



Manteca Unified School District Strategic Plan

2025-2026

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 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 Elementary is a vibrant K-8 school serving approximately 815 students. Our community includes a mix of housing developments, apartments, duplexes, and single-family homes, both in town and in the surrounding rural areas. 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 homeless students 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.

School Site Description

Joshua Cowell Elementary School consists of 24 regular education classes, 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 students with exceptional needs, one county special education class, a full time Resource Specialist teacher, a full-time Speech Pathologist for transitional kindergarten through eighth grade, a full-time Speech Pathologist for preschool students, two part-time Speech Pathologists for preschool and elementary students, a full-time psychologist, three 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 and one part-time counselor. The school is led by a principal and two full-time vice principals. Our teachers and support staff are welcoming, helpful, and knowledgeable. They implement the District Curriculum in every classroom and regularly collaborate with their grade-level teams to reflect on student learning and best teaching practices. Staff members also provide additional learning experiences for students before and after school.

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)

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)

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

Manteca Unified provides instructional assistance and ongoing support to all K-12 teachers in all content areas including intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted curriculum programs and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

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

Teaching and Learning

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student

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

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

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

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

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

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

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

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

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Foundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

MUSD provides Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
714	68.6%	20%	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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	143	20%
Foster Youth	1	0.1%
Homeless	49	6.9%
Socioeconomically Disadvantaged	490	68.6%
Students with Disabilities	92	12.9%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	4.7
American Indian	5	0.7
Asian	106	15
Filipino	30	4.2
Hispanic	353	49.8
Two or More Races	31	4.4
Pacific Islander	15	2.1
White	136	19.2

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	4.5%
American Indian	2	0.3%
Asian	114	16%
Filipino	32	4.5%
Hispanic	367	51.4%
Two or More Races	28	3.9%
Pacific Islander	18	2.5%
White	121	16.9%

Conclusions based on this data:

- 68.6% of students are socioeconomically disadvantaged. There was an increase of 11.6% of students who are SED from 22-23 to 23-24. Students who are socioeconomically disadvantaged are at risk of underperforming academically. Only 43% of our socioeconomically disadvantaged students met their growth projections on the Math MAP from Fall 2024 to Spring 2025. Only 27% of these students met their growth projections on the Reading MAP from Fall 2024 to Spring 2025 They are also disengaged from school. 16.3% of our socioeconomically disadvantaged students have been chronically absent during the 2024-2025 school year. Our schoolwide chronic absentee rate is 16.21%. Our socioeconomically disadvantaged students are above our schoolwide rate. They need support to increase academic performance, engagement and attendance.
- Our students with disabilities is our third largest subgroup at 12.9%. Only 34% of students with disabilities met their growth projection on the Spring MAP Math and 17% met their growth projection on the Spring MAP

Reading. These students need support in both subject areas to increase achievement. Students with disabilities outperformed our English Learners by 4% in Math and 2% in Reading.

3. Our second largest sub-group are our English learners at 20%. 30% of our English learners met their growth projection on the Math Spring MAP. 15% of our English learners met their growth projection on the Spring Reading MAP. 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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2384.	2362.	2348.	10.53	4.35	10.00	18.42	16.30	6.25	30.26	25.00	15.00	40.79	54.35	68.75
Grade 4	2412.	2412.	2389.	10.14	9.46	7.69	17.39	13.51	13.19	17.39	28.38	18.68	55.07	48.65	60.44
Grade 5	2469.	2443.	2421.	6.94	9.59	4.23	31.94	19.18	15.49	20.83	19.18	22.54	40.28	52.05	57.75
Grade 6	2498.	2469.	2453.	4.41	1.49	5.63	33.82	20.90	18.31	32.35	32.84	19.72	29.41	44.78	56.34
Grade 7	2541.	2514.	2507.	13.79	8.70	4.48	34.48	24.64	25.37	27.59	37.68	35.82	24.14	28.99	34.33
Grade 8	2531.	2535.	2540.	5.80	10.00	5.88	34.78	30.00	36.76	26.09	23.33	35.29	33.33	36.67	22.06
Grade 11															
All Grades	N/A	N/A	N/A	8.50	7.13	6.47	28.16	20.23	18.53	25.73	27.59	23.88	37.62	45.06	51.12

**CAASPP Results
Mathematics (All Students)**

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2398.	2388.	2367.	7.89	4.30	5.00	21.05	20.43	8.75	30.26	25.81	27.50	40.79	49.46	58.75
Grade 4	2397.	2418.	2419.	4.29	4.00	2.22	8.57	18.67	12.22	27.14	32.00	40.00	60.00	45.33	45.56
Grade 5	2422.	2413.	2413.	1.41	4.17	2.82	2.82	4.17	5.63	26.76	25.00	19.72	69.01	66.67	71.83
Grade 6	2453.	2456.	2426.	0.00	5.97	4.23	13.24	2.99	1.41	25.00	32.84	25.35	61.76	58.21	69.01
Grade 7	2509.	2494.	2486.	8.33	5.88	2.99	21.67	17.65	13.43	40.00	35.29	32.84	30.00	41.18	50.75
Grade 8	2489.	2518.	2488.	4.29	5.00	1.47	10.00	20.00	11.76	34.29	30.00	30.88	51.43	45.00	55.88
All Grades	N/A	N/A	N/A	4.34	4.83	3.13	12.77	14.25	8.95	30.36	29.89	29.75	52.53	51.03	58.17

**CAASPP Results
English Language Arts/Literacy (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	36.65	27.36
Female	41.40	30.47
Male	31.47	23.76
American Indian or Alaska Native	--	--
Asian	38.00	35.94
Black or African American	25.00	9.52
Filipino	58.82	47.37
Hispanic or Latino	31.58	25.11
Native Hawaiian or Pacific Islander	--	--
Two or More Races	35.00	27.78
White	47.83	27.40
English Learners	14.81	3.75
Foster Youth	--	--
Homeless	37.50	31.03
Military	--	--
Socioeconomically Disadvantaged	30.77	22.09
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	8.70	9.52

**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	17.11	19.08
Female	15.74	19.74
Male	18.59	18.32
American Indian or Alaska Native	--	--
Asian	16.00	31.25
Black or African American	9.52	4.76
Filipino	41.18	26.32
Hispanic or Latino	12.17	15.65
Native Hawaiian or Pacific Islander	--	--
Two or More Races	30.00	27.78
White	26.09	21.92
English Learners	8.33	2.50
Foster Youth	--	--
Homeless	17.65	16.13
Military	--	--
Socioeconomically Disadvantaged	10.59	16.28
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	0.00	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.

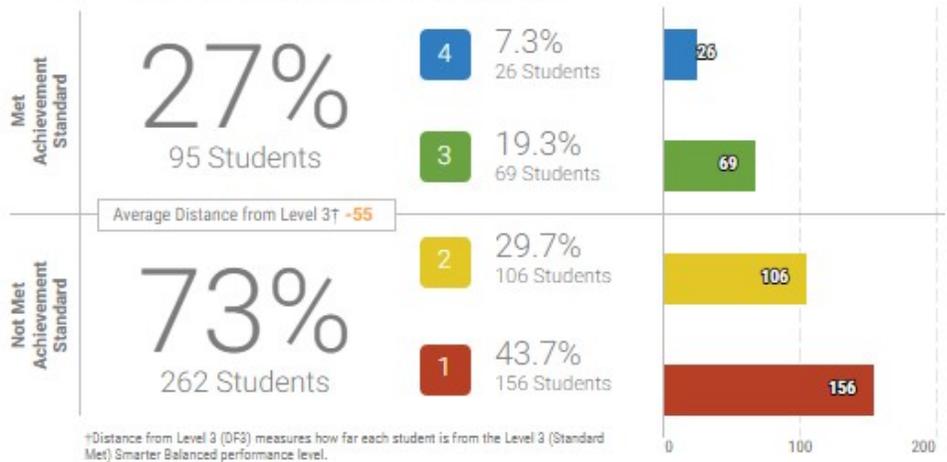
Overall Score Levels

- 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

Overall Performance: 357 students



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

[View More Details](#) →



Student Growth Summary Report

Aggregate by School

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

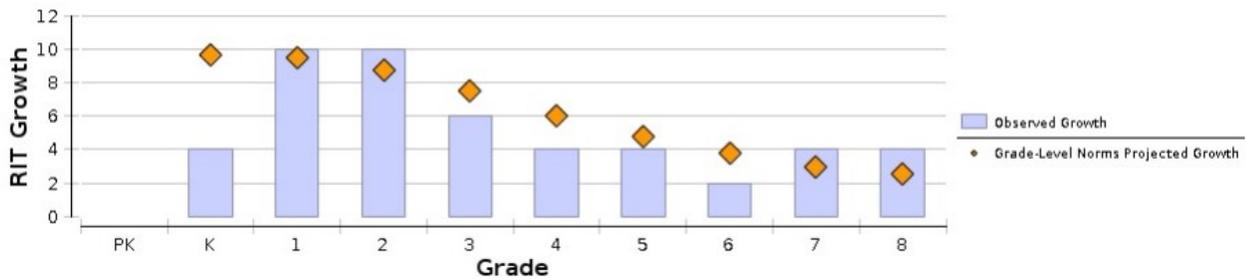
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Winter 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: No

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	Evidence of Foundations Instruction Beginning-3/24			Money People Time

<p>planning to ensure Foundations is implemented with fidelity.</p>		<p>Some evidence-5/6 Strong evidence-1/6</p> <p>Language on Learning Walk form updated to: Beginning Approaching Proficient effective 11/19/24</p>	<p>Approaching-13/24 Proficient-8/24</p> <p>Making progress</p>			
<p>ELOP: Kindergarten and 1st grade students scoring below standard will have the opportunity to attend tutoring afterschool to support Early Literacy skills</p>	<p>Pre/post assessment</p>	<p>Post assessment data available Spring 2025</p>	<p>First Grade Tutoring Average Attendance-90% 3.5 average increase in Upper Case Letters 3.9 average increase in Lower Case Letters 8.4 average increase in Letter Sounds 11.5 average increase in High Frequency Words 4.3 average increase in Consonant Vowel Consonant words 10 average increase in CVC sentences</p> <p>Making progress</p>			<p>Time People Money</p>
<p>Kindergarten and 1st grade teachers will participate in professional development, observe, plan, practice and</p>	<p>Evidence of essential standards and base curriculum used during ELA instruction as observed on Learning Walks</p>	<p>Evidence of essential standards and base curriculum used during ELA instruction</p>	<p>Evidence of essential standards and base curriculum used during ELA</p>			<p>Time People Money</p>

implement instruction based on essential standards to support early literacy skills		No evidence- Some evidence- Strong evidence- Language on Learning Walk form updated to: Beginning Approaching Proficient effective 11/19/24	instruction as measured during Learning Walks: Beginning-3/14 Approaching-6/14 Proficient-5/14 Making progress			
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	See above	See above Making progress			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	April 2025 Grade level collaborative team notes that include: Data analysis-3/10 Goal setting-4/10 Plans for instruction-7/10 Standards-5/10 Making progress			Time Money People
ELOP: Kindergarten students scoring below standard in Phonological Awareness will have the opportunity to	Pre/post assessment	Tutoring currently being offered to 2nd grade students. The plan is to offer to 1st grade	Summer 2025 programs not being offered at JC due to modernization project			Time Money People

attend a summer program to support Early Literacy skills		students in the spring.				
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%	Winter 2025 K: 30.3% 1: 32.8% Making progress			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		Evidence of essential standards and base curriculum used during ELA instruction as measured during Learning Walks: Beginning-3/14 Approaching-6/14 Proficient-5/14 Making progress			Time Money People
Students will attend academic enrichment assemblies and excursions to support learning early literacy skills.						Time Money People
Instructional specialist will focus on facilitating intervention for 1st grade students using the Foundations curriculum.	Pre/Post Assessments	Metric: CORE Phonics and MAP Reading Fluency (Phonological Awareness) Outcome: Consonant Sounds - 32%	Intervention Groups with Instructional Specialist: Metric: CORE Phonics and MAP Reading Fluency (Phonological Awareness)			Time Money People

		<p>increase from Fall to Winter (Fall 68%, Winter 100%)</p> <p>Short Vowels in CVC - 38% increase from Fall to Winter (Fall 49%, Winter 87%)</p> <p>Consonant blends with short vowels - 43% increase from Fall to Winter (Fall 12%, Winter 55%)</p> <p>Winter MAP Reading Fluency (Phonological Awareness): 75% meeting, 25% Approaching</p>	<p>Outcome:</p> <p>Short vowels in CVC-12% increase from winter to spring, 50% increase from fall to spring (Fall 49%, Winter 87%, Spring 99%)</p> <p>Consonant blends with short vowels-44% increase from winter to spring, 87% increase from fall to spring (Fall 12%, Winter 55%, Spring 99%)</p> <p>Short vowels, digraphs, and -tch trigraphs-36% increase from winter to spring</p> <p>R-Controlled Vowels-67% increase from winter to spring</p> <p>Long vowel spellings-57% increase from winter to spring</p> <p>Making progress</p>			
Intervention Teacher will support students in kindergarten and first grade who are scoring below standard	Pre/post assessments	TBD Fall 2025				

