



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.

Golden West Elementary

39685936042329

Manteca Unified School District

39685930000000

School Site Vision

Golden West is committed towards providing each unique learner with rigorous, differentiated, inclusive, equitable instruction and supports to be best prepared for the following school year, high school, college and career.

School Site Mission

We will provide a welcoming, rigorous, inclusive and safe learning environment which meets the unique academic, physical, and social-emotional needs of each student. We will work together, via a Professional Learning Community (PLC) and use meaningful, measurable, and aligned data to guide our decisions and actions to promote student growth.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

For the 2024-25 school year, Golden West School was identified as eligible for Additional Targeted Support and Improvement (ATSI) for the following student groups and criteria: Homeless--Suspensions and Students with Disabilities--Academic Performance: English Language Arts and Suspensions.

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.

The Strategic Plan for Golden West focuses on the District's three targets: Every student achieving grade standards, feels safe, and providing equitable academic, behavioral and emotional supports for our Emerging Students.

For those students who are not responding to effective universal academic, behavioral and socio-emotional instruction and supports, we will systematically and immediately respond to change the trajectory of targeted students.

The plan was developed collaboratively using meaningful, measurable, and data aligned to all students achieving mastery of grade level standards in all subjects; based on each unique learner utilizing best instructional practices that are inclusive and differentiated in a safe, inclusive and equitable learning environment.

School Site Description

Golden West Elementary School, located in central Manteca, was established in 1961. It is home to the Golden West 49ers who have a long-standing tradition of: Pride in Yourself; Pride in Your School; Pride in Everything You Do!

We serve grade levels Transitional kindergarten through eighth grade.

We serve between five and six hundred diverse and exceptional students. Most of our students reside within close proximity to the school; however, with the recent increase of residential development within other areas of the school district, Golden West has been receiving and projected to continue to receive overflowed students from other schools in grade levels with enrollment space.

Our teachers provide our students with highly effective instruction and supports with compassion to best prepare our students for the upcoming school year, high school, college, and career in a technologically competitive economy. Our employees are committed to supporting each student to grow and achieve their personal best. We are dedicated to providing a welcoming, inclusive and safe learning environment which meets the unique academic, physical, and social-emotional needs of each student. All students and teachers have access to technology to promote engagement and learning.

Teachers collaborate in grade level and grade span professional learning communities (PLC) teams to provide differentiated academic instruction to meet the diverse needs of our students. We are committed to ensuring that all students receive a strong tier I based instruction aligned to the essential grade level learning standards.

Our PLC teams work together to use meaningful, measurable, and data aligned to guide decisions and actions to promote student growth. We strive to meet the unique learning needs of each student through our "GOLDen Time" (Get Our Learning Done), where students accelerate their learning or reinforce foundational skills in small group instruction.

Golden West is fully committed to our positive behavioral intervention and supports (PBIS) system of promoting all students' academic, behavioral, and socio-emotional development. We explicitly instruct students expected behaviors and procedures. We have three rules: Be Safe, Be Responsible, Be Respectful which in turn supports being a learner. We are committed to explicitly teaching student behaviors as well as academics. We view every opportunity as a learning opportunity for students to grow and achieve their personal best. We celebrate student success through Golden Tickets for behavior and character awards and allowing students to use our established PBIS store to purchase donated and purchased items.

Golden West benefits from the active parental/caregiver participation engagement through participation in the English Language Advisory Committee, School Site Council, and School Activities and Events.

To learn more about the many programs offered at Golden West School, please contact the principal, Tony Shah, Ed.D. at (209) 858-7300 or tshah@musd.net.

Our Vision:

Golden West is committed towards providing each unique learner with rigorous, differentiated, inclusive, equitable instruction and supports to be best prepared for the following school year, high school, college and career.

Our Mission:

We will provide a welcoming, rigorous, inclusive and safe learning environment which meets the unique academic, physical, and social-emotional needs of each student. We will work together to use meaningful, measurable, and aligned data to guide our decisions and actions to promote student growth.

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 Stemsopes 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)

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)

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 Foundations, 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
538	76.1	30.9	0.9
Total Number of Students enrolled in Golden West Elementary.	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	166	30.9
Foster Youth	5	0.9
Homeless	18	3.3
Socioeconomically Disadvantaged	376	76.1
Students with Disabilities	97	18

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2
American Indian	2	0.4
Asian	20	3.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	12	2.2
Hispanic	377	70.1
Two or More Races	17	3.2
Pacific Islander	1	0.2
White	98	18.2

Conclusions based on this data:

1. 76.1% of our population is Socioeconomically Disadvantaged.
2. 32% of our population are English Learners.
3. 70.6% of our population is Hispanic.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

Every student will be provided with highly effective, inclusive, differentiated instruction and responsive supports to meet/exceed grade level standards in ELA and Math to be best prepared for academically, behaviorally and socio-emotionally for the following school year, high school, college and career.

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		2376.	2353.		11.3	6.7		17.0	13.3		15.2	24.2		44.19	56.5
Grade 4		2416.	2381.		7.5	3.4		10.0	13.8		8.7	17.2		50.00	65.5
Grade 5		2463.	2421.		7.0	2.2		11.3	17.8		25.0	22.2		37.17	57.8
Grade 6		2481.	2471.		9.1	4.5		13.6	19.7		9.8	28.8		39.78	47.0
Grade 7		2513.	2472.		8.8	5.8		24.6	15.4		15.2	32.7		35.56	46.2
Grade 8		2546.	2528.		6.0	3.4		25.6	36.2		26.1	28.3		27.10	33.3
All Grades	N/A	N/A	N/A		8.1	4.4		8.1	19.5		27.7	25.7		38.19	50.7

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		2372.	2381.		5.7	10.61		13.2	13.64		34.0	19.70		47.2	56.06
Grade 4		2405.	2394.		0	1.72		19.5	17.24		34.1	25.86		46.3	55.17
Grade 5		2434.	2417.		2.9	0.00		8.6	8.89		21.4	22.22		67.1	68.89
Grade 6		2441.	2459.		0	3.03		7.0	7.58		20.9	40.91		72.1	48.48
Grade 7		2459.	2431.		0	0.00		10.7	5.88		26.8	21.57		62.5	72.55
Grade 8		2485.	2462.		4.5	0.00		6.1	10.00		28.8	30.00		60.6	60.00
All Grades	N/A	N/A	N/A		2.4	2.89		10.3	10.69		27.4	27.17		59.9	59.25

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	24.57
Female	28.30
Male	21.47
American Indian or Alaska Native	--
Asian	58.33
Black or African American	--
Filipino	--
Hispanic or Latino	21.29
Native Hawaiian or Pacific Islander	--
Two or More Races	30.77
White	32.14
English Learners	4.04
Foster Youth	--
Homeless	31.25
Military	--
Socioeconomically Disadvantaged	24.11
Students Receiving Migrant Education Services	0
Students with Disabilities	11.43

CAASPP Results
Mathematics (All Students)

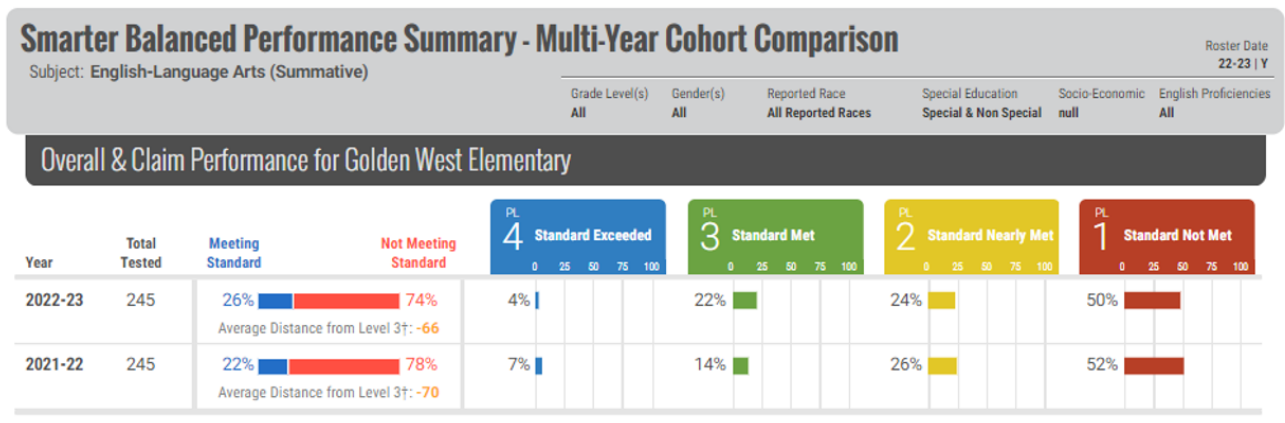
CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	13.31
Female	11.32
Male	14.95
American Indian or Alaska Native	--
Asian	46.15
Black or African American	--
Filipino	--
Hispanic or Latino	9.56
Native Hawaiian or Pacific Islander	--
Two or More Races	23.08
White	19.64
English Learners	3.92

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	15.79
Military	--
Socioeconomically Disadvantaged	13.33
Students Receiving Migrant Education Services	0
Students with Disabilities	2.86

