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.

Golden West Elementary
39685936042329

Manteca Unified School District
39685930000000

School Site Vision

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

School Site Mission

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

Purpose and Description

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

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

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

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

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

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

School Site Description

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

We serve grade levels Transitional kindergarten through eighth grade.

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

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

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

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

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

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

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

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

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

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

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

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.
Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels.
The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

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

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

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

Standards, Assessment, and Accountability

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

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

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

The site instructional leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies, and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12.   The adopted science materials are Amplify for grades K-8 and Stemscopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons

within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

state student content standards) which then leads students to higher levels of achievement.

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.
Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
538	**69.9**	**30.9**	**0.9**
Total Number of Students enrolled in Golden West Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
552	**78.4%**	**29.9%**	**0.2%**
Total Number of Students enrolled in Golden West Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	166	30.9
Foster Youth	5	0.9
Homeless	18	3.3
Socioeconomically Disadvantaged	376	69.9
Students with Disabilities	97	18

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	165	29.9%
Foster Youth	1	0.2%
Homeless	20	3.6%
Socioeconomically Disadvantaged	433	78.4%
Students with Disabilities	106	19.2%

2022-23 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2
American Indian	2	0.4
Asian	20	3.7
Filipino	12	2.2
Hispanic	377	70.1
Two or More Races	17	3.2
Pacific Islander	1	0.2
White	98	18.2

2023-24 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2%
American Indian	3	0.5%
Asian	27	4.9%
Filipino	13	2.4%
Hispanic	382	69.2%
Two or More Races	17	3.1%
Pacific Islander	4	0.7%
White	95	17.2%

Conclusions based on this data:

1. 76.1% of our population is Socioeconomically Disadvantaged.

2. 32% of our population are English Learners.

3. 70.6% of our population is Hispanic.

Grade Level Standards

District Goal

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

Site Tier 1 Goal

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

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly 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	2376.	2353.	2327.	11.63	6.45	4.23	18.60	12.90	14.08	25.58	24.19	14.08	44.19	56.45	67.61
Grade 4	2416.	2381.	2394.	9.46	3.45	6.56	13.51	13.79	16.39	27.03	17.24	18.03	50.00	65.52	59.02
Grade 5	2463.	2421.	2454.	10.62	2.22	12.28	15.93	17.78	22.81	36.28	22.22	15.79	37.17	57.78	49.12
Grade 6	2481.	2471.	2439.	11.83	4.55	6.67	20.43	19.70	11.11	27.96	28.79	15.56	39.78	46.97	66.67
Grade 7	2513.	2472.	2481.	11.11	5.77	1.43	26.67	15.38	18.57	26.67	32.69	35.71	35.56	46.15	44.29
Grade 8	2546.	2528.	2500.	8.41	3.33	6.56	30.84	35.00	24.59	33.64	28.33	26.23	27.10	33.33	42.62
Grade 11															
All Grades	N/A	N/A	N/A	10.48	4.37	6.03	21.31	19.24	18.08	30.02	25.66	21.37	38.19	50.73	54.52

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	2372.	2381.	2356.	5.81	10.61	2.82	10.47	13.64	15.49	34.88	19.70	23.94	48.84	56.06	57.75
Grade 4	2405.	2394.	2396.	1.33	1.72	5.00	14.67	17.24	11.67	30.67	25.86	25.00	53.33	55.17	58.33
Grade 5	2434.	2417.	2424.	3.57	0.00	3.51	9.82	8.89	10.53	24.11	22.22	21.05	62.50	68.89	64.91
Grade 6	2441.	2459.	2428.	2.17	3.03	4.44	11.96	7.58	8.89	25.00	40.91	24.44	60.87	48.48	62.22
Grade 7	2459.	2431.	2452.	1.15	0.00	1.41	11.49	5.88	8.45	32.18	21.57	32.39	55.17	72.55	57.75
Grade 8	2485.	2462.	2447.	5.61	0.00	1.61	7.48	10.00	3.23	27.10	30.00	25.81	59.81	60.00	69.35
All Grades	N/A	N/A	N/A	3.40	2.89	3.01	10.73	10.69	9.84	28.62	27.17	25.68	57.25	59.25	61.48

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	31.79	24.57
Female	38.11	28.30
Male	25.93	21.47
American Indian or Alaska Native	--	--
Asian	50.00	58.33
Black or African American	48.00	--
Filipino	56.52	--
Hispanic or Latino	25.96	21.29
Native Hawaiian or Pacific Islander	--	--
Two or More Races	27.78	30.77
White	40.23	32.14
English Learners	11.11	4.04
Foster Youth	--	--
Homeless	25.00	31.25
Military	--	--
Socioeconomically Disadvantaged	25.12	24.11
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	10.94	11.43

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	14.13	13.31
Female	11.79	11.32
Male	15.93	14.95
American Indian or Alaska Native	--	--
Asian	23.53	46.15
Black or African American	20.00	--
Filipino	31.82	--
Hispanic or Latino	11.57	9.56
Native Hawaiian or Pacific Islander	--	--
Two or More Races	5.56	23.08
White	18.39	19.64
English Learners	3.15	3.92
Foster Youth	--	--
Homeless	8.33	15.79
Military	--	--
Socioeconomically Disadvantaged	10.45	13.33
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	4.69	2.86

Data

ELA

All Students
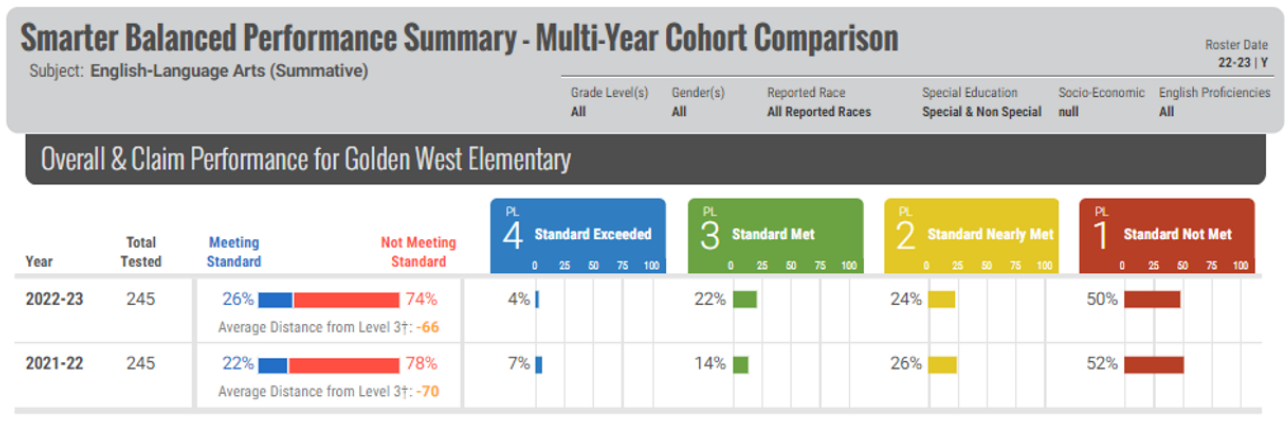
English Language Arts

All Students

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

All Students

All Students	State

Orange

68.5 points below standard

Declined 14.7 Points ⊕

Number of Students: 316

Golden West Elementary

School Profile
Growth and Achievement Overview
Golden West Elementary | Reading

Grade		Number of Students ⓘ
All Grades	**Growth** Median and Distribution	454

Growth: 46th | 29% | 18% | 13% | 18% | 22%

Achievement Fall 2023-2024 Median and Distribution

24th | 46% | 19% | 18% | 12% | 5%

Achievement Winter 2023-2024 Median and Distribution

27th | 40% | 24% | 20% | 11% | 5%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Winter 2023-2024
Tested Fall 2023-2024 - Winter 2023-2024

map GROWTH
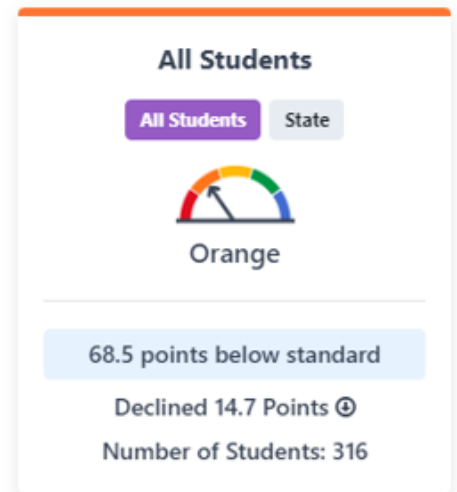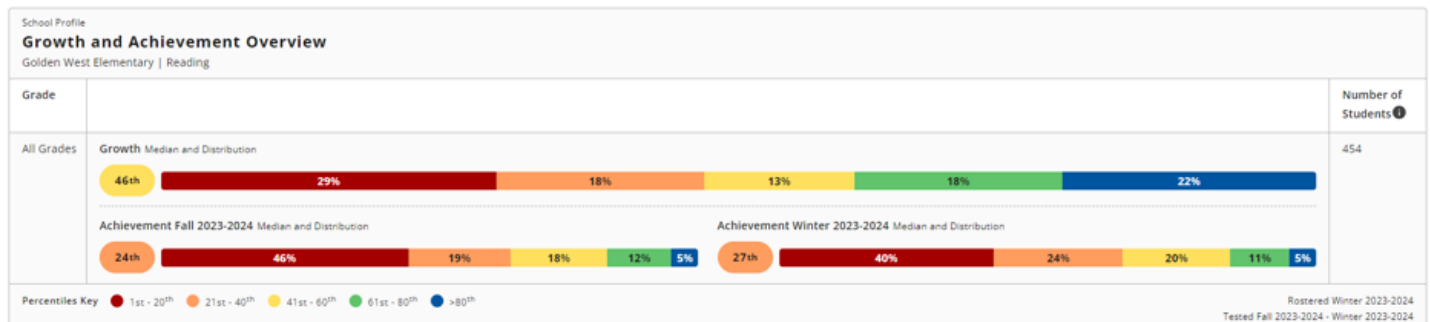
Aggregate by School

