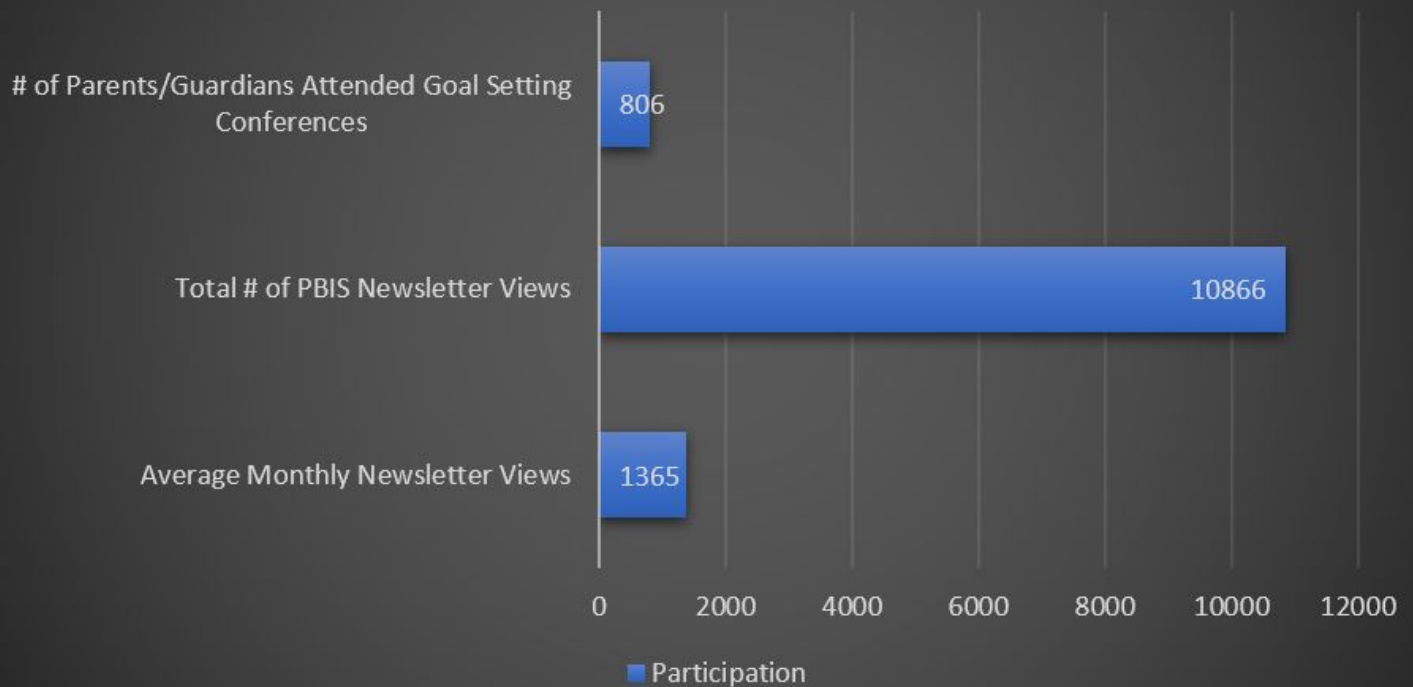
Data Analysis

The Woodward school site council/ELAC committee give input regarding the safety plan as well as strategic plan. Student groups who have been identified as needing support due to suspension rates include: African American students, students with disabilities, and students of two or more races. Weekly Coordination of Student Services (COST) consist of administration, school psychologist, VCC, attendance clerk, nurse, and Behavior Support Paraprofessional Aide (BSPA) to review students with absent and behavior trends. Student Success Teams (SST) are scheduled to support students who have academic, behavior or attendance needs. Outreach Assistant will continue to work with families to identify students' needs and supports.

Student Need 1:

All Woodward students will have access to a clean, positive and safe learning environment on a daily basis. Student groups identifies as having a high rate of suspensions will be monitored and supported. This includes the following student groups: African American students, students with disabilities, and students of two or more races.

Implementation Plan

The office and custodial teams will be provided with basic supplies to operate the school and maintain a clean, safe, learning environment for students. Students will have access to Valley Community Counselors including targeted small group and individual sessions. In addition, counselors will push into classrooms to discuss how to access services as well as teach students strategies for managing stress and strategies for navigating peer relationships. Our PBIS team will monitor student behavior data to determine next steps. All students will go through Mustang Round Up to ensure understanding of the three school rules. Be safe, Be responsible, Be respectful, Teachers will strategically facilitate SEL lesson each Wednesday during MUSTang Time to support student behavior and improve school climate.

