Manteca Unified School District Strategic Plan

2024-2025

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.

George McParland School
39685936107429

Manteca Unified School District
39685930000000

School Site Vision

McParland School will teach all students grade level work successfully every day. We will strive to meet the academic, social, emotional and cultural needs of all students.

School Site Mission

McParland School will measure student achievement regularly, provide interventions as needed, and maintain regular communication with students and families.

Purpose and Description

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

Schoolwide Program

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

McParland School's mission is to teach all students grade level standards successfully every day. Our plan is focused on three goals designed to address student performance.

Goal1: McParland students will be provided with access to grade level standards by staff trained in Tier 1 instructional strategies focused on student centered use of base and supplemental curriculum.
Goal 2: McParland students and staff feel safe in a school environment that promotes prosocial behavior and improves school connectedness amongst students, staff, and community.
Goal 3: McParland emerging students will be provided with appropriate Tier 1 instruction, resources, and supports to reach individual success and proficiency in grade level essential standards and behaviors.

In order to progress monitor our plan, we will have monthly meetings to share data and progress towards our goals with our Instructional Leadership Team (ILT), Positive Behavior Interventions and Supports Teams (PBIS), School Site Council (SSC), English Language Advisory Committee (ELAC), and Community Club. We will also conduct needs assessment surveys with staff, students, and community multiple times a year. We will use the stakeholder input from our meetings and surveys to elicit feedback and gain input on resources (time, money, and/or people) to meet academic success for our students.

School Site Description

George McParland Elementary School opened as a K-6 school with 458 students in late August of 1987. It opened as a complete portable school on the southeast corner of the campus while the permanent school was under construction. The staff and students moved into their new facility in August of 1988. In February of 2002, construction of an annex was completed, and TK-2nd grade students were moved to that location. The McParland Annex is located two blocks from the McParland Main Site on London Avenue.

George McParland School was named in honor of George McParland, a long-time educator and administrator in the Manteca/French Camp area. Mr. McParland was a very special friend to the school prior to his passing in April of 1993. He regularly visited classrooms and the library to tell stories and participate in special school activities.

George McParland School strives for continuous improvement in all areas, and we are particularly proud of the positive and safe learning environment provided, as well as the high academic standards and levels of achievement our students make throughout the school year. We pride ourselves on being a California Distinguished School and a school "Where Everyone Counts."

George McParland School will teach all students grade level standards every day. We will strive to meet the academic, social, emotional and cultural needs of all students. We will measure student achievement regularly, provide interventions as needed, and maintain regular communication with students and families. The motto "Where Everyone Counts" is truly embodied in all that is done at McParland. McParland staff consistently and diligently work to meet the needs of the school and community. Our office staff welcomes everyone who comes into our school. Custodial staff maintain safe facilities while taking the time and opportunities to help individual students.

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).

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

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 utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels.
The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

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 instructional leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative 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 Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners.

To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials..

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 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted 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 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12.   The adopted science materials are Amplify for grades K-8 and Stemscopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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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 K-12 teachers in all content areas including 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 curriculum programs 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 a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers 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)

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achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

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. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Fundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. 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 Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

An eight-week class that enables adolescents to identify, evaluate, and appropriately handle their anger. Uncontrolled anger can lead to bad habits that become unhealthy and dangerous when they are left unattended. This class examines those habits and works with young people and their families to bring about a change of mindset and behavior. A parent or guardian is required to attend three sessions.

Substance Abuse (ages 12-18)

An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

This all-day workshop brings high school students together to talk seriously about the walls of division on campuses caused by issues such as bullying, disrespect, racism, gangs, intolerance, and misunderstanding. This is not an assembly; it is an all-day exercise where students are challenged to change their behaviors and attitudes.

Victor Wrap-Around Services

Victor provides a continuum of community and school-based services that meet families where their need is to provide the support and education, they deserve to help them thrive.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources to remove learning barriers for students. COST teams identify and address student needs and

ensure that the overall system of support works together effectively.

Five core components (Common Referral Process, Assessment, Regular COST Meetings, Collaboration of Services, and Tracking and Evaluation) make up the COST service delivery system and maximize a school's capacity to support student success and well-being.

Intervention TOSA

This is a teacher on a special assignment who is under the direction of the high school principal. The TOSA serves as a resource to staff to support a multi-tiered system of support in the areas of prevention and intervention.

Restorative Practices

Restorative practices in schools represent a philosophical shift away from the traditional punitive approach to wrongdoing. Instead of merely focusing on rule-breaking, restorative practices view misbehavior as an offense against relationships.

Suicide Prevention

One of the strategies for suicide prevention that is utilized is crisis intervention and identification of students in crisis. All school nurses, counselors, school psychologists, and valley community counselors are trained in our Suicide Risk Assessment protocol. This protocol is used when a student is believed to be exhibiting thoughts of suicide or self-harm. For students that are identified as being at risk through this process, there is a follow-up protocol for their return to school and procedures for how to keep them safe on campus and at home.

Yellow Ribbon Suicide Prevention Program

Yellow Ribbon provides training in suicide prevention and collaborates with community support networks to reduce the stigma surrounding suicide.

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

Parent Project Senior - "Changing Destructive Adolescent Behavior" is an award-winning intervention model addressing the most destructive of adolescent behaviors. We know of no other program that addresses it all: truancy, drugs, runaways, media, early teen sex, violence, gangs . . . Parent Project Senior promises concrete answers for every parent question asked.

Parent Project Junior - Loving Solutions is a parent-training program specifically designed for parents raising difficult younger children, ages 5-10 years. With special application to ADD / ADHD issues, Loving Solutions

employs a behavioral model to help parents motivate children to do constructive tasks and manage unwanted behaviors. The program's "Steps of Success" (S.O.S.) home practice assignments help create a solid foundation for change.

Preparing Our Kids for Success - Preparing Our Kids for Success. This stand-alone, 2.5-hour truancy intervention parent class is "Trauma-Informed" and specifically designed to augment the S.A.R.B. and local Truancy Abatement efforts.

Elevate Mentoring

Is a mentoring program designed to help students elevate their life skills so they can grow confident emotionally, succeed academically, and thrive socially.

Journey Mentoring

Journey Mentoring Program (A program of New Birth Community Development), promotes and teaches responsibility for youth ages 10-18. This takes place through highly interactive activities. The program is designed as a small group mentoring resource and represents a targeted effort to engage youth in discussions and activities that reinforce positive behavior.

Multi-Tiered System of Support (MTSS)

MTSS is a framework for providing instruction and intervention to all students based on their academic, social, emotional, and behavioral needs. MTSS is a proactive and preventative approach that aims to maximize student achievement and support the whole child.

Positive Behavioral Interventions and Supports

PBIS, or Positive Behavioral Interventions and Supports, is a proactive approach to behavior management in schools aimed at creating a positive school climate. It emphasizes teaching and reinforcing positive behaviors, rather than solely focusing on disciplining negative behaviors. PBIS incorporates data-driven decision-making to tailor interventions to support the specific needs of students and promote their social, emotional, and academic success. Currently, we are in the 3rd year of implementation at MUSD. Each school has a unique timeline for full implementation based on the needs of each school and community. By next year, all schools should successfully be considered Tier 1 schools that are fully implementing the PBIS Tier 1 framework for their entire school population.

Valley Community Counseling

Valley Community Counseling is an organization that MUSD contracts with to provide school-based counseling services to our students. Every school site has a minimum of one counselor per site available to meet with students to work on skill building, crisis intervention, conflict mediation, truancy, truancy-related concerns, provide support, and help students build relationships. Through a referral process, including self-referrals, the counselors will meet with students on a routine basis, establish goals, and implement strategies based on the student's individual goals. The Valley Community Counselors work in collaboration with school site administrators, teachers, school nurses, and other service providers to ensure the needs of the whole child are met.

Social Emotional Learning

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding, and decision-making mechanisms.
Social emotional learning is defined as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Supports

Sanford Harmony is our district's SEL Curriculum available to UTK-6th students. Harmony SEL uses the CASEL 5 framework. The CASEL framework is one of the most widely used SEL frameworks and has been used to develop multiple state and district SEL standards and competencies. The CASEL framework comprises five core competencies students and adults need to successfully navigate academic standards. The Alignment Guides align Harmony objectives with Common Core State Standards, the CASEL 5, and state SEL standards/competencies.

BASE is our district's SEL Curriculum available to 6-12th students. This offers over 100 SEL Lessons to support students' SEL needs. The program uses an evidence-based SEL curriculum to support students in navigating challenging real-world topics, developing self-awareness, building practical skills, and connecting more effectively as well as prevention, and intervention and helps avert crisis.

Our SEL BASE curriculum allows 6-12th grade students to take a BASEline Survey every 90 days. This self-reporting survey measures behavior, engagement, academic self-confidence, and social connectivity in school.

Our SEL Lending Library is available to all teachers to check out books to support their SEL classroom implementation/integration and their students' needs.

Our SEL Materials Library is available to all teachers to check out materials to support their SEL classroom lesson implementation/integration and their student's needs.

Our In School Suspension class offers "An Accountability Opportunity Project," to attending students. This class is offered as an alternative to suspension. During the ISS classes, students engaged in incident-aligned SEL BASE lessons and then completed an accountability project that proactively repairs relationships after they have been damaged through intentional research so that healing can occur.

Our annual Women Empowerment Event invites 40 female students from each high school to participate in SEL-aligned activities. This event focuses on CASEL's five core competencies as well as fostering the needs of students facing unforeseen circumstances.

Our SEL CASEL-aligned teacher workshops are offered each month after school, this is a paid opportunity. These workshops focus on students' needs in the following areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

Our SEL Site Support visits are available to all school sites upon request. These visits focus on a student's SEL needs after looking at the school site's data.

