



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.

Brock Elliott Elementary School

39685936108237

Manteca Unified School District

39685930000000

School Site Vision

All Brock Elliott CHAMPions will achieve grade level academic standards while demonstrating positive Character, Honesty, Accountability, Mindfulness, and Perseverance in a safe and supported learning environment!

School Site Mission

Provide a safe, rigorous, collaborative, and blended learning environment where students, parents, and staff are all stakeholders who use meaningful, measurable data to support mastery of grade level standards in preparation for secondary education leaning to college and career readiness.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Homeless-Chronic Absenteeism; Students with Disabilities-Academic Performance ELA and Math, Chronic Absenteeism, Suspensions

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.

Brock Elliott School, a UTK-8 traditional school, located in Manteca, California and services a school community West of Union Road, North of the 120 bypass, East of Airport Way, and South of Yosemite Avenue, as well as an overflow school to outlying areas of impacted schools. The school opened in 1989 and has grown to accommodate approximately 770 students. Brock Elliott School, "Home of the Champions" was named after the first Vietnam War casualty from Manteca. Our school prides itself on the level of commitment and involvement that we enjoy from the community.

Administrative staffing includes a principal and a vice principal. There are 27 classroom teachers, 4 special day class teachers, 1.5 resource specialists, 1 instructional specialist, 2 bilingual aides, and a music/fine arts specialist. Our teacher/student ratio is 1:34 in grades 4-8, 1:26 in grades 1-3, and 1:24 in UTkK. In addition, we have 1 psychologist and 1.5 speech therapist. We have 2 counselors contracted through MUSD.

Brock Elliott receives federal Title I and state LCAP funding and operates under an integrated and coordinated program that facilitates a collaborative community, that takes ownership for Success, through a data-driven instructional process to meet the three targets of Standards, Safety, and Emerging Students set forth by the Manteca Unified School Board and District Leadership team.

The top demographics for Brock Elliott School are 60.9% Hispanic, 20.2% White, 8.3% Asian, and 2.9% Black/African American. Brock Elliott has 48.9% Socially-Economically Disadvantaged students, 20.2% English Learners, 12.8% Students with Disabilities, 4.2% Homeless, and 0.9% Foster students.

Brock Elliott School focuses on student's academic, behavioral, and social-emotional needs using school-wide curriculum as well as the utilization of the RtI process through collaborative intervention with a Universal Design Access model (AMP Up!), a Coordination of Services Team (COST), Student Success Teams (SST), and special education instruction and support guided by the goals established by the Individual Education Plan (IEP) teams. Brock Elliott also has a strong focus on (ELA/ELD) English Language Arts and English Language Development, (SW-PBIS) School-Wide Positive Behavior Interventions and Supports (CHAMP: Character, Honesty, Accountability, Mindfulness, and Perseverance), NGSS, and Mathematics.

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

Brock Elliott School is a community of individuals (staff, students, families, and outside entities, etc.) that have a share in the ownership for our school's success. Through staff, parent, and student surveys, communication, observation, interviews, discussion, morning meetings, data analysis, SSC, ELAC, and more, our school receives input and feedback about the wants and needs of our school and works to review, plan, and improve the SPSA. These findings are prioritized based on the three MUSD targets of Standards, Safety, and Emerging Students. We have taken our essential needs and made them a regional priority with targeted goals having the same base metrics for measuring individualized success for our schools so that we can continue to collaborate as a regional (PLC) Professional Learning Community.

Resource Inequities

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

Brock Elliott has the required core curriculum providing full access to our students. Inequities come from the need for intervention and proactive tools and resources for increasing Homeless Chronic Absenteeism and Students with Disabilities Academic Performance in ELA and Math, Chronic Absenteeism, Suspensions as our students continue to perform below expectations and are targeted for the 2023-2024 school year for Additional Targeted Support and Improvement (ATSI).

School Site Description

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Our vision is "All Brock Elliott CHAMPions will achieve grade level academic standards while demonstrating positive Character, Honesty, Accountability, Mindfulness, and Perseverance in a safe and supported learning environment!" and our mission is to "Provide a safe, rigorous, collaborative, and blended learning environment where students, parents, and staff are stakeholders who use meaningful, measurable data to support mastery of grade level standards in preparation for secondary education leading to college and career readiness."

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)	28.50	90.48	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	6.32	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.17	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	31.50	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	1.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.90	

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	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

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)	4.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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.

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	

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 2021-2022 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. With the onset of the pandemic in 2020, and the lack of state-mandated assessments, MUSD chose and implemented the NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide. The information gleaned from these on-going assessments was shared with parents at goal-setting conferences, and students, parents and teachers were able to discuss specific skills that each pupil was ready to learn, and his/her projected and actual growth toward state standards. Data were used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via ParentConnect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at teacher conferences. Throughout the year, the assessment of student achievement is a priority and requires continual support and monitoring of the collection, processing, analyses, and reporting of data. Students in grades 3-8 and in grade 11 take Smarter Balance Summative Assessments in English Language Arts (ELA) and Mathematics, except in the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California annually, except in Spring of 2020 due to COVID-19 school closures. Moving forward, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

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

The site leadership team 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 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2019-2020 school year, which improved from the previous year where there were 4 misassigned teachers. 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 2020-2021 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 Glencoe McGraw-Hill 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. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 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 inclusive academic instruction in the 2021-2022 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 at 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, primarily 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, 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.

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 intensive intervention programs. Intervention programs include Rosetta Stone, and ALEKS. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

MUSD provides 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 tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

The Consolidated Application (ConApp) would first be brought up to the DELAC committee members 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
763	48.9	20.2	0.9
Total Number of Students enrolled in Brock Elliott 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.

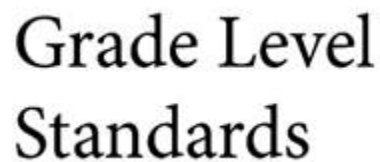
2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	154	20.2
Foster Youth	7	0.9
Homeless	32	4.2
Socioeconomically Disadvantaged	373	48.9
Students with Disabilities	98	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	2.9
American Indian	2	0.3
Asian	63	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	23	3.0
Hispanic	465	60.9
Two or More Races	23	3.0
Pacific Islander	11	1.4
White	154	20.2

Conclusions based on this data:

1. Enrollment of Hispanic and White ethnicities remain the majority of the school's population.
2. Brock Elliott's Socioeconomically Disadvantaged (SED) student population is holding at almost 50% of our population.
3. Brock Elliott's highest subgroup populations are SED, English Language Learners (ELL), and (SWD).



TK-8

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

Brock Elliott will provide effective instruction that is aligned to the standards at each grade level as measured through ongoing formative and summative assessment that demonstrates individual growth in all core subjects.

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

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, &	5800 Other Services &	6400 Equipment new/replace
ST/S/ES	Technology Hardware, Software			2,000							
ST/S/ES	(2) Reversible White Boards			1,600							
ST/S/ES	Translation , Timesheeting		3,000								
ST/S/ES	Large Projection Screen			100							
ST/S/ES	Classroom Libraries (K-5)			15,000							
ST/S/ES	STEAM Day/Evening Supplies			3,000							
ST/S/ES	3-8 Grade Map Refresh (CA, USA, World)			3,500							
TOTAL		-	3,000	25,200	-	-	-	-	-	-	-
GRAND TOTAL											28,200

Elementary School Site Base - Resource 0000											
ADMINISTRATION											
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certified 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, &	5800 Other Services &	6400 Equipment new /replace
ST	Paper Shredder Refresh			2,000							
S	Replacement flags, and Bracket			500							
ST/S	Replacement Technology Hardware			3,000							
ST/S/ES	Amazon PO			4,000							
ST/S/ES	Office Depot PO			4,000							
ST/S/ES	Printer Ink			5,000							
ST	Scholastic Book Fair			6,000							
ST/S/ES	2nd, 5th, and 8th Grade Celebration Activities for Transitioning to the next Grade Span.			3,000							
ST/S/ES	Admin Designee		2,000								
ST	Food and Paper Products			5,000							
S	Replace Student Water Bottles for the Refill			2,200							
ST/S/ES	Printing (On-Site and Printshop)			1,000						1,000	
ST/S/ES	UTK-8 Educational Excursions, Assemblies, Presentations, and other real/meaningful first- hand learning experiences.										
TOTAL		-	2,000	35,700	-	-	-	-	-	13,000	-
GRAND TOTAL										50,700	

