



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.

Joshua Cowell Elementary School
39685936112197

Manteca Unified School District
39685930000000

School Site Vision

At Joshua Cowell each student works to achieve grade level standards, feel safe and supported to achieve individual success.

School Site Mission

Through strategic actions and decisions, Joshua Cowell will work collectively using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects in a safe environment inclusive of design, security and climate.

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Homeless Suspensions, Two or More-Chronic Absenteeism

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.

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

Our Coordination of Services Team along with our Student Attendance Review Team will support our students who identify as two or more races with regular school attendance. Our Community Outreach Assistant will stay in contact with these families as well to ensure they understand the importance of regular school attendance. Students will be provided opportunities to earn incentives for improved and regular attendance.

Our Coordination of Services Team will support our homeless students and their teachers with strategies to improve student behavior. Students will earn incentives through PBIS for improved and consistent behavior. The Behavior Services Team will provide Tier 2 and 3 support for students who need it, especially our

homeless students. Our Transitional Student Support Program liaison will collaborate with students and families to support the home to school connection.

School Site Description

Joshua Cowell Elementary is a UTK-8 school with a population of approximately 780 students. The area served includes several housing developments, apartments, duplexes and single-family homes located both in town and in the surrounding rural area. Joshua Cowell Elementary School consists of 24 regular education classes, one state preschool, three special day classes for preschool students on the autism spectrum, one special day class for UTK students on the autism spectrum, one special day class for primary education students, two special day classes for primary education students on the autism spectrum, one special day class for intermediate education students, one county special education class, a full time Resource Specialist teacher, a full-time Speech Pathologist for kindergarten through eighth grade, a full-time Speech Pathologist for preschool students, a part-time Speech Pathologist for elementary students, a full-time psychologist, two part-time music teachers and an Adapted Physical Education Specialist, a full time Instructional Specialist, a behavior specialist for general education as well as, a behavior specialist for special education provide services as needed. Joshua Cowell also has two bilingual paraprofessionals, and 19 special education paraprofessionals. The school's students are supported by two full time contracted counselors. Our teachers and support staff are welcoming, helpful, and knowledgeable. The District Curriculum is implemented in every classroom, and teachers meet regularly with their grade-level teams to reflect on student learning, as well as best teaching practices. Staff members work individually or in small groups with students before and after school to provide additional learning experiences for students. We provide expanded learning opportunities for students to enrich the educational program.

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)

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

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

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

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

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

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

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

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

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include 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
709	57	20.9	0.1
Total Number of Students enrolled in Joshua Cowell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	20.9
Foster Youth	1	0.1
Homeless	25	3.5
Socioeconomically Disadvantaged	404	57
Students with Disabilities	87	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	4.7
American Indian	5	0.7
Asian	106	15

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	30	4.2
Hispanic	353	49.8
Two or More Races	31	4.4
Pacific Islander	15	2.1
White	136	19.2

Conclusions based on this data:

1. Fifty seven percent of students are socioeconomically disadvantaged. Students who are socioeconomically disadvantaged are at risk of underperforming academically. Only 52% of our socioeconomically disadvantaged students met their growth projections on the Math MAP from Fall 2023 to Winter 2024. Only 44% of these students met their growth projections on the Reading MAP from Fall 2023 to Winter 2024. They are also disengaged from school. 13% of our socioeconomically disadvantaged students have been chronically absent during the 2023-2024 school year. Our schoolwide chronic absentee rate is 20%. Our socioeconomically disadvantaged students represent over half of our schoolwide rate. They need support to increase academic performance, engagement and attendance.
2. Our population of students who identify as two or more races is 4.4% of our school population at 31 students. This group of students has a chronic absentee rate of 43.8%. It is over twice that of the entire school population. We need to increase student attendance and engagement for these 31 students.
3. English learners are a large subgroup at 20.9%. 38% of our English learners met their growth projection on the Math Winter MAP. 20% of our English learners met their growth projection on the Winter Reading MAP. Only 37.9% of our ELs made progress towards English language proficiency during the 2022-2023 school year. Last year 28.4% of our ELs declined at least one English Learner Proficiency level on the English Language Proficiency Assessment. We need to increase instruction and support for our English Learners.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

Joshua Cowell students will be provided access to standards aligned instruction by teachers trained in district adopted base and supplemental curriculum intended to support Common Core State Standards and target student academic growth.

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		2384.	2362.		10.53	4.35		18.42	16.30		30.26	25.00		40.79	54.35
Grade 4		2412.	2412.		10.14	9.46		17.39	13.51		17.39	28.38		55.07	48.65
Grade 5		2469.	2443.		6.94	9.59		31.94	19.18		20.83	19.18		40.28	52.05
Grade 6		2498.	2469.		4.41	1.49		33.82	20.90		32.35	32.84		29.41	44.78
Grade 7		2541.	2514.		13.79	8.70		34.48	24.64		27.59	37.68		24.14	28.99
Grade 8		2531.	2535.		5.80	10.00		34.78	30.00		26.09	23.33		33.33	36.67
All Grades	N/A	N/A	N/A		8.50	7.13		28.16	20.23		25.73	27.59		37.62	45.06

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		2398.	2388.		7.89	4.30		21.05	20.43		30.26	25.81		40.79	49.46
Grade 4		2397.	2418.		4.29	4.00		8.57	18.67		27.14	32.00		60.00	45.33
Grade 5		2422.	2413.		1.41	4.17		2.82	4.17		26.76	25.00		69.01	66.67
Grade 6		2453.	2456.		0.00	5.97		13.24	2.99		25.00	32.84		61.76	58.21
Grade 7		2509.	2494.		8.33	5.88		21.67	17.65		40.00	35.29		30.00	41.18
Grade 8		2489.	2518.		4.29	5.00		10.00	20.00		34.29	30.00		51.43	45.00
All Grades	N/A	N/A	N/A		4.34	4.83		12.77	14.25		30.36	29.89		52.53	51.03

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	27.36
Female	30.47
Male	23.76
American Indian or Alaska Native	--
Asian	35.94
Black or African American	9.52
Filipino	47.37
Hispanic or Latino	25.11
Native Hawaiian or Pacific Islander	--
Two or More Races	27.78
White	27.40
English Learners	3.75
Foster Youth	--
Homeless	31.03
Military	--
Socioeconomically Disadvantaged	22.09
Students Receiving Migrant Education Services	0
Students with Disabilities	9.52

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	19.08
Female	19.74
Male	18.32
American Indian or Alaska Native	--
Asian	31.25
Black or African American	4.76
Filipino	26.32
Hispanic or Latino	15.65
Native Hawaiian or Pacific Islander	--
Two or More Races	27.78
White	21.92
English Learners	2.50

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	16.13
Military	--
Socioeconomically Disadvantaged	16.28
Students Receiving Migrant Education Services	0
Students with Disabilities	7.14

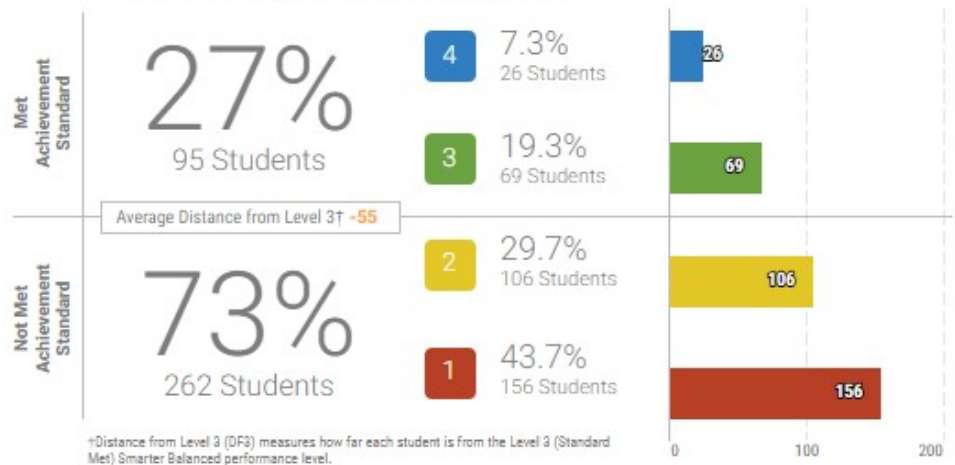
Data

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

Site: Joshua Cowell Elementary
Roster Date: Control Panel (02-23-2024)
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 Performance: 357 students



Overall Score Levels

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

Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

LEARN MORE

English Language Arts

All Students

State



Orange

54.7 points below standard

Declined 19.6 Points ⬇️

EQUITY REPORT

Number of Student Groups in Each Level

2	4	0	0	0
Red	Orange	Yellow	Green	Blue

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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)

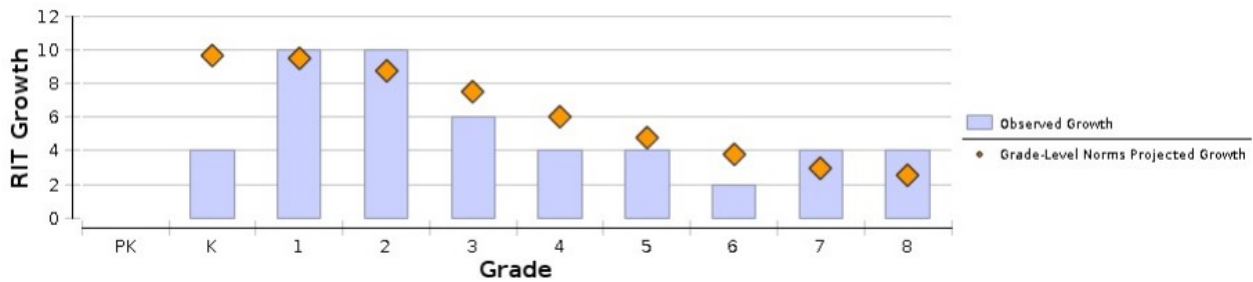
Grouping: None
Small Group Display: No

Joshua Cowell Elementary

Language Arts:
Reading

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	37	136.9	8.0	52	141.2	8.3	16	4	1.2	9.6	-3.82	1	37	8	22	23
1	36	146.9	13.2	5	157.4	13.7	8	10	1.1	9.5	0.73	77	36	21	58	57
2	76	163.7	12.8	9	173.6	14.1	13	10	1.0	8.7	0.84	80	76	43	57	55
3	80	177.5	16.7	10	183.5	16.3	7	6	1.1	7.5	-1.25	11	80	31	39	32
4	86	190.8	14.7	21	194.5	14.3	13	4	0.8	6.0	-1.95	3	86	32	37	30
5	68	198.8	16.8	21	202.9	17.2	19	4	1.0	4.8	-0.63	26	68	33	49	44
6	70	205.9	13.5	28	207.4	14.5	18	2	0.9	3.8	-2.30	1	70	28	40	41
7	64	211.6	11.9	36	215.4	10.2	41	4	1.2	3.0	0.85	80	64	38	59	54
8	67	216.6	13.8	43	220.4	13.8	49	4	0.8	2.5	1.09	86	67	42	63	52

Language Arts: Reading



KINDERGARTEN

F23 W24

E Exceeds	45.2%	25.7%
M Meets	9.6%	29.7%
A Approaching	45.2%	25.7%
B Below	0%	18.9%
NE No Expectation	0%	0%

1ST GRADE

E Exceeds	22.9%	0%
M Meets	21.4%	28.2%
A Approaching	18.6%	16.7%
B Below	32.9%	37.2%
NE No Expectation	0%	0%

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	32	39%	20	24%	16	19%	9	11%	6	7%	185-186-188	17.2
Instructional Area RIT Range												
Literary Text	31	37%	12	14%	17	20%	13	16%	10	12%	187-189-191	18.4
Informational Text	37	45%	23	28%	9	11%	7	8%	7	8%	182-184-186	18.6
Vocabulary	33	40%	21	25%	15	18%	7	8%	7	8%	184-185-187	17.7

Data Analysis

CAASPP: On the ELA CAASPP, our female students are outperforming our male students by 6.71%. 27.36% of all students are meeting or exceeding standards on the ELA CAASPP. African American students are meeting or exceeding standards at a rate of 9.52%, English Learners at a rate of 3.75% and Students with Disabilities at a rate of 9.52%.

Image 1: Overall, 73% of our 3rd through 8th grade students are not meeting English Language Arts standards on the California Assessment of Student Performance and Progress.

Image 2: Our 3rd through 8th grade students are performing 54.7 points below the standard. We declined 19.6 points from 2022-2023 in English Language Arts.

Image 3: Overall 50.8% of our kindergarten through 8th grade students met their growth projections from Fall 2023 to Winter 2024 on the Reading MAP.

Image 4: In Fall 2023, 54.8% of our kindergarten students and 44.3% of 1st grade students met or exceeded the standard for Phonological Awareness on the NWEA MAP Reading Fluency. In Winter 2024, 55.4% of our kindergarten students and 28.2% of 1st grade students met or exceeded the standard for Phonological Awareness on the NWEA MAP Reading Fluency.

Image 5: 65% of 3rd grade students scored in the red and orange bands for Vocabulary on the Spring 2024 Reading MAP. 73% of 3rd grade students scored in the orange and red bands for Informational Text on the Spring 2024 Reading MAP.