Our SEL Staff Training is available to all school sites upon request. These visits focus on students' SEL needs after looking at the school site's data.

Our Intervention TOSAs deliver SEL-BASE instruction to our COST students. This is based on data and students' needs.

Our SEL Training is available to our ELOP program upon request. This training focuses on CASEL-aligned SEL practices to meet students' SEL needs after looking at the school site data.

Our SEL Training is available to OAs and SSAs 3 times per year during district-directed days. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Training is available to all OA's once per month. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL SSA training courses are available to all school sites upon request. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Trainings are offered once per year to our CTCP group.   This training offers CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful when considering taking leadership roles within classified employment.

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 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).

Fiscal support (EPC)

All Manteca schools receive needs-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's 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1157	**44.8**	**8.6**	**0.4**
Total Number of Students enrolled in George McParland 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	100	8.6
Foster Youth	5	0.4
Homeless	62	5.4
Socioeconomically Disadvantaged	518	44.8
Students with Disabilities	111	9.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	1.9
American Indian	4	0.3
Asian	58	5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	31	2.7
Hispanic	601	51.9
Two or More Races	48	4.1
Pacific Islander	7	0.6
White	386	33.4

Conclusions based on this data:

1. McParland's largest ethnic group is Hispanic and the second largest is white. These two ethnic groups make up 85% of the student population. The remaining ethnic groups make up the other 15% of the student population.

2. McParland is one of the largest student population schools in Manteca Unified School District. However, the EL population at McParland is less than the district's average.

Grade Level Standards

District Goal

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

Site Tier 1 Goal

McParland students will be provided access to grade level standards by staff trained in Tier 1 instructional strategies focused on student centered use of base and supplemental curriculum.

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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		2420.	2388.		24.58	13.28		22.88	18.75		22.03	26.56		30.51	41.41
Grade 4		2436.	2455.		10.16	19.69		27.34	22.83		28.91	25.98		33.59	31.50
Grade 5		2490.	2489.		17.32	16.18		31.50	29.41		19.69	29.41		31.50	25.00
Grade 6		2524.	2511.		8.89	12.12		37.04	32.58		32.59	27.27		21.48	28.03
Grade 7		2557.	2560.		10.81	15.15		45.95	41.67		27.03	22.73		16.22	20.45
Grade 8		2570.	2602.		15.79	20.37		36.84	46.30		31.58	25.00		15.79	8.33
All Grades	N/A	N/A	N/A		14.46	15.99		33.42	31.59		27.01	26.21		25.10	26.21

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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		2417.	2391.		12.71	9.38		29.66	17.19		26.27	32.03		31.36	41.41
Grade 4		2447.	2438.		10.94	8.66		21.88	16.54		37.50	44.09		29.69	30.71
Grade 5		2474.	2473.		10.24	7.35		16.54	16.91		37.01	36.76		36.22	38.97
Grade 6		2506.	2507.		13.33	13.64		20.74	20.45		31.11	34.09		34.81	31.82
Grade 7		2514.	2501.		4.50	7.58		23.42	17.42		38.74	28.79		33.33	46.21
Grade 8		2575.	2596.		26.32	34.26		19.30	20.37		28.07	30.56		26.32	14.81
All Grades	N/A	N/A	N/A		12.96	12.84		21.83	18.09		33.15	34.47		32.06	34.60

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	47.58
Female	53.24
Male	42.24
American Indian or Alaska Native	--
Asian	55.88
Black or African American	9.09
Filipino	65.00
Hispanic or Latino	43.14
Native Hawaiian or Pacific Islander	--
Two or More Races	48.15
White	54.20
English Learners	12.33
Foster Youth	0
Homeless	36.73
Military	52.63
Socioeconomically Disadvantaged	39.73
Students Receiving Migrant Education Services	0
Students with Disabilities	8.64

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	30.93
Female	29.27
Male	32.49
American Indian or Alaska Native	--
Asian	44.12
Black or African American	9.09
Filipino	45.00
Hispanic or Latino	23.38
Native Hawaiian or Pacific Islander	--
Two or More Races	29.63
White	41.38
English Learners	2.74

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	0
Homeless	20.41
Military	31.58
Socioeconomically Disadvantaged	24.93
Students Receiving Migrant Education Services	0
Students with Disabilities	5.00

Data

English Language Arts Indicator - Student Group Five-by-Five Placement

View District Placement

Reporting Year: 2023 | Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15.1 points)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined or increased by less than 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) +45.0 points or more Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH +10.0 to +44.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -5.0 to +9.9 points in Current Year	Yellow (None)	Yellow (None)	Yellow • White	Green (None)	Green (None)
LOW -5.1 to -70.0 points in Current Year	Orange (None)	Orange • English Learners	Orange • Socioeconomically Disadvantaged	Yellow • All Students (School Placement) • Hispanic	Yellow (None)
VERY LOW (LOWEST STATUS) -70.1 points or lower in Current Year	Red (None)	Red • Students with Disabilities	Red (None)	Orange (None)	Orange (None)

	Baseline Math S'23	Growth Math F.'23 (F21-F23)	Growth Math W'24 (F23-F24)	Baseline ELAS'23	Growth ELA F'23	Growth ELA-W'24	Math RIT F23	Math RIT W'24	ELA Mean RIT F23	ELA Mean RITW'23	Math RIT S'24	ELA RIT S'24
K	73%		44%	76%		43%*	141.0	151.7(+1)	138.3	147.7(-1)	157.11	153.09
1	52%	22%	54%*	51%	36%	52%*	156.8	168.8(-2)	150.6	161.0(-5)	176.40	171.40
2	57%	35%	62%*	54%	62%	50%*	170.4	181.3(-1)	170.3	179.2(-3)	189.42	185.57
3	47%	39%	54%*	29%	46%	47%	181.7	190.1(-6)	183.4	184.6(-1)	201.08	197.12
4	40%	42%	39%	61%	44%	46%	192.2	197.5(-4)	190.0	195.4(-7)	210.51	204.83
5	68%	50%	74%*	54%	72%	56%	203.4	212.2(-2)	204.0	209.2(-1)	218.75	210.98
6	61%	55%	66%*	40%	50%	42%	210.5	217.7(-2)	207.0	208.5(-5)	222.88	215.36
7	42%	29%	34%	52%	48%	32%	216.7	218.0(-5) 45@227+	214.5	213.6(-4) 49@217+	226.73	218.36
8	76%	53%	85%*	52%	64%	57%*	222.7	232.2(+1) 85@228+	219.9	222.6(+2) 79=220+	230.03	221.66

★ = Met Projected Growth

Aggregate by School

Term:	Winter 2023-2024
District:	Manteca Unified School District

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2023 - Winter 2024
Weeks of Instruction:	Start - 4 (Fall 2023)
	End - 20 (Winter 2024)
Grouping:	None
Small Group Display:	No

George McParland Elementary

Language Arts:
Reading

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2023			Winter 2024					Grade-Level Norms			Student Norms			
Grade (Winter 2024)	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
PK	0	**			**			**					**			
K	87	138.1	8.3	61	147.8	10.8	62	10	1.1	9.5	0.11	54	87	38	44	37
1	102	150.7	12.2	17	161.1	12.9	21	10	0.8	9.6	0.52	70	102	53	52	49
2	110	170.8	15.8	41	179.6	17.2	41	9	0.7	8.8	-0.01	49	110	55	50	47
3	126	183.4	13.8	33	190.5	14.8	32	7	0.7	7.4	-0.22	41	126	59	47	43
4	126	189.9	15.6	17	195.3	14.6	16	5	0.8	6.0	-0.54	29	126	59	47	43
5	124	204.0	13.5	47	208.4	12.6	46	4	0.7	4.7	-0.23	41	124	69	56	50
6	133	207.0	14.6	33	208.6	13.9	23	2	0.8	3.7	-2.16	2	133	56	42	37
7	119	214.4	9.9	51	213.5	11.7	31	-1	0.7	2.9	-3.77	1	119	38	32	23
8	131	219.9	10.9	59	222.6	10.3	61	3	0.6	2.5	0.21	58	131	75	57	54

Language Arts: Reading
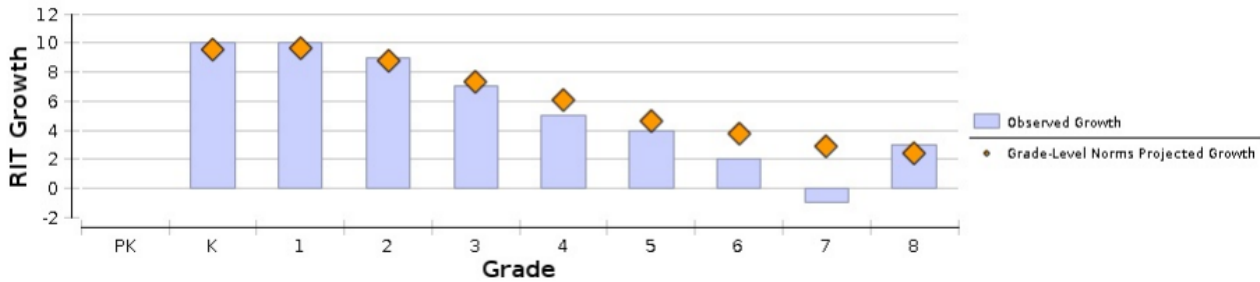
Student Growth Summary Report

Aggregate by School

Term:	Winter 2023-2024		Norms Reference Data:	2020 Norms.
District:	Manteca Unified School District		Growth Comparison Period:	Fall 2023 - Winter 2024
			Weeks of Instruction:	Start - 4 (Fall 2023)
				End - 20 (Winter 2024)
			Grouping:	None
			Small Group Display:	No