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

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

Golden West Elementary

Language Arts:
Reading

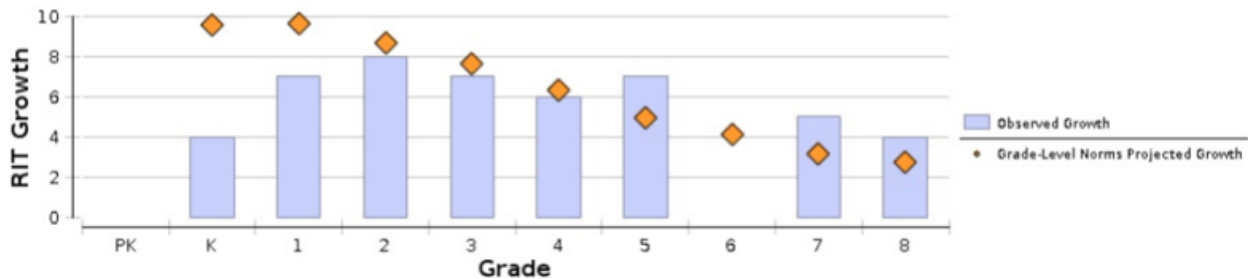|		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2023			Winter 2024					Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed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

Language Arts: Reading

Oral Reading Rate

	Fall 2023-2024	Winter 2023-2024
Total Students	100%	100%
Oral Reading	12.1%	16.2%
Foundational Skills	87.9%	83.8%

ALL GRADES

	Fall 2023-2024	Winter 2023-2024
E Exceeds	7.1%	4.2%
M Meets	2.7%	6.8%
A Approaching	1.8%	4.2%
B Below	0.4%	1%
NE No Expectation	0%	0%

Data Analysis

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

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

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

Student Need 1:

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

<div align="center">

SMART Goal 1

</div>

By June 2027, the percentage of all K-3 students who receive an Oral Reading score on the NWEA MAP assessment will increase by 10% or more, from 16 to 26 percent.
Updated projection target March 2025: By June 2027, the percentage of all K-3 students who receive an Oral Reading score on the NWEA MAP assessment will increase from 16 to 80 percent.

<div align="center">

Implementation Plan

</div>

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in Professional Development to promote effective tier 1 instruction, as well as how to	Learning Walks after a PD- Number of classrooms with strong evidence of implementation of strategies learned will increase.	0/18 Strong evidence 4/18 Some evidence 12/18 Little evidence	0/20 Strong Evidence 5/20 Some Evidence 12/20 Little Evidence			Time Money People

become a highly effective team driven by data (PLCs).		2/18 No evidence	3/20 No Evidence *Making progress			
Grade Level teams will meet regularly to effectively review data, identify student needs, discuss instructional practices, and set plans to meet students' needs.	Monthly meeting agendas/notes: The number of agendas/notes showing strong implementation of PLC process will increase.	0/9 Strong evidence 1/9 Some evidence 3/9 Little evidence 5/9 No evidence	0/9 Strong evidence 1/9 Some evidence 4/9 Little evidence 4/9 No evidence *Making progress			People Money Time
Fundations: Students enrolled in kindergarten to 3rd grade will continue to receive structured, multi-sensory literacy instruction implementing Fundations curriculum. Teachers will receive professional development to further knowledge and best practices for the program.	Fundations Learning Walks 1. Number of classrooms with Fundations Walls will increase. 2. Number of classrooms using cue cards will increase. 3. Number of classrooms with students using student learning boards will increase	1. 3 / 10 classrooms 2. 0 / 10 classrooms 3. 3 / 10 classrooms	1. 10 / 10 classrooms 2. 2 / 10 classrooms 3. 10 / 10 classrooms *Making progress			Time Money People
K-3 Intervention Teacher to provide intensive academic instruction and support for students identified as performing below expectations in Foundational Skills, via deliberate and targeted responsive small group and individualized	CFAs to be developed: Number of students demonstrating growth on CFAs for identified student need will increase. (none/some/significant) 80% or more of targeted intervention students will increase their MAP scores in phonological awareness and phonics word	0/18	8/17 students made growth in Phonological Awareness 7/17 students made growth in Phonics/Word Recognition 5/17 students made growth in BOTH			Money People Time

instruction based on identified student needs.	recognition sub-tests (revised 11/2024)		*Making Progress			
Grade level teams will work collaboratively with the Instructional Specialist to provide targeted support for identified student needs. Targeted grade levels will be identified in August 2024.	Targeted grade level (6th and Kinder) agendas/notes will show an increase in evidence of PLC implementation. (grade levels targeted revised Nov. 2024) Number of identified students demonstrating growth in oral reading scores will increase.	0/2 grade levels Students with Oral Reading Score = 14%	1/2 grade levels showed an increase in evidence of PLC implementatio n. *Making progress Students with Oral Reading Score = 42% *Making progress			Time Money People
Special education teachers will support students with disabilities (ATSI group) to increase reading abilities by effectively utilizing base and supplemental curriculum.	SPED Learning Walks: 1) Number of classrooms utilizing 2 or more pieces of base curriculum will increase 2) Number of classrooms utilizing 2 or more pieces of supplemental curriculum will increase Percent of SWD in the red/orange bands on NWEA MAP reading will decrease.	1) 2/6 teachers with 2 or more pieces of base curriculum 2) 2/6 teachers with 2 or more pieces of supplemental curriculum Winter 2024 - 79% SWD red 11% SWD orange	1) 3/7 teachers with 2 or more pieces of base curriculum 2) 3/7 teachers with 2 or more pieces of supplemental curriculum *Making progress Spring 2025 - 77% SWD red 15% SWD orange *Making progress			People Time Money
Students in the red band in grades K-3 will have an opportunity to attend after school	The number of students who show improvements on Pre-post CFA aligned to	0/196	N/A			People Money Time

tutoring to target identified student needs in literacy.	the identified student needs will increase					

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 from cycle 1, we show that our action items are moving us to our 3% growth in Oral Reading Scores by the end of the school year. We will review the data again in January and the end of the year.	Based on the action items above we have collected data to show that our action items are effective. In Fall of 23-24 school year, 12.1% of students had an Oral Reading score. Fall of 24-25 school year shows growth with 14% of students having a score. Data can be found in binder in school office.	The action item for Intervention Teacher is showing positive data, however we will continue to collect data as this year is a baseline year and revised the metric for this item, 4. Based on Learning Walk data, we have determined a need to target Kindergarten and first grade professional development as it relates to best instructional strategies in a play-based environment. Intervention Specialist will revise PLC work to Kindergarten and 6th grade as the targeted grade levels. Action item 7 has not been implemented yet, as there were no available tutors.	
Cycle 2: Based on data from Cycle 2, we show that our action items have not only moved us toward the goal, but have exceeded the three year goal at this time in the year (3 year goal was 26% and currently we are at 31%).	Based on the action items above, we have collected data to show that action items are being effective. Action Item 1 indicates marginal progress toward "strong evidence" of Tier 1 best practices. ILT has determined that clearly delineating several specific best practices for Tier 1 instruction and then delivering quality professional development on them, followed up	At this time, all action items will continue as we continue to monitor literacy development. Projected target for 2027 in Goal 1 has been updated since target was met.	

	with coaching in the classroom will assist with this action's success moving forward. Action Item 2 is showing an increase in the number of data team notes increasing over last year. Action Item 3 has shown an increase in the number of classrooms demonstrating effective literacy instruction through the use of Fundations curriculum. The support of monthly coaching sessions has assisted teachers in this progress. And through action Item 4, the Intervention Teacher data is showing positive gains in reaching the goal of increased Oral Literacy scores. Data can be found in binder in school office.		
Cycle 3: Based on data from Cycle 3, we show that our action items are moving us toward our target for Oral Reading Scores. Year 1 goal was to have 40% of students with an Oral Reading score and we had 42%.	Based on the action items above, we can see that while each item's individual goal has not been met, they are all making progress toward the targets. And since the overall goal is on track, we intend to keep the current action items. While there was not any tutoring offered this year, due to a lack of staffing, we will still continue the item and encourage staff to offer after school tutoring next year.	End of year 1 data shows positive trends and we intend to continue all action items. ILT will continue to modify professional development and the PLC process to meet the needs of staff and ensure growth towards the target of strong implementation.	

Progress Monitoring 25-26

SMART Goal 2

Updated May 2025:
By June 2027, the percentage of students in the "red band" in NWEA MAP will decrease from 45% in Spring 2025 to 20% or lower.

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in Professional Development to promote effective tier 1 instruction, as well as how to become a highly effective team driven by data (PLCs).	Learning Walks after a PD Number of classrooms with strong evidence of implementation of strategies learned will increase.	0/18 Strong evidence 4/18 Some evidence 12/18 Little evidence 2/18 No evidence	0/20 Strong Evidence 5/20 Some Evidence 12/20 Little Evidence 3/20 No Evidence *Making progress			Time Money People
Grade Level teams will meet regularly to effectively review data, identify student needs, discuss instructional practices, and set plans to meet students' needs.	Monthly meeting agendas/notes: The number of agendas/notes showing strong implementation of PLC process will increase.	0/9 Strong evidence 1/9 Some evidence 3/9 Little evidence 5/9 No evidence	0/9 Strong evidence 1/9 Some evidence 4/9 Little evidence 4/9 No evidence *Making progress			Time Money People
Grade level teams will work collaboratively with the Instructional Specialist to provide targeted support for identified student needs. Targeted grade levels will be identified in August 2024.	Targeted grade level (6th and Kinder) agendas/notes will show an increase in evidence of PLC implementation - strong, some, little, none (grade levels targeted revised Nov. 2024) Number of identified students demonstrating growth in MAP reading scores will increase.	0/2 Strong 0/2 Some 0/2 Little 2/2 None	0/2 Strong 0/2 Some 1/2 Little 1/2 None *Making progress			Time Money People
Students who meet their projected growth in NWEA MAP reading each trimester will be acknowledged with incentives or rewards during or after school.	Number of students meeting their MAP reading growth targets will increase.	Met projected growth Reading winter to spring 2024 1st = 29 2nd = 28 3rd = 25 4th = 28 5th = 22	Met projected growth Reading winter to spring 2025 1st = 18 2nd = 23 3rd = 15 4th = 24			Time Money People