Student Need 1:

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

SMART Goal 1

By June 2027, we will increase the percentage of kindergarten and 1st grade students exceeding or meeting the standards in early literacy skills by 15%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Kindergarten and 1st grade teachers will participate in coaching, observations, and	Learning Walk data to measure implementation of Foundations instruction	Evidence of Foundations instruction No evidence-0/6				Money People Time

planning to ensure Foundations is implemented with fidelity.		Some evidence-5/6 Strong evidence-1/6				
ELOP: Kindergarten and 1st grade students scoring below standard will have the opportunity to attend tutoring afterschool to support Early Literacy skills	Pre/post assessment	TBD				Time People Money
Kindergarten and 1st grade teachers will participate in professional development, observe, plan, practice and implement instruction based on essential standards to support early literacy skills	Evidence of essential standards and base curriculum used during ELA instruction as observed on Learning Walks	Evidence of essential standards and base curriculum used during ELA instruction No evidence- Some evidence- Strong evidence-				Time People Money
Instructional Specialist will support teachers in developing and implementing student interventions through the collaborative teams process, inclusive of teaching, assessing, and intervening cycle.	Instructional impact measured by evidence collected during Learning Walks					Time Money People
Kindergarten and 1st grade collaborative teams meet monthly to analyze data, identify student needs, set goals, plan for instruction, and monitor progress related to early literacy skills	Grade level collaborative teams monthly notes reviewed by administration. Number of notes that include data analysis, goal setting, and plans for instruction.	April 2024 Grade level collaborative teams notes that include: Data analysis- 0/2 Goal setting- 1/2 Plans for instruction-2/2				Time Money People
ELOP: Kindergarten	Pre/post assessment	TBD				Time Money

students scoring below standard in Phonological Awareness will have the opportunity to attend a summer program to support Early Literacy skills						People
ELOP: Kindergarten and 1st grade students that have shown growth on the NWEA MAP for Reading Fluency will attend an afterschool activity and earn incentives each trimester	Percentage of students showing growth on the NWEA Map Reading Fluency	Winter 2024 K: 22% 1: 58%				Time Money People
The Instructional Leadership Team will collaborate to monitor progress of site goals, collaborate on non-negotiables for collaborative teams meetings, monitor collaborative teams notes, and provide input on professional learning.	Instructional impact measured by evidence collected during Learning Walks					Time Money People
Students will attend academic enrichment assemblies and excursions to support learning early literacy skills.	Pre/post surveys	TBD				Time Money People

Progress Monitoring

SMART Goal 2

By June 2027, we will increase the percentage of students meeting their growth target in Reading in grades 2 through 8 by 15%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
2nd through 8th grade teachers will participate in professional development, observe, plan, practice and implement instruction based on essential standards in English Language Arts using base curriculum	Evidence of essential standards and base curriculum used during ELA instruction as observed on Learning Walks	Learning Walk Data: No evidence-1/7 (14%) Some evidence-3/7 (43%) Strong evidence-0/7 (0%)				Time Money People
Junior high students will have the opportunity to take elective classes that enrich their reading skills	Pre/post assessments	TBD				
Instructional Specialist will support teachers in developing and implementing interventions through the collaborative teams process, inclusive of teaching, assessing, and intervening cycle.	Instructional impact measured by evidence collected during Learning Walks					Time Money People
Grade level collaborative teams meet monthly to analyze data, identify student needs, set goals, plan for instruction, and monitor progress.	Grade level collaborative teams monthly notes reviewed by administration. Number of notes that include data analysis, goal setting, and plans for instruction.	April 2024 Grade level collaborative teams notes that include: Data analysis-2/7 Goal setting-1/7 Plans for instruction-8/7				Time Money People
ELOP: 2nd-8th grade students scoring in the 1st-20th percentile will attend tutoring	Pre/post assessment	TBD				Time Money People

afterschool to support ELA skills						
ELOP: 2nd through 8th grade students that have shown growth on the NWEA MAP for Reading will attend an afterschool activity and earn incentives each trimester	Number of students eligible to participate in an afterschool activity or earn an incentive for showing growth on the NWEA MAP Reading	Number of students who showed growth on the Winter 2024 NWEA MAP Reading: K-8 1-21 2-43 3-32 4-32 5-33 6- 7- 8-				Money People Time
2nd and 3rd grade teachers will participate in coaching, observations, and planning to ensure Foundations is implemented with fidelity.	Learning Walk Data to measure effective implementation of Foundations	Learning Walk Data: No evidence-0/3 Some evidence-3/3 Strong evidence-0/3				Time Money People
The Instructional Leadership Team will collaborate to monitor progress of site goals, collaborate on non-negotiables for collaborative teams meetings, monitor collaborative teams notes, and provide input on professional learning.	Instructional impact measured by evidence collected during Learning Walks					Time Money People
Students will attend academic enrichment assemblies and excursions to support learning early literacy skills.	Pre/post surveys	TBD				Time Money People
4th grade teachers will participate in professional development, coaching, observations and	Learning Walk Data to measure effective implementation of Just Words	TBD				Time Money People

planning to implement Foundations Just Words with fidelity						
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Progress Monitoring

SMART Goal 4

Implementation Plan

						People Time Money
						People Time Money

Progress Monitoring

Progress Monitoring

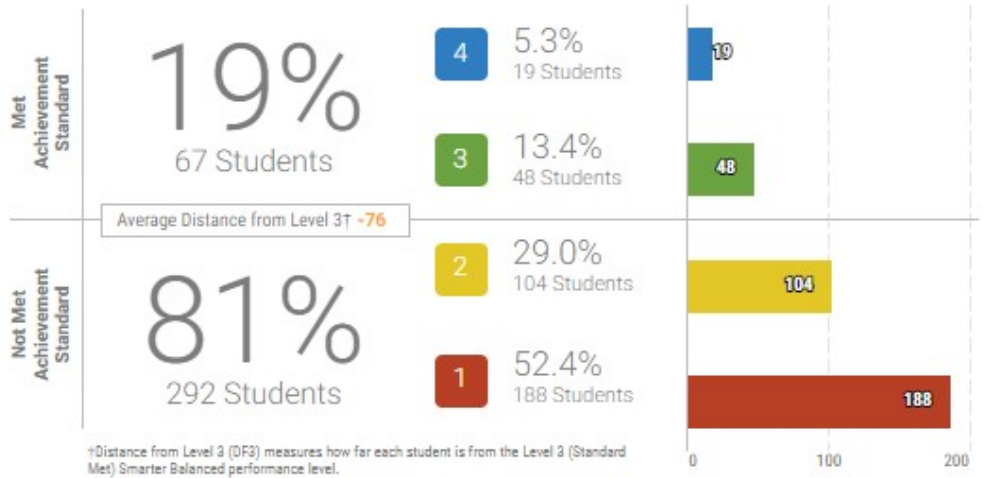
Data

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

Site: Joshua Cowell Elementary
 Roster Date: Control Panel (02-23-2024)
 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 Performance: 359 students



Overall Score Levels

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

Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

LEARN MORE
Mathematics

All Students

State



Orange

75.1 points below standard

Maintained 2.2 Points

EQUITY REPORT

Number of Student Groups in Each Level

0	5	1	0	0
Red	Orange	Yellow	Green	Blue

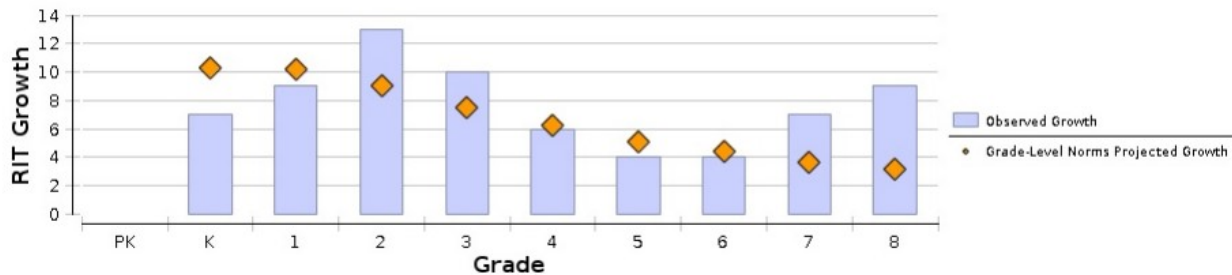
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Joshua Cowell Elementary

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	71	142.8	10.8	72	149.3	12.0	44	7	1.1	10.3	-2.96	1	71	20	28	25
1	76	154.4	11.6	17	163.2	12.1	12	9	0.8	10.2	-0.99	16	76	28	37	32
2	77	167.2	11.3	9	180.3	13.0	26	13	1.1	9.0	3.17	99	77	56	73	70
3	82	177.0	11.4	3	186.7	14.0	6	10	1.0	7.5	1.87	97	82	52	63	62
4	86	193.5	12.0	18	199.2	12.0	16	6	0.7	6.3	-0.52	30	86	39	45	41
5	66	201.0	13.3	13	205.3	13.0	12	4	0.7	5.1	-0.62	27	66	28	42	42
6	71	203.1	13.0	7	206.8	14.5	6	4	0.9	4.4	-0.59	28	71	34	48	43
7	68	212.8	11.1	20	220.2	12.6	33	7	0.9	3.6	3.20	99	68	50	74	77
8	66	221.4	13.4	36	229.9	14.3	57	9	0.9	3.2	3.86	99	66	54	82	81

Math: Math K-12



Explanatory Notes

Data Analysis

CAASPP: All students are meeting or exceeding the standards on the Math CAASPP at a rate of 19.08%. Our African American students are meeting or exceeding the standards at a rate of 4.76%, English Learners at a rate of 3.75% and Students with Disabilities at a rate of 7.14%.

Image 1: Overall, 81% of 3rd through 8th grade students are not meeting the standard on the Math CAASPP. Of those 81%, 52% of those students are scoring in the red band at a level 1.

Image 2: Our 3rd through 8th grade students are performing 75.1 points below standard as measured by the Math CAASPP. We maintained 2.2 points from the year before.

Image 3: On the Winter Math MAP, 54% of our kindergarten through 8th grade students increased their achievement. Five grade levels increased student achievement, 1st, 2nd, 3rd, 7th and 8th. Second grade had 73% of their students increase achievement, 7th grade had 74% and 8th grade had 82%.

Student Need 2:

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

SMART Goal 1

By June 2027, we will increase student achievement in Math in each grade level by 15%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will participate in professional development, observe, plan, practice and implement instruction based on essential standards in Math using base curriculum	Evidence of essential standards and base curriculum used during Math instruction as observed on Learning Walks	Learning Walk Data: No evidence-1/7 (14%) Some evidence-3/7 (43%) Strong evidence-3/7 (43%)				Time People Money
Teachers will observe, plan, practice and implement Mathematical Practices and Thinking Strategies within instruction.	Evidence of Mathematical Practices and Thinking Strategies being used during Math instruction observed on Learning Walks. No evidence Some evidence Strong evidence	Learning Walk Data: No evidence-13/19 (68%) Some evidence-3/19 (16%) Strong evidence-3/19 (16%)				Time Money People
Teachers will observe, plan, practice and implement the Math Workshop Model through coaching and collaboration with PEBC specialist.	Evidence of the Math Workshop Model in classrooms observed on Learning Walks. No evidence Some evidence Strong evidence	Learning Walk Data: No evidence-13/19 (68%) Some evidence-3/19 (16%) Strong evidence-3/19 (16%)				Time Money People
Grade level collaborative teams meet monthly to analyze data, identify student needs, set goals, plan for instruction, and monitor progress.	Grade level collaborative teams monthly notes reviewed by administration to ensure plans include data analysis, goal setting, plans for instruction.	April 2024 Grade level collaborative teams notes that include: Data analysis-2/9 (22%) Goal setting-1/9 (11%) Plans for instruction-8/9 (89%)				Time Money People
ELOP: Academic Incentive Program-Students that have shown growth on	Number of students eligible to participate in an afterschool activity or earn an	Number of students who showed growth on the				Time Money People

the NWEA MAP for Math will attend an afterschool activity and earn incentives each trimester	incentive for showing growth on the NWEA MAP Math	Winter 2024 NWEA MAP Math: K-18 1-28 2-56 3-52 4-39 5-28 6-34 7-50 8-54				
ELOP: K-8th grade students scoring in the 1st-20th percentile will have the opportunity to attend tutoring afterschool to support Math skills	Pre/post assessment	TBD				Money Time People
The Instructional Leadership Team will collaborate to monitor progress of site goals, collaborate on non-negotiables for collaborative teams meetings, monitor collaborative teams notes, participate in Learning Waks and provide input on professional learning.	ILT Learning Walk Data	Coming May 2024				Time Money People
Students will attend academic enrichment assemblies and excursions to support learning early literacy skills.	Pre/post surveys	TBD				Time Money People
Junior high students will have the opportunity to take elective classes that enrich their math skills including Robotics	Pre/post assessment	TBD				Time Money People

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

Every Joshua Cowell student feels safe, included and is a contributing citizen to the community.