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, &	5800 Other Services &	6400 Equipment new /replace
			5,000								
ST/S/ES	Timesheeting (Clerical, SSA, Cust. etc.)		3,000								
S	Nurse/Health Supplies			2,700							
S	Custodial Supplies (Waxie, Grainger, etc.)			25,000							
S	Home Depot Open PO			1,500							
S	Stop Signs Replacement			200							
S	SSA Vest Replacement			350							
S	Whistles Replacements			100							
S	Window Coverings Safety									2,000	
S	Work Bench			1,000							
S	Carpete Cleaning Machine			6,000							
S	Equipment Repair			1,000							
ST/S/ES	PE Equipment Storage 3-5 (Replace Storage Container due to Condensation)			8,000							
TOTAL		-	8,000	45,850	-	-	-	-	-	2,000	-
GRAND TOTAL										55,850	

Elementary School Site Supplemental - Resource 3010												
TITLE I												
LCAP A/S	Description of Need	Mgm t	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, &	5800 Other Services &	6400 Equipment new /replace
S/ES	OA (5 hrs per day)			30,389								
ST/S/ES	Family and Community Engagement (Parent Education/Involvement)				1,000							
ST/S/ES	Professional Development (Site/District and Sponsored Professional workshops, conferences, trainings, etc.)		1,000	500	2,000			8,000				
ES	Summer Send Off(Books, journals, draw-string bags, etc.) for Summer Learning				7,518							
ST/ES	Classroom Easels for Small Group Instruction/Support				9,000							
ST/ES	Literacy/Math Small Group/Center Manipulatives, Tools, Books, Puzzles, etc.				5,820							
TOTAL		-	1,000	30,889	25,338	-	-	8,000	-	-	-	-
65,227.00										GRAND TOTAL		65,227

Elementary School Site Supplemental - Resource 0709												
LCAP												
LCAP A/S	Description of Need	Mgmt	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/ES	Foundations				7,000							
ST/S/ES	Classroom Reading Materials (Books, Journals, Magazines, Newsletters, etc.)				10,275							
ST/S/ES	Timesheetig (PLC, ILT, PBIS, etc.)		5,000	2,000								
ST/S/ES	Technology Hardware and Peripherals				1,000							
ST/S/ES	Communication (Newsletters, Postcards, Notes, Banners, Fliers, etc.)				500							
ST/S/ES	Supplemental Supplies (Paper, paints, markers, white boards, magnetic letters, charts, etc.)				5,000							
ST/S/ES	Student Incentives/Awards (Medals, certificates, student store, brag tags, pins, etc.)				2,546							
ST/S/ES	Student Enrichment (STEAM resources and supplies, garden, assemblies, presentations, etc.)				3,000							
ES	Intervention (Supplemental supplies, timesheeting, etc.)		1,000		2,000							
ST/S/ES	Student Organization and Goal Setting Tools (Binders, sleeves, folders, etc.)				6,000							
ST/S/ES	5th Grade Science Camp										5,000	
ST/S/ES	Presentation/ Colaboration/ Coaching for Instructional Specialist				500							
TOTAL		-	6,000	2,000	37,821	-	-	-	-	-	5,000	-
50,821.00											GRAND TOTAL	50,821

Local-Other RSXXXX												
		Estimated Annual Cost										
LCAP A/S	Description of Need	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	
ST/S/ES	Volunteer Fingerprinting			500								500
ST	Replacement Office Chairs			5000								5000
S	Stand Up Ergonomic Desk Risers			3500								3500
S	Yearbook Time Sheeting	1500										1500
S	Student Leadership Time Sheeting	1500										1500
S	Replace Student Water Bottles for the Refill Stations			2200								2200
ST/S/ES	Common educational environments (STEAM Room, Library, Multi-Purpose Room, Coaches Corner, Outdoor Classroom, Seating on the Yard, Gardens, etc.) will be focused on creating a climate for high engagement.			10000								10000
ST/S/ES	Admin Conference / Workshops					5000						5000
ST/S/ES	Signage for Academics and Behavioral Supports			2,000								2000
ST/S/ES	10 Pack! 60 inch. Round Heavy-Duty Granite White Plastic Folding Table			3200								3200
S/ES	SSA's will receive PBIS/SEL Training		2000									2000
ST/S/ES	Site Leadership (ILT/PBIS) Summer Retreat for Planning and Team Building	2000	500	500								3000
ST/S/ES	Additional flexible seating including chairs, tables, tubs, shelving, and other learning space needs will be available to enrich or provide organization to the learning environment.										10000	10000
S/ES	Classified and certificated time sheeting will be available for additional support time during AMP.	1000	1000									2000
											Total	51400

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	79	74		0	73		0	73		0.0	98.6	
Grade 4	79	82		0	82		0	82		0.0	100.0	
Grade 5	92	86		0	86		0	86		0.0	100.0	
Grade 6	80	91		0	91		0	91		0.0	100.0	
Grade 7	100	91		0	91		0	91		0.0	100.0	
Grade 8	97	102		0	101		0	101		0.0	99.0	
All Grades	527	526		0	524		0	524		0.0	99.6	

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		2380.			9.59			13.70			32.88			43.84	
Grade 4		2432.			12.20			25.61			17.07			45.12	
Grade 5		2486.			13.95			26.74			31.40			27.91	
Grade 6		2493.			9.89			21.98			34.07			34.07	
Grade 7		2526.			6.59			34.07			27.47			31.87	
Grade 8		2561.			16.83			28.71			35.64			18.81	
All Grades	N/A	N/A	N/A		11.64			25.57			29.96			32.82	

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		8.22			64.38			27.40	
Grade 4		10.98			69.51			19.51	
Grade 5		11.63			73.26			15.12	
Grade 6		10.99			53.85			35.16	
Grade 7		12.09			64.84			23.08	
Grade 8		12.87			60.40			26.73	
All Grades		11.26			64.12			24.62	

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		8.22			57.53			34.25	
Grade 4		6.10			57.32			36.59	
Grade 5		11.63			62.79			25.58	
Grade 6		8.79			59.34			31.87	
Grade 7		20.88			51.65			27.47	
Grade 8		24.75			54.46			20.79	
All Grades		13.93			57.06			29.01	

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		4.11			69.86			26.03	
Grade 4		10.98			71.95			17.07	
Grade 5		10.47			81.40			8.14	
Grade 6		15.38			63.74			20.88	
Grade 7		9.89			73.63			16.48	
Grade 8		16.83			72.28			10.89	
All Grades		11.64			72.14			16.22	

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		5.48			61.64			32.88	
Grade 4		6.10			67.07			26.83	
Grade 5		8.14			72.09			19.77	
Grade 6		6.59			72.53			20.88	
Grade 7		17.58			62.64			19.78	
Grade 8		23.76			64.36			11.88	
All Grades		11.83			66.79			21.37	

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	79	74		0	73		0	73		0.0	98.6	
Grade 4	79	82		0	82		0	82		0.0	100.0	
Grade 5	92	86		0	86		0	86		0.0	100.0	
Grade 6	80	91		0	91		0	91		0.0	100.0	
Grade 7	100	91		0	91		0	91		0.0	100.0	
Grade 8	97	102		0	101		0	101		0.0	99.0	
All Grades	527	526		0	524		0	524		0.0	99.6	

