

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.

French Camp Elementary School

39685936042311

Manteca Unified School District

39685930000000

School Site Vision

Manteca Unified School District, in partnership with our diverse communities, is dedicated to all students achieving their academic and personal potentials. We are committed to providing a safe environment where quality education establishes the foundation for life-long learning.

School Site Mission

French Camp Elementary will be a 21st Century learning community comprised of students, staff and families. Students will be responsible, productive, confident members of the community who will be lifelong learners. They will have strength of character and be prepared to achieve personal success in high school and beyond.

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Homeless, Students with Disabilities, White

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

French Camp Elementary's plan for student success mirrors the Manteca Unified School District's goals for student success. French Camp's plan includes measurable goals which are designed to address student safety, support our emerging students, and support students in acquiring grade level standards. We strive to create a positive school climate where students feel safe and parents are an integral part in promoting a

positive school culture. We recognize that we must address the needs of our emerging students and their families, particularly our English Language Learners and Socioeconomically Disadvantaged Students, as these represent the majority of our population. All students must have access to core curriculum to meet grade level standards in the content areas through base and supplemental services.

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

Stakeholder involvement includes gathering input from School Site Council to review data and discuss options for Title I spending. School Site Council also meets throughout the year to review and discuss the Strategic Plan. Absenteeism and discipline data is presented and reviewed at various times of the year, along with Grade Level Standards, and progress for our Emerging Students. The French Camp staff provided input via a Needs Assessment Survey during first trimester and during third trimester. Staff, ELAC, students, and SSC members were polled in March regarding LCAP and Title I programs and spending. Strategies which influence student learning and the environment were presented along with measurable outcomes. Based on these outcomes, stakeholders provided input on whether to keep, adjust, or remove the program for the upcoming year. Staff worked in their grade levels and grade spans to complete the input document. All of the feedback was collected onto one form and submitted to Student Achievement and School Accountability.

Resource Inequities

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

For our Homeless population as well as our Students with Disabilities, school indicators show concerns with progress in ELA/Math Academic Performance, Chronic Absenteeism, and Suspension. For students in the White demographic, school indicators show concern with progress in Chronic Absenteeism and Suspension.

School Site Description

French Camp serves a diverse community encompassing approximately forty square miles and parts of four cities: Manteca, Lathrop, Stockton, and French Camp. French Camp School is a K-8 school within MUSD serving a population of over 600 students. French Camp School operates as a School Based Coordinated Program to facilitate the diverse needs of our K-8 student population. It also serves to coordinate general and categorical resources with maximum flexibility and effect, and to promote operational efficiency in support of learning and teaching.

School Vision: French Camp Elementary will be a 21st Century learning community comprised of students, staff, and families. Students will be responsible, productive, confident members of the community who will be lifelong learners. They will have strength of character and be prepared to achieve personal success in high school and beyond.

During the 2021-22 school year, our full day kindergarten program was reinstated, and it continues this year as well. This offers our students more time with the teacher and their peers to learn English as well as master the numerous kindergarten standards. French Camp has implemented access time (Eagle Time) at all grade levels, K-8. Access time (Eagle Time) is a dedicated 30-minute block, where all grade levels teach concepts to specific groups of students, based on an assessed need, which supports an essential standard at that grade level. Bilingual aides support the classroom teachers during this time. A master schedule was developed to ensure that all teachers had an aide to assist them during Eagle Time. PLCs meet regularly to review data and plan learning cycles as a grade level. We make decisions on programs and interventions based on a review of data points throughout the year. Data points are used to determine the effectiveness of the program and determine if spending is justified. We work closely with our migrant families and Migrant Education through San Joaquin County Office of Education to provide learning opportunities for students in this demographic. A Migrant Independent Study Program along with a Migrant Extended Day Program were implemented during the 2020-21 school year and has continued since. The Migrant Independent Study program has expanded, and the district has offered to employ a second teacher for this program. During the 2022-23 school year, a Universal Transitional Kindergarten was added to our campus. The addition of this program is in hopes to better ready our students coming in to kindergarten.

French Camp students' continued success is a direct result of the many supports we have put in place, as well as our highly trained, dedicated teachers providing strong academic curriculum design in a safe and caring environment. You will find French Camp School to be an excellent school with a positive reputation.

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)	22.30	89.34	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.30	5.31	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	5.31	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	25.00	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)		
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.30	

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

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)		
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.60	

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.

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)	
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	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, 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 students, 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.

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. Learning walks are also conducted weekly. Learning walks allow administrators and staff to recognize similarities in instruction/rigor. It is a non-evaluative form of communication that is shared with grade levels and grade spans.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
546	90.5	53.3	0.2
Total Number of Students enrolled in French Camp 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	291	53.3
Foster Youth	1	0.2
Homeless	42	7.7
Socioeconomically Disadvantaged	494	90.5
Students with Disabilities	56	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian		
Asian	8	1.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	2	0.4
Hispanic	486	89.0
Two or More Races	8	1.5
Pacific Islander		
White	38	7.0

Conclusions based on this data:

1. Over 90% of French Camp students are considered Socioeconomically Disadvantaged.
2. Over 50% of all students are English Learners.
3. 89% of all students are Hispanic.



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

All students have equitable access to core curriculum and effective tier 1 instruction to meet grade level standards in ELA and Math whether in the traditional classroom setting or with distance learning as measured by MAP assessments and student needs assessments.

Base Requirements

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

Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53	64		0	60		0	60		0.0	93.8	
Grade 4	62	70		0	68		0	68		0.0	97.1	
Grade 5	63	63		0	62		0	62		0.0	98.4	
Grade 6	62	62		0	61		0	61		0.0	98.4	
Grade 7	64	57		0	57		0	57		0.0	100.0	
Grade 8	74	69		0	68		0	68		0.0	98.6	
All Grades	378	385		0	376		0	376		0.0	97.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.			11.67			5.00			30.00			53.33	
Grade 4		2382.			5.88			14.71			14.71			64.71	
Grade 5		2453.			8.06			17.74			29.03			45.16	
Grade 6		2483.			4.92			19.67			37.70			37.70	
Grade 7		2477.			1.75			24.56			28.07			45.61	
Grade 8		2512.			2.94			26.47			30.88			39.71	
All Grades	N/A	N/A	N/A		5.85			18.09			28.19			47.87	

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		8.33			46.67			45.00	
Grade 4		5.88			54.41			39.71	
Grade 5		4.84			72.58			22.58	
Grade 6		11.48			47.54			40.98	
Grade 7		1.79			55.36			42.86	
Grade 8		8.82			51.47			39.71	
All Grades		6.93			54.67			38.40	

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		6.67			38.33			55.00	
Grade 4		0.00			51.47			48.53	
Grade 5		3.23			56.45			40.32	
Grade 6		8.20			57.38			34.43	
Grade 7		9.09			47.27			43.64	
Grade 8		7.35			58.82			33.82	
All Grades		5.61			51.87			42.51	

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		1.67			68.33			30.00	
Grade 4		5.88			66.18			27.94	
Grade 5		4.84			74.19			20.97	
Grade 6		11.48			72.13			16.39	
Grade 7		7.14			71.43			21.43	
Grade 8		1.47			73.53			25.00	
All Grades		5.33			70.93			23.73	

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		1.67			50.00			48.33	
Grade 4		1.47			66.18			32.35	
Grade 5		9.68			69.35			20.97	
Grade 6		6.56			68.85			24.59	
Grade 7		16.07			42.86			41.07	
Grade 8		7.35			67.65			25.00	
All Grades		6.93			61.33			31.73	

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	53	64		0	61		0	61		0.0	95.3	
Grade 4	62	69		0	68		0	68		0.0	98.6	
Grade 5	63	63		0	62		0	62		0.0	98.4	
Grade 6	62	62		0	61		0	61		0.0	98.4	
Grade 7	64	57		0	57		0	57		0.0	100.0	
Grade 8	74	69		0	67		0	67		0.0	97.1	
All Grades	378	384		0	376		0	376		0.0	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.			3.28			19.67			27.87			49.18	
Grade 4		2382.			0.00			5.88			35.29			58.82	
Grade 5		2427.			4.84			4.84			25.81			64.52	
Grade 6		2450.			1.64			14.75			24.59			59.02	
Grade 7		2423.			0.00			0.00			29.82			70.18	
Grade 8		2439.			1.49			2.99			19.40			76.12	
All Grades	N/A	N/A	N/A		1.86			7.98			27.13			63.03	

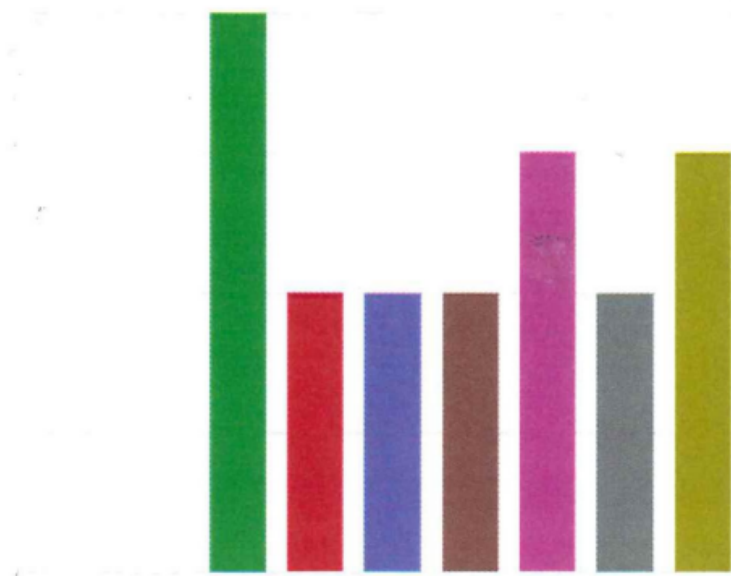
Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.92			45.90			49.18	
Grade 4		0.00			27.94			72.06	
Grade 5		3.23			35.48			61.29	
Grade 6		1.64			32.79			65.57	
Grade 7		1.75			26.32			71.93	
Grade 8		0.00			31.34			68.66	
All Grades		1.86			33.24			64.89	

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		4.92			47.54			47.54	
Grade 4		0.00			41.18			58.82	
Grade 5		6.45			45.16			48.39	
Grade 6		3.28			47.54			49.18	
Grade 7		0.00			43.86			56.14	
Grade 8		1.49			53.73			44.78	
All Grades		2.66			46.54			50.80	

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		4.92			59.02			36.07	
Grade 4		2.94			50.00			47.06	
Grade 5		6.45			46.77			46.77	
Grade 6		3.28			62.30			34.43	
Grade 7		0.00			50.88			49.12	
Grade 8		1.49			47.76			50.75	
All Grades		3.19			52.66			44.15	

	SPRING 2022-2023 ACHIEVEMENT					
Grade	Median Percentile	Achievement Percentiles				Number of Students
K	18th	<div><div>57%</div><div>20%</div><div>18%</div><div>4%</div><div>1%</div></div>				72
Grade 1	16th	<div><div>58%</div><div>17%</div><div>14%</div><div>3%</div><div>8%</div></div>				72
Grade 2	10th	<div><div>62%</div><div>12%</div><div>14%</div><div>1%</div><div>11%</div></div>				77
Grade 3	9th	<div><div>60%</div><div>11%</div><div>21%</div><div>4%</div><div>4%</div></div>				53
Grade 4	32nd	<div><div>37%</div><div>19%</div><div>14%</div><div>24%</div><div>6%</div></div>				63
Grade 5	20th	<div><div>50%</div><div>28%</div><div>10%</div><div>9%</div><div>3%</div></div>				72
Grade 6	37th	<div><div>25%</div><div>29%</div><div>25%</div><div>12%</div><div>9%</div></div>				65
Grade 7	35th	<div><div>31%</div><div>26%</div><div>31%</div><div>8%</div><div>4%</div></div>				61

- Writing Across Content Areas
- Citing Text Evidence
- Foundational Skills
- Language (Grammar)
- Integrated ELD throughout the ...
- Increased Support / Structure fo...
- Improved School Culture/Engag...
- Reduce Chronic Absenteeism
- Math Instruction



French Camp Elementary School	AT&T Radiant Core Device (Hotspots)	20202096126550
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106234
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106403
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106411
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106414
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106424
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106425
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106446
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106454
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106455
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095106457
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095109988
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095395670
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202095395727
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096012843
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096013116
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096074306
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096076198
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096095181
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096102866
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096104101
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096104734
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096105994
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202096107502
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202097055661
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202099237544
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202099237567
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202099237773
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202099237802
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20202099237809
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094812340
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094812695
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094812759
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094812811
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094813006
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094813330
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094813451
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094813936
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094814044
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094814090
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212094814281
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212098156823
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212098158466
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212098158863
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212099697098
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212099697113
French Camp Elementary School	AT&T Unite Express 2 (Hotspot)	20212099697649

Data Analysis

There is a need for hotspots in our community. These hotspots allow for access to the core curriculum. There is a need for access to the curriculum at school and home, as indicated by the spring RIT results. More than half of our K-3 students are in the lowest achievement band.