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: Of our 6 Kinder and 1st grade teachers, 4 of them are new to the profession or grade level.</p>	<p>34% of our 1st grade students met their growth projection on the Fall Reading MAP. That is a decrease of 21% from Spring.</p> <p>2 of 4 collaborative teams notes had evidence of data analysis, 2 of 4 had evidence of goal setting, and 3 of 4 had plans for instruction. 4 out of 4 classrooms observed had some evidence of Foundations.</p> <p>https://musd-my.sharepoint.com/:f:/g/personal/svalencia_musd_net/EvR9u3yTmMZDvfmzW7PNEOkBWKJrXRdOzpk5XRzHwPhJeg?e=xufn4l</p>	<p>Our Instructional Specialist is supporting our kindergarten and first grade PLCs to refine their process.</p> <p>Two of our 1st grade teachers are participating in a Foundations study group with our IS.</p> <p>The ILT is currently drafting rubrics for our Learning Walks to effectively measure the implementation and use of Foundations. We have changed the wording from no evidence, some evidence and strong evidence to align with the SBRC language. It is now Beginning, Approaching, and Proficient.</p>	Continue
<p>Cycle 2: Based on evidence collected during cycle 2, we are making progress.</p>	<p>33% of kinders met their growth projection on the Winter Reading MAP. Reading achievement increased by 1% in Reading in Kindergarten from 21% to 22%.</p> <p>30% of kinders met or exceeded the standard for phonics and word recognition on the Winter MAP Reading Fluency. That's a decrease of 30.9%.</p> <p>32.8% of 1st grade students met or exceeded the standard for Phonics and Word Recognition on the Winter MAP Reading Fluency. That's a decrease of 12.5%.</p> <p>Two of our first grade teachers are participating in a Foundations study group with our Instructional Specialist.</p>	<p>Our TK teachers are starting afterschool tutoring for our first grade students scoring below standard.</p>	Continue

	<p>They have met once per month for three months.</p> <p>Our UTK teachers provided afterschool tutoring to 2nd grade students. The average attendance was 82% for 14 students. 100% of students showed growth in upper case letter identification. 100% showed growth in lower case letter identification. Students gained an average of 50.7 High Frequency Words.</p>		
<p>Cycle 3: Based on evidence collected during cycle 2, we are making progress overall.</p>	<p>We have increased Foundations implementation by 16% from 2023-2024.</p> <p>We saw a 50% increase in collaborative team discussions centered around standards.</p> <p>Our kinder students increased proficiency on the phonics and word recognition standard by 8%.</p> <p>Back casting: https://musd-my.sharepoint.com/:p/g/person/svalencia_musd_net/EXPo9fp4betMqsL3pgme0gBkKvARk07lfjEium7xkrjeg?e=QQzahH</p>	<p>We need to rethink how kindergarten is testing for MAP because teachers test in small group and the rest of the class is engaged in other activities that can</p> <p>We are adding an intervention teacher that will be shared with Brock Elliott to target and support early literacy skills.</p> <p>ILT has requested the focus for K-3 next year is Foundations implementation.</p>	<p>Add new action item</p>

Progress Monitoring 25-26

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	Evidence of essential standards and base curriculum used	Learning Walk Data:	Learning Walk Data measuring			Time Money People

professional development, observe, plan, practice and implement instruction based on essential standards in English Language Arts using base curriculum	during ELA instruction as observed on Learning Walks	No evidence-1/7 (14%) Some evidence-3/7 (43%) Strong evidence-0/7 (0%)	essential standards and base curriculum usage during ELA instruction: Beginning-8/46 (54%) Approaching-28/46 (60%) Proficient-25/46 (61%) Making progress			
Junior high students will have the opportunity to take elective classes that enrich their reading skills	Pre/post assessments					Time Money People
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		Learning Walk Data measuring essential standards and base curriculum usage during ELA instruction: Beginning-8/46 (54%) Approaching-28/46 (60%) Proficient-25/46 (61%) Making progress			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 (29%) Goal setting-1/7 (14%) Plans for instruction-7/7 (100%)	April 2025 Grade level collaborative team notes that include: Data analysis-6/22 (27%) Goal setting-4/22 (18%) Plans for instruction-13/22 (59%)			Time Money People

			Standards-8/22 (36%) Didn't meet			
ELOP: 2nd-8th grade students scoring in the 1st-20th percentile will attend tutoring afterschool to support ELA skills	Pre/post assessment	2nd grade reading Tutoring Pre-assessment data: HFW: average of 41.6 72% of students know all 26 upper case letters 55.6% of students know all 26 lower case letters 22.2% of students know all 26 letter sounds	Tutoring for 2nd-8th grade students was not offered during the 24-25 school year. We were unable to find a teacher willing to tutor reading afterschool. Didn't meet			Time Money People
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-	Number of students who met growth projections on the Spring 2025 NWEA MAP Reading: K-3 1-36 2-38 3-35 4-34 5-35 6-26 7-35 8-34 Making progress			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	Learning Walk data measuring the implementation of Foundations in grades 2-3: Beginning-0/9 Approaching-6/9 (67%)			Time Money People

			Proficient-3/9 (33%) Making progress			
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		Learning Walk Data measuring essential standards and base curriculum usage during ELA instruction: Beginning- 8/46 (54%) Approaching- 28/46 (60%) Proficient- 25/46 (61%) Making progress			Time Money People
Students will attend academic enrichment assemblies and excursions to support learning early literacy skills.	Pre/post surveys					Time Money People
4th grade teachers will participate in professional development, coaching, observations and planning to implement Foundations Just Words with fidelity	Learning Walk Data to measure effective implementation of Just Words	4th grade teachers have not been trained in Just Words	One 4th grade, two 6th grade and one 4th-6th grade SDC teacher were trained in Just Words. Making progress			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on our data from cycle 1, we are seeing	Number of students who showed growth on the Fall 2024 NWEA MAP Reading:	We have changed the wording on our site Learning Walk form	Continue

<p>progress on this goal. Five grade levels met or exceeded their goal for Spring 2025 on the Fall MAP Reading. (2nd, 3rd, 4th, 6th and 8th)</p>	<p>K- 1-11 2-23 3-44 4-49 5-36 6-21 7-22 8-43</p> <p>Trimester 1 Learning Walk Data: Evidence of base curriculum during ELA instruction No evidence-2/18 11% Some evidence-9/18 50% Strong evidence-6/18 33%</p> <p>November 2024 Grade level collaborative teams notes that include: Data analysis-7/19 Goal setting-5/19 Plans for instruction-13/19 Standards-13/19</p>	<p>from no evidence, some evidence and strong evidence to align with the SBRC language. It is now Beginning, Approaching, and Proficient.</p> <p>We will provide admin or instructional specialist support to specific grade level teams who are not including expected items on their collaborative teams notes.</p>	
<p>Cycle 2: Based on data from cycle 2, we are making progress. Five grade levels increased the number of students who met their growth from Fall to Winter.</p>	<p>Number of students who showed growth on the Winter 2024 NWEA MAP Reading K-4 1-25 2-27 3-31 4-18 5-39 6-37 7-34 8-38</p> <p>1st, 2nd, 5th, 6th, and 7th grades increased the number of students who showed growth from Fall to Winter.</p> <p>7th grade increased achievement by 9% from Fall to Winter.</p> <p>Two 6th grade teachers and one 4-6 SDC teacher have been trained and have begun using Just Words with small groups of students.</p> <p>Learning Walk Data Foundations</p>	<p>Continue creating and refining out Learning Walk rubrics.</p> <p>Requested an intervention teacher for 25-26 to focus on reading.</p>	<p>Add new action item</p>

	<p>Strong Evidence-8 classrooms Some Evidence-6 classrooms Not observed-8 classrooms</p> <p>Essential Standards Strong Evidence-10 classrooms Some Evidence-5 classrooms No Evidence or Not Observed-6 classrooms</p> <p>Base Curriculum Strong Evidence-10 classrooms Some Evidence-8 classrooms No Evidence-4 classrooms</p>		
<p>Cycle 3: Based on data collected during cycle 3, we are making small progress towards this goal.</p>	<p>One grade level, 7th grade, exceeded their Spring goal on the Reading MAP. Five grade levels increased achievement from Spring 2024 to Spring 2025.</p> <p>We increased the implementation of Foundations in our 2nd and 3rd grade classrooms by 33%.</p>	<p>All 4th-6th grade teachers will be trained in Just Words to use to support students falling below standard in reading.</p> <p>ILT wants to focus on Foundations implementation K-3 for the 25-26 school year.</p> <p>We are adding an intervention teacher that will be shared with Brock Elliott to target and support early literacy skills.</p>	<p>Add new action item</p>

Progress Monitoring 25-26

SMART Goal 4

Implementation Plan

						People Time Money
						People Time

Progress Monitoring 24-25

Progress Monitoring 25-26

Progress Monitoring

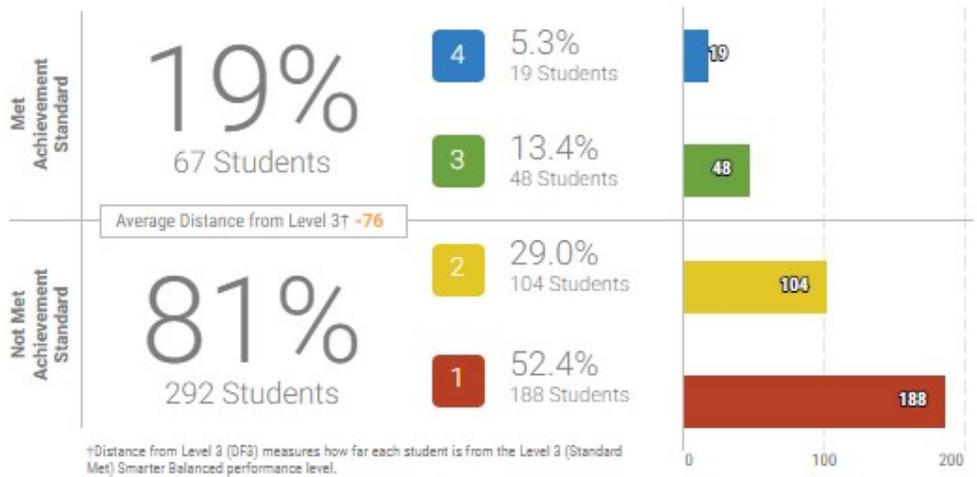
Data

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 Red	 5 Orange	 1 Yellow	 0 Green	 0 Blue
--	---	---	--	--

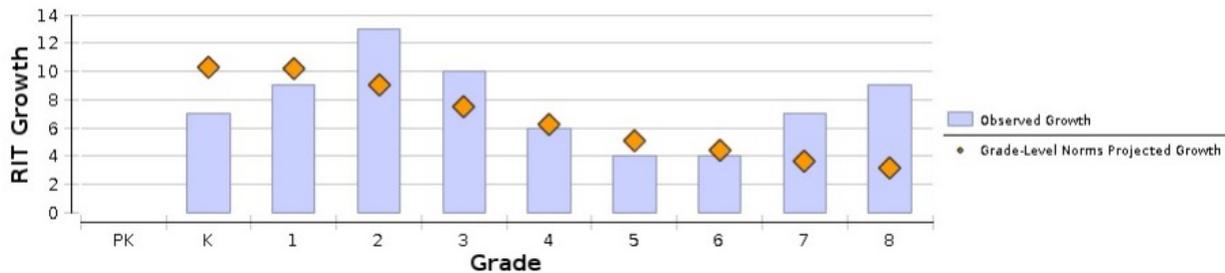
[View More Details](#) →

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%)	Essential Standards and Base Curriculum usage as measured by Learning Walks: Beginning-21.5% Approaching-28.5% Proficient-50% Making progress			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%)	Math Thinking Strategies implementation and usage as measured by Learning Walks: Asking Questions-7/21 (33%) Visualize and Represent-15/21(71%) Background Knowledge-11/21 (52%) Infer-7/21 (33%) Monitor for Meaning-4/21 (19%) Determine Importance-1/21 (5%) 41% of classrooms had evidence of Math Thinking Strategies Making progress			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%)	Learning Walk Data: Beginning-3/7 (43%) Approaching-2/7 (29%) Proficient-0/7 (0%) Making progress			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%)	April 2025 Grade level Collaborative Teams Notes that include: Data-100% Goals-0% Plans-100% Making progress			Time Money People
ELOP: Academic Incentive Program-Students that have shown growth on the NWEA MAP for Math 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 Math	Number of students who showed growth on the Winter 2024 NWEA MAP Math: K-18 1-28 2-56 3-52 4-39 5-28 6-34 7-50 8-54	Number of students who showed growth on the Spring 2025 NWEA MAP Math: K-18 1-24 2-39 3-45 4-43 5-30 6-33 7-32 8-44 Didn't meet			Time Money People
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	7th grade students are participating in tutoring. 7 sessions average attendance: 8 students 38% increase from pre to	7 sessions average attendance: 8 students 38% increase from pre to post assessment Making progress			Money Time People

		post assessment				
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	<p>ILT Learning Walk May 2024 17 total observations 14 observations with evidence of Thinking Strategies (82%) 13 observations of live evidence (76%)</p> <p>Thinking strategy materials/usag e by teacher strong evidence-8 some evidence-6 no evidence-3</p> <p>Thinking strategies being used by students strong evidence-10 some evidence-3 no evidence-4</p>	Didn't meet			Time Money People
Students will attend academic enrichment assemblies and excursions to support math skills.	Pre/post surveys					Time Money People
Junior high students will have the opportunity to take elective classes that enrich their math skills including Robotics	MAP Data	<p>2023-2024 MAP Data for Robotics Students</p> <p>8 students met their growth projection 4 students had high</p>	<p>2024-2025 MAP Data for Robotics Students</p> <p>10 students met or exceeded their growth projection</p>			Time Money People

		achievement and high growth	8 students had high achievement and high growth Making progress			
(Added 11/27/2024) Instructional Specialist will support teachers in developing and implementing Math Thinking Strategies, the Workshop Model through the collaborative teams process, inclusive of teaching, assessing, and intervening cycle.	Instructional impact measured through Learning Walks		Learning Walk Data: Beginning-3/7 (43%) Approaching-2/7 (29%) Proficient-0/7 (0%) Making progress			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data collected and analyzed for cycle 1, we are making progress toward this goal. Four grade levels met or exceeded their goal for Spring 2025 on the Fall MAP Math. (3rd, 6th, 7th and 8th)	Number of students who showed growth on the Fall 2024 NWEA MAP Math: K- 1-13 2-35 3-39 4-44 5-38 6-23 7-37 8-46 3rd grade increased student growth by 5%, 6th grade by 15%, 7th grade by 17% and 8th grade by 22%. An average of 8 7th grade students have attended 7 tutoring sessions.	The next ILT Learning Walk will take place in February 2025.	Add new action item