* 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		2396.			5.48			27.40			27.40			39.73	
Grade 4		2423.			2.44			17.07			37.80			42.68	
Grade 5		2448.			6.98			9.30			32.56			51.16	
Grade 6		2470.			7.69			14.29			23.08			54.95	
Grade 7		2477.			4.40			8.79			34.07			52.75	
Grade 8		2496.			8.91			10.89			30.69			49.50	
All Grades	N/A	N/A	N/A		6.11			14.12			30.92			48.85	

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		9.59			49.32			41.10	
Grade 4		2.44			50.00			47.56	
Grade 5		4.65			38.37			56.98	
Grade 6		7.69			38.46			53.85	
Grade 7		4.40			38.46			57.14	
Grade 8		8.91			43.56			47.52	
All Grades		6.30			42.75			50.95	

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		8.22			65.75			26.03	
Grade 4		7.32			57.32			35.37	
Grade 5		5.81			48.84			45.35	
Grade 6		6.59			39.56			53.85	
Grade 7		4.40			58.24			37.36	
Grade 8		6.93			59.41			33.66	
All Grades		6.49			54.58			38.93	

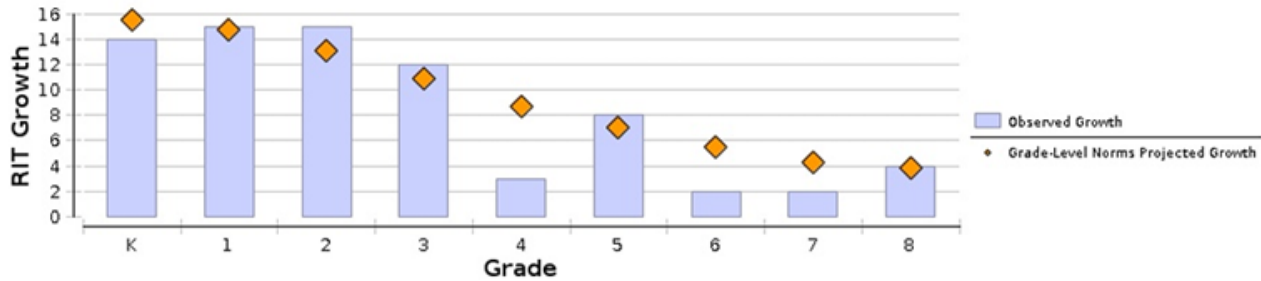
Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.85			67.12			26.03	
Grade 4		4.88			57.32			37.80	
Grade 5		8.14			54.65			37.21	
Grade 6		6.59			60.44			32.97	
Grade 7		6.59			62.64			30.77	
Grade 8		3.96			65.35			30.69	
All Grades		6.11			61.26			32.63	

Brock Elliott Elementary

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms					
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		K	27	140.5	11.6	80	154.5	12.8	68	14	1.7	15.5	-0.63	26	27	14	52	49
		1	48	147.9	12.8	9	163.3	15.2	12	15	1.6	14.8	0.25	60	48	23	48	46
		2	65	164.8	13.7	14	180.3	14.3	25	15	1.2	13.1	0.98	84	65	36	55	54
		3	73	181.9	16.1	28	193.8	14.2	34	12	1.1	10.9	0.51	70	73	41	56	54
		4	84	190.1	17.6	20	193.3	17.5	6	3	1.3	8.7	-2.76	1	84	28	33	24
		5	83	197.5	15.2	18	205.9	14.0	24	8	1.0	7.0	0.73	77	83	44	53	54
		6	81	206.6	13.1	32	208.8	14.0	18	2	1.0	5.5	-1.96	2	81	27	33	33
		7	92	212.9	13.5	44	215.0	13.8	33	2	0.8	4.3	-1.29	10	92	33	36	35
		8	82	215.0	14.0	36	218.8	12.7	36	4	1.0	3.8	-0.02	49	82	41	50	47

Language Arts: Reading



Student Growth Summary Report

Aggregate by School

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

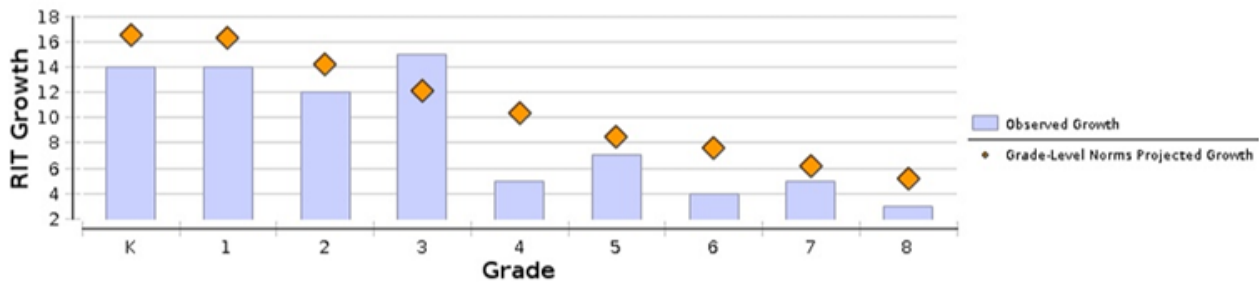
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

Brock Elliott Elementary

Math: Math K-12

		Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	67	143.2	12.2	79	156.7	10.6	56	14	1.1	16.5	-1.40	8	67	25	37	34
1	69	154.0	12.2	18	168.3	12.7	12	14	0.9	16.3	-0.81	21	69	27	39	35
2	66	169.0	12.1	18	180.9	12.0	11	12	1.1	14.2	-1.06	15	66	24	36	28
3	74	180.3	13.2	10	195.1	14.0	21	15	0.8	12.1	1.34	91	74	49	66	62
4	83	193.0	13.7	18	197.6	15.0	5	5	0.8	10.3	-2.99	1	83	16	19	19
5	82	199.8	13.0	11	206.5	13.9	8	7	0.6	8.5	-0.81	21	82	32	39	36
6	85	208.8	12.2	23	213.2	12.6	14	4	0.8	7.6	-1.52	6	85	27	32	27
7	94	216.5	13.3	34	221.1	14.3	29	5	0.8	6.2	-0.81	21	94	43	46	42
8	84	220.5	13.6	33	223.6	14.6	26	3	0.7	5.2	-0.90	18	84	33	39	38

Math: Math K-12



MAP Reading Spring 2023

NWEA Assessment Summary

Site: Brock Elliott Elementary
 Scores for: Spring 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Control Panel (05-09-2023)
 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	7%	54
61 - 80	13%	106
41 - 60	20%	159
21 - 40	26%	205
1 - 20	34%	274
Total Students Tested		798

Average RIT Score



MAP Math Spring 2023

NWEA Assessment Summary

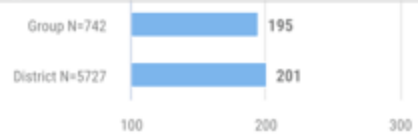
Site: Brock Elliott Elementary
 Scores for: Spring 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Control Panel (05-09-2023)
 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%	67
61 - 80	20%	145
41 - 60	21%	157
21 - 40	24%	178
1 - 20	26%	195
Total Students Tested		742

