Manteca Unified School District Strategic Plan

2023-2024

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.

Stella Brockman Elementary School
39685936109532

Manteca Unified School District
39685930000000

School Site Vision

Stella Brockman strives to provide a safe/engaging learning environment where every student works to achieve grade level standards, feels physically and emotionally safe, and is challenged in becoming lifelong learners.

School Site Mission

In partnership with MUSD; through smart actions and decisions, Stella Brockman 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.

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

Homeless: SB School will focus on additional targeted supports to increase Math/ELA proficiency for students with disabilities and well as to decrease chronic absenteeism and suspensions for students with disabilities, African American students and students of two or more races.

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

Stella Brockman School will focus on the three targets; Safety, Standards and Emerging Students. Through focusing on these targets Stella Brockman School will address the goals written in each of these areas to support student growth and achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Admin met with various stake holder groups; SSC, ELAC, PLC GL Chairs, staff and students during the 2022.2023 school year. Staff participated in needs assessment surveys throughout the year as well as giving specific input to site needs through LCAP. A needs assessment survey was sent to all parents (in English and Spanish) fror the 22.23 school year. Parent stakeholder groups participated in needs assessment surveys during the 22.23 school year. Parent stakeholder groups and students gave specific input to site needs through LCAP. Sources of data reviewed for Strategic Plan in 22.23: NWEA MAP ELA/Math (fall, winter, spring), VCC Service/Supports, Monthly Attendance Rates, Chronic Absenteeism, Discipline, EL student MAP and Reclassification, NWEA MAP ELA/Math subgroups (homeless, foster, SPED, EL, SWD). Surveys were taken and input was given. Needs in each target area: Grade Level Standards, Safety and Emerging Students were identified based on data. Need based on data: Early Reading/Literacy intervention, Foundational Math Support and Social Emotional/Behavior Support. Admin will continue to meet with stakeholders throughout the 23.24 school year. In the 22.23 school year, leadership students and students in leadership roles were involved in data review and needs assessment. Their input was taken. All stakeholder groups will continue to be included in future annual data review and needs assessments.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Inequities were identified through needs assessments from stakeholder groups (SSC, ELAC, Staff, Grade Level Chairs, students) in 2022.2023. The needs of Stella Brockman students who are African American, have disabilities and are two or more races are indicative of the needs of the greater population. Teaching staff noted a need for continued time to collaborate/plan to support student needs, intervention support for students during the school day, continued before/after school intervention and enrichment support in ELA and Math, more social emotional/behavioral support for students in counseling sessions as well as during unstructured times (recess/lunch) and through SEL groups including increased counseling support for this to

support Tier 2 implementations in the 23.24 school year. In order to incentivize active participation and decrease the barriers in the paths of students who are African American, have disabilities and are of two or more races, increased SSA support for student safety and safety/awareness for students is needed. Staff noted an increased need for social emotional/behavior support/interventions for students. Additionally, staff noted a need for Punjabi bilingual aide support for students as well as for increased core intervention opportunities and bilingual aide support in the classroom for EL students as well as para/intervention support during the school day to support student learning in general ed classrooms. Professional development that staff felt is needed; Tier 1 instructional strategies, common formative assessments, DolphWIN time, SEL Strategies/Instruction and, PBIS. Parents noted a need for continued intervention supports for all students, more school wide events/activities as well as continued incentives for students and support for parents to help their students at home.

School Site Description

School Vision:
Stella Brockman strives to provide a safe/engaging learning environment where every student works to achieve grade level standards, feels physically and emotionally safe, and is challenged in becoming lifelong learners.

School Mission:
In partnership with MUSD; through smart actions and decisions, Stella Brockman 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.

Stella Brockman, Home of the Dolphin Spirit, is a K-8 school located in central Manteca. In addition to twenty- nine general education K-8 and special education classrooms, the school is also home to a pre-school class, six special education preschool classes, preschool speech, a resource class, county Deaf and Hard of Hearing classes, county Severely Handicapped classes, and county Autism classes.

The school staff prides themselves on the school's positive learning environment, its emphasis on building positive regard for one another through the "Character Counts" and PBIS program, a strong instructional program that maximizes instructional time and engages students in learning, and early intervention to recognize and meet the needs of individual students in partnership with families. Student recognition programs to celebrate positive behavior/character traits and academic efforts are on-going. Student leadership is responsive to the needs of the student body and the community. Students regularly participate in community service projects. Participation in athletics and student clubs/enrichment opportunities are encouraged.

Classroom instruction is supported by site and community-based tutorial and intervention programs during and after the instructional day. The school interfaces with a variety of agencies, including the police and fire department, the city, county and other governmental agencies, news media, health services, Manteca City of Parks and Recreation, Kids Zone and other service organizations to provide valuable supplemental programs and services. Students benefit from fire prevention, water safety, parks and recreation programs, and a community gymnasium. The district acorn league offers organized sports to students in grades 4-8.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.20	85.19	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.24	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	11.57	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	30.80	100.00	1050.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

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).

Beginning with the 2018-2019 school year and continuing through the 2022-2023 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

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.

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. NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide are used. 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 was used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via Parent Connect (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. 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 leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark 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 standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2022.2023 SARC reports (the most current available). There were no identified missassignments of teachers of English Learners for 2021.2022 school year. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

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 2021.2022 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core 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 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill California Math Courses 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Amplify for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. All students grade K-8 maintain access to their devices within their school setting and are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

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

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of Tier 1 inclusive instruction for all through essential standards in the 2022.2023 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction, formerly known as BTSA, will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most as risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Student outcomes, primary indicated by MAP growth assessment data, will determine the efficacy of the support.

In addition, the District provides three 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. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

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 teachers of ELA/ELD, Mathematics, core classes, SEL and 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 program 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 more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets. All certificated staff have designated professional development for two hours every Wednesday.

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

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

Teaching and Learning

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

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 intervention supports.

Opportunity and Equal Educational Access

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

MUSD provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital interventions/supports allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, Fundations and IRead. These programs are implemented as designed in classrooms with materials where needed. 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 drives 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 along with the DPAC 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).
Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

All Manteca schools receive formula-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 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
743	**50.1**	**24.9**	**0.5**
Total Number of Students enrolled in Stella Brockman Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	185	24.9
Foster Youth	4	0.5
Homeless	17	2.3
Socioeconomically Disadvantaged	372	50.1
Students with Disabilities	94	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	4.6
American Indian	5	0.7
Asian	88	11.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	20	2.7
Hispanic	405	54.5
Two or More Races	39	5.2
Pacific Islander	10	1.3
White	142	19.1

Conclusions based on this data:

1.

Grade Level Standards

Grade Level: K-8

District Goal

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

Site Strategic Goal

Every student will be supported to meet/exceed grade level standards in ELA , Math and Science. Students will be given access to grade level standards by trained/qualified staff and will be provided resources/interventions based on individual student need to support their progress towards standards.

Base Requirements

Every student is entitled to base instruction and services including materials and supplies.

Site Name: **Stella Brockman** | Function: **1000 Instructional** | LCAP A/S
Location: **010** | Goal: **1110** | 1.1
Administrator: **C. Espinola** | Mgmt: **0000**

Elementary School Site Base - Resource 0000

PROGRAM

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	**2407** Classified Hourly/Extra	**4310** Materials & Supplies	**4400** Non-Cap Equipment	**5100** Subagreement for Services	**5220** Travel, Conf & Training	**5300** Dues & Memberships	**5600** Rents, Leases, & Repairs	**5800** Other Services & Oper Exp	**6400** Equipment new/replace
S	County Copy Clicks			400							
S	Additional Teacher Supplies			12,900							
S	New Teacher Supplies			1,500							
ES	Document Cameras (replacement)			600							
ES	Roving Subs/SST,IEPs	2,510									
ES	Headphones for Student			600							
Standard/ES	Technology/Peripherals			2,175							
Standard/ES	Teacher bundles (replacment)			1,150							
Standard/ES	Teacher Copy Clicks/Print Shop									7,100	
Safetey-ES SEL	Site Recess Equipment			1,816							
Standard/ES	Postage			500							
Standard/ES	Consumables for Instruction (UTK)			3,000							
S/ES/Safety	Assemblies									3,000	
Standard/ES	Flexible Storage			3,000							
S/ES	Music			850							
S/ES/Safety	VCC/support staff copy clicks/print shop									1,000	
	TOTAL	**2,510**	**-**	**28,491**	**-**	**-**	**-**	**-**	**-**	**11,100**	**-**
										GRAND TOTAL	**42,101**

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Site Name: **Stella Brockman**	Function: **2700 School Administration**	LCAP A/S
Location: **010**	Goal: **0000**	1.1
Administrator: **C. Espinola**	Mgmt: **0000**	

Elementary School Site Base - Resource 0000

ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	**2407** Classified Hourly/Extra	**4310** Materials & Supplies	**4400** Non-Cap Equipment	**5100** Subagreement for Services	**5220** Travel, Conf & Training	**5300** Dues & Memberships	**5600** Rents, Leases, & Repairs	**5800** Other Services & Oper Exp	**6400** Equipment new/replace
Safety	Medical/Health Supplies			565							
Satandard/ES	Office/Library Supplies			13,680							
Standard/Safety	Planning Meeting									1,000	
Standards-ES	Copy Clicks & Print Shop/Office									5,000	
Standards-ES	Bilingual Aide Translation		6,000								
Safety	SSA Timesheeting		1,500								
Standards-ES	Food For Less									1,500	
	TOTAL	-	**7,500**	**14,245**	-	-	-	-	-	**7,500**	-
										GRAND TOTAL	**29,245**