Data

ELA

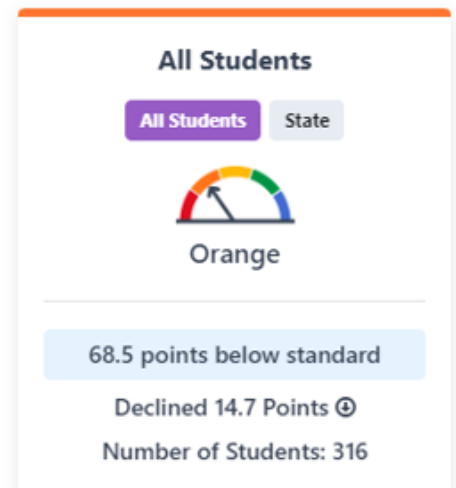
All Students



English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Golden West Elementary

School Profile		Growth and Achievement Overview		Golden West Elementary Reading	
Grade					Number of Students
All Grades	Growth Median and Distribution 				454
	Achievement Fall 2023-2024 Median and Distribution 		Achievement Winter 2023-2024 Median and Distribution 		
Percentiles Key: ● 1st - 20 th ● 21st - 40 th ● 41st - 60 th ● 61st - 80 th ● >80 th					
Rostered Winter 2023-2024 Tested Fall 2023-2024 - Winter 2023-2024					



Student Growth Summary Report

Aggregate by School

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

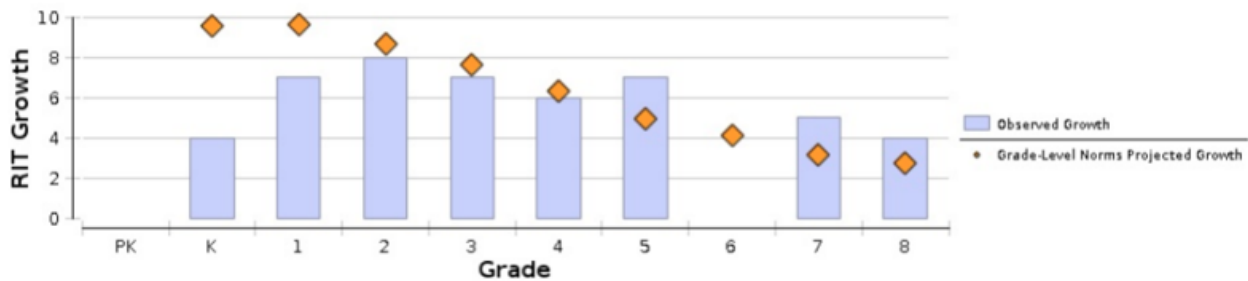
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2023 - Winter 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 20 (Winter 2024)
 Grouping: None
 Small Group Display: No






Golden West Elementary

Language Arts:
 Reading

Grade (Winter 2024)	Total Number of Growth Events‡	Comparison Periods						Growth		Growth Evaluated Against							
		Fall 2023			Winter 2024			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms		Student Median Conditional Growth Percentile		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			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	
PK	0	**			**			**					**				
K	14	138.1	4.8	61	142.5	8.5	23	4	2.4	9.5	-3.70	1	14	5	36	30	
1	44	149.6	11.7	12	157.0	12.9	7	7	1.3	9.6	-1.52	6	44	16	36	33	
2	50	160.0	15.2	3	168.0	16.5	3	8	1.5	8.6	-0.44	33	50	23	46	34	
3	68	173.1	15.7	3	180.2	17.0	3	7	1.2	7.6	-0.43	33	68	33	49	46	
4	61	181.9	19.1	2	188.0	18.4	2	6	1.1	6.3	-0.17	43	61	25	41	38	
5	58	193.3	16.9	6	200.4	16.0	11	7	1.2	5.0	1.88	97	58	38	66	64	
6	45	196.0	14.6	2	196.3	17.5	1	0	1.8	4.1	-3.84	1	45	18	40	35	
7	64	204.4	12.0	9	209.4	12.5	14	5	1.0	3.1	1.86	97	64	36	56	66	
8	50	209.6	15.1	14	213.6	13.8	19	4	1.1	2.7	1.09	86	50	32	64	67	

Language Arts: Reading



	Fall 2023-2024	Winter 2023-2024
Total Students	100%	100%
Oral Reading	12.1%	16.2%
Foundational Skills	87.9%	83.8%
ALL GRADES		
 Exceeds	7.1%	4.2%
 Meets	2.7%	6.8%
 Approaching	1.8%	4.2%
 Below	0.4%	1%
 No Expectation	0%	0%

Data Analysis

Image 1 shows a comparison of the English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) 2021-22 with the 2022-23 school years, and Golden West experienced a growth of four (4) percentage points of students meeting performance standards in English Language Arts. Image 2 shows the California Dashboard indicator for Golden West at the end of the 22-23 school year, which identifies our students' performance as 68.5 points below standard. While this assessment is given to students in grades 3-8, it does indicate an overall concern with literacy development across the campus. A disproportionality can be seen in that the Asian subgroup significantly outperformed all others in both Math and ELA, by more than 13% and 16% respectively. Given that this subgroup is only 7% of the total population, through improved Tier 1 instruction, all groups should be rising to this proficiency level.

The 3rd image shows growth and achievement for all Golden West students on the NWEA MAP Reading assessment from Fall 2023-24 and Winter 2023-24. 40% of students did meet or exceed their growth targets for this time period. However, only 16% of students overall have achievement in the same blue and green categories. Until students are reading proficiently, they will continue to struggle in all academic areas. The 4th image is the Student Growth Summary Report from NWEA in the area of Reading. 5th grade, 7th grade, and 8th grade were on target for their RIT growth. However, grades Kinder - 4 and 6 did not.

The fifth and final image shows the NWEA MAP Oral Reading Rate scores and it indicates that 83.3% of our primary students are still working on mastering their Foundation Skills, while only 16.2% have mastered them and moved on to developing their Oral Reading Fluency.

Student Need 1:

Students need access to effective Tier 1 instruction through district adopted curriculum and best teaching practices to ensure progress in developing strong literacy skills.

SMART Goal 1

By June 2027, the percentage of all K-3 students who receive an Oral Reading score on the NWEA MAP assessment will increase by 10% or more.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in Professional Development to promote effective tier 1 instruction, as well as how to become a highly effective team driven by data.	Learning Walks after a PD Number of classrooms with strong evidence of implementation of strategies learned will increase.	TBD ___/18 Strong evidence ___/18 Some evidence ___/18 Little evidence ___/18 No evidence				Time Money People
Grade Level teams will meet regularly to effectively review data, identify student needs, discuss instructional practices, and set plans to meet students' needs.	Monthly meeting agendas/notes: The number of agendas/notes showing strong implementation of PLC process will increase.	TBD ___/9 Strong evidence ___/9 Some evidence ___/9 Little evidence ___/9 No evidence				People Money Time
Foundations: Students enrolled in kindergarten to 3rd grade will continue to receive structured, multi-sensory literacy instruction implementing Foundations curriculum. Teachers will receive professional	Foundations Learning Walks 1. Number of classrooms with Foundations Walls will increase. 2. Number of classrooms using cue cards will increase. 3. Number of classrooms with	TBD Fall 2024: 1. ___ / 8 classrooms 2. ___ / 8 classrooms 3. ___ / 8 classrooms				Time Money People

development to further knowledge and best practices for the program.	students using student learning boards will increase					
K-3 Intervention Teacher to provide intensive academic instruction and support for students identified as performing below expectations in Foundational Skills, via deliberate and targeted responsive small group and individualized instruction based on identified student needs.	CFAs to be developed: Number of students demonstrating growth on CFAs for identified student need will increase.	TBD				Money People Time
Grade level teams will work collaboratively with the Instructional Specialist to provide targeted support for identified student needs. Targeted grade levels will be identified in August 2024.	Targeted grade level agendas/notes will show an increase in strong evidence of PLC implementation. Number of identified students demonstrating growth in oral reading scores will increase.	TBD				Time Money People
Special education teachers will support students with disabilities (ATSI group) to increase reading abilities by effectively utilizing base and supplemental curriculum.	SPED Learning Walks: 1) Number of classrooms utilizing 2 or more pieces of base curriculum will increase 2) Number of classrooms utilizing 2 or more pieces of supplemental curriculum will increase	1) 2/6 teachers with 2 or more pieces of base curriculum 2) 2/6 teachers with 2 or more pieces of supplemental curriculum Winter 2024 - 79% SWD red				People Time Money

	Percent of SWD in the red/orange bands on NWEA MAP reading will decrease.	11% SWD orange				
Students in the red band in grades K-3 will have an opportunity to attend after school tutoring to target identified student needs in literacy.	The number of students who show improvements on Pre-post CFA aligned to the identified student needs will increase	TBD				People Money Time

Progress Monitoring

SMART Goal 2

By June 2027, the percentages of all students who meet their growth on NWEA MAP in reading will increase by 9% per grade level.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in Professional Development to promote effective tier 1 instruction, as well as how to become a highly effective team driven by data.	Learning Walks after a PD Number of classrooms with strong evidence of implementation of strategies learned will increase.	TBD ___/18 Strong evidence ___/18 Some evidence ___/18 Little evidence ___/18 No evidence				Time Money People
Grade Level teams will meet regularly to effectively review data, identify student needs, discuss	Monthly meeting agendas/notes: The number of agendas/notes showing strong implementation of	TBD ___/9 Strong evidence ___/9 Some evidence				Time Money People