Student Need 1:

Students need to have access to tier 1 core and supplemental instruction, including access to technology that will allow for continued learning from school to home.

Implementation Plan

During the 2019-20 school year, the onset of distance learning, it was found that over 200 students at French Camp had no access to internet. At that time, any family without internet was issued a hotspot to use for access to the digital curriculum. The hotspots proved to be critical in allowing base curriculum access to our students, particularly our Migrant students as they traveled abroad. The plan of providing hotspots to families without services and to migrant families who plan to take part in Independent Study when they travel out of the area, will continue to be supported by MUSD or French Camp School specifically. When polled, MEA, CSEA, Students, and Parents all agree that keeping hotspot availability is vital to our students and their ability to access grade level standards and access tutorials outside the regular school day. In the 2022-23 school year, 25 French Camp families received hotspots.

Moving forward, students need access to technology in order to continue the learning from school to home. Technology allows our students access to programs that individualize instruction, address different learning styles, increase access to the common core, increase engagement and create 21st century learners. This is the case whether in the traditional learning environment or in distance learning.

Students will have access to learning environments that are structured for 21st century learning which lead to individual or groupwork to further support acquisition of the standards.

Not only do students and teachers need reliable means of communication. Families and office staff need that as well. For that reason, the office staff will be supplied with the necessary tools to reach families effectively and efficiently. These tools will be both digital and concrete in nature.

Families will be provided with hard copies of materials that they may not be able to access digitally, to support their children's academics at home.

SMART Goal

By August 31, 2023, the 25 families from 2022-23 along with all other French Camp families in need of wifi access at home, will be provided with a hotspot. This will be monitored and adjusted throughout the year.

Metric/Indicator	Baseline	Expected Outcome
Destiny Report showing # of families receiving hotspots	25 families without internet in 2022-23; 25 hotspots loaned out	100% of families with internet by the end of August 2023
Staff Needs Assessment	Top area of need identified by teachers is student acquisition of Foundational Skills	Students in K-3 will increase knowledge of foundational skills and staff needs assessment will indicate a new area of focus for the 2024-25 school year
NWEA School Profile Report	K-3rd achievement percentiles indicate that 57%, 58%, 62%, 60% (K-3 respectively) are in the 1st-20th percentile.	K-3rd achievement in the 1st-20th percentile group will get smaller, and the 21st-40th percentile will increase

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will have access to Tier 1 instructional supplies	District Funded	
Certificated staff will have the ability to make copies for supplemental	Title I Part A: Allocation	3000

materials for students, parents, and staff utilizing district provided copy machines. Costs may include toner, paper, and supplies.		
Certificated staff will have the ability to make copies for students, parents, and staff utilizing print shop for the purpose of school-home communication.	Title I Part A: Allocation	1000
Office supplies (including ink and postage) to assist staff in communicating with families when digital is not proving to be effective.		1400
Office supplies (including technology peripherals and media) to purchase instructional supplies for staff and students		8500
Maintenance agreement for staff to have the ability to make copies		1200

Progress Monitoring

October

January

April

Data

4. Where do you need more assistance in the PLC process?

- Determining the Essential Stand...
- Determining Pre-Requisite Skills...
- Developing Common Formative...
- The 10-Day Cycle of Learning
- Scheduling Eagle Time During t...
- Where to Find Data
- What to do for students that alr...
- What to do for students that D...



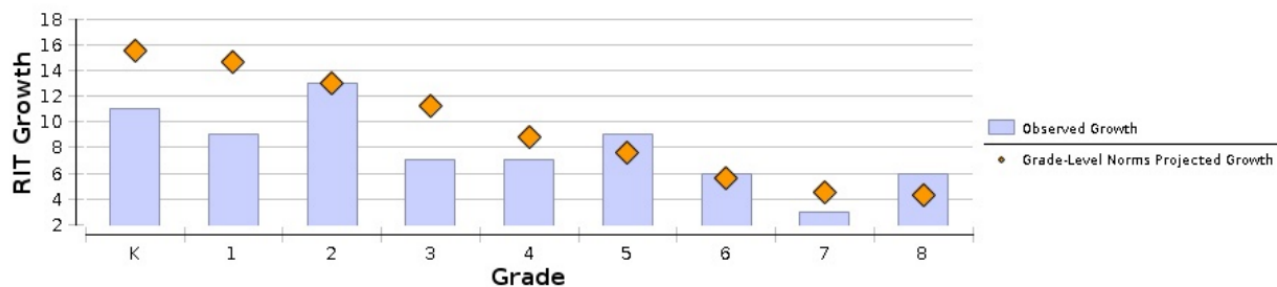
Small Group Display: No

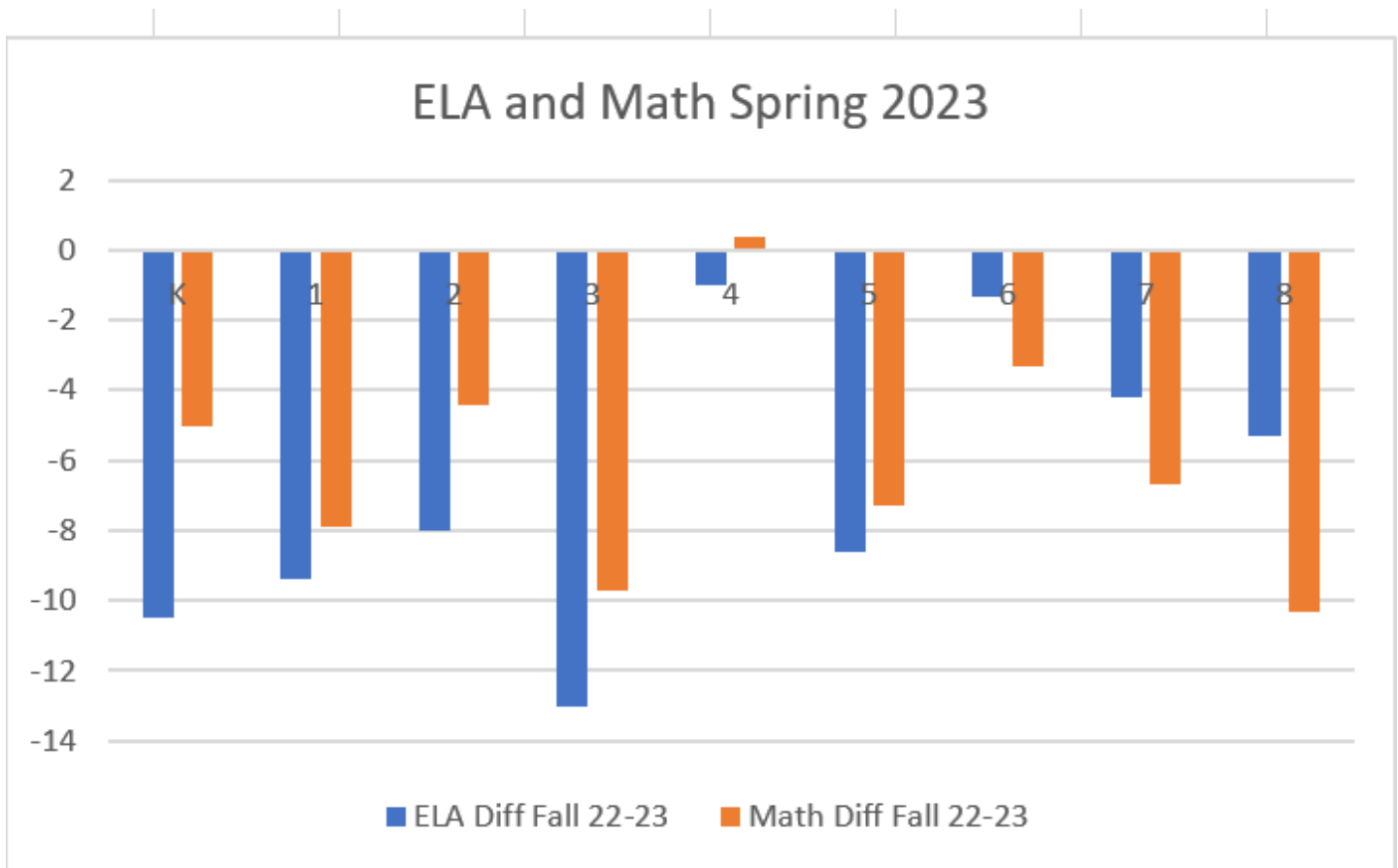
French Camp Elementary

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	12	139.6	8.6	75	150.8	9.3	41	11	1.9	15.6	-1.87	3	12	3	25	30	
1	61	145.4	11.5	3	154.5	16.6	1	9	1.4	14.6	-2.25	1	61	19	31	23	
2	65	156.9	16.9	1	170.1	17.9	2	13	1.2	12.9	0.11	54	65	25	38	36	
3	45	173.4	17.3	4	180.0	18.7	1	7	1.1	11.2	-2.27	1	45	10	22	22	
4	56	188.6	18.0	15	195.6	18.8	10	7	1.3	8.8	-0.90	18	56	22	39	32	
5	67	186.9	17.2	1	195.8	16.4	2	9	1.2	7.6	0.70	76	67	35	52	48	
6	61	203.7	14.1	19	209.7	14.0	22	6	1.0	5.7	0.21	58	61	36	59	55	
7	58	207.3	13.7	18	210.0	13.1	13	3	1.1	4.5	-1.08	14	58	23	40	39	
8	47	207.0	15.5	9	213.1	14.8	14	6	1.3	4.2	0.96	83	47	30	64	58	

Language Arts: Reading





Data Analysis

Student Need 2:

Observed growth at each grade level, using the mean RIT on MAP Reading assessment as a measure, needs to show at least 60% of students at each grade level have met their growth projection from Fall 2023 to Spring 2024.

Implementation Plan

NWEA MAP testing occurs each trimester. Student results yield individual learning plans. Individual student progress is monitored each trimester. Results from the assessment allow for effective small group instruction. Teachers know the specific skills that each student needs. Professional Development will be held with the ILT on implementing effective PLC's. This training will translate to the ILT leading training of grade level teams.

Since 2018-2019 the largest discrepancy between French Camp students and MUSD as a whole is in the area of ELA. This remains consistent when looking at Kindergarten through 6th grade. In junior high, math is the area which is furthest from the district average.

Based on a staff survey, teachers expressed an interest learning more about the PLC process. Professional Development in the area of the PLC process will continue in 2023-24.

Students will have access to SORA library to read books at their ability level. The LMT will order high-interest books for students of all ages.

Access time (Eagle Time) will be offered at all grade levels during the school day. Eagle Time's focus will continue to be in English Language Arts. In following the PLC process and using the 10-day cycle of learning, teachers will identify essential standards, assess students for understanding of the standard, instruct students on the pre-requisite skills

necessary to achieve that standard during Eagle Time, re-assess the standard, and make adjustments as necessary to their groupings during Eagle Time. In grades Kindergarten-6th, Eagle Hour backs up to ELD time and a bilingual aide is slated for each grade class during that time. Tutoring will be held outside of the day with a focus on filling in gaps due to distance learning or non-retention of reading skills from previous years.