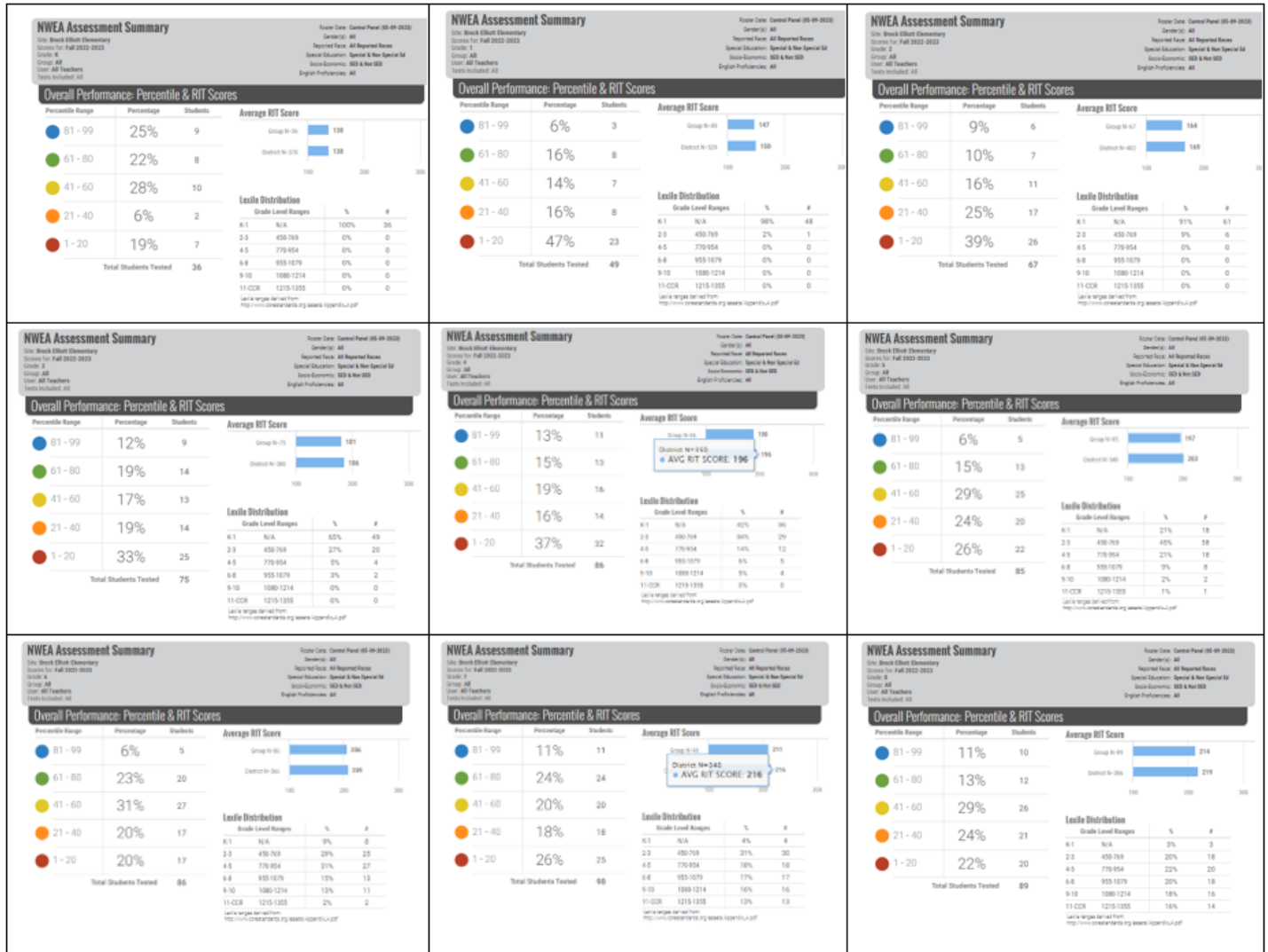
Average RIT Score

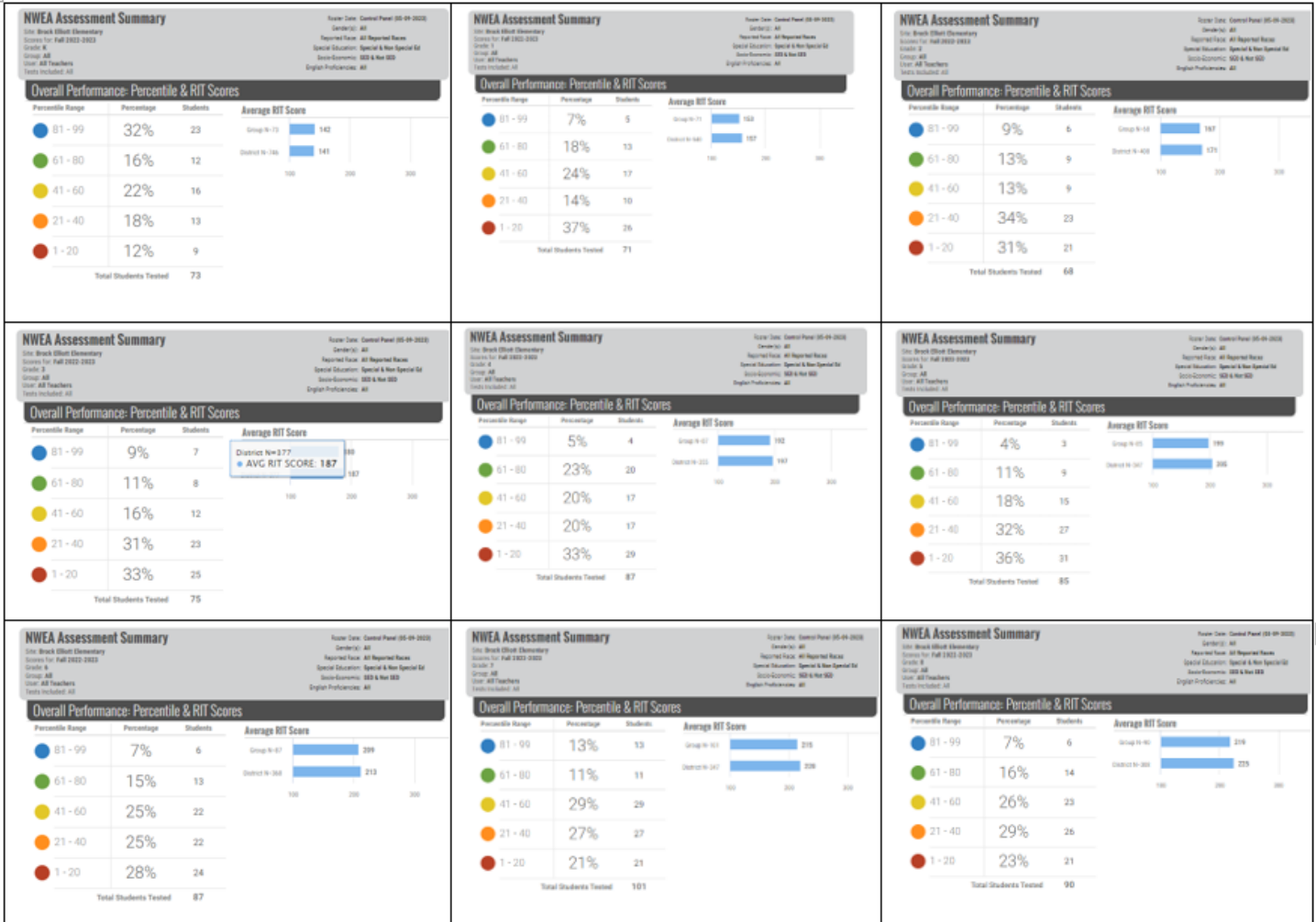


Lexile Distribution

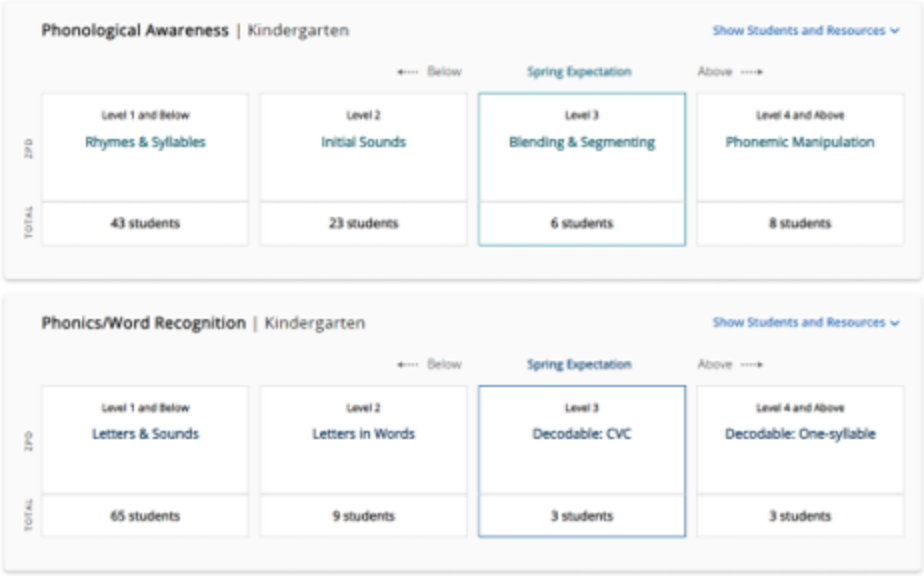
Grade Level Ranges	%	#
K-1	35%	256
2-3	23%	168
4-5	16%	119
6-8	13%	98
9-10	8%	58
11-CCR	6%	43