		6th = 24 7th = 19 8th = 21	5th = 32 6th = 31 7th = 14 8th = 37			
Students who achieve Green or Blue band on NWEA MAP in reading or Language Usage will be acknowledged with incentives or rewards.	Percentage of students in each grade level in the Green and Blue for reading and language usage will increase.	Total percent Green and Blue Spring 2024 Reading: K = 8% 1st = 25% 2nd =10% 3rd = 11% 4th = 16% 5th = 18% 6th = 8% 7th = 9% 8th = 16% Total percent Green and Blue Spring 2024 Language: K = N/A 1st = N/A 2nd = 10% 3rd = 15% 4th = 18% 5th = 25% 6th = 12% 7th = 21% 8th = 16%	Total percent Green and Blue Spring 2025 Reading: K = 11% 1st = 14% 2nd =16% 3rd = 11% 4th = 9% 5th = 14% 6th = 17% 7th = 8% 8th = 17% Total percent Green and Blue Spring 2024 Language: K = N/A 1st = N/A 2nd = 21% 3rd = 11% 4th = 13% 5th = 22% 6th = 28% 7th = 13% 8th = 25%			Time Money People
Special education teachers will support students with disabilities (ATSI group) to increase reading abilities by effectively utilizing base and supplemental curriculum.	SPED Learning Walks: 1) Number of classrooms utilizing 2 or more pieces of base curriculum will increase 2) Number of classrooms utilizing 2 or more pieces of supplemental curriculum will increase Percent of SWD in the red/orange bands on	1) 2/6 teachers with 2 or more pieces of base curriculum 2) 2/6 teachers with 2 or more pieces of supplemental curriculum 79% SWD red 11% SWD orange	1) 3/7 teachers with 2 or more pieces of base curriculum 2) 3/7 teachers with 2 or more pieces of supplemental curriculum *Making progress Spring 2025 - 77% SWD red			Time People Money

	NWEA MAP reading will decrease.		15% SWD orange

*Making progress | | | |
| Students in the red band in grades 1-8 will have an opportunity to attend after school tutoring to target identified student needs in literacy. | The number of students who show improvements on Pre-post CFA aligned to the identified student needs will increase. | 0/284 | 8/13 | | | Time Money People |

Progress Monitoring 24-25

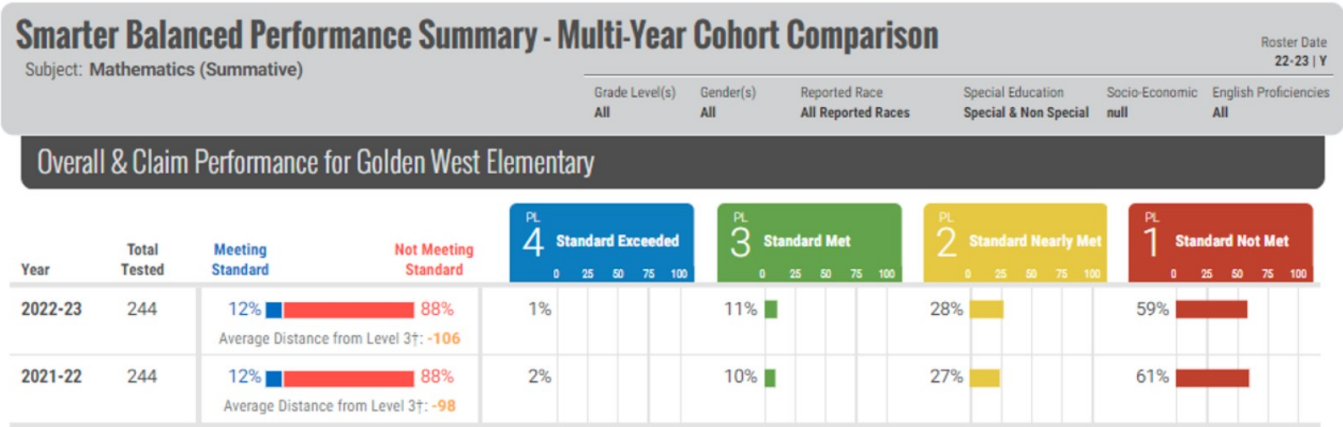| Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are moving us to our 3% growth in MAP reading growth by the end of the school year. We will review MAP data again at the Winter benchmark.	Based on the action items above we have collected some data and more time as well as data is needed to determine efficacy of all items. Based on new data, we have identified 5th grade, in addition to primary, as a grade level needing additional support in reading instruction best practices. Action item 1 needs additional data collection to determine effectiveness. We did not have an opportunity to establish a baseline for item 7, as no tutors were available until November. We will collect evidence at next progress monitoring. While we have seen growth overall as relates to item 6, data indicates a need to look at those students in grades 5 and 8 to determine how to best assist those students in growing. Data is in binder in school office.	We will be refining the metric for action item 3 - see action item above.	
Cycle 2: Based on data from Cycle 2, we show that our action items are moving us toward our goal in only 2 grade	Based on the action items above, data indicates some progress is being made toward the goal of increased growth targets being met. Action Item 4 has shown an increase in the number of	Action Items will continue at this time as we continue to monitor student progress in reading.	

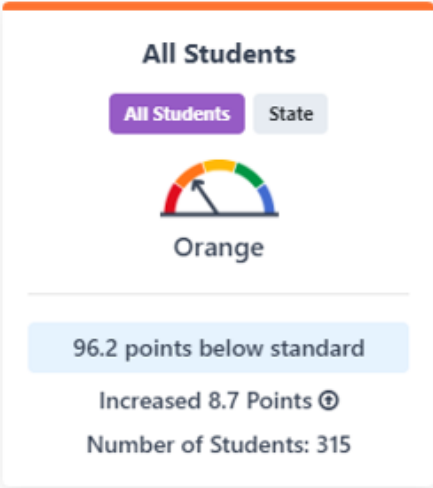|			
levels. We will review end of year data after Spring MAP assessments.	students receiving the after school incentive for meeting their growth goal. ILT is considering how to challenge students next year to achieve even more. Action Item 1 indicates marginal progress toward "strong evidence" of Tier 1 best practices. ILT has determined that clearly delineating several specific best practices for Tier 1 instruction and then delivering quality professional development on them, followed up with coaching in the classroom will assist with this action's success moving forward. Action Item 2 is showing an increase in the number of data team notes increasing over last year. Action Item 6 has shown a decrease in SWD in red and orange bands since last year. Data binder is in school office.		
Cycle 3: Based on data from Cycle 3, we show that our action items have made minimal progress towards our ultimate goal.	Based on the action items above, data shows that while progress is being made, it is slow. Action Item 1 related to PD showed minor progress, as PD throughout the year focused on many different areas, not just literacy. However, next year, reading will be the primary focus of all PD and data talks throughout the year. Action item 7 showed progress, unfortunately, we only had one teacher who ran one session of after school tutoring, so the overall impact school wide was minimal. Action item 2 for PLC progress will also be a primary focus next year as the ILT and teacher teams continue to develop their knowledge of the process. Data binder is in school office.	The metric for the goal has been redefined. Through input from SSC and ILT, we shifted from targeting growth, to targeting overall proficiency in reading.	

Progress Monitoring 25-26

Progress Monitoring

MATH

All Students

Smarter Balanced Performance Summary - Multi-Year Cohort Comparison
Subject: **Mathematics (Summative)**

Roster Date **22-23 | Y**

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

Overall & Claim Performance for Golden West Elementary

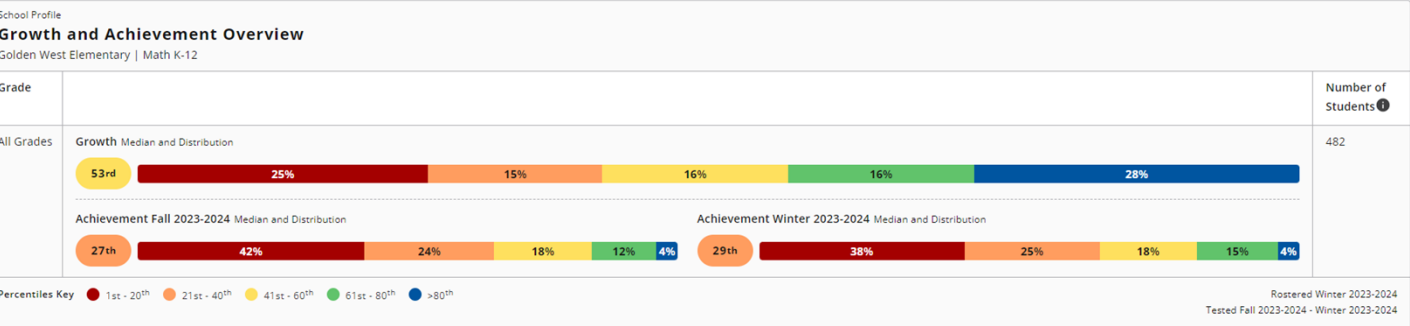| Year	Total Tested	Meeting Standard	Not Meeting Standard	PL4 Standard Exceeded	PL3 Standard Met	PL2 Standard Nearly Met	PL1 Standard Not Met
2022-23	244	12% — Average Distance from Level 3†: **-106**	88%	1%	11%	28%	59%
2021-22	244	12% — Average Distance from Level 3†: **-98**	88%	2%	10%	27%	61%

Mathematics

All Students

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

All Students

[All Students] [State]

Orange

96.2 points below standard

Increased 8.7 Points ⊕

Number of Students: 315

Golden West Elementary

School Profile
Growth and Achievement Overview
Golden West Elementary | Math K-12

Grade		Number of Students ⓘ
All Grades	**Growth** Median and Distribution	482
	53rd — 25% — 15% — 16% — 16% — 28%	
	Achievement Fall 2023-2024 Median and Distribution **Achievement Winter 2023-2024** Median and Distribution	
	27th — 42% — 24% — 18% — 12% — 4% 29th — 38% — 25% — 18% — 15% — 4%	

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Winter 2023-2024
Tested Fall 2023-2024 - Winter 2023-2024

![MAP GROWTH] **Student Growth Summary Report**

Aggregate by School

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

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

Golden West Elementary

Math: Math K-12

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

Math: Math K-12
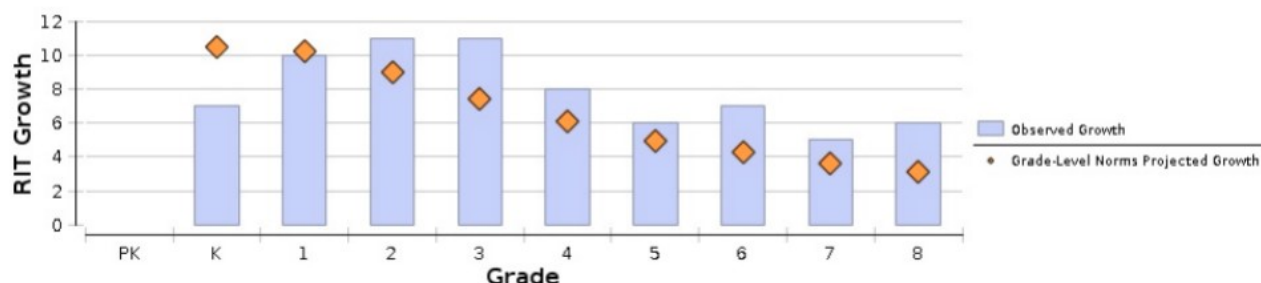
Data

Data Analysis

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

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

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

NWEA Fall 2023-24 to Winter 2023-24 Grade-Level Norms Projected Growth:
All grade levels made observed growth and exceeded the targeted grade-level norms projected growth in Math except for Kindergarten. Kindergarten did have significant observed growth.