George McParland Elementary

Language Arts:
Language Usage

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
| | | Fall 2023 | | | Winter 2024 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
Grade (Winter 2024)	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 Their Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	107	171.4	15.3	35	180.5	16.1	31	9	0.7	9.9	-0.46	32	107	49	46	38
3	126	187.2	14.4	47	192.1	14.6	32	5	0.6	7.4	-2.27	1	126	53	42	36
4	125	191.1	16.5	18	198.9	14.0	27	8	0.8	5.8	2.08	98	125	74	59	63
5	124	203.1	14.1	43	208.0	13.3	47	5	0.7	4.3	0.66	74	124	71	57	52
6	132	209.9	13.7	53	211.6	12.8	42	2	0.7	3.4	-2.09	2	132	61	46	42
7	119	213.4	11.0	54	216.4	11.0	57	3	0.6	2.6	0.50	69	119	72	61	57
8	119	217.7	11.3	62	219.9	11.5	63	2	0.6	2.1	0.07	53	119	66	55	54

Language Arts: Language Usage
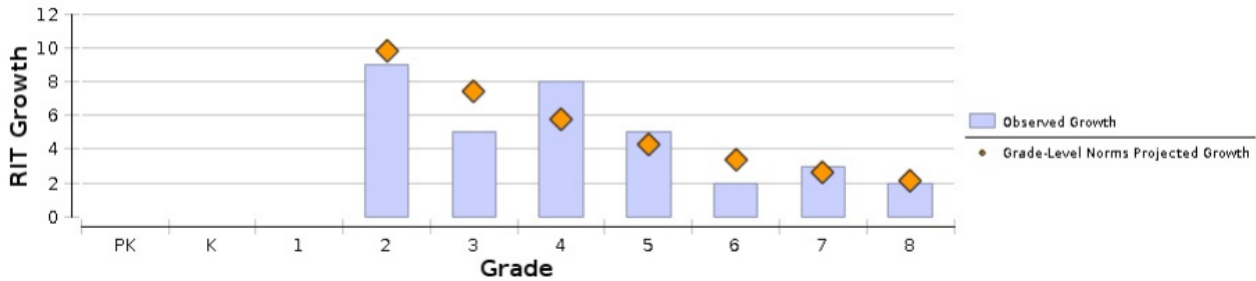
Data Analysis

Based on the 2023 California dashboard, McParland school has increased in the Language Arts Placement report. McParland still falls in the low performance level overall. Our Instructional Leadership Team and grade level teams have reviewed MAP scores from the spring of 2023, fall 2023, and winter 2024. Teams reviewed the Language Usage and Reading Summary Growth Reports. In winter 2024, kindergarten, first, second, and eighth met their projected growth in reading. In winter 2024, fourth, fifth, seventh, and eighth met their projected growth in language usage. The next part that was analyzed by teams was grade and student achievement in reading for winter 2024. Eighth grade was the only grade whose average RIT score was two points above the national average RIT. This RIT score is based off normative data. Teams reviewed the students at each grade that met or exceeded the national average. These are the percent of students at each grade level that met or exceeded.

- Kinder: 49%
- First: 29%
- Second: 51%
- Third: 45%
- Fourth: 34%
- Fifth: 52%
- Sixth: 46%
- Seventh: 38%
- Eighth: 55%

Then teams looked at instructional areas to see the instructional areas of need for each student and specific essential skills needed by individual students to meet achievement for spring 2024.

Student Need 1:

Develop foundational skills in UTK-3 by developing vertical alignment in foundational literacy. Teach tier 1 strategies in grades 4-8 curriculum so students meet high expectations of literary analysis of informational text and vocabulary development.

SMART Goal 1

By June 2027, students in grades UTK-3 will meet growth target based on NWEA Reading Assessment. The percent of students who meet or exceed NWEA Spring Reading RIT scores will increase 10% each school year over each of the 2024-2025, 2025-2026, and 2026-2027 school years.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
UTK-3 and SpEd teachers will support students' foundational skills by implementing Fundations with 100% fidelity.	Learning Walk Data % of teachers showing strong evidence of full implementation of Fundations.	Strong Evidence: 60% Some Evidence: 40% No Evidence: 0%				Time Money People
Instructional Specialist will work with UTK-3 grade level teams to support Tier 1 instruction of foundational skills focused on phonological awareness, Tier 2 small group instruction, and modeling Tier 1 and Tier 2 foundational skills instruction.	1.Teacher Needs Survey 2024-2025 2. Learning Walks Focused on Fundations % of teachers showing strong evidence of full implementation of Fundations.	1.Teacher Needs Survey for 2023-2024 2. Strong Evidence: 60% Some Evidence: 40% No Evidence: 0%				Time Money People
Grade level teams will meet at the beginning of the school year to review and discuss the instructional areas and end of year grade level expectations of standards. Also, grade level teams meet with administration team every 4-6 weeks to discuss	Number of grade level minutes using the PLC four-question format to analyze, support, differentiate, and reflect on student learning. ____/____	2/4 UTK-3rd grade level teams use the PLC four-question format with fidelity.				Time Money People

progress towards EOY reading standards, thinking strategy focus, instructional areas of progress and need, and next steps.						
Grade level teams create vertical articulation with core and supplemental Literacy resources (ie: Fundations and Wonders).	Learning Walk Data % of teachers showing strong evidence of full implementation of Fundations.	Strong Evidence: 60% Some Evidence: 40% No Evidence: 0%				Time Money People
Teachers will work with small groups to best meet the needs of individual students and specific student groups such as our Black or African American group by using tools and materials from base and supplemental curriculum.	Learning Walks % of teachers showing strong evidence of high levels of rigor small group instruction.	Strong Evidence: 25% Some Evidence: 60% No Evidence: 15%				Time Money People
McP Writing Team develop foundational skills in writing, embed sentence level strategies in daily instruction, utilize content to support sentence level development.	Learning Walk Data % of UTK-3rd grade teachers showing strong evidence of writing strategies and sentence development across content daily.	Stong Evidence: 59% Some Evidence: 18% No Evidence: 13%				Time Money People
MAP rallies and trimester awards will celebrate students who met or exceeded growth projections in Reading.	Student Survey % of students that reported that they want to meet growth based on the MAP rally	Student Survey TBD				Time Money People
1st-3rd grade students will attend ELA tutoring after school to support basic reading skills based on site instructional area	Pre and Post Assessment % of students who show achievement of academic skill	Pre-Assessment TBD				Time Money People

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
of need on NWEA MAP data.						
Instructional Specialist will work with UTK-3 teachers to focus on teaching and implementation of curriculum resources, CFTs, and effective progress monitoring based off of teacher feedback.	Teacher Fidelity Survey Number of teachers that are reporting they are confident in the implementation of Fundations. Learning Walk Data % of teachers showing strong evidence of full implementation of Fundations.	Fidelity Survey Results __10__/__23__ are confident Learning Walk Data Strong Evidence: 72% Some Evidence: 22% No Evidence: 6%				Time Money People
Academic enrichment events/nights held (STEM, Literacy, etc).	# of event plans that have an academic goal/focus that supports site academic needs as reviewed by admin.	# of enrichment events that include an academic goal: 3/5				Time Money People

Progress Monitoring

SMART Goal 2

By June 2027, students in grades 4-8 will meet growth target based on NWEA Reading Assessment. The percent of students who meet or exceed NWEA Spring Reading RIT scores will increase 10% each school year over each of the 2024-2025, 2025-2026, and 2026-2027 school years.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Grade level teams will meet at the beginning of the school year to review and discuss the instructional areas and end of year grade level expectations of standards. Also, grade level teams meet with administration	Number of grade level minutes using the PLC four-question format to analyze, support, differentiate, and reflect on student learning. ____/____	1/5 4th-8th grade level teams' minutes use the PLC four-question format with fidelity.				Time Money People

team every 4-6 weeks to discuss progress towards EOY reading standards, thinking strategy focus, areas of progress and need, and next steps.					
Grade level teams will use Language Arts, Science, and Social Studies content and curriculum to support high expectations of literary analysis of informational text and vocabulary development to teach academic skills.	Learning Walk Data % of 4th-8th grade teachers showing strong evidence of using content specific curriculum to develop literary analysis of informational text and vocabulary development.	Strong Evidence: 40% Some Evidence: 60% No Evidence: 0%			Time Money People
Grade level teams will continue to build mastery in sentence and paragraph level writing strategies using Writing Revolutions to address deficits and align grade level expectations across content.	Learning Walk Data % of 4th-8th grade teachers showing strong evidence of writing strategies aligned to grade level expectations across content daily.	Strong Evidence: 40% Some Evidence: 40% No Evidence: 20%			Time Money People
Teachers in grades 4th-8th utilize cross curriculum content to teach Tier 1 writing at sentence and paragraph level, revision and editing skills, and concrete understanding of introduction and conclusion paragraphs.	Learning Walk Data % of 4th -8th grade teachers showing strong evidence of cross curriculum content to teach Tier 1 writing.	Strong Evidence: 40% Some Evidence: 40% No Evidence: 20%			Time Money People
MAP rallies and trimester awards will celebrate students who met or exceeded	Student Survey % of students that reported that they want to meet growth	Student Survey TBD			Time Money People

growth projections in Reading.	based on the MAP rally					
Students articulate expectations on literacy outcomes, current progress, and next steps in grades 4-8 at each goal setting conference	Student Survey % of students that reported that they want to meet growth based on articulating expectations on literacy for goal setting conference	Student Survey TBD				Time Money People
4th-6th grade students from student groups that indicate MAP or CAASPP differences of more than 20 points below the average will attend ELA intervention after school to support basic reading skills based on site instructional area of need based on NWEA MAP data.	Pre and Post Assessment % of students who show achievement of academic skill	Pre-Assessment TBD				Time Money People
Academic enrichment events/nights held (STEM, Literacy, etc).	# of event plans that have an academic goal/focus that supports site academic needs as reviewed by admin.	# of enrichment events that include an academic goal: 3/5				Time Money People