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Site Name: **Stella Brockman** | Function: **2420 Instructional Library, Media, and Technology** | LCAP A/S
Location: **010** | Goal: **0000** | 1.1
Administrator: **C. Espinola** | Mgmt: **0000**

Elementary School Site Base - Resource 0000
ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Standards/ES	Print shop/Copy Clicks								1,000		
Standards/ES	Demco			500							
Standards/ES	Scholastic Book Fairs-Fall & Spring			12,000							
Standards/ES	Follett			500							
Standards/ES	Librarian Timesheeting		300								
Standards/ES	Library Supplies for Librarian			200							
	TOTAL	-	300	13,200	-	-	-	-	1,000	-	-
										GRAND TOTAL	14,500

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Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	66	83		0	81		0	81		0.0	97.6	
Grade 4	84	74		0	74		0	74		0.0	100.0	
Grade 5	61	93		0	91		0	91		0.0	97.8	
Grade 6	84	68		0	68		0	68		0.0	100.0	
Grade 7	83	85		0	85		0	85		0.0	100.0	
Grade 8	87	93		0	91		0	91		0.0	97.8	
All Grades	465	496		0	490		0	490		0.0	98.8	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2365.			4.94			20.99			20.99			53.09	
Grade 4		2440.			16.22			24.32			17.57			41.89	
Grade 5		2509.			24.18			28.57			21.98			25.27	
Grade 6		2485.			2.94			22.06			38.24			36.76	
Grade 7		2540.			5.88			40.00			32.94			21.18	
Grade 8		2543.			10.99			31.87			30.77			26.37	
All Grades	N/A	N/A	N/A		11.22			28.37			26.94			33.47	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.41			53.09			39.51	
Grade 4		12.16			68.92			18.92	
Grade 5		23.08			61.54			15.38	
Grade 6		5.88			58.82			35.29	
Grade 7		17.65			64.71			17.65	
Grade 8		16.48			47.25			36.26	
All Grades		14.29			58.78			26.94	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70			45.68			50.62	
Grade 4		16.22			55.41			28.38	
Grade 5		19.78			65.93			14.29	
Grade 6		7.35			47.06			45.59	
Grade 7		16.47			68.24			15.29	
Grade 8		13.19			59.34			27.47	
All Grades		13.06			57.55			29.39	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.17			72.84			20.99	
Grade 4		4.05			70.27			25.68	
Grade 5		12.09			74.73			13.19	
Grade 6		10.29			67.65			22.06	
Grade 7		9.41			78.82			11.76	
Grade 8		16.48			69.23			14.29	
All Grades		10.00			72.45			17.55	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.64			50.62			40.74	
Grade 4		8.11			68.92			22.97	
Grade 5		10.99			65.93			23.08	
Grade 6		7.35			69.12			23.53	
Grade 7		8.24			71.76			20.00	
Grade 8		13.19			67.03			19.78	
All Grades		9.59			65.51			24.90	

CAASPP Results

Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	66	83		0	81		0	81		0.0	97.6	
Grade 4	84	74		0	74		0	74		0.0	100.0	
Grade 5	61	93		0	92		0	92		0.0	98.9	
Grade 6	84	68		0	68		0	68		0.0	100.0	
Grade 7	83	85		0	85		0	85		0.0	100.0	
Grade 8	87	93		0	90		0	89		0.0	96.8	
All Grades	465	496		0	490		0	489		0.0	98.8	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2364.			3.70			14.81			24.69			56.79	
Grade 4		2429.			5.41			17.57			37.84			39.19	
Grade 5		2467.			8.70			13.04			31.52			46.74	
Grade 6		2475.			4.41			10.29			35.29			50.00	
Grade 7		2483.			3.53			9.41			45.88			41.18	
Grade 8		2518.			8.99			14.61			40.45			35.96	
All Grades	N/A	N/A	N/A		5.93			13.29			35.99			44.79	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.41			38.27			54.32	
Grade 4		8.11			47.30			44.59	
Grade 5		10.87			35.87			53.26	
Grade 6		5.88			44.12			50.00	
Grade 7		3.53			52.94			43.53	
Grade 8		7.87			53.93			38.20	
All Grades		7.36			45.40			47.24	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.94			45.68			49.38	
Grade 4		5.41			54.05			40.54	
Grade 5		9.78			54.35			35.87	
Grade 6		7.35			50.00			42.65	
Grade 7		3.53			56.47			40.00	
Grade 8		11.24			53.93			34.83	
All Grades		7.16			52.56			40.29	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.41			49.38			43.21	
Grade 4		8.11			56.76			35.14	
Grade 5		7.61			54.35			38.04	
Grade 6		1.47			66.18			32.35	
Grade 7		2.35			68.24			29.41	
Grade 8		7.87			65.17			26.97	
All Grades		5.93			59.92			34.15	

Student Growth Summary Report

Aggregate by School

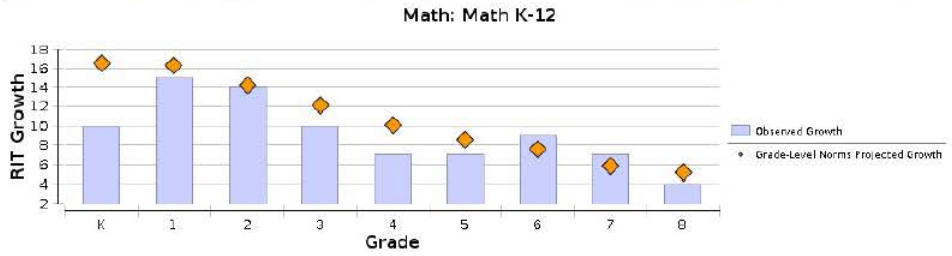
Term: Spring 2022-2023
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

Stella Brockman Elementary

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods: Fall 2022 Mean RIT Score	Fall 2022 Standard Deviation	Fall 2022 Achievement Percentile	Spring 2023 Mean RIT Score	Spring 2023 Standard Deviation	Spring 2023 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: 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
K	57	143.3	9.3	79	153.6	12.8	32	10	1.3	16.5	-2.88	1	57	16	28	20
1	72	151.6	12.5	9	166.8	13.4	8	15	0.9	16.3	-0.47	32	72	27	38	37
2	75	171.5	14.3	31	185.5	14.3	31	14	0.8	14.2	-0.09	46	75	38	51	47
3	74	182.2	13.6	17	192.2	15.3	11	10	0.8	12.2	-1.06	14	74	29	39	30
4	65	189.9	12.6	8	197.0	14.2	4	7	0.8	10.1	-1.59	6	65	19	29	27
5	70	201.1	14.9	15	208.0	15.0	11	7	0.8	8.6	-0.77	22	70	26	37	37
6	77	208.4	12.1	22	217.7	12.2	29	9	0.8	7.6	0.80	79	77	46	60	56
7	75	208.1	14.5	8	214.7	14.8	10	7	0.9	5.9	0.37	65	75	41	55	48
8	76	217.6	14.2	23	221.5	15.7	20	4	0.8	5.2	-0.54	30	76	39	51	48



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

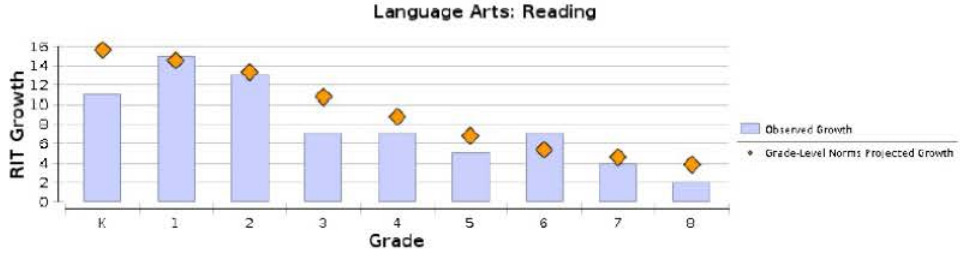
Term: Spring 2022-2023
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

Stella Brockman Elementary

Language Arts: Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods: Fall 2022 Mean RIT Score	Fall 2022 Standard Deviation	Fall 2022 Achievement Percentile	Spring 2023 Mean RIT Score	Spring 2023 Standard Deviation	Spring 2023 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: 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
K	39	139.7	10.0	76	150.3	12.4	37	11	1.6	15.6	-2.12	2	39	13	33	28
1	69	144.4	10.1	2	159.7	12.1	4	15	1.2	14.5	0.32	63	69	33	48	46
2	73	169.9	15.1	39	183.2	15.4	40	13	1.2	13.3	0.02	51	73	36	49	45
3	72	182.6	15.4	32	190.0	16.5	17	7	1.1	10.8	-1.68	5	72	28	39	29
4	64	188.0	17.3	13	194.6	16.5	8	7	1.1	8.8	-1.12	13	64	24	38	37
5	70	200.6	16.2	31	206.0	14.4	25	5	0.9	6.8	-0.76	22	70	31	44	44
6	80	209.3	13.8	47	216.5	11.7	58	7	0.9	5.3	1.12	87	80	49	61	61
7	67	204.4	15.9	9	208.7	16.3	9	4	1.2	4.6	-0.21	42	67	36	54	49
8	74	215.4	13.6	38	217.6	13.5	31	2	0.9	3.8	-0.83	20	74	33	45	44