	<p>There has been an average 38% increase in student scores from the pre to post assessment.</p> <p>August 2024 MAP Data for Robotics 18 students met their growth projection 9 students had high achievement and high growth</p>		
<p>Cycle 2: Based on cycle 2 data, we are making progress towards this goal. It is evident our focus has been on math because the growth is greater than reading.</p>	<p>Number of students who showed growth on the Winter 2025 NWEA MAP Math:</p> <p>K-17 1-31 2-37 3-54 4-37 5-26 6-41 7-31 8-44</p> <p>3rd grade increased growth by 14%, 6th grade increased by 25% and 8th grade increased growth by 14%.</p> <p>2nd grade increased achievement by 2%, 3rd grade by 23%, 4th grade by 8%, 6th grade by 5% and 8th grade by 4%.</p> <p>ILT Learning Walk:</p> <p>Essential Standards Strong Evidence-10 classrooms (36%) Some Evidence-5 classrooms (64%) No Evidence or Not Observed-0 classrooms</p> <p>Base Curriculum Strong Evidence-10 classrooms Some Evidence-8 classrooms No Evidence-4 classrooms</p> <p>Thinking Strategy Visualize and Represent-40% of classrooms had evidence Draw on background knowledge-100% of classrooms had evidence Monitor for meaning-80% of classrooms had evidence</p>	<p>After our last round of PEBC coaching, we have identified areas of support for teachers to continue to implement the Workshop Model.</p> <p>During collaborative teams meetings, teachers charted out students in each percentile band by color and identified instructional moves to move students from one band to the next.</p>	<p>Continue</p>

	<p>Determine importance-20% of classrooms had evidence</p> <p>Workshop Model Strong Evidence-2 (40%) Some Evidence-3 (60%) No Evidence-0</p> <p>Mathematical Practices Make sense of problems and persevere in solving them-80% of classrooms had evidence Construct viable arguments and critique the reasoning of others-20% of classrooms had evidence Use appropriate tools strategically-80% of classrooms had evidence Attend to precision-20% of classrooms had evidence</p>		
<p>Cycle 3: Based on data collected during cycle 3 we are making slow progress toward our goal.</p>	<p>We saw a 9% increase in application of Math Thinking Strategies in classrooms. There was a 7% increase of classrooms using Math essential standards and base curriculum proficiently as measured by Learning Walks.</p> <p>100% of our grade level collaborative team notes had evidence of discussions around student data. However, 0% had evidence of goal setting with math standards.</p> <p>We increased our classrooms engaging in the Math Workshop model at the approaching level by 13%.</p> <p>Two grade levels, 6th and 7th, met their goal for growth on the Math MAP. Four grade levels, 4th, 6th, 7th and 8th, met their goal for achievement.</p> <p>The number of Robotics students meeting their growth projection on the Math MAP increased by 3%. The number of Robotics students with high growth and high achievement increased by 50% from Spring 2024 to Spring 2025.</p>	<p>We are getting a new PEBC coach for the 25-26 school year to see if we can increase implementation of the Math Workshop Model.</p>	<p>Continue</p>

Progress Monitoring 25-26

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

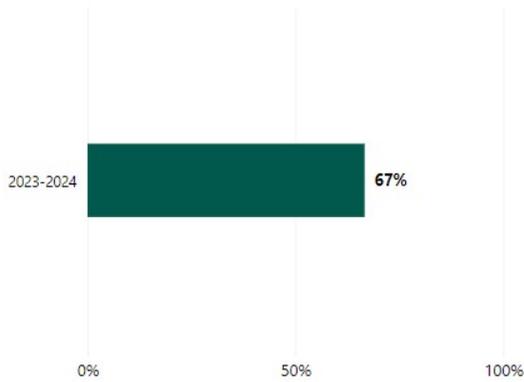
Female	389	371	104	28.0
Male	395	378	124	32.8
American Indian or Alaska Native	7	6	3	50.0
Asian	120	117	32	27.4
Black or African American	38	36	11	30.6
Filipino	36	35	3	8.6
Hispanic or Latino	382	367	114	31.1
Native Hawaiian or Pacific Islander	16	16	5	31.3
Two or More Races	37	32	14	43.8
White	148	140	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)

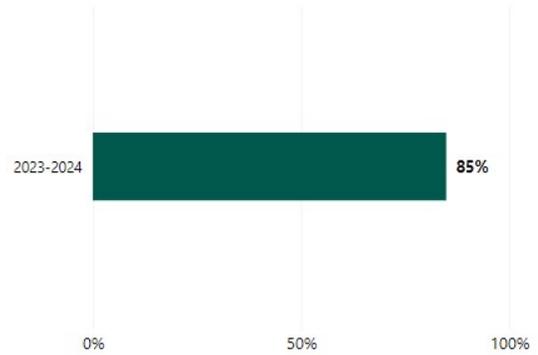
Teachers keep me well-informed about my child's progress.

Group ● Parent



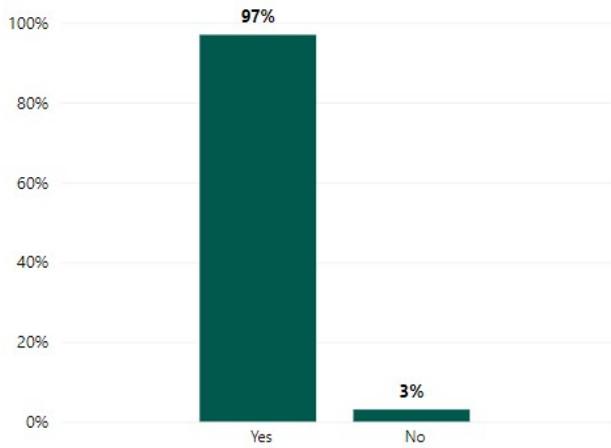
The school keeps me well-informed about events and activities.

Group ● Parent



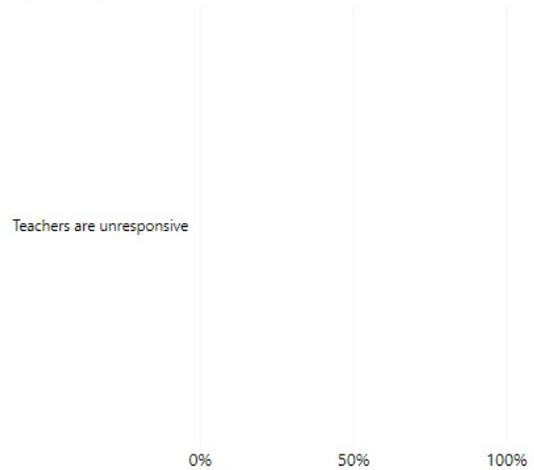
Are you able to communicate with teachers and staff when you need to?

Group ● Parent



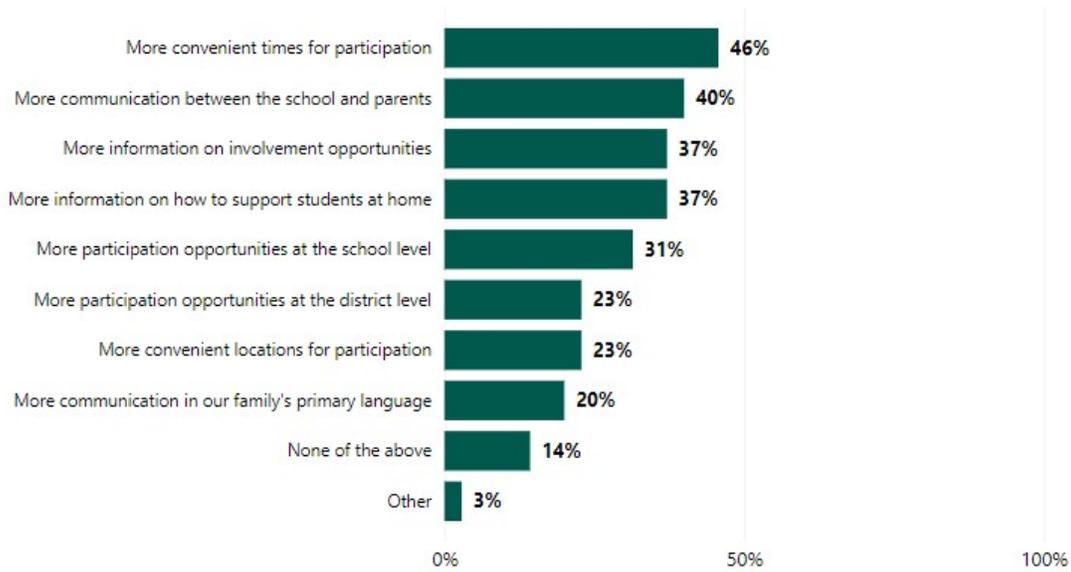
Why were you unable to communicate with teachers and staff when necessary?

Group ● Parent



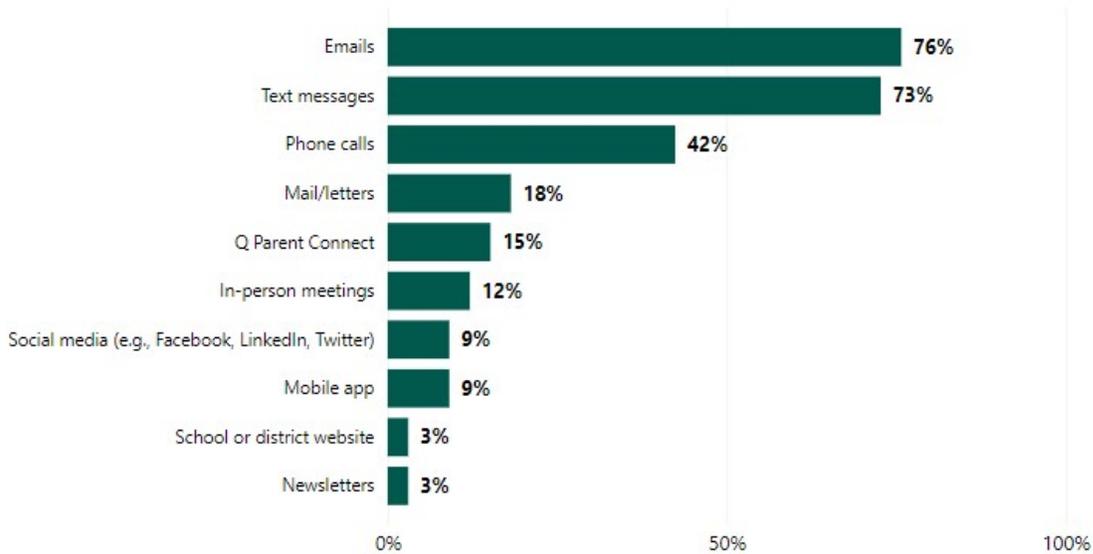
What would help parents become more involved in Manteca USD?