The newly constructed building at French Camp has a common learning area. This will serve as a designated literacy commons. Teachers in this building have committed to creating a space for cross-curricular, multi-aged programs to develop literacy skills from primary through junior high.

During school hours, teachers will use small group instruction and varied teaching strategies to differentiate instruction based on student need. As identified by the teacher's needs assessment, ample time will be given at the beginning of the year for teachers/grade levels/grade spans to plan and develop timelines for skill assessments. If Tier 1 instruction is not yielding the desired academic result, Tier 2 interventions will be implemented to meet the assessed learning needs of the students. Materials (and replacement materials) will be purchased to support programs, equipment, and supplies. Students will be chosen for tutorials with teachers outside of their contractual day and the selection process will be based on data. Student enrollment will be fluid, based on need. Supplies will be purchased to allow for all students to have their own materials. Technology supplies will also be purchased to meet students' instructional needs. Meals will be served to students registered for the GECAC after school program. K-3 teachers will have continuity throughout the grade levels with Foundations.

Learning walks will be utilized at various times of the day, with particular attention paid to Eagle Time in order to best support the teacher. Administrators will start the process in September. The learning walk form will be shared with the ILT and adjusted as needed. Teachers will be given the option to have other teachers observe them. The learning walk forms are non-evaluative. They are simply designed to provide feedback to teachers on the positive instructional methods we observe and provide some feedback or ideas on what else could be done. The data that is collected will be anonymous but sorted by grade span and observable traits during the lesson. Roving subs will be used to cover teachers' classrooms on designated walkthrough days.

District and site level professional learning and collaboration, institutes for ELA and Math, and collaboration between and amongst staff, will be made available. Besides funding for the registration cost, money will be allocated for substitutes and materials or supplies. Time-sheeting of certificated staff will be offered if the trainings occur outside of the regular school day. Substitutes will be paid for if the trainings are during the school day. Feedback will be given to teachers in terms of lesson design, lesson delivery, and focus on standard. Teachers will be given the opportunity to do learning walks. ILT will meet monthly to analyze data and propose academic decisions schoolwide.

Teachers in primary, intermediate, and jr high agree that the focus area should be in Foundational Skills. There are large numbers of our students reading at least 2-3 grade levels below where they are placed. The majority of teachers indicated in a Needs Assessment Survey that an Intervention Teacher be hired for intensive Reading Instruction based on assessed learning needs.

SMART Goal

By the Spring of 2024, 60% of students at each grade level will have met their growth projection from Fall 2023 to Spring 2024, as measured by their RIT score on MAP Reading assessment.

Metric/Indicator	Baseline	Expected Outcome
MAP Student Growth Summary	The percentage of students who met growth projections from Fall to Springs is as follows: K- 25, 1st-31,	The expected outcome is that at least 60% of our students at each grade level will meet their growth projection from Fall 2023-Spring 2024.

	2nd-38, 3rd-22, 4th-39, 5th-52, 6th-59, 7th-40, 8th-64	
Comparison graph of FCE's RIT by grade level in ELA as compared to MUSD's RIT by grade level in ELA	K-6th grade are further away from the district average in ELA than in Math. K-3rd grade is the furthest from the district average than grades 4-6. Junior high is closer to the district average in ELA than Math	The expected outcome is that grade level is for each grade level's ELA RIT to be 2 points closer to the district average in the Springs of 2024.
Needs Assessment-Forms	Current staff needs assessments indicate the staff is comfortable with Essential Standards and Pre-Requisite Skills. They express a need for clarity with Developing CFA's, Implementing the 10-day cycle of learning, and what to do with students who know the Eagle Time skills.	The expected outcome is that CFAs and the 10-Day Cycle of Learning will not be a staff need by the end of 2024.

Targeted Resources Applied

Action	Resources	Money/Budget
Professional Development registration, materials, and supplies to support student acquisition of ELA skills	Title I Part A: Allocation	2900
Purchase of incentives and awards to acknowledge growth and academic achievement	LCFF- Supplemental	1000
Student Planners	Other	1000
Replenish Supplemental Materials and Supplies for Foundations	LCFF- Supplemental	5000
Substitutes for PD	Title I Part A: Allocation	1000
Teacher Supplies (Office Depot and Amazon)		10000
Wall mounted and Rolling display boards to support collaborative learning		3000
Consumable items for base curriculum TK-8		1000

Progress Monitoring

October

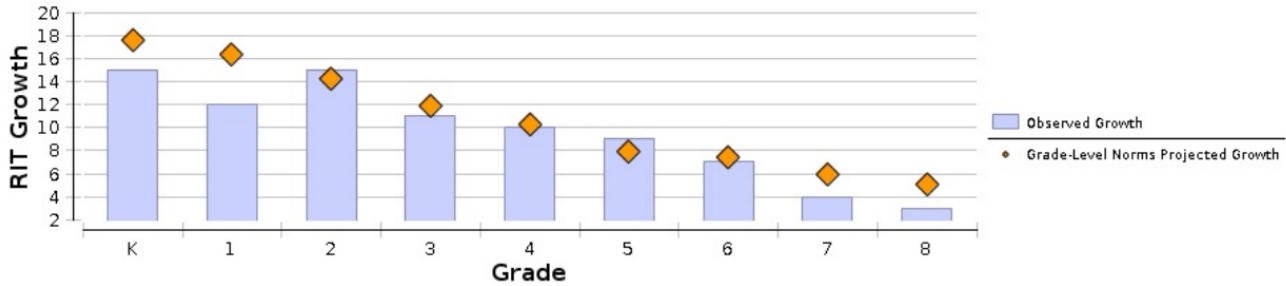
January

French Camp Elementary

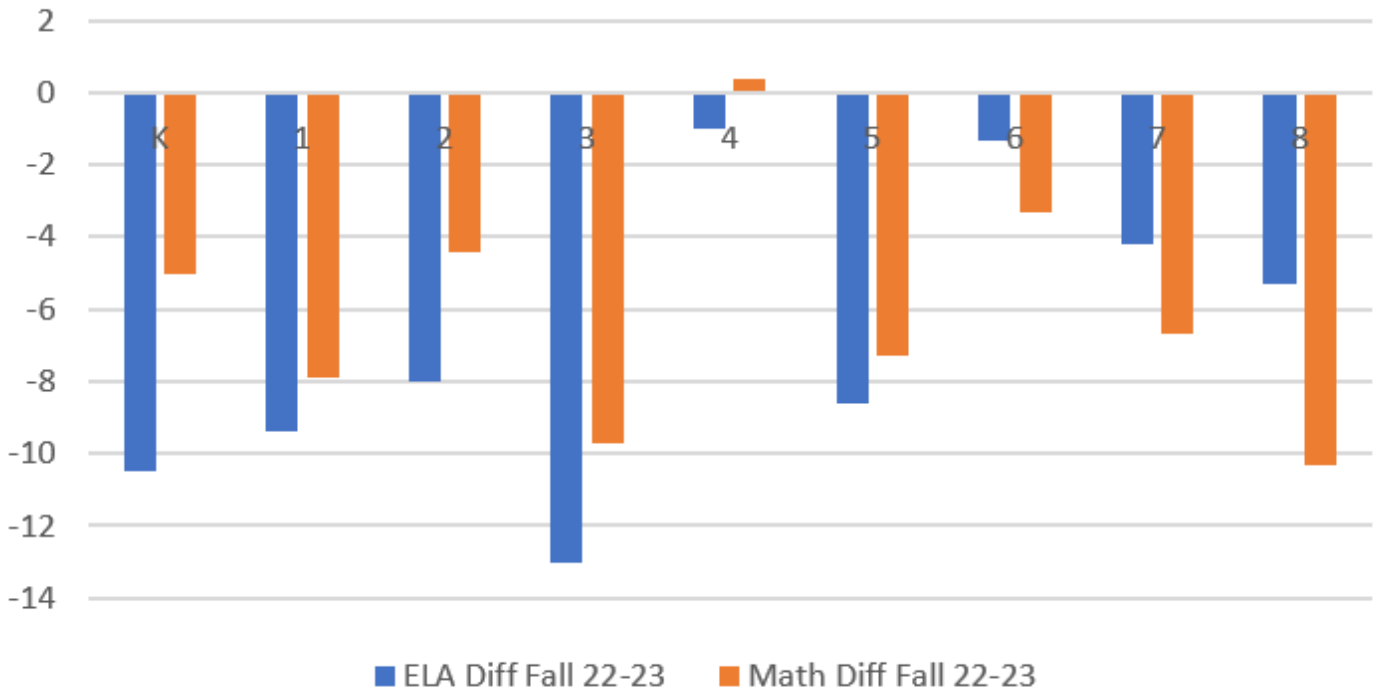
Math: Math K-12

		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	59	135.7	9.4	28	150.7	11.5	15	15	0.9	17.6	-1.21	11	59	23	39	35
		1	61	150.9	11.8	7	162.5	14.1	2	12	1.3	16.4	-1.97	2	61	17	28	26
		2	65	162.0	14.7	2	177.0	17.2	3	15	1.2	14.2	0.36	64	65	32	49	47
		3	46	176.8	15.7	3	187.5	14.7	2	11	1.0	11.9	-0.61	27	46	16	35	39
		4	55	191.2	15.8	12	200.9	13.7	11	10	1.0	10.2	-0.27	39	55	19	35	40
		5	67	192.9	14.5	1	202.0	14.9	3	9	0.9	7.9	0.53	70	67	33	49	42
		6	61	206.1	12.5	14	212.6	13.2	12	7	1.0	7.5	-0.46	32	61	30	49	44
		7	56	209.7	10.8	12	213.7	11.8	8	4	0.8	5.9	-0.97	17	56	20	36	36
		8	51	211.2	11.6	8	214.4	14.9	6	3	1.3	5.1	-0.80	21	51	21	41	36

Math: Math K-12



ELA and Math Spring 2023



April

Data

Data Analysis

Student Need 3:

Observed growth at each grade level, using the mean RIT on MAP Math assessment as a measure, needs to show at least 50% of students at each grade level have met their growth projection from Fall 2023 to Spring 2024.

Implementation Plan

NWEA MAP Math testing occurs in August / September, December, and March. Student results yield individual learning plans. Individual student progress will be monitored each trimester. Results from the assessment allows for informed instruction. Teachers have access to information on the specific skills that student need based on their assessment performance. Professional Learning Communities will meet to review data and plan targeted instruction.

ILT will meet monthly to analyze data and propose academic decisions schoolwide.

Students will have access to manipulatives in Math. Supplemental materials will also be purchased to allow for each student to have their own materials and not have to share. Technology to support math instruction may need to be purchased to meet the students' learning needs.

Tutoring will be held outside of the cohort time with a focus on filling in gaps due to distance learning or non-retention of math skills from previous years. Students will be chosen to meet with teachers outside of the teacher's contractual day. The goal of these tutoring services will be based on data and measured for the duration of the tutoring sessions. Student enrollment will be fluid, based on need.

During the instructional day, teachers will use small group instruction and varied teaching strategies to differentiate instruction based on student need. If Tier 1 instruction is not yielding the desired academic result, Tier 2 interventions will be implemented to meet the assessed learning needs of the students.

Families will have an opportunity to interact with our teachers at a parent engagement nights. This will be for all grade levels and set up as a station rotation event.

Learning walks will be utilized at various times of the day, with particular attention paid to Eagle Time in order to best support the teacher. Feedback will be given to teachers in terms of lesson design, lesson delivery, and focus on standards. Administrators will start the process in September. The learning walk form will be shared with the ILT and adjusted based on their input. Teachers will be given the option to have other teachers observe them. The data that is collected will be anonymous, but sorted by grade span and observable traits during the lesson. Roving subs will be used to cover teachers' classrooms on designated walkthrough days.

Goal setting action plans were put in place during the 2019-20 school year. These will be continued and used as a focus area for grade level collaboration during common planning and collaboration days. Action plans will be developed. Students will be targeted. Data will be collected. Adjustments to the plan will be made based on data.