<p>instructional practices, and set plans to meet students' needs.</p>	<p>PLC process will increase.</p>	<p>___/9 Little evidence ___/9 No evidence</p>				
<p>Grade level teams will work collaboratively with the Instructional Specialist to provide targeted support for identified student needs. Targeted grade levels will be identified in August 2024.</p>	<p>Targeted grade level agendas/notes will show an increase in strong evidence of PLC implementation.</p> <p>Number of identified students demonstrating growth in MAP reading scores will increase.</p>	<p>TBD</p>				<p>Time Money People</p>
<p>Students who meet their projected growth in NWEA MAP reading each trimester will be acknowledged with incentives or rewards during or after school.</p>	<p>Number of students meeting their MAP reading growth targets will increase.</p>	<p>Met projected growth Reading winter to spring 2024</p> <p>K = 11 1st = 29 2nd = 28 3rd = 25 4th = 28 5th = 22 6th = 24 7th = 19 8th = 21</p>				<p>Time Money People</p>
<p>Students who achieve Green or Blue band on NWEA MAP in reading or Language Usage will be acknowledged with incentives or rewards.</p>	<p>Percentage of students in each grade level in the Green and Blue for reading and language usage will increase.</p>	<p>Total percent Green and Blue Spring 2024 Reading:</p> <p>K = 8% 1st = 25% 2nd = 10% 3rd = 11% 4th = 16% 5th = 18% 6th = 8% 7th = 9% 8th = 16%</p> <p>Total percent Green and Blue Spring</p>				<p>Time Money People</p>

		<p>2024 Language:</p> <p>K = N/A 1st = N/A 2nd = 10% 3rd = 15% 4th = 18% 5th = 25% 6th = 12% 7th = 21% 8th = 16%</p>				
<p>Special education teachers will support students with disabilities (ATSI group) to increase reading abilities by effectively utilizing base and supplemental curriculum.</p>	<p>SPED Learning Walks:</p> <p>1) Number of classrooms utilizing 2 or more pieces of base curriculum will increase</p> <p>2) Number of classrooms utilizing 2 or more pieces of supplemental curriculum will increase</p> <p>Percent of SWD in the red/orange bands on NWEA MAP reading will decrease.</p>	<p>1) 2/6 teachers with 2 or more pieces of base curriculum</p> <p>2) 2/6 teachers with 2 or more pieces of supplemental curriculum</p> <p>79% SWD red 11% SWD orange</p>				<p>Time People Money</p>
<p>Students in the red band in grades 1-8 will have an opportunity to attend after school tutoring to target identified student needs in literacy.</p>	<p>The number of students who show improvements on Pre-post CFA aligned to the identified student needs will increase.</p>	TBD				<p>Time Money People</p>

Progress Monitoring

Progress Monitoring

MATH

All Students

Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Roster Date
22-23 | Y

Subject: Mathematics (Summative)

Grade Level(s): All | Gender(s): All | Reported Race: All Reported Races | Special Education: Special & Non Special | Socio-Economic: null | English Proficiencies: All

Overall & Claim Performance for Golden West Elementary

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded					PL 3 Standard Met					PL 2 Standard Nearly Met					PL 1 Standard Not Met													
				0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	0	25	50	75	100									
2022-23	244	12%	88%	Average Distance from Level 3†: -106					1%						11%						28%						59%					
2021-22	244	12%	88%	Average Distance from Level 3†: -98					2%						10%						27%						61%					


Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

All Students
State



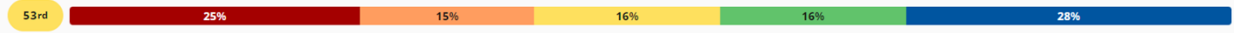

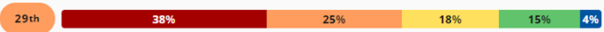
Orange

96.2 points below standard

Increased 8.7 Points ↕

Number of Students: 315

Golden West Elementary

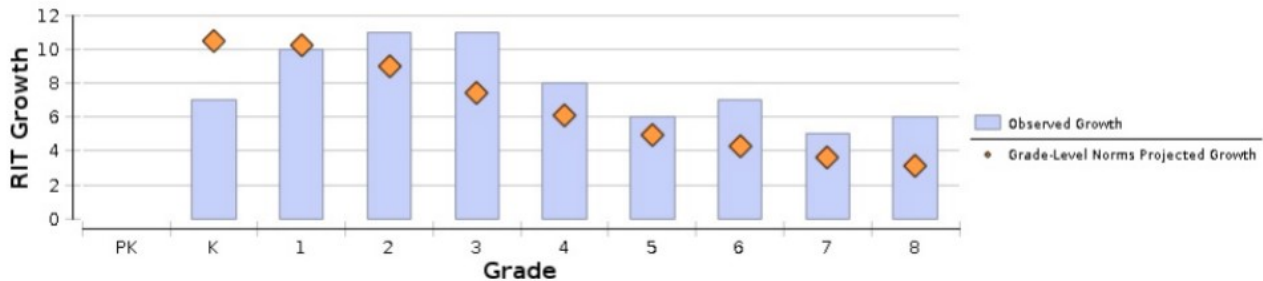
School Profile		Growth and Achievement Overview		Number of Students
Golden West Elementary Math K-12				
Grade				
All Grades	Growth Median and Distribution			482
	Achievement Fall 2023-2024 Median and Distribution			
	Achievement Winter 2023-2024 Median and Distribution			
<p>Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p> <p style="text-align: right; font-size: small;">Rostered Winter 2023-2024 Tested Fall 2023-2024 - Winter 2023-2024</p>				

Golden West Elementary

Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	41	140.5	9.9	57	147.3	10.3	29	7	1.1	10.5	-2.88	1	41	12	29	24
1	44	154.0	11.5	15	164.4	11.4	17	10	1.1	10.2	0.12	55	44	22	50	46
2	50	164.3	11.8	3	174.9	14.0	6	11	1.2	9.0	1.24	89	50	27	54	57
3	68	174.3	14.3	1	185.1	15.0	4	11	1.0	7.4	2.84	99	68	40	59	77
4	61	187.7	18.9	4	195.9	19.0	7	8	0.9	6.1	1.87	97	61	38	62	61
5	58	197.8	16.1	6	203.4	14.4	7	6	0.9	5.0	0.48	69	58	28	48	45
6	46	199.5	14.7	3	206.8	14.2	6	7	1.1	4.3	2.38	99	46	28	61	60
7	62	212.0	13.2	17	216.7	13.3	21	5	0.9	3.6	0.92	82	62	37	60	54
8	52	211.7	16.0	9	217.4	15.8	14	6	1.2	3.1	1.90	97	52	32	62	59

Math: Math K-12



Data

Data Analysis

Image 1 shows a comparison between last year's CAASPP math scores and the year before. While over all the percent of students meeting (12%) and not meeting (88%) standard remained the same, the percent of students in the red did decrease by two percentage points. The next image is from the California Dashboard and is the indicator for Golden West's math performance on the same test. While the overall score increased, we are still 96.2 points below the standard.

When analyzing the results for the NWEA/MAP Winter 2023-24 assessment results:

Fourteen percent were High Average and 4% were High in Math.

NWEA Fall 2023-24 to Winter 2023-24 Grade-Level Norms Projected Growth:

All grade levels made observed growth and exceeded the targeted grade-level norms projected growth in Math except for Kindergarten. Kindergarten did have significant observed growth.

Student Need 2:

Students require access to effective Tier 1 math instruction through district adopted curriculum, strategic lesson design, and best teaching practices to ensure students are making progress toward proficiency in grade level math standards.

SMART Goal 1

By June 2027, the percentages of all students who meet their growth on NWEA MAP in math will increase by 9% per grade level.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in Professional Development to promote effective tier 1 math instruction.	Pre/post teacher survey - The percent of teachers reporting they are taking away a strategy to incorporate into lessons as related to the training topic will be 85% or higher.	TBD				People Time Money
Golden West Teachers will continue the process of implementing the math workshop model to promote students' deeper and more meaningful understanding of mathematics. Teachers and admin will receive coaching and professional development from the Public Education and Business Coalition (PEBC) as support.	Learning Walks data: 1) number of classrooms with strong evidence of math workshop model will increase Teacher self-rating on PEBC Thinking Strategies Rubric in each of 7 areas: Number of teachers showing an increase in levels of proficiency will increase.	TBD Fall 2024 ___/18 Strong evidence ___/18 Some evidence ___/18 Little evidence ___/18 No evidence PEBC rubric to be given to teachers to self-rate at beginning and end of 24-25 school year.				Time Money People

Grade Level teams will meet regularly to effectively review data, identify student needs, discuss instructional practices, and set plans to meet students' needs.	Monthly meeting agendas/notes: The number of agendas/notes showing strong implementation of PLC process	TBD ___/9 Strong evidence ___/9 Some evidence ___/9 Little evidence ___/9 No evidence				People Time Money
Students who meet their projected growth in math each trimester will be acknowledged with incentives or rewards during or after school.	Number of students meeting their growth targets will increase.	Met projected growth Math winter to spring 2024 K = 23 1st = 33 2nd = 30 3rd = 44 4th = 27 5th = 36 6th = 18 7th = 23 8th = 32				Time Money People
Students who achieve Green or Blue band on NWEA MAP in Math will be acknowledged with incentives or rewards.	Percentage of students in each grade level in the Green and Blue will increase.	Percent Green and Blue Spring 2024: K = 28% 1st = 28% 2nd = 22% 3rd = 21% 4th = 21% 5th = 18% 6th = 15% 7th = 14% 8th = 18%				

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

To ensure that every student feels safe and secure in an inclusive learning environment that fosters growth.