Progress Monitoring

Progress Monitoring

Data

Mathematics Indicator - Student Group Five-by-Five Placement

Reporting Year: 2023 ▼   Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11) ▼

🗎 View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 15.1 points or more)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined increased by 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) -35.0 points or more in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 0.0 to -34.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -0.1 to -25.0 points in Current Year	Yellow (None)	Yellow • White	Yellow (None)	Green (None)	Green (None)
LOW -25.1 to -95.0 points in Current Year	Orange (None)	Orange • All Students (School Placement) • Hispanic	Orange • English Learners • Socioeconomically Disadvantaged	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) -95.1 points or fewer in Current Year	Red (None)	Red • Students with Disabilities	Red (None)	Orange (None)	Orange (None)

MAP GROWTH™

Aggregate by School

Term:	Winter 2023-2024
District:	Manteca Unified School District

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2023 - Winter 2024
Weeks of Instruction:	Start - 4 (Fall 2023)
	End - 20 (Winter 2024)
Grouping:	None
Small Group Display:	No

George McParland Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	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
PK	0	**			**			**					**			
K	88	140.9	11.1	60	151.1	11.5	57	10	0.9	10.5	-0.20	42	88	40	45	39
1	102	157.0	10.5	30	168.5	10.8	39	11	0.6	10.2	0.92	82	102	55	54	52
2	110	170.5	11.8	22	181.5	12.6	33	11	0.7	9.0	1.54	94	110	69	63	63
3	125	181.7	11.9	13	190.5	11.7	18	9	0.7	7.6	1.02	85	125	67	54	50
4	126	192.3	13.7	14	197.6	13.6	11	5	0.6	6.2	-0.83	20	126	50	40	38
5	120	203.5	13.3	22	212.3	13.9	38	9	0.6	5.3	2.66	99	120	88	73	72
6	133	210.5	10.7	29	217.8	13.2	41	7	0.7	4.7	2.09	98	133	88	66	71
7	113	216.7	11.4	34	217.9	12.1	25	1	0.6	3.7	-2.17	1	113	38	34	31
8	131	222.7	14.4	41	232.2	14.1	66	10	0.6	3.2	4.58	99	131	111	85	88

Math: Math K-12
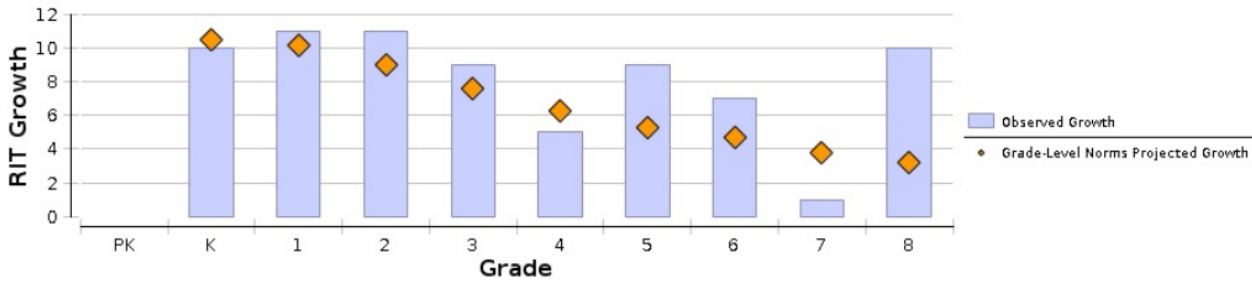
Data Analysis

Based on the 2023 California dashboard, McParland school has declined in the Mathematics Placement report. McParland still falls in the low performance level overall. Our Instructional Leadership Team and grade level teams have reviewed MAP scores from the spring of 2023, fall 2023, and winter 2024. Teams reviewed the Math Summary Growth Reports. In winter 2024, first, second, third, fifth, sixth, and eighth met their projected growth in math.

The next part that was analyzed by teams was grade and student achievement in reading for winter 2024. Kindergarten and eighth grade were the only grades whose average RIT scores were above the national average RIT. This RIT score is based off normative data. Teams reviewed the students at each grade that met or exceeded the national average. These are the percent of students at each grade level that met or exceeded.

- Kinder: 60%
- First: 46%
- Second: 46%
- Third: 34%
- Fourth: 20%
- Fifth: 45%
- Sixth: 46%
- Seventh: 34%
- Eighth: 60%

Then teams looked at instructional areas to see the instructional areas of need for each student and specific essential skills needed by individual students to meet achievement for spring 2024.

The team of teachers that worked with our PEBC coaches reviewed learning walk data on current site practices with the math workshop model and thinking strategies. The data collected showed a basic understanding and implementation of the workshop model and thinking strategies used in classrooms. However, there was not strong

evidence of peak performance of the workshop model or thinking strategies across grade levels.

Student Need 2:

Develop math thinking strategies in grades UTK-8th to strengthen foundational skills and analysis of data.

SMART Goal 1

By June 2027, students in grades K-8 will meet growth target based on NWEA Math Assessment. The percent of students who meet or exceed NWEA Spring Math RIT scores will increase 10% each school year over each of the 2024-2025, 2025-2026, and 2026-2027 school years.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Grade level teams will meet at the beginning of the school year to review and discuss the instructional areas and end of year grade level expectations of standards. Also, grade level teams meet with administration team every 4-6 weeks to discuss progress towards EOY math standards, thinking strategy focus, areas of progress and need, student groups that are in the low and low average percentiles in instructional areas, and next steps.	# of grade level minutes using the PLC four-question format to analyze, support, differentiate, and reflect on student learning.	_5_/_10_ UTK-8th grade level teams' minutes use the PLC four-question format with fidelity.				Time Money People
Students articulate expectations on math outcomes, current progress, and next steps in grades 4-8 at each goal setting conference	Student Survey % of students that reported that they want to meet growth based on articulating expectations on	Student Survey TBD				Time People People

	literacy for goal setting conference.					
Grade level teams will be trained and implement math workshop model in 2024-2025 focused on student work time (composing) and Awareness and Response with fidelity.	Learning Walks % of grade level teams implementing math workshop model with fidelity.	Strong Evidence: 20% Some Evidence: 70% No Evidence: 10%				Time Money People
Grade level teams will integrate and implement math thinking strategies in 2024-2025 will be reflection (synthesize) and tasks (monitor for meaning) with fidelity.	Learning Walks % of grade level teams implementing the thinking strategies synthesizing and monitor for meaning with fidelity.	Strong Evidence: 20% Some Evidence: 70% No Evidence: 10%				Time Money People
K-8 grade students will attend an after-school activity and earn incentives each trimester they have met their growth target based on NWEA MAP student growth data.	Student Survey % of students that reported that they want to meet growth based on incentives given at each trimester	Student Survey TBD				Time Money People
3rd-6th grade students from student groups that indicate MAP or CAASPP differences of more than 20 points below the average will attend Math tutoring after school to support based on site instructional area of need on NWEA MAP data.	Pre and Post Assessment % of students who show achievement of academic skill	Pre-Assessment TBD				Time Money People
Academic enrichment events/nights held (STEM, Literacy, etc).	# of event plans that have an academic goal/focus that supports site	# of enrichment events that include an				Time Money People

	academic needs as reviewed by admin.	academic goal: 3/5				

Progress Monitoring

Progress Monitoring

District Goal

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

Site Tier 1, 2, and 3 Goals

Continued implementation of positive behavior supports and collaboration among all staff to support students in unstructured and structured time. This implementation will include essential behavior strategies aligned across all grade levels. We will teach and monitor two strategies to all students in an effort to increase self-advocacy and student driven resolutions.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.34	2.20	0.91	4.62	0.20	3.17
Expulsions	0.00	0.08	0.01	0.09	0.00	0.07

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 2022-23	District 2022-23	State 2022-23
Suspensions	2.58	4.96	3.60
Expulsions	0.00	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism Count	Chronic Absenteeism Rate

		Eligible Enrollment		
All Students	1242	1212	327	27.0
Female	624	610	169	27.7
Male	618	602	158	26.2
American Indian or Alaska Native	5	5	3	60.0
Asian	66	62	11	17.7
Black or African American	28	26	10	38.5
Filipino	32	32	6	18.8
Hispanic or Latino	653	637	196	30.8
Native Hawaiian or Pacific Islander	8	7	0	0.0
Two or More Races	53	50	14	28.0
White	397	393	87	22.1
English Learners	127	122	40	32.8
Foster Youth	7	5	1	20.0
Homeless	78	77	30	39.0
Socioeconomically Disadvantaged	625	612	211	34.5
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	150	145	51	35.2

22-23 SY

Trimester 1	Total Days Absent	# of students chronically absent	# of students in the grade level	% of grade level Chronically absent	Trimester 2	Total Days Absent	# of students chronically absent	# of students in the grade level	% of grade level Chronically absent	Trimester 3	Total Days Absent	# of students chronically absent	# of students in the grade level	% of grade level Chronically absent
Total TK/Kinder	517	46	146	31.50%	Total TK/Kinder	1341	63	144	43.75%	Total TK/Kinder	1816	63	147	42.80%
Total 1st	106	11	105	10.40%	Total 1st	392	22	105	20.90%	Total 1st	538	21	104	20.10%
Total 2nd	127	13	130	10%	Total 2nd	570	34	130	26.10%	Total 2nd	710	29	131	22.10%
Total 3rd	213	20	126	15.80%	Total 3rd	693	35	126	27.70%	Total 3rd	930	33	129	25.60%
Total 4th	98	10	127	7.80%	Total 4th	246	15	125	12%	Total 4th	468	22	128	17.20%
Total 5th	237	22	136	16%	Total 5th	647	32	137	23.30%	Total 5th	976	35	137	25.50%
Total 6th	203	19	140	13.50%	Total 6th	699	33	134	24.60%	Total 6th	980	35	136	25.70%
Total 7th	216	19	134	14.10%	Total 7th	457	23	132	17.40%	Total 7th	753	27	134	20.10%
Total 8th	129	13	111	11.70%	Total 8th	462	25	111	22.50%	Total 8th	723	25	111	22.50%
Total Days	1846	173	1155		Total Days	5507	282	1144		Total Days	7894	290	1157	
Average of all grades				14.90%					24.65%					25%