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

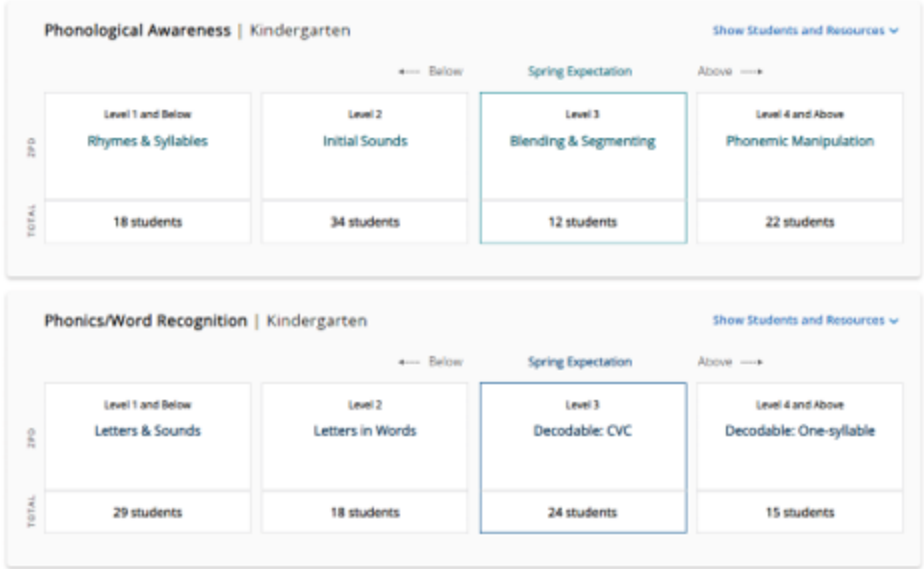




Fall 2022



Spring 2023



Data Analysis

Based on our Fall 2022-Spring 2023 NWEA MAP Data, we see a need to focus instructional strategies on the learners in grades K-1st and 4th-8th in reading and all grade levels in math. Growth occurred across all grade levels with projected growth being met in grades 1st-3rd and 5th grade in reading. Math showed growth in all grade levels with only projected math being met in grade 3. Overall, 50% of our students are below proficiency in reading and 60% in math are below proficiency.

Student Need 1:

All students will meet growth, achievement, and proficiency in grade level standards.

Implementation Plan

Data will be used by our ILT and our PLC's to identify and adjust learning goals, lesson design, "AMP" Access Time, PLCs, Professional Development, and Region 4 Training to ensure students master grade level standards. Data from NWEA's MAP, the CA Dashboard, grade level CFAs, Illuminate, Dataquest, Interim Block Assessments, etc. will be analyzed by our PLCs and our ILT throughout the year to ensure students are progressing in proficiency, meeting individual growth targets, and meeting achievement goals. Teachers will work with students and parents to develop learning goals both within the classroom and during our Goal Setting Conferences that focus on individual needs that integrate the 4 C's of Collaboration, Creativity, Critical Thinking, and Communication through differentiation under Tier I Instruction. Staff will work together to offer enrichment activities, family supports, and to foster rigorous learning opportunities throughout the year. Professional development will be provided to teachers, and support staff, in the areas of essential standards, base curriculum, tier 1 instruction, rigor, assessment, lesson design, enrichment/supplemental learning activities, and intervention to help students meet mastery of grade level standards. Collaboration time through our PLC's, regional meetings/trainings, and differentiated Professional Development will be provided for teachers, and support staff, to communicate and monitor student achievement, proficiency, and growth towards mastery of grade level standards. Our region will continue vertical articulation with Sierra High School and our working towards the profile of the 9th grader.

SMART Goal

80% of students, including our ATSI groups of Homeless and our SWD (Students with Disabilities), will meet growth projections on 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	80 % of student will meet growth projection on NWEA MAP Reading.
	K	14/27	52
	1st	23/48	48
	2nd	36/65	55
	3rd	41/73	56
	4th	28/84	33
	5th	44/83	53
	6th	27/81	33
	7th	33/92	36
	8th	41/82	50
MAP Student Summary Growth Report Math	Spring 2023: # of students	% of students	80 % of student will meet growth projection on NWEA MAP Math.
	K	25/67	37
	1st	27/69	39
	2nd	24/66	36
	3rd	49/74	66
	4th	16/83	19
	5th	32/82	39
	6th	27/85	32
	7th	43/94	46
	8th	33/84	39
NWEA Achievement Report (Illuminate) Reading with a focus on proficiency	Spring 2023: high / high average (green and blue) # of students % of students		All grade levels will have 80% of students perform high/high average (green / blue) in NWEA MAP Reading.

	K 17/36 47 1st 11/49 22 2nd 13/67 19 3rd 23/75 31 4th 24/86 28 5th 18/85 21 6th 25/86 29 7th 35/98 35 8th 22/89 24	
NWEA Achievement Report (Illuminate) Math with focus on proficiency	Spring 2023:high / high average (green and blue) # of students % of students K 45/73 48 1st 18/71 25 2nd 15/68 22 3rd 15/75 20 4th 24/87 28 5th 12/85 15 6th 19/87 22 7th 24/101 24 8th 20/90 23	All grade levels will have 80% of students perform high/high average (green / blue) in NWEA MAP Math.
NWEA Achievement Report (Illuminate) Reading with focus on achievement	Spring 2023 :low/low average (red and orange) # of students % of students K 9/36 25 1st 31/49 63 2nd 43/67 64 3rd 39/75 52 4th 46/86 43 5th 42/85 50 6th 34/86 40 7th 43/98 44 8th 41/89 46 ATSI Group: SWD: 63/89 70 Homeless: 28/62 45	All grade levels will show a decrease of 20% of students performing low/low average (red and orange) on NWEA MAP Reading. ATSI groups will show a decrease in the number of students.
NWEA Achievement Report (Illuminate) Math with focus on achievement	Spring 2023:low/low average (red and orange) # of students % of students K 22/73 30 1st 36/71 51 2nd 44/68 65 3rd 48/75 64 4th 46/87 53 5th 58/85 68 6th 46/87 53 7th 48/101 48	All grade levels will show a decrease of 20% of students performing low/low average (red and orange) on NWEA MAP Math. ATSI groups will show a decrease in the number of students.

	<p>8th 47/90 52</p> <p>ATSI Group: SWD: 65/96 68 Homeless: 34/65 53</p>	
NWEA Kindergarten Reading Fluency Instructional Planning Report Fall to Spring Phonological Awareness	<p>Fall Level 1 & 2 1: 43/109 39% 2: 23/109 21% Level 3 & 4 3: 6/109 .06% 2: 8/109 .07%</p> <p>Spring Level 1 & 2 1: 18/109 17% 2: 34/109 31% Level 3 & 4 3: 12/109 11% 4: 22/109 20%</p>	80% of our Kindergarteners will meet spring expectations of a level 3 and 4 (Blending and Segmenting).
NWEA Kindergarten Reading Fluency Instructional Planning Report Fall to Spring Phonics/Word Recognition	<p>Fall Level 1 & 2 1: 65/109 60% 2: 9/109 .08% Level 3 & 4 3: 3/109 .03% 2: 3/109 .03%</p> <p>Spring Level 1 & 2 1: 29/109 27% 2: 18/109 17% Level 3 & 4 3: 24/109 22% 4: 15/109 17%</p>	80% of our Kindergarteners will meet spring expectations of a level 3 and 4 (Decodable CVC).