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Spring 22.23: Reading

NWEA Assessment Summary

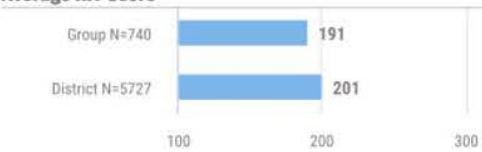
Site: **Stella Brockman Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (05-08-2023)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	9%	64
61 - 80	16%	120
41 - 60	24%	174
21 - 40	21%	154
1 - 20	31%	228
Total Students Tested		740

Average RIT Score



Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	39%	287
2-3	450-769	22%	163
4-5	770-954	13%	99
6-8	955-1079	12%	86
9-10	1080-1214	8%	62
11-CCR	1215-1355	6%	43

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

Spring 22.23: Math

NWEA Assessment Summary

Site: **Stella Brockman Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (05-08-2023)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	5%	34
61 - 80	14%	105
41 - 60	23%	169
21 - 40	23%	176
1 - 20	35%	265
Total Students Tested		749

Average RIT Score

Data Analysis

Data from Fall 2022-Spring 2023 shows that 47% of all students met their growth projection in Reading and 44% in Math. Grades 1,2,6 met the grade level normed projected growth in Reading and grades 6 and 7 in Math. Sixth grade was highest at both Reading and Math at 61% and 60%. Kinder was the lowest at 33% and 28%. 43% of Students with Disabilities met the growth projections in Reading and 40% in Math. Data from Fall 2022-Spring 2023 shows that 25% of all students were proficient (blue/green) in Reading and 19% in Math. Kinder was the highest at 46% and first was the lowest at 8% in Reading. In Math Kinder was the highest at 58% and seventh was the lowest at 13%. Although Kinder has the least number of students making their growth target, they had the highest percentage of students proficient in Reading and although first grade had a low percent of students proficient in Reading (8%) they had a high percentage of students meeting their growth target in Reading (48%). In first grade 82% have low achievement (orange/red) on MAP Reading and 62% have low achievement (orange/red) on MAP Math.

Student Need 1:

Students will meet growth, achievement, and proficiency in grade level standards, including students with disabilities (ATSI group).

Implementation Plan

Students, including students with disabilities will be assessed in ELA/Math using NWEA MAP assessment at the beginning of each trimester (three times each year) as well as other assessments during the year. Data will be used to identify and continually adjust learning goals, lesson design, Dolph-WIN Time, PLCs, professional development and Region four professional development/training to meet the needs of all students, including students with disabilities in ELA/Math. Lessons will be designed based on grade level standards/essential standards and the learning needs of individual students. Differentiation and Rigor will be a focus for lesson planning. Students will access grade level base curriculum and support resources. They will be provided interventions and supports based on data analysis and need. Teachers will receive relevant professional development to support standards-based grade level instruction, Tier 1 and Tier 2 instructional strategies as well as targeted interventions/supports based on student need for all students including students with disabilities. Collaboration time will be provided for teachers to do so. Teaching practices, interventions and supports as well as professional development will continually be monitored and adjusted based on grade level, class and individual student data/need. Fundations will be used as a tier 1 and tier 2 support for students, data will be collected to provide ongoing fundations support to meet student needs in ELA and teachers will be given professional development in doing so. Instructional Specialist will support classroom teachers in the implementation and monitoring of Fundations as well as provide relevant PD, demonstration lessons, observations, etc. to support both Tier 1 and Tier 2 usage. Base and support resources/curriculum will be used to support students with disabilities and progress will be monitored through assessment as well as observed/assessed progress towards IEP goals/objectives. Paraprofessionals and site assigned long term substitutes will support student learning/interventions in the classroom. Site assigned long term substitutes will also support student learning/interventions before/after school based on student need determined through data. Academic growth through student collaboration will be supported with flexible furniture. Additions to flexible furniture may be added due to classroom/individual student need for support. Enrichment opportunities to support growth and achievement in Math will be provided through STEM, math elective classes, math olympiad as well as before/after school. Teachers will be provided support materials/resources to do so and will receive relevant PD to do so. SST and IEP meetings will be held to support student progress toward academic achievement for all students in need, including students with disabilities. Teachers will plan for and support students for summer learning loss based on Spring MAP data results in ELA/Math.

SMART Goal

80% of students will meet growth projections in MAP ELA/Math from Fall 2023 to Spring 2024.

Metric/Indicator	Baseline	Expected Outcome

MAP Student Summary Growth Report Reading	Spring 2023: # of students % of students K 13/39 33% 1st 33/69 48% 2nd 36/73 49% 3rd 28/72 39% 4th 24/64 38% 5th 31/70 44% 6th 49/80 61% 7th 36/67 54% 8th 33/74 45% Overall: 283/608 47%	80% of students will meet growth projection on NWEA MAP Reading
MAP Student Summary Growth Report Math	Spring 2023: # of students % of students K 16/57 28% 1st 27/72 38% 2nd 38/75 51% 3rd 29/74 39% 4th 19/65 29% 5th 26/70 37% 6th 46/77 60% 7th 41/75 55% 8th 39/76 51% Overall: 281/641 44%	80% of students will meet growth projection on NWEA MAP Math
NWEA Achievement Report (illuminate) Reading with a focus on proficiency	Spring 2023 high/high average (green and blue): K 19/41 46% 1st 6/71 8% 2nd 29/75 39% 3rd 28/77 36% 4th 18/69 26% 5th 23/73 32% 6th 26/85 31% 7th 16/71 23% 8th 28/75 37% Overall: 184/740 25%	All grade levels will have 80% of students perform high/high average (green & blue) in NWEA MAP Reading
NWEA Achievement Report (illuminate) Math with a focus on proficiency	Spring 2023 high/high average (green and blue): K 34/59 58% 1st 13/74 18% 2nd 29/76 38% 3rd 16/77 21% 4th 12/71 17% 5th 18/73 25%	All grade levels will have 80% of students perform high/high average (green & blue) in NWEA MAP Math

	6th 17/83 20% 7th 10/79 13% 8th 14/76 18% Overall: 139/749 19%	
NWEA Achievement Report (illuminate) Reading with a focus on achievement	Spring 2023 low/low average (red and orange): K 13/41 32% 1st 58/71 82% 2nd 38/75 51% 3rd 39/77 51% 4th 42/69 61% 5th 36/73 49% 6th 35/85 41% 7th 43/71 61% 8th 28/75 34% Overall: 382/740 52%	All grade levels show a decrease of 20% of students performing low/low average (red/orange) in NWEA MAP Reading
NWEA Achievement Report (illuminate) Math with a focus on achievement	Spring 2023 low/low average (red and orange): K 12/59 20% 1st 46/74 62% 2nd 35/76 46% 3rd 40/77 52% 4th 47/71 66% 5th 43/73 59% 6th 44/83 53% 7th 57/79 72% 8th 42/76 55% Overall: 441/749 58%	All grade levels show a decrease of 20% of students performing low/low average (red/orange) in NWEA MAP Math
NWEA Achievement Report (illuminate) Reading/Math with a focus on achievement for Students with Disabilities	Reading: Spring 2023 low/low average (red and orange): 82/107 77% Math Spring 2023 low/low average (red and orange): 90/107 84%	Students with disabilities show a decrease of 20% of students performing low/low average (red/orange) in NWEA MAP Reading/Math
MAP Student Summary Growth Report Reading/Math for Students with Disabilities	Reading: Spring 2023 met growth projection 90/107 84% Math: Spring 2023 met growth projection 20/46 43%	Students with disabilities meeting their growth projection on NWEA MAP Reading/Math will increase by 20%

NWEA Reading Fluency Instructional Planning Report: Phonological Awareness for Kindergarten	Spring 2023: Approaching/Below (yellow/red): 17/44 39% Meets/Exceeds (green/blue): 26/44 59%	80% of students Meet/Exceed (green/blue) in Phonological Awareness
NWEA Reading Fluency Instructional Planning Report: Phonics/Word Recognition for Kindergarten	Spring 2023: Approaching/Below (yellow/red): 15/44 34% Meets/Exceeds (green/blue): 28/44 64%	80% of students Meet/Exceed (green/blue) in Phonics/Word Recognition

Targeted Resources Applied

Action	Resources	Money/Budget
Supplemental Technology, technology peripherals and electronic devices for instruction/student support	Other	
Resources/materials/fees to support math enrichment (STEM, magnitude, math olympiad, etc)	Other	
Additional supplies for classroom instruction. Supplies for academic tutoring/intervention/enrichment support for students	Other	
Timesheeting certificated staff for professional development (trainings, collaboration, observations, pull out days, planning time) to support student learning	Other	
Substitute for certificated staff for professional development (trainings, collaboration, observations, pull out days, planning time) to support student learning	Other	
Certificated Staff/Admin: Conference(s) / workshops to support students w/ academic progress	Other	
Certificated staff timesheeting: Summer learning loss	Other	
Certificated staff/Long term sub/Substitute timesheeting: Tutoring/interventions/enrichment support for students	LCFF- Supplemental	9,000
Incentives/awards for student achievement/growth/academics.	Other	
Flexible Furniture to support student learning needs/collaboration	Other	

Copies, printshop, copying costs for instruction (certificated staff)	Other	
Substitute for IEP/SST to support academic achievement and students with disabilities	Other	
UTK Consumables for Instruction	Other	
Fundations Consumables	LCFF- Supplemental	7,280

Progress Monitoring

October

January

April

Data

Data Analysis

Student Need 3:

Implementation Plan

SMART Goal

Targeted Resources Applied

Progress Monitoring

October

January

April

District Goal

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

Site Goal

Every student will feel safe emotionally and physically. Students will have access to clean and safe facilities. A climate of connectedness will be established for students. Chronic Absenteeism and behavior incidents will decrease.