Student Need 2:

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

SMART Goal 1

Updated May 2025:
By June 2027, the percentage of students in the "red band" in NWEA MAP in Math will decrease from 42% in Spring 2025 to 20% or lower.

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in Professional Development to promote effective tier 1 math instruction.	Learning Walks after a PD Number of classrooms with strong evidence of implementation of strategies learned will increase.	0/18 Strong evidence 4/18 Some evidence 12/18 Little evidence 2/18 No evidence	0/8 Strong evidence 2/8 Some evidence 4/8 Little evidence 2/8 No evidence (grades 3-6)			People Time Money
Golden West Teachers will continue the process of implementing the math workshop model to promote students' deeper and more meaningful understanding of mathematics. Teachers and admin will receive coaching and professional development from the Public Education and Business Coalition (PEBC) as support.	Learning Walks data: 1) number of classrooms with strong evidence of math workshop model will increase Teacher self-rating on PEBC Thinking Strategies Rubric in each of 7 areas: Number of teachers showing an increase in levels of proficiency will increase.	0/18 Strong evidence 1/18 Some evidence 3/18 Little evidence 14/18 No evidence PEBC rubric to be given to teachers to self-rate at beginning and end of 24-25 school year.	0/20 Strong evidence 3/20 Some evidence 4/20 Little evidence 13/20 No evidence *Minimal progress			Time Money People

Grade Level teams (PLCs) will meet regularly to effectively review data, identify student needs, discuss instructional practices, and set plans to meet students' needs.	Monthly meeting agendas/notes: The number of agendas/notes showing strong implementation of PLC process	0/9 Strong evidence 0/9 Some evidence 0/9 Little evidence 9/9 No evidence	0/9 Strong evidence 1/9 Some evidence 4/9 Little evidence 4/9 No evidence *Making progress			People Time Money
Students who meet their projected growth in math each trimester will be acknowledged with incentives or rewards during or after school.	Number of students meeting their growth targets will increase.	Met projected growth Math winter to spring 2024 K = 23 1st = 33 2nd = 30 3rd = 44 4th = 27 5th = 36 6th = 18 7th = 23 8th = 32	Met projected growth Math winter to spring 2025 K = 16 1st = 24 2nd = 33 3rd = 21 4th = 26 5th = 34 6th = 30 7th = 18 8th = 42			Time Money People
Students who achieve Green or Blue band on NWEA MAP in Math will be acknowledged with incentives or rewards.	Percentage of students in each grade level in the Green and Blue will increase.	Percent Green and Blue Spring 2024: K = 28% 1st = 28% 2nd = 22% 3rd = 21% 4th = 21% 5th = 18% 6th = 15% 7th = 14% 8th = 18%	Percent Green and Blue Spring 2024: K = 12% 1st = 23% 2nd = 33% 3rd = 9% 4th = 16% 5th = 19% 6th = 30% 7th = 12% 8th = 23%			

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 the action items above we have collected the following data to	We will be refining action item 1 to	Refine

Based on data from cycle 1, we do not yet have enough evidence to determine whether there will be sustained growth in moving us to our 3% growth in MAP math growth by the end of the school year. We will review MAP data in February.	show that our action items are effective. Based on new data, we have identified 1st grade students in red and orange band should be targeted in the area of math as their growth was significantly lower than the other grade levels so differentiated PD will be developed. We did gather an initial survey with PEBC support and at the end of the year we will have more data to determine effectiveness. Only grades 4-8 were able to have the first session of coaching due to substitute restrictions. There is a binder of data in school office.	establish more differentiated PD based on data collection.	
Cycle 2: Based on data from Cycle 2, several grade levels, but not all, are showing positive progress in math growth progress on MAP.	Based on the action items above, overall, the action items are being minimally effective. The percentage of students meeting their growth goal has not significantly changed, although at several grade levels, the percent of students achieving green and blue has increased; both of these are impacting action items 5 and 6 - students have responded positively to the after-school incentive. Action Item 2 has only recently been implemented again with the return of a new PEBC coach for two days. Effectiveness of this is still to be determined. Due to time constraints, only 5th and 6th grades received the second PEBC coach training. School wide math professional development has not been a primary focus and so Action Item 1 is limited in data at this time. Data binder is in school office.	All action items will remain until end of year monitoring.	Continue
Cycle 3: Based on data from Cycle 3, two grade levels made excellent growth in math while others maintained or even declined.	Based on the action items above, we continue to see minimal progress. Action items 1 and 2 were similar. The first PEBC coaching and math PD was not successful. We shifted to a new coach and targeted a smaller set of grade levels. PD later in the year was more positive, but teachers continue to need coaching to support their shift in instructional practices. Action item 2 for	The metric for the goal has been redefined. Through input from SSC and ILT, we shifted from targeting growth, to targeting overall proficiency in reading.	

	PLC progress will also be a primary focus next year as the ILT and teacher teams continue to develop their knowledge of the process. Data binder is in school office.		

Progress Monitoring 25-26

Progress Monitoring

Safety

District Goal

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

Site Tier 1, 2, and 3 Goals

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

Climate

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.24	2.70	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

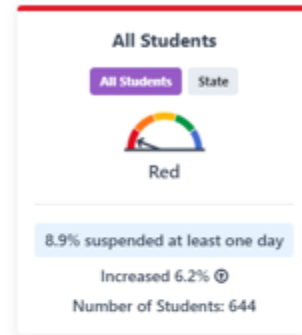| Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	8.85	4.96	3.60
Expulsions	0.16	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

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

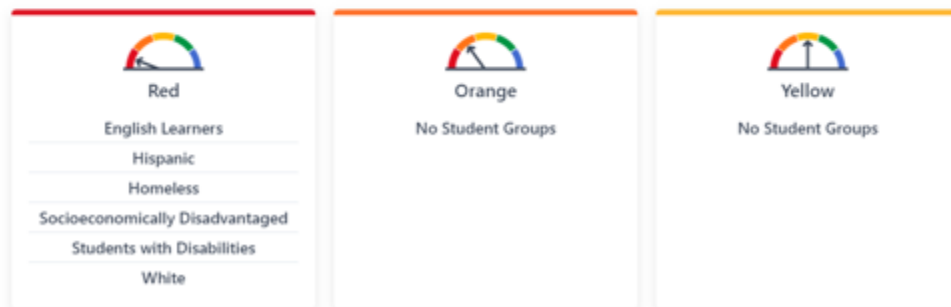|				
Female	294	277	87	31.4
Male	350	325	119	36.6
American Indian or Alaska Native	2	2	1	50.0
Asian	36	31	7	22.6
Black or African American	17	15	6	40.0
Filipino	14	13	6	46.2
Hispanic or Latino	440	413	138	33.4
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	18	18	7	38.9
White	114	107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

Suspension Rate

All Students

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

All Students

| All Students | State |

Red

8.9% suspended at least one day

Increased 6.2% ⓘ

Number of Students: 644

Student Group Details
All Student Groups by Performance Level

13 Total Student Groups

Red	Orange	Yellow
English Learners	No Student Groups	No Student Groups
Hispanic		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		
White		

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

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

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

Group ● Student

Year	Value
2022-2023	55%
2023-2024	58%
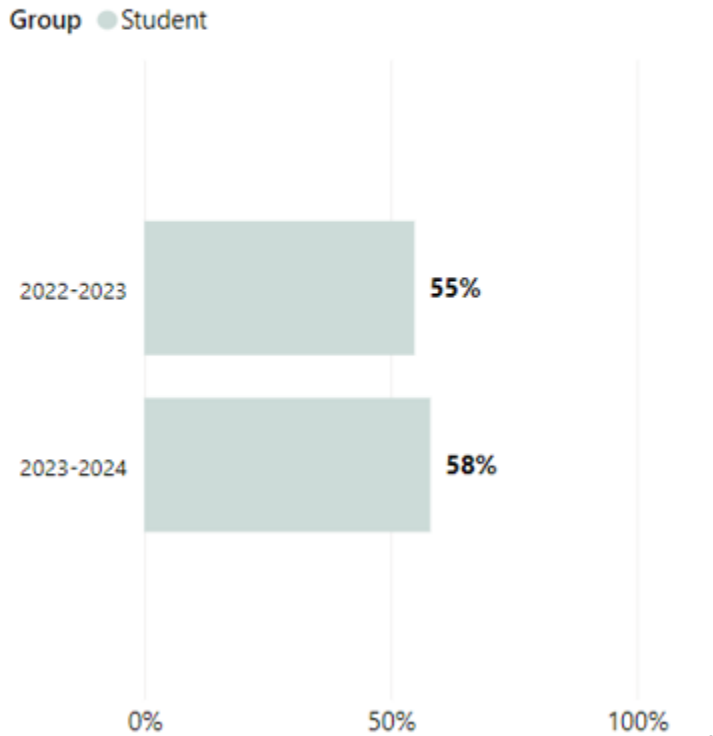
Data Analysis

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

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

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

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

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PBIS (Positive Behavioral Interventions and Support) team will meet to monitor the positive behavior incentive system and train staff and modify the plan as needed based on identified student needs.	The number of Golden Tickets given out will increase at each grade level. The number of Q Incident types of Unsafe and Inappropriate behaviors will decrease	2023-2024 SY: 1239 Golden Tickets given out April 26, 2024: 151 incidents of unsafe behavior 71 incidents of inappropriate behavior	1239 Golden Tickets given out April 25, 2025: 83 incidents of unsafe behavior 17 incidents of inappropriate behavior *Making Progress			Time Money People
Staff will engage in professional development to address Social Emotional Learning needs of students.	Learning Walks 1) Number of classrooms with a Calm Corner area will increase. 2) Number of classrooms with strong evidence of SEL strategies will increase.	Fall 2024: 1) 3 / 26 classrooms with Calm Corner 2) 3 / 26 Classrooms with strong evidence of SEL strategies	1) 7 / 28 classrooms with Calm Corner 2) 4 / 28 Classrooms with strong evidence of SEL strategies *Making Progress			Time Money People
COST team will meet to discuss and implement tiered supports for all students to remove identified barriers, including	The number of students referred to COST who show a decrease in behaviors will increase	23-24 SY Overall = 4/6 SWD = 0/1 Homeless = 0/0	24-25 SY Overall = 8/20 SWD = 0/0 Homeless = 0/0			People Time Money