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	0.24	2.70	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	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	8.85	4.96	3.60
Expulsions	0.16	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

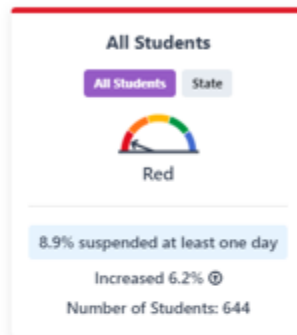
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	644	602	206	34.2

Female	294	277	87	31.4
Male	350	325	119	36.6
American Indian or Alaska Native	2	2	1	50.0
Asian	36	31	7	22.6
Black or African American	17	15	6	40.0
Filipino	14	13	6	46.2
Hispanic or Latino	440	413	138	33.4
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	18	18	7	38.9
White	114	107	39	36.4
English Learners	204	192	54	28.1
Foster Youth	6	5	2	40.0
Homeless	31	31	12	38.7
Socioeconomically Disadvantaged	455	436	160	36.7
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	131	124	57	46.0

Suspension Rate

All Students

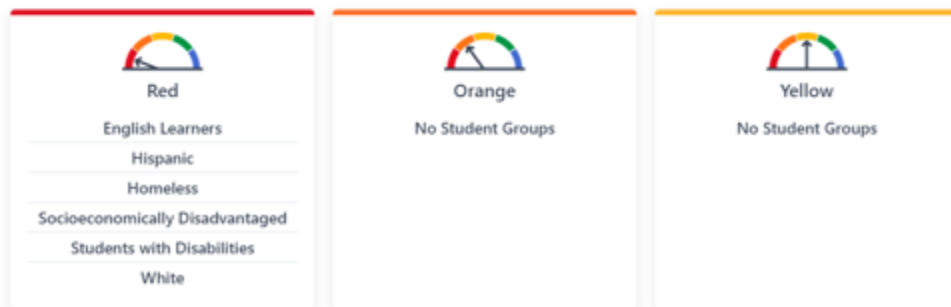
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

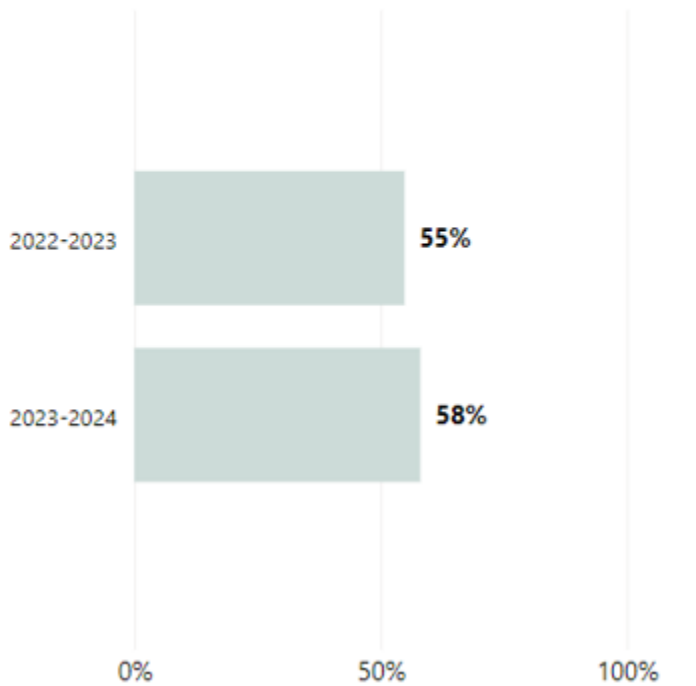


Golden West Elementary		
Behavior Analysis - Involvements		
Events from 08/03/2023 to 03/02/2024		
Track	(All)	▼
School	(All)	▼
Count of Student		
Action	▼ Involvement	▼ Total
⊕ <Unset>		28
⊕ Alternative Placement		111
⊕ Alternative to Suspension		2
⊕ BASE Lesson		3
⊕ Conference, Parent		18
⊕ Conference, Student		85
⊕ Detention		33
⊕ DRB Plan		1
⊕ Expulsion		1
⊕ Loss of Privileges		26
⊕ Loss of Recess		23
⊕ Suspension		24
⊕ Victim		2
⊕ Warning		4
⊕ Work Detail		4
⊕ Written Consequence		1
Grand Total		366

Please indicate the quality of the following: [My/My child's/My students]... (% Good + % Excellent)

Emotional health and well-being (e.g., stress).

Group ● Student



Data Analysis

The table of suspensions and expulsions indicates that the suspension rate at Golden West was higher than both the district and state for the 22-23 school year. However, the expulsion rate was lower than the district.

Image 1 is from the California Dashboard and shows that 8.9% of students were suspended during the 22-23 school year. Image 2 shows data from the beginning of the 23-24 school year to March 2024 that shows 24 students out of 595 had been suspended which is only 4%, which has the school on track to have a year's rate below that of last year.

Image 1 also shows the subgroups who had a suspension rate in the red last school year, which was all of them with the exception of Asian. Homeless and Students with disabilities (SWD) have been identified as student groups with Additional Targeted Support and Improvement (ATSI) for suspensions for the 2024-25 school year.

The final image, 3, is the results from the Hanover Research district questionnaire in which students were asked to rate their emotional health and well-being. Only 58% of students reported their emotional health was in the "good" or "excellent" category. This can directly impact behaviors on campus as well as attendance, and indicates a need for some additional attention to student's mental well-being.

Student Need 1:

Students at Golden West need to have positive connections with the school that encourage appropriate behavior.

SMART Goal 1

By June 2027, the suspension rate for all students will have decreased to 4.5% or less. This is a decrease of 1.5% each year.

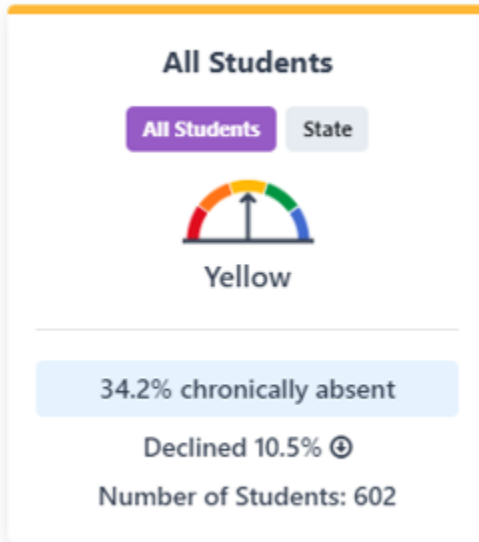
Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PBIS (Positive Behavioral Interventions and Support) team will meet to monitor the positive behavior incentive system and train staff and modify the plan as needed based on identified student needs.	<p>The number of Golden Tickets given out will increase at each grade level.</p> <p>The number of Q Incident types of Unsafe and Inappropriate behaviors will decrease</p>	<p>TBD Fall 2024: ___ Golden Tickets given out</p> <p>April 26, 2024: 151 incidents of unsafe behavior</p> <p>71 incidents of inappropriate behavior</p>				Time Money People
Staff will engage in professional development to address Social Emotional Learning needs of students.	<p>Learning Walks</p> <p>1) Number of classrooms with a Calm Corner area will increase.</p> <p>2) Number of classrooms with strong evidence of SEL strategies will increase. (none/some/strong)</p>	<p>TBD Fall 2024:</p> <p>1) ___ / 24 classrooms with Calm Corner</p> <p>2) ___ / 24 Classrooms with strong evidence of SEL strategies</p>				Time Money People
COST team will meet to discuss and implement tiered supports for all students to remove identified	The number of students referred to COST who show a decrease in behaviors will increase	TBD Fall 2024: Overall = SWD = Homeless =				People Time Money

barriers, including those in ATSI groups of SWD and Homeless.						
Outreach Assistant will support and monitor targeted students who are struggling with behaviors.	<p>The number of check in/check out meetings with students will increase.</p> <p>The number of suspensions will decrease for all students, SWD, and Homeless.</p>	<p>TBD Fall 2024: CICO with SWD = CICO with Homeless = CICO will all =</p> <p>March 2, 2024 suspensions: All = 21/538 SWD = 5/109 Homeless = 3/23</p>				People Time Money
VCC staff will support positive behavior at recess and other unstructured times to improve Tier 1 behaviors, in addition to their Tier 2 and 3 supports.	<p>The number of behavior incidents occurring in the cafeteria, on the field, and playground will decrease.</p> <p>The time spent in unstructured settings with students will increase.</p> <p>The percentage of VCC students meeting their Tier 2 and 3 VCC goals will increase.</p>	<p>Behavior incidents as of April 26, 2024 (cafe, field, playground) = 131</p> <p>Time spent = TBD Fall 2024</p> <p>Percent of students meeting goals =</p>				People Time Money

Progress Monitoring

Progress Monitoring



Chronic Absence Report			
Golden West Elementary			
Date Range: 08/03/2023 - 05/03/2024			
Track	Grade	Number	Percent
GWE 23/24	TK	32	67%
GWE 23/24	00	20	41%
GWE 23/24	01	16	29%
GWE 23/24	02	16	25%
GWE 23/24	03	23	32%
GWE 23/24	04	15	23%
GWE 23/24	05	13	22%
GWE 23/24	06	2	4%
GWE 23/24	07	12	17%
GWE 23/24	08	17	27%
School Wide TOTAL		166	28%

Attendance											
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	AVG
2021-22	89.79	88.46	90.32	85.12	92.06	91.85	85.20	89.78	89.8	90.11	89.25
2022-23	90.6	92.75	92.99	90.61	85.98	89.36	91.96	91.03	91.51	92.29	90.91
2023-24	94.04	93.44	93.18	90.64	90.85	90.07	89.92				91.73429

Current Period: 08/03/2023 to 03/22/2024		
Attendance Category	Grade Level	Actual Present % Enrollment
Regular	TK	83.95
Regular	00	88.85
Regular	01	91.42
Regular	02	93.44
Regular	03	92.06
Regular	04	92.71
Regular	05	93.91
Regular	06	94.49
Regular	07	93.84
Regular	08	90.63
K-12 Special Education SDC	00	94.87
K-12 Special Education SDC	01	90.8
K-12 Special Education SDC	02	89.21
K-12 Special Education SDC	03	87.88
K-12 Special Education SDC	04	90.92
K-12 Special Education SDC	05	92.13
K-12 Special Education SDC	06	92.46
K-12 Special Education SDC	07	93.85
K-12 Special Education SDC	08	93.71

Data

Data Analysis

In Image 1 from the California Dashboard, we can see that over a third of the student population at Golden West was identified as chronically absent in the 22-23 school year. While this number is quite high, it was a decrease of over 10% from the previous year. Image 2 is chronic absenteeism for the current 23-24 school year as of May 3, 2024, pulled from the Q attendance system. Transitional Kindergarten has a 63% chronic absentee rate so far this year which is significantly above all other grade levels. Kindergarten follows in highest rates with 41%. 6th and 7th grades are significantly lower than others with 4 and 17 percents respectively. Overall at this point in the current year, Golden West is at a 28% chronic absentee rate which is a decrease of 6 percent from end of last year.