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	1.12	4.08	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	5.87	4.96	3.60
Expulsions	0.13	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	784	749	228	30.4

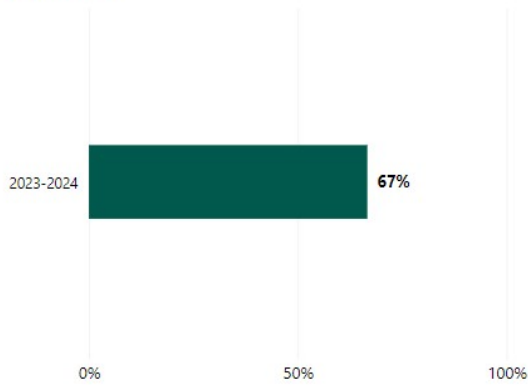
Female	389	371	104	28.0
Male	395	378	124	32.8
American Indian or Alaska Native	7	6	3	50.0
Asian	120	117	32	27.4
Black or African American	38	36	11	30.6
Filipino	36	35	3	8.6
Hispanic or Latino	382	367	114	31.1
Native Hawaiian or Pacific Islander	16	16	5	31.3
Two or More Races	37	32	14	43.8
White	148	140	46	32.9
English Learners	174	167	49	29.3
Foster Youth	4	2	1	50.0
Homeless	58	57	17	29.8
Socioeconomically Disadvantaged	469	449	143	31.8
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	109	105	42	40.0

	Baseline	Goal	September	December	March
Chronic Absenteeism Rate	27%	20% or less	13.6%	20% 24 less students from same time period last year	
Percent of families attending Back to School Night	50%	55%	54%		
Percent of families attending Kinder Orientation	83%	87%	79%		
Percent of families attending Goal Setting Conferences	80.5%	85%	81%		82%

Please indicate how much you disagree or agree with the following statements: (% Agree + % Strongly Agree)

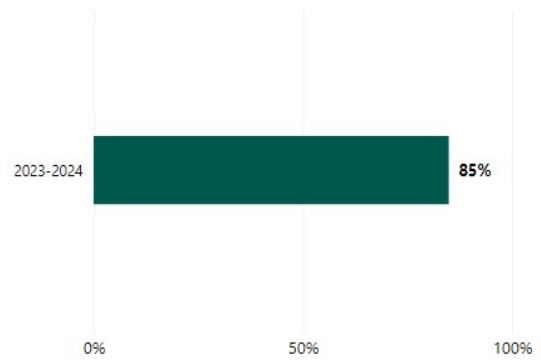
Teachers keep me well-informed about my child's progress.

Group ● Parent



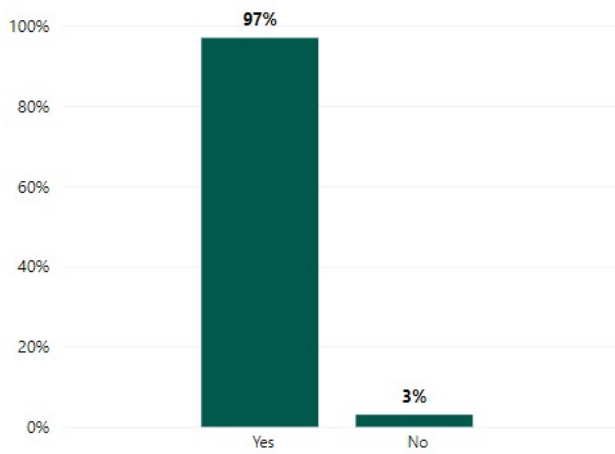
The school keeps me well-informed about events and activities.

Group ● Parent



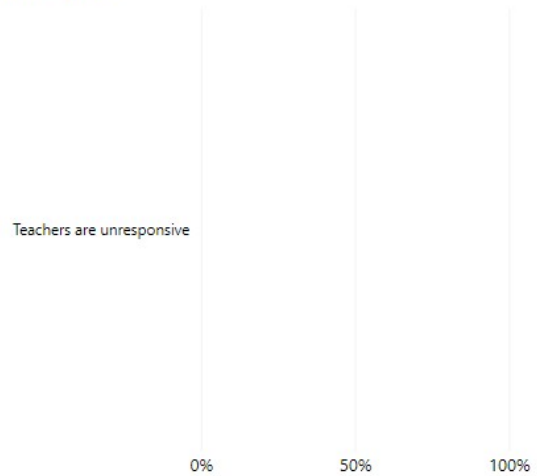
Are you able to communicate with teachers and staff when you need to?

Group ● Parent



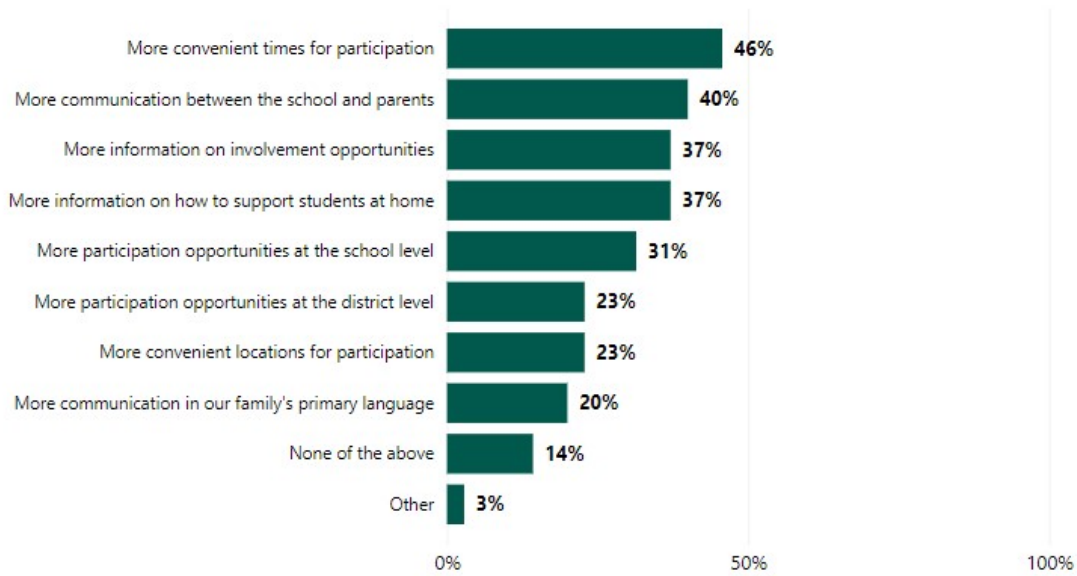
Why were you unable to communicate with teachers and staff when necessary?

Group ● Parent



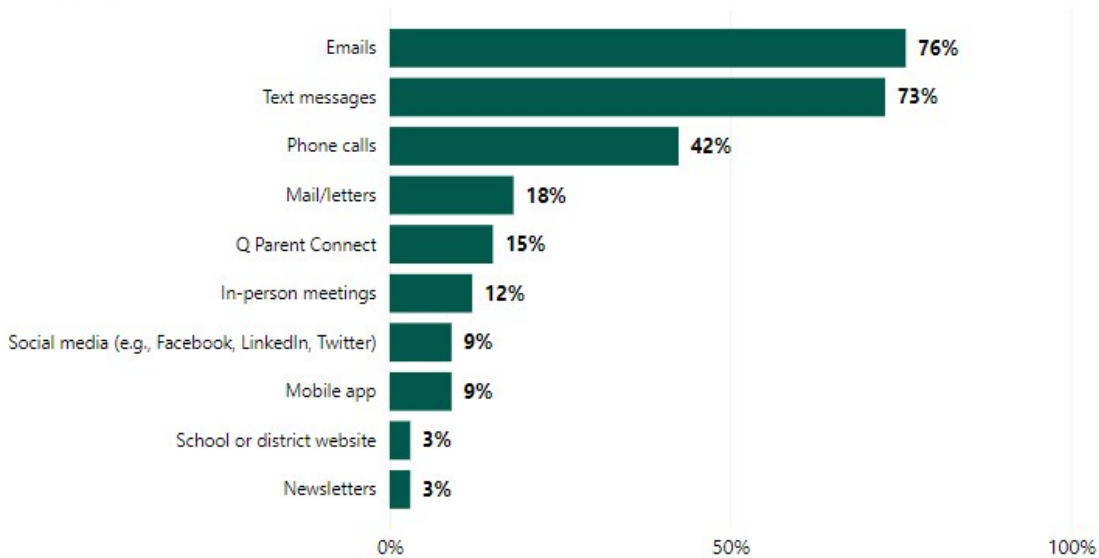
What would help parents become more involved in Manteca USD?

Group ● Parent



How would you prefer your child's school to provide information to you? Please select up to three options.

Group ● Parent



Data Analysis

Image 1: Fifty-four percent of our families attended Back to School Night in August 2023. That was an increase of 1% from last year. 79% of our kindergarten families attended kindergarten orientation on the same day which was 4% less than the previous year. 81.5% of our families attended Goal Setting Conferences during both September and January conference weeks, an increase of 1%.

Image 2: 67% of parents reported on the LCAP 2023-2024 survey that teachers keep families well informed about their child's progress and 85% feel the school keeps families informed of events and activities. 97% of parents feel they can communicate with teachers when they need to.

Image 3: Regarding increasing parent involvement, 46% of parents responding to the 2023-2024 LCAP Survey requested more convenient times to participate in events and activities and 40% requested increased communication from the school regarding opportunities for involvement.

Image 4: 76% of families prefer information be communicated via email and 73% of families prefer text message.

Student Need 1:

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

SMART Goal 1

By June 2027, we will increase average parent attendance at school events by 20%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Families will attend afterschool activities, events, excursions and community events to support connectedness	Number of students represented at activities and events Pre/post survey for parents after attendance at events/activities regarding connectedness	426 students were represented at Back to School Night (54%) 188 students were represented at our Spring Open House in April 2024 (24%)				Time Money People
Administration will send a weekly message via phone call and email regarding events and activities for the week.	Number of Mass communication messages sent to families	Mass communication messages sent to families: 129 emails 43 phone calls 22 text messages				Time Money People
We will offer meetings and events at varying times of the day to provide families with more opportunities to engage in the school community.	Number of parents attending meetings held at different times of the day Morning Afternoon Evening	Parent Attendance at meetings held at different times of the day Morning: Afternoon: Evening:				Time Money People

Parenting Partners (series of 6 workshops) will be offered to the school community at least once per school year to build capacity for stronger school-family partnerships	Pre/post survey for parent participants	TBD				Time Money People
Teachers will offer incentives for family attendance at school events	Number of families attending school events from each class	An average of 8 families per class attended our Spring Open House event				Time Money People

Progress Monitoring

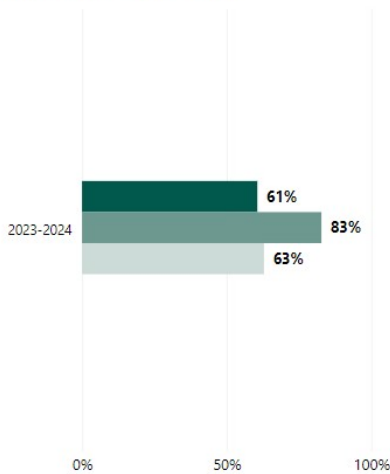
Progress Monitoring

Data

At my [child's] school... (% Agree + % Strongly Agree)

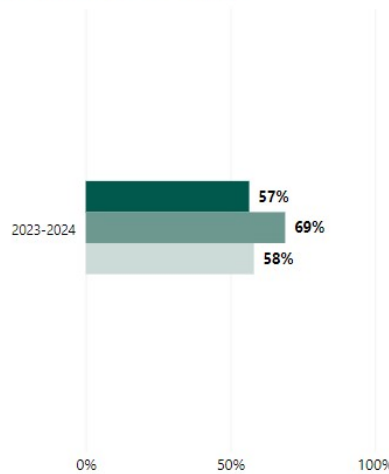
Bullying will not be tolerated.

Group ● Parent ● Staff ● Student



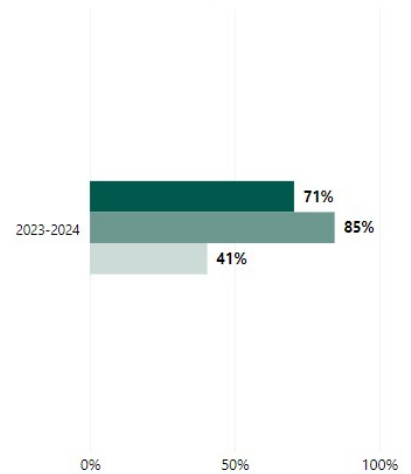
Staff feel safe at school.

Group ● Parent ● Staff ● Student



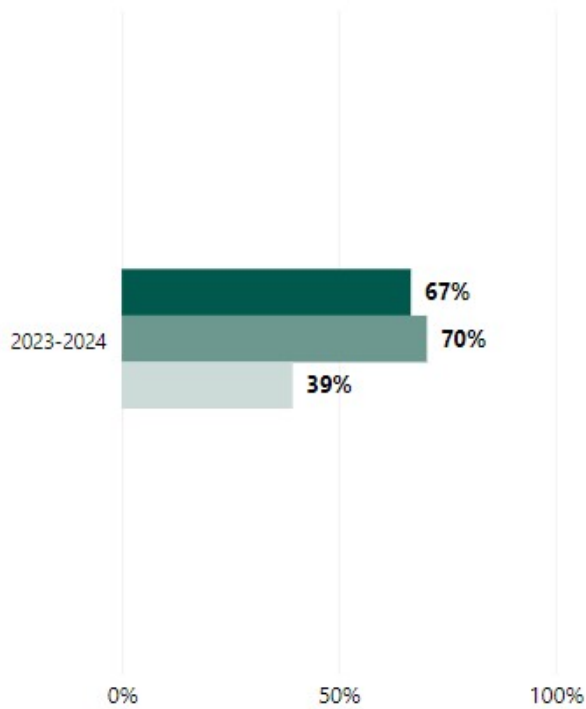
Students are comfortable talking to school staff.