SMART Goal

By the Spring of 2024, 50% of students at each grade level will have met their growth projection from Fall 2023 to Spring 2024, as measured by their RIT score on MAP Math assessment.

Metric/Indicator	Baseline	Expected Outcome
NWEA MAP Student Growth Summary Report		The expected outcome is that at least 50% of our students at each grade

	<p>The percentage of students who met growth projection from Fall to Spring is as follows.</p> <p>K-39%, 1-28%, 2-49%, 3-35%, 4-35%, 5-49%, 6-49%, 7-36%, 8-41%</p>	level will meet their growth projection from Fall 2023-Spring 2024
Comparison graph of FCE's RIT by grade level in Math as compared to MSUD's RIT by grade level in Math	<p>K-6th are further away from the district average in ELA than in Math. 4th grade is slightly above the district average RIT in Math.</p>	Differences between the district's RIT in Math and FCE's RIT in Math will decrease by at least one point at each grade level.

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will have access to instructional supplies in Math	District Funded	

Progress Monitoring

October

January

April



District Goal

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

Site Goal

Students, staff, and community will feel safe in the school environment and learners will be engaged in their studies as measured by pupil engagement and needs assessments.

Base Requirements

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

Climate

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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.57	0.50	5.22	0.91	3.47	0.20
Expulsions	0.14	0.00	0.23	0.01	0.08	0.00

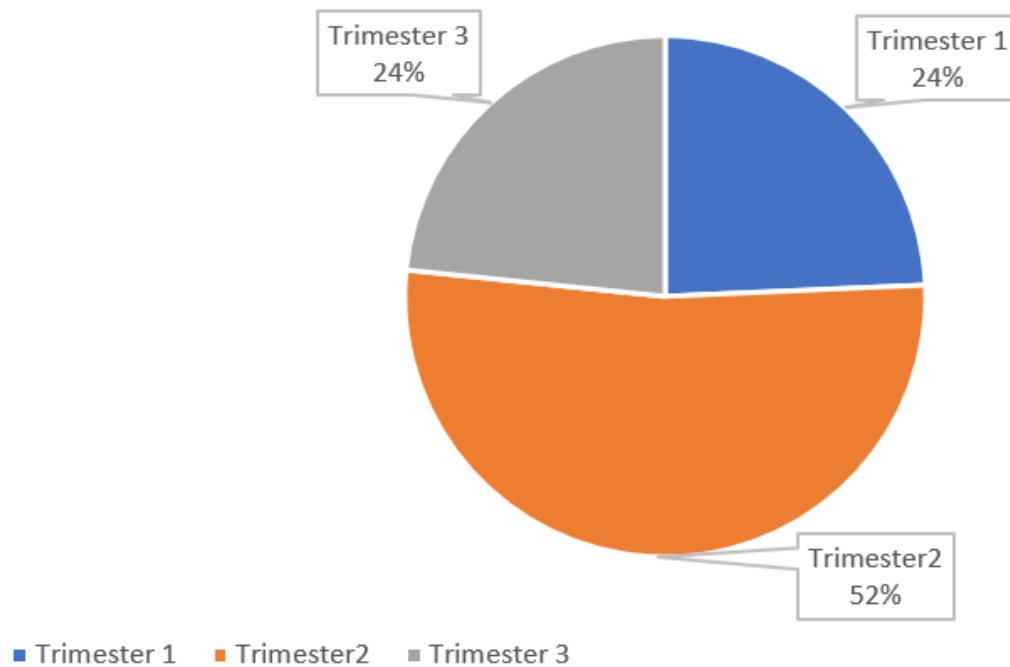
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the 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	0.62	4.19	2.45
Expulsions	0.00	0.14	0.05

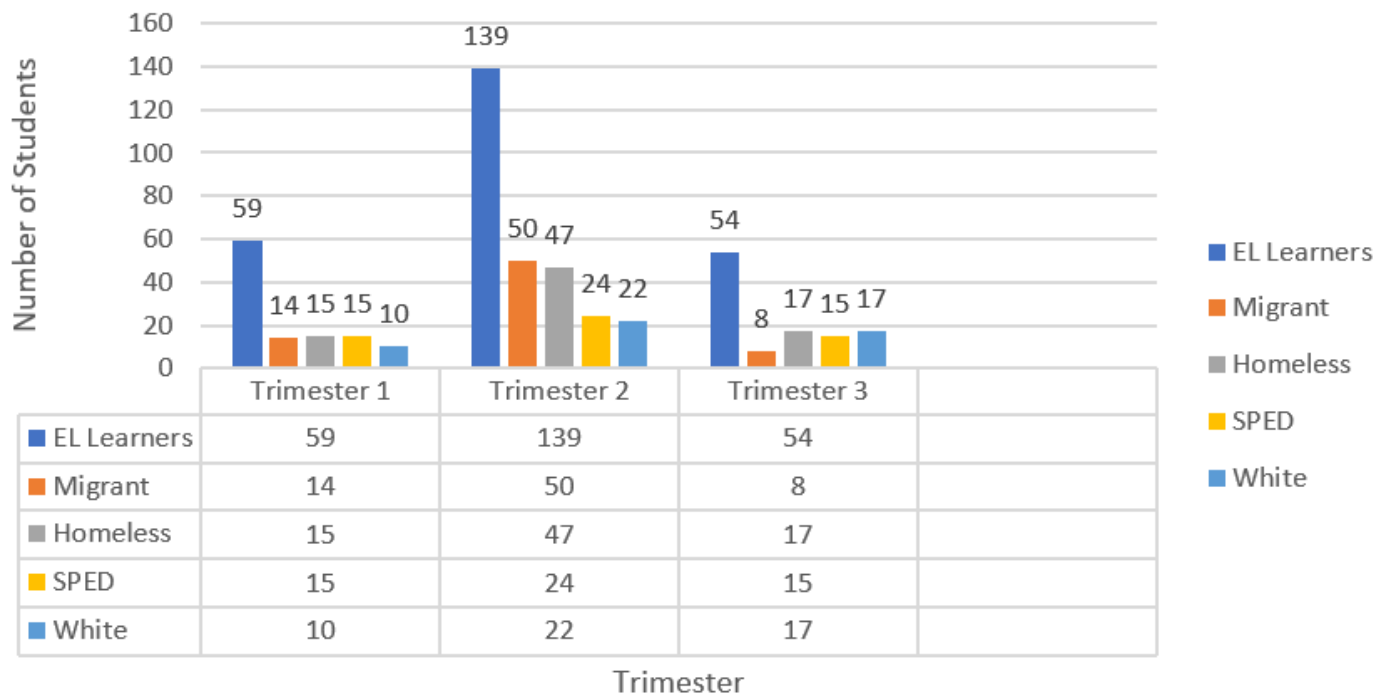
2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	602	594	153	25.8
Female	287	281	75	26.7
Male	315	313	78	24.9
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	2	25.0
Black or African American	4	3	2	66.7
Filipino	3	3	0	0.0
Hispanic or Latino	537	530	140	26.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	1	11.1
White	41	41	8	19.5
English Learners	330	327	81	24.8
Foster Youth	2	1	0	0.0
Homeless	74	72	24	33.3
Socioeconomically Disadvantaged	570	564	148	26.2
Students Receiving Migrant Education	136	136	33	24.3
Students with Disabilities	75	74	22	29.7

% of Students with Chronic Absences by Trimester for 2022-2023



FCE Subgroup Chronic Absenteeism 2022-2023



Data Analysis

Data Analysis of the pie chart shows the number of students in each subgroup with chronic absences by trimester. The bar graph shows the number of students per subgroup with chronic absences by trimester. The second trimester shows the largest number of students with chronic absenteeism. This is the same pattern seen in the previous school year. Factors that may contribute to this pattern may include the onset of flu season, migrant camps closing during T2, and holidays of Thanksgiving and Christmas/New Year.

Student Need 1:

Engage students whether in a traditional classroom setting or online learning (as measured by engagement entries in Q), in an effort to reduce chronic absenteeism and expose students to the base curriculum.

Implementation Plan

The data from the 2022- 2023 school year shows that chronic absenteeism continues to be an ongoing problem and a residual effect from the pandemic. French Camp plans on continuing the PBIS incentive behavior model to address the need for schoolwide improvement in attendance. French Camp will modify the previously implemented attendance incentives of the monthly attendance banner to the classroom at each grade span (K-2, 3-5, 6-8) with the highest positive attendance percentage for the month. The banner will stay with the winning class for the month. The PBIS team will also conduct weekly drawings for students that earned eagle bucks for each week. There will be many opportunities for students to earn an Eagle Buck. All teachers and staff members will pass out one Eagle Buck to a student that is displaying a positive behavior. The student will submit that into a weekly drawing for a chance to win a prize. Students from each grade level class will be pulled on Friday afternoons and announced. PBIS will also begin to have attendance celebrations each trimester to acknowledge student attendance. French Camp’s PBIS team is focused on improving the climate and culture of the 2022-2023 school year.

Data collection from those chronically absent in 2022-23 will be analyzed. Families will be contacted prior to the 2023-24 school year. An attendance committee will be formed that could meet with parents and seek the cause of the absences in an effort to support families. Team members will be time-sheeted for this work done outside of their contracted hours. This team-based approach data analysis will allow our PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive attendance/behavior and communicate the findings to staff, students, and parents. The goal is to increase attendance, academic performance, engagement, and establish a positive school climate through teaching research-based strategies and systems.

French Camp will continue to use COST to address the needs of students with attendance issues, academic problems and SEL issues. The VCC will continue to be a part of the COST Team to help address those needs.

An attendance committee was formed at the end of the 2022-23 school year. They have begun work on actions to address absenteeism in 2023-24.

SMART Goal

Through increased parent contact and communication with our homeless, students with disabilities, and white populations, chronic absenteeism will decline by a third for each targeted subgroup.

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism among Subgroups/ Q Report	Subgroups of English Learner, Homeless, Migrant, and SPED had significantly higher numbers of chronic absenteeism in the second trimester.	The number of chronic absenteeism will decrease in the 2022-2023 school year for subgroups: English Learner, Homeless, and Migrant, SPED.
Chronic Absenteeism during Trimester 1,2,&3 of the 2021-2022 school year / Q report	The bar graph compares the Chronic absenteeism for grades K-8 for Trimester 1,2, and 3. Trimester 2 had	Chronic absenteeism rates will decrease in the 2022-2023 school year.

	the greatest number of students with chronic absenteeism.	
Students with chronic absenteeism/ Q Report	Chronic absenteeism was a problem with all students groups of: EL, Homeless, Sp Ed, and Migrant	The number of students with chronic absenteeism will decrease across all student groups.