Base Requirements

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students.

Site Name: **Stella Brockman** | Function: **8200 Operations** | LCAP A/S
Location: **010** | Goal: **0000** | 1.1
Administrator: **C. Espinola** | Mgmt: **0000**

Elementary School Site Base - Resource 0000

OPERATIONS

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Safety	Waxie			2,700							
Saftey	Grainger			18,000							
Safety	Amazon			1,500							
Safety	Custodial Repairs(Elbert's Dept.)									4,000	
Safety	Gas Charges			100							
Safety	Home Depot			1,000							
Safety	Small Equipment Repair									500	
Safety	Parking lot signage/cones			500							
	TOTAL	-	-	**23,800**	-	-	-	-	-	**4,500**	-
										GRAND TOTAL	**28,300**

https://musd-my.sharepoint.com/personal/cespinola_musd_net/Documents/Strategic Plan/Strategic Plan 2023.2024/Copy of Copy of 010 Stella Brockman 23-24Op Base-8200

Site Name: **Stella Brockman** | Function: **2420 Instructional Library, Media, and Technology** | LCAP A/S
Location: **010** | Goal: **0000** | 1.1
Administrator: **C. Espinola** | Mgmt: **0000**

Elementary School Site Base - Resource 0000

ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Standards/ES	Print shop/Copy Clicks								1,000		
Standards/ES	Demco			500							
Standards/ES	Scholastic Book Fairs-Fall & Spring			12,000							
Standards/ES	Follett			500							
Standards/ES	Librarian Timesheeting		300								
Standards/ES	Library Supplies for Librarian			200							
TOTAL		-	300	13,200	-	-	-	-	1,000	-	-
										GRAND TOTAL	14,500

https://musd-my.sharepoint.com/personal/cespinola_musd_net/Documents/Strategic Plan/Strategic Plan 2023.2024/Copy of Copy of 010 Stella Brockman 23-24Admin Base-2420

Site Name: **Stella Brockman** | Function: **1000 Instructional** | LCAP A/S
Location: **010** | Goal: **1110** | 1.1
Administrator: **C. Espinola** | Mgmt: **0000**

Elementary School Site Base - Resource 0000

PROGRAM

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
S	County Copy Clicks			400							
S	Additional Teacher Supplies			12,900							
S	New Teacher Supplies			1,500							
ES	Document Cameras (replacement)			600							
ES	Roving Subs/SST,IEPs	2,510									
ES	Headphones for Student			600							
Standard/ES	Technology/Peripherals			2,175							
Standard/ES	Teacher bundles (replacment)			1,150							
Standard/ES	Teacher Copy Clicks/Print Shop									7,100	
Safetey-ES SEL	Site Recess Equipment			1,816							
Standard/ES	Postage			500							
Standard/ES	Consumables for Instruction (UTK)			3,000							
S/ES/Safety	Assemblies									3,000	
Standard/ES	Flexible Storage			3,000							
S/ES	Music			850							
S/ES/Safety	VCC/support staff copy clicks/print shop									1,000	
	TOTAL	**2,510**	**-**	**28,491**	**-**	**-**	**-**	**-**	**-**	**11,100**	**-**
										GRAND TOTAL	**42,101**

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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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.60	0.53	5.22	0.91	3.47	0.20
Expulsions	0.00	0.00	0.23	0.01	0.08	0.00

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 2019-20	District 2019-20	State 2019-20
Suspensions	2.98	4.19	2.45
Expulsions	0.00	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	754	745	132	17.7
Female	371	368	65	17.7
Male	383	377	67	17.8
American Indian or Alaska Native	9	9	3	33.3
Asian	83	82	10	12.2
Black or African American	39	39	5	12.8
Filipino	23	23	3	13.0
Hispanic or Latino	407	400	89	22.3
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	45	45	8	17.8
White	140	139	14	10.1
English Learners	198	197	35	17.8
Foster Youth	1	1	0	0.0
Homeless	48	48	17	35.4
Socioeconomically Disadvantaged	561	557	108	19.4
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	101	97	17	17.5

Chronic Absenteeism: (10% or more toal absences of their total days enrolled)

Grade	Aug/Sept	Oct.	Nov.	Dec	Jan	March	April
K	17/68 25%	23/75 31%	23/75 31%	33/74 45%	29/72 40%	31/74 42%	33/75 44%
1st	14/77 18%	17/76 22%	19/74 26%	19/76 25%	22/75 29%	21/77 27%	20/77 23%
2nd	20/78 26%	16/79 20%	19/79 24%	23/80 29%	22/79 28%	19/79 24%	21/79 27%
3rd	12/77 16%	19/80 24%	20/81 25%	28/82 34%	27/80 34%	25/80 31%	22/79 28%
4th	13/69 19%	15/70 21%	13/71 18%	17/73 23%	17/71 24%	15/70 21%	18/70 26%
5th	17/84 20%	12/83 14%	14/81 17%	21/81 26%	25/82 30%	24/83 29%	18/83 22%
6th	14/87 16%	18/86 21%	16/85 19%	25/86 29%	22/86 26%	22/86 26%	22/87 25%
7th	19/86 22%	19/98 19%	21/97 22%	51/97 53%	41/95 43%	38/97 39%	29/98 30%
8th	15/84 18%	18/85 21%	16/85 19%	35/86 41%	31/85 36%	34/88 39%	19/76 25%
Total	141/710 19.8%	157/732 21%	161/728 22%	252/735 34%	236/725 33%	229/734 31%	202/724 28%

ATSI Sub Groups - Chronic Absenteeism: (10% or more toal absences of their total days enrolled)

Subgroup	April	
SWD	35	
Af. American	10	
Two or More Races	12	

Valley Community Counseling Service/Supports 2022.2023

	Sept. 2022	Jan. 2023	March 2023	April 2023	
Total Current Caseload	44	87	92	93	
Total Pending Caseload	9	11	23	22	
Push-in SEL Small Group		All grades K-6	All grades K-6	All grades K-6	

Aug 2022-April 2023

All students:

Incidents

Stella Brockman Elementary
Behavior Analysis - Involvements
Events from 08/04/2022 to 04/28/2023
Printed: 5/9/2023 7:36 AM

Track	(All)
School	(All)

Incident	Involvement	Total
Bullying/Cyberbullying		1
Bus Referral		22
Cheating/Dishonest		3
Damage School/Personal Property		18
Dangerous Object		1
Defiance		103
Disruptive		93
Eating/Chewing Gum in Class		1
Electronic Device		8
Fighting/Attack - w/ Weapon		2
Fighting/Attack w/o Weapon		47
Hate Crime/Racial Slurs		13
Imitation Firearm		1
Inappropriate Behavior/Object		127
Left Campus, No Checkout		2
Possess/Use Weapon		1
Possession of Firearm/Explosive		1
Profanity		51
Pushing/Shoving		90
Sexual Harassment		3
Theft/Robbery/Extortion		3
Threat of Attack - w/ Firearm/Explosive		1
Threat of Attack - w/ Weapon		1
Threat of Attack - w/o Weapon		26
Truancy		4
Truant (CWA ONLY)		1
Unsafe Behavior		44
Vape Pen: Nicotine		5
Verbal Fight		3
Witness Intimidation		1
Grand Total		677

Suspensions

Suspension	Damage School/Personal Property	4
	Defiance	1
	Fighting/Attack - w/ Weapon	1
	Fighting/Attack w/o Weapon	36
	Hate Crime/Racial Slurs	4
	Inappropriate Behavior/Object	4
	Possess/Use Weapon	1
	Possession of Firearm/Explosive	1
	Profanity	1
	Pushing/Shoving	2
	Sexual Harassment	2
	Threat of Attack - w/o Weapon	7
	Verbal Fight	2
Suspension Total		66

African American:

Incidents

Row Labels	Count of Student
Damage School/Personal Property	1
Defiance	24
Disruptive	25
Fighting/Attack w/o Weapon	14
Inappropriate Behavior/Object	10
Profanity	12
Pushing/Shoving	16
Theft/Robbery/Extortion	2
Threat of Attack - w/o Weapon	6
Truancy	2
Unsafe Behavior	5
Grand Total	117

Suspensions

Row Labels	Count of Student First
Defiance	1
Fighting/Attack w/o Weapon	9
Profanity	1
Grand Total	11

Students with Disabilities:

Incidents

Stella Brockman Elementary
Behavior Analysis - Involvements
Events from 08/04/2022 to 04/28/2023
Printed: 5/9/2023 8:49 AM