Group ● Parent ● Staff ● Student



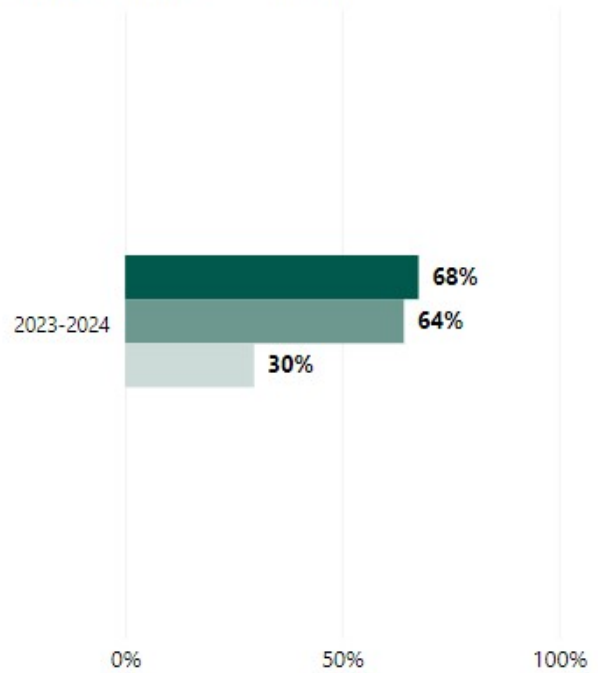
Students feel safe at school.

Group ● Parent ● Staff ● Student



Students get along with each other and respect their differences.

Group ● Parent ● Staff ● Student




Behavior Analysis - Incidents
 Events from 08/03/2023 to 04/08/2024
 Printed: 4/8/2024 8:46 AM

School (All) ▾

Count of Incident	Location ▾										Grand Total	
Incident ▾	Bus	Cafeteria	Classroom	Field	Off Campus	Office	On Campus	Online	Playground	Restroom		
Assault/Battery			1				1		1		3	
Bullying/Cyberbullying		1						1			2	
Damage School/Personal Property			3		1				1	3	8	
Defiance	1	1	3				1		1	1	8	
Disruptive	1		4			1			1		7	
Electronic Device	3	1		1	1		1		2	2	11	
Fighting/Attack w/o Weapon	1		8	1			4		10	1	25	
Hate Crime/Racial Slurs	1	1	6	1					1		10	
Imitation Firearm		1									1	
Inappropriate Behavior/Object	5	9	32	8	4	2	22		39	6	127	
Possess/Use Drugs									1		1	
Profanity		2	4	3			2		6		17	
Pushing/Shoving	1	1					2		16	1	21	
Sexual Harassment			1				1				2	
Theft/Robbery/Extortion							1				1	
Threat of Attack - w/ Weapon		1									1	
Threat of Attack - w/o Weapon	2		1				1				4	
Truant (CWA ONLY)	2										2	
Unsafe Behavior	5	6	19	7		1	9		53	1	101	
Verbal Fight		1			1		1		3		6	
Violation of Contract							2				2	
Grand Total	22	1	24	82	21	7	4	48	1	135	15	360

Suspension	Assault/Battery					1	1					1			3
	Fighting/Attack w/o Weapon		2	2				1		2	1	1	2		11
	Hate Crime/Racial Slurs												1		1
	Inappropriate Behavior/Object			1									1		2
	Pushing/Shoving											1			1
	Sexual Harassment									1					1
	Threat of Attack - w/o Weapon									1					1
Suspension Total			2	4		1	1		4	1	3	4		20	



Red

Hispanic

Homeless

Socioeconomically Disadvantaged

White




Orange

African American

English Learners


Filipino



Yellow


Two or More Races

Students with Disabilities




Green

Asian



Blue

No Student Groups

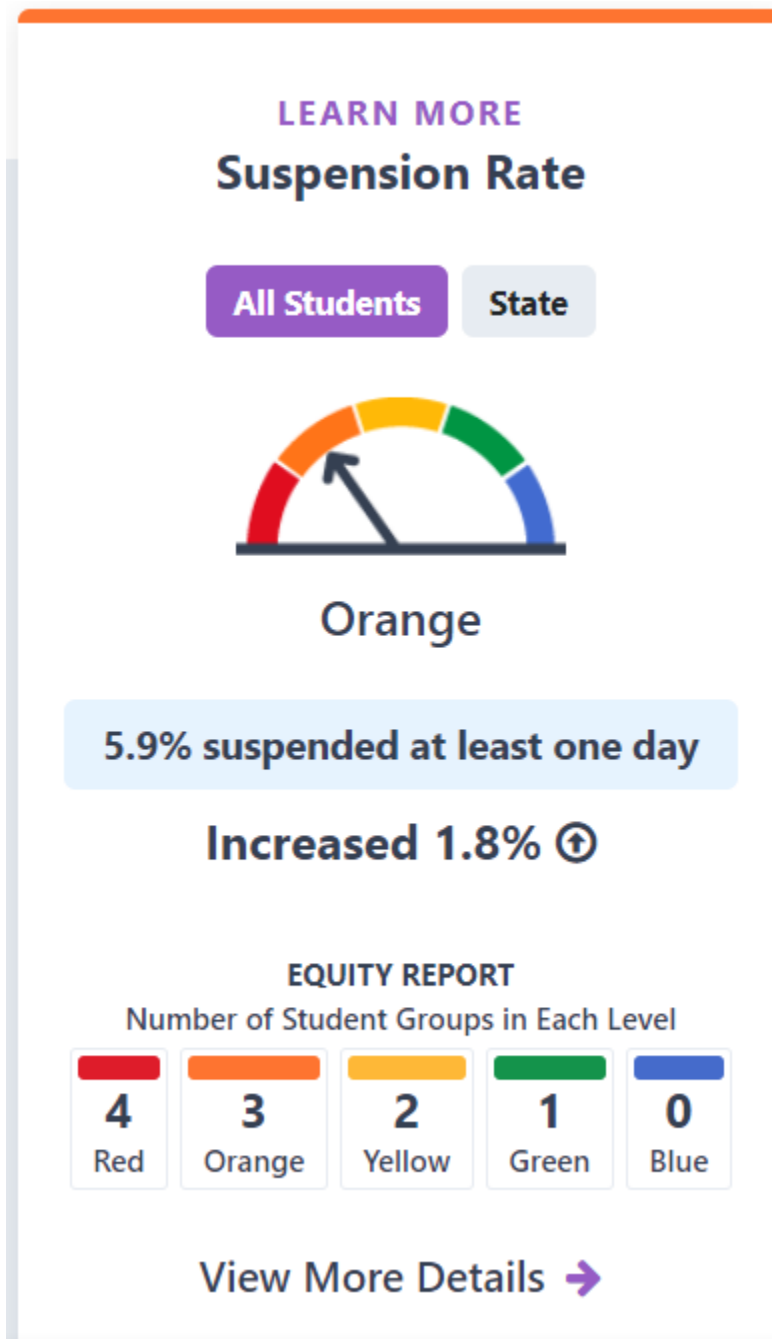


No Performance Color

American Indian

Foster Youth

Pacific Islander



Data Analysis

Image 1: According to the LCAP Survey, 39% of students feel safe on campus. There's a big discrepancy between the students and parents and staff. Parents think 67% of students feel safe on campus and staff think 70% of students feel safe on campus.

Image 2: 30% of students think students get along with each other and respect differences. Again, there was a big discrepancy between what students reported and what adults reported. Parents think 68% of students get along and staff feel 64% of students get along.

Image 3: There have been 360 behavior incidents reported to administration during the 2023-2024 school year. 127 of those incidents have been for inappropriate behavior with 31% of those taking place on the playground. The next highest incidents were for unsafe behavior with 101. Of those, 52% occurred on the playground.

Image 4: Our current suspension rate is at 2.5% with 20 total suspensions.

Image 5: For the 2022-2023 school year, our suspensions were in the red on the California Schools Dashboard for our Hispanic, homeless, socioeconomically disadvantaged, and white populations.

Image 6: The suspension rate for the 2022-2023 school year as reported on the California Schools Dashboard was 5.9%. It was up 1.8% from the previous school year.

Student Need 2:

Joshua Cowell students need to feel connected to the school through enrichment support with behavior, support for social emotional health and enrichment opportunities.

SMART Goal 1

By June 2027 we will decrease the number of student behavior incidents by 25%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Our Coordination of Services Team will monitor students referred by teachers and staff for behavior, collaborate on strategies to support students and teachers, and progress monitor the effectiveness of the strategies, especially Hispanic students, Homeless students, socioeconomically disadvantaged students, and White students.	Number of student monitored by COST for behavior Number of students monitored by COST for behavior who were suspended	11 students were monitored by COST for behavior during the 2023-2024 school year (41% of COST students were monitored for behavior) Those 11 students monitored by COST for behavior were referred to the office for behavior on average of 7.7 times 2 of those 11 students monitored by COST for behavior were suspended				Time Money People
The region Behavior Support Team will coordinate with teachers, administration,	Number of students receiving Behavior Services from our region Behavior Support Team	11 students received services from the region Behavior Services Team				Time Money People

and other staff to remove barriers to Tier 1 instruction, decrease referrals for discipline, and increase engagement.	Number of class consults provided by the region Behavior Support Team	2 class consults were completed by the region Behavior Team 1 student receiving behavior services was suspended				
Teachers and staff will engage in Restorative Practices training.	Number of restorative circles conducted by teachers Number of students participating in restorative circles Surveys regarding participation in restorative circles for teachers and students	TBD				Time Money People
6th-8th grade students will engage in Point Break workshops to increase student resiliency, build social competence, critical thinking skills, personal responsibility, and a sense of purpose and hope for the future.	Pre/post survey for students regarding their participation in the Point Break workshop	TBD				Time Money People
Elevate Program: Mentoring for 6th, 7th, and 8th grade students to impact attendance, behavior, and academic success.	Pre/post survey for students in the Elevate program	TBD				Time Money People
Students will participate in assemblies and educational excursions, including Science Camp for 5th grade students, related to	Pre/post surveys for students attending assemblies and excursions	TBD				Time Money People

behavior and social emotional learning.						
Trauma Informed Teaching Practices training for staff.		TBD				Time Money People
Increase fidelity of PBIS implementation: recognition of positive behavior, use of consistent language across all areas of campus and among all staff members, trainings for classified and certificated staff, purchase of materials and supplies to help reinforce behaviors	Number, type, and location of behavior incidents referred to administration	360 behavior incidents were referred to administration from 8/3/2023 through 4/8/2024 Highest Incident Type Inappropriate behavior: 127 Unsafe behavior: 101 Location with most incidents: Playground: 135 Classroom: 82				Time Money People
Teachers will engage in coaching and peer observations for classroom management and PBIS strategies	PBIS Learning Walk Data	100% of staff taught site expectations 67% of staff knew school expectations (ROAR) 70% of students knew 75% or more of site expectations				Time Money People
Our ILT and PBIS team will gather, analyze and disseminate data related to PBIS implementation	PBIS Learning Walk Data	67% of staff knew school expectations (ROAR) 70% of students knew 75% or more of site expectations				Time Money People
Valley Community Counselors will support students' social emotional health through individual and						Time Money People

group counseling sessions						
Artists in Residence will provide art lessons to each grade level UTK through 6th grade as an enrichment activity	Pre/post survey	TBD				Time Money People
Junior high students will be offered high interest electives to enrich their academics and increase their interest in school.	Pre/post survey	TBD				Time Money People
Implement daily character-building announcements and restorative activities through Project Wisdom						Time Money People