Resources to Support

PBIS Tier 2 team (certificated , classified) will have access to incentives and awards for attendance.	LCFF- Supplemental	1000
Field Trips / Assemblies / Excursions (including Science Camp equity) will be provided when safe to do so, to foster experiences that students may not otherwise get to experience	LCFF- Supplemental	28040

Progress Monitoring

September

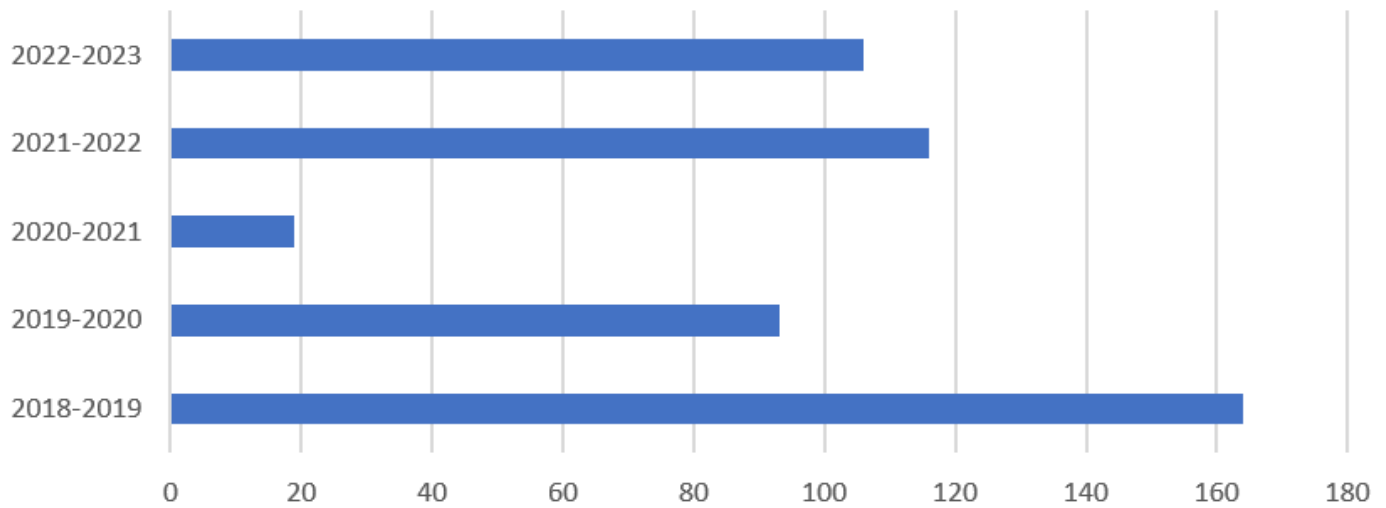
Upload Sept SSC Min Here

December

March

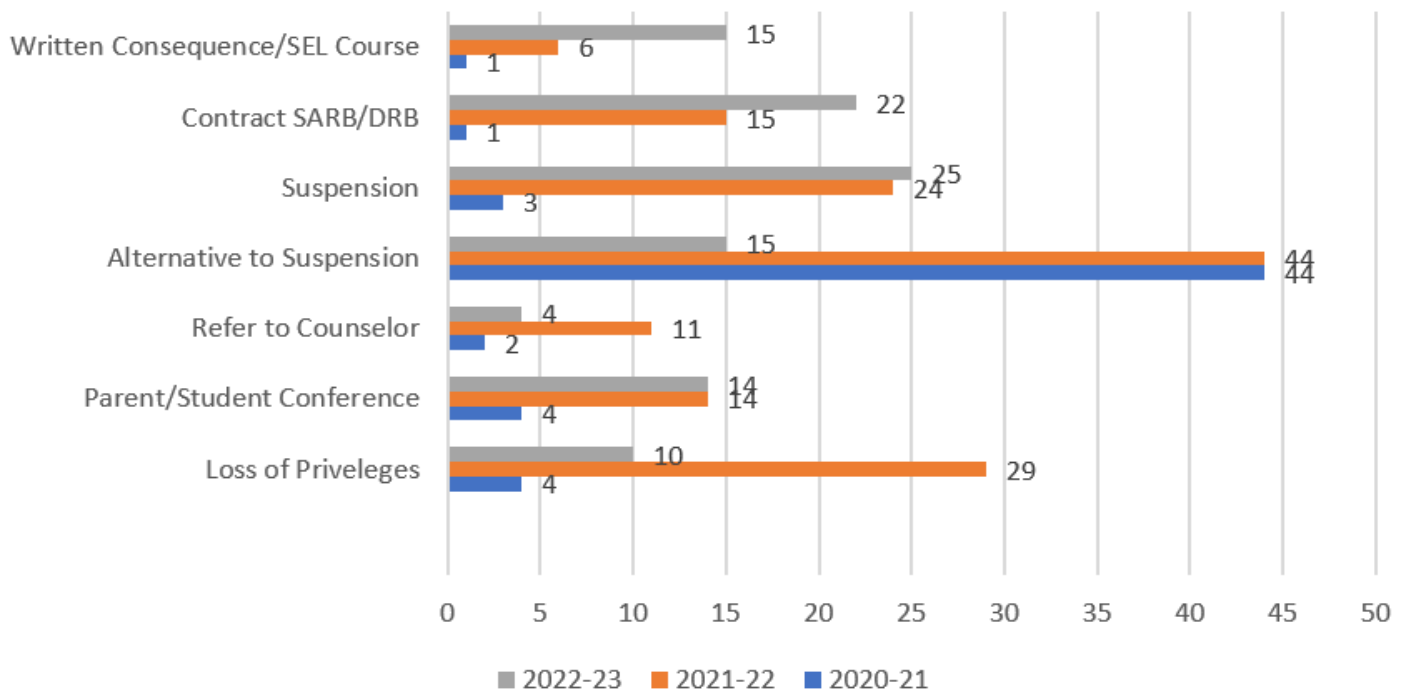
Data

Total Behavior Incidents by School Years



■ # Incidents

Discipline Action Comparisons for the Past 3 Years

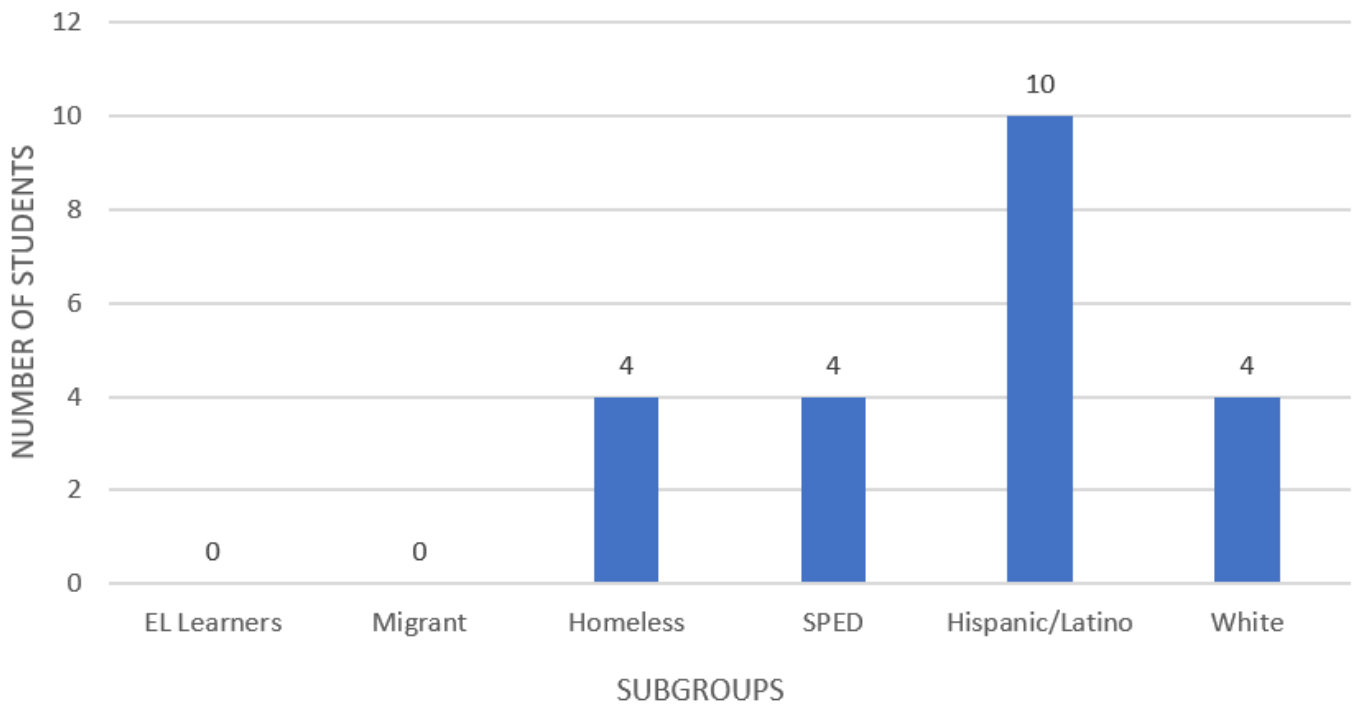


Suspension Behavior Analysis for 2022-2023

Penalty	Incidents	Ethnicity	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grand Total
Suspension		Hispanic/Latino			1							1
					1							1
		Hispanic/Latino	1								1	2
		White									3	3
			1								4	5
		Hispanic/Latino								1		1
										1		1
		Hispanic/Latino						2		1		3
								2		1		3
		White									1	1
											1	1
		Hispanic/Latino		1	1							2
				1	1							2
		White									1	1
											1	1
		White									3	3
											3	3
		Hispanic/Latino								1		1
										1		1
		Hispanic/Latino								1	3	4
										1	3	4
		Hispanic/Latino									1	1
											1	1
		Hispanic/Latino									1	1
		White									1	1
											2	2
Suspension Total			1	1	2			2		4	15	25

Climate

2022-2023 Suspensions by Subgroups



Data Analysis

Data Analysis shows that the suspensions remained the same over the past two years, but more alternative means of correction were used during 2022-2023. French Camp Elementary also uses PBIS which focuses on rewarding positive student behaviors as an incentive to follow school and class expectations. Students can earn Eagle Bucks and there are two positive incentives connected to it. One is the Eagle Buck itself which can be used as money to buy various items on the Eagle Buck Cart. Second, students tear off the perforated ticket piece and turn it in for a weekly raffle. Students that win the raffle can choose fun items.

Data Analysis shows the total number of behavior incidents are much lower than pre-pandemic numbers. Returning to normal school routines and implementing consistent structured expectations through PBIS has helped students improve their social skills. The breakdown of 2022-2023 suspensions by grade level shows that the Jr. High grade levels of 7th and 8th grade have the highest overall incidents. Looking at suspensions by subgroups, it is important to explain that the majority of suspensions fall in the Hispanic/Latino subgroup. French Camp is predominately Hispanic/Latino. Of the other subgroups that incur incidents of suspension, there are students that fall into multiple subgroups therefore showing each incident in multiple subgroups.

Student Need 2:

Students need to be safe while on campus or in distance learning by maintaining low suspension rates, developing alternative means of correction to address various misbehaviors, and ensuring a safe environment where exposure to unsafe conditions is minimized as measured by discipline and counseling records.

Implementation Plan

French Camp implements PBIS in all grades to incentivize positive behaviors. A PBIS prize cart is a part of the leadership class project and Jr. High students visit elementary classes weekly so students can purchase prizes with their earned Eagle Bucks. This will continue for the 2023-24 school year. All suspended students from the 2022-23 school year will start the 2023-24 school year with a VCC referral in a proactive measure to minimize the chance of suspension occurring again. The amount of VCC hours funded by the district was reduced for the 2022-2021 school year thus

impacting the 2022-2023 school year. Due to the number of referrals in the past two years, our site feels that it is justified in funding the extra hours to get us to the same number of hours as 2022-2023.

French Camp will continue to use PBIS strategies previously implemented. Teachers will have access to videos and lesson plans to teach the desired behavior expected at any given location on campus. The PBIS team will also incorporate a PBIS Passport Activity in the fall to help facilitate desired behaviors on campus. A weekly incentive drawing will be held for those students that were awarded Eagle Bucks. Students will also have the opportunity to use their Eagle Bucks to purchase prizes on a weekly basis when the PBIS prize cart comes. In addition to weekly drawings, various assemblies will be booked to reinforce the PBIS discipline system. The implementation of PBIS will help keep discipline referrals to a minimum because the goal is to teach and reinforce positive behavior.

Assemblies will be scheduled to promote positive character, making positive decisions, and how exhibit leadership qualities. High school counselors and activity coordinators will visit our site to promote available programs for our outgoing 8th grade students. In order for students to feel safe, Valley Community Counseling services will be provided. Student recognition assemblies will be held monthly. Parents will be invited to the recognition assembly.

Administrators and VCC counselors will implement SEL courses as an AMC-Alternative Mean of Correction as often as appropriate to help students reflect, learn and improve their behavior.

SMART Goal

With the ongoing use of Base SEL lessons, COST, and PBIS, suspension rates will decline by a third in the 2023-24 school year.

Metric/Indicator	Baseline	Expected Outcome
Discipline Behavior Incidents- Q Report	The number of behavior incidents have increased over last year, but are still lower than the pre-pandemic year.	The number of behavior incidents will continue to decrease.
Discipline Actions- Q-Report	The discipline actions given the most were actions that kept students in class and on campus.	Through the implementation of PBIS, there will be an increase in the number of types of discipline actions used to promote keeping students in class and on campus and to address the social and emotional needs of students.
Q Suspension Behavior Analysis	8th grade accounted for 60% of suspensions this school year	Suspension rates will decrease in 2023-24, as the current 8th graders will no longer be at French Camp.
Q Suspensions By Subgroups	Hispanic, Homeless, Students with Disabilities, and White students account for 22/25 suspensions	The number of students in these subcategories will decrease for suspensions in the 2023-24 school year, as it is anticipated that the overall suspension rates will drop.