SMART Goal

In the 23-24 school year suspension rates overall will decrease by 10% or more through interventions designed based on student needs and will be monitored & interventions adjusted by the Tier 1 & 2 PBIS team monthly & COST team will review specific individuals weekly to monitore behavior and given supports for effectiveness.

Metric/Indicator	Baseline	Expected Outcome
Q Behavior Data	There have been 27 suspensions in 22-23 school that involved African American Students. (10 different individuals)	These 10 individuals will be monitored and supported during the 23-24 school year with appropriate interventions in place to decrease or eliminate suspensions.
Q Behavior Data	There have been 4 suspensions of students that have been identified as having 2 or more races. (3 individuals)	These 3 individuals will be monitored and supported during the 23-24 school year with appropriate interventions in place to decrease or eliminate suspensions.
Q Behavior Data	There have been 23 suspensions of Speech, RSP, or SDC students. (13 individuals)	These 13 individuals will be monitored and supported during the 23-24 school year with appropriate interventions in place to decrease or eliminate suspensions.
Q Behavior Data	There have been a total of 54 suspensions overall (32 individuals)	These 54 individuals will be monitored and supported during the 23-24 school year with appropriate interventions in place to decrease or eliminate suspensions.

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

Action	Resources	Money/Budget
Safety supplies/materials will be provided to staff as needed to support a safe student learning environment	LCFF- Supplemental	1,000.00
Student rewards and incentives to support our PBIS system to maintain a safe learning environment.	LCFF- Supplemental	2,000.00
Certificated and classified staff will be time sheeted for after hours analyzing & planning supports in the area of school wide behavior, academics, and attendance.	LCFF- Supplemental	3,000.00
An administrative designee will be provided to ensure safety when administrators are off campus during trainings or meetings.	LCFF- Supplemental	1,000.00
Tier 2 Interventions for Academics, Behavior, Attendance Supports	LCFF- Supplemental	7500.00

<div align="center">**Progress Monitoring**</div>

<div align="center">**September**</div>

<div align="center">**December**</div>

<div align="center">**March**</div>

<div align="center">**Data**</div>

<div align="center">**Climate**</div>

<div align="center">**Data Analysis**</div>

Administration and attendance clerk reviews truancy letters and reports weekly to monitor the numbers of students who are chronically absent to school or habitually tardy to school. Administration worked diligently to inform parents (2021-2022 school year) when students were in the 10% absence ranges for negative attendance. Weekly Coordination of Student Services (COST) consist of administration, school psychologist, VCC, attendance clerk, nurse, and Behavior Support Paraprofessional Aide (BSPA) to review students with absent and behavior trends. Student Success Teams (SST) are scheduled to support students who have academic, behavior or attendance needs.

Student Need 2:

Students with chronic absenteeism will be monitored through the attendance system and receive tier 1 and 2 supports when appropriate to encourage positive school attendance and student engagement. Students on SARB contracts and those identified at risk for being chronically absent will be monitored. This includes the following student groups: African American students, Filipino students, and Students with Disabilities.

Implementation Plan

231 students have been identifies as being chronically absent. Services will be allocated through the COST Team process to ensure that positive school attendance is achieved for all Woodward students. Leadership/PBIS Team along with administration will continue to discuss positive incentives/activities to encourage positive student attendance/engagement. Woodward's Outreach Assistant that will focus on monitoring and supporting students with continued patterns of chronic absenteeism.

SMART Goal

All grade levels will maintain average daily attendance of 97% monthly. There will be a 10% decrease in students being identified as chronically absent students 23-24 school year.