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%)	44.5% of our families attended our Spring Open House in March 2025. 94 adults attended our Pastries with my Person event for our students in special day classes in April. Average family engagement of 78.3% Making progress			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	Mass communication messages sent to families: 126 emails 50 phone calls 17 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:	Average parent attendance at meetings held at different times of the day Morning: 8.5 Afternoon: 3 Evening: 13 Making progress			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	Parenting Partners is scheduled for January	Parenting Partners did not happen during the 24-25 school year			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	We failed to collect data on parent participation at our Spring 2025 Open House			Time Money People
TK students will have the opportunity to attend TK Summer Bridge for 5 days prior to the start of the school year to get used to the routines of school. Parent meeting will be included in Bridge.	Number of students attending TK Summer Bridge	TBD July 2025	TBD July 2025			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data collected during cycle 1, we have	81.5% of our parents attended Goal Setting Conferences in September 2024. That's only a .5% increase from the year	Provide opportunities for parents to attend meetings via Teams.	Continue

<p>seen an increase of 2.7 parents per class attending events.</p>	<p>prior. 46% of our students were represented at Back to School Night. That's a decrease of 4% from the year before. We used an electronic sign-in for Back to School Night this year. We could have missed some families.</p> <p>During the first trimester we sent 14 phone calls, 51 emails and 4 text messages via mass communication.</p> <p>We attempted Parenting Partners in the fall, but only had two participants sign up.</p> <p>We held a parent involvement meeting in September. Eight families attended the meeting.</p> <p>An average of 10.7 parents per class attended Back to School Night in August 2024.</p>	<p>Refine recruitment methods for Parenting Partners.</p>	
<p>Cycle 2: Based on data collected during cycle 2, we have seen an increase in parent involvement.</p>	<p>79% of our parents attended Goal Setting Conferences in January 2025. This is 2.5% lower than September, but still 2.7% above our goal and 8% above our baseline.</p> <p>Nine parents attended our ELAC meeting on February 21, 2025. We had zero parents attend the same meeting last year.</p> <p>We have been refining our messaging to make it more parent friendly and inviting.</p>	<p>Advertise Spring Open House with parent friendly messaging.</p> <p>We have Lunch on the Lawn planned for May 16th.</p>	<p>Continue</p>
<p>Cycle 3: We have increased overall parent involvement by 7% this year. We have made progress.</p>	<p>An average of 78.3% of our families engaged in an activity throughout the 24-25 school year.</p> <p>Parent attendance at afterschool and evening events was higher than attendance at morning events.</p> <p>Our mass communication to families was very similar to the 23-24 school year. We sent 5 fewer text messages which is our families preferred form of communication.</p>	<p>We will continue to offer meetings at various times throughout the day.</p> <p>We will continue to offer fun activities to involve parents in throughout the school year like Pastries with my Person and Lunch on the Lawn.</p>	<p>Continue</p>

	Evening meetings yield more parent participation than morning or afternoon.		
--	---	--	--

Progress Monitoring 25-26

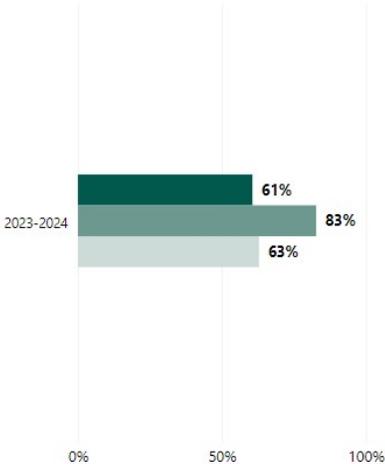
Progress Monitoring

Data

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

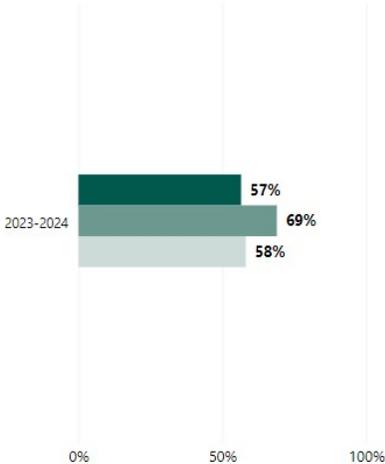
Bullying will not be tolerated.

Group ● Parent ● Staff ● Student



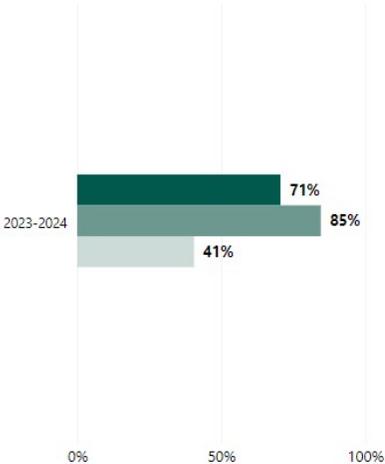
Staff feel safe at school.

Group ● Parent ● Staff ● Student



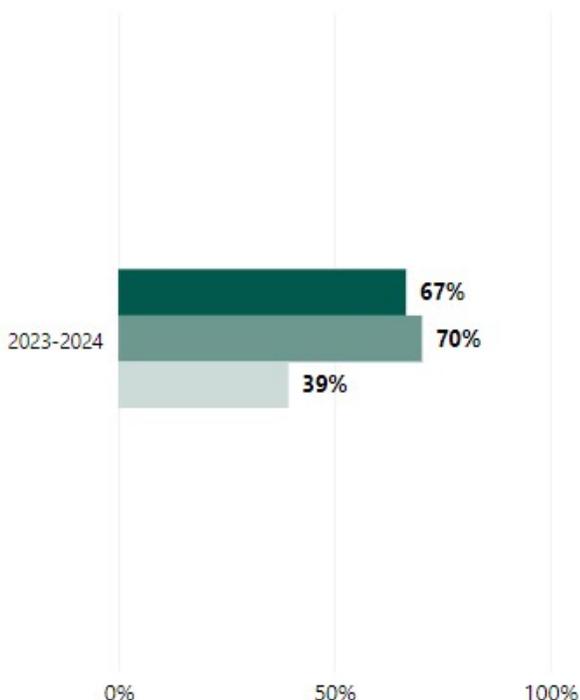
Students are comfortable talking to school staff.

Group ● Parent ● Staff ● Student



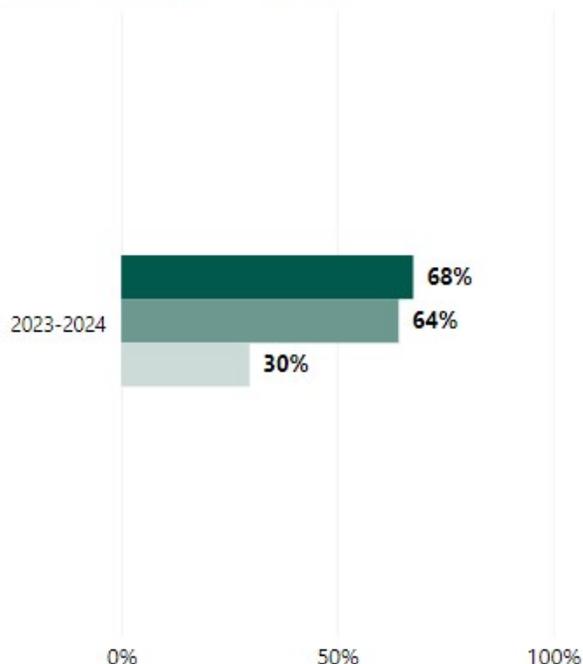
Students feel safe at school.

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	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

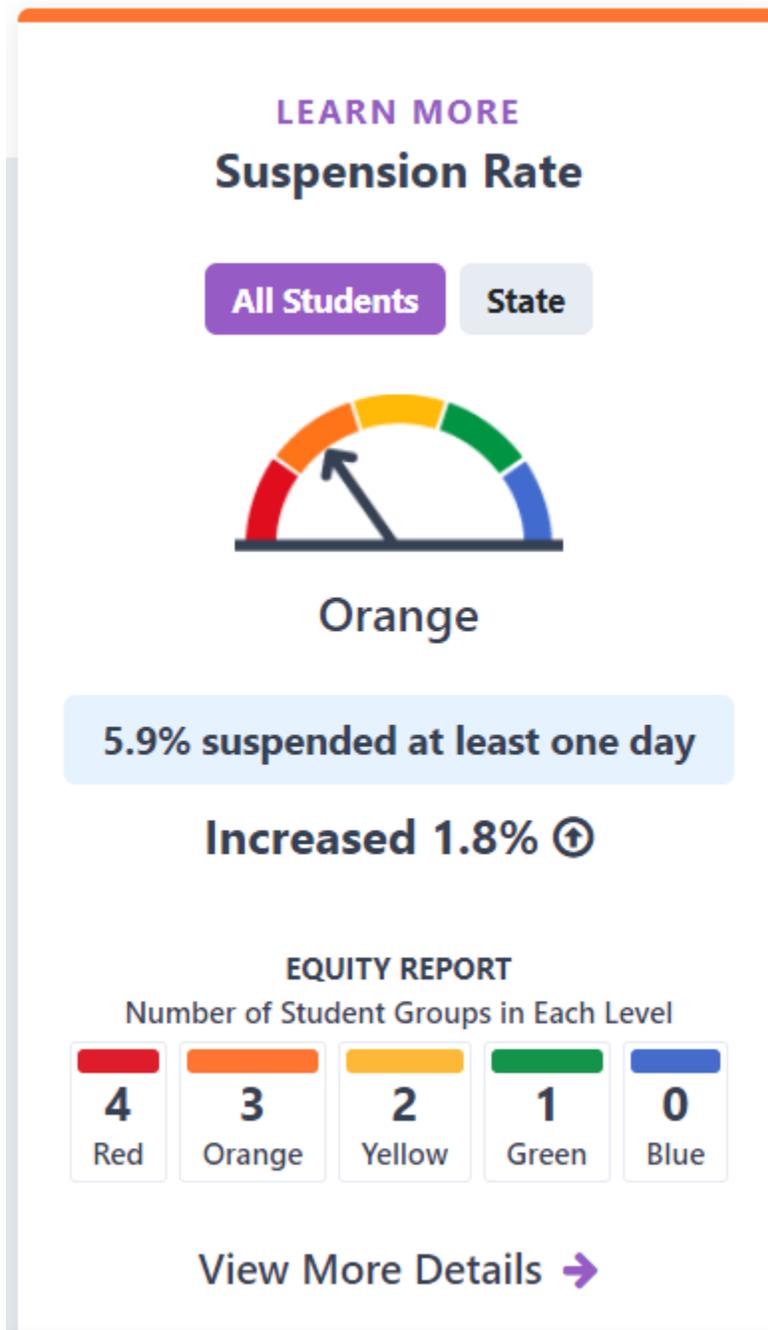


No Performance Color

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
<p>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.</p>	<p>Number of student monitored by COST for behavior</p> <p>Number of students monitored by COST for behavior who were suspended</p>	<p>11 students were monitored by COST for behavior during the 2023-2024 school year (41% of COST students were monitored for behavior)</p> <p>Those 11 students monitored by COST for behavior were referred to the office for behavior on average of 7.7 times</p> <p>2 of those 11 students monitored by COST for behavior were suspended</p>	<p>20 have were monitored by COST for behavior during the 2024-2025 school year</p> <p>These students were referred to the office an average of 19 times for behavior for a grand total of 420 incidents for the 20 students.</p> <p>13 of the 20 students were suspended at least once.</p> <p>6 of those 20 students received behavior services from the general education team.</p> <p>Didn't meet</p>			<p>Time Money People</p>

<p>The region Behavior Support Team will coordinate with teachers, administration, and other staff to remove barriers to Tier 1 instruction, decrease referrals for discipline, and increase engagement.</p>	<p>Number of students receiving Behavior Services from our region Behavior Support Team</p> <p>Number of class consults provided by the region Behavior Support Team</p>	<p>11 students received services from the region Behavior Services Team</p> <p>2 class consults were completed by the region Behavior Team</p> <p>1 student receiving behavior services was suspended</p>	<p>6 students received services from the region Behavior Services Team</p> <p>Making Progress</p>			<p>Time Money People</p>
<p>Teachers and staff will engage in Restorative Practices training.</p>	<p>Number of restorative circles conducted by teachers</p> <p>Number of students participating in restorative circles</p> <p>Surveys regarding participation in restorative circles for teachers and students</p>	<p>3 teachers attended Restorative Circle Training in July 2024</p> <p>1 teacher has attempted restorative circles as of December 2024</p> <p>33 students participated in the circle</p>	<p>Making Progress</p>			<p>Time Money People</p>
<p>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.</p>	<p>Pre/post survey for students regarding their participation in the Point Break workshop</p>	<p>52% of students feel they have been teased less by their peers after participating in Point Break</p> <p>58% of students reported a decrease in gossip around campus since participating in Point Break</p> <p>71% of students</p>	<p>Data comparison available October 2025</p>			<p>Time Money People</p>

		reported they have a peer or adult they can reach out to at school				
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	The first Elevate cycle ends in December 2024.	<p>Explorer Group Pre/Post Data 86% of participating students showed growth in naming the things they feel. 29% showed growth in knowing helpful things to do when upset. 43% showed growth in stopping and thinking before doing something. 29% showed growth in knowing when they are sad and asking for help.</p> <p>Basecamp Group Pre/Post Data 0% reported growth in being happy with their ability to solve conflicts with others. 43% reported growth in sorting feelings out through difficulties. 29% reported they were happy with their grades.</p>			Time Money People

			0% reported growth in being able to communicate what they are thinking. Met			
Students will participate in assemblies and educational excursions, including Science Camp for 5th grade students, related to behavior and social emotional learning.	Pre/post surveys for students attending assemblies and excursions	TBD				Time Money People
Trauma Informed Teaching Practices training for staff.			On hold			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	369 behavior incidents were referred to administration from 8/1/24 through 4/8/25 Highest Incident Type Unsafe Behavior: 207 Inappropriate Behavior: 69 Location with most incidents: Classroom: 131 Playground: 124 Didn't meet			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)	100% of staff taught behavior expectations 80% of staff knew behavior			Time Money People

		70% of students knew 75% or more of site expectations	expectations (ROAR) 90% of students knew behavior expectations 100% of staff have given out ROAR Bucks for acknowledging desired behavior outcomes 100% of students received ROAR bucks for desired behavior expectations Met			
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	80% of staff knew behavior expectations (ROAR) 90% of students knew behavior expectations Met			Time Money People
Valley Community Counselors will support students' social emotional health through individual and group counseling sessions		Valley Community Counselors visited with students 1,669 times during the 2023-2024 school year	Valley Community Counselors visited with students 729 times between 8/1/24 and 3/31/2025			Time Money People
Artists in Residence will provide art lessons to each grade level UTK through 6th grade as an enrichment activity		0 classes received instruction from an Artist in Residence during the 23-24 school year 0 students received instruction from an Artist in Residence	22 classes received instruction from an Artist in Residence during the 24-25 school year 634 students received instruction from an Artist in Residence			Time Money People

		during the 23-24 school year	during the 24-25 school year Met			
Junior high students will be offered high interest electives to enrich their academics and increase their interest in school.		2023-2024 Junior High Electives and Enrollment: Art Band Robotics Leadership Study Skills	2024-2025 Junior High Electives and Enrollment: Art: 34 Band: 6 Robotics: 29 Leadership: 33 Bridges to Success: 28 Choir: 0 Met			Time Money People
Implement daily character-building announcements and restorative activities through Project Wisdom			Project Wisdom script used daily during morning announcements Met			Time Money People
Enhancing the classroom music experience of our 4th through 8th grade students through new equipment and instructional supplies to provide a well-rounded educational experience.			New music chairs, stands, risers, and instruments were purchased during the 24-25 school year Met			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data collected, we are making progress towards decreasing student behavior incidents. We	There have been 130 student behavior incidents documented by admin between 8/1/24 and 9/30/24. Three teachers were trained in restorative circles in July 2024. One of	We plan to have teachers participate in a Restorative Circle to try to increase implementation and use in classrooms. Dale	Continue