Track	(All)
School	(All)

Count of Student		
Incident	Involvement	Total
⊞Bullying/Cyberbullying		1
⊞Bus Referral		21
⊞Cheating/Dishonest		1
⊞Damage School/Personal Property		5
⊞Defiance		18
⊞Disruptive		17
⊞Fighting/Attack - w/ Weapon		1
⊞Fighting/Attack w/o Weapon		11
⊞Hate Crime/Racial Slurs		5
⊞Inappropriate Behavior/Object		41
⊞Possession of Firearm/Explosive		1
⊞Profanity		14
⊞Pushing/Shoving		33
⊞Sexual Harassment		2
⊞Threat of Attack - w/ Weapon		1
⊞Threat of Attack - w/o Weapon		10
⊞Truancy		3
⊞Unsafe Behavior		18
⊞Vape Pen: Nicotine		3
⊞Verbal Fight		1
Grand Total		207

Suspensions

⊟Suspension	Damage School/Personal Property	1
	Defiance	1
	Fighting/Attack - w/ Weapon	1
	Fighting/Attack w/o Weapon	8
	Hate Crime/Racial Slurs	2
	Inappropriate Behavior/Object	1
	Possession of Firearm/Explosive	1
	Pushing/Shoving	2
	Sexual Harassment	2
Suspension Total		19

Two or More Races:

Incidents

Stella Brockman Elementary
Behavior Analysis - Involvements
Events from 08/04/2022 to 04/28/2023
Printed: 5/9/2023 8:25 AM

Track	(All)
Ethnicity	(All)
School	(All)

Count of Student		
Incident	Involvement	Total
⊞Bus Referral		8
⊞Cheating/Dishonest		2
⊞Damage School/Personal Property		2
⊞Defiance		8
⊞Disruptive		4
⊞Hate Crime/Racial Slurs		2
⊞Inappropriate Behavior/Object		9
⊞Profanity		2
⊞Pushing/Shoving		7
⊞Threat of Attack - w/o Weapon		2
⊞Unsafe Behavior		7
⊞Vape Pen: Nicotine		1
Grand Total		54

Suspensions

⊟Suspension	Damage School/Personal Property	1
	Inappropriate Behavior/Object	1
	Threat of Attack - w/o Weapon	1
Suspension Total		3

On LCAP stakeholder feedback (parent, student, staff) as well as on staff input surveys and ELAC/SSC needs surverys for the 2022/2023 school year a need for increased site VCC counseling services and social emotional programs for students was noted. Site VCC counseling caseload data for 2022/2023 shows a significant increase from forty-four (44) students in September to ninety-three (93) students in April. Q discipline data 2022/2023 shows total number of behavior incidents were six hundred seventy-seven (677) and sixty-six (66) total suspensions. Thirty-six (36) of the suspensions were for fighting. ATSI subgroup incidents and suspensions; African American students had on hundred seventeen (117) behavior incidents and eleven (11) suspensions, Students with Disabilities had two hundred seven (207) behavior incidents and nineteen (19) suspensions, and Two of More Races has fify-four (54) behavior incidents and three (3) suspensions. Chronic absenteeism increased from August 2022 (141/710 19%) to April 2023 202/724 28%). Kindergarten continually had the highest rate of chronic absenteeism throughout the 2022/2023 school year.

Student Need 1:

Attendance rates school-wide will increase and chronic absenteeism will decrease while increasing student/community engagement by lowering student incidents/suspensions and building an active safe, social emotional learning environment for all students including African American students, students with disabilities and students of two or more races. (ATSI groups)

Implementation Plan

Improve school climate and engagement where students feel safe, comfortable to learn and engaged in school as well as to increase the attendance rate school wide, decrease chronic absenteeism and decrease the number of behavior incidents and suspensions. VCC, COST, Community Outreach Assistant, PBIS and ELOP will be resources that will support safety. PD for certificated/classified staff will be given. Walkthroughs, data collection and observation will be done to monitor progress/supports. Expectations for attendance, behavior and school recognition plan will be communicated to staff, students, and community. VCC will support students through individual/group student counseling services as well as during unstructured times such as recess/lunch throughout the school day, including SEL classroom and pull-out small group supports. Social emotional learning and support will be given/implemented. Sanford Harmony (UTK-5th) and BASE (6-8th) weekly. Character Counts: display/implementation of monthly character trait, positive character trait messages daily/monthly to staff/student/families, student recognition plan. Essential behavior/SEL support during school/Access time through the classroom teacher and/or VCC. Engagement will be supported through various clubs and before/after school activities through ELOP (drama club, STEM club, Star Lab). Engagement will continue through morning student announcements, weekly video announcements, student leadership, Philanthropies supported by leadership/student body, peer support from leadership students, buddies, monthly spirit banner winners, regular check ins with teachers, chaplain meetings with at risk students, ongoing communication with students/families/community, Facebook page, weekly announcements, monthly Dolphin Tides Newsletter, NTI messaging (email/text) and Peach Jar, field trips and Artist in Residence, goal setting conferences, family nights, parent workshops and events. Grade level, student and school attendance rates will be recognized through incentives and awards. Truancy processes will be followed. Attendance will be addressed in SST/IEP/504 meetings and plans for support will be developed as needed. Barriers to student attendance will be identified and supported. Community Outreach Assistant will reach out to and engage new students/families, including kindergarten, to lesson chronic absenteeism and will facilitate/offer support/resources for parent and student engagement, attendance and chronic absenteeism for all students including African American, Students with Disabilities and students of Two or More Races as well as to support their success both inside and outside of the classroom.

SMART Goal

Chronic absenteeism will decrease from Spring 2023 to Spring 2024. All grade levels will have less than 10% total absences of their total days enrolled. Including African American, Students with Disabilities and Two or More Races.

Metric/Indicator	Baseline	Expected Outcome
Site Chronic Absenteeism report from Q	Chronic Absenteeism Aug-April 2022.2023:	

	K 33/75 44% 1st 20/77 23% 2nd 21/79 27% 3rd 22/79 28% 4th 18/70 26% 5th 18/83 22% 6th 22/87 25% 7th 29/98 30% 8th 19/76 25% Overall: 202/724 28% ATSI groups African American Chronic Absenteeism Aug-April 2022.2023: 10 Students Students with Disabilities Chronic Absenteeism Aug-April 2022.2023: 35 Students Two or more races Chronic Absenteeism Aug-April 2022.2023: 12 Students	Chronic absenteeism will decrease from 28% of students to 10% of students. Chronic absenteeism for African American from 10 students to 5 students. Chronic absenteeism for Students with Disabilities from 35 students to 30 students. Chronic absenteeism for Two or More Races from 12 students to 7 students.
Parent/student/community participation and attendance at events, clubs/activities (including ELOP) and workshops.	2022.2023: *Back to School Night: 68% *Goal Setting Conferences: T1 (665/710) 94%, T2 (657/719) 91% *Parenting Partner Workshops: 14 parents in the fall, 8 parents in the spring *ELOP - 0% *Open House - 0%	Increase in parent/student/community participation and attendance at events, clubs/activities (including ELOP) and workshops.
Behavior Analysis Report (Q)	Suspensions/Incidents Aug-April 2022.2023: Suspensions: 66 Incident Reports: 677 ATSI groups African American Suspensions/Incidents Aug-April 2022.2023: Suspensions: 11 Incidents: 117 Students with Disabilities Suspensions/Incidents Aug-April 2022.2023: Suspensions: 19 Incidents: 207	All suspensions/incidents will decrease by 10%: Suspensions will decrease from 66 to 60 Number of incidents will decrease from 677 to 609 Suspensions of African American will decrease from 11 to 10. Incidents for African American will decrease from 117 to 106. Suspensions of Students with Disabilities will decrease from 19 to 17.

	Two or more races Suspensions/Incidents Aug-April 2022.2023: Suspensions: 3 Incidents: 54	Incidents for Students with Disabilities will decrease from 207 to 187. Suspensions of two or more races will decrease from 3 to 2. Incidents for two or more races will decrease from 54 to 5.
Counseling Services/Support	VCC Caseload data 2022.2023: April 2022: 93 current, 22 pending Number of groups: All Grades (K-6) Counselor observation log during unstructured time: no baseline	Counselor Caseload will decrease by 20% (18 students). There will be 0 pending students. Number of groups: Every grade level will have a group Counselor observation log during unstructured time (included in pre-data and progress monitoring)
Q Visits by Outreach Assistant	No Baseline (SB did not have a COA for the 22.23 school year) Student/Parent Engagement: Parent Contact: Attendance: Intervention Conference: ATSI groups: African American visits entered by COA: Students with Disabilities visits entered by COA: Two or More Races visits entered by COA:	10% of students for all students as well as for each ATSI group will have visits entered by the COA for student/parent engagement, parent contact, attendance, intervention conference

Resources to Support

Action	Resources	Money/Budget
Admin designee: As needed in the absence of both site administrators for campus/student safety and support.	Other	
Certificated/Classified Staff: Timesheeting for PBIS/SEL meetings, training, planning, Professional Development	Other	
VCC Counselors/Support Staff: Copies, printshop, copying costs to support students/parents.	Other	