Targeted Resources Applied

Action	Resources	Money/Budget
The Kindergarten Bridge Program will happen at our school site prior to starting the new school year to help with literacy transitioning to the new year.		
5th grade science camp students and staff will have transportation and	Other	12000.00

camp costs available as needed to offset needs.		
Reading and math will be supported through additional materials, books, and manipulatives.	Other	15000
UTK-8 Educational Excursions, Assemblies, Presentations, and other real/meaningful first-hand learning experiences will be accessible to all grade levels to enrich student learning.	Other	12000.00
Technology hardware (computers, peripherals, projectors, speakers, etc.) used for instruction, collaboration, lesson planning or delivery, will be available in the classroom and common areas of student learning and professional collaboration.	Other	2000
Supplemental resources, supplies, and other tools for integrating subjects, including STEAM, Health/Nutrition Education, and Environmental Education, will be available to implement enrichment that supports student learning both inside and outside the classroom.	LCFF- Supplemental	7000
Staff will have access to release time and/or time sheeting, conference or workshop registration and additional costs for professional development, collaboration, planning, walk-throughs, data review, coaching, observation, and FaCE: Family and Community Engagement.	Title I Part A: Allocation	4352
Staff will have access to release time and/or time sheeting, conference or workshop registration and additional costs for professional development, collaboration, planning, walk-throughs, data review, coaching, observation, and FaCE: Family and Community Engagement.	LCFF- Supplemental	8000
2nd, 5th, and 8th Grade will celebrate academic success as they transition out of primary and into the middle grades.	LCFF- Supplemental	5000
School wide academic awards and incentives will be available for recognition of academic success.	LCFF- Supplemental	2046

Grades 3rd-8th Map Refresh (CA, USA, World)	Other	3500
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Progress Monitoring

October

January

April



District Goal

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

Site Goal

Brock Elliott will provide a safe, welcoming educational environment that focuses on social, emotional, and physical behaviors that support academic success as measured by attendance, participation, referrals, and collaboration based on observation, rubrics, and survey results.

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.

Brock Elliott School 2023-2024 Budgets

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 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &
ST/S/ES	Technology Hardware, Software			2,000						
ST/S/ES	(2) Reversible White Boards			1,600						
ST/S/ES	Translation , Timesheeting		3,000							
ST/S/ES	Large Projection Screen			100						
ST/S/ES	Classroom Libraries (K-5)			15,000						
ST/S/ES	STEAM Day/Evening Supplies			3,000						
ST/S/ES	3-8 Grade Map Refresh (CA, USA, World)			3,500						
						</				

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, &	5800 Other Services &	6400 Equipment new /replace
ST	Paper Shredder Refresh			2,000							
S	Replacement flags, and Bracket			500							
ST/S	Replacement Technology Hardware			3,000							
ST/S/ES	Amazon PO			4,000							
ST/S/ES	Office Depot PO			4,000							
ST/S/ES	Printer Ink			5,000							
ST	Scholastic Book Fair			6,000							
ST/S/ES	2nd, 5th, and 8th Grade Celebration Activities for Transitioning to the next Grade Span.			3,000							
ST/S/ES	Admin Designee		2,000								
ST	Food and Paper Products			5,000							
S	Replace Student Water Bottles for the Refill			2,200							
ST/S/ES	Printing (On-Site and Printshop)			1,000						1,000	
ST/S/ES	UTK-8 Educational Excursions, Assemblies, Presentations, and other real/meaningful first-hand learning experiences.									12,000	
TOTAL		-	2,000	35,700	-	-	-	-	-	13,000	-
GRAND TOTAL										50,700	

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, &	5800 Other Services &	6400 Equipment new /replace
			5,000								
ST/S/ES	Timesheeting (Clerical, SSA, Cust. etc.)		3,000								
S	Nurse/Health Supplies			2,700							
S	Custodial Supplies (Waxie, Grainger, etc.)			25,000							
S	Home Depot Open PO			1,500							
S	Stop Signs Replacement			200							
S	SSA Vest Replacement			350							
S	Whistles Replacements			100							
S	Window Coverings Safety									2,000	
S	Work Bench			1,000							
S	Carpete Cleaning Machine			6,000							
S	Equipment Repair			1,000							
ST/S/ES	PE Equipment Storage 3-5 (Replace Storage Container due to Condensation)			8,000							
TOTAL		-	8,000	45,850	-	-	-	-	-	2,000	-
GRAND TOTAL										55,850	

Elementary School Site Supplemental - Resource 3010												
TITLE I												
LCAP A/S	Description of Need	Mgm t	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new /replace
S/ES	OA (5 hrs per day)			30,389								
ST/S/ES	Family and Community Engagement (Parent Education/Involvement)				1,000							
ST/S/ES	Professional Development (Site/District and Sponsored Professional workshops, conferences, trainings, etc.)		1,000	500	2,000			8,000				
ES	Summer Send Off(Books, journals, draw-string bags, etc.) for Summer Learning				7,518							
ST/ES	Classroom Easels for Small Group Instruction/Support				9,000							
ST/ES	Literacy/Math Small Group/Center Manipulatives, Tools, Books, Puzzles, etc.				5,820							
TOTAL		-	1,000	30,889	25,338	-	-	8,000	-	-	-	-
65,227.00										GRAND TOTAL		65,227

Elementary School Site Supplemental - Resource 0709												
LCAP												
LCAP A/S	Description of Need	Mgmt	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/ES	Foundations				7,000							
ST/S/ES	Classroom Reading Materials (Books, Journals, Magazines, Newsletters, etc.)				10,275							
ST/S/ES	Timesheetig (PLC, ILT, PBIS, etc.)		5,000	2,000								
ST/S/ES	Technology Hardware and Peripherals				1,000							
ST/S/ES	Communication (Newsletters, Postcards, Notes, Banners, Fliers, etc.)				500							
ST/S/ES	Supplemental Supplies (Paper, paints, markers, white boards, magnetic letters, charts, etc.)				5,000							
ST/S/ES	Student Incentives/Awards (Medals, certificates, student store, brag tags, pins, etc.)				2,546							
ST/S/ES	Student Enrichment (STEAM resources and supplies, garden, assemblies, presentations, etc.)				3,000							
ES	Intervention (Supplemental supplies, timesheeting, etc.)		1,000		2,000							
ST/S/ES	Student Organization and Goal Setting Tools (Binders, sleeves, folders, etc.)				6,000							
ST/S/ES	5th Grade Science Camp										5,000	
ST/S/ES	Presentation/ Colaboration/ Coaching for Instructional Specialist				500							
TOTAL		-	6,000	2,000	37,821	-	-	-	-	-	5,000	-
50,821.00											GRAND TOTAL	50,821

Local-Other RSXXXX												
		Estimated Annual Cost										
LCAP A/S	Description of Need	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 /replac e	
ST/S/ES	Volunteer Fingerprinting			500								500
ST	Replacement Office Chairs			5000								5000
S	Stand Up Ergonomic Desk Risers			3500								3500
S	Yearbook Time Sheeting	1500										1500
S	Student Leadership Time Sheeting	1500										1500
S	Replace Student Water Bottles for the Refill Stations			2200								2200
ST/S/ES	Common educational environments (STEAM Room, Library, Multi-Purpose Room, Coaches Corner, Outdoor Classroom, Seating on the Yard, Gardens, etc.) will be focused on creating a climate for high engagement.			10000								10000
ST/S/E	Admin Conference / Workshops					5000						5000
ST/S/ES	Signage for Academics and Behavioral Supports			2,000								2000
ST/S/ES	10 Pack! 60 inch. Round Heavy-Duty Granite White Plastic Folding Table			3200								3200
S/ES	SSA's will receive PBIS/SEL Training		2000									2000
ST/S/ES	Site Leadership (ILT/PBIS) Summer Retreat for Planning and Team Building	2000	500	500								3000
ST/S/ES	Additional flexible seating including chairs, tables, tubs, shelving, and other learning space needs will be available to enrich or provide organization to the learning environment.										10000	10000
S/ES	Classified and certificated time sheeting will be available for additional support time during AMP.	1000	1000									2000
											Total	51400