<p>have decreased behavior incidents by 9%.</p>	<p>those teachers has attempted circles with their students. 33 students have participated in the circles.</p> <p>Fourteen students have been suspended between 8/1/24 and 11/18/2024. Five of those 14 have been suspended more than once.</p> <p>Our COST team has monitored 16 students for behavior. 94% of our COST referrals were for behavior. Eight of the COST students have been suspended. Four of the 8 have been suspended more than once.</p> <p>Four students have received support services from the general education behavior team. Two classrooms have received consults from the general education behavior team.</p> <p>Seven classes have had four sessions with our Artists in Residence. That is 198 students.</p> <p>During the first trimester, 33 junior high students were enrolled in Bridges to Success, 34 in Leadership, 26 in Robotics, 9 in band, 4 in choir and 24 in Health.</p> <p>The highest incident category for student behavior incidents was Unsafe Behavior with 114 incidents. The location with the most incidents were in the classroom, specifically kindergarten classrooms.</p> <p>Valley Community Counselors have supported 26 students on campus during the first trimester. There were 184 VCC visits during trimester 1.</p>	<p>Allendar will be leading the staff in a restorative circle on February 5, 2025.</p> <p>We had implemented Structured Recess for some of our students with challenging behaviors. With the transition of Vice Principals, that has fallen by the wayside and will be revisited by our PBIS Team.</p> <p>The whole staff was offered de-escalation training in December 2024.</p> <p>Ukeleles and xylophones have been ordered for our 4th-8th grade music classes. The music teacher will implement high interest activities with the new instruments.</p> <p>Valley Community Counselors are starting a Social Skills small group and an Emotional Management small group.</p>	
<p>Cycle 2: Based on data collected during Cycle 2, we are not making progress on this goal. Student Behavior</p>	<p>There have been 313 behavior incidents documented by admin between 8/1/2024 and 2/14/2024.</p> <p>Eighteen students were suspended between 8/1/2024 and 2/14/2025. Five</p>	<p>We will discontinue 5 Peaks groups next year. The data does not support improvement in student behavior due to participation and</p>	<p>Refine</p>

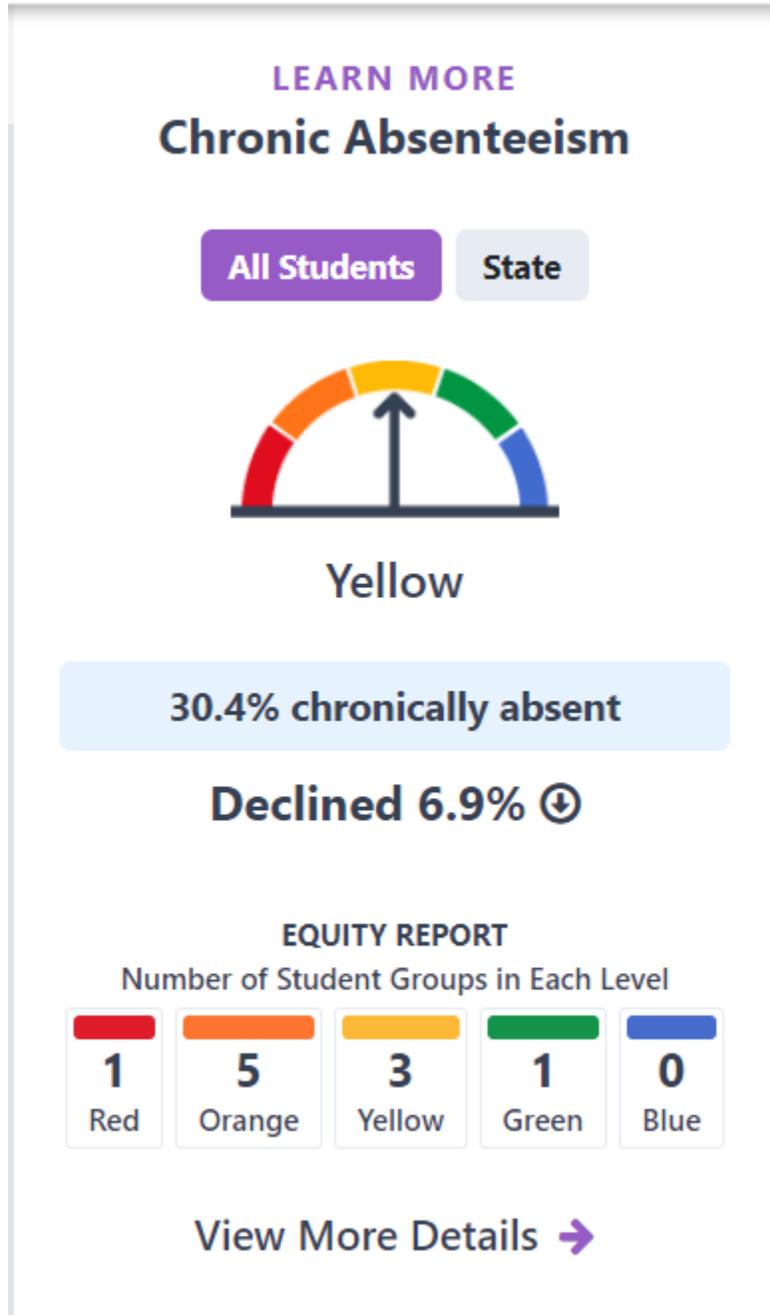
<p>Incidents have increased from last year to this year.</p>	<p>of those students have been suspended more than once.</p> <p>The highest incident category for student behavior incidents remains Unsafe Behavior with 145 incidents. The location with the most incidents were in the classroom, closely followed by the playground.</p> <p>Ten 6th, 7th and 8th grade students participated in Basecamp (Elevate) from September-December 2024. Four students have either transferred out or are not continuing with the program. Six students are going through a second cycle and four new students have joined. Eight 3rd-5th grade students participated in Explorer groups. Two students graduated out. Six will continue the new cycle and two more will start. We saw an increase of student behavior incidents from participating students. In 2023 the participating students had an average of 1.6 incidents per student. In 2024, the participating students had an average of 3 incidents per student. We also saw an increase in suspensions from an average of .07 suspensions per participating students to .64 suspensions per participating student.</p> <p>Dale Allendar met with three junior high teachers to plan for the use of circles in their classrooms. He modeled circles in three junior high classrooms over the course of 3 days. He met with staff on February 5, 2025 for breathing exercises and to introduce circles.</p> <p>Ten classrooms have had four sessions with our Artists in Residence. That's a total of 290 students for cycle 2.</p> <p>Thirteen students have been monitored by COST for Behavior for cycle 2.</p>	<p>Horizons of Hope does similar work with students for free. The second round of Basecamp and Explorer student groups started on February 9, 2025.</p> <p>We held Passport Days to review expectations in different areas around campus in February.</p> <p>De-escalation training is planned for April 16th for paras and SSAs.</p>	
<p>Cycle 3: Based on data collected during Cycle 3, we are not</p>	<p>We had 5 fewer students receive services from the Region Behavior Services Team.</p>	<p>Our PBIS team is expanding our characteristics from</p>	<p>Refine</p>

<p>making progress on this goal.</p>	<p>There was an increase of 9 behavior incidents referred to administration during the same time period during the 2024-2025 school year as the year prior. There was an increase of 106 unsafe behavior incidents and a decrease of 58 inappropriate behavior incidents. Unsafe behavior overtook inappropriate behavior as the highest incident category in the 2024-2025 school year. The classroom was the highest behavior incident category with an increase of 49. Playground incidents decreased by 9.</p> <p>We have 31 suspensions total between 8/1/24 and 3/28/2025. Twenty students have been suspended so far this school year. Eight students have been suspended more than once.</p> <p>Fifteen students in grades 4-8 participated in 5 Peaks groups. There was an average of 1.3 behavior incidents per participant. That's down .3 from the fall. There was an average .27 suspensions per participant which was a decrease of .37 suspensions per participant.</p> <p>Five classrooms have had four sessions with our Artists in Residence for a total of 146 students this cycle. All classrooms have had 4 sessions with our Artists.</p> <p>Nine 6th-8th grade students participated in the spring Basecamp group. Six 4th-6th grade students participated in the Explorer group.</p> <p>Paras and SSAs attended a de-escalation training offered by our special education BCBA in April.</p> <p>There was a 13% increase in staff who knew the PBIS expectations and a 20% increase in students who knew the PBIS expectations.</p>	<p>ROAR to ROAR PROUD to give us more characteristics to teach and reward.</p> <p>We are planning a Cougar Kindness Crew which will consist of admin, students and teachers who will plan and promote positive behavior on campus and then celebrate it. The CKC will also recognize and celebrate different cultures on campus.</p>	
--------------------------------------	---	--	--

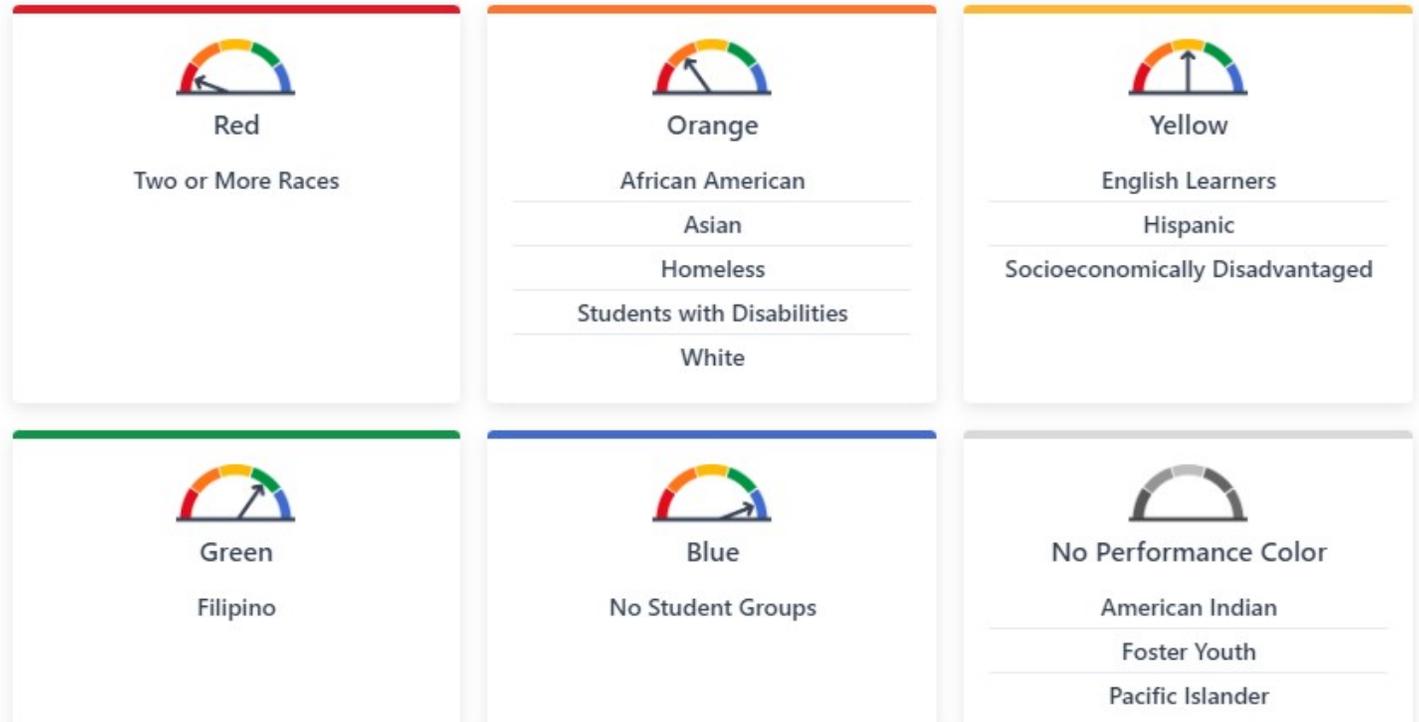
Progress Monitoring 25-26

Progress Monitoring

Data



	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%	Chronic Absenteeism (August 2024-March 2025): 16.1% Not met			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 COST students)	0 students were monitored by COST for attendance. Students were monitored by SART Not met			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	4 classes earned monthly attendance incentives	9 classes earned monthly attendance incentives Met			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	236 families of students with irregular attendance have been contacted by our Outreach Assistant from August 1, 2024 through March 31, 2025 Not met			Time Money People

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	Number of families our Student Attendance Review Team met with	SART meetings were scheduled with 83 families during the 2023-2024 school year 6 families attended their scheduled SART meeting	SART meetings were scheduled with 52 families during the 2024-2025 school year 11 families attended their scheduled SART meeting Making progress			Time Money People
TSSP documentation for homeless students to ensure they have what they need to access their education	Student visits documenting contact made by TSSP liaison	TSSP contacted families of our homeless students 114 times during the 2023-2024 school year	TSSP contacted families of our homeless students 44 times during the 2024-2025 school year Not Met			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: This cycle we focused on whole class and individual student incentives for attendance. We also monitored our chronic absentee rate and reached out to families who are chronically absent.	The chronic absentee rate for August and September 2024 was 18.6%. The chronic absentee rate for the same time last year was 13.6%. The chronic rate is above the baseline of 16%. Two students were monitored by COST for attendance (12% of COST students). One student improved attendance by 17% and the other by 9%.	Schedule SART meetings for December 2024 to provide support to families who are chronically absent.	Continue