The third image compares the Average Daily Attendance (ADA) for Golden West per month for this 23-24 school year with last year and the one before. When looking at each month this year compared to each month last year, the current year has a higher ADA every month except February. This data also shows that each month this year after August shows a decline from the month before. The fourth image shows specific attendance data from Golden West by grade level as well as grade level for Students With Disabilities (SWD), which is an ATSI group for chronic absenteeism, as of March 22, 2024. Sixth grade and Kinder SWD have the highest rates of daily attendance with 94%, closely followed by 2nd, 5th, 7th, and SWD in 7th and 8th grades which are all in the 93% range.

Student Need 2:

Students at Golden West need to continue to increase connections to the school site to increase average daily attendance in efforts to reduce chronic absenteeism.

SMART Goal 1

By June 2027, chronic absenteeism will decrease from 34% to 28% or lower and Average Daily Attendance will improve to 94%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
The Golden West PBIS team will incorporate a schoolwide attendance recognition and incentive program.	Monthly ADA percentage will increase from same month in previous year.	Aug = 94% Sept = 93.4% Oct = 93.2% Nov = 90.6% Dec = 90.9% Jan = 90.1% Feb = 89.9% Mar = 90.4% Apr = 90.9% May =				People Time Money
The GW Outreach Assistant will provide coordinated supports to targeted students and families who demonstrate irregular attendance or tardiness, including ATSI group SWD.	The number of chronically absent students will decrease. The percent of Students with Disabilities who are chronically absent will decrease.	CA = 166/ 596 SWD = 46 %				Time People Money
Staff (including TSSP staff and Outreach Assistant) will increase awareness and communication with the community regarding the importance of attendance and its connection to academic achievement.	The number of communications (flyers, parent meetings, one-one conversations) will increase	TBD Fall 2024 __ flyers __ meetings __ one-one				People Time Money

Students will have the opportunity to attend events, activities, and academic excursions within the school day to increase engagement and connectedness to school, including science camp.	Pre/post survey for each event or excursion based on identified student need.	TBD				People Time Money
Offer engaging electives to students in junior high to build connections and help prepare for high school	The number of electives offered that align with top interests of student survey will increase.	TBD: ___/6 electives aligned with student survey				Time People Money
Students and families will have access to before and after school events and activities to support student and family engagement.	Number of students participating in before and after school clubs/activities will increase. Percentage of families attending after school family events will increase.	May 5, 2024: Club/activity = 28 Back to school night = TBD Fall 2024 Trunk or Treat = TBD Fall 2024 Open House = 36% Cinco de Mayo = TBD May 2025				Time Money People

Progress Monitoring

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

All students will be supported to meet/exceed grade level standards in English Language Arts and Math through targeted intervention supports including but not limited to English Learners (EL), Foster, Homeless and Students with Disabilities (special education) student groups.

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.

The Golden West Homeless--[for] Suspensions and Students with Disabilities [for] Academic Performance in English Language Arts, Chronic Absenteeism and Suspensions were recently identified as eligible for Additional Targeted Support and Improvement (ATSI) for the 2024-25 school year. One resource inequity that has been identified for students with disabilities is that some students are receiving services during their Tier 1 ELA instruction. We will be adjusting scheduling next year to address this as well as offer professional development on district curriculum to special education teachers so that students have access to their curriculum during service time as well in general education time.

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.

ENGLISH LEARNERS:

Golden West needs to improve integrated and designated ELD instructional strategies and supports based on district and state assessment results. As of March 2, 2024, 178 of 594 students (29.9%) were designated as English Learners. As indicated below, there are a significant disproportionate of EL students not meeting grade level academic proficiencies and English Language Arts and Math.

We will continue and improve...

- Teaching English language skills and academic content simultaneously. Instruction is most effective when students learn academic content and English language skills simultaneously, rather than attempting to develop English language proficiency before encountering rigorous academic content. For example, teachers should explicitly teach key academic vocabulary as part of all or nearly all lessons in each content area.

- Ensure that the classroom environment is welcoming and culturally responsive to ELs. Teachers should examine their curriculum instruction using a multicultural lens to identify opportunities to implement culturally responsive instructional strategies.
- Use collaborative learning strategies and heterogeneous grouping to support language development. Collaborative learning opportunities provide ELs with opportunities to practice oral language skills in both English and their home language. Teachers can use collaborative activities such as reading groups and reading or writing partners to embed multilingual learning into instruction.

HOMELESS:

Golden West needs to continue to promote sustainable and equitable instruction and supports for the 23 of 594 students designated as Homeless.

Teachers and staff will receive ongoing professional development on how to promote instruction, learning and equitable supports for students with socio-emotional, behavioral and experiences with current and past traumatic events.

STUDENTS with DISABILITIES (SWD):

As of 3/6/2024, Golden West has an enrollment of 109 students who qualify for special education services (18.6%.) There are three special day classes intended for students who are eligible for special education under the Autism Spectrum. There are two additional special day classes for students with multiple areas of disabilities. Golden West also has students with the primary placement of a general education program with Resource and/or Speech services.

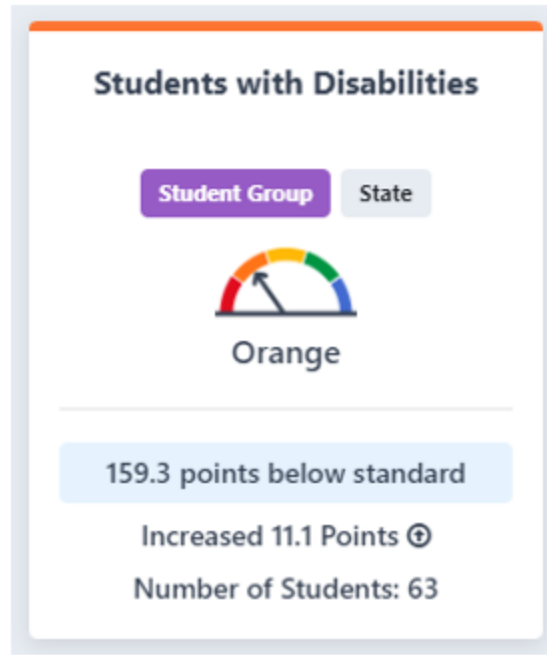
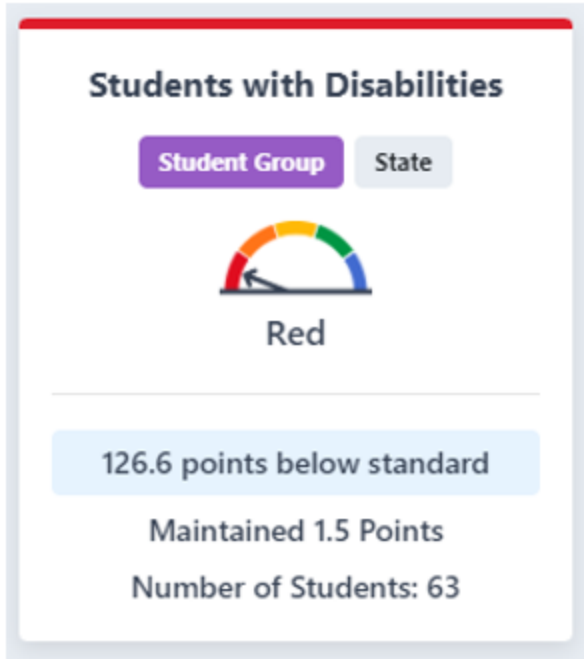
We will continue and improve...

- Provide exceptional specialize academic instruction for SWD aligned to grade level standards while also addressing each unique learner's individual goals as documented Individualized Education Plan (IEP) with the goal of increase mainstreaming into general education classes with inclusive and differentiated instruction and supports.