2023-2024 SY

Trimester 1	Total Days Absent	# of students chronically absent	# of students in grade level	% of grade level chronically absent	T2	Total Days Absent	# of students chronically absent	# of students in grade level	% of grade level chronically absent	Aug-March	Total Days Absent	# of students chronically absent	# of students in grade level	% of grade level chronically absent
Total TK	408	32	90	35.50%	Total TK	714	35	93	37.60%	Total TK	980	38	93	40.80%
Total Kinder	280	27	97	27.80%	Total Kinder	581	39	96	40.60%	Total Kinder	790	35	97	36%
Total 1st	235	14	109	12.80%	Total 1st	378	24	109	22%	Total 1st	486	23	111	20.70%
Total 2nd	122	13	115	11.30%	Total 2nd	343	19	115	16.50%	Total 2nd	453	20	115	17.30%
Total 3rd	76	9	129	6.90%	Total 3rd	138	11	130	8.40%	Total 3rd	213	11	130	8.40%
Total 4th	265	18	131	13.70%	Total 4th	414	26	131	19.80%	Total 4th	581	24	132	18%
Total 5th	69	8	125	6.40%	Total 5th	136	11	129	8.50%	Total 5th	265	14	129	10.80%
Total 6th	103	12	137	8.70%	Total 6th	170	12	136	8.80%	Total 6th	344	15	135	11%
Total 7th	224	20	129	15.50%	Total 7th	444	24	123	19.50%	Total 7th	675	24	121	19.80%
Total 8th	148	12	134	8.90%	Total 8th	248	11	135	8.10%	Total 8th	373	13	136	9.50%
Total Days	1773	166	1196	13.80%	Total Days	3566	213	1197	17.70%	Total Days	5160	227	1199	18.90%
Average %	17.87				Average %	17.77				Average %	22.73			

George McParland Elementary
Behavior Analysis - Incidents
Events from 08/03/2023 to 04/03/2024
Printed: 4/3/2024 8:52 AM

Count of Incident	
Incident	Grand Total
Assault/Battery	9
Bus Referral	2
Cheating/Dishonest	2
Damage School/Personal Property	4
Dangerous Object	2
Defiance	40
Disruptive	82
Eating/Chewing Gum in Class	5
Electronic Device	19
Fighting/Attack w/o Weapon	8
Forgery	1
Hate Crime/Racial Slurs	1
Imitation Firearm	1
Inappropriate Behavior/Object	80
Non Serve Detention	18
Possess/Use Alcohol	1
Profanity	3
Pushing/Shoving	13
Tardiness	17
Theft/Robbery/Extortion	2
Threat of Attack - w/o Weapon	1
Truancy	1
Unsafe Behavior	61
Verbal Fight	2
Grand Total	375

Count of Incident
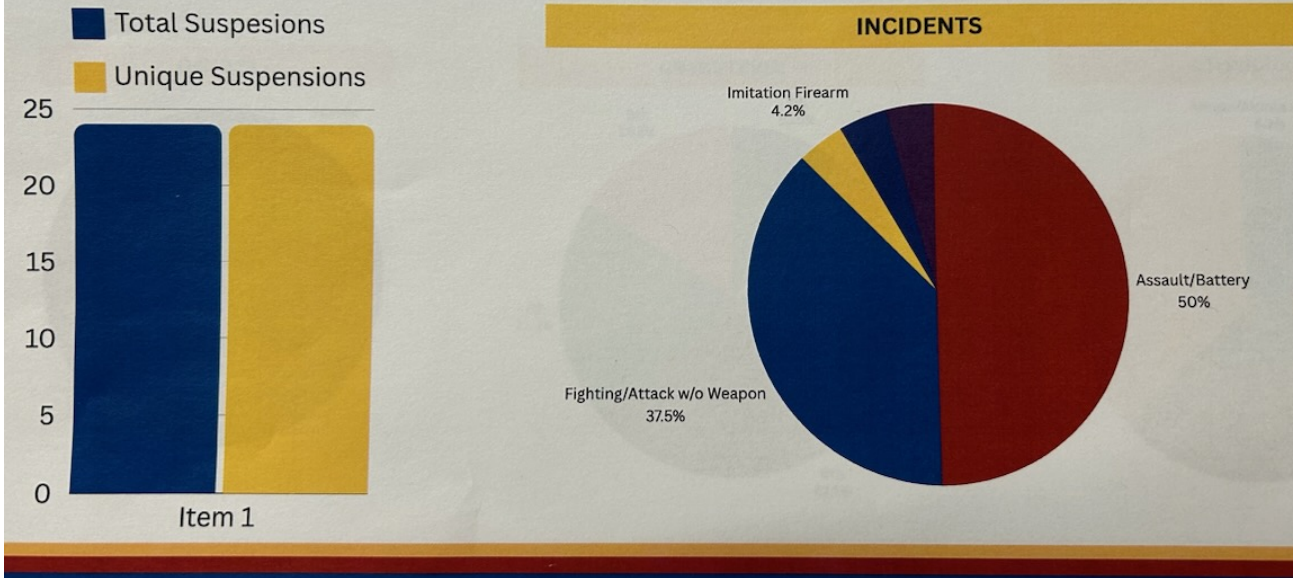
Total

Handwritten notes:
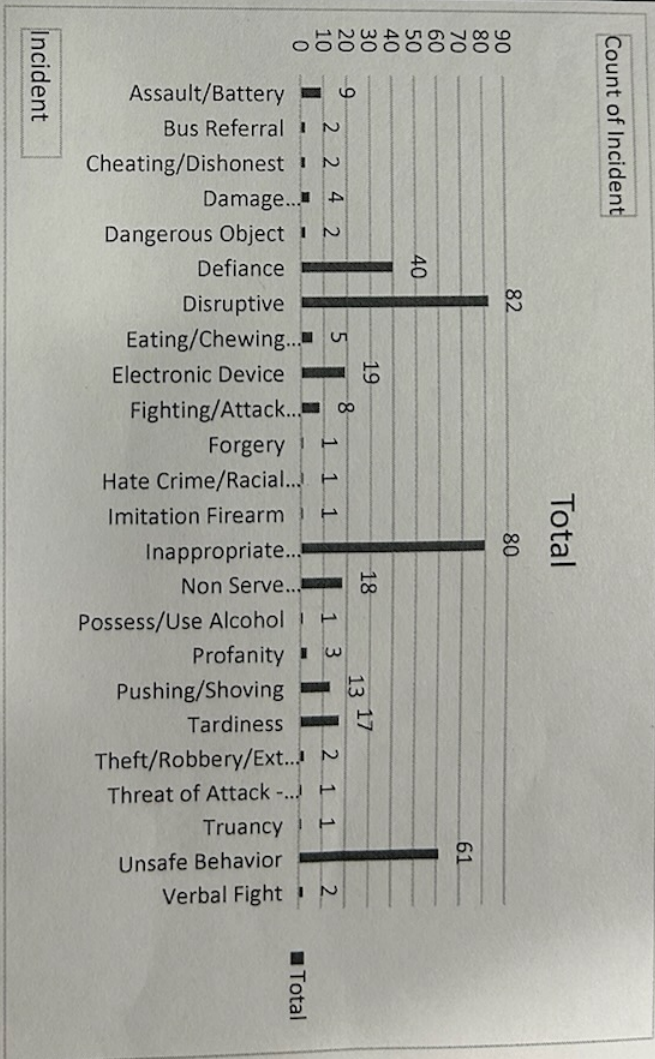
What Grades and where are the following incidents happening?
- Defiance (40)
- Disruptive (82)
- Inappropriate (80)
- Unsafe Behavior (61)

total = 319

MCPARLAND SUSPENSSION DATA

Total Suspensions
Unique Suspensions

INCIDENTS

Imitation Firearm 4.2%
Assault/Battery 50%
Fighting/Attack w/o Weapon 37.5%

Data Analysis

The Instructional Leadership Team, Positive Behavior Interventions and Support Team, and Grade Level Teams reviewed attendance from our Q-SIS reporting system for 2022-2023 and 2023-current school years. During the 2022-23
school year, McParland had 14.9% chronically absent in Trimester 1, 24.65% chronically absent in Trimester 2, and 25% chronically absent in Trimester 3. TK/Kinder grade level was significantly higher percent of students chronically absent versus other grade levels in each of the trimesters. For the 2023-24 school year, McParland had 13.8% chronically absent in Trimester 1, 17.7% chronically absent in Trimester 2, and 18.3% chronically absent through March in
Trimester 3. TK/Kinder grade levels continue to have significantly higher percent of students chronically absent.

Teams and committees reviewed discipline incidents from Q-SIS reporting system. The discipline incidents totaled 375 for the current 2023-2024 school year. The types of incidents that were most common were defiance (40), disruptive (82),
inappropriate (80), and unsafe behavior (61). These incidents are reported through McParland's referral system by teachers and support staff and range from TK-8th grade. The behaviors that were more common to be reported from the classroom were defiance and disruptive while inappropriate and unsafe were more common to be reported during unstructured time outside of the classroom. The 2023-2024 suspension data was reviewed. Out of the total suspensions the majority were the following types of incidents, 50% were from assault/battery and 37% fighting/attack without weapon. Students who were suspended did not have multiple suspensions for the 2023-2024 school year.