Supplies for intervention/enrichment/ELOP.	Other	
Materials/resources for SSA SEL Professional Development	Other	
SSA: Timesheeting to ensure campus/student safety.	Other	
Certificated/Classified staff: Timesheeting and supplies for parent involvement, engagement night, events or workshops to support parents and students' success.	Title I Part A: Allocation	3,315
Community Outreach Assistant: Service/support communication to students and families	Title I Part A: Allocation	11,570
Educational activities, excursions, assemblies, field trips and science camp	Other	
Certificated Staff/Substitute: Timesheeting for teacher professional development (regional professional development, trainings, collaboration, observations, pull out days, conferences, planning time for SEL to support students.	Other	
Incentives/awards for students for SEL, clubs, sports, character, PBIS, ELOP.	LCFF- Supplemental	2,800
VCC Counselor: VCC direct services/support to students to support case management, students during unstructured times (recess/lunch) and SEL groups.	Title I Part A: Allocation	21,198
VCC Counselor: VCC direct services/support to students to support case management, students during unstructured times (recess/lunch) and SEL groups.	Other	
Educational activities: Artist in Residence	LCFF- Supplemental	5,360
Bilingual Aide/Classified Staff: Timesheeting for translation needed for communication, supporting student need, connecting parents to school..	Other	
Resources/materials for parent involvement nights.	LCFF- Supplemental	422
Supplies/signate for PBIS.	Other	
PBIS store prizes	Other	

Certificated Staff/Admin: Conference(s) / workshops to support students w/ SEL	Other	

Progress Monitoring

September

December

March

Data

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Student Need 3:

Implementation Plan

SMART Goal

Resources to Support

Progress Monitoring

September

December

January

March

Data

District Goal

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

Site Strategic Goal

Every student will be supported to meet grade level standards in ELA and Math through targeted intervention supports. CAASPP, MAP, ELPAC and formative assessments will be given throughout the year. Data will be reviewed and analyzed to support individual student need.

Manteca Unified School District
2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Site Name: **Stella Brockman**	Function: **1000 Instructional**	LCAP A/S
Location: **010**	Goal: **1110**	1.1
Administrator: **C. Espinola**	Mgmt: **0000**	

Elementary School Site Base - Resource 0000
PROGRAM

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	**Description of Need**	**Estimated Annual Cost**									
		1107 Certificated Hourly/Extra	**2407** Classified Hourly/Extra	**4310** Materials & Supplies	**4400** Non-Cap Equipment	**5100** Subagreement for Services	**5220** Travel, Conf & Training	**5300** Dues & Memberships	**5600** Rents, Leases, & Repairs	**5800** Other Services & Oper Exp	**6400** Equipment new/replace
S	County Copy Clicks			400							
S	Additional Teacher Supplies			12,900							
S	New Teacher Supplies			1,500							
ES	Document Cameras (replacement)			600							
ES	Roving Subs/SST,IEPs	2,510									
ES	Headphones for Student			600							
Standard/ES	Technology/Peripherals			2,175							
Standard/ES	Teacher bundles (replacment)			1,150							
Standard/ES	Teacher Copy Clicks/Print Shop									7,100	
Safetey-ES SEL	Site Recess Equipment			1,816							
Standard/ES	Postage			500							
Standard/ES	Consumables for Instruction (UTK)			3,000							
S/ES/Safety	Assemblies									3,000	
Standard/ES	Flexible Storage			3,000							
S/ES	Music			850							
S/ES/Safety	VCC/support staff copy clicks/print shop									1,000	
	TOTAL	**2,510**	-	**28,491**	-	-	-	-	-	**11,100**	-
										GRAND TOTAL	**42,101**

https://musd-my.sharepoint.com/personal/cespinola_musd_net/Documents/Strategic Plan/Strategic Plan 2023.2024/Copy of Copy of 010 Stella Brockman 23-24Program Base-1000

Site Name: **Stella Brockman** | Function: **2420 Instructional Library, Media, and Technology** | LCAP A/S
Location: **010** | Goal: **0000** | 1.1
Administrator: **C. Espinola** | Mgmt: **0000**

Elementary School Site Base - Resource 0000

ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Standards/ES	Print shop/Copy Clicks								1,000		
Standards/ES	Demco			500							
Standards/ES	Scholastic Book Fairs-Fall & Spring			12,000							
Standards/ES	Follett			500							
Standards/ES	Librarian Timesheeting		300								
Standards/ES	Library Supplies for Librarian			200							
TOTAL		-	300	13,200	-	-	-	-	1,000	-	-
										GRAND TOTAL	14,500

https://musd-my.sharepoint.com/personal/cespinola_musd_net/Documents/Strategic Plan/Strategic Plan 2023.2024/Copy of Copy of 010 Stella Brockman 23-24Admin Base-2420

Site Name: **Stella Brockman** | Function: **2700 School Administration** | LCAP A/S
Location: **010** | Goal: **0000** | 1.1
Administrator: **C. Espinola** | Mgmt: **0000**

Elementary School Site Base - Resource 0000
ADMINISTRATION

Target (Standards (ST), Safety (S), and/or Emerging Students (ES))	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Safety	Medical/Health Supplies			565							
Satandard/ES	Office/Library Supplies			13,680							
Standard/Safety	Planning Meeting									1,000	
Standards-ES	Copy Clicks & Print Shop/Office									5,000	
Standards-ES	Bilingual Aide Translation		6,000								
Safety	SSA Timesheeting		1,500								
Standards-ES	Food For Less									1,500	
	TOTAL	-	**7,500**	**14,245**	-	-	-	-	-	**7,500**	-
										GRAND TOTAL	**29,245**

https://musd-my.sharepoint.com/personal/cespinola_musd_net/Documents/Strategic Plan/Strategic Plan 2023.2024/Copy of Copy of 010 Stella Brockman 23-24Admin Base-2700

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	171	185	194	24.1%	24.9%	27.1%
Fluent English Proficient (FEP)	96	99	116	13.5%	13.3%	16.2%
Reclassified Fluent English Proficient (RFEP)	8			4.7%		

Student Growth Summary Report

Aggregate by School

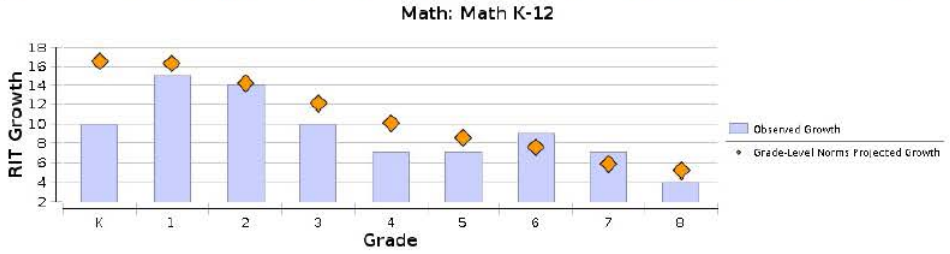
Term: Spring 2022-2023
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

Stella Brockman Elementary

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods: Fall 2022 Mean RIT Score	Fall 2022 Standard Deviation	Fall 2022 Achievement Percentile	Spring 2023 Mean RIT Score	Spring 2023 Standard Deviation	Spring 2023 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: 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
K	57	143.3	9.3	79	153.6	12.8	32	10	1.3	16.5	-2.88	1	57	16	28	20
1	72	151.6	12.5	9	166.8	13.4	8	15	0.9	16.3	-0.47	32	72	27	38	37
2	75	171.5	14.3	31	185.5	14.3	31	14	0.8	14.2	-0.09	46	75	38	51	47
3	74	182.2	13.6	17	192.2	15.3	11	10	0.8	12.2	-1.06	14	74	29	39	30
4	65	189.9	12.6	8	197.0	14.2	4	7	0.8	10.1	-1.59	6	65	19	29	27
5	70	201.1	14.9	15	208.0	15.0	11	7	0.8	8.6	-0.77	22	70	26	37	37
6	77	208.4	12.1	22	217.7	12.2	29	9	0.8	7.6	0.80	79	77	46	60	56
7	75	208.1	14.5	8	214.7	14.8	10	7	0.9	5.9	0.37	65	75	41	55	48
8	76	217.6	14.2	23	221.5	15.7	20	4	0.8	5.2	-0.54	30	76	39	51	48



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

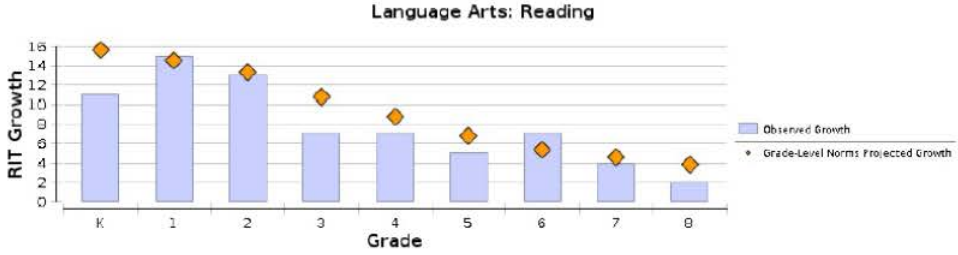
Term: Spring 2022-2023
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