	<p>Our Outreach Assistant has contacted 126 families during the first trimester.</p> <p>Our chronic absentee rate for 2023 decreased by 9.1% and moved from orange to green as reported on the California Schools Dashboard.</p> <p>Four classes have received perfect attendance incentives for the first trimester. One of those classes has received an incentive twice.</p> <p>29.3% of students had perfect attendance in August, 28.6% in September, and 24.3% in October. 6.6% of students had perfect attendance the whole trimester. Students who earn monthly perfect attendance get a brag tag and certificate. They were also entered into a drawing for a Nintendo Switch. 576 (77%) students were eligible for the trimester drawing.</p>		
<p>Cycle 2: Our chronic absentee rate is currently higher than our goal. We were making progress, but January attendance was low.</p>	<p>The chronic absentee rate for August 2024 through February 2025 was 22.6%. The chronic rate is above the baseline of 16%.</p> <p>Trimester 2 SART meetings are scheduled for March 2025.</p> <p>Six classes have received perfect attendance incentives so far this school year. One class has received an incentive twice.</p> <p>26% of students had perfect attendance in December. 27% of students had perfect attendance in January.</p>	<p>Teachers suggested we do the perfect attendance drawing for the trimester at Opening to get students excited and let them see the prizes.</p> <p>Average Daily Attendance counts have been added to our Monday Message, highlighting the grade level with the highest ADA.</p>	<p>Continue</p>
<p>Cycle 3: Based on data collected during cycle 3, we are not making the progress on our goal that we would like to.</p>	<p>The chronic absentee rate for August 2024-March 2025 was 15.86%. We are just under our baseline of 16% and above our goal of 14%.</p> <p>Students with chronic absenteeism were not monitored by COST this year. They were part of our Student Attendance Review Team instead.</p>	<p>We are going to celebrate perfect attendance for students and staff at monthly Openings and offer more incentives for students including gift cards to preferred places.</p>	<p>Continue</p>

	<p>Nine classes earned perfect attendance incentives during the 24-25 school year. That's an increase of 17%.</p> <p>SART meetings were scheduled with 52 families this year. Only 11 of those families attended their SART meeting. That's a 21% attendance rate.</p>	<p>Our Outreach Assistant will work with SART families on addressing barriers to regular school attendance.</p>	
--	--	---	--

Progress Monitoring 25-26

Progress Monitoring

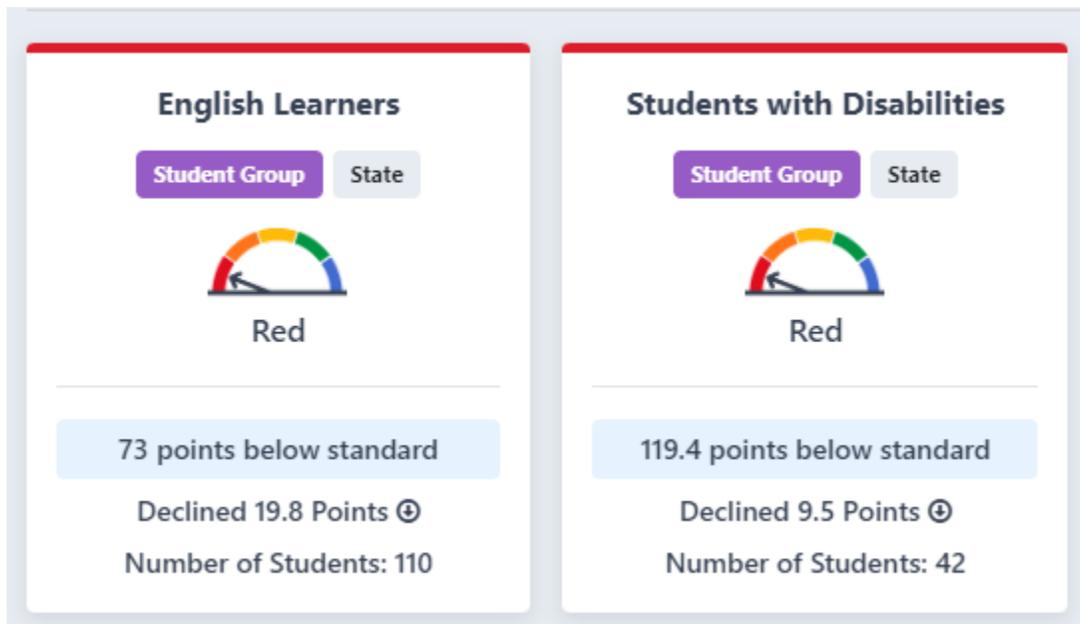


District Goal

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

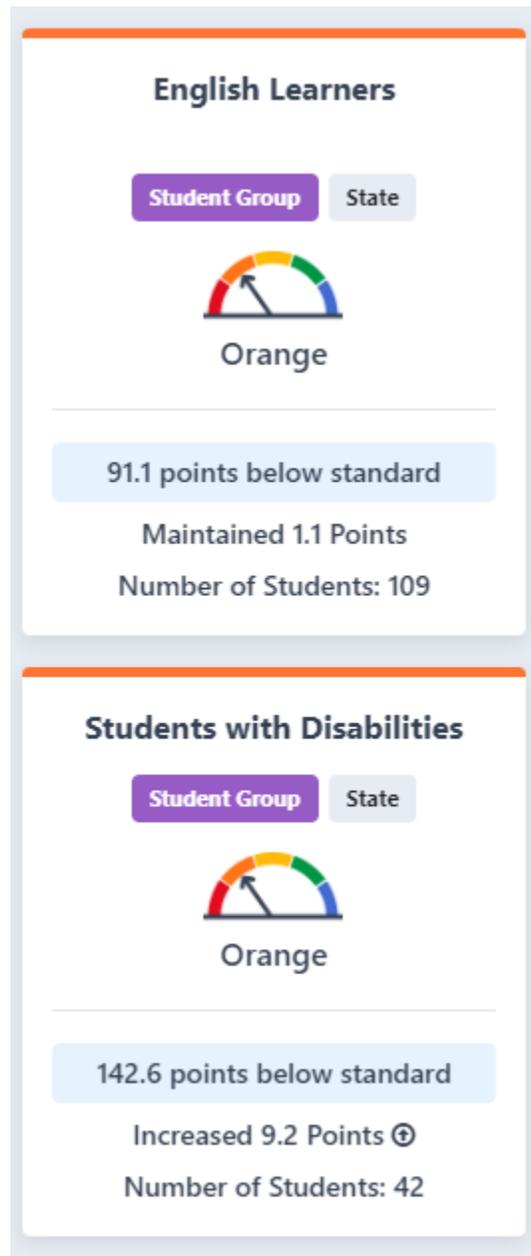
Term: Winter 2023-2024
 District: Manteca Unified School District

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 red 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	144	148	143	18.7%	20.9%	20.0%
Fluent English Proficient (FEP)	52	60	72	6.7%	7.5%	10.1%
Reclassified Fluent English Proficient (RFEP)				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.



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	76% of classrooms had evidence of integrated ELD strategies as measured by learning walks Beginning-18% Approaching-62% Proficient-21% Making progress			Time Money People
Student support in classrooms by bilingual paraprofessionals			1 full time and 1 part time bilingual aid provided direct student support in classrooms Making progress			Time Money People
English learners scoring in the 1st to 20th percentile on the NWEA MAP Reading will have	Pre/post assessment	Tutoring for ELs not currently offered	Tutoring not offered during the 24-25 school year			Time Money People

the opportunity to attend afterschool tutoring						
The Instructional Leadership Team will set goals, participate in learning walks, gather data, plan for professional development, and monitor progress of our English Learners and ELD instruction.	Learning Walk Data	33% of classrooms were engaging in ELD strategies during an ILT Learning Walk	65% of classrooms were engaging in ELD strategies during an ILT Learning Walk Making progress			Time Money People
5th-8th grade BeGLAD training	Learning Walk Data	Training takes place fall 2025				
Implementation of ELPAC Interim Assessments	Student ELPAC data	0 classrooms used the Interim ELPAC assessments during the 24-25 school year				

Progress Monitoring 24-25

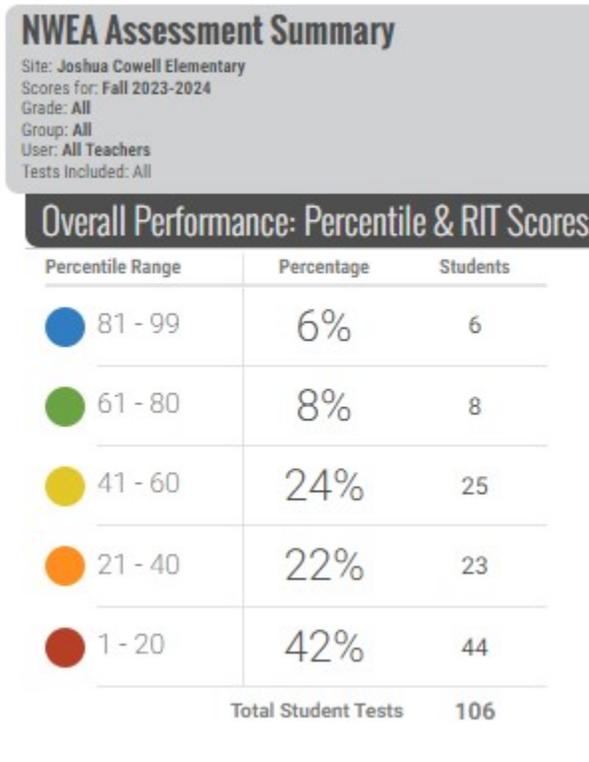
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: Based on data collected during cycle 1, we are making progress toward the goal. We had an increase of 35.6% of classrooms with evidence of integrated or designated ELD strategies.</p>	<p>5.6% of classrooms had strong evidence of Designated ELD during Learning Walks. For integrated ELD, 5.6% of classrooms had strong evidence, 61.6% of classrooms had some evidence, and 33.3% of classrooms had no evidence.</p> <p>We were without our 5.75 bilingual paraprofessional from August 1 to November 18, 2024. We were supporting classrooms with a 2.5 hour bilingual paraprofessional until that time. We now have both.</p> <p>The work we started last year with our English Language Development TOSAs has been paused since we were not a Tier 2 or 3 school for support.</p> <p>68.8% of our English Learners met their growth on the Fall 2024 Reading MAP.</p>	<p>ILT is collaborating on creating rubrics for Designated and Integrated ELD to be used during Learning Walks to more effectively measure implementation. We need to continue the professional development we started with ELD TOSAs on our own.</p>	Continue

	<p>54.% of ELs met their growth on the Fall 2024 Math MAP.</p> <p>Our English Learners increased progress as reported on the California Schools Dashboard by 2.2% and moved from red to yellow.</p>		
<p>Cycle 2: Based on evidence collected during cycle 2, we are making progress with English Learners in Math, but not ELA. We are stagnate with ELA.</p>	<p>Our 2.5 hour bilingual aid took a position at another site effective January 8, 2025 so we only have our 5.75 hour bilingual aid supporting classrooms. We hired February 14, 2025 and are waiting for her to clear to begin the 2.5 hour position.</p> <p>Seven teachers participated in a site-based afterschool professional development for Designated and Intergrated ELD with work focusing on vignettes and snapshots from the CA Framework.</p> <p>21% of our English Learners met their growth on the Winter 2025 Reading MAP. 29% of ELs met their growth on the Winter 2025 Math MAP. The achievement of our English Learners decreased 2% from Fall to Winter on the Reading MAP. Our Kindergarten English Learners had high achievement and high growth from Fall to Winter on the Reading MAP.</p> <p>16% of our classrooms had strong evidence of integrated ELD, 44% had some evidence of integrated ELD and 11% of classrooms had no evidence of integrated ELD as measured on Learning Walks conducted by administration and our ILT.</p>	<p>ILT is continuing to work on rubrics for Designated and Integrated ELD. We are offering more site-based professional development focused on integrated and designated ELD.</p>	<p>Continue</p>
<p>Cycle 3: Based on evidence collected during cycle 3, we continue to make progress with our ELs in math, but not in ELA.</p>	<p>58% of our English Learners scored in the red on the Spring 2025 MAP Reading. That's an increase of 6% from Spring of 2024.</p> <p>15% of our English Learners met their growth goal on the Spring 2025 Spring MAP. 30% of our English Learners met their growth goal on the Spring 2025</p>	<p>In 25-26, our 4th-8th grades will focus on EL strategies for both integrated and designated support. We will receive training in August on ELPAC interim assessments from a District EL TOSA. Our</p>	<p>Add new action item</p>

	<p>Math MAP. The math is up by 1%. The reading is down by 6%.</p> <p>Our 3rd grade ELs had the highest growth and 4th grade ELs had the highest achievement on the Spring 2025 MAP Math. Our 6th grade ELs had the lowest growth and achievement on the Spring 2025 MAP Math. Our 7th grade ELs had the highest growth and achievement on the Spring 2025 MAP Reading. Our kindergarten ELs had the lowest.</p> <p>There was a 50% increase of classrooms with evidence of integrated ELD strategies.</p>	<p>5th-8th grade teachers will also be involved in BeGLAD training and coaching.</p>	
--	---	--	--