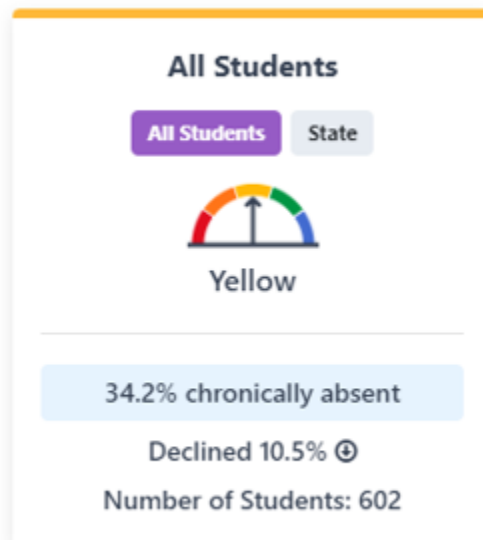|						
those in ATSI groups of SWD and Homeless.			*Making progress			
Outreach Assistant will support and monitor targeted students who are struggling with behaviors.	The number of check in/check out meetings with students will increase. The number of suspensions will decrease for all students, SWD, and Homeless.	23-24 SY CICO with SWD = 0 CICO with Homeless = 0 CICO will all = 0 March 2, 2024 suspensions: All = 21/538 SWD = 5/109 Homeless = 3/23	24-25 SY CICO with SWD = 0 CICO with Homeless = 0 CICO will all = 0 April 25, 2025 suspensions: All = 16/598 SWD = 3/115 Homeless = 0/34			People Time Money
VCC staff will support positive behavior at recess and other unstructured times to improve Tier 1 behaviors, in addition to their Tier 2 and 3 supports.	The number of behavior incidents occurring in the cafeteria, on the field, and playground will decrease. The time spent in unstructured settings with students will increase. The percentage of VCC students meeting their Tier 2 and 3 VCC goals will increase.	Behavior incidents as of April 26, 2024 (cafe, field, playground) = 131 Time spent = 23-24 SY = 0 hours Percent of students meeting goals = 50%	Behavior incidents as of April 25, 2025 (cafe, field, playground) = 63 Time spent = 24-25 SY = 180 hours Percent of students meeting goals = 80% *Making progress			People Time Money

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 from cycle 1, we show that our action items are moving us to our	Action items 4 and 5 are new actions for this school year and data is still in the initial stages. Data indicates a need for on-going training for teachers in the	At this point, we will continue with all action items until more data is available.	

decrease in suspensions by the end of the school year. We will continue to review behavior data throughout the year.	area of social-emotional learning. A binder of data collection can be found in the school office.		
Cycle 2: Based on data from cycle 2, we show that our action items continue to move us in a positive trajectory with behaviors. Overall suspension rate is lower than this time last year. We will continue to review behavior data throughout the year.	Unsafe and Inappropriate Behavior incidents have decreased at this point in the year. The PBIS team (Action item 1) continues to make modifications to the Golden Ticket system to continue to encourage the positive behaviors. The time VCC (Action Item 5) is spending with students in unstructured times has increased, which also correlates with the decrease in inappropriate and unsafe behaviors. Action Item 2 is an on-going process, however, data from the classrooms who are utilizing SEL practices show decreased behaviors. A binder of data collection can be found in the school office.	At this time, we will continue with all action items as we are seeing positive trends.	
Cycle 3: Based on data from cycle 3, we are on track to meet our goal for a reduction in suspensions.	Action item 2 is an area for continued growth. We will focus more of our professional development next year on social-emotional learning and the connection to improved attendance, behavior and academic learning. While we did see an increase in the number of Calm Corners available to students, we aim to increase more while also increasing teacher knowledge about best practices surrounding the space. Action item 5 which refined how VCC interacts with students showed positive data. A binder of data collection can be found in the school office.	We will continue all action items into next school year in an effort to continue the positive trends.	

Progress Monitoring 25-26

Progress Monitoring

All Students

All Students | State

Yellow

34.2% chronically absent

Declined 10.5%

Number of Students: 602

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

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

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

Data

Data Analysis

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

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
The Golden West PBIS team will incorporate a schoolwide attendance recognition and incentive program.	Monthly ADA percentage will increase from same month in previous year.	23-24 SY Aug = 94% Sept = 93.4% Oct = 93.2% Nov = 90.6% Dec = 90.9% Jan = 90.1% Feb = 89.9% Mar = 90.4% Apr = 90.9% May = 91.2%	24-25 SY Aug = 93.9% Sept = 92.2% Oct = 92.3% Nov = 92.1% Dec = 90.4% Jan = 89.1% Feb = 88.9% Mar = 91% Apr = 91.7% May = 91.6% *4/10 months making progress			People Time Money
The GW Outreach Assistant will provide coordinated supports to targeted students and families who demonstrate irregular attendance or tardiness, including ATSI group SWD.	The percentage of chronically absent students will decrease. The percent of Students with Disabilities who are chronically absent will decrease.	CA = 27.9% SWD = 46 %	CA = 26.7% SWD = 28% *Making progress			Time People Money
Staff (including TSSP staff and Outreach Assistant) will increase awareness and communication with the community regarding the importance of attendance and its connection to	The number of communications (flyers, parent meetings, one-one conversations) will increase	23-24 SY 0 flyers 2 meetings N/A (data not collected) one-one	24-25 SY 4 flyers 2 meetings one-one *Making progress			People Time Money

academic achievement.						
Students will have the opportunity to attend events, activities, and academic excursions within the school day to increase engagement and connectedness to school, including science camp.	Pre/post survey for each event or excursion based on identified student need. DISCONTINUE THIS METRIC. New: Attendance rate day of excursion will improve over the day one week prior: yes, no, same (revised October 2024)	TBD	Date of field trip attendance was higher than one week prior: 8th grade - yes 5th grade - yes 3rd grade - same 2nd/3rd grade - yes 4th grade - yes 1st grade - yes Kindergarten - yes			People Time Money
Offer engaging electives to students in junior high to build connections and help prepare for high school	The number of electives offered that align with top interests of student survey will increase.	5/6 electives aligned with student survey	5/6 electives aligned with student survey			Time People Money
Students and families will have access to before and after school events and activities to support student and family engagement.	Number of students participating in before and after school clubs/activities will increase. Percentage of families attending after school family events will increase.	May 5, 2024: Club/activity = 28 Back to school night = 21% Trunk or Treat = 30% Open House = 36% STEAM Night = N/A (did not hold this event) Cinco de Mayo = TBD May 2025	May 2025: Club/activity = 65 Back to school night = 24% Trunk or Treat = 30% Open House = 38% STEAM Night = 7% Cinco de Mayo = 18% *Making progress			Time Money People

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are currently maintaining our attendance. We will continue to review attendance data throughout the year.	Based on the action items above we have collected data to show that our action items are currently maintaining attendance. Team members are evaluating the current incentives and rewards to determine if they need to be modified in any way. Action item 6 may have an additional family night added for STEAM night in February and if so, we will establish a baseline at that time. Due to a change in staff, action item 5 data will possibly have a greater impact on junior high student connectedness to school. Data can be found in binder in school office.	We will be refining action item 4's metric for educational excursions to better identify correlation to attendance. See action item above.	Refine
Cycle 2: Based on data from cycle 2, we have seen a decline in our progress to our ADA goal, however, we continue to work on our action items and will continue to monitor data throughout the year.	Based on the action items above we have collected data to show that some of our action items are continuing to maintain attendance levels. Action Item 1 (PBIS team) determined in January to create an attendance task force based on declining daily ADA. That team has developed several attendance campaigns to help boost daily attendance through new incentives and recognition. While Action Item 5 focused on junior high electives, the junior high team has partnered with not only EU, but also MHS in the last month to connect students in 8th grade to their future 9th schools. We found that this year over 60% of our 8th graders will be attending MHS as opposed to our region school of EU. Due to this new data, admin from both high schools joined our Read Across America and admin from MHS will be visiting campus to speak directly with their incoming students after Spring Break and a field trip to the high school for those students is being planned for Spring as well. We did also	At this time we will continue with all action items as we monitor attendance trends.	

	add a preferred elective choice for students (Leadership) in January when a new teacher was hired. We anticipate increased attendance in 8th grade due to these actions. Action Item 6 (family evening events) was able to expand evening activities through a STEAM night in February. The families who attended had a positive response and we anticipate continuing this even next year as well as adding a Literacy Night. Due to lack of staff interest, up until this cycle we did not have any after-school clubs on campus. However we did just add a Cultural Dance Club and another staff member is developing a flag football club for the spring.		
Cycle 3: Based on data from cycle 3			