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	222	236	170	17.8%	24.4%	30.9%
Fluent English Proficient (FEP)	159	110	13	12.7%	11.4%	2.4%
Reclassified Fluent English Proficient (RFEP)	9		45	4.1%		8.2

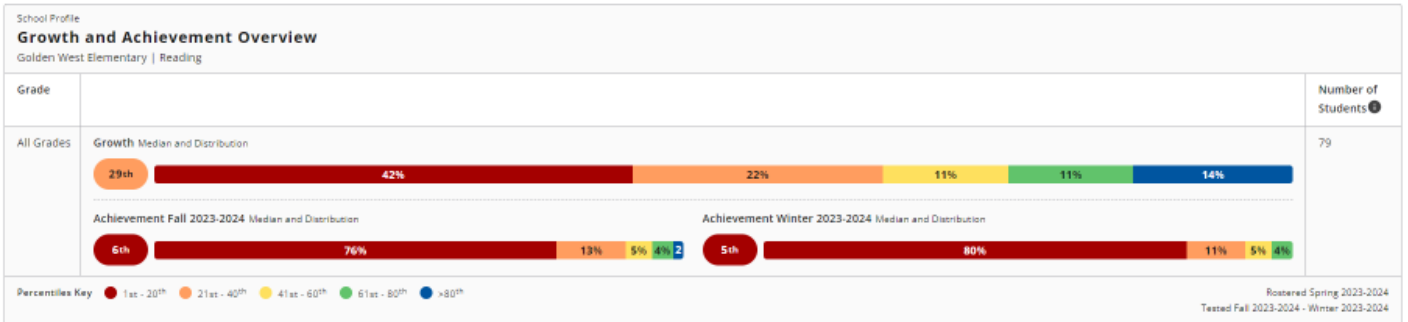
ELA 2022-2023

Math 2022-2023



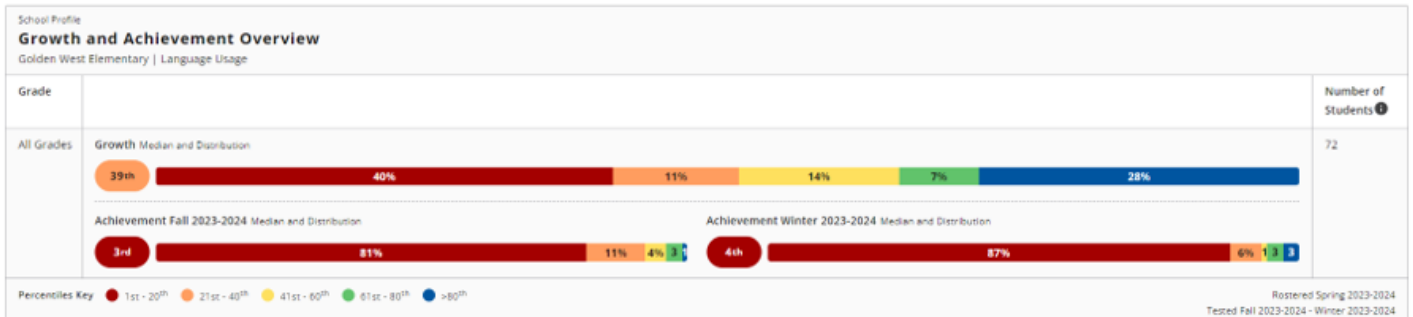
NWEA MAP SWD – Reading

Golden West Elementary



NWEA MAP SWD – Language Usage

Golden West Elementary



2022-23 Smarter Balanced Performance Summary ELA (Summative): All Grades

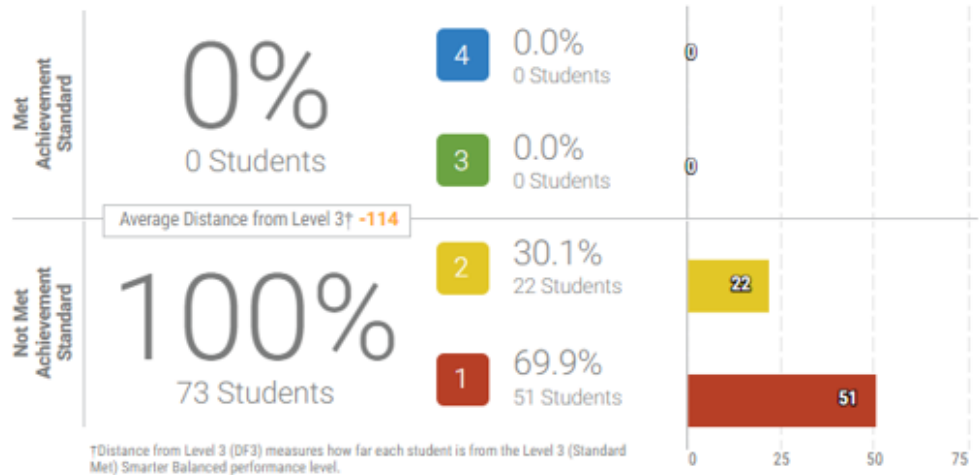
Site: Golden West Elementary
 Roster Date: Control Panel (03-23-2024)
 Grades: All
 English Proficiencies: All
 Reported Race: All Reported Races
 Gender(s): All
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Overall Performance: 73 students



Data Analysis

The first two images show progress as reported on the California Dashboard for Students with Disabilities on Smarter Balanced CAASPP assessments in the 22-23 school year in ELA and math, respectively. SWD made progress in their performance in math, but not in ELA and they are a target ATSI group for English language Arts at Golden West. The image directly below shows the breakdown of student levels on CAASPP as reported in Illuminate. Last year there were no students with disabilities who were performing in the meeting and/or exceeding range, although 30% were nearly meeting standards.

The next two images show SWD growth and achievement on the NWEA MAP assessment from Fall to Winter of the 2023-2024 school year in the English Language Arts areas of Reading and language Usage, respectively. While 25% of students did meet or exceed their growth targets in Reading, overall students with disabilities are not achieving as they should be, with only 4% of students in the green or blue range.

Student Need 1:

Students with Disabilities need support to strengthen overall literacy skills.

SMART Goal 1

By June 2027, the percent of students with disabilities Not Meeting Standard on MAP Reading assessment will improve by at least 15%, from 69.9% to no more than 55%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Special education teachers will support students with disabilities (ATSI group) to increase reading abilities by effectively utilizing base and supplemental curriculum.	SPED Learning Walks: 1) Number of classrooms utilizing 2 or more pieces of base curriculum. 2) Number of classrooms utilizing 2 or more pieces of supplemental curriculum.	1) 2/6 teachers with 2 or more pieces of base curriculum 2) 2/6 teachers with 2 or more pieces of supplemental curriculum				Time Money People
Teachers will engage in professional development that will increase their knowledge of effective Tiered supports.	Learning Walks: 1) Number of classrooms with strong evidence of tiered supports will increase	TBD Fall 2024 ___/24 classrooms with strong evidence				Time People Money
Students who meet their projected growth in reading and language usage each trimester will be acknowledged with incentives or rewards during or after school.	Number of students with disabilities receiving incentive for meeting their projected growth will increase.	TBD Fall 2024 K = 1st = 2nd = 3rd = 4th = 5th = 6th = 7th = 8th =				People Time Money

Progress Monitoring

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	21
01	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	21
02	95.7%	0.0%	0.0%	0.0%	95.7%	4.3%	23
03	66.7%	20.8%	0.0%	0.0%	87.5%	12.5%	24
04	4.2%	41.7%	0.0%	37.5%	83.3%	16.7%	24
05	5.6%	38.9%	0.0%	50.0%	94.4%	5.6%	18
06	5.0%	0.0%	35.0%	30.0%	70.0%	30.0%	20
07	0.0%	0.0%	40.0%	20.0%	60.0%	40.0%	25
08	0.0%	0.0%	23.1%	34.6%	57.7%	42.3%	26

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Golden West Elementary	41.1%	10.9%	11.4%	18.8%	82.2%	17.8%	202
Manteca Unified	24.6%	7.3%	12.7%	13.7%	58.2%	41.8%	9,349
San Joaquin County	24.3%	7.3%	12.4%	12.4%	56.4%	43.6%	54,884
State	24.8%	7.1%	11.1%	11.6%	54.5%	45.5%	2,040,258

School: Golden West Elementary

CDS Code: 39-68593-6042329 | County: San Joaquin | District: Manteca Unified

Report Options

Year:

2022-23

Grade:

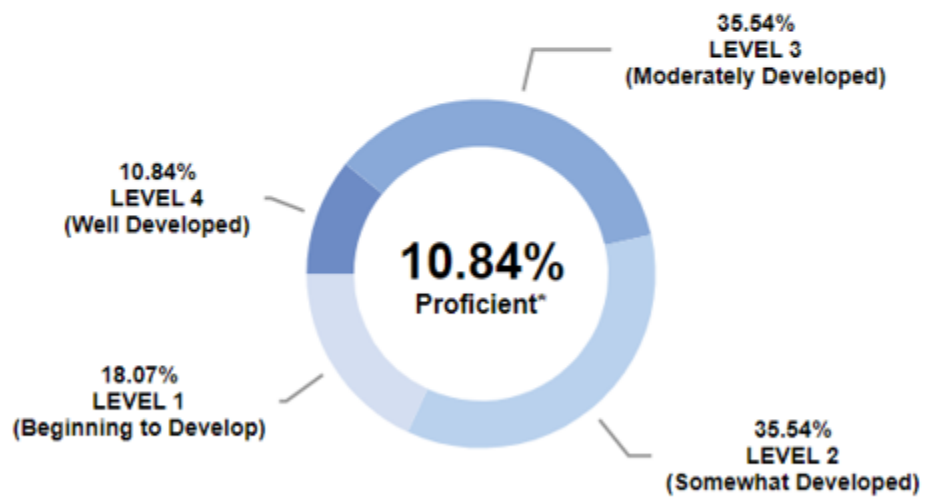
All Grades

Student Group:

All Students (Default)

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



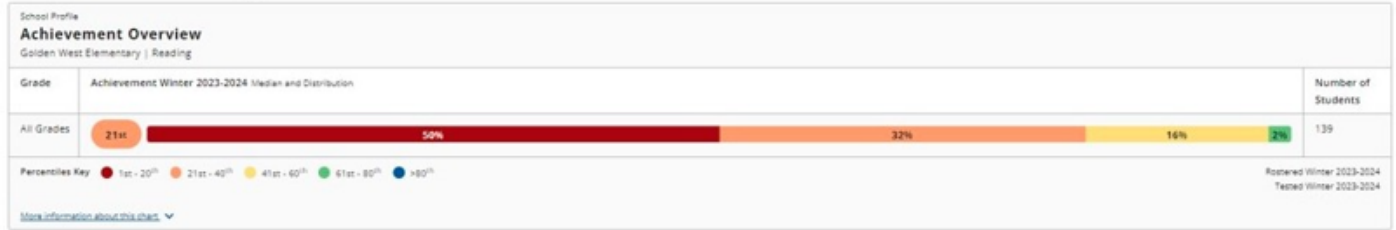
[VIEW DETAILED TEST RESULTS](#)

Data

English Learners

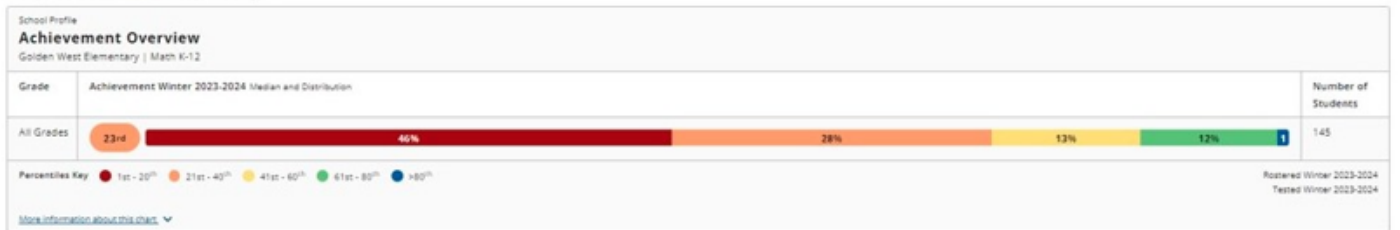
Reading

Golden West Elementary



Math

Golden West Elementary



Data Analysis

The first images are two charts from the 22-23 school year on CDE's Data Quest site. The top one shows the breakdown of EL students at each grade level, as well as the percentage of students who are At risk of being Long Term English Learners (LTELs) and those that are already identified as LTELs. The percentage of LTELs in concerning and indicates a need for students and teachers to become more knowledgeable about the unique needs of students who are not making appropriate progress in their English proficiency. While Golden West is below the percent of LTELs compared to MUSD and the SJCOE, it is above the state level and the percent of students who are at risk of this designation, 10.9%, is significantly higher than those three levels.

Image 3 shows the percent of students who are at each of the 4 levels within the ELPAC assessment. The majority of students at Golden West (over 70%) are in the "somewhat" and "moderately" developed categories. With improvements in both designated and integrated ELD instruction, students should be able to make progress in their levels.

The final images show achievement of English Learners at Golden West on the NWEA MAP assessment. In both subject areas, EL students are underperforming.

Student Need 2:

English Learners of all levels need effective daily designated and integrated ELD instruction to ensure they continue to develop their skills in all domains of English development.

SMART Goal 1

By June 2027, English Learner proficiency as measured by the ELPAC assessment will increase by at least 15%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in professional development to strengthen both designated and integrated ELD instruction.	Learning walks - Number of classrooms demonstrating strong evidence of EL supports and strategies will increase.	TBD Learning Walks: ___/24 Strong evidence ___/24 Some evidence ___/24 Little evidence ___/24 No evidence				Time Money People
Students who reclassify as English Proficient will receive incentives and acknowledgement.	Number of students who reclassify as English proficient will increase.	23-24 = 9 students reclassified				Time Money People
Teachers will use Level Up goal sheets with students in grades 3-8 and offer incentives for students who "Level Up"	Number of students who "Level Up" (increase proficiency in a domain on ELPAC) will increase.	TBD 2024: Students who Leveled Up: _____				Time Money People

Progress Monitoring

Data

Student Need 3:

SMART Goal 1

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
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Progress Monitoring

Budget Summary

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
1.8	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	(ILT): Grade Level Standards: Needs 1 & 2 (Promote instruction/learning)	0709	Certificated Extra-time	Year 1	\$ 1,400.00	Afterschool meetings to promote guided leadership, instruction and campus climate.
2.2	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	Timesheeting for teacher meetings, trainings--PBIS, Guiding Coalition	0709	Certificated Extra-time	Year 1	\$ 1,400.00	Afterschool meetings to promote guided leadership, instruction and campus climate.
3.1	Emerging Students	SN: 2 / G: 1	Translation for meetings	0709	Classified Extra-time		\$ 2,000.00	Translation during IEPs, SSTs, parent meetings, Community Events.
2.2	Safety	SN: 1 / G: 1 & SN: 1 / G: 1	PBIS Materials (signs, posters, materials, student store/cart & Golden Tickets) Safety: Needs 1&2 (Behavior/Socio-emotional/Attendance/Culture/Connectedness)	0709	Materials & Supplies	Year 1	\$ 2,500.00	To promote school connectedness and positive climate
2.2	Safety	SN: 1 / G: 1 & SN: 1 / G: 1	Student awards--pencils, medals, pins, bracelets, certificates: (Safety: Need 2 (Attendance/Culture/Connectedness))	0709	Materials & Supplies	Year 1	\$ 2,500.00	To promote culture and equity.
2.4	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	Jr. High Electives (curriculum, material and supplies)	0709	Materials & Supplies		\$ 5,000.00	One thousand for each elective: C-Stem, Bridges to Success, Art and Journalism.
1.1	Grade Level Standards	SN: 1 / Gs: 1&2	Books for Book Vending Machine: Grade Level Standards: Need 1 (Literacy)	0709	Materials & Supplies	Year 1	\$ 10,000.00	Via the Raymus grant, we purchased a Book Vending machine and need funding to replenish books.
1.1	Grade Level Standards	SN: 1 / Gs: 1&2	Amazon blanket PO for supplemental instructional supplies: Grade Level Standards: Needs 1 & 2 ELA	0709	Materials & Supplies	Year 1	\$ 1,500.00	To promote learning and supports.
1.2	Grade Level Standards	SN: 2 / G: 1	Amazon blanket PO for supplemental instructional supplies: Grade Level Standards: Needs 1 & 2 Math	0709	Materials & Supplies	Year 1	\$ 1,500.00	To promote learning and supports.
2.2	Safety	SN: 1 / G: 1 & SN: 1 / G: 1	Student Assemblies: Safety: Need 2 (Attendance/Culture/Connectedness)	0709	Services	Year 1	\$ 5,000.00	To promote climate, connectedness and culture.
2.2	Safety	SN: 1 / G: 1 & SN: 1 / G: 1	Soul Shoppe Program (Safety: Need 1 (Decrease Suspended students))	0709	Services	Year 1	\$ 6,000.00	To improve behavior during non-structured times and decrease conflicts. Quote shared by Wildner.
1.4	Safety	SN: 1 / G: 1 & SN: 1 / G: 1	SJCOE Artists in Schools Program (1st-4th): Safety: Need 2 (Attendance/Culture/Connectedness)/Grade Level Standards: Needs 1&2	0709	Services	Year 1	\$ 10,000.00	To promote integrated arts in the classroom and continue our partnership with the SJCOE Artists' Program.
							\$ 48,800.00	
							\$ 48,800.00	Allocation 85% 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
1.1	Grade Level Standards	SN: 1 / Gs: 1&2	Afterschool tutoring, interventions: Grade Level Standards: Needs 1 & 2 (Promote instruction/learning/supports) ELA	3010	Certificated Extra-time	Year 1	\$ 1,250.00	To provide instructional and/or enrichment supports for students.
1.2	Grade Level Standards	SN: 2 / G: 1	Afterschool tutoring, interventions: Grade Level Standards: Needs 1 & 2 (Promote instruction/learning/supports) Math	3010	Certificated Extra-time	Year 1	\$ 1,250.00	To provide instructional and/or enrichment supports for students.
1.1	Grade Level Standards	SN: 1 / Gs: 1&2	Sub time for teacher pull-out days: Grade Level Standards: Needs 1 & 2 (Promote instruction/learning) ELA	3010	Certificated Sub-time	Year 1	\$ 2,500.00	PD, Conferences, Learning walks, PLC, classroom demonstrations.
1.2	Grade Level Standards	SN: 2 / G: 1	Sub time for teacher pull-out days: Grade Level Standards: Needs 1 & 2 (Promote instruction/learning) Math	3010	Certificated Sub-time	Year 1	\$ 2,500.00	PD, Conferences, Learning walks, PLC, classroom demonstrations.
3.4	Safety	SN: 1 / G: 1 & SN: 1 / G: 1	TSSP timesheeting: Emerging Students: Needs 1 (equity)	3010	Classified Extra-time	Year 1	\$ 500.00	To promote equity and supports for emerging students.
2.2	Safety	SN: 1 / G: 1 & SN: 1 / G: 1	PBIS-Conferences, PD, trainings (PLC, site goals): Grade Level Standards: Needs 1 & 2	3010	Conferences	Year 1	\$ 2,888.00	In addition to district sponsored PD, additional conferences and substitute pull-out days for: Foundations, Math PD, GLAD, PBIS and PLC PD opportunities.)
1.1	Grade Level Standards	SN: 1 / Gs: 1&2	Foundations-Conferences, PD, trainings (PLC, site goals): Grade Level Standards: Needs 1 & 2	3010	Conferences	Year 1	\$ 3,350.00	In addition to district sponsored PD, additional conferences and substitute pull-out days for: Foundations, Math PD, GLAD, PBIS and PLC PD opportunities.)
1.2	Grade Level Standards	SN: 2 / G: 1	Math-Conferences, PD, trainings (PLC, site goals): Grade Level Standards: Needs 1 & 2	3010	Conferences	Year 1	\$ 3,350.00	In addition to district sponsored PD, additional conferences and substitute pull-out days for: Foundations, Math PD, GLAD, PBIS and PLC PD opportunities.)
1.1	Grade Level Standards	SN: 1 / Gs: 1&2	Foundations materials and supplies: Grade Level Standards: Needs 1 & 2 (Promote instruction/learning/literacy)	3010	Materials & Supplies	Year 1	\$ 8,000.00	To promote literacy for grades TK-3rd.
2.3	Grade Level Standards	SN: 1 / G: 1 & SN: 1 / G: 1	Food 4 Less blanket PO for parent meetings: Emerging students: Educational Partners.	3010	Materials & Supplies	Year 1	\$ 500.00	To promote community engagement and provide targeted parent support.
2.2	Safety	SN: 1 / G: 1 & SN: 1 / G: 1	Field trips & Science Camp, bussing: Grade Level Standards: Needs 1 & 2, Safety: Need 2 (Attendance/Culture/Connectedness)	3010	Services	Year 1	\$ 16,238.00	To promote hands-on and relevant learning activities, school connectedness, engagement and culture.
2.3			[\$35,000]				\$ 39,874.00	