Progress Monitoring 25-26

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	4%	5
61 - 80	9%	10
41 - 60	16%	18
21 - 40	29%	34
1 - 20	42%	49
Total Student Tests		116

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	Special Education Learning Walk Data	Classrooms with evidence of utilization of base curriculum and/or supplemental	Base curriculum usage: 100% of classrooms had two pieces of base			Time Money People

development, and monitor progress of our students with disabilities.		programs to support SWDs in essential standards No evidence: 2 (17%) One piece of evidence: 0 Two or more pieces of evidence: 10 (83%)	curriculum being utilized Supplemental curriculum usage: 100% of classrooms had two pieces of supplemental curriculum being utilized Grade level standards: 100% of classrooms had two or more pieces of evidence Student engagement: 100% of classes had two or more pieces of evidence Met			
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	Evidence based practices (Autism program) 100% of classes had two or more pieces of evidence Met			Time Money People
Special education teachers will participate in collaborative teams meetings with general education grade alike teachers	Collaborative Teams notes that include discussion of supports for students with disabilities	0	0 collaborative team notes included discussions of supports for students with disabilities Didn't meet			
Inclusion for our K-3 students with disabilities	SWD MAP Data					

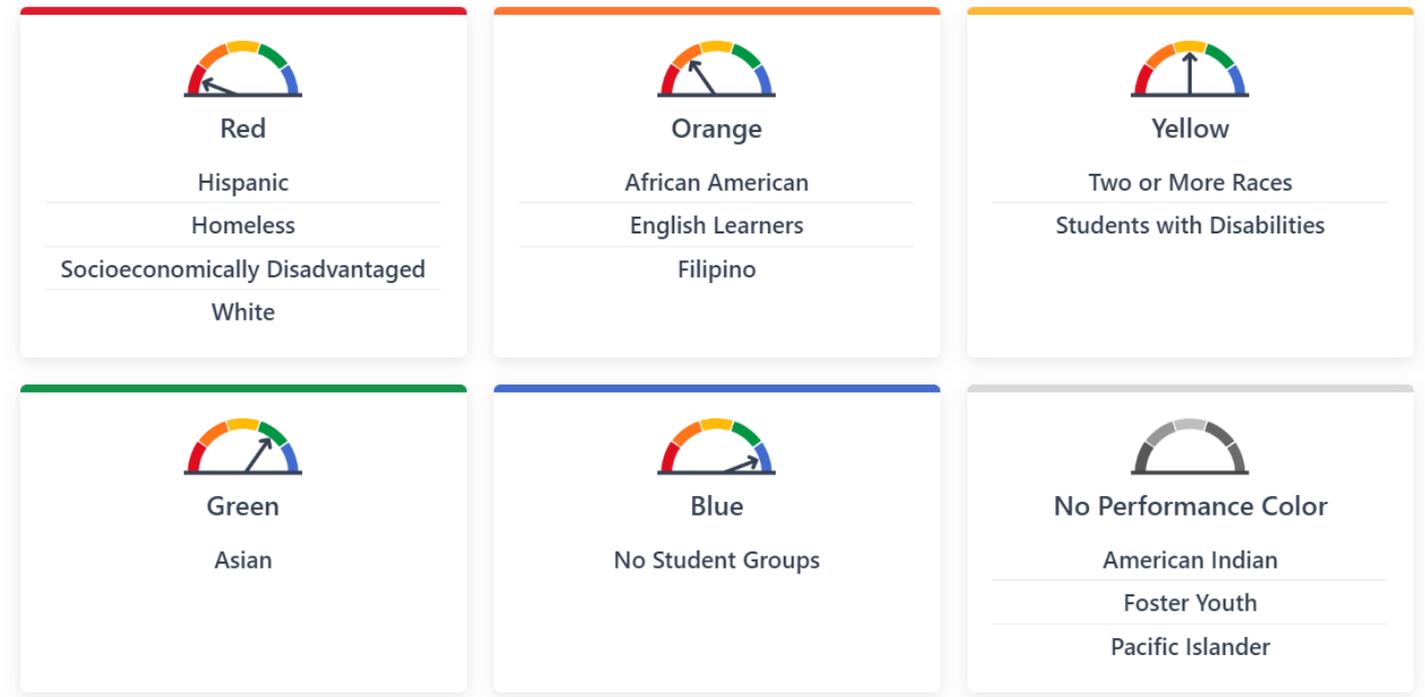
Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: We decreased the number of students with disabilities scoring in the lowest percentile on the MAP Reading by 10% from Spring 2024 to Fall 2024. We decreased the number of students with disabilities scoring in the lowest percentile on the MAP Math by 9% from Spring 2024 to Fall 2024.</p>	<p>32.2% of students with disabilities met their growth on the Fall Math MAP. 54.8% of our students with disabilities met their growth on the Fall MAP Reading.</p> <p>SpEd Learning Walk Data</p> <p>Base curriculum usage was: 100% had evidence of two pieces of base curriculum being utilized Supplemental curriculum usage was: 100% had evidence of two pieces of supplemental curriculum being utilized Grade level standards evidence was: 100% of classes had two or more pieces of evidence Paraprofessional usage evidence was: 100% of classes had two or more pieces of evidence Student engagement evidence was: 100% of classes had two or more pieces of evidence Evidence based practices (Autism Program) evidence was: 100% of classes had two or more pieces of evidence</p>	<p>Work with collaborative teams to increase discussions about supports for students with disabilities in mainstreaming classrooms.</p>	<p>Continue</p>
<p>Cycle 2: Based on data collected during cycle 2, we are making small progress towards our goal. We are 4% away from reaching our Spring goal in Reading and 2% away from reaching our Spring goal in Math.</p>	<p>21% of students with disabilities met their growth on the Winter Math MAP. 12% of our students with disabilities met their growth on the Winter Reading MAP. The achievement of our SWDs decreased 2% from Fall to Winter on the Reading MAP. 51% of our SWDs scored in the lowest percentile on the Winter Map. We decreased 1% from our baseline. 45% of our SWDs scored in the lowest percentile on the Winter MAP in Math. We decreased 7% from our baseline.</p> <p>SpEd Learning Walk Data</p>	<p>We will plan Learning Walks during mainstreaming times to ensure students with disabilities are being supported in our general education classrooms with best practices.</p>	<p>Continue</p>

	38% of special day classes had strong evidence of base curriculum usage, 38% had some evidence and 4% had no evidence of base curriculum. 36% had strong evidence of essential standards, 64% had some evidence of essential standards.		
Cycle 3: Based on data collected during cycle 3, we are making progress towards our goal. We are making better progress in Math than reading.	There was a 17% increase in classrooms using base curriculum and essential standards usage. 54% of our students with disabilities scored in the red on the Spring 2025 MAP Reading. This is up 2% from Spring 2024. 46% of our students with disabilities scored in the red on the Spring 2025 MAP Math. This is a decrease of 6% from Spring of 2024 and one percent under our year 1 outcome goal.	For the 25-26 school year we are piloting Inclusion for our K-3 students with disabilities. We will have two inclusion teachers who were formerly special day class teachers.	Add new action item

Progress Monitoring 25-26

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 <input type="button" value="v"/>		
Grade <input type="button" value="v"/>	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	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	13

Count of Student	Gender <input type="button" value="v"/>		
Grade <input type="button" value="v"/>	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 monitored by COST that have been suspended: 2 out of 8 (25%)	Number of homeless students monitored by COST: 2 out of 65 (3%) Number of homeless students monitored by COST that have been suspended: 1 out of 2 (50%) Not met			Time Money People
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	0 of 65 homeless students received services from the Behavior Team Not met			Time Money People
TSSP support to ensure students have access to transportation to and from school, materials and supplies						Time Money People

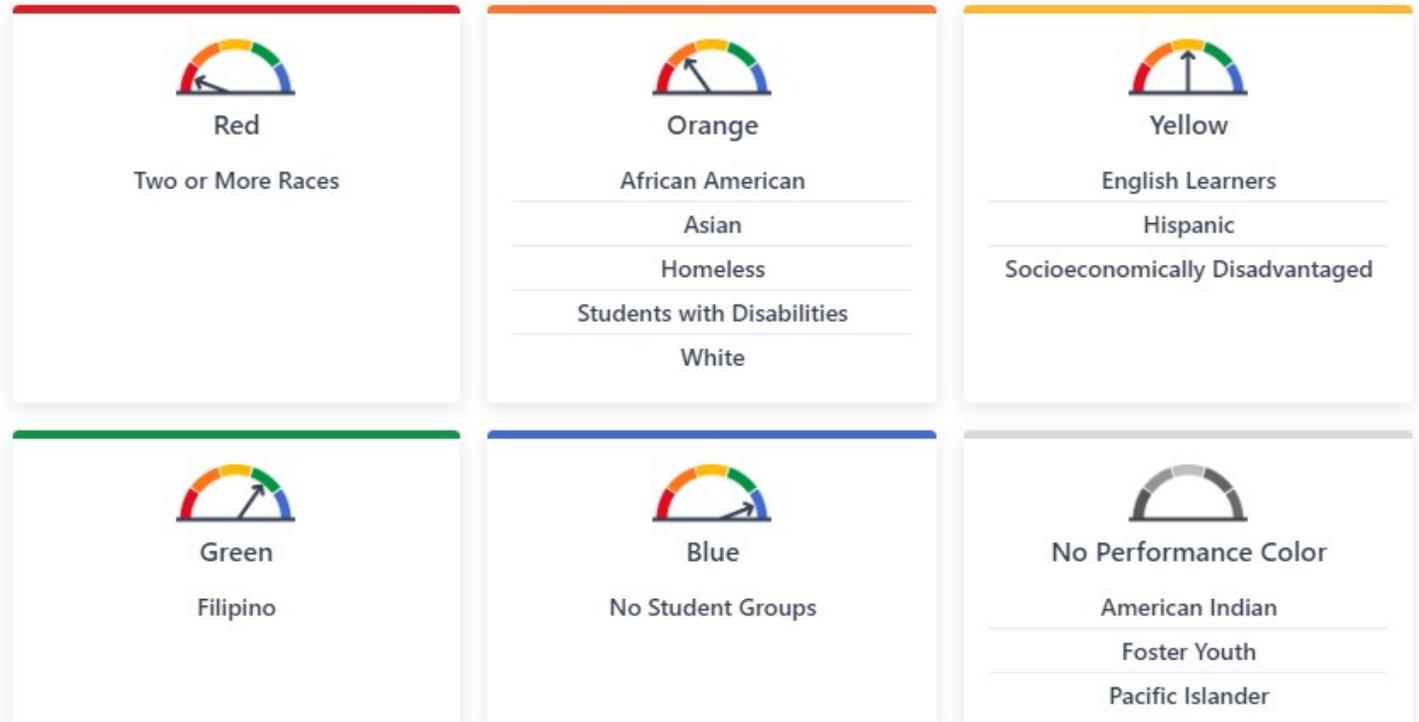
Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
--	-----------------------	--	------------

<p>Cycle 1: We are making progress towards this goal. The suspension rate of transitional students from August through November is 3.8% lower than last year.</p>	<p>4.8% of our homeless students are currently being monitored through COST. 4.8% of our homeless students have been suspended at least once during the 24-25 school year. One of our homeless students is receiving behavior services through his IEP. One homeless student is receiving support from our general education behavior team. 63 students are currently enrolled in TSSP. Our students who identify as homeless moved from the red to the yellow band from 2023 to 2024 as reported on the California Schools Dashboard.</p>		Continue
<p>Cycle 2: Progress on this goal has decreased. We are currently 1% above our goal for the year.</p>	<p>8.5% of our student population are identified as homeless. Of those 6% have been suspended this year. 1.5% of homeless students suspended have been two more times. We are currently 2.5% above our baseline.</p> <p>One homeless student who has been suspended is attending 5 Peaks.</p>	<p>We did a second round of PBIS passport days in February 2025. We are encouraging teachers to hand out more ROAR Bucks for desired behaviors.</p>	Continue
<p>Cycle 3: We are making small progress towards this goal. We have decreased the suspension of homeless students by 1%.</p>	<p>Three homeless students have been suspended from August 1, 2024 to March 31, 2025. That's 4.5% of our homeless student subgroup. We have reduced our suspensions of homeless students by 1%</p>	<p>We have plans to involve our TSSP Liason with our families of homeless students who display behavior. We are also revamping our PBIS characteristics.</p>	Continue

Progress Monitoring 25-26

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

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: The chronic absentee rate of our students who identify as two or more races is 8.6% above the baseline from Spring 2024. We are not making progress toward this goal.</p>	<p>None of our students who identify as two or more races are being monitored by COST. Our Outreach Liaison has contacted 25 of our students who identify as two or more races (43%). No SARTs have been held this year. The chronic absentee rate for students who identify as two or more races is 27.6%. The schoolwide chronic absentee rate for August-November is 18.8%.</p> <p>We transitioned our TSSP contact during the first trimester.</p>	<p>We are holding SART meetings in December. Have our TSSP reach out to our chronically absent students to see what support they may need.</p>	<p>Continue</p>

<p>Cycle 2: Based on data collected during cycle 2, we are making progress on this goal. We are 3% below our baseline and two percent away from reaching our goal.</p>	<p>The chronic absentee rate for students who identify as two or more races is 16% from August through mid-February. That's a decrease of 11.6% from August through November.</p> <p>SART meetings were held for two students who identify as two or more races in December to address barriers and provide support for regular student attendance.</p> <p>Our Outreach Liaison has contacted families of students who identify as two or more races 42 times since August 2024 regarding attendance.</p>	<p>This is no longer an ATSI group.</p>	<p>End</p>
---	---	---	------------