Progress Monitoring 25-26

Progress Monitoring

Emerging Students

District Goal

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

Site Tier 2 and 3 Goals

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

Resource Inequities

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

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

Comprehensive Needs Assessment

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

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

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

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

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

Teachers and staff will receive ongoing professional development on how to promote instruction, learning and equitable supports for students with socio-emotional, behavioral and experiences with current and past traumatic events.
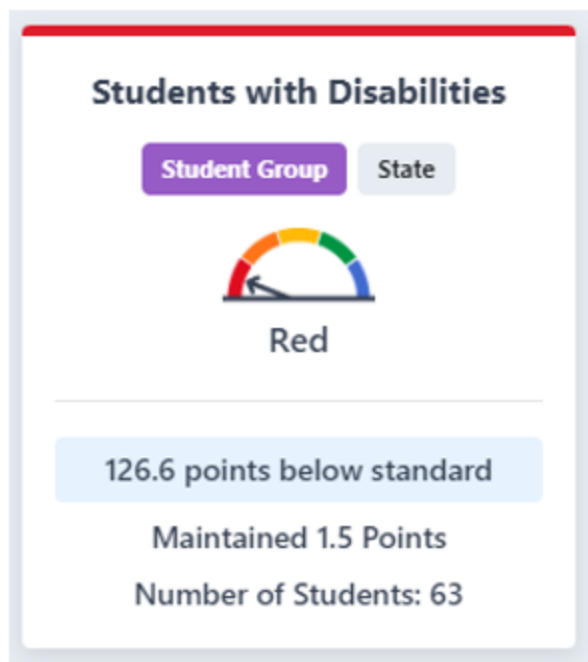
STUDENTS with DISABILITIES (SWD):
As of 3/6/2024, Golden West has an enrollment of 109 students who qualify for special education services (18.6%.) There are three special day classes intended for students who are eligible for special education under the Autism Spectrum. There are two additional special day classes for students with multiple areas of disabilities. Golden West also has students with the primary placement of a general education program with Resource and/or Speech services.
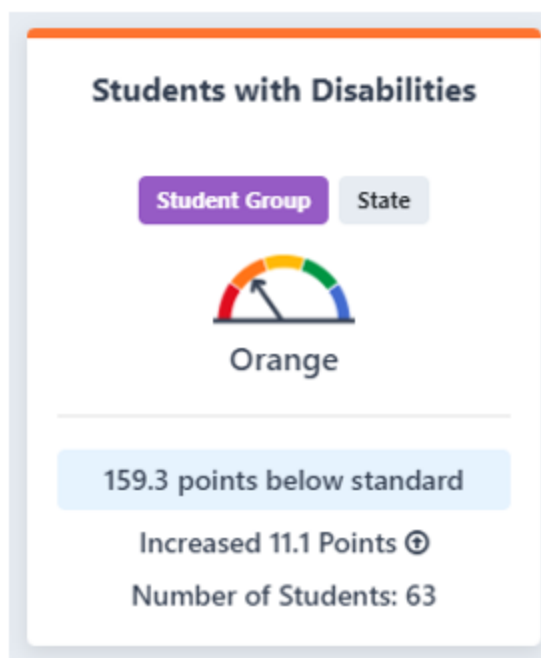
We will continue and improve...
- Provide exceptional specialize academic instruction for SWD aligned to grade level standards while also addressing each unique learner's individual goals as documented Individualized Education Plan (IEP) with the goal of increase mainstreaming into general education classes with inclusive and differentiated instruction and supports.

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	236	170	164	17.8%	24.4%	29.7%
Fluent English Proficient (FEP)	110	13	55	12.7%	11.4%	10.0%
Reclassified Fluent English Proficient (RFEP)		45		4.1%		

ELA 2022-2023

Students with Disabilities

Student Group | State

Red

126.6 points below standard

Maintained 1.5 Points

Number of Students: 63

Math 2022-2023

Students with Disabilities

Student Group | State

Orange

159.3 points below standard

Increased 11.1 Points ⊕

Number of Students: 63

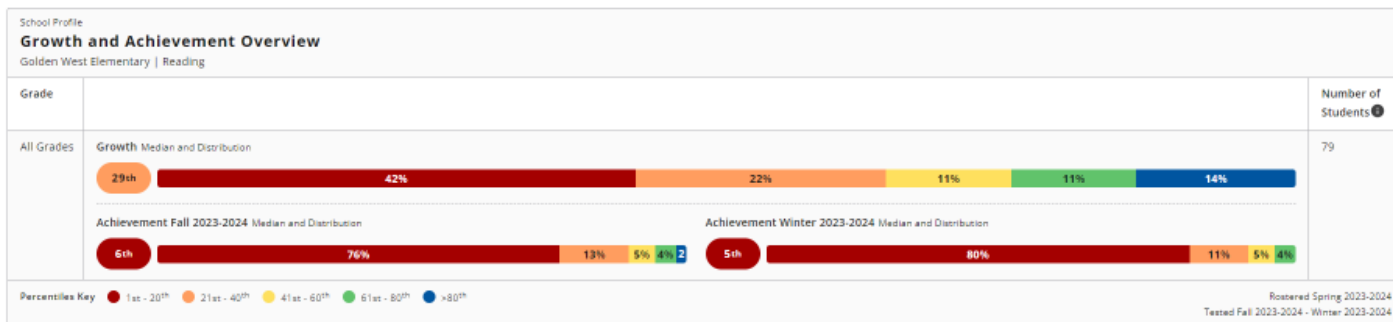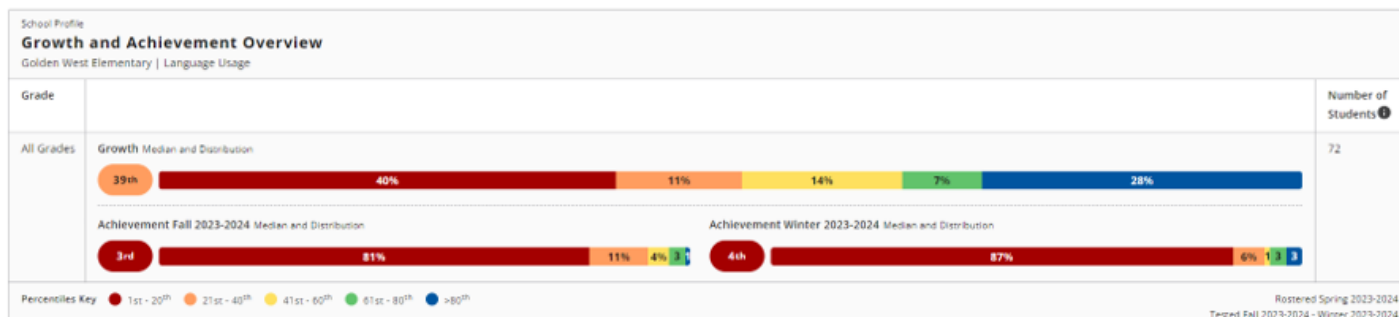## NWEA MAP SWD – Reading

Golden West Elementary

NWEA MAP SWD – Language Usage

Golden West Elementary

2022-23 Smarter Balanced
Performance Summary

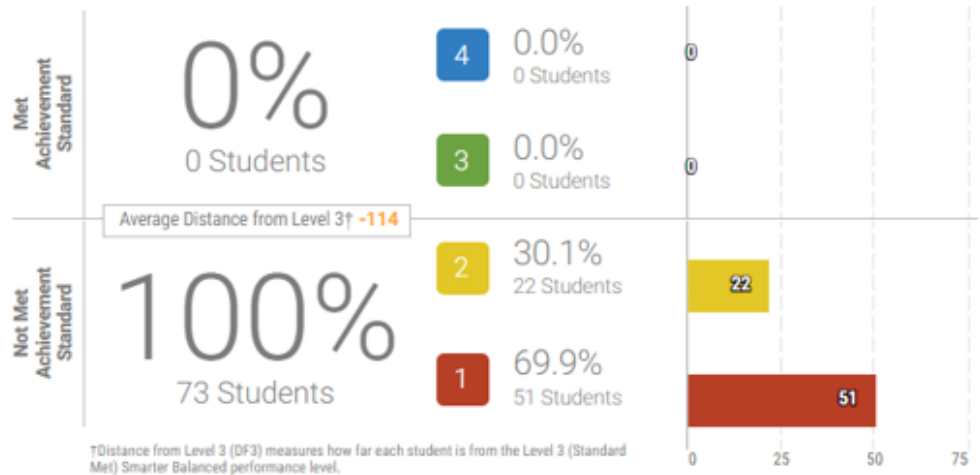**ELA (Summative): All Grades**

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

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

Overall Performance: 73 students

Met Achievement Standard
0%
0 Students

| 4 | 0.0% 0 Students | 0 |
| 3 | 0.0% 0 Students | 0 |

Average Distance from Level 3↑ **-114**

Not Met Achievement Standard
100%
73 Students

| 2 | 30.1% 22 Students | 22 |
| 1 | 69.9% 51 Students | 51 |

↑Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Overall Score Levels
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Data Analysis

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

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

Student Need 1:

Students with Disabilities need support to strengthen overall literacy skills.

SMART Goal 1

By June 2027, the percent of students with disabilities in the lowest quintile on MAP Reading assessment will improve by at least 15%, from 75%% to no more than 55%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Special education teachers will support students with disabilities (ATSI group) to increase reading abilities by effectively utilizing base and supplemental curriculum.	SPED Learning Walks: 1) Number of classrooms utilizing 2 or more pieces of base curriculum. 2) Number of classrooms utilizing 2 or more pieces of supplemental curriculum.	1) 2/6 teachers with 2 or more pieces of base curriculum 2) 2/6 teachers with 2 or more pieces of supplemental curriculum	1) 3/7 teachers with 2 or more pieces of base curriculum 2) 3/7 teachers with 2 or more pieces of supplemental curriculum			Time Money People
Teachers will engage in professional development that will increase their knowledge of effective Tiered supports.	Learning Walks: 1) Number of classrooms with strong evidence of tiered supports will increase	2/24 classrooms with strong evidence	2/26 classrooms with strong evidence *Didn't meet.			Time People Money
Students who meet their projected growth in reading and language usage each trimester will be acknowledged with incentives or rewards during or after school.	Number of students with disabilities receiving incentive for meeting their projected growth will increase.	No data collected 23/24 school year	2025 1st = 3 2nd = 2 3rd = 4 4th = 8 5th = 9 6th = 7 7th = 5 8th = 2			People Time Money

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 from cycle 1, we do not yet have enough evidence to support whether or not they are moving us to our 5% growth by the end of the school year for Students With Disabilities. We will review MAP data in January for updated progress.	Based on new data, we have identified 5th and 8th grade students as in need of additional support. We will address this through targeted professional development and teaching support. Data continues to indicate more clarity for teachers on tiered supports and differentiated instruction within the classroom. Data binder can be located in school office.	At this time we will continue with all action steps above.	Continue
Cycle 2: Based on data from cycle 2, SWD are not on target towards the 5% growth goal in reading. We will continue to monitor data and implement action items for the remainder of the year.	Based on new data, we have identified that Students with Disabilities are progressing in their growth, as is a focus of Action Item 3, however there is still work to move those students out of the Red Band. Through work with the ILT, we have determined that Action Item 2 needs to continue and that specific instructional strategies need to be determined that will support students academic as well as social-emotional learning. The team will be developing this "Golden West Way" and coordinating professional development and follow-up coaching for all staff members moving forward. We anticipate this continued focus on Action Item 2 will help us reach our ultimate three year goal. Data binder can be located in the school office.	At this time we will continue with all action steps above.	
Cycle 3: Based on data from cycle 3, SWD are not on target to meet the three year goal. Spring data indicates 77% of SWD in the lowest quintile.	Based on end of year data, we saw a decline in the reading growth of students with disabilities. The addition of a class of students from last year may have contributed to this, however, data indicates we need to focus on teacher learning for best practices to support students in their learning. Additional professional development will be organized prior to the start of next school year in collaboration with the special education program specialist. Data binder can be located in the school office.	We will continue with action steps above and refine the focus of PD as well as how often those PDs are offered to ensure continual support throughout the year for teachers.	