Resources to Support

Action	Resources	Money/Budget
Purchase awards and incentives for PBIS to acknowledge appropriate behaviors	LCFF- Supplemental	1000
Custodial staff will have access to basic cleaning supplies, materials, equipment, in order to provide for routine cleaning and maintenance.		32500
Staff will have access to purchase safety equipment for arrival and dismissal times on site.		500
Replacement keys will be purchased as needed		500
Gas / fuel will be purchased for custodial equipment.		300
Repairs, programming, and replacement of radios will be funded as needed		500
Intermediate/Jr High equipment for yard		5000

Progress Monitoring

September

December

March

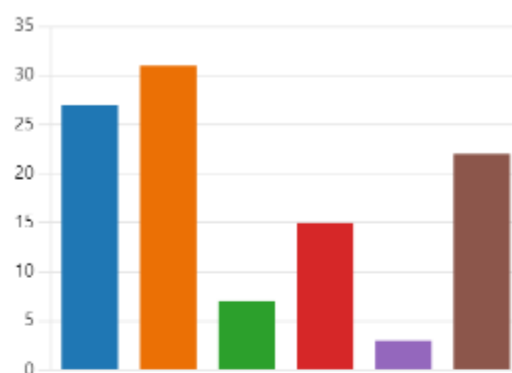
Data

Trimester 1 Parent Survey 2022-23

1. Parents as Learners / **Padres como Aprendices** (0 point)

[More Details](#)

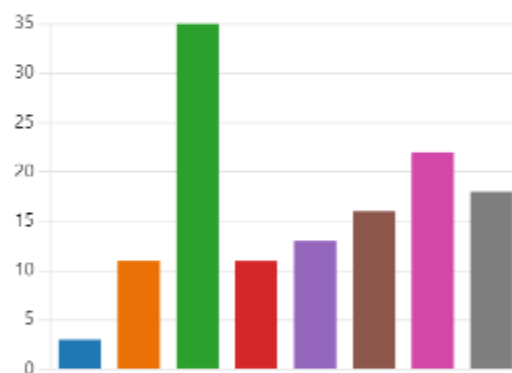
- Attend Back to School Night / A... 27
- Attend Goal Setting Conference... 31
- Kindergarten Orientation / Asis... 7
- Attend family literacy or science... 15
- PIQE Parent Classes / Asistir a la... 3
- Red Ribbon Activities / Activida... 22



2. Parents As Supporters / **Padres como un Apoyo** (0 point)

[More Details](#)

- Member of Parent Brigade / Ser... 3
- Volunteer in the Classroom / Se... 11
- Assist Children with Homework ... 35
- Help with Fundraisers / Ayudar ... 11
- Help with Class Parties / Ayudar... 13
- Accompany on Field Trips / Aco... 16
- Attend Child Performances or At... 22
- Attend Parent Information Nigh... 18



3. Parents As Teachers / **Padres como Maestros** (0 point)

[More Details](#)

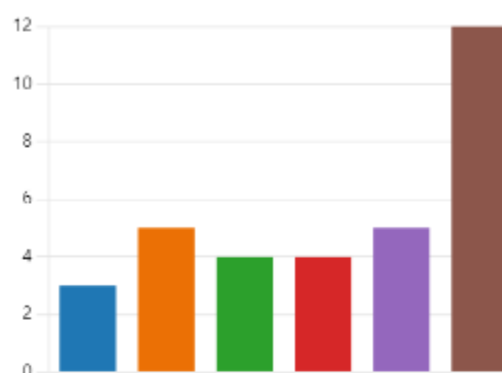
- Help Child with Homework / Ay... 39
- Assist Children in the Classroom... 8
- Classroom Presentations / Pres... 12
- Read with My Child / Leer con ... 32



4. Parents as Decision Makers / **Padres como Responsables de Tomar Decisiones** (0 point)

[More Details](#)

- Serve on School Site Council / ... 3
- Serve on District committees / S... 5
- Serve on District English Learner... 4
- Serve on the ELAC Committee / ... 4
- Attend and Participated in a Stu... 5
- Attend Individual Learning Prog... 12



5. What is your preferred time for evening events such as Open House, Literacy Night, Etc? (0 point)

[More Details](#)

- 3:30-5:30 6
- 4:00-6:00 13
- 4:30-6:30 22



6. What parent activities would you like to see? **¿Cuales Actividades para participación de padres les gustaría ver?** (0 point)

Examples include: Computer Class, English as a Second Language Class, Food Bank, Etc.
Los ejemplos incluyen: Clases de Computación, Clases de Ingles como Segundo Lenguaje, Banco de Comida, Etc.

[More Details](#)

[Insights](#)

20
Responses

Latest Responses
 "Clases de ingles"
 "Clases de inglés como segundo idioma "

What kind of programming do you think would benefit your child(ren)?

Art	28
Coding	14
Cooking	16
Cultural Programs	20
Language Arts Tutoring	49
Martial Arts	28
Math Tutoring	43
Music	29
Other	2
PE/Sports	29
Robotics	13
Theatre	16

Climate

What grade is your child in?

	Numbers	Percent
Kindergarten	15	17.9%
1st Grade	11	13.1%
2nd Grade	13	15.5%
3rd Grade	9	10.7%
4th Grade	9	10.7%
5th Grade	9	10.7%
6th Grade	4	4.8%
7th Grade	9	10.7%
8th Grade	5	11.9%

Data Analysis

Parent survey results indicate that most parents attended Back to School Night, Goal Setting Conferences. The survey further indicates that our parents read with their children and assist with their homework. The parent Brigade supports the teachers and plans community events. Written and oral translation/communication was provided for parents related to communication about their children's education at parent conference meetings and parent nights. Parents were invited to attend Kindergarten Orientation to encourage positive attendance and promote a positive school culture. Eighth grade parents were invited to attend High School orientation. ELOP results indicate a desire by the parents to have their child enrolled in after school activities. The main areas of after school interest are in ELA and Math tutoring, Art, Music, Sports, and Martial Arts.

Student Need 3:

Improve community involvement by providing families with educational opportunities to increase student connectedness to school. Continue family participation and build positive school culture whether in the traditional classroom setting or distance learning as measured by parent surveys and participation in programs.

Implementation Plan

Community involvement is an integral part of developing a strong, positive school climate. In August, parents are invited to a Welcome Social. This social will also serve as our Title I Parent Informational meeting. Snacks are provided to the families. The agenda includes a welcome to school, introduction of our Parent Liaisons who invite all to volunteer, upcoming school events, and an overview of the SSC election process. The Title I component of this meeting includes Title I requirements/End of year evidence report for previous year, assessment results, interventions to ensure students are on grade level, Results of previous interventions, Budget / Expenditures, Parent Involvement Policy (district/site), Parent Involvement Activities, Parent Involvement Survey/report of results, and Parent/School/Student compact (review/approve). In September, Mexican Independence Day is held to celebrate our school's culture. Activities include, but are not limited to: cultural music, dancing, singing, and Smart Snack approved food. In order for this event to be successful, practices will be held before and after school with credentialed and classified staff members. Parents were invited to this event and fill the bleachers each year. In October, we will hold our annual Harvest Festival to foster community relationships. Games are run by staff members and students. Food vendors are on hand for families to purchase refreshments. Parent / Teacher conferences were held in November and February with an evening option available for parents who could not attend during normal school hours. During the 2022-23 school year, Goal Setting Conferences will be held in September and January with students and parents. Love of Learning events are scheduled throughout the school year. Materials along with books will need to be purchased for this event to be a success. Other events such as talent show, Honor Roll social, Back To School Night, Student Success Team Meetings, Kindergarten Orientation, School Site Council, Class Celebrations for Academic Achievement, DELAC, ELAC, Educational Field Trips, DACSFP, Assistance with Vision and Hearing Screening, Assistance with Holiday Store, and Assistance with Book Fairs, provide parent involvement opportunities. Parents are contacted via email and/or phone calls. This will continue to provide the essential feedback necessary to assist children in learning grade level standards. A parent engagement committee will plan events to support our families in various ways. Some families indicate a need in how to access the online parent portal. Other families indicate a need in how to help their children with math. Other families need assistance in how to help their child with reading. The Parent Engagement Committee will develop events to meet the needs of our community. Well-rounded opportunities will be financially supported and made available to support inclusion and student/ family engagement.

SMART Goal

By the end of the 2024 school year, there will have been at least 10 events at French Camp for family engagement.

Parents as learners, supporters, teachers and decisions makers / Parent Survey	Parents as decision makers has the lowest tally. Parents indicate a desire to have evening functions run from 4:30-6:30 to accommodate work schedules.	Evening events will run from 4:30-6:30
ELOP Parent Interest Surveys from ELOP Coordinator	Parents at all grade levels have shown an interest for their child to participate in after school activities.	There will be an increase in the number of ELOP after-school activities.

Resources to Support

Action	Resources	Money/Budget
Parent Liaisons will be time-sheeted to manage the Parent Brigade	Title I Part A: Allocation	5000

PIQE or other parent engagement program (Cost of program and supplies)	District Funded	
Supplies for Community Involvement Events (i.e. MID, BTSN, Love of Learning Nights, etc)	Title I Part A: Allocation	1000
Administrative supplies will be purchased for parent involvement programs and events		6000
Copies for office staff will be made available (ricoh and printshop)		5000
Snacks for staff and parent trainings		1500
Medical room storage supplies and first aid supplies		1600
SSA timesheeting for parent events		500
Clerical staff timesheeting for events outside of school hours		500
Timesheeting for LMT and/or TSS for parent events		2000
Storage Supplies to house equipment and materials for engaging events		1350
Supples to recognize / honor students meeting 8th grade celebration requirements		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

Socioeconomically disadvantaged students (including Homeless and Foster Youth), English Learners, and Students with Disabilities, will have access to highly qualified certificated staff in the classroom and after school for intervention, remediation, and tutoring, to achieve grade level standards as measured and tracked by PLC data. This will occur in both the traditional classroom setting or through distance learning.