Progress Monitoring 25-26

Budget Summary

040 - Joshua Cowell Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs
High	Planning-standards Student Needs 1 and 2. Utilized Staff-Time sheeting for iLT team members for bi-monthly meetings		\$ 5,000.00	3010 - ESSA-TiE 1 Bas Gnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8		1.8	Standards N1 G1, N1 G2, N3 G1
High	Foundations- Just Words Tier 2-Standards Student Need 1	Wilson Language Training Corp	\$ 3,500.00	3010 - ESSA-TiE 1 Bas Gnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base		1.1	Standards N1 G1 and 2
High	Geodes-Standards Student Need 1 Replacement materials		\$ 12,000.00	3010 - ESSA-TiE 1 Bas Gnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base		1.1	Standards N1 G1
High	Foundations-Standards Student Need 1 material refresh	Wilson Language Training	\$ 20,000.00	3010 - ESSA-TiE 1 Bas Gnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base		1.1	Standards N1 G1 and 2
High	Outreach Liaison-continued funding		\$ 16,088.00	3010 - ESSA-TiE 1 Bas Gnts Low Inc	3900 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3		2.3	Safety/Emerging Students N3 G1, N3 G1
High	Grade level release time and peer observation-Standards Student Needs 1 and 2. Safety Student Need 2		\$ 4,713.00	3010 - ESSA-TiE 1 Bas Gnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8		1.8	Standards N1 G1 and 2, N2 G1, N2 G1
High	Professional Development and/or coaching-Standards Student Needs 1 and 2		\$ 3,250.00	3010 - ESSA-TiE 1 Bas Gnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8		1.8	Standards N1 G1, N2 G1
High	Math PD - Professional Development and/or coaching-Standards Student Needs 1 and 2		\$ 2,250.00	3010 - ESSA-TiE 1 Bas Gnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup		1.2	GLS - Math SN 2
High	Substitutes for teachers to attend professional development-Standards Student Needs 1 and 2		\$ 2,500.00	3010 - ESSA-TiE 1 Bas Gnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8		1.8	Standards N1 G1, N1 G2, N3 G1
Total			\$ 69,301.00							

040 - Joshua Cowell Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
High	TSSP Documentation-Safety Student Need 1		\$ 1,500.00	0709 - Prev EIAALCAP	2700 - School Administration	2407 - Clerical and Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4		3.4	Safety N3 G1	
High	CSTEM Robotics Professional Development-Safety Student Need 2 Junior High Elective		\$ 700.00	0709 - Prev EIAALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2004 - 2.4 Goal 2, A&S 4		2.4	Standards N2 G1	
High	PBS Training Safety Student Need 2 Substitutes for teachers to attend PBS training		\$ 3,500.00	0709 - Prev EIAALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2		2.2	Safety N2 G1	
High	Translation Support-Emerging Students Student Need 1 Translating for IEPs		\$ 500.00	0709 - Prev EIAALCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1		3.1	Emerging Students N2 G1	
High	Translation Support-Emerging Students Student Need 1 Translating for IEPs		\$ 500.00	0709 - Prev EIAALCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	2001 - 3.1 Goal 3, A&S 1		3.1	Emerging Students N2 G1	
High	TSSP Documentation-Safety Student Need 1		\$ 1,500.00	0709 - Prev EIAALCAP	2700 - School Administration	2407 - Clerical and Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4		3.4	Safety N3 G1	
High	CSTEM Robotics-Workshop Registration for one teacher-Safety Student Need 2 Junior High Elective		\$ 500.00	0709 - Prev EIAALCAP	1000 - Instruction	5222 - Workshops/Trainings	2004 - 2.4 Goal 2, A&S 4		2.4	Standards N2 G1	
High	CSTEM Incentive-Safety Student Need 2 Junior High Elective incentives for student attendance-safety Student Need 1		\$ 1,200.00	0709 - Prev EIAALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4		2.4	Standards N2 G1	
High	Monthly attendance raffles	TBD	\$ 2,500.00	0709 - Prev EIAALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4		2.4	Safety N3 G1	
High	Incentives for student behavior-safety Student Need 2 ROAR Store supplies	TBD	\$ 3,000.00	0709 - Prev EIAALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4		2.4	Safety N2 G1	
High	PBS Posters/Materials, including ROAR books, reprinting all campus posters as we add more targets for ROAR PROUD Safety Student Need 2	Shoob Photography	\$ 6,000.00	0709 - Prev EIAALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2		2.2	Safety GLS - System-Wide N2 G1	
High	CSTEM Robotics-Classroom Option 1-Standards Student Need 2. Safety Student Need 1 Junior High Elective	TBD	\$ 4,085.00	0709 - Prev EIAALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4		2.4	Work SN 1	SG 2
High	Rebelliously Curriculum-Safety Student Need 1, Standards Student Need 2 Junior High Elective	Barbco Inc	\$ 1,500.00	0709 - Prev EIAALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4		2.4	Work SN 1	SG 2
High	Student Awards School Life	School Life	\$ 3,500.00	0709 - Prev EIAALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4		2.4	Safety N2 G1	
High	Enrichment Junior High Electives	TBD	\$ 1,000.00	0709 - Prev EIAALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4		2.4	Standards N1 G1, N1 G2, N3 G1	

High	Science Camp Allocation-Emerging Students Student Need 3	TBD	\$ 10,500.00	0709 - Prev EIA/CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards, Safety, Standards, Safety, Emerging Students	N1 G2, N2 G1	
High	ILT planning and goal setting for the 2025-2026 school year-Standards Student Needs 1 and 2 Certificated Staff-Time sheeting for ILT team members for July 2025		\$ 2,000.00	0709 - Prev EIA/CAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	Emerging Students	N1 G1, N1 G2, N3 G1	
High	Professional development for teachers related to supporting ELI-Emerging Students Student Need 2 extra time afterschool to attend pd		\$ 3,000.00	0709 - Prev EIA/CAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	N1 G1	
High	Professional development for teachers related to supporting ELI-Emerging Students Student Need 2 Substitutes for teachers to attend training or peer observation		\$ 1,500.00	0709 - Prev EIA/CAP	1000 - Instruction	1105 - Teachers' Salaries Subs	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
High	Professional Development for Admin-Standards Student Needs 1 and 2, Safety Student Needs 1 and 2, Emerging Students Student Needs 1, 2, 3, 4		\$ 5,000.00	0709 - Prev EIA/CAP	1000 - Instruction	5222 - Workshops/Trainings	1008 - 1.8 Goal 1, A&S 8	1.8	Standards/Safety/Emerging Students	N1 G1, N1 G2, N2 G1, N3 G1, N3 G1	
High	Conferences/workshop registration for teachers-Standards Student Needs 1 and 2, Safety Student Needs 1 and 2, Emerging Students Student Needs 2 and 3		\$ 4,000.00	0709 - Prev EIA/CAP	1000 - Instruction	5222 - Workshops/Trainings	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Safety, Emerging Students	N1 G1, N1 G2, N3 G1	
High	Project Wisdom License-Safety Student Need 2 Year license for daily broadcast messages and restorative practices activities Safety, behavior and SEL presentations and assemblies for students-Safety Student Need 2	Project Wisdom	\$ 750.00	0709 - Prev EIA/CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	N2 G1	
High	Supplemental Excursion Costs -Standards Student Needs 1 and 2, Emerging Students Student Need 3 \$2000 per grade level UTK-8th	SEL Launchpad	\$ 2,500.00	0709 - Prev EIA/CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	N2 G1	
High	Supplemental Excursion Bussing-Standards Student Needs 1 and 2, Emerging Students Student Need 3 \$2000 per grade level UTK-8th	TBD	\$ 10,000.00	0709 - Prev EIA/CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	N1 G1, N1 G2, N3 G1	
High	Technology for Teachers Replacement chargers, classroom displays	TBD	\$ 6,000.00	0709 - Prev EIA/CAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	N1 G1, N1 G2, N3 G1	
High	TK Summer Bridge-Teacher salary	TBD	\$ 2,000.00	0709 - Prev EIA/CAP	1000 - Instruction	4400 - Non-Capitalized Equipment	1007 - 1.7 Goal 1, A&S 7	1.7	Standards	N2 G1	
High	TK Summer Bridge-materials and supplies		\$ 500.00	0709 - Prev EIA/CAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1006 - 1.6 Goal 1, A&S 6	1.6	Safety	SN 1	SG 1
High	Food for parent meetings (ELAC, SSC, Parenting Partners)	Food 4 Less	\$ 500.00	0709 - Prev EIA/CAP	2700 - School Administration	4310 - Materials & Supplies	1006 - 1.6 Goal 1, A&S 6	1.6	Safety	SN 1	SG 1
High	Student headphones for our SED student population		\$ 1,800.00	0709 - Prev EIA/CAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 1
High	Math Coaching - improving instructional strategies	PERC	\$ 15,000.00	0709 - Prev EIA/CAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	Work	SN 1	
High	Subs for Math coaching		\$ 3,200.00	0709 - Prev EIA/CAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math		
			\$ 109,735.00				1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	

040 - Joshua Cowell Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP/AS	Target	Student Needs	Smart Goal
High	Environment Night-Safety Student Need 1 for presentations and materials		\$ 2,500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.3	Safety	N 1 G1	
High	Enrichment Nights-certificated staff time sheeting for planning		\$ 1,500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7418 - ELOP-Enrichment	2.3	Safety	SN 1	SG 1
High	Field Trip: Science Camp		\$ 25,200.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 2	SG 1
High	Artists in residence	San Joaquin County	\$ 6,500.00	0779 - Arts & Music Prep	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 2	SG 1
High	Supplies for Music		\$ 2,500.00	0779 - Arts & Music Prep	1000 - Instruction	4310 - Materials & Supplies	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 2	SG 1
Total			\$ 31,200.00								

040 - Joshua Cowell Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP/AS	Target	Student Needs
High	Afterschool Tutoring/Interventions provided by teachers-Standards Student Needs 1 and 2 ELA		\$ 1,500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards	N1 G1, N2 G1, N3 G1
High	Afterschool Tutoring/Interventions provided by teachers-Standards Student Needs 1 and 2 Math		\$ 1,500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Standards	N1 G1, N2 G1, N3 G1
Total			\$ 3,000.00							

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

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

October 2, 2024-Review of Safety Plan, Introduction to the Strategic Plan

November 26, 2024-Strategic Plan Progress Monitoring Standards and Safety

January 14, 2025-Strategic Plan Progress Monitoring Safety and Needs Planning for 25-26

February 25, 2025-Strategic Plan Progress Monitoring Standards and Safety, Review of Needs Planning for 25-26 from
ILT

May 13, 2025-Strategic Plan Progress Monitoring Standards, Safety and Emerging Students, Approval of the Strategic
Plan

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

August 13, 2024: Strategic Plan Progress Monitoring Standards with Spring MAP and CAASPP data

September 17, 2024: Strategic Plan Progress Monitoring Standards and Emerging Students with Fall MAP data

October 15, 2024: Strategic Plan Progress Monitoring Safety

December 10, 2024: CA Schools Dashboard Data Review

January 21, 2025: Needs Planning for 25-26

February 18, 2025: Strategic Plan Progress Monitoring Standards and Emerging Students with Winter MAP data and
Needs Planning for 25-26

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

September 26, 2024: Strategic Plan Progress Monitoring Safety

October 17, 2024: Safety Plan review

November 21, 2024: Strategic Plan Progress Monitoring Safety

January 23, 2025: Strategic Plan Progress Monitoring Safety and Needs Planning for 25-26

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

August 22, 2024: Strategic Plan introduction of goals and review of data, explanation of ELD, reclassification requirements

November 1, 2024: Strategic Plan review with Fall MAP data

February 21, 2025: Strategic Plan review with Winter MAP data

April 9, 2025: Reclassification Criteria, Participation Survey

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

Groups

Certificated and classified staff

Instructional Leadership Team

Safety Team

School Site Council

English Language Advisory Committee

Outcome

2024: 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.

2025: While reviewing Winter MAP data, the School Site Council inquired about what would be done to address our older students who are not making progress since we are adding an intervention teacher to focus on K-2. A SSC member asked how we are communicating with parents about what they can do to support their child's education at home. During Needs Planning, the SSC was curious about what the teachers asked for. It was also brought up that it is difficult for parents to attend events when we split them by grade level and they have students in multiple grade levels. They also asked how Accountability Projects were going. During the Needs Planning with the Safety Team they mentioned the need for door locks so they can be locked from the inside and a campus safety monitor to walk about the classroom

during class time. They expressed concern over how exposed our playgrounds are and how Maintenance/grounds does not always lock up after themselves. They questioned alarming buildings at night. Our Instructional Leadership Team was in favor of requesting an intervention teacher for K-2. They also narrowed our focus for the 25-26 school year to Foundations for K-3 and ELD for 4-8. They celebrated the progress we made in math and noted it was obvious that was the focus for the 24-25 school year. Parent groups asked about tutoring opportunities. ELAC members provided input regarding their participation in meetings. They also asked how we are supporting English Learners in the classroom on a daily basis. Parents requested help reviewing the ELPAC score report.

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
Jacqueline Hernandez	Classroom Teacher
Sandra Brasil	Classroom Teacher
Rochelle Strickland	Classroom Teacher
Kristi Espino	Other School Staff
Christopher Pastore	Parent or Community Member
Erlyne Macomber	Parent or Community Member
Annamaria Sanfilippo	Parent or Community Member
Ashley Wright	Parent or Community Member
Tanish Fairley	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 5/13/2025.

Attested:



Principal, Stacy Valencia on 5/13/2025



SSC Chairperson, Kristi Espino on 05/13/2025