Student Need 1:

Implementation of Essential Behavior Strategies that are consistent across all grades to establish connections with the school that encourage regular attendance and appropriate behavior.

SMART Goal 1

By June 2027, reduce discipline incidents by 45% based on Q discipline data. Each year we will monitor reduction of incidents 15% each school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Tier 1 PBIS Strategies/Skills taught across grade levels with fidelity. This will include "Stop, Walk, Talk" to build self-advocacy in structured and unstructured time.	Learning Walk Data % of teachers showing strong evidence of Tier 1 PBIS implementation with fidelity.	Strong Evidence: 50% Some Evidence: 45% No Evidence: 5%				Time Money People
Using classroom calming corners to regulate student behavior and increase in class participation with all students.	# of classrooms that have calming corners _____/_____	Evidence of calming corners in the classroom __12__/_49__				Time Money People
Train PBIS Tier 2 team in Talking Circles and implementation on restorative circles.	# of teachers trained in talking and restorative circles. Learning Walks # of teachers showing strong evidence in implementing talking and restorative circles.	__0_/__7__ TBD Strong Evidence: Some Evidence: No Evidence:				Time Money People
SSA support/training for outside structured play, de-escalation strategies, and prosocial interactions among students.	# of SSAs showing strong evidence of de-escalation strategies and encouraging prosocial interactions among students.	Strong Evidence: 75% Some Evidence: 25% No Evidence: 0%				Time Money People
Increase connectedness opportunities for students through events, activities, and educational excursions outside	# of opportunities for students # of students attending	# of opportunities in 2023-24 school year: 8				Time Money People

of the instructional day.						

Progress Monitoring

SMART Goal 2

By June 2027, reduce chronic absenteeism to 8% as measured by Q-SIS.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Attendance clerk will monitor tardies and grade level attendance and report to administration, PBIS team, and teachers.	# of students that receive truancy letters	# of students that received Truancy 1,2, and/or 3 letter for 2023-2024 School Year Truancy 1: 458 Truancy 2: 118 Truancy 3: 17				Time Money People
Students in grades UTK-8 will attend an incentive/event after school who have met attendance expectations in specified timeframe.	ADA report (Q-SIS) # of student meeting criteria within specified timeframe to attend.	# of students that received incentive during the spring 2024 pilot at McParland _295_/_1198_				Time Money People
Create committee of students, parents, staff to review monthly attendance and create incentives for students and workshops/information nights for families.	Student Survey # of students that work towards improved attendance based on the monthly incentive. Parent Survey # of parents that find the workshops/information nights beneficial to improve their student's attendance.	Student Survey TBD Parent Survey TBD				Time Money People

Progress Monitoring

Progress Monitoring

Data

Count of StudentID		Attendance	Discipline	Safety	Grand Total
School / InterventionType					
George McParland Elementary					
1:1 Support	3	1	2		3
Academic Support	1				1
Behavior Plan	17		12		17
Behavior Support Specialist (K-8) Referral	28		20		28
Check In/Check Out W/ Designated School Staff	3		1		3
Classroom Modification	2		1		2
Conflict Resolution	3		1	2	3
COST Follow Up to Revise Plan	3	1			3
Counselor Support	18	4	9		18
Individualized Instructional Strategy	2		1		2
Para Support	1		1		1
Parent Conference	27	4	19		27
Peer Mentoring	14	2	2		14
Referral for SST	3	1	1		3
Referral to Outside Service	1	1			1
SEL Supports	4	1	2		4
Structured Recess	1		1		1
VCC	15	3	1	1	15
George McParland Elementary Total	146	18	74	3	146
Grand Total	51	18	74	3	146

Data Analysis

The McParland COST team look at the intervention type students receive. It is broken down into four categories of Behavior Specialist, Parent Conference, Counselor Support, and Peer Mentoring. In the 2023-2024 school year, the COST students received 146 incidents overall. The team then looks at students and the types of supports they receive. Some students receive support in multiple categories. COST supports thirty four McParland students. Eight of these students are supported for their chronic absenteeism.

Student Need 2:

Implementation of Tier 2 and Tier 3 Essential Behavior supports to encourage regular attendance and appropriate behavior.

SMART Goal 1

By June 2027, reduce the total number of students monitored by the COST team by 20% and reduce those students monitored by the COST team for chronic absenteeism by 50%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Implement and monitor Tier 2 PBIS interventions by PBIS team to	# of CICO referrals # of students exited from CICO	# of students in CICO for 2023-24 school year				Time Money People

support behaviors and increase prosocial and classroom on task behaviors.		_3_/_1198_				
Continue to develop skills groups where VCC will work with groups of students on targeted needs (death in family, trauma, social skills) to develop strategies to effectively reduce number of students monitored by COST.	# of students referred to skills groups

# of students exited from skills groups | # of students in skills groups for 2023-24 school year

_30_/_1198_ | | | | Time
Money
People |
| Attendance Clerk and Vice Principals will review attendance data and reach out to families at site events to encourage regular attendance. | # of proactive messaging at events | 1/8 Events | | | | Time
Money
People |

Progress Monitoring

Progress Monitoring

Emerging Students

District Goal

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

Site Tier 2 and 3 Goals

English Language students and Students with Disabilities will be provided with appropriate Tier 1 instruction and support to reach individual success and proficiency in grade level essential standards and behaviors.

Reporting Year: 2023   **Select a Report:** 5x5 Chronic Absenteeism Placement Report (Grades K-8)

View Detailed Data

LEVEL	INCREASED SIGNIFICANTLY *from Prior Year (by 3.1 p.pts or more)*	INCREASED *from Prior Year (by 0.5 p.pts to 3.0 p.pts)*	MAINTAINED *from Prior Year (declined or increased by 0.4 p.pts or fewer)*	DECLINED *from Prior Year (by 0.5 p.pts to 2.9 p.pts)*	DECLINED SIGNIFICANTLY *from Prior Year (by 3.0 p.pts or more)*
VERY LOW 2.5% or less in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW 2.6% to 5.0% in Current Year	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM 5.1% to 10.0% in Current Year	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
HIGH 10.1% to 20.0% in Current Year	Red (None)	Orange (None)	Orange (None)	Yellow ▪ Asian	Yellow (None)
VERY HIGH 20.1% or greater in Current Year	Red (None)	Red (None)	Red (None)	Orange ▪ **English Learners** ▪ **Students with Disabilities** ▪ **Two or More Races**	Yellow ▪ **All Students (School Placement)** ▪ **Socioeconomically Disadvantaged** ▪ **Hispanic** ▪ **White**

Reporting Year: 2023 **Select a Report:** 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15.1 points)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined or increased by less than 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) *+45.0 points or more Current Year*	(None)	(None)	(None)	(None)	(None)
HIGH *+10.0 to +44.9 points in Current Year*	(None)	(None)	(None)	(None)	(None)
MEDIUM *-5.0 to +9.9 points in Current Year*	(None)	(None)	▪ White	(None)	(None)
LOW *-5.1 to -70.0 points in Current Year*	(None)	▪ English Learners	▪ Socioeconomically Disadvantaged	▪ All Students (School Placement) ▪ Hispanic	(None)
VERY LOW (LOWEST STATUS) *-70.1 points or lower in Current Year*	(None)	▪ Students with Disabilities	(None)	(None)	(None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
5	1	2	2	0	0

Reporting Year: 2023 **Select a Report:** 5x5 Mathematics Placement Report (Grades 3-8 and 11)

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 15.1 points or more)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined increased by 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) *+35.0 points or more in Current Year*	(None)	(None)	(None)	(None)	(None)
HIGH *0.0 to +34.9 points in Current Year*	(None)	(None)	(None)	(None)	(None)
MEDIUM *-0.1 to -25.0 points in Current Year*	(None)	▪ White	(None)	(None)	(None)
LOW *-25.1 to -95.0 points in Current Year*	(None)	▪ All Students (School Placement) ▪ Hispanic	▪ English Learners ▪ Socioeconomically Disadvantaged	(None)	(None)
VERY LOW (LOWEST STATUS) *-95.1 points or fewer in Current Year*	(None)	▪ Students with Disabilities	(None)	(None)	(None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
5	1	3	1	0	0

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

Based on needs assessment, there is a need for parent support regarding curriculum, standards, and tangible resources to support their students. Socioeconomically disadvantage students and families noted a need for information regarding educational programs and supports to be shared through multiple venues. Also, information on attendance and its impact on student learning shared with educational partners. Identified student supports through Valley Community Counseling services, COST process, PBIS incentives, and IgKnight time. These are positive proactive approaches for improving social behavior and academic achievement. Our school community have identified for experiential learning and learning opportunities that extend beyond the classroom walls to make learning more equitable.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

McParland reviewed the 2023 Dashboard, site discipline and attendance data, and reports from MAP assessment with parent groups, teacher/staff teams, and student leadership. During these meetings, data that was reviewed were overall placement on the dashboard in the following areas:
Academic Performance (Mathematics, English Language Arts, English Learner Progress)
Academic Engagement (Chronic Absenteeism)
Conditions and Climate (Suspension Rate)
We also reviewed student groups in each of the areas noted above to see if student groups were progressing or still finding a significant need.

After review of this data, McParland found the English Learner and Students with Disabilities had performance gaps. McParland's beginning steps to support these student groups will focus on training for teachers and support staff on instructional practices and resources in base and supplemental curriculum.