Progress Monitoring

Progress Monitoring

Data

LEARN MORE
Chronic Absenteeism

All Students State



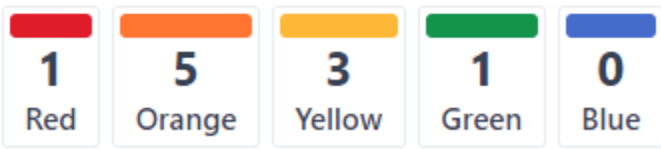
Yellow

30.4% chronically absent

Declined 6.9% ↓

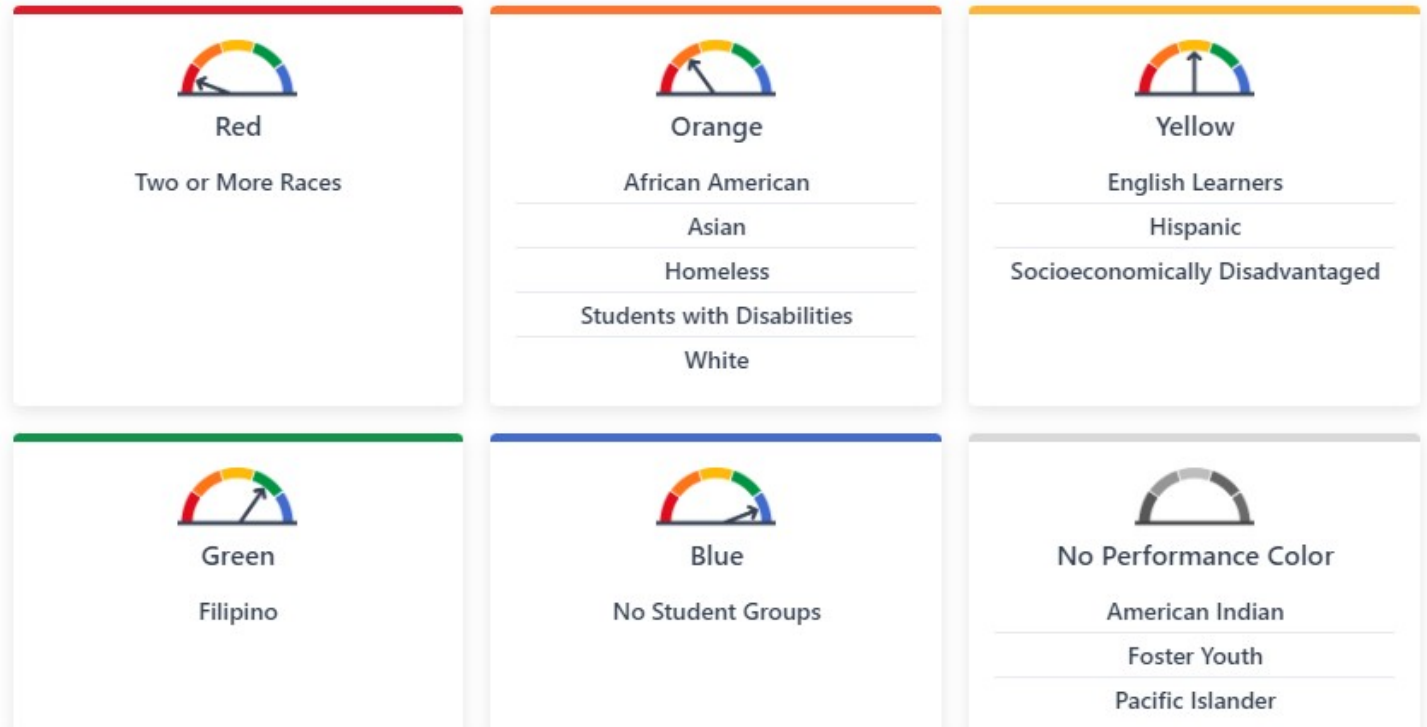
EQUITY REPORT

Number of Student Groups in Each Level



View More Details →

	Baseline	Goal	September	December	March
Chronic Absenteeism Rate	27%	20% or less	13.6%	20% <small>24 less students from same time period last year</small>	16%



Data Analysis

Image 1: Our chronic absentee rate for the 2022-2023 school year, as reported on the California Schools Dashboard was 30.4%. This decreased 6.9% from the year before.

Image 2: Currently, our chronic absentee rate for the 2023-2024 school year is 16%. We spiked in December, but have since come back down and our below our goal for this year of keeping our chronic absentee rate under 20%.

Image 3: Our chronic absentee rate for the 2022-2023 school year, as reported on the California Schools Dashboard showed our students who identify as two or more races had the highest rate of chronic absenteeism, ranking in the red category. Our African American, Asian, Homeless, Student with Disabilities and White student populations had the next highest chronic absentee rate, falling in the orange category on the Dashboard.

Student Need 3:

Joshua Cowell students and families need support with regular, on-time school attendance.

SMART Goal 1

By June 2027, we will decrease our school wide chronic absentee rate by 6%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Students will attend an afterschool activity and earn incentives each trimester that they have regular	Chronic Absentee Rate: Trimester (Q SIS)	Chronic Absenteeism (August 2023-March 2024): 16%				Time Money People

attendance. (ELOP)						
Our Coordination of Services Team will continue to monitor students referred by teachers and staff for attendance, collaborate on strategies to support students and teachers, and progress monitor the effectiveness of the strategies. COST will closely monitor families of students who identify as two or more races, African American students, students who are enrolled in the TSSP program, Students with Disabilities and White students	Number of students monitored by COST for attendance	5 students were monitored by COST for attendance during the 2023-2024 school year (19% of				Time People
Classes and students will earn monthly incentives for regular attendance	Number of classes who earn monthly attendance incentives Number of students who earn monthly attendance incentives for regular attendance					Time Money People
Our Community Outreach Assistant will contact families of students who have irregular attendance, especially families of students who identify as two or more races, African American students, students who are enrolled in the TSSP program, Students with Disabilities and White students	Number of families contacted by our Community Outreach Assistant due to irregular attendance	332 families of students with irregular attendance have been contacted by our Community Outreach Assistant from August 3, 2023 through March 28, 2024				Time Money People

<p>Our Student Attendance Review Team will monitor student attendance and meet with families to identify, support and remove barriers to increase student attendance at school, especially families of students who identify as two or more races, African American students, students who are enrolled in the TSSP program, Students with Disabilities and White students</p>	<p>Number of families our Student Attendance Review Team met with</p>	<p>SART meetings were scheduled with 83 families during the 2023-2024 school year</p> <p>6 families attended their scheduled SART meeting</p>				<p>Time Money People</p>
<p>TSSP documentation for homeless students to ensure they have what they need to access their education</p>	<p>Student visits documenting contact made by TSSP liaison</p>	<p>TSSP contacted families of our homeless students 114 times during the 2024-2025 school year</p>				<p>Time Money People</p>

Progress Monitoring

Progress Monitoring

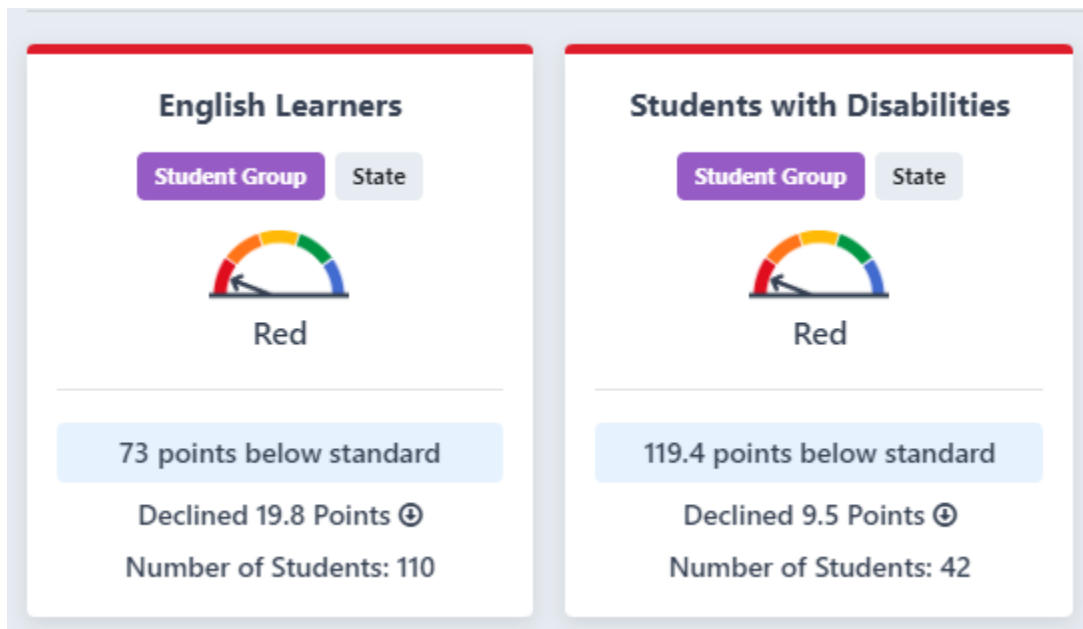


District Goal

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

Site Tier 2 and 3 Goals

Joshua Cowell's emerging students will have access to essential standards through teachers trained in base and supplemental instructional programs and effective instructional strategies designed to provide academic growth in targeted areas to reach grade level standards.





Red

English Learners
Students with Disabilities



Orange

Asian
Hispanic
Socioeconomically Disadvantaged
White



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American
American Indian
Filipino
Foster Youth
Homeless
Two or More Races
Pacific Islander



Red

No Student Groups



Orange

English Learners
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities
White



Yellow

Asian



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American
American Indian
Filipino
Foster Youth
Homeless
Two or More Races
Pacific Islander



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: Program
Small Group Display: No

Joshua Cowell Elementary

Language Arts:
Reading

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		Statistics cannot be aggregated above the program level														
K		Statistics cannot be aggregated above the program level														
ELOP	6	*			*			*				*				
English Learner	6	*			*			*			*					
Homeless	3	*			*			*			*					
SED	20	137.4	7.8	56	141.1	9.2	16	4	1.4	9.6	-4.23	1	20	2	10	20
SWD	4	*			*			*			*		*			
1		Statistics cannot be aggregated above the program level														
ELOP	8	*			*			*			*		*			
English Learner	9	*			*			*			*		*			
Homeless	4	*			*			*			*		*			
SED	24	141.7	10.0	1	152.5	12.4	1	11	1.4	9.2	1.12	87	24	13	54	57
SWD	11	140.4	17.9	1	149.5	17.0	1	9	3.2	9.1	-0.01	50	11	5	45	46
2		Statistics cannot be aggregated above the program level														
ELOP	34	165.6	14.5	15	177.4	14.5	29	12	1.5	8.7	2.14	98	34	20	59	66
English Learner	18	159.5	10.2	2	168.2	11.8	3	9	1.5	8.6	0.05	52	18	7	39	38
Homeless	10	158.2	8.5	1	169.2	8.9	4	11	2.6	8.6	1.67	95	10	5	50	47
SED	58	162.5	12.4	6	172.0	13.2	9	10	1.1	8.7	0.57	72	58	31	53	52
SWD	11	158.2	8.5	1	169.3	10.3	4	11	4.1	8.6	1.74	96	11	7	64	54
3		Statistics cannot be aggregated above the program level														
ELOP	24	178.2	14.8	12	185.6	14.9	12	7	2.2	7.5	-0.08	47	24	13	54	52
English Learner	17	174.2	16.1	4	179.6	17.0	2	5	2.3	7.6	-1.81	4	17	5	29	24
Homeless	1	*			*			*			*		*			
SED	58	177.8	16.9	11	184.0	17.2	8	6	1.1	7.5	-1.07	14	58	22	38	32
SWD	15	175.1	14.4	5	182.2	15.9	5	7	2.4	7.6	-0.39	35	15	6	40	35



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: Program
Small Group Display: No

Joshua Cowell Elementary

Language Arts:
Reading

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
ELOP	27	190.4	13.6	19	195.8	13.5	17	5	1.5	6.0	-0.53	30	27	12	44	39
English Learner	17	183.7	13.7	4	186.8	13.3	1	3	1.9	6.2	-2.65	1	17	5	29	30
Homeless	6	*			*			*			*		*			
SED	67	190.9	14.3	21	194.3	14.0	12	3	0.9	6.0	-2.20	1	67	23	34	29
SWD	10	182.3	13.0	2	186.9	16.5	1	5	3.5	6.3	-1.43	8	10	4	40	37
Section 504	1	*			*			*			*		*			
5		Statistics cannot be aggregated above the program level														
ELOP	24	205.1	15.2	53	210.0	12.6	55	5	1.5	4.6	0.25	60	24	13	54	53
English Learner	17	185.1	13.4	1	187.5	17.3	1	3	2.1	5.2	-2.50	1	17	7	41	38
Homeless	6	*			*			*			*		*			
SED	39	196.6	16.8	13	200.1	16.4	10	3	1.3	4.9	-1.22	11	39	19	49	38
SWD	4	*			*			*			*		*			
Section 504	2	*			*			*			*		*			
6		Statistics cannot be aggregated above the program level														
ELOP	12	205.7	13.9	27	210.8	16.6	33	5	1.6	3.8	1.31	91	12	8	67	68
English Learner	17	195.6	8.9	2	197.4	11.3	1	2	1.9	4.1	-2.35	1	17	7	41	40
Homeless	4	*			*			*			*		*			
SED	52	204.4	13.1	21	206.1	13.7	13	2	1.1	3.8	-2.15	2	52	20	38	40
SWD	9	*			*			*			*		*			
Section 504	2	*			*			*			*		*			



Student Growth Summary Report

Aggregate by School

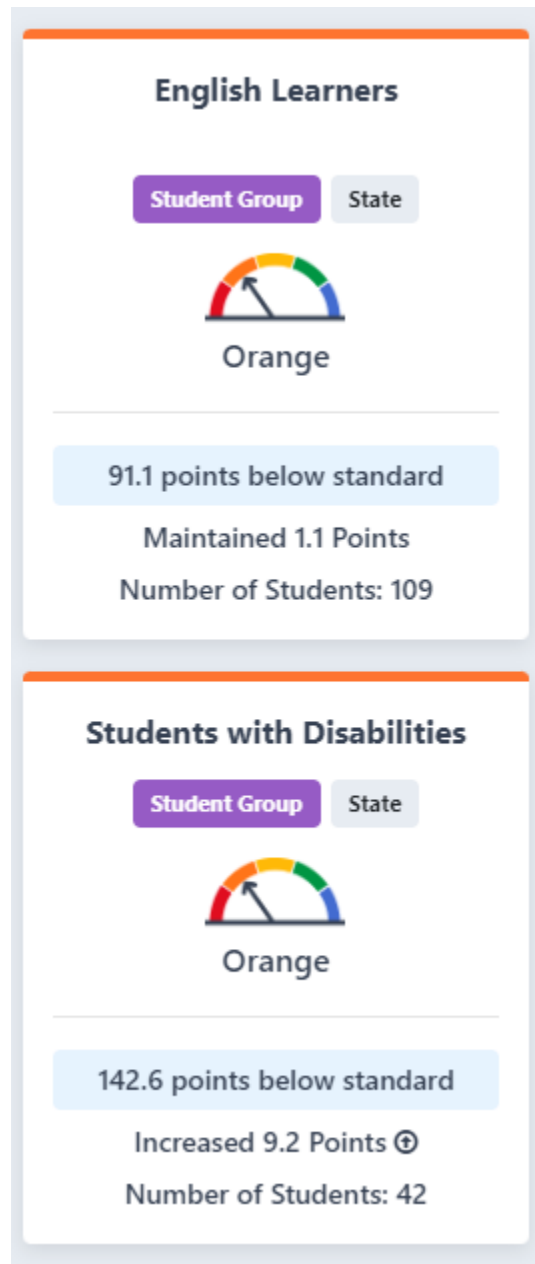
Term: Winter 2023-2024
 District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2023 - Winter 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 20 (Winter 2024)
 Grouping: Program
 Small Group Display: No

Joshua Cowell Elementary

Language Arts:
 Reading

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
ELOP	10	211.7	12.4	37	215.1	7.6	39	3	2.1	2.9	0.45	67	10	7	70	52
English Learner	6	*			*			*					*			
Foster Youth	1	*			*			*					*			
Homeless	3	*			*			*					*			
SED	45	210.3	12.3	30	214.8	9.8	37	4	1.5	3.0	1.51	93	45	26	58	56
SWD	5	*			*			*					*			
Section 504	2	*			*			*					*			
8		Statistics cannot be aggregated above the program level.														
ELOP	12	209.8	16.1	15	215.8	15.2	27	6	3.0	2.7	2.82	99	12	9	75	82
English Learner	8	*			*			*					*			
Homeless	2	*			*			*					*			
SED	41	217.1	13.5	45	220.2	14.8	48	3	1.2	2.5	0.49	69	41	24	59	51
SWD	1	*			*			*					*			
Section 504	2	*			*			*					*			



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.