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

Report Totals

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

School: Golden West Elementary

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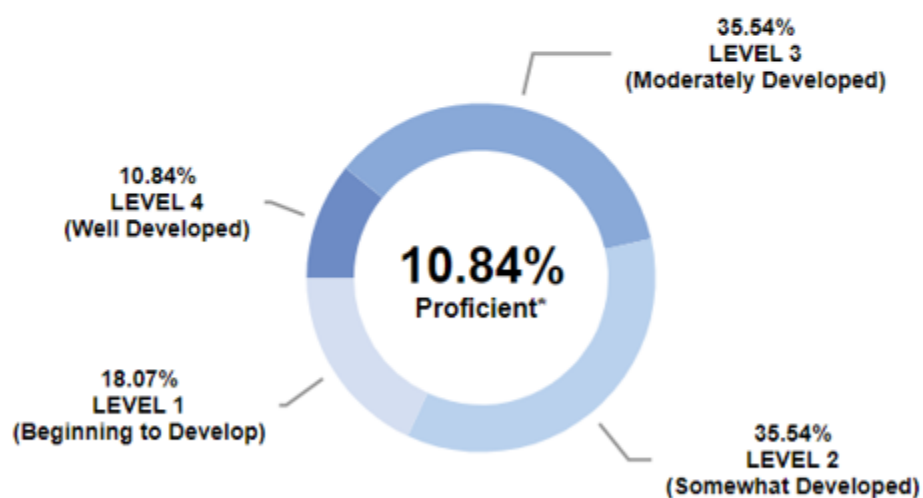
Report Options

Year:

| 2022–23 |

Grade:

| All Grades |

Student Group:

| All Students (Default) |

English Language Proficiency for Summative ELPAC

Percent of students within each performance level

35.54%
LEVEL 3
(Moderately Developed)

10.84%
LEVEL 4
(Well Developed)

10.84%
Proficient*

35.54%
LEVEL 2
(Somewhat Developed)

18.07%
LEVEL 1
(Beginning to Develop)

*The State Board of Education approved the use of the ELPAC
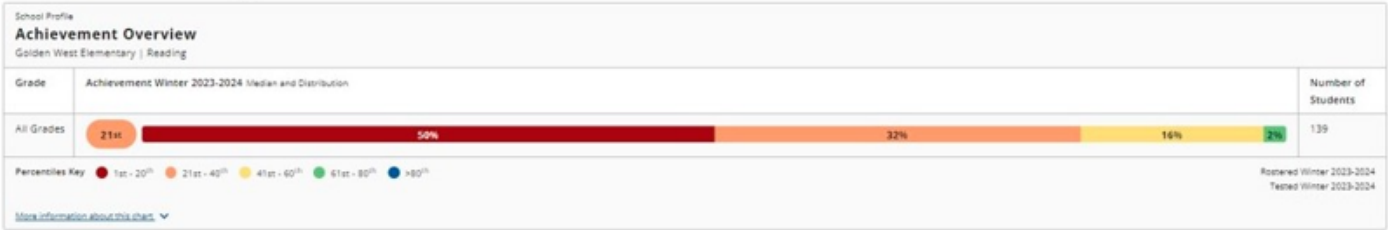Overall Performance Well Developed as one of the proficiency criteria for reclassification.

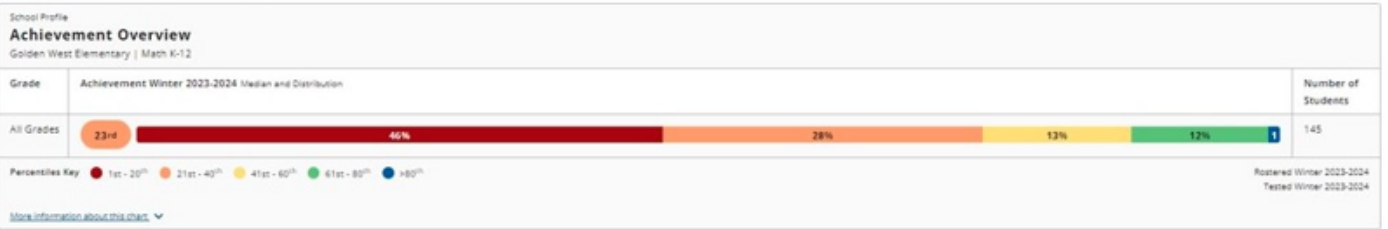**VIEW DETAILED TEST RESULTS**

Data

English Learners

Reading

Golden West Elementary

School Profile
Achievement Overview
Golden West Elementary | Reading

Grade	Achievement Winter 2023-2024 Median and Distribution				Number of Students
All Grades	21st	50%	32%	16% 2%	139

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Winter 2023-2024
Tested Winter 2023-2024

More information about this chart ∨

Math

Golden West Elementary

School Profile
Achievement Overview
Golden West Elementary | Math K-12

Grade	Achievement Winter 2023-2024 Median and Distribution				Number of Students
All Grades	23rd	46%	28%	13% 12% 1	145

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Winter 2023-2024
Tested Winter 2023-2024

More information about this chart ∨

Data Analysis

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

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

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in professional development to strengthen both designated and integrated ELD instruction.	Learning walks - Number of classrooms demonstrating strong evidence of EL supports and strategies will increase.	0/24 Strong evidence 2/24 Some evidence 6/24 Little evidence 16/24 No evidence	0/26 Strong evidence 2/26 Some evidence 8/26 Little evidence 16/26 No evidence *Making progress			Time Money People
Students who reclassify as English Proficient will receive incentives and acknowledgement.	Number of students who reclassify as English proficient will increase.	23-24 = 9 students reclassified	24-25 = 10 students reclassified *Making progress			Time Money People
Teachers will use Level Up goal sheets with students in grades 6-8 and offer incentives for students who "Level Up"	Percent of students who "Level Up" (increase proficiency in a domain on ELPAC) will increase.	Students who completed Leveled Up: 0%	Students who completed Leveled Up: 55% *Making progress			Time Money People
With teacher support from district EL TOSA's, EL students in grades 6-8 will participate in standardized ELPAC Interim Assessments and those in grades 3-5 will participate in non-standardized ELPAC Interim Assessments.	Number of students in grades 6-8 who take a standardized ELPAC Interim Assessment in Reading and Writing will increase. Number of students in grades 3-5 who take a non-standardized ELPAC Interim Assessment in Reading and Writing will increase.	Grades 6-8 = 0 Grades 3-5 = 0	Grades 6-8 Reading = 49/49 Grades 6-8 Writing = 5/49 *Making Progress Grades 3-5 Reading = 0 Grades 3-5 Writing = 0			Time Money People

(Added Nov. 2024)	(Added Nov. 2024)		*No progress			

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 from cycle 1, we show that our action items are moving us to our 5% growth by the end of the school year. Updated ELPAC data will not be available for review until the end of the school year. However, current MAP data shows trends that are positive.	Based on the action items above we have collected data to indicate that EL students are moving towards the top of the red band in MAP Reading, however, ELPAC results are not yet available. Data for Action Item 1 indicates this is an area for more growth for teachers. Action Items 2 and 3 will have data collected at the end of the year.	We will be adding one action item to address a need of our LTEL students. Please see action item 4 above.	Add new action item
Cycle 2: Based on data from Cycle 2, we show that our action items are maintaining EL progress. Updated EL{AC data at the end of the year will be important in better determining effectiveness.	Based on the action items above, we can see there is still progress to be made. Action Item 1 (designated and integrated ELD strategy evidence) is still an area of weakness that needs to be address in classrooms. We have partnered with the district EL Coordinator and TOSA's in an effort to increase teacher knowledge of and support for best practices, as well as understanding of the ELPAC assessment itself (Action Item 4). We are still collecting data on this. Action Item 3 (Level Up Goals) was only implemented in grades 7 and 8 this year but will expand to other grades next year if data indicates a measure of effectiveness.	We will continue with current action items until the end of the year when more data will be available.	
Cycle 3: Based on the data from Cycle 3, we should that our action items are progressing in a positive direction toward the overall goal. ELPAC data from this school	Action item 1 did demonstrate minimal progress. ILT has discussed that the support of district TOSA's was beneficial, but will need to be ongoing to show significant growth in implementing classroom strategies that best support our English Learners.	We will continue with all action items as they were all in initial stages.	

year is not available yet, so final decision on effectiveness cannot be made at this time.	Action item 3, use of the Level Up forms, was implemented, but next year will need to be refined to incorporate more follow-up with students on a regular basis. With the support of the district TOSAs teachers were able to learn about ELPAC interim assessments and give one of their own. Next steps will be for teachers to plan for periodic use of the Interim assessments throughout the year to increase student understanding.		