Stella Brockman Elementary

Language Arts: Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods: Fall 2022 Mean RIT Score	Fall 2022 Standard Deviation	Fall 2022 Achievement Percentile	Spring 2023 Mean RIT Score	Spring 2023 Standard Deviation	Spring 2023 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: 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
K	39	139.7	10.0	76	150.3	12.4	37	11	1.6	15.6	-2.12	2	39	13	33	28
1	69	144.4	10.1	2	159.7	12.1	4	15	1.2	14.5	0.32	63	69	33	48	46
2	73	169.9	15.1	39	183.2	15.4	40	13	1.2	13.3	0.02	51	73	36	49	45
3	72	182.6	15.4	32	190.0	16.5	17	7	1.1	10.8	-1.68	5	72	28	39	29
4	64	188.0	17.3	13	194.6	16.5	8	7	1.1	8.8	-1.12	13	64	24	38	37
5	70	200.6	16.2	31	206.0	14.4	25	5	0.9	6.8	-0.76	22	70	31	44	44
6	80	209.3	13.8	47	216.5	11.7	58	7	0.9	5.3	1.12	87	80	49	61	61
7	67	204.4	15.9	9	208.7	16.3	9	4	1.2	4.6	-0.21	42	67	36	54	49
8	74	215.4	13.6	38	217.6	13.5	31	2	0.9	3.8	-0.83	20	74	33	45	44



Explanatory Notes
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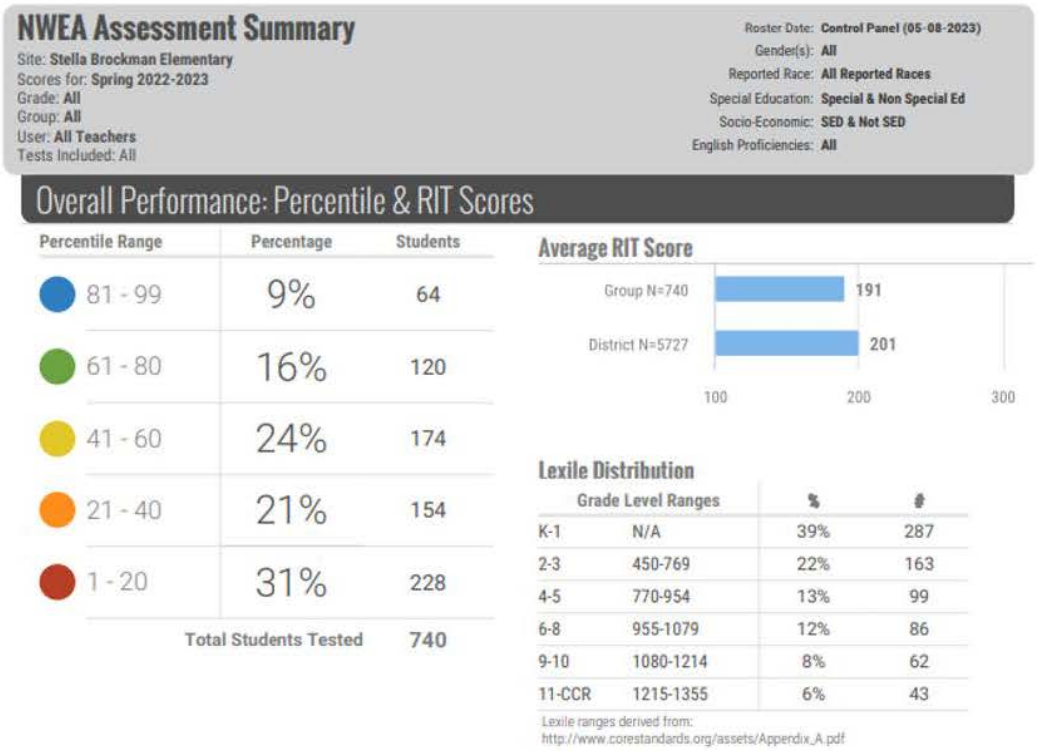
Spring 22.23: Reading



NWEA Assessment Summary

Site: **Stella Brockman Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (05-08-2023)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	9%	64
61 - 80	16%	120
41 - 60	24%	174
21 - 40	21%	154
1 - 20	31%	228
Total Students Tested		740

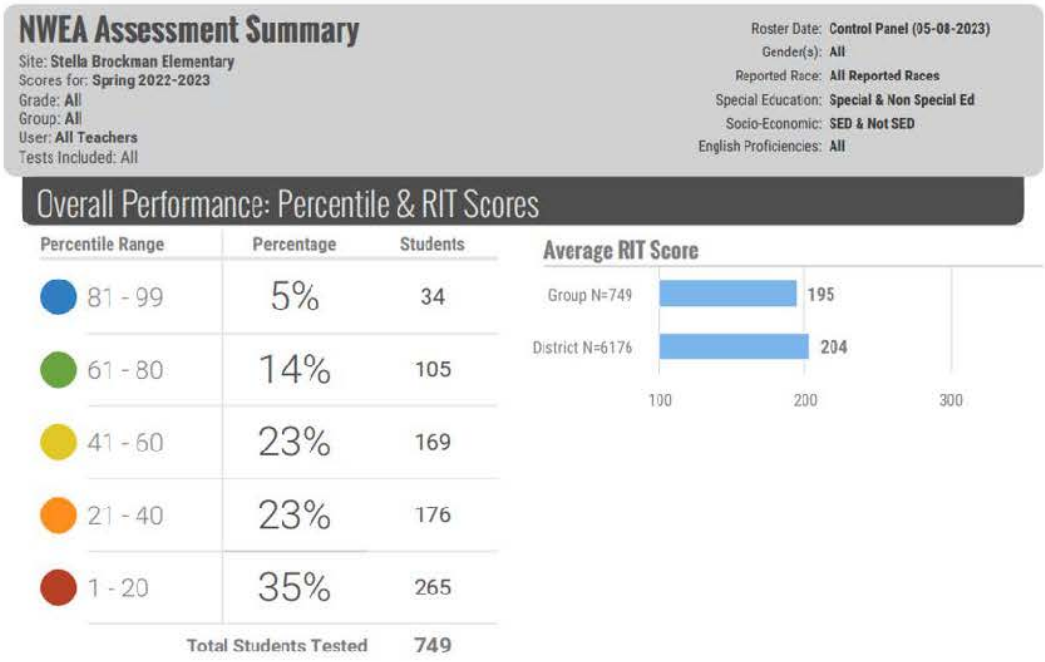
Average RIT Score

Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	39%	287
2-3	450-769	22%	163
4-5	770-954	13%	99
6-8	955-1079	12%	86
9-10	1080-1214	8%	62
11-CCR	1215-1355	6%	43

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

Spring 22.23: Math



NWEA Assessment Summary

Site: **Stella Brockman Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

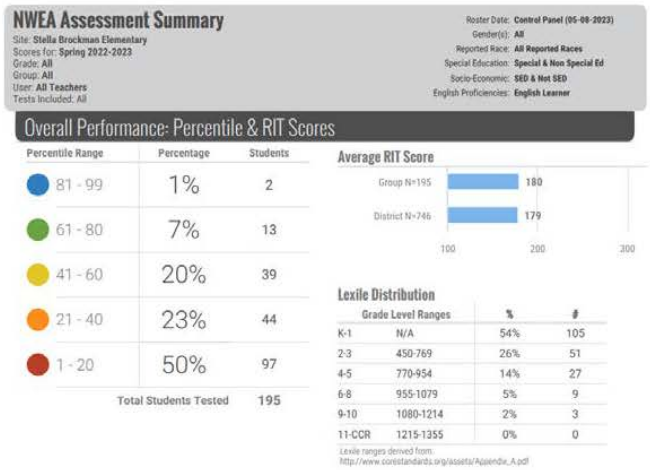
Roster Date: **Control Panel (05-08-2023)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

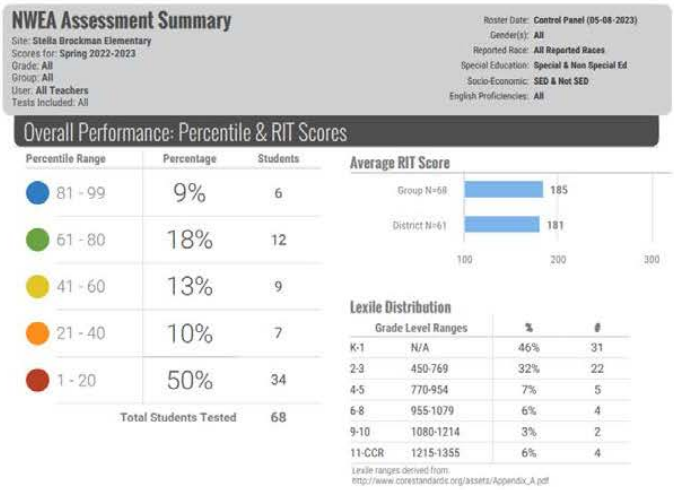
Percentile Range	Percentage	Students
81 - 99	5%	34
61 - 80	14%	105
41 - 60	23%	169
21 - 40	23%	176
1 - 20	35%	265
Total Students Tested		749