Metric/Indicator	Baseline	Expected Outcome
Q Attendance	231 students were identified as chronically absent in the 23-24 school year.	Improved attendance for those being monitored and support through COST, PBIS, and with the support of our Outreach assistant.
Q Attendance		

Resources to Support

Action	Resources	Money/Budget
Additional 1 hour per day of time sheeting for Outreach Assistant	Title I Part A: Allocation	14,000.00
Copies and supplies for Valley Community Counselor to provide services and incentives	LCFF- Supplemental	150.00
Training for teachers and staff in the area of SEL including substitute teachers	LCFF- Supplemental	500.00
Positive postcards, incentives/rewards, activities for students with improved attendance	LCFF- Supplemental	1000.00
Substitute teachers for COST, SST and IEP meetings	LCFF- Supplemental	3000.00
Certificated and classified staff will be time sheeted for after hours analyzing & planning supports in the area of school wide behavior, academics, and attendance.	LCFF- Supplemental	2000.00
Tier 2 Interventions for Academics/Behavior/Attendance Supports	LCFF- Supplemental	7,500

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Partnering with parents and families will help improve our chronic absenteeism rates (approximately 1/3 of our students) and clearly communicate while working together to support student behavior to reduce suspension rates overall as well as with our identified at-risk student groups. In addition, communicating with and providing parents opportunities to participate on campus will allow them to partner with Woodward staff to focus on student learning.

Student Need 3:

Woodward parents will have access to information via school website, Facebook page and school newsletters. Parent education and involvement activities will be planned to assist parents in areas needed as outlined by the Woodward School Site Council and English Language Advisory Committee input.

Implementation Plan

Administration will work together with site leadership team along with the PBIS team to create a positive school climate that will translate into a positive parent culture at Woodward School. With the help of the webmaster and key leadership members, the administration will continue to communicate all messages to parents to build a contentedness on campus and away from campus. Parents will be active participants in their children's education by learning the curriculum and being trained in technology in order to support the academic success of their students at school through ELAC, SSC and other family events. Monthly school newsletters will be sent electronically to each family. Each trimester families will receive an updated PBIS Newsletter. At the start of each school year families will receive a student handbook and PBIS handbook which will communicate school rules and expectations as well as parent volunteer opportunities.

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
Parent Involvement Survey/Smore	N/A	More than 50% of guardians will access the school's Smore's account for up-to-date information, surveys,

		and opportunities to participate on campus.

Resources to Support

Action	Resources	Money/Budget
Administrative and office staff members will have access to purchase supplies and materials for parent education nights.	Title I Part A: Allocation	500.00
Food to be purchased to serve at parent meetings/training	Title I Part A: Allocation	400.00
Yearly subscription to Smore for electronic newsletter service	District Funded	0
Time-sheeting for staff to plan and implement parent education nights	Title I Part A: Allocation	500.00