Our students who are identified as homeless fell into the red category on the 2023 California Schools Dashboard for suspensions along with Hispanic, socioeconomically disadvantaged, and white students. Our students who identify as two or more races fell into the red category in chronic absenteeism.

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.

Image 1: Our English Learners scored 73 points below the standard in English Language Arts as reported on the California Schools Dashboard. It was a decrease of 19.8 points from the previous year. Our students with disabilities scored 119.4 points below the standard, declining 9.5 points from the year before in English Language Arts. Both fell into the red category on the Dashboard. All students are scoring 54.7 points below standard.

Image 2: Our English Learners and students with disabilities are the only two subgroups scoring in the read on the English Language Arts portion of the CAASPP.

Image 3: On the Math CAASPP, English Learners, Hispanics, socioeconomically disadvantaged students, students with disabilities, and our white students scored in the orange category.

Images 4-6: On the Winter MAP for Reading, 36% of our English Learners and 47% of our students with disabilities showed growth compared to 50.8% of all of our students who showed growth.

Image 7: On the Math CAASPP, our English Learners scored 91.1 points below the standard while our students with disabilities scored 142.6 points below the standard. All students were 75.1 points below the standard in math. Both ELs and SWDs scored in the orange category.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	120	144	148	18.7%	20.9%	20.9%
Fluent English Proficient (FEP)	43	52	60	6.7%	7.5%	8.5%
Reclassified Fluent English Proficient (RFEP)	6			5.0%		

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

121.1 points below standard

Declined 42 Points Ⓡ

Number of Students: 72

Recently Reclassified English Learners

18.1 points above standard

Increased 18.9 Points Ⓡ

Number of Students: 38

English Only

53.7 points below standard

Declined 21.2 Points Ⓡ

Number of Students: 286

LEARN MORE

English Learner Progress

All Students

State



Red

37.9% making progress

Declined 17.7% ⬇️

[View More Details](#) ➔

NWEA Assessment Summary

Site: Joshua Cowell Elementary
 Scores for: Fall 2023-2024
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	3
61 - 80	4%	5
41 - 60	16%	18
21 - 40	27%	31
1 - 20	51%	59
Total Student Tests		116

NWEA Assessment Summary

Site: Joshua Cowell Elementary
 Scores for: Winter 2023-2024
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	4%	5
61 - 80	5%	6
41 - 60	20%	27
21 - 40	27%	36
1 - 20	44%	59
Total Student Tests		133

Data Analysis

Image 1: According to the 2023 California Schools Dashboard, our current English Learners are performing 121.1 points below the standards in English Language Arts. This declined 42 points from the year before. Our recently reclassified English Learners are performing 18.1 points below the standards. They increased 18.9 points from the year before. Our

English Only students performed 53.7 points below the standards in English Language Arts which was a decrease of 21.2 points.

Image 2: 37.9% of our English Language Learners are making progress towards English Language proficiency as reported on the California School Dashboard 2023.

Image 3: 51% of ELs scored in the red on the Winter MAP Reading and another 27% scored in the orange.

Image 4: On the Winter MAP Math, 44% of our ELs scored in the red and 27% scored in the orange.

Student Need 1:

English Learners need access to essential standards through Tier 1 instruction of essential standards in English Language Arts and Math with Tier 2 support.

SMART Goal 1

By June 2027, we will increase achievement of English Learners by 15% in English Language Arts and Math.

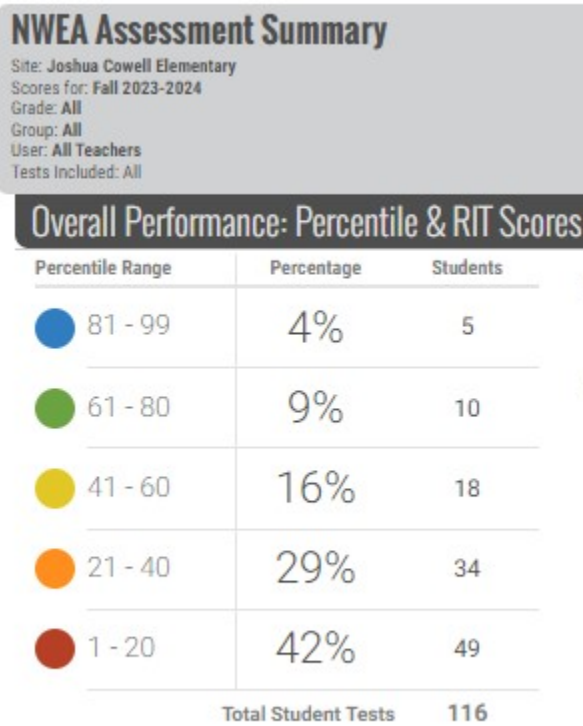
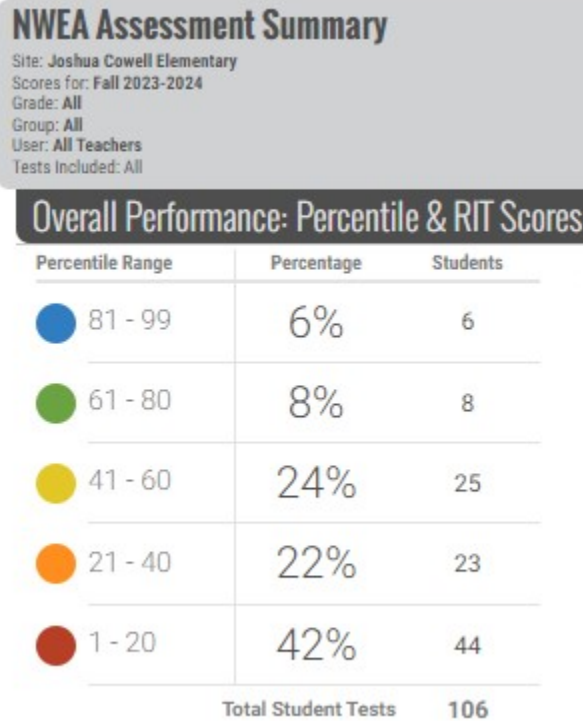
Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in professional development for integrated and designated English Language Development teaching strategies and practices	Learning walk data to collect evidence of integrated or designated ELD teaching strategies and practices (no evidence, some evidence, strong evidence)	26% of classrooms with evidence of integrated or designated ELD teaching strategies and practices				Time Money People
Student support in classrooms by bilingual paraprofessionals						Time Money People
English learners scoring in the 1st to 20th percentile on the NWEA MAP Reading will have the opportunity to attend afterschool tutoring	Pre/post assessment	Tutoring for ELs not currently offered				Time Money People
The Instructional Leadership Team will set goals, participate in learning walks, gather data, plan for professional development, and monitor progress of our English	Learning Walk Data	33% of classrooms were engaging in ELD strategies during an ILT Learning Walk				Time Money People

Leaners and ELD instruction.						
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Progress Monitoring

Data



NWEA Assessment Summary

Site: Joshua Cowell Elementary
Scores for: Fall 2023-2024
Grade: All
Group: All
User: All Teachers
Tests Included: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	9%	51
61 - 80	16%	94
41 - 60	25%	146
21 - 40	23%	135
1 - 20	28%	164
Total Student Tests		590

NWEA Assessment Summary

Site: Joshua Cowell Elementary
Scores for: Fall 2023-2024
Grade: All
Group: All
User: All Teachers
Tests Included: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	6%	34
61 - 80	14%	79
41 - 60	24%	129
21 - 40	25%	139
1 - 20	30%	166
Total Student Tests		547

Data Analysis

Image 1: On the Winter 2024 Reading MAP, 42% of our students with disabilities scored in the red and 22% scored in the orange.

Image 2: On the Winter 2024 Math MAP, 42% of our students with disabilities scored in the red and 29% scored in the orange.

Image 3: 28% of all of our students scored in the red on the Winter 2024 Reading MAP and 23% scored in the orange.

Image 4: 30% of all our students scored in the red on the Winter 2024 Math MAP and 25% scored in the orange.

Student Need 2:

Students with disabilities need access to essential standards through Tier 1 instruction of essential standards in English Language Arts and Math with Tier 2 support.

SMART Goal 1

By June 2027, we will increase the student achievement of our students with disabilities by 15%.

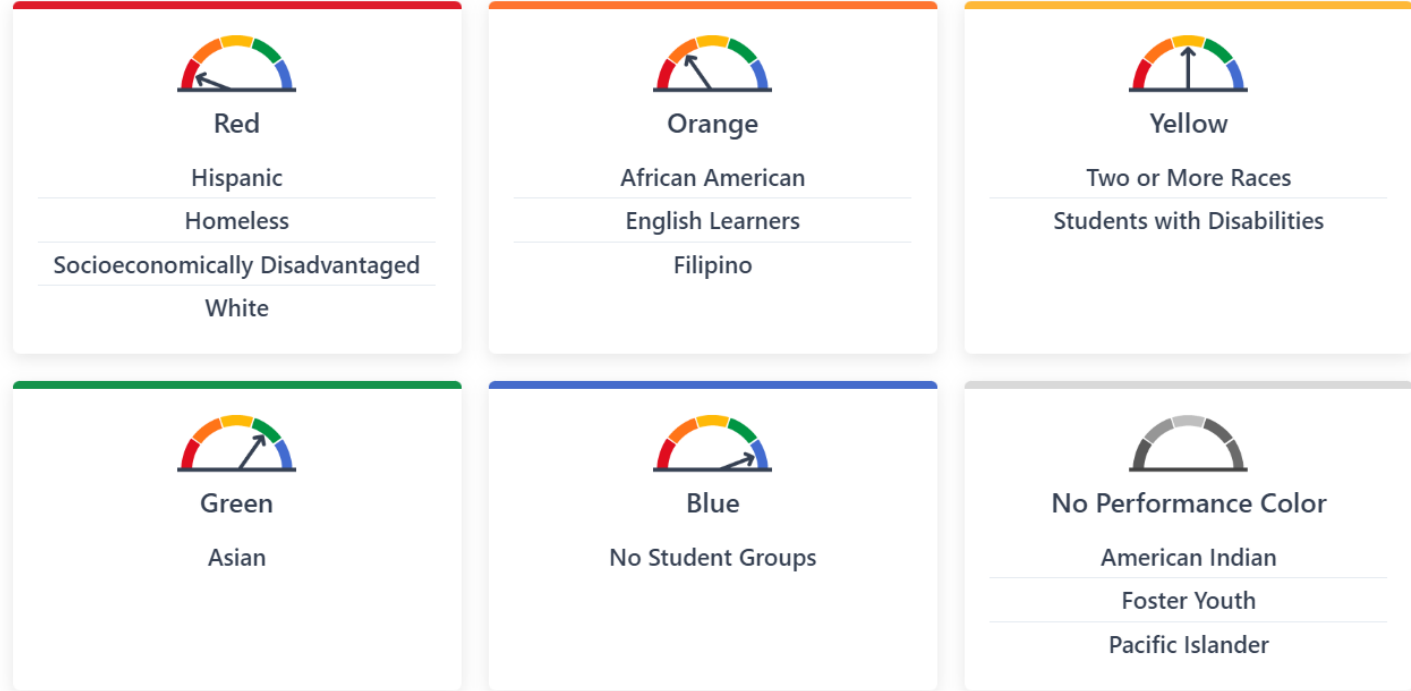
Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
The Instructional Leadership Team will set goals, participate in learning walks, gather data, plan for professional development, and monitor progress of our students with disabilities.	Special Education Learning Walk Data	Classrooms with evidence of utilization of base curriculum and/or supplemental programs to support SWDs in essential standards No evidence: 2 One piece of evidence: 0 Two or more pieces of evidence: 10				Time Money People
Teachers will engage in professional development and coaching related to supporting students with disabilities in essential standards using base curriculum with Tier 1 and 2 supports.	Special Education Learning Walk Data	Classrooms with evidence based practices for supporting SWDs No evidence: 5 One piece of evidence: 1 Two or more pieces of evidence: 5				Time Money People
Special education teachers will participate in collaborative teams meetings with general	Collaborative Teams notes that include discussion of supports for students with disabilities					

education grade alike teachers						
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Progress Monitoring

Data



Suspension	Assault/Battery				1	1
	Fighting/Attack w/o Weapon	1		1		2
	Inappropriate Behavior/Object	1				1
	Profanity			1		1
	Sexual Harassment			1		1
Suspension Total		2		3	1	6

Count of Student	Gender		
Grade	Female	Male	Grand Total
PK	1	1	2
TK	1		1
00	3	3	6
01	3	6	9
02	7	6	13
03	1	1	2
04	7	1	8
05	1	6	7
06	3	2	5
07	1	3	4
08		2	2
Grand Total	28	31	59

☑ Suspension	Assault/Battery					1			1
	Fighting/Attack w/o Weapon		2	3	1		1		7
	Profanity			1					1
	Sexual Harassment			1					1
	Threat of Attack - w/ Firearm/Explosive		1						1
	Threat of Attack - w/o Weapon		1	1					2
Suspension Total			4	6	2		1		13

Count of Student	Gender		
Grade	Female	Male	Grand Total
00	1	5	6
01	5	5	10
02	1	5	6
03	5	4	9
04	2	4	6
05	2	3	5
06		2	2
07		2	2
08	3	4	7
Grand Total	19	34	53

Data Analysis

Image 1: Our students who are registered as homeless fell in to the red category for suspensions as reported on the California Schools Dashboard for 2023.