Progress Monitoring 25-26

Data

Student Need 3:

SMART Goal 1

Implementation Plan

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

Progress Monitoring 24-25

Progress Monitoring 25-26

130 - Golden West 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
	Spark PE timesheeting--inventory, monitoring		$ 1,000.00	0000 - Unrestricted	2700 - School Administration	2407 - Clerical And Office Sal Hourly	0000 - Undesignated				
	Extra custodial hours		$ 500.00	0000 - Unrestricted	8200 - Operations	2206 - Class Support Salary Overtime	0000 - Undesignated				
	Extra clerical hours (inventory, extra support)		$ 750.00	0000 - Unrestricted	2700 - School Administration	2407 - Clerical And Office Sal Hourly	0000 - Undesignated				
	Extra SSA hours (supervising students, school activities)		$ 750.00	0000 - Unrestricted	1000 - Instruction	2907 - Other Classified Salary Hourly	0000 - Undesignated				
	Extra LMT time sheeting (beginning of school year, Bookfair)		$ 750.00	0000 - Unrestricted	2420 - Instr. Media, Library & Techno	2207 - Class Support Salaries Hourly	0000 - Undesignated				
	Water/snacks for meetings	Food 4 Less	$ 500.00	0000 - Unrestricted	2700 - School Administration	4310 - Materials & Supplies	0000 - Undesignated				
	SSA Supervision		$ 1,200.00	0000 - Unrestricted	1000 - Instruction	2907 - Other Classified Salary Hourly	0000 - Undesignated				
	Campus murals and beautification	Chad Hunter Studio		0005 - School Site One Time Money	2700 - School Administration	5800 - Other Svcs & Oper Expenditures	5575 - Site-Misc Donation/Fnd Raising	1.9			
	Campus signage and beautification	Signarama Manteca		0005 - School Site One Time Money	2700 - School Administration	5800 - Other Svcs & Oper Expenditures	Medi-Cal Admin Activities	1.9			
	Horizon to High School materials (t-shirts for students)			0005 - School Site One Time Money	1000 - Instruction	4310 - Materials & Supplies	Medi-Cal Admin Activities	2.4			
	Sub time for conferences (Safety and Climate)		$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
	Sub time for conferences (Emerging Students)		$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	Emerging Students	SN 1	SG 1
	Sub time for teacher pull-out days. Safety: SEL		$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
	Sub time for teacher pull-out days. Emerging Students: EL		$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 2	SG 1
	Timesheeting for ILT meetings/trainings		$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	
	Timesheeting for PBIS meetings/trainings		$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	
	Timesheeting for teacher meetings, trainings		$ 3,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Emerging Students	SN 1	SG 1
	Translation during IEPs, SSTs, parent meetings, Community Events		$ 2,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 2	SG 1
	Books for Book Vending Machine: Grade Level Standards: Need 1 (Literacy)		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level Standards	SN: 1 / Gs: 1&2	
	Books to expand culturally diverse classroom libraries		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	
	PBIS Incentives And Awards for student attendance and positive behavior recognition		$ 3,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
	Jr. High Electives (curriculum, material and supplies) One thousand for each of 5 electives		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	
	Blanket PO for supplemental instructional supplies: Grade Level Standards: ELA	Amazon Capital Services Inc	$ 3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level Standards	SN: 1 / Gs: 1&2	
	Blanket PO for supplemental instructional supplies: Grade Level Standards: Math To promote learning and supports	Amazon Capital Services Inc	$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Grade Level Standards	SN 2	SG 1
	Blanket PO for supplemental instructional supplies for SEL - to promote learning and climate	Amazon Capital Services Inc	$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
	Blanket PO for parent meetings: Light snacks for ELAC meetings (Emerging students: Educational Partners)	Food 4 Less	$ 250.00	0709 - Prev EIA/LCAP	2700 - School Administration	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Grade Level Standards	SN 1	SG 1
	Blanket PO: Light snacks for parent and community evening activities	Food 4 Less	$ 500.00	0709 - Prev EIA/LCAP	2700 - School Administration	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	SG 1
	Parent & Student Engagment at Evening Programs - materials and supplies		$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	SG 1
	Conferences for Grade Level Standards		$ 3,253.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	SG 1
	Conferences for Grade Level Standards		$ 3,253.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	System-Wide Work	SN 1	SG 1
	Conferences for GLS: PLC at Work Institute - 3 Teachers		$ 3,560.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	SG 1
	Conferences for GLS: PLC at Work Institute - 1 VP		$ 1,187.00	0709 - Prev EIA/LCAP	2700 - School Administration	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	SG 1
	Conferences for Safety and Climate		$ 8,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	SG 1
	Conferences for Emerging Students		$ 8,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	1.8	Emerging Students	SN 2	SG 1
	Student Assemblies: (Attendance/Culture/Connectedness) To promote climate, connectedness and culture.		$ 3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
	Parent & Student Engagement at Evening Programs - presenters		$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	SG 1
	PBIS Murals	Chad Hunter Studio	$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
	SSA supplies (vests, umbrellas, and stop signs)	Amazon Business US Communities	$ 500.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	Blanket PO for instructional supplies	Amazon Capital Services Inc	$ 3,500.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	Blanket PO for instructional supplies	Office Depot Inc	$ 2,000.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	Playground equipment, balls from Warehouse		$ 750.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	Copy paper, laminating film and disinfecting wipes from Warehouse		$ 1,000.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	Music supplies, instruments		$ 1,500.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	Ink and masters for Riso machine	Riso Products of Sacramento	$ 1,500.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	Fundations consumables (organization/storage items)	Amazon Capital Services Inc	$ 1,500.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	Blanket PO for Science Consumables	Food 4 Less	$ 500.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	PE equipment (replacements)	Spark	$ 2,000.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	Science kits, materials for classrooms	Amplify Education Inc	$ 2,500.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
	TK instructional supplies and World of Wonders consumables		$ 4,000.00	1100 - State Lottery	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				

Description	Vendor	Amount	Resource	Function	Object	Goal/A&S	A&S	Need	SN	SG
Community Outreach Assistant (5.75 hours per day) NO TIMESHEETING - SALARY ONLY			3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety & Emerging Students	Safety: SN: 1 / G: 1 & SN: 1 / G: 1 Emerging Students: SN: 1 / G: 1	
Classified Extra-Time--Outreach Assistant timesheets (PBIS)		$ 250.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	2907 - Other Classified Salary Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
TSSP timesheeting: Emerging Students: Needs 1 (equity) To promote equity and supports for emerging students.		$ 250.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Safety	SN 1	SG 1
Fundations consumables and durables		$ 4,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level Standards	SN: 1 / Gs: 1&2	
TK classroom instructional supplies and materials		$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1006 - 1.6 Goal 1, A&S 6	1.6	GLS - System-Wide Work	SN 1	SG 1
Level Standards: Needs 1 & 2, Safety: Need 2 (Attendance/Culture/Connectedness) To promote hands-on and relevant learning activities, school connectedness, engagement and culture. /changed to A/S 2.4		$ 13,351.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
Arts and music electives - supplies and materials		$ 500.00	6770 - Arts & Music Prop 28	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.4	GLS - Other Subjects		
Extra classified staff hours for trainings			7311 - Class Emp Prof Dev Grant	1000 - Instruction	2900 - Other Classified Salaries		1.9	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	
Sub time for Teacher Pull Out Days (ELA)		$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Sub time for teacher pull-out days. Emerging Students: SWD		$ 1,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Emerging Students	SN 2	SG 1
Sub time for PEBC Pull Out Days		$ 3,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 2	SG 1
Standards: Needs 1 & 2 (Promote learning/executive functioning) To promote students' organization.		$ 1,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level Standards	1&2 SN: 2 / G: 1	
Student Planners for 4th-8th graders Grade Level Standards: Needs 1 & 2 (Promote learning/executive functioning) To promote students' organization.		$ 1,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4310 - Materials & Supplies	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Grade Level Standards	SN: 1 / Gs: 1&2 SN: 2 / G: 1	
Fundations Coaching		$ 75,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
		$ 255,831.00								
TV tech package for 2 TK classes			1100 - State Lottery	1000 - Instruction	4400 - Non-Capitalized Equipment	0000 - Undesignated				
Techer Tech Bundle for 2 TK classes			1100 - State Lottery	1000 - Instruction	4400 - Non-Capitalized Equipment	0000 - Undesignated				
Flexible furniture for 2 TK classes	Virco Inc		1100 - State Lottery	1000 - Instruction	4400 - Non-Capitalized Equipment	0000 - Undesignated				
Tables and umbrellas for outdoor learning			1100 - State Lottery	1000 - Instruction	4400 - Non-Capitalized Equipment	0000 - Undesignated				
ELOP: Timesheeting for After School MAP Incentive parties		$ 1,200.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7418 - ELOP-Enrichment	2.4	Safety	SN 2	SG 1
ELOP: Timesheeting for After School MAP Incentive parties		$ 350.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	2107 - Instr Aides Salaries Hourly	7418 - ELOP-Enrichment	2.4	Safety	SN 2	SG 1
ELOP: Timesheeting for After School MAP Incentive parties		$ 200.00	2600 - Expanded Learning Oppty Prgm	2700 - School Administration	2407 - Clerical And Office Sal Hourly	7418 - ELOP-Enrichment	2.4	Safety	SN 2	SG 1
ELOP: Timesheeting for After School MAP Incentive parties		$ 200.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	2907 - Other Classified Salary Hourly	7418 - ELOP-Enrichment	2.4	Safety	SN 2	SG 1
MAP After School Incentive Parties-materials and supplies		$ 8,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	Safety	SN 2	SG 1
Field Trip: Science Camp		$ 5,120.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 2	SG 1
Science Camp		$ 2,560.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5824 - Transport By Private Vendor	7418 - ELOP-Enrichment	2.4	Safety	SN 2	SG 1
Sub time for conferences (Grade Level Standards)		$ 2,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	SG 1
Sub time for teacher pull-out days. Grade Level Standards: ELA		$ 2,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level Standards	SN: 1 / Gs: 1&2	
Sub time for teacher pull-out days. Grade Level Standards: MATH		$ 2,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Grade Level Standards	SN 2	SG 1
Roving subs for Fundations Demo/Coaching		$ 7,200.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Afterschol tutoring, interventions : ELA To provide instructional and/or enrichment supports for students.		$ 1,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level Standards	SN: 1 / Gs: 1&2	
Afterschol tutoring, interventions : MATH To provide instructional and/or enrichment supports for students.		$ 1,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Grade Level Standards	SN 2	SG 1
Parent & Student Engagement at Evening Programs - timesheeting for staff		$ 1,200.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	SG 1

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

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

Date

Instructional Leadership Team Meetings: 10/27/25; 2/27/25

English Language Advisory Committee: 12/12/24; 4/10/25; 5/15/25

School Site Council: 12/10/24; 3/25/25; 5/14/25

Groups

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

Outcome

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

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

n/a Secondary Students

Name of Members	Role
Jennifer Taylor	Principal
Becky Austin	Classroom Teacher
Jeanette Kelly-Gonzales	Classroom Teacher
Stacie Pierron	Classroom Teacher
Lisa McComas	Other School Staff
Harjinder Kaur	Parent or Community Member
Kimberly Becerra	Parent or Community Member
Ashleigh Kirkland	Parent or Community Member
Kimberlee Roberson	Parent or Community Member
Ana Martinez	Parent or Community Member

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Strategic Plan requiring board approval.

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: ELAC approved on 5/14/2025

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 5/14/2025.

Attested:

	Principal, Jennifer Taylor on 5/14/25
	SSC Chairperson, Ashleigh Kirkland on 5/14/25