Progress Monitoring

September

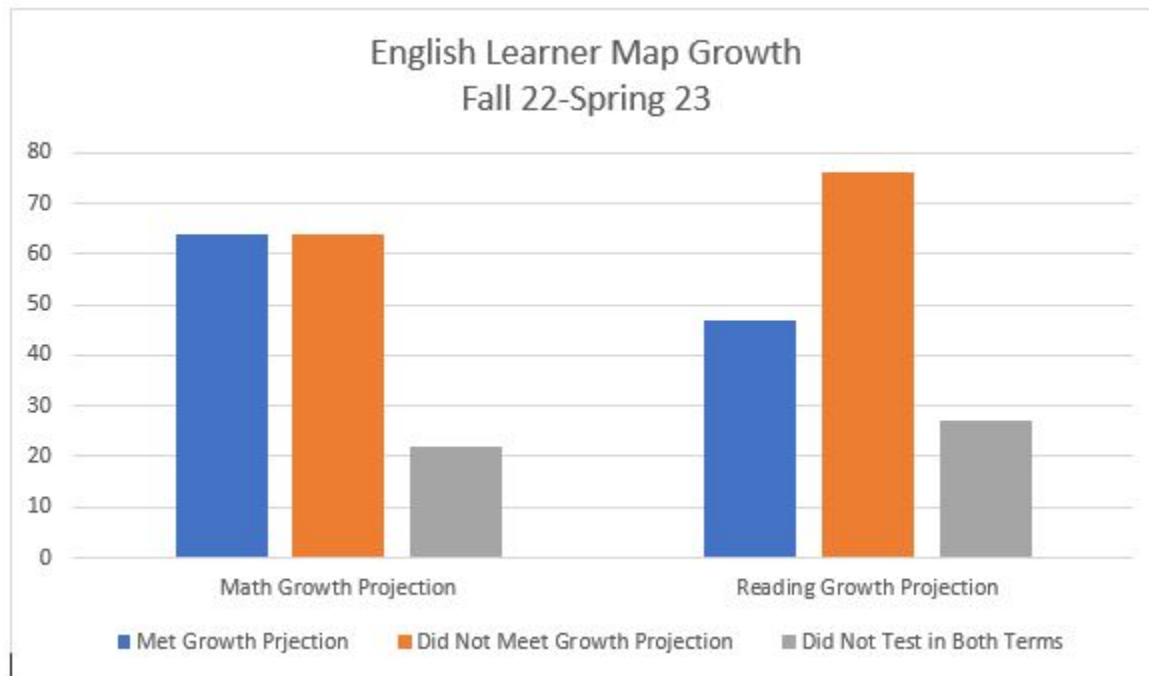**December**

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March

Data

Emerging
Students

District Goal

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

Site Strategic Goal

Woodward "At Promise" students will be provided instruction by trained teachers on the MUSD base core curriculum and supplemental programs designed to provide academic differentiation and intervention.

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	97	148	143	11.4%	16.3%	15.3%
Fluent English Proficient (FEP)	90	111	125	10.6%	12.3%	13.4%
Reclassified Fluent English Proficient (RFEP)	11	18	18	11.3%	20%	17%

English Learner Map Growth
Fall 22-Spring 23

Legend: ■ Met Growth Prjection ■ Did Not Meet Growth Projection ■ Did Not Test in Both Terms

2021-2022 English Learner Data

Name	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Walter Woodward Elementary	32.4%	16.7%	19.4%	31.5%	216

Report Totals

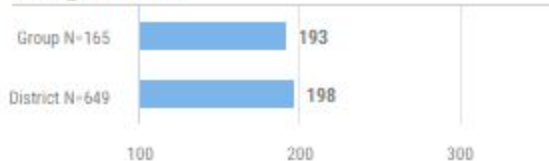| Level	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Walter Woodward Elementary	32.4%	16.7%	19.4%	31.5%	216
Manteca Unified	22.8%	11.1%	25.1%	40.9%	9,054
San Joaquin County	23.3%	10.9%	22.1%	43.8%	55,016
State	23.8%	10.9%	19.3%	46.1%	2,090,704

MAP Results: Math

Special Education Students

NWEA Assessment Summary

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

Roster Date: Control Panel (05-09-2023)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	4%	7
61 - 80	10%	17
41 - 60	11%	18
21 - 40	15%	25
1 - 20	59%	98
Total Students Tested		165

Average RIT Score

Group N=165	193
District N=649	198

Special Education Students

NWEA Assessment Summary

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

Roster Date: Control Panel (05-09-2023)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All
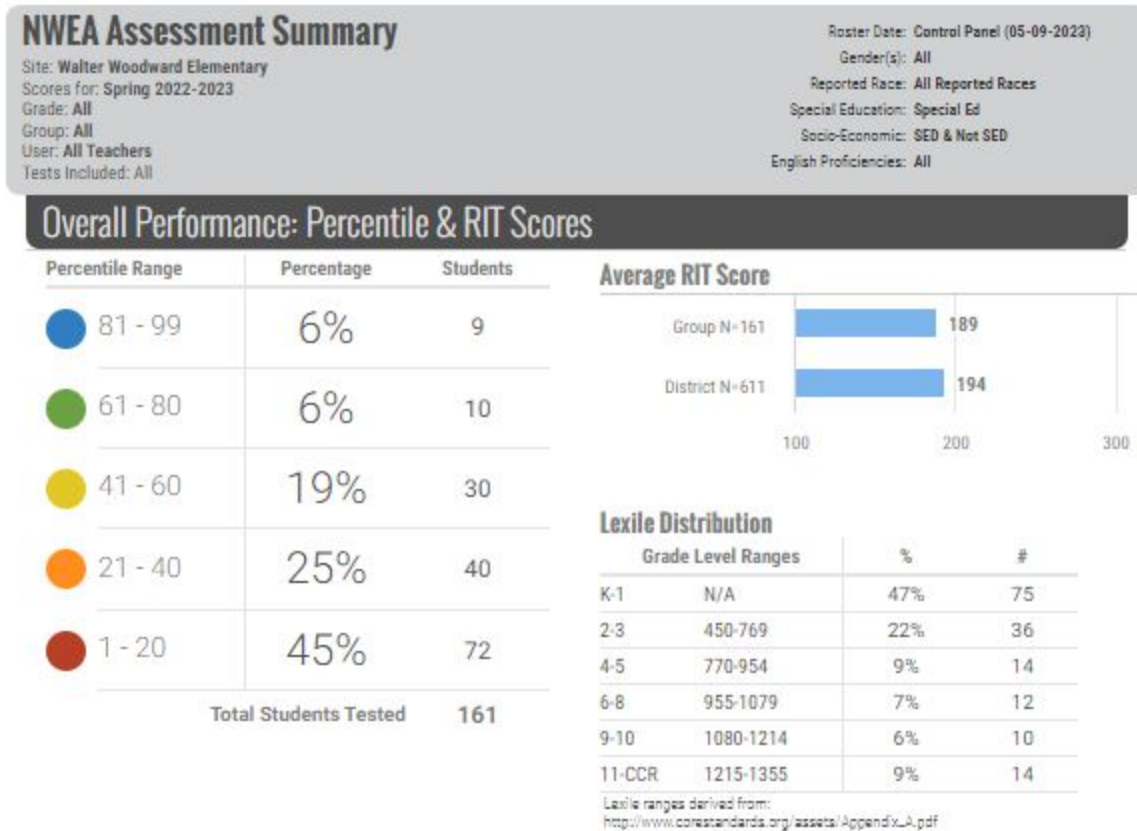
Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	6%	9
61 - 80	6%	10
41 - 60	19%	30
21 - 40	25%	40
1 - 20	45%	72
Total Students Tested		161