Average RIT Score

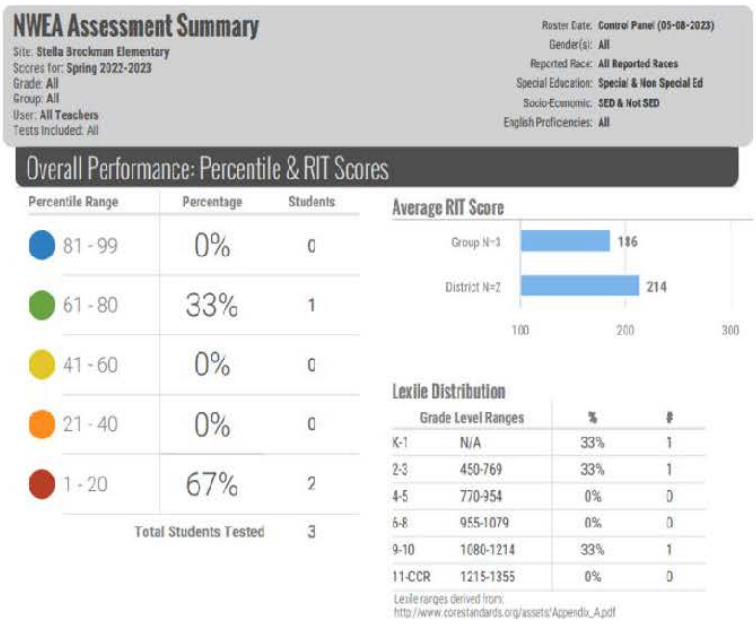
EL: Spring 2023 ELA



Homeless: Spring 2023 ELA



Foster: Spring 2023 ELA



Student Need 1:

English Language Learners, Homeless/Foster, Socially Economically Disadvantaged students will meet growth, achievement, and proficiency in Reading and Math.

Implementation Plan

Data Analysis: Spring ELA 2022/2023 MAP data shows 73% EL students have low achievement (orange/red) in ELA which is the same as in Fall (74%). 8% of EL students were proficient (green/blue) in ELA. 60% of homeless (increase from Fall (51%) and 67% (2/3) foster students have low achievement (orange/red) in ELA and 27% of homeless and 33% (1/3) of Foster students were proficient (green/blue) in ELA. 77% of Students with Disabilities (slight increase fro Fall, 73%) have low achievement (orange/red) in ELA and 12% were proficient (green/blue) in ELA. Growth in ELA from Fall 2022-Spring 2023; EL: 50%, Students with Disabilities: 43%, Homeless: 39% and Foster: 100%.

Implementation Plan: Students will be assessed in ELA/Math using NWEA MAP assessment at the beginning of each trimester (three times each year) as well as ELPAC and other assessments during the year. Data will be used to identify and continually adjust learning goals, lesson design, Dolph-WIN Time, PLCs, professional development and Region four professional development/training to meet the needs of all students, including students with disabilities in ELA/Math. Lessons will be designed based on grade level standards/essential standards and the learning needs of individual students. Students will access grade level base curriculum and support resources. They will be provided interventions and supports based on data analysis and need. Teachers will receive relevant professional development in the areas of essential standards, differentiation, base curriculum, Tier 1 instruction, rigor, enrichment/supplemental learning activities, GLAD strategies, designated ELD, intervention to help students meet mastery of grade level standards and develop language acquisition. Collaboration time will be provided for teachers to do so. Teaching practices, interventions and supports as well as professional development will continually be monitored and adjusted based on grade level, class and individual student data/need. Data will be monitored and analyzed to identify individual student needs, establish goals, create targeted intervention support and monitor progress. Targeted intervention supports will be in the classroom during the school day and/or in interventions before/after school. Designated classified and certificated staff will monitor academic progress of students in the TSSP program.

SMART Goal

Reduce the number of English Learner students becoming Long-term English Learners (LTELs) by 20% in 2023-2024 school year measured in DataQuest (CDE) who are identified as being "at risk" students.

Metric/Indicator	**Baseline**	**Expected Outcome**
MAP Student Summary Growth Report -Reading	Spring 2023: # of students % of students K 13/39 33% 1st 33/69 48% 2nd 36/73 49% 3rd 28/72 39% 4th 24/64 38% 5th 31/70 44% 6th 49/80 61% 7th 36/67 54% 8th 33/74 45%	80% of students will meet growth projection on NWEA MAP Reading

	EL Students: no baseline until Fall Homeless/Foster Youth: no baseline until Fall SED: no baseline until Fall	
MAP Student Summary Growth Report -Math	Spring 2023: # of students % of students K 16/57 28% 1st 27/72 38% 2nd 38/75 51% 3rd 29/74 39% 4th 19/65 29% 5th 26/70 37% 6th 46/77 60% 7th 41/75 55% 8th 39/76 51% EL Students: no baseline until Fall Homeless/Foster Youth: no baseline until Fall SED: no baseline until Fall	80% of students will meet growth projection on NWEA MAP Math
NWEA Achievement Report (illuminate) Reading with a focus on achievement	Spring 2023 low/low average (red and orange): K 13/41 32% 1st 58/71 82% 2nd 38/75 51% 3rd 39/77 51% 4th 42/69 61% 5th 36/73 49% 6th 35/85 41% 7th 43/71 61% 8th 28/75 34% EL Students: 141/195 72% Homeless/Foster Youth: 43/71 61%	All grade levels show a decrease of 20% of students performing low/low average (red/orange) in NWEA MAP Reading EL, Homeless/Foster students will show a decrease of 20% of students performing low/low average (red/orange) in NWEA MAP Reading
NWEA Achievement Report (illuminate) Math with a focus on achievement	Spring 2023 low/low average (red and orange): K 12/59 20% 1st 46/74 62% 2nd 35/76 46% 3rd 40/77 52% 4th 47/71 66% 5th 43/73 59% 6th 44/83 53% 7th 57/79 72% 8th 42/76 55%	All grade levels show a decrease of 20% of students performing low/low average (red/orange) in NWEA MAP Math EL, Homeless/Foster students will show a decrease of 20% of students performing low/low average (red/orange) in NWEA MAP Math

	EL Students: 154/197 78% Homeless/Foster Youth: 51/197 26%	

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff/long term sub/substitute timesheeting: Tutoring/interventions/enrichment support for students	LCFF- Supplemental	9,000
License for Starfall	Other	
Bilingual aide/Classified/Certificated Staff: Timesheeting for translation, ELPAC testing.	Other	
Bilingual Aides: Copy clicks/printshop to support EL students	Other	
Certificated/Classified: Timesheeting for TSSP point of contact (homeless)	Other	

Progress Monitoring

November

February

May

Data

Student Need 4:

Implementation Plan

SMART Goal

Targeted Resources Applied

		1,500.00
		6,000.00

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	36,083	0.00
LCFF- Supplemental	33,862	0.00

Expenditures by Funding Source

Funding Source	Amount
	11,868.62
LCFF- Supplemental	33,862.00
Title I Part A: Allocation	36,083.00

Stakeholder Input

Date

Stakeholder input is asked for and given throughout the year (ongoing) through stakeholder meetings, surveys and review of the Targets/Goals in the Strategic Plan shown and reviewed during SSC meetings.
Feb. 28/March 3 2022: LCAP Stakeholder input meeting: All stakeholders (SSC, ELAC, Staff and Students) met to discuss site needs and give input based on data.
Sept. 19.2022: SSC Needs assessment discussion, data review, survey taken by members to give input to needs for the 2021.2022 school year.
Dec. 2022: Staff Needs Assessment input asked for and given for continued needs for the 2022.2023 school year.
Ongoing: SSC/ELAC/Site ILT TEAM: Discussed, shared data from the site Strategic Plan (goals, data analysis, student need and implementation plan) for each target. Student need based on data was discussed and input was given. Sept (Safety, Fall MAP data, Intervention group data, site data), Oct (Standards), Nov. (Emerging Students), Jan (Standards, Winter MAP data, Intervention group data, site data), Feb (LCAP data), May (safety, PBIS, Spring MAP data, Intervention group data, site data)
Ongoing: Staff discusses, reviews, analyzes and develops learning plans based on data continually throughout the year. Aug (2021.2022 Data Review), Sept (Fall MAP data), Feb (LCAP data, Winter MAP data), March (Data Review-Fall Readiness), April (Spring MAP data). Monthly collaboration PLC meeting are held by each grade level where data is analyzed, goals are set and plan are implemented and tracked for learning. Input is given to admin and admin in turn gives input to PLC teams.
May 9.2023: SSC reviewed/discussed Fall, Winter and Spring Data within the Strategic Plan Working Document for thus far this year in areas of standards, safety and emerging students. Data and needs were reviewed by SSC as well as updates/changes to strategic plan including budget and the Strategic Plan was approved.

Groups

SSC, ELAC, Staff, Students

Outcome

SSC approved the Strategic plan on May 9.2023

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Krista Owen	Classroom Teacher
Christina Hansen	Classroom Teacher
Selina Reynolds	Classroom Teacher
Lilia Almaguer	Other School Staff
Candace Espinola	Principal
Janessa Morgan	Parent or Community Member
Danielle Acevedo	Parent or Community Member
Suzette Martin	Parent or Community Member
Parmjit Kaur	Parent or Community Member
Celeste Hernandez	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 School Plan for Student Achievement (SPSA) 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: Grade Level PLC committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA 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 SPSA 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 SPSA was adopted by the SSC at a public meeting on May 9.2023.

Attested:

	Principal, Candace Espinola on 5/9/23
	SSC Chairperson, Krista Owen on 5/9/23