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	103	120	100	9.2%	10.3%	8.6%
Fluent English Proficient (FEP)	114	116	125	10.1%	10.0%	10.8%
Reclassified Fluent English Proficient (RFEP)	13			12.6%		

Data Analysis

Based on the California Dashboard Data 2023, McParland Current English Learners declined 14.5 points and are in the Low Performance Level in English Language Arts. The current English Learners are 78.1 points below standard in English Language Arts. McParland Current English Learners declined 5.8 points and are in the Low Performance Level in Math. The current English Learners are 116.5 points below standard in Mathematics.

Student Need 1:

Improve overall academic performance in Reading and Math for English Learners by integrating Tier 1 English Language Development (ELD) strategies and develop academic vocabulary across content areas.

SMART Goal 1

By June 2027, English Learner (EL) students will make a minimum of 10% growth annually on the NWEA Reading and Math assessments.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Grade level teams will meet monthly to determine structures and strategies that will be uniformly taught to EL students during designated and integrated ELD instruction.	Number of grade level minutes with strong evidence of ELD instruction and effective strategies for instruction reviewed.	1/10 grade level teams' minutes with strong evidence of ELD instruction reviewed.				Time Money People
Site ELD team will work with district TOSA and region to support, model, design lessons that use ELD strategies focused on academic vocabulary development across content areas.	Learning Walk Data % of grade levels showing strong evidence of using ELD strategies focused on vocabulary development across content areas.	Strong Evidence: 20% Some Evidence: 60% No Evidence: 20%				Time Money People
Monthly bilingual para meetings focused on small group instruction, academic vocabulary development, and analysis of informational text.	Learning Walk Data % of small group instruction with strong evidence of EL students that is focused on academic vocabulary development and analysis of informational text.	Strong Evidence: 20% Some Evidence: 60% No Evidence: 20%				Time Money People

McP Academies (site led professional development) on embedded EL supplemental supports and resources in base curriculum.	Teacher Survey Number of teachers reporting they are confident on embedded EL supplemental supports and resources in base curriculum.	Teacher Survey TBD				Time Money People
McP Academies focused on opportunities for parent groups to learn curriculum platforms, support services, and resources in order to support student learning at home.	Parent Survey Number of parents that feel these academies help them support their students at home using online platforms, support services, and resources.	Parent Survey TBD				Time Money People

Progress Monitoring

Reporting Year: 2023   Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15.1 points)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined or increased by less than 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) *+45.0 points or more Current Year*	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *+10.0 to +44.9 points in Current Year*	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *-5.0 to +9.9 points in Current Year*	Yellow (None)	Yellow (None)	Yellow ▪ White	Green (None)	Green (None)
LOW *-5.1 to -70.0 points in Current Year*	Orange (None)	Orange ▪ English Learners	Orange ▪ Socioeconomically Disadvantaged	Yellow ▪ **All Students (School Placement)** ▪ Hispanic	Yellow (None)
VERY LOW (LOWEST STATUS) *-70.1 points or lower in Current Year*	Red (None)	Red ▪ Students with Disabilities	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
5	1	2	2	0	0

View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 15.1 points or more)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined increased by 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) +35.0 points or more in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 0.0 to +34.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -0.1 to -25.0 points in Current Year	Yellow (None)	Yellow ▪ White	Yellow (None)	Green (None)	Green (None)
LOW -25.1 to -95.0 points in Current Year	Orange (None)	Orange ▪ All Students (School Placement) ▪ Hispanic	Orange ▪ English Learners ▪ Socioeconomically Disadvantaged	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) -95.1 points or fewer in Current Year	Red (None)	Red ▪ Students with Disabilities	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
5	1	3	1	0	0

Data

Data Analysis

Based on the California Dashboard Data 2023, McParland Students with Disabilities declined 6.8% and are in the Very Low Performance Level in English Language Arts. McParland Students with Disabilities declined 4% and are in the Very Low Performance Level in Math. McParland Students with Disabilities are the only student group at McParland that is in the Very Low Performance Level and Declined in both English Language Arts and Math in 2022-23 school year.

Student Need 2:

Improve overall academic performance in Reading and Math for Students with Disabilities.

SMART Goal 1

By June 2027, Students with Disabilities will increase one performance level on English Language Arts and Mathematics based on the California Dashboard Placement Report.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
SpEd teachers will work with District SpEd TOSA to develop and	Learning Walk Data # of teachers showing strong evidence of full	1/4 Teachers show evidence				Time Money People

implement base and supplemental curriculum and best practices with fidelity.	implementation of base curriculum with fidelity					

Progress Monitoring

Budget Summary

Supplemental Programs/Services
Template Assignment for Common Items.pdf

SITE TRACKING NOTES	LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Executive Administrator Notes/Questions/Feedback
	2.2	Safety	SN 1/SG 1& SN 2/SG 2	PBIS Team Pull Out Days (Safety SN1,2)	0709	Certificated Sub-time	Year 1	$3,600.00		Conditional -RG
	2.2	Safety	SN 1/SG 1& SN 2/SG 2	PBIS Team Pull Out Days (Safety SN1,2 and Emerging Student SN1)	0709	Classified Extra-time	Year 1	$2,250.00		Conditional -RG
	2.4	Safety	SN 1/SG 1	Well Rounded Opportunities (Multicultural Day, Dances, Performances)(Safety SN1&Emerging Students SN1)	0709	Classified Extra-time	Year 1	$6,000.00		Conditional -RG
	3.1	Safety & Emerging Students	Safety: SN 1/SG1&2 Emerging Students: SN 1/SG1	Bilingual Translations	0709	Classified Extra-time		$2,000.00		Ok -RG
	2.4	Safety	SN 1/SG 2, SN 2/SG 1	PBIS Incentives, Signage, Tickets, Awards (Safety SN1,2 & Emerging Student SN 1)	0709	Materials & Supplies	Year 1	$5,500.00		Conditional -RG
	2.4	Safety	SN 1/SG 1	Well Rounded Opportunities (Multicultural Day, Dances, Performances, Sports)(Safety SN1&Emerging Students SN1)	0709	Materials & Supplies	Year 1	$2,500.00		Conditional -RG
	2.1	Safety	SN 1/SG 1& SN 2/SG 1	LINK Mentors to support 6-8 students (Safety SN1& Emerging Students SN2)	0709	Materials & Supplies	Year 1	$1,500.00	Weekly Activities	OK – RG
	2.4	Standards & Safety	Standards: SN 1/SG 2, 2/SG 1 Safety: SN 1/SG 1	Elective Days and Materials (Standards SN1,2 & Emerging Students SN 2)	0709	Materials & Supplies	Year 1	$3,000.00		Conditional -RG
	2.4	Standards & Safety	Standards: SN 2/SG 1 Safety: SN 1/SG 1	CSTEM Robotics (Standards SN1,2 & Emerging Students SN 2)	0709	Materials & Supplies	Year 1	$1,000.00		Conditional -RG
	2.4	Standards & Safety	Standards: SN 1/SG 2, SN 2/SG 1 Safety: SN 1/SG 1	Junior High Core Electives	0709	Materials & Supplies		$2,000.00		Conditional -RG
	1.4	Safety	SN 1/SG 1	Artist in Residence (Safety SN 1 and Emerging Students SN 1)	0709	Services	Year 1	$9,800.00	UTK-6 taught through San Joaquin County Office	
	2.2	Standards & Safety	Standards: SN 1/SG 1&2 Safety: SN 1/SG 1	AgVenture/Science Camp/Great Wolf Lodge	0709	Services		$18,000.00	ag venture and science camp only	Ok -RG
								$57,150.00		

Supplemental Programs/Services
Template Assignment for Common Items.pdf

SITE TRACKING NOTES	LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents	Supe
	2.2	Safety	SN 1/SG 1&2, SN 1/SG 1	SEL Support (Essential Skills Tutorials/Groups) (Safety SN1,2)	3010	Certificated Extra-time	Year 1	$3,000.00		Ok -RG
	2.3	Standard	SN 1/SG 1, SN 2/SG1	Community Engagement Events Timesheeting (Science Night, Literacy Night, Math Night)	3010	Certificated Sub-time	Year 1	$2,000.00		Ok -RG
	2.2	Standard	SN 1 & SG 1&2, SN 2/SG 1	Professional Learning and Pull Out Days (Standards SN1,2 & ES SN 1&2)	3010	Certificated Sub-time	Year 1	$13,000.00	to cover...	Condition
	2.2	Safety	SN 1/SG 1&2, SN 1/SG 1	SEL Support (Essential Skills Tutorials/Groups) (Safety SN1,2)	3010	Classified Extra-time	Year 1	$1,000.00		Ok -RG
	1.2	Standards	SN2/SG1	Math Interventions (Standards SN 1,2 ES 1)	3010	Classified Extra-time	Year 1	$3,750.00	Based on growth and goals with grade level interventions, all students have made growth in overall growth in the intervention subject area. We will continue to do intervention outside of the school day in grades 3-5. I can provide the specific student information, goal, and strategy worked on in current interventions.	Ok -RG
	1.1	Standards	SN1/SG 1&2	Reading Interventions (Standards SN 1,2 ES 1)	3010	Classified Extra-time	Year 1	$3,750.00	Based on growth and goals with grade level interventions, all students have made growth in overall growth in the intervention subject area. We will continue to do intervention outside of the school day in grades 3-5. I can provide the specific student information, goal, and strategy worked on in current interventions.	Ok -RG
	2.3	Safety	SN 1/SG 1	Community Engagement Events Materials (Science Night, Literacy Night, Math Night)	3010	Materials & Supplies	Year 1	$1,000.00		Ok -RG
	2.2	Safety	SN 1/SG 1&2, SN 1/SG 1	Skills Intervention Tutorials (Safety SN1,2)	3010	Materials & Supplies	Year 1	$1,000.00		Ok -RG
	2.2	Standard	SN 1 & SG 1&2, SN 2/SG 1	Materials and Supplies (Professional Development Resources and Books)	3010	Materials & Supplies	Year 1	$3,500.00		Condition
	2.2	Standards and Safety	Standards: SN 1/SG 1, SN 2/SG1, Safety: SN 1/SG 1	Fieldtrips/Assemblies to support standards (Standards SN2 literacy & Safety SN1)	3010	Services	Year 1	$5,000.00		Condition
	1.1	Standard	Sn1/SG 1	Fundations (Standards SN2, ES1)	3010	Materials & Supplies	Year 1	$6,225.00	MP FUNdations Consumables Replacement Order	Condition
								$43,225.00		