Average RIT Score

Group N=161	189
District N=611	194

Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	47%	75
2-3	450-769	22%	36
4-5	770-954	9%	14
6-8	955-1079	7%	12
9-10	1080-1214	6%	10
11-CCR	1215-1355	9%	14

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

Student Need 1:

Small group instruction/intervention will be implemented in all grade levels including special education with a focus on Essential Skills/Standards in language arts. Early literacy will be addressed in Kinder- Second grade through focused reading supports to increase school wide literacy.

Implementation Plan

Kindergarten through eighth grade teachers will receive training and materials to implement differentiated instruction through our base curriculum. Formative assessment data will be utilized to identify needs, establish individualized goals for students and develop small groups. Time will be set aside each day for teachers to provide individualized reading support. Tier 2 interventions will be ran during MUSTang Time.

SMART Goal

Special Education students and English Learners will meet or exceed their expected growth on MAP Reading each trimester in 23-24 year.

Metric/Indicator	Baseline	Expected Outcome
MAPS data		

	Students in the Lo & Lo Average categories will be pulled by goal area to focus on essential standards.	Students in the Lo & Lo average category will meet or exceed the expected growth for that time period in specific goal categories that are focused on.
MAPS Data	70% of Special Education students are in the Lo to Lo Average category for Reading on MAPS	Special education student in the Lo to Lo Average category will decrease by 10%

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will have access to copies/print shop for intervention/UDL	LCFF- Supplemental	200.00
Certificated staff will have access to technology and supports for intervention/UDL	LCFF- Supplemental	125.00
Certificated staff will have access to professional development opportunities related to intervention/UDL	Other	500.00
Time sheet bilingual aide for extra hours to support classroom interventions	LCFF- Supplemental	200.00
Certificated staff will have access to supplies and materials to run interventions/UDL	LCFF- Supplemental	100.00
An Instructional Specialist will be utilized to support teachers in developing small group supports and instruction.	District Funded	0
Time sheet para for extra push in support during intervention time	Title I Part A: Allocation	250.00
Certificated staff will be time sheeted for after hours or substitutes will be provided for UDL, SSTs, COST, PLC planning.	Title I Part A: Allocation	700.00

Progress Monitoring

November

February

May

Data

Student Need 2:

Small group instruction/intervention will be implemented in all grade levels including special education with a focus on Essential Skills/Standards in mathematics.

Implementation Plan

Kindergarten through eighth grade teachers will receive training and materials to implement differentiated instruction through our base math curriculum. Formative assessment data will be utilized to identify needs, establish individualized goals for students and develop small groups. Time will be set aside each day for teachers to provide individualized math support.

SMART Goal

Special Education students and English Learners will meet or exceed their expected growth on MAP Math each trimester in 23-24 school year.