Images 2-3: Our current suspension rate for our homeless students is 5%. Only 3 of our 59 homeless students have been suspended this year. One student was suspended once, one student was suspended twice, and one student was suspended three times.

Images 4-5: For the 22-23 school year, 11% of our homeless students were suspended. Two homeless students were suspended once, 3 were suspended twice, and one student was suspended five times.

Student Need 3:

Our homeless students need support with behavior.

SMART Goal 1

By June 2027, we will decrease our suspensions of students who identify as homeless by 5%.

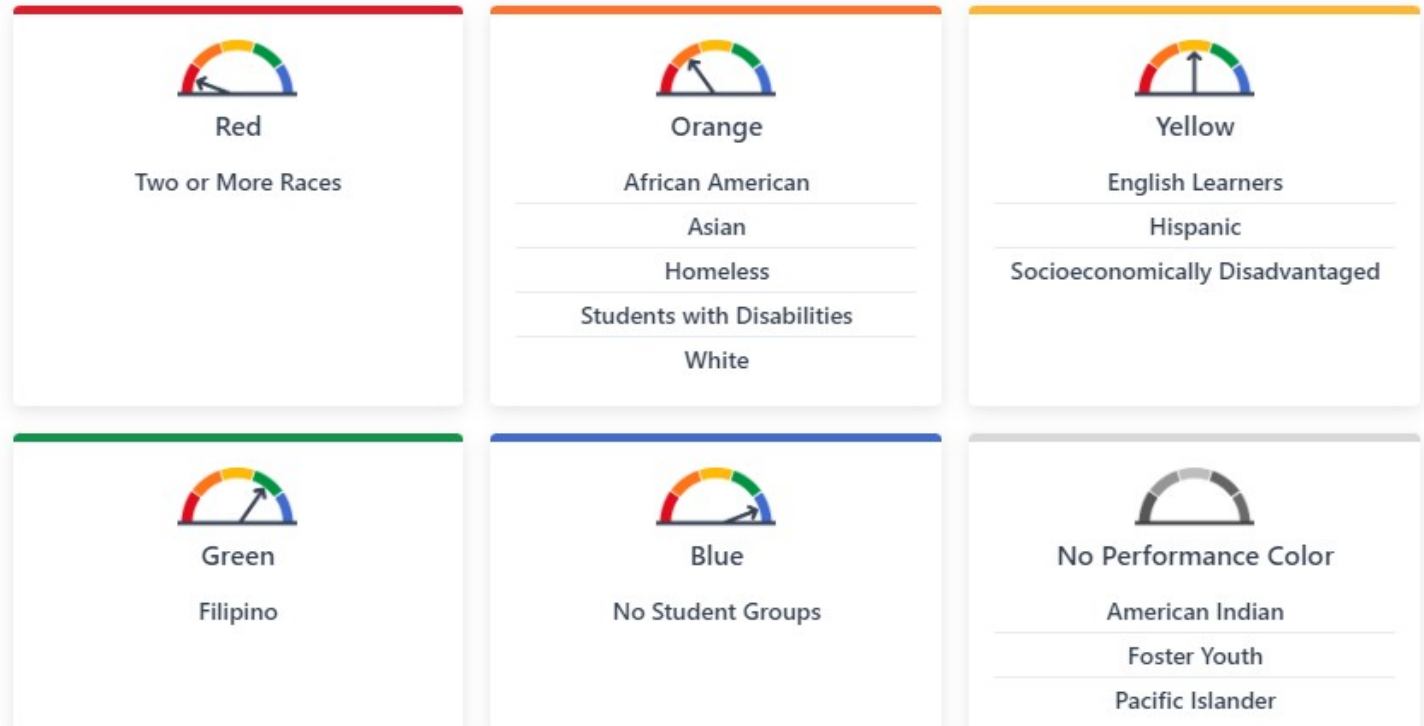
Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Our Coordination of Services Team will monitor our homeless students' behavior.	Number of homeless students monitored by COST Number of homeless students monitored by COST that have been suspended	Number of homeless students monitored by COST: 8 out of 59 (14%) Number of homeless students				Time Money People

		monitored by COST that have been suspended: 2 out of 8 (25%)				
The region Behavior Team will provide support to teachers for homeless students in their classrooms with behavior.	Number of homeless students receiving services from the Behavior Team	2 of 59 homeless students receive services from the Behavior Team				Time Money People
TSSP support to ensure students have access transportation to and from school, materials and supplies						

Progress Monitoring

Data



Grade	Days Enrolled	Days Absent	Percent Absent
00	141	16	11.35
07	141	20	14.18
02	141	15	10.64
01	141	15	10.64
00	141	15	10.64
04	141	31	21.99
02	141	19	13.48
00	42	6	14.29
00	141	15	10.64
08	141	17	12.06
04	141	16	11.35
03	141	20	14.18

Data Analysis

Image 1: Our students who identify as two or more races were rated in the red category for the 2023 school year with 32% of those students being chronically absent.

Image 2: For the 2024 school year, 21% of our students who identify as two or more races were chronically absent.

Student Need 4:

Our students who identify as two or more races need support with regular school attendance.

SMART Goal 1

By June 2027, we will decrease the chronic absentee rate of our students who identify as two or more races by 15%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Our Coordination of Services Team will monitor the attendance of our students who identify as two or more races.	Number of students who identify as two or more races monitored by COST	1 out of 53 (2%) students who identify as two or more races were monitored by COST				Time Money People
Our Student Attendance Review Team will meet with families of students who identify as two or more races.	Number of families of students who identify as two or more races who met with the Student Attendance Review Team	6 out of 53 (11%) families of students who identify as two or more races who met with the Student Attendance Review Team				Time Money People

Our Community Outreach Assistant will contact families of students who identify as two or more races when students have been absent.	Number of families of students who identify as two or more races contacted by our Community Outreach Assistant	29 out of 53 (55%) families of students who identify as two or more races contacted by our Community Outreach Assistant				Time Money People
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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	Fund Source	Object (Type of Expenditure)	Year Cycle	Cost Estimate	Department/Program Administrator Address Notes & Links to support documents	Superintendent/Executive Administrator Notes/Questions/Feedback
3.4	Safety	N3 G1	TSSP Documentation-Safety Student Need 1	0709	Extra-time	Year 1	\$ 3,500.00		OK -RG
2.4	Standards	N2 G1	CSTEM Robotics Professional Development-Safety Student Need 2	0709	Certificated Sub-time	Year 1	\$ 700.00	Junior High Elective	Conditional - RG
2.2	Safety	N2 G1	PBIS Training-Safety Student Need 2	0709	Certificated Sub-time	Year 1	\$ 3,500.00	Substitutes for teachers to attend PBIS trainings	Conditional - RG
3.1	Emerging Students	N2 G1	Translation Support-Emerging Students Student Need 1	0709	Classified Extra-time	Year 1	\$ 1,000.00	Translating for IEPs	OK -RG
3.4	Safety	N3 G1	TSSP Documentation-Safety Student Need 1	0709	Classified Extra-time	Year 1	\$ 2,000.00		OK -RG
2.4	Standards	N2 G1	CSTEM Robotics-substitute for teacher to attend pd-Safety Student Need 2	0709	Conferences	Year 1	\$ 500.00	Junior High Elective	Conditional - RG
2.4	Standards	N2 G1	CSTEM license-Safety Student Need 2	0709	Dues and Membership	Year 1	\$ 1,000.00	Junior High Elective	Conditional - RG
2.4	Safety	N3 G1	Incentives for Student Attendance-Safety Student Need 1	0709	Materials & Supplies	Year 1	\$ 2,500.00	Monthly attendance raffles	OK - RG
2.4	Safety	N1 G1	events-Safety Student Need 1(must be for students not parents)	0709	Materials & Supplies	Year 1	\$ 500.00	Parenting Partners raffles, enrichment night raffles	N raffles or parent incentives
2.4	Safety	N2 G1	Incentives for Student Behavior-Safety Student Need 2	0709	Materials & Supplies	Year 1	\$ 1,500.00	ROAR Store supplies https://msud-my.sharepoint.com/:w/g/personal/svalencia_mud_nev/EVzXuKiKu3VDlks8g0rp44B1h1hseqTJVp3q3h7F0oyw?e=w8TPCS	Ok -RG
2.2	Safety	N2 G1	PBIS Posters/Materials-Safety Student Need 2	0709	Materials & Supplies	Year 1	\$ 1,500.00	Schoob	Conditional - RG
2.4	Standards		CSTEM Robotics-Classroom Option 1-Standards Student Need 2, Safety Student Need 1	0709	Materials & Supplies	Year 1	\$ 4,085.00	Junior High Elective	Conditional - RG
2.4	Standards		RoboBlocky Curriculum-Safety Student Need 1, Standards Student Need 2	0709	Materials & Supplies	Year 1	\$ 800.00	Junior High Elective	Conditional - RG
2.4	Safety	N2 G1	Student Awards	0709	Materials & Supplies	Year 1	\$ 3,000.00	School Life and Amazon	Conditional - RG
2.4	Standards	N1 G1, N1 G 2, N3 G1	Enrichment	0709	Materials & Supplies	Year 1	\$ 1,000.00	Junior High Electives	Conditional - RG
1.1	Standards	N1 G2	Fundations: Just Words Tier 2-Standards Student Need 1	0709	Materials & Supplies	Year 1	\$ 5,165.00	svalencia_mud_nev/EVzXuKiKu3VDlks8g0rp44B1h1hseqTJVp3q3h7F0oyw?e=w8TPCS	Conditional- RG
1.1	Standards	N1 G1 and 2	Fundations-Standards Student Need 1	0709	Materials & Supplies	Year 1	\$ 15,150.00	material refresh	Conditional- RG
2.4	Standards, Safety	N1 G2, N2 G1	Science Camp Allocation-Emerging Students Student Need 3	0709	Services	Year 1	\$ 10,000.00	SED 23.docx	Conditional- RG
	Standards	N1 G1, N1 G2, N3 G1	Edmentum Training for teachers-Standards Student Needs 1 and 2	Student Programs		Year 1			Conditional- RG
	Safety	N2 G1	Valley Community Counseling-Safety Student Need 2	Student Services		Year 1		2 full time-maintain	Conditional- RG
							\$57,400.00		

\$57,400.00 73.4% 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 Cycle	Cost Estimate
1.80	Standards	N1 G1, N1 G2, N3 G1	ILT progress monitoring and continuous planning-Standards Student Needs 1 and 2	3010	Certificated Extra-time	Year 1	\$ 5,000.00
1.10	Standards	N1 G1 and 2	Fundations: Just Words Tier 2-Standards Student Need 1	3010	Materials & Supplies	Year 1	\$ 5,196.00
1.10	Standards	N1 G1	Geodes-Standards Student Need 1	3010	Materials & Supplies	Year 1	\$ 20,000.00
1.10	Standards	N1 G1 and 2	Fundations-Standards Student Need 1	3010	Materials & Supplies	Year 1	\$ 15,150.00
2.20	Safety	N2 G1	Valley Community Counseling-Safety Student Need 2			Year 1	
2.30	Safety/Emerging Students	N3 G1 /N3 G1	Outreach Assistant				\$ 14,154.00
							\$ 59,500.00
							\$ 59,500.00