$ 43,225.00 Allocation (26)

Supplemental Programs/Services
Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Execut Notes/Questions
			Be.Tech/Food 4 Less for Meetings and Professional Development	0000	Materials & Supplies		$4,500.00		Conditional - RG Moved to Ba...
2.4	Safety	SN 1/SG 1	ELOP (Safety SN1 & Emerging Students SN2)	2600	Materials & Supplies	Year 1	$3,000.00		CnadaceProgram - RG
2.4	Safety	SN 1/SG 1	AgVenture/Science Camp/Great Wolf Lodge	9010	Services		$18,000.00	GW only	Already on prior sheet - RG
							$25,500.00		

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

McParland involves the following educational partners during the planning process for this strategic plan: Site Safety Team, Instructional Leadership Team, PBIS Team, certificated and classified staff, leadership students, and community from ELAC, SSC, Community Club. During meetings throughout the current school year, educational partners reviewed current strategic plan, data from MAP assessments and California Dashboard Data, discipline and suspension data from the previous and current school year, facilities report, and survey results. Through these meetings, valuable input was gathered. This input allowed us to create our needs assessment and student needs and actions for standards, safety, and emerging students.

Date

January 24, 2024
January 30, 2024
February 29, 2024
April 18, 2024

Groups

Site Safety Team, Instructional Leadership Team, PBIS Team, Classified Staff, Leadership Students, ELAC, SSC, Community Club

Outcome

During meetings, educational partners reviewed the current District LCAP and site Strategic Plan needs, actions, and data. The data that was reviewed was MAPs reading and math data, student discipline and student attendance and engagement data. Through these meetings, valuable input was gathered to meet the needs of McParland students. The areas of highest need are continued professional development on curriculum and instructional best practices, supplemental resources, student incentives/opportunities, supports to teach essential behaviors, and expanded learning opportunities for staff, students, and community.

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:

Melanie Smith School Principal

Stacy Sullivan, Sherissa Moross, Jennifer Sprick Classroom Teachers

Lizbeth Castellanos Other School Staff

Sterrie McLeod, Kate Allen, Shannon Patton, Luz Huerta Prado, Angelica Jacoby Parent or Community Members

Name of Members	Role

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 Strategic Plan requiring board approval.

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

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this Strategic Plan 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 Strategic Plan 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 Strategic Plan was adopted by the SSC at a public meeting on 4/30/2024.

Attested:

[signature]	Principal, Melanie Smith on 4/30/2024
[signature]	SSC Chairperson, Sterrie McLeod on 4/30/2024

Supplemental Programs/Services

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
2.2	Safety	SN 1/SG 1&2, SN 1/SG 1	SEL Support (Essential Skills Tutorials/Groups) (Safety SN1,2)	3010	Certificated Extra-time	Year 1	$ 3,000.00	
2.3	Standards	SN 1/SG 1, SN 2/SG1	Community Engagement Events Timesheeting (Science Night, Literacy Night, Math Night)	3010	Certificated Sub-time	Year 1	$ 2,000.00	
2.2	Standards	SN 1 & SG 1&2, SN 2/SG 1	Professional Learning and Pull Out Days (Standards SN1,2 & ES SN 1&2)	3010	Certificated Sub-time	Year 1	$ 13,000.00	to cover...
2.2	Safety	SN 1/SG 1&2, SN 1/SG 1	SEL Support (Essential Skills Tutorials/Groups) (Safety SN1,2)	3010	Classified Extra-time	Year 1	$ 1,000.00	
1.2	Standards	SN2/SG1	Math Interventions (Standards SN 1,2 ES 1)	3010	Classified Extra-time	Year 1	$ 3,750.00	Based on growth and goals with grade level interventions, all students have made growth in overall growth in the intervention subject area. We will continue to do intervention outside of the school day in grades 3-5. I can provide the specific student information, goal, and strategy worked on in current interventions.
1.1	Standards	SN1/SG 1&2	Reading Interventions (Standards SN 1,2 ES 1)	3010	Classified Extra-time	Year 1	$ 3,750.00	Based on growth and goals with grade level interventions, all students have made growth in overall growth in the intervention subject area. We will continue to do intervention outside of the school day in grades 3-5. I can provide the specific student information, goal, and strategy worked on in current interventions.
2.3	Safety	SN 1/SG 1	Community Engagement Events Materials (Science Night, Literacy Night, Math Night)	3010	Materials & Supplies	Year 1	$ 1,000.00	
2.2	Safety	SN 1/SG 1&2, SN 1/SG 1	Skills Intervention Tutorials (Safety SN1,2)	3010	Materials & Supplies	Year 1	$ 1,000.00	
2.2	Standards	SN 1 & SG 1&2, SN 2/SG 1	Materials and Supplies (Professional Development Resources and Books)	3010	Materials & Supplies	Year 1	$ 3,500.00	
2.2	Standards and Safety	Standards: SN 1/SG 1, SN 2/SG1, Safety: SN 1/SG 1	Fieldtrips/Assemblies to support standards (Standards SN2 literacy & Safety SN1)	3010	Services	Year 1	$ 5,000.00	
1.1	Standards	Sn1/SG 1	Fundations (Standards SN2, ES1)	3010	Materials & Supplies	Year 1	$ 6,225.00	MP FUNdations Consumables Replacement Order
							$ 43,225.00	

$ 43,225.00   Allocation (26)

Supplemental Programs/Services
Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
2.2	Safety	SN 1/SG 1 & SN 2/SG 2	PBIS Team Pull Out Days (Safety SN1,2)	0709	Certificated Sub-time	Year 1	$ 3,600.00	
2.2	Safety	SN 1/SG 1 & SN 2/SG 2	PBIS Team Pull Out Days (Safety SN1,2 and Emerging Student SN1)	0709	Classified Extra-time	Year 1	$ 2,250.00	
2.4	Safety	SN 1/SG 1	Well Rounded Opportunities (Multicultural Day, Dances, Performances)(Safety SN 1 &Emerging Students SN1)	0709	Classified Extra-time	Year 1	$ 6,000.00	
3.1	Safety & Emerging Students	Safety: SN 1/SG1&2 Emerging Students: SN 1/SG1	Bilingual Translations	0709	Classified Extra-time		$ 2,000.00	
2.4	Safety	SN 1/SG 2, SN 2/SG 1	PBIS Incentives, Signage, Tickets, Awards (Safety SN1,2 & Emerging Student SN 1)	0709	Materials & Supplies	Year 1	$ 5,500.00	
2.4	Safety	SN 1/SG 1	Well Rounded Opportunities (Multicultural Day, Dances, Performances, Sports)(Safety SN 1 &Emerging Students SN1)	0709	Materials & Supplies	Year 1	$ 2,500.00	
2.1	Safety	SN 1/SG 1 & SN 2/SG 1	LINK Mentors to support 6-8 students (Safety SN1 & Emerging Students SN2)	0709	Materials & Supplies	Year 1	$ 1,500.00	Weekly Activities
2.4	Standards & Safety	Standards: SN 1/SG 2, SN 2/SG 1 Safety: SN 1/SG 1	Elective Days and Materials (Standards SN1,2 & Emerging Students SN 2)	0709	Materials & Supplies	Year 1	$ 3,000.00	
2.4	Standards & Safety	Standards: SN 2/SG 1 Safety: SN 1/SG 1	CSTEM Robotics (Standards SN1,2 & Emerging Students SN 2)	0709	Materials & Supplies	Year 1	$ 1,000.00	
2.4	Standards & Safety	Standards: SN 1/SG 2, SN 2/SG 1 Safety: SN 1/SG 1	Junior High Core Electives	0709	Materials & Supplies		$ 2,000.00	
1.4	Safety	SN 1/SG 1	Artist in Residence (Safety SN 1 and Emerging Students SN 1)	0709	Services	Year 1	$ 9,800.00	UTK-6 taught through San Joaquin County Office
2.2	Standards & Safety	Standards: SN 1/SG 1&2 Safety: SN 1/SG 1	AgVenture/Science Camp/Great Wolf Lodge	0709	Services		$ 18,000.00	ag venture and science camp only
							$ 57,150.00	

$ 100,400   Allocation 61% UPP

Supplemental Programs/Services
Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
			Be.Tech/Food 4 Less for Meetings and Professional Development	0000	Materials & Supplies		$ 4,500.00	
2.4	Safety	SN 1/SG 1	ELOP (Safety SN1 & Emerging Students SN2)	2600	Materials & Supplies	Year 1	$ 3,000.00	
2.4	Safety	SN 1/SG 1	AgVenture/Science Camp/**Great Wolf Lodge**	9010	Services		$ 18,000.00	GW only
							$ 25,500.00	

Other Funding Source

Staffing needs: increases, reductions, continue, or modify

Description of Program Service: Identify Target, SMART Goal/Student Need	Requested Hours Per Day	FTE (full time/part time)	Position Type	Purpose of change	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Executive Administrator Notes/Questions/Feedback