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	275	291	317	49.6%	53.3%	52.5%
Fluent English Proficient (FEP)	97	98	100	17.5%	17.9%	16.6%
Reclassified Fluent English Proficient (RFEP)	16			5.8%		

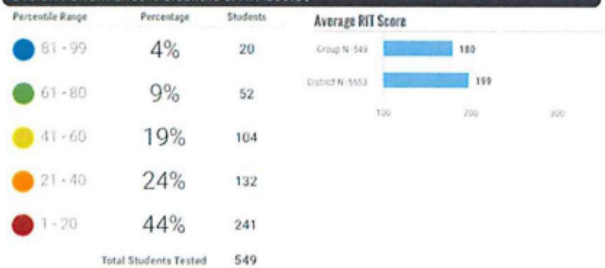
SED: Math

NWEA Assessment Summary

Site: French Camp Elementary
Scores for: Fall 2022-2023
Grade: All
Group: All
User: All Teachers
Tests Included: All

Score Date: Control Panel (04-18-2023)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Non SED
English Proficiency: All

Overall Performance: Percentile & RIT Scores



Goal Results: RIT & Performance Bands

		Avg RIT	Low	Lo Avg	Avg	Hi Avg	High
Growth: Math 2-5 CA 2010	Geometry	177	56%	17%	14%	6%	6%
	Measurement and Data	180	47%	24%	13%	11%	5%
	Number and Operations	181	45%	21%	10%	9%	6%
	Operations and Algebraic Thinking	182	45%	16%	10%	12%	8%
Growth: Math 6+ CA 2010	Geometry	207	44%	26%	17%	7%	3%
	Operations and Algebraic Thinking	209	36%	32%	21%	9%	2%
	Statistics and Probability	206	30%	29%	19%	8%	2%
	The Real and Complex Number Systems	211	30%	34%	18%	16%	2%
Growth: Math K-2 CA 2010	Geometry	142	39%	26%	14%	15%	6%
	Measurement and Data	143	32%	26%	19%	14%	9%
	Number and Operations	143	32%	26%	22%	13%	6%

SED: Reading

NWEA Assessment Summary

Site: French Camp Elementary
Scores for: Fall 2022-2023
Grade: All
Group: All
User: All Teachers
Tests Included: All

Score Date: Control Panel (04-18-2023)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Non SED
English Proficiency: All

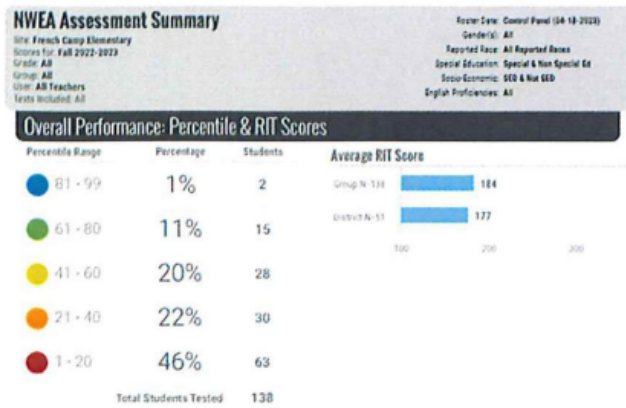
Overall Performance: Percentile & RIT Scores



Goal Results: RIT & Performance Bands

		Avg RIT	Low	Lo Avg	Avg	Hi Avg	High
Growth: Reading 2-5 CA 2010 V3	Informational Text	174	55%	16%	12%	11%	7%
	Literary Text	177	49%	19%	14%	9%	5%
	Vocabulary	175	53%	15%	16%	9%	7%
Growth: Reading 6+ CA 2010 V3	Informational Text	204	37%	24%	19%	13%	7%
	Literary Text	205	37%	22%	21%	16%	3%
	Vocabulary	206	37%	18%	21%	18%	6%
Growth: Reading K-2 CA 2010	Foundational Skills	143	45%	21%	17%	5%	12%
	Language and Writing	144	39%	22%	13%	16%	7%
	Literature and Informational	144	32%	22%	24%	8%	6%
	Vocabulary Use and Functions	144	46%	20%	13%	7%	14%

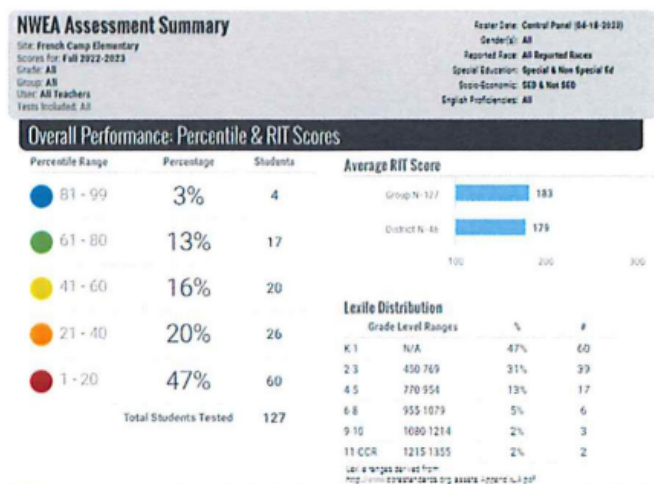
Homeless: Math



Goal Results: RIT & Performance Bands

		Avg RIT	Low	Lo Avg	Avg	Hi Avg	High
Growth: Math 2-5 CA 2010	Geometry	177	54%	13%	16%	13%	4%
	Measurement and Data	180	43%	25%	16%	12%	4%
	Number and Operations	183	30%	16%	24%	13%	7%
	Operations and Algebraic Thinking	182	38%	13%	30%	10%	9%
Growth: Math 6+ CA 2010	Geometry	205	54%	26%	10%	8%	2%
	Operations and Algebraic Thinking	207	44%	22%	26%	6%	2%
	Statistics and Probability	204	52%	22%	18%	6%	2%
	The Real and Complex Number Systems	211	36%	26%	16%	20%	2%
Growth: Math K-2 CA 2010	Geometry	139	47%	21%	16%	16%	0%
	Measurement and Data	141	32%	32%	21%	11%	5%
	Number and Operations	141	32%	26%	37%	5%	0%

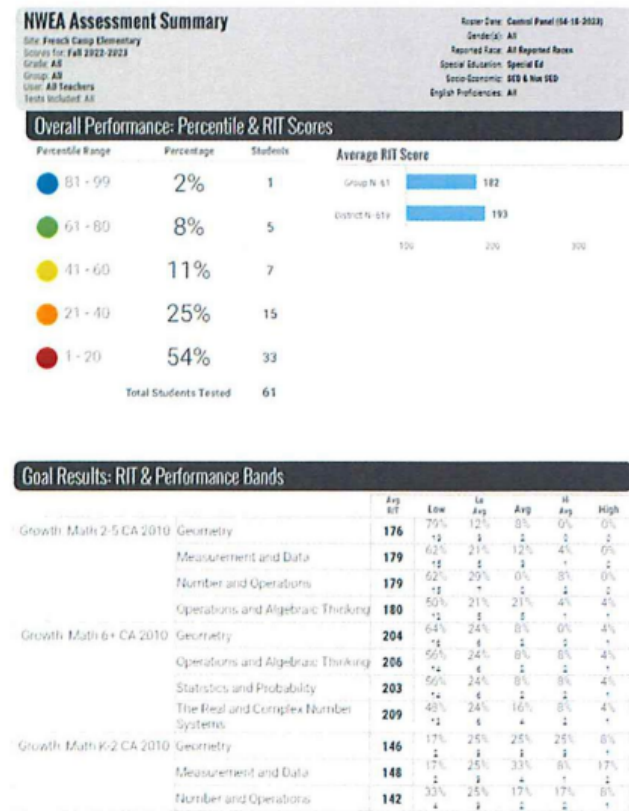
Homeless: Reading



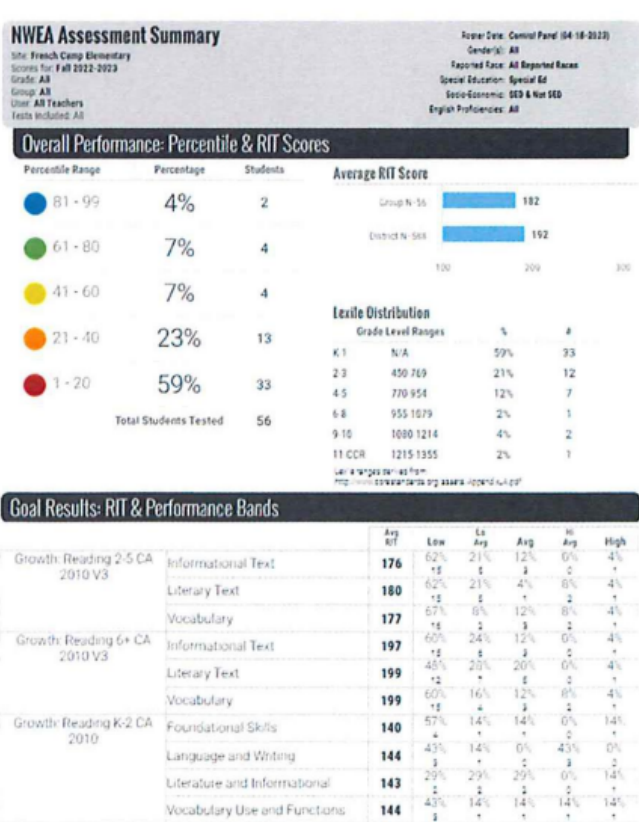
Goal Results: RIT & Performance Bands

		Avg RIT	Low	Lo Avg	Avg	Hi Avg	High
Growth: Reading 2-5 CA 2010 V3	Informational Text	175	46%	19%	16%	13%	6%
	Literary Text	177	46%	19%	14%	13%	7%
	Vocabulary	173	46%	25%	16%	10%	3%
Growth: Reading 6+ CA 2010 V3	Informational Text	204	38%	22%	19%	16%	6%
	Literary Text	202	44%	20%	22%	12%	2%
	Vocabulary	203	46%	18%	22%	10%	4%
Growth: Reading K-2 CA 2010	Foundational Skills	143	62%	0%	38%	0%	0%
	Language and Writing	146	38%	38%	0%	25%	0%
	Literature and Informational	146	50%	12%	12%	25%	0%
	Vocabulary Use and Functions	143	62%	25%	0%	0%	12%

Students with Disabilities: Math



Students with Disabilities: Reading



Student Need 1:

Emerging students eligible for Additional Targeted Support and Improvement include: Homeless, and Students With Disabilities. These groups, along with our Socioeconomically Disadvantaged subgroup, need to receive specific targeted instruction on grade level standards within and outside of the school day. Progression toward the standards must be monitored and adjusted regularly, based on student acquisition of concepts.

Implementation Plan

Historically, the largest discrepancy between French Camp and the school district is in ELA. The district outperforms each of our significant subgroups including Socioeconomically Disadvantaged. The area where scores are the lowest is in Math. This is consistent with district results, meaning the score in Math is low for all MUSD students. This data has been consistent for 3 years.

PLCs were fully implemented this school year, where students received small group instruction with a credentialed teacher. The teachers were and will continue to be trained in various areas to support student learning. Trainings will be included, but not limited to: Formative Assessments, PLC, teaching/learning strategies, foundational skills, and writing in the content areas. Trainings for teachers and paraprofessionals will be supported.

Since our Socioeconomically Disadvantaged group encompasses 90% of our population, we are essentially speaking to our whole school when we refer to Socioeconomically Disadvantaged. Remediation programs will be provided for small groups of students within regular school hours. This designated time will be referred to as "Eagle Time." Teachers will target instruction based on data and results which they will analyze at their PLC meetings. Progress will

be monitored, and further action will occur if data supports the need. For example, if our SED students are not making sufficient progress toward meeting grade level standards, teachers may decide to tutor before or after school. Teachers will be time sheeted for this service. Highest priority for tutoring will be given to those who are at the highest risk of learning loss due to access barriers, special needs status, or English learner status. This includes our homeless and foster population.

To address the needs of our targeted support groups, an intervention position will be created with the objective to reduce the number of students in the lowest percentile band in MAP Reading by meeting individual needs, regardless of grade level, with an emphasis on Foundational Skills and Informational Text. Areas of intervention will include Newcomers, Foundational Skills, and Literacy.

Teachers will make data-driven decisions based on evidence of what the students know or don't know. Collegial discussions will be held. Data will be shared and decisions will be made on next steps for what teachers will do if the students know (or don't know) the material. MAP assessments will track progress. Base curriculum will be used, and supplementary services will be supported if progress can be monitored through data points. Also, experiences will be offered to students that they may not be exposed to otherwise. Programs and educational opportunities will be made available to our students to assist in high-interest learning to achieve grade level standards.

Our Migrant population is a significant group on our campus. Their migration from the United States between the months of December and March poses a more significant learning loss for them as compared to students who are in the country for the duration of the school year. To mitigate this learning loss, we will work closely with Mini Corps to secure 1-2 tutors for the year. We will work with SJCOE Migrant Education to support the families outside of school. MUSD will provide two Independent Study Program teachers for qualifying students from the migrant program. ELA and Math at all grade levels will be taught by the Migrant ISP credentialed teachers.

SMART Goal

By May 2024, students identified as the greatest in need will have received extra support in reading skills, thus reducing the number of students in the 1st-20th band and increasing the number of students in the 21st-40th band based on RIT Reading.