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCA 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
1.9	Standards	N1 G1 and G2, N2 G1	Dell-replace desktops and laptops	0000	Equipment over \$500-9999		\$ 3,000.00
2.4	Safety	N 1 G1	Enrichment Nights-Safety Student Need 1	2600	Materials & Supplies	Year 1	\$ 2,500.00
2.4	Standards/Safety	N2 G1, N3 G1/N2 G1	Science Camp Allocation-Emerging Students Student Need 3	2600	Services	Year 1	\$ 10,000.00
1.8	Standards, Safety, Emerging Students	N1 G1, N1 G2, N3 G1	ILT planning and goal setting for the 2024-2025 school year-Standards Student Needs 1 and 2	7435	Certificated Extra-time	Year 1	\$ 2,000.00
1.1	Standards	N1 G1, N2 G1, N3 G1	Afterschool tutorials/interventions provided by teachers-Standards Student Needs 1 and 2	7435	Certificated Extra-time	Year 1	\$ 1,500.00
1.2	Standards	N1 G1, N2 G1, N3 G2	Afterschool tutorials/interventions provided by teachers-Standards Student Needs 1 and 2	7435	Certificated Extra-time	Year 1	\$ 1,500.00
3.1	Emerging Students	N1 G1	Professional development for teachers related to supporting ELs-Emerging Students Student Need 2	7435	Certificated Sub-time	Year 1	\$ 3,000.00
1.1	Standards	N1 G1 and 2, N2 G1/N2 G1	Grade level release time and peer observation-Standards Student Needs 1 and 2, Safety Student Need 2	7435	Certificated Sub-time	Year 1	\$ 2,500.00
2.2	Safety	N1 G1 and 2, N2 G1/N2 G1	Grade level release time and peer observation-Standards Student Needs 1 and 2, Safety Student Need 2	7435	Certificated Sub-time	Year 1	\$ 2,500.00
1.1	Standards	N1 G1, G2, N2 G1	Professional Development and/or coaching-Standards Student Needs 1 and 2	7435	Certificated Sub-time	Year 1	\$ 3,250.00
1.2	Standards	N1 G1, G2, N2 G1	Professional Development and/or coaching-Standards Student Needs 1 and 2	7435	Certificated Sub-time	Year 1	\$ 3,250.00
1.1	Standards	N1 G1, N1 G2, N3 G1	Substitutes for teachers to attend professional development-Standards Student Needs 1 and 2	7435	Certificated Sub-time	Year 1	\$ 2,500.00
1.2	Standards	N1 G1, N1 G2, N3 G1	Substitutes for teachers to attend professional development-Standards Student Needs 1 and 2	7435	Certificated Sub-time	Year 1	\$ 2,500.00
3.3	Emerging Students	N2 G1	Professional development for teachers related to supporting SWDs-Emerging Students Student Need 1	7435	Certificated Sub-time	Year 1	\$ 3,500.00
1.1	Standards/Safety/Emerging Students	N1 G1, N1 G2, N2 G1/N2 G1, N3 G1/N1 G1, N2 G1	Professional Development for Admin-Standards Student Needs 1 and 2, Safety Student Needs 1 and 2, Emerging Students Student Needs 1, 2, 3, 4	7435	Conferences	Year 1	\$ 1,750.00
1.2	Standards/Safety/Emerging Students	N1 G1, N1 G2, N2 G1/N2 G1, N3 G1/N1 G1, N2 G1	Professional Development for Admin-Standards Student Needs 1 and 2, Safety Student Needs 1 and 2, Emerging Students Student Needs 1, 2, 3, 4	7435	Conferences	Year 1	\$ 1,750.00
Description of Need	Function (Type of activity)	Object (Type of Expenditure)	Cost Estimate	Site/Dept Administrator Additional Notes			
Dell-replace desktops and laptops	Admin	Equipment over \$500-9999	\$ 3,000.00				
Office Depot	Admin	Materials & Supplies	\$ 1,500.00	Office supplies			
Amazon	Admin	Materials & Supplies	\$ 4,500.00	office supplies and administrative needs			
Postage for ROAR notes	Admin	Materials & Supplies	\$ 500.00	For staff to send to families			
Color printer ink	Admin	Materials & Supplies	\$ 1,500.00	office printer			
Food 4 Less	Admin	Materials & Supplies	\$ 1,500.00	Food for meetings			
Parking Lot signs	Admin	Materials & Supplies	\$ 1,500.00				
Schoob Printed Materials	Admin	Materials & Supplies	\$ 500.00	Tier I Instruction			
SSA Supplies	Admin	Materials & Supplies	\$ 750.00	vests, fanny packs, rain gear			
Warehouse Supplies	Admin	Materials & Supplies	\$ 500.00	First Aid supplies			
Replacement Communication Radios	Admin	Materials & Supplies	\$ 1,000.00	3 additional radios and replacement parts (clips and bases) for safety			
Print Shop	Admin	Services	\$ 1,500.00				
Fingerprinting for Volunteers	Admin	Services	\$ 500.00	Equity			
Marquee Maintenance	Admin	Services	\$ 1,500.00				
Ricoh Click Charges	Admin	Services	\$ 600.00	copies			
Time sheeting LMT	Library	Classified Extra-time	\$ 1,500.00	extra time for distribution of student and teacher materials, inventory			
Color printer and ink	Library	Equipment over \$500-9999	\$ 3,000.00	for the library			
Follette	Library	Materials & Supplies	\$ 1,000.00	Books and supplies for the library			
Demco	Library	Materials & Supplies	\$ 500.00	Books and supplies for the library			
Gator maintenance	Operations	Materials & Supplies	\$ 650.00	Tires and battery for John Deere Gator			
Home Depot	Operations	Materials & Supplies	\$ 1,500.00				
Grainger Custodial Supplies	Operations	Materials & Supplies	\$ 10,000.00				
Waxie Custodial Supplies	Operations	Materials & Supplies	\$ 10,000.00				
Warehouse supplies	Operations	Materials & Supplies	\$ 1,000.00	gloves, disinfecting wipes, feminine products			
Maintenance/Repairs	Operations	Services	\$ 4,000.00				
Substitutes for Admin Designee	Program	Certificated Sub-time	\$ 1,200.00				
Subs for special events and activities	Program	Certificated Sub-time	\$ 1,500.00	Science Camp and other special activities			
Subs for IEP Days	Program	Certificated Sub-time	\$ 3,500.00				
SSA Training	Program	Classified Extra-time	\$ 1,000.00				
UTK Supplies	Program	Materials & Supplies	\$ 1,500.00	One GenEd class, one SDC class			
Music Teacher Budget	Program	Materials & Supplies	\$ 1,200.00				
Amazon	Program	Materials & Supplies	\$ 10,000.00	supplies			
Warehouse	Program	Materials & Supplies	\$ 2,000.00	paper, lamination, playground equipment			
Office Depot	Program	Materials & Supplies	\$ 2,000.00	classroom supplies			
Science Consumables (Food 4 Less)	Program	Materials & Supplies	\$ 500.00				
Student Headphones	Program	Materials & Supplies	\$ 2,000.00	one pair per student (720 sets)			
Pacific Office Automation-Ink, Masters	Program	Materials & Supplies	\$ 2,000.00				
Collaborative Storage Options	Program	Materials & Supplies	\$ 1,500.00				
SPARK	Program	Materials & Supplies	\$ 2,500.00				
Amplify Science	Program	Materials & Supplies	\$ 1,500.00				
Classroom Libraries	Program	Materials & Supplies	\$ 5,000.00	Teachers select books for their classroom libraries			
Ricoh Click Charges	Program	Services	\$ 600.00	Copies			
Print Shop	Program	Services	\$ 5,000.00				
Pacific Office Automation-Maintenance	Program	Services	\$ 300.00				
			\$ 98,800.00				

2.2	Standards, Safety, Emerging Students	N1 G1, N1 G2, N3 G1	Conferences/workshop registration for teachers-Standards Student Needs 1 and 2, Safety Student Needs 1 and 2, Emerging Students Student Needs 2 and 3	7435	Conferences	Year 1	\$ 1,500.00
1.1	Standards, Safety, Emerging Students	N1 G1, N1 G2, N3 G1	Professional Development for Admin-Standards Student Needs 1 and 2, Safety Student Needs 1 and 2, Emerging Students Student Needs 1, 2, 3, 4	7435	Conferences	Year 1	\$ 1,750.00
2.2	Standards, Safety, Emerging Students	N1 G1, N1 G2, N3 G1	Professional Development for Admin-Standards Student Needs 1 and 2, Safety Student Needs 1 and 2, Emerging Students Student Needs 1, 2, 3, 4	7435	Conferences	Year 1	\$ 1,750.00
1.1	Standards	N1 G1	Geodes-Standards Student Need 1	7435	Materials & Supplies	Year 1	\$ 27,000.00
2.2	Safety	N2 G1	Project Wisdom License-Safety Student Need 2	7435	Services	Year 1	\$ 570.00
2.2	Safety	N2 G1	Safety, behavior and SEL presenations and assemblies for students-Safety Student Need 2	7435	Services	Year 1	\$ 2,500.00
2.4	Standards	N1 G1, N1 G2, N3 G1	Supplemental Excursion Costs and Busing-Standards, Student Needs 1 and 2, Emerging Students Student Need 3	7435	Services	Year 1	\$ 16,500.00
1.9	Standards	N1 G1 and G2, N2 G1	Technology for Teachers	District IT	Equipment over \$500-9999		\$ 6,000.00
	Safety	N2 G1	Behavior Support Team-Standards Student Needs 1 and 2, Safety Student Needs 1 and 2	I&I		Year 1	
	Standards/Emerging Students	N1 G1, N1 G2, N2 G1/N1 G1, N2 G1	Instructional Specialist-Standards Student Needs 1 and 2, Emerging Students Student Need 2	I&I		Year 1	
	Safety	N2 G1	Wrap Around Services-Standards Student Needs 1 and 2, Safety Student Needs 1 and 2, Emerging Students Student Needs 1, 2, 3, and 4	I&I		Year 1	

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

The school consulted with the School Site Council during regular meetings, allowing SSC members the opportunity to review the progress on actions related to goals. The SSC was also given the opportunity to provide input on the needs of our students based on data presented. The Instructional Leadership Team also reviewed data associated with our progress towards goals and provided input on professional development and other needs. The Safety Team reviewed safety data to progress monitor current goals and provide input for revisions and new goals. The English Language Advisory Committee reviewed data and provided input on needs. Certificated and classified staff participated in a Needs Assessment activity that required them to review data to progress monitor our current goals and provide input for revisions and additions.

Date

School Site Council Meeting Dates

September 21, 2023: Strategic Plan Progress Monitoring

November 2, 2023-Strategic Plan Progress Monitoring Standards

December 7, 2023-Strategic Plan Progress Monitoring Safety and Emerging Students

January 11, 2024-Review of California Schools Dashboard Data, Needs Assessment and Safety Plan

February 15, 2024-Strategic Plan Progress Monitoring Standards with Winter MAP results

Instructional Leadership Meeting Dates

September 7, 2023: Strategic Plan Progress Monitoring Standards and Emerging Students with MAP data

November 6, 2023: Strategic Plan Progress Monitoring Standards and Emerging Students with CAASPP data

January 29, 2024: Strategic Plan Progress Monitoring Standards and Emerging Students with MAP data

February 13, 2024: Strategic Plan Progress Monitoring Standards and Emerging Students with MAP data

April 16, 2024: Needs Assessment for the 2024-2027 Strategic Plan

Safety Team Meeting Dates

October 5, 2023: Strategic Plan Progress Monitoring Safety

November 20, 2023: Strategic Plan Progress Monitoring Safety

January 30, 2024: Strategic Plan Progress Monitoring Safety

April 2, 2024: Needs Assessment for the 2024-2027 Strategic Plan

English Language Advisory Committee Dates:

September 12, 2023

September 27, 2023

November 15, 2023

February 7, 2024

April 3, 2024: Strategic Plan Progress Monitoring of Emerging Students and Needs Assessment for the 2024-2027 Strategic Plan

Certificated and Classified Staff Needs Assessment Activity: April 3, 2024

Groups

Certificated and classified staff

Instructional Leadership Team

Safety Team

Outcome

Certificated staff celebrated the improved attendance rate, communication between staff and families, and Math growth on MAP. They noted a need for interventions for students, continuing to provide support for teachers through the instructional specialist, and assemblies for students regarding behavior and safety. Certificated staff was also interested in restorative practices and trauma informed teaching due to the rise we've seen in students coming with high trauma. The Instructional Leadership Team also celebrated Math growth in MAP and sees the need to continue our work with PEBC with Math Thinking Strategies and utilizing the workshop model. The School Site Council is supportive of the work we've begun with restorative practices. All parent groups inquired about offering afterschool tutoring. The Safety Team requested increased communication between administration and staff during drills and emergency procedures. They also shared the desire for more consequences for student behaviors. The English Language Advisory Committee also inquired about after school tutoring for students.

School Site Council Membership

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

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

Name of Members	Role
Stacy Valencia	Principal
Wendi Bergen	Classroom Teacher
Jackie Hernandez	Classroom Teacher
Kilian Graciano	Classroom Teacher
Ashley Cutter	Other School Staff
Christopher Pastore	Parent or Community Member
Tiffani Perry	Parent or Community Member
Annamaria Sanfilippo	Parent or Community Member
Ashley Wright	Parent or Community Member
Cassandra McBroom	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

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 4/23/2024.

Attested:



Principal, Stacy Valencia on 4/23/2024



SSC Chairperson, Cassandra McBroom on 4/23/2024