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	4.12	1.82	5.22	0.91	3.47	0.20
Expulsions	0.11	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	4.02	4.19	2.45
Expulsions	0.11	0.14	0.05

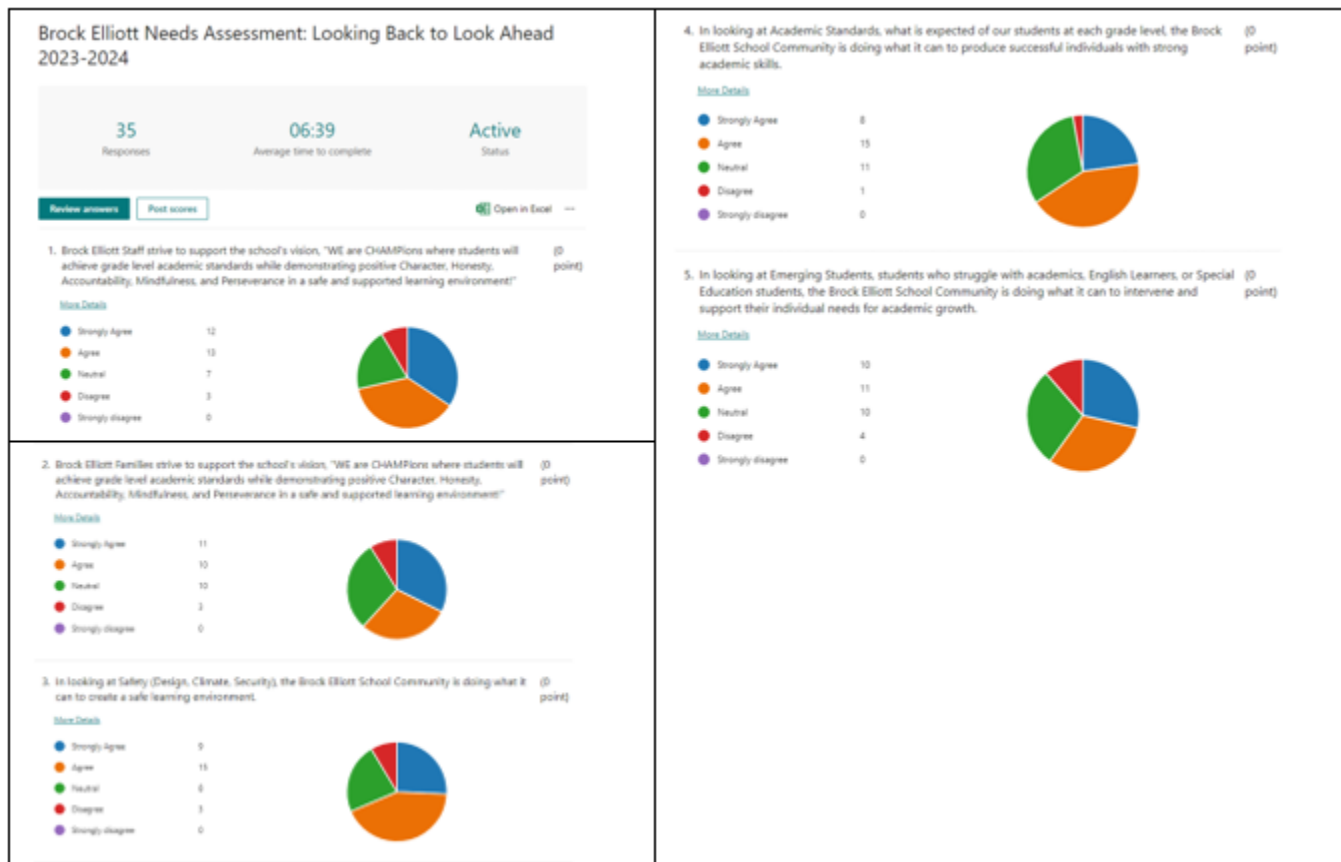
2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	826	811	104	12.8
Female	412	404	55	13.6
Male	414	407	49	12.0
American Indian or Alaska Native	3	3	0	0.0
Asian	63	62	6	9.7
Black or African American	18	18	1	5.6
Filipino	12	12	0	0.0
Hispanic or Latino	511	502	79	15.7
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	28	28	3	10.7
White	183	178	15	8.4
English Learners	159	157	23	14.6
Foster Youth	9	9	1	11.1
Homeless	64	62	16	25.8
Socioeconomically Disadvantaged	576	565	88	15.6
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	104	98	11	11.2

Attendance	August	September	October	November	December	January	February	March	April	May
Kinder	92.5	94.2	90.4	87.2	88.4	92	91.4	91.7		
1st	91.9	93.2	91.8	83.6	91.2	90.4	89.8	87.6		
2nd	93.9	94.9	91.6	83	92.1	95.6	92.2	94.6		
3rd	94.6	93.6	92.6	88	89.4	94.1	94.7	93.5		
4th	92.2	93.3	89.8	86.7	89.8	92.9	89.3	92		
5th	93.8	93.9	91.3	88.8	95.5	95.6	94.7	95		
6th	95	94.9	92.9	87.7	90.8	93.5	92.2	95.3		
7th	92.7	92.8	92	88.1	91.3	93.3	91.7	94		
8th	94	93.8	92.2	88.6	92.3	92.7	91.9	93		
SDC K-6	93.4	93.8	91.6	87.2	91.2	93.3	92	93		
Total K-6	87.2	87.3	86.1	85	84.7	90.8	90.5	95		
Chronic Absenteeism (10% or more total absences of their total days enrolled)										
	August	September	October	November	December	January	February	March	April	May
TK									EOY	
K									40/110 36%	
1st									29/77 38%	
2nd									19/78 24%	
3rd									24/84 29%	
4th									28/90 31%	
5th									15/87 17%	
6th									16/92 17%	
7th									30/103 29%	
8th									21/88 24%	
Total									222/809 27%	
ATSI Home	August	September	October	November	December	January	February	March	April	May
TK									EOY	
K									2/5 40%	
1st									4/5 80%	
2nd									3/6 50%	
3rd									4/4 100%	
4th									1/3 33%	
5th									0/2	
6th									1/1 100%	
7th									2/3 67%	
8th									1/2 50%	
Total									18/31 58%	
ATSI SWD	August	September	October	November	December	January	February	March	April	May
TK									EOY	
K									11/18 61%	
1st									4/10 40%	
2nd									3/8 38%	
3rd									4/13 31%	
4th									8/21 38%	
5th									2/11 18%	
6th									2/14 14%	
7th									0	
8th									2/6 33%	
Total									36/106 34%	

Incident	00	01	02	03	04	05	06	07	08	Grand Total
Assault/Battery	5	1	5	3	1	1	7	4	2	29
Bullying/Cyberbullying						4	4		2	10
Cheating/Dishonest						1			1	2
Damage School/Personal Property				1		1		4	4	10
Dangerous Object					1		1	1		3
Defiance				2				1	3	6
Disruptive			4		8	1			2	15
Electronic Device								5	4	9
Fighting/Attack w/o Weapon				3		3				6
Hate Crime/Racial Slurs								1		1
Inappropriate Behavior/Object		1		3	5	6	7	12	7	41
Possess/Use Drugs									6	6
Possess/Use Tobacco								1		1
Profanity				1	1	2	1	1	2	8
Pushing/Shoving				1	3	7		2	2	15
Sexual Harassment						6				6
Tardiness									1	1
Theft/Robbery/Extortion							3			3
Threat of Attack - w/o Weapon				1						1
Truancy					2					2
Unsafe Behavior	4		1	4	8	6	4	5		32
Verbal Fight								1		1
Grand Total	9	2	10	19	29	38	27	38	36	208