Metric/Indicator	Baseline	Expected Outcome
NWEA Assessment Summary Report in ELA broken down by Subgroup; Subgroups were compared to the whole school average	67% of FCE SED and Homeless were in the lowest 2 percentile ranges based on RIT ELA. 82% of FCE SWD were in the lowest 2 percentile ranges based on RIT ELA.	Due to this being the 3rd full year of implementation of PLCs and the addition of an intervention teacher, I expect the percentage of SED and Homeless ELA RIT scores to increase, thus lowering the percentage of these students below grade level.
NWEA Assessment Summary Report in Math broken down by Subgroup; Subgroups were compared to the whole school average	68% of FCE SED and Homeless were in the lowest 2 percentile ranges based on RIT Math. 79% of FCE SWD were in the lowest 2 percentile ranges based on RIT Math.	Due to this being the 3rd full year of implementation of PLCs and the addition of an intervention teacher, I expect the percentage of SED and Homeless Math RIT scores to increase, thus lowering the percentage of these students below grade level.

Targeted Resources Applied

Action	Resources	Money/Budget
K-2 teachers will have access to sora and ired	District Funded	0
Programs and Supplies to offer learning experiences to those who may not receive exposure otherwise (i.e. TSSP, Artist in Residence, Ancient Artifacts, Kinder Bridge, etc)	LCFF- Supplemental	5000
Intervention Teaching Position	Title I Part A: Allocation	165,442
Music supplies/materials to expose students to learning experiences who may not receive exposure otherwise		4000
Tutoring by Credentialed Teachers	Title I Part A: Allocation	3000
Supplemental materials will be provided for Intervention Position to meet specific learning needs	Other	2000

Progress Monitoring

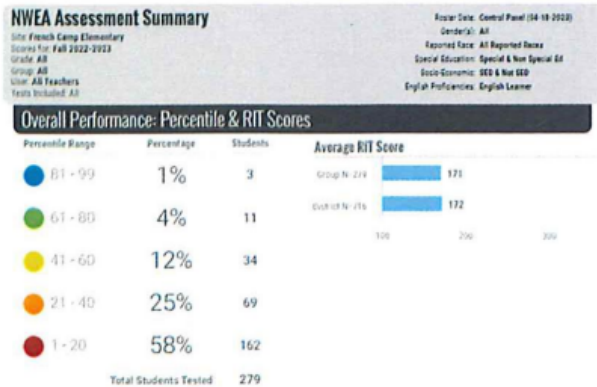
November

February

May

Data

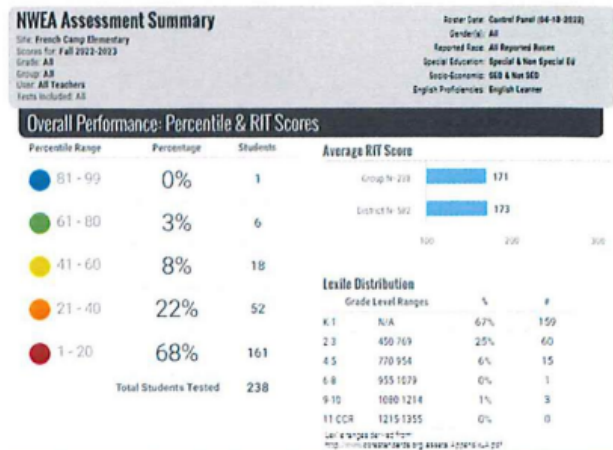
English Learners: Math



Goal Results: RIT & Performance Bands

	Aug RIT	Low	In Avg	High
Growth Math 2-5 CA 2010				
Geometry	170	76%	13%	9%
Measurement and Data	175	60%	25%	10%
Number and Operations	178	57%	19%	12%
Operations and Algebraic Thinking	176	58%	16%	19%
Growth Math 6+ CA 2010				
Geometry	200	45%	30%	7%
Operations and Algebraic Thinking	205	43%	41%	11%
Statistics and Probability	200	61%	27%	9%
The Real and Complex Number Systems	204	46%	27%	11%
Growth Math K-2 CA 2010				
Geometry	137	46%	28%	12%
Measurement and Data	138	41%	28%	10%
Number and Operations	139	36%	31%	16%

English Learners: Reading



Goal Results: RIT & Performance Bands

	Aug RIT	Low	In Avg	High
Growth Reading 2-5 CA 2010 V3				
Informational Text	166	70%	19%	10%
Literary Text	170	66%	20%	12%
Vocabulary	167	68%	21%	14%
Growth Reading 6+ CA 2010 V3				
Informational Text	196	56%	31%	10%
Literary Text	197	56%	25%	14%
Vocabulary	197	59%	26%	16%
Growth Reading K-2 CA 2010				
Foundational Skills	139	55%	18%	11%
Language and Writing	141	55%	16%	21%
Literature and Informational	140	53%	26%	8%
Vocabulary Use and Functions	140	53%	26%	8%

Student Need 2:

Emerging students included in the English Learner group need to receive specific targeted instruction on grade level standards within and outside of the school day. Progression toward the standards must be monitored and adjusted regularly, based on student acquisition of concepts.

Implementation Plan

Historically, the largest discrepancy between French Camp and the school district is in ELA. The district outperforms each of our significant subgroups including Socioeconomically Disadvantaged. The area where scores are the lowest is in Math. This is consistent with district results, meaning the score in Math is low for all MUSD students. This data has been consistent for 2 years.

PLCs are fully implemented, where students received small group instruction with a credentialed teacher. The teachers were and will continue to be trained in various areas to support student learning. Trainings will be included, but not limited to: Formative Assessments, PLC, teaching/learning strategies, foundational skills, and writing in the content areas. Trainings for teachers and paraprofessionals will be supported.

Since our Socioeconomically Disadvantaged group encompasses 95% of our population, we are essentially speaking to our whole school when we refer to Socioeconomically Disadvantaged. Remediation programs will be provided for small groups of students within regular school hours. This designated time will be referred to as "Eagle Time." Teachers will target instruction based on data and results which they will analyze at their PLC meetings. Progress will be monitored and further action will occur if data supports the need. For example, if our SED students are not making sufficient progress toward meeting grade level standards, teachers may decide to tutor before or after school. Teachers will be time sheeted for this service.

Teachers will make data-driven decisions based on evidence of what the students know or don't know. Collegial discussions will be had on PLC Wednesdays. Data will be shared and decisions will be made on next steps for what teachers will do if the students know (or don't know) the material. MAP assessments will track progress. Base curriculum will be used and supplementary services will be supported if progress can be monitored through data points.

Our Migrant population is a significant group on our campus. Their migration from the United States between the months of December and March poses a more significant learning loss for them as compared to students who are in the country for the duration of the school year. To mitigate this learning loss, we will work closely with Mini Corps to secure 1-2 tutors for the year. We will work with SJCOE Migrant Education to support the families outside of school. We will offer a frontloaded tutoring for our migrant students before they leave the country, focusing on what they will miss while they're gone. We will offer an Independent Study Program for the migrant students starting in December and continuing until they return from Mexico. This will be taught by a credentialed teacher. An extended day program has been implemented since the 2021-22 school year which brought the migrant students early to school and kept them after school. This project was a partnership with the district and county which allowed for student transportation, tutoring by credentialed teachers along with supervision by GECAC and classified staff.

SMART Goal

By August 31, 2024, 100% of teachers will be fully implementing Eagle Time along with Designated ELD, utilizing the bilingual aide assigned to their classroom.

Metric/Indicator	Baseline	Expected Outcome
NWEA Assessment Summary Report in ELA broken down by Subgroup; Subgroups were compared to the whole school average	90% of EL were below grade level in ELA.	Due to this being the 3rd full year of implementation of PLCs along with the addition of an intervention position, I expect the percentage of English Learners' ELA RIT scores to increase, thus lowering the percentage of these students in the lowest percentile band.
NWEA Assessment Summary Report in Math broken down by Subgroup; Subgroups were compared to the whole school average	83% of EL were below grade level in Math.	Due to this being the 3rd full year of implementation of PLCs, I expect the percentage of English Learners' Math RIT scores to increase, thus lowering the percentage of these students in the lowest percentile band.

Targeted Resources Applied

Action	Resources	Money/Budget
K-2 teachers will have access to sora and iread or foundations	District Funded	
Office Supplies for classified staff to monitor progress of EL students		1500
SJCOE Migrant Tutoring Time-sheeting		

Maintenance Agreements for equipment to assist in progress monitoring of emerging students		1200
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Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	182,342	0.00
LCFF- Supplemental	41,040	0.00

Expenditures by Funding Source

Funding Source	Amount
	91,550.00
District Funded	0.00
LCFF- Supplemental	41,040.00
Other	3,000.00
Title I Part A: Allocation	182,342.00

Stakeholder Input

Date

10/24/22, 11/22/22, 1/23/23, 2/21/23, 3/20/23, 4/17/23, 5/15/23

Groups

School Site Council

Outcome

Oct: Progress toward standards was reviewed and discussed in relation to the strategic plan..

Nov: Emerging Student data was reviewed and discussed in relation to the strategic plan.

Jan: LCAP for all targets was discussed in relation to the strategic plan.

Feb: Safety data was reviewed and discussed in relation to the strategic plan.

Mar: Progress toward standards was reviewed and discussed in relation to the strategic plan.

Apr: Safety data was reviewed and discussed in relation to the strategic plan.

May: The Strategic Plan data, goals, and implementation plan were discussed, Notes and input was gathered on each student need. Needs were agreed upon.

School Site Council Membership

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

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

Name of Members	Role
Rene Knapp	Principal
Aldo Ibarra Salas	Classroom Teacher
Paul Panyanouvong	Classroom Teacher
Sabrina Gates	Classroom Teacher
Oscar Munguia	Parent or Community Member
Jessica Gonzalez	Parent or Community Member
Stephanie Juarez	Parent or Community Member
Monica Rodriguez	Parent or Community Member
Erika Romero	Parent or Community Member
Roberto Rosas	Other School Staff

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 .

Attested:

	Principal, Rene E Knapp on 5/15/23
	SSC Chairperson, Sabrina Gates on 5/15/23

Elementary School Site Budget

[illegible]

Elementary School Site Budget

[illegible]

Elementary School Site Budget

[illegible]

Elementary School Site Budget

[illegible]

Manteca Unified School District
2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Site Name: French Camp			Function: 1000 Instructional							
Location: 100			Goal: 1110							
Administrator: R. Knapp			Mgmt: 0000 (unless listed below)							
Elementary School Site Supplemental - Resource 3010										
TITLE I										
LCAP A/S	Description of Need	Mgmt	Estimated Annual Cost							
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	6400 Equipment new/replace
ST/ES	Copy Costs (Ricoh and Print Shop)	3006			4,000					
ST/ES	Professional Development							2,900		
ST	Substitutes for PD		1,000							
ST	Tutorials		3,000							
ST/S	Supplies for Community Involvement /				1,000					
ST/ES	Intervention Teacher		165,442							
S	Parent Liaison			5,000						
										Allocation
TOTAL			169,442	5,000	5,000	-	-	2,900	-	-
										182,342

Manteca Unified School District
2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Site Name: French Camp			Function: 1000 Instructional							
Location: 100			Goal: 1110							
Administrator: R. Knapp			Mgmt: 0000 (unless listed below)							
Elementary School Site Supplemental - Resource 0709										
LCAP										
LCAP A/S	Description of Need	Mgmt	Estimated Annual Cost							
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	6400 Equipment new/replace
ST	Incentives and awards to acknowledge	1002			1,000					
S	Incentives and awards for appropriate	1002			2,000					
ST	Foundations Materials and Supplies	1002			5,000					
S/ES	Field Trips/Assemblies/Excursions	2005			28,040					
ES	Programs and Materials to offer	2005					5,000			
										Allocation
TOTAL		7,016	-	-	36,040	-	5,000	-	-	-
										41,040

Site Name: French Camp Location: 100 Administrator: R. Knapp

Site Name: French Camp Location: 100 Administrator: R. Knapp

Site Name: French Camp Location: 100 Administrator: R. Knapp

Supplemental-Local-Other RSXXXX	
Supplemental	Local-Other
RSXXXX	

LCAP A/S	Description of Need	Mgmt	Estimated Annual Cost						
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	6400 Equipment new/replace
ST/ES ST	Materials, Instructional Supplies, and Student Planners				2,000				
					1,000				
TOTAL		-	-	-	3,000	-	-	-	-
									3,000