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
1.9	Safety & Emerging Students	Safety: SN: 1 / G: 1 & SN: 1 / G: 1 Emerging Students: SN: 1 / G: 1	Extra classified staff hours (trainings)	7311	Classified Extra-time		\$ 500.00	
1.1	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	Student Planners for 4th-8th graders Grade Level Standards: Needs 1 & 2 (Promote learning/executive functioning)	7435	Materials & Supplies	Year 1	\$ 1,000.00	To promote students' organization.
1.2	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	Student Planners for 4th-8th graders Grade Level Standards: Needs 1 & 2 (Promote learning/executive functioning)	7435	Materials & Supplies	Year 1	\$ 1,000.00	To promote students' organization.
1.7	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	Supplemental technology--doc cameras, screenbeams, headphones: Grade Level Standards: Needs 1 & 2 (Promote instruction/learning/supports)	7435	Materials & Supplies	Year 1	\$ 1,500.00	To promote learning and supports.
							\$ 4,000.00	

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
Intervention Teacher (\$113,361.77)	7.5	Full-time position	Supplemental Position	Additional Teacher to provide Tier II/III interventions based on assessment results. Grade levels standards/Emerging Students
Community Outreach Assistant (5.75 hours per day) (\$35,000)	5.75	Part-time position	Supplemental Position	To continue current position/hours to coordinate activities to promote community connectedness and provide supports for targeted students.

Required administrative costs to operate school site

Required costs to fulfill operational needs

Required materials, supplies, & services to implement base curriculum

[Template Assignment for Common Items pdf](#)

Description of Need	Function (Type of activity)	Object (Type of Expenditure)	Cost Estimate
Admin Designee	Admin	Certificated Sub Time	\$ 2,000.00
Roving subs for all-day IEP's	Admin	Certificated Sub-time	\$ 2,000.00
Extra clerical hours (inventory, extra support)	Admin	Classified Extra-time	\$ 750.00
Extra SSA hours (supervising school activities, Acorn games)	Admin	Classified Extra-time	\$ 750.00
Visitor passes (triplicate)	Admin	Materials & Supplies	\$ 750.00
Amazon blanket PO for Admin supplies	Admin	Materials & Supplies	\$ 1,500.00
Office Depot blanket PO for Admin supplies	Admin	Materials & Supplies	\$ 1,500.00
Copy paper for office	Admin	Materials & Supplies	\$ 500.00
First aid supplies from Warehouse	Admin	Materials & Supplies	\$ 250.00
8th Grade celebration supplies	Admin	Materials & Supplies	\$ 1,000.00
Water/snacks for meetings	Admin	Materials & Supplies	\$ 500.00
Print Shop charges	Admin	Services	\$ 750.00
Riso and Ricoh maintenance agreements and Ricoh click charges	Admin	Services	\$ 750.00
Extra LMT time sheeting (beginning of school year, Bookfair)	Library	Classified Extra-time	\$ 750.00
Library subscriptions and books	Library	Materials & Supplies	\$ 1,000.00
Library supplies, printer ink	Library	Materials & Supplies	\$ 750.00
Extra custodial hours	Operations	Classified Extra-time	\$ 1,000.00
Grainger blanket PO (for custodial supplies including feminine products)	Operations	Materials & Supplies	\$ 20,000.00
Waxie blanket PO	Operations	Materials & Supplies	\$ 5,000.00
Garbage cans, rollers (5)	Operations	Materials & Supplies	\$ 500.00
Custodial supplies from Warehouse (gloves, wipes, hand sanitizer refills, etc.)	Operations	Materials & Supplies	\$ 1,000.00
Home Depot blanket PO (small tools, supplies, etc.)	Operations	Materials & Supplies	\$ 500.00
SSA supplies (vests, and fanny packs and stop signs)	Operations	Materials & Supplies	\$ 500.00
Custodial equipment repair: Routine maintenance	Operations	Services	\$ 5,000.00
Maintenance Work Orders	Operations	Services	\$ 500.00
Amazon blanket PO for instructional supplies	Program	Materials & Supplies	\$ 2,000.00
Office Depot blanket PO for instructional supplies	Program	Materials & Supplies	\$ 2,000.00
Playground equipment, balls	Program	Materials & Supplies	\$ 750.00
Copy paper, laminating film and disinfecting wipes from Warehouse	Program	Materials & Supplies	\$ 1,000.00
Music supplies, instruments	Program	Materials & Supplies	\$ 1,000.00
Riso ink and masters	Program	Materials & Supplies	\$ 1,500.00
Foundations consumables (organization/storage items)	Program	Materials & Supplies	\$ 1,500.00
Food 4 Less blanket PO for Science Consumables	Program	Materials & Supplies	\$ 500.00
Spark PE equipment (replacements)	Program	Materials & Supplies	\$ 2,000.00
Amplify Science materials for classrooms	Program	Materials & Supplies	\$ 1,500.00
Nicky homework folders for K-3rd grade	Program	Materials & Supplies	\$ 500.00
Riso and Ricoh maintenance agreements and Ricoh click charges	Program	Services	\$ 1,500.00
Print Shop charges	Program	Services	\$ 3,000.00
Postage (mailing report cards, etc.)	Program	Services	\$ 500.00
			\$ 68,250.00

One-time requests

Description of Need	Purpose	Function (Type of activity)	Object (Type of Expenditure)	Year of Cycle	Cost Estimate
Tables (10xs 30"x72") for staff meetings	grade standards	Admin	Materials & Supplies	Year 1	\$ 1,200.00
Conference table (1) and chairs (8 chairs)	Professional development and staff meetings	Admin	Equipment Over \$500-9999	Year 1	\$ 2,000.00
Laptop for LMT		Library	Equipment over \$500-9999	Year 1	\$ 800.00
Vacuum cleaners (3)		Operations	Equipment over \$500-9999	Year 1	\$ 2,000.00
					\$ 6,000.00

Facility Requests

Routine Restricted Maintenance Site Projects/Services

****anything in year 2/3 will be re-evaluated for funding approval**

[Template Assignment for Common Items.pdf](#)

Description of Need	Purpose	Year of Cycle	Cost Estimate
Paint the inside of the gym.	Culture and Standards	Year 1	\$ 49,000.00

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

Educational Partners include formal meetings with various groups to review and analyze data, evaluate needs and prioritize strategies and resources to promote learning outcomes and equitable supports.

Date

Instructional Leadership Team Meetings: 11/7/23 and 1/11/24

English Language Advisory Committee: 4/25-24

School Site Council: 10/19/23, 1/18/24 and 4/18/24

Groups

Instructional Leadership Team Meetings, English Language Advisory Committee, School Site Council.

Outcome

The above referenced groups met on varying dates to review academic, attendance and behavioral student data and to seek input in the Strategic planning and needs assessment and school priorities to promote learning, equity and safety.

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- n/a Secondary Students

Name of Members	Role
Tony Shah	Principal
Becky Austin	Classroom Teacher
Andrea Wright	Classroom Teacher
Ranvir Gill	Classroom Teacher
Maria Garcia	Other School Staff
Harjinder Kaur	Parent or Community Member
Kimberly Becerra	Parent or Community Member
Melinda Ramirez	Parent or Community Member
Kristin Wilder	Parent or Community Member

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


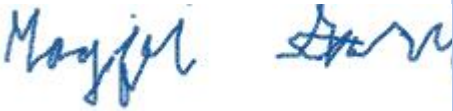
Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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
	English Learner Advisory Committee
	Other: ELAC approved on 4/25/2024

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 4/24/2024.

Attested:

	Principal, Tony Shah on 4/25/24
	SSC Chairperson, Ranvir Gill on 4/25/24