Metric/Indicator	Baseline	Expected Outcome
MAPs data	Students in the Lo & Lo Average categories will be pulled by goal area to focus on essential standards.	Students in the Lo & Lo average category will meet or exceed the expected growth for that time period in specific goal categories that are focused on.
MAP Data	84% of Special Education students are in the Lo to Lo Average category for Math on MAPS	

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will have access to copies/print shop for intervention/UDL	LCFF- Supplemental	250.00
Certificated staff will have access to technology and supports for intervention/UDL	LCFF- Supplemental	500.00
Time-sheeting for substitutes will occur for teachers that attend professional development related to intervention and UDL, pull out days, conference and planning time	LCFF- Supplemental	2000.00
Certificated staff will have access to supplies and materials to run interventions/UDL	LCFF- Supplemental	250.00
An Instructional Specialist will be utilized to support teachers in	District Funded	

developing small group supports and instruction.		
Certificated staff will be time sheeted for after hour planning for UDL, SSTs, COST, PLC	Title I Part A: Allocation	200.00
An Instructional Specialist will be utilized to support teachers in developing small group supports and instruction.	District Funded	

Progress Monitoring

November

February

May

Data

Student Need 3:

EL students will receive 30 minutes of designated ELD instruction daily and integrated ELD within the classroom as well as tier 1 and 2 interventions when appropriate.

Implementation Plan

English language learners will be assessed in Reading MAP assessment each trimester. The results of the August assessment will be used as a baseline assessment to establish individual learning goals T-2 & T-3 assessments will be used to monitor growth and achievement. The 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 leadership team and grade span monthly during PLC meetings to determine the efficacy of the intervention in place for each student.

English Learners progress will be progress monitored using Oral fluency, HFW, and Sounds for Kindergarten. Oral fluency and HFW will be used to progress monitor for 1st grade. 2nd and 3rd grade wil use Oral Fluency as one piece of data to monitor student growth. Informational text data will be used to progress monitor 2nd -8th grade students.

SMART Goal

English Learners will meet their expected growth targets each term in 23-24 school year on MAP Math and Reading.

Metric/Indicator	Baseline	Expected Outcome
MAPS data	English Learners in the Lo & Lo Average categories will be pulled by	Students will meet or exceed expected growth in goal areas.

	goal area to focus on essential standards.	
Reclassification Rates	17% of English Learners reclassified in the 22-23 school year.	At least 20% or English learners will reclassify as English Proficient in the 23-24 school year.

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will have access to copies/print shop for ELD instruction	LCFF- Supplemental	500.00
Certificated staff will have access to professional development opportunities related to intervention/UDL	Title I Part A: Allocation	500.00
Time-sheeting for substitutes will occur for teachers that attend professional development related to ELD instruction, pull out days, conference and planning time	LCFF- Supplemental	1500.00
Certificated staff will have access to supplies and materials to implement ELD Instruction	LCFF- Supplemental	500.00
An Instructional Specialist will be utilized to support teachers in developing small group supports and instruction.	District Funded	

Progress Monitoring

November

February

May

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	17,579	29.00
LCFF- Supplemental	50,546	1,271.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	49,275.00
Other	6,000.00
Title I Part A: Allocation	17,550.00

Stakeholder Input

Date

Stakeholder Input Meetings were held on the following dates:
SSC: 9/8/22, 10/6/22, 11/10/22, 1/12/23, 2/16/23, 5/11/23
ELAC: 9/8/22, 11/10/22, 2/16/23,
Staff and Students: 2/15/23, 2/16/23, 2/28/23
PBIS: 8/24/22; 10/5/22; 1/3/23; 2/1/23, 3/29/23, 4/26/23
ILT: 8/29/22; 9/26/22; 10/24/22, 11/8/22, 1/3/23, 3/23/23, 5/1/23

Groups

SSC, ELAC, Students, Staff (Certificated & Classified), ILT, PBIS

Outcome

Goals were created in the 3 target areas based on data and action plans from each of the stakeholder groups input.

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
Heather Thomson	Principal
Jasmine Campos	Parent or Community Member
Julie Day	Parent or Community Member
Lexus Barnes	Parent or Community Member
Anthony Hartman	Parent or Community Member
Teresa Navarro	Parent or Community Member
Ericka Meadows	Classroom Teacher
Steve Shaw	Classroom Teacher
Maureen Justis	Other School Staff
Jan Mohler	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee
[signature]	Other: School Site Council Chairperson

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 5/11/2023.

Attested:

[signature]	Principal, Heather Thomson on 5/11/2023