Penalty	00	01	02	03	04	05	06	07	08	Grand Total
Alternative Placement	2		5	2	2			1	1	13
BASE Lesson								2		2
Conference, Parent	2	1	1	2	1	3		4	3	17
Conference, Student						1	1		1	3
Contract, Behavior						1				1
Contract, Fighting								3	1	4
COST				1	1	1				3
Detention				5	7	10	1		3	26
Full Restitution							1	1	4	6
Loss of Privileges				4	1	1		4	2	12
Loss of Recess		1								1
No Action Taken	1			1		2	2	2	1	9
Refer to Counselor	1				2	3		5		11
Suspension	3		3	1	2	9	8	7	9	42
Teacher Suspension						1				1
Warning	1	1	1	4	13	7	7	12	9	55
Work Detail				1	1	3	2	8		15
Written Consequence						2	7	2	4	15
Grand Total	10	3	10	21	30	44	29	51	38	236



Data Analysis

Based on our data collected, attendance rates fluctuated across grade levels and across the months from a low of 83% to a high of 95.6%. Chronic Absenteeism was not measured across the months, but April did show the lowest percentage in grade 5 with the highest percentage being in grade 1 at 38%, and a total of all grades at 27% or 222/809 students. As for our ATSI groups, our Homeless were at 58% Chronic Absenteeism and our SWD were at a total of 34%. We had 42 suspensions during the 2022-2023 school year with Homeless having one 1 suspension and SWD having 14 suspensions (7 students) total. There was a total of 208 incidents of behavior with 8 Homeless and 39 SWD reported to administration between August and April. Counseling data showed that we had 87 individuals and 50 groups who were supported under tier II and III. Our Outreach Assistant was responsible for targeting 70 students with attendance concerns with 9 of them being Homeless and 4 being SWD. School-wide, based on our annual needs assessment, 92% of staff and parents showed positivity while 8% saw some needed improvements.

Student Need 1:

Brock Elliott will increase attendance rates school-wide, decrease chronic absenteeism while increasing student/community engagement by lowering student incidences/suspensions and building an active safe, social emotional learning (SEL) environment.

Implementation Plan

Brock Elliott School and our region, plan to improve school climate, culture, and overall safety where students are engaged, demonstrate ownership, and are prepared to learn in a safe and supported learning environment where there will be an increase in the attendance rate school wide and a decrease in chronic absenteeism and the number of behavior incidents and suspensions. Attendance will be increased through the participation and celebration of being a "HERO" Here, Everyday On-Time, Ready to Learn. The 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 by our Community Outreach Assistant. The COST team and behavior specialists, along with other supports will assist in prevention and intervention of safety, for individuals and school wide. Professional Development for teachers and support staff will be provided as a school and as a region. Walkthroughs, data collection, and observation will be done to monitor progress to assist in providing additional support while celebrating the successes. Expectations for attendance and behavior, and will be recognized and communicated to staff, students, and community. Counseling will support students through individual and group counseling services, including SEL classroom and small group pull-out, as well as informal unstructured check-ins and observations during recess and lunch throughout the school day. Social emotional learning will be implemented in the classroom weekly and on the yard daily as needed. Behavioral expectations will be taught, reinforced, and celebrated through our PBIS "CHAMPion" expectations of Character, Honesty, Accountability, Mindfulness, and Perseverance. (FaCE) Family and Community Engagement will be supported through on-going school sponsored and PTO sponsored events. School activities including ELOP afterschool or weekend clubs, morning student announcements, student leadership, our 6-8 middle grades concept, electives, grade level excursions and/or assemblies, SHS visitations, awards, rallies, peer support buddies, check-in/check-out, and more will occur regularly. Communication will be ongoing with students/families/community through our school's Facebook page, announcements, "The CHAMPion" Newsletter, Blackboard Connect messaging, and Peach Jar. Success binders and student planners will support student organization, goal setting, progress monitoring, and be another communication tool between home and school.

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 Homeless and Students with Disabilities (SWD).

Metric/Indicator	Baseline	Expected Outcome																																				
Site Chronic Absenteeism Report From Q	<p>Grade Level Groups</p> <table> <tr><td>K:</td><td>40/110</td><td>36%</td></tr> <tr><td>1st:</td><td>29/77</td><td>38%</td></tr> <tr><td>2nd:</td><td>19/78</td><td>24%</td></tr> <tr><td>3rd:</td><td>24/84</td><td>29%</td></tr> <tr><td>4th:</td><td>28/90</td><td>31%</td></tr> <tr><td>5th:</td><td>15/87</td><td>17%</td></tr> <tr><td>6th:</td><td>16/92</td><td>17%</td></tr> <tr><td>7th:</td><td>30/103</td><td>29%</td></tr> <tr><td>8th:</td><td>21/88</td><td>24%</td></tr> <tr><td>Total:</td><td>222/809</td><td>27%</td></tr> </table> <p>ATSI:</p> <table> <tr><td>Homeless:</td><td>18/31</td><td>58%</td></tr> <tr><td>SWD:</td><td>36/106</td><td>34%</td></tr> </table>	K:	40/110	36%	1st:	29/77	38%	2nd:	19/78	24%	3rd:	24/84	29%	4th:	28/90	31%	5th:	15/87	17%	6th:	16/92	17%	7th:	30/103	29%	8th:	21/88	24%	Total:	222/809	27%	Homeless:	18/31	58%	SWD:	36/106	34%	<p>Chronic absenteeism will decrease from 18% to 15% students (197 to 165 -32 students)</p> <p>Chronic absenteeism for African from 14 from students to 10 students.</p> <p>Chronic absenteeism for Homeless youth from 12 students to 8 students.</p>
K:	40/110	36%																																				
1st:	29/77	38%																																				
2nd:	19/78	24%																																				
3rd:	24/84	29%																																				
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Total:	222/809	27%																																				
Homeless:	18/31	58%																																				
SWD:	36/106	34%																																				
Parent/Student/Community Participation and Attendance at Events, Clubs, Activities (including ELOP), and Workshops.	<p>Goal Setting Conferences:</p> <p>Fall Attendance (School-wide): 721</p> <p>Winter Attendance (School-wide): 721</p> <p>ELOP: Flag Football Club: 37 students</p> <p>Surveys were utilized to determine attendance. Of the 104 returned, attendance totals are as follows for</p>	<p>Increase in parent/student/community participation and attendance at events, clubs/activities (including ELOP) and workshops.</p> <p>Maintain Goal Setting Conferences:</p> <p>98% Fall Attendance</p> <p>98% Winter Attendance</p> <p>Back to School Night</p>																																				

	<p>Family and Community Engagement (FaCE):</p> <p>27 26% Kindergarten Orientation</p> <p>74 71% Back to School Night</p> <p>39 38% Fall or Spring Book Fair</p> <p>Family Night</p> <p>19 18% Grandparents Day</p> <p>19 18% Baskin Robbins Family Night</p> <p>61 59% Harvest Carnival / Trunk or Treat</p> <p>44 42% Tk-3 Costume Parade</p> <p>24 23% Brock Elliott Day</p> <p>15 14% Pancake Slam</p> <p>4 4% Family Gingerbread Night</p> <p>2 2% Great Kindness Challenge</p> <p>Kick-Off Assembly</p> <p>11 10% Read Across America Day</p> <p>3 3% American Heart Challenge</p> <p>Kick Off Assembly</p> <p>54 52% Trimester Awards</p> <p>35 34% CHAMPs Picnic with the Principal</p> <p>28 27% Color Run of CHAMPions</p> <p>19 18% Kindergarten Spring Performance</p> <p>2 19% SSC/ELAC/PTO Meetings</p> <p>Those planned to attend:</p> <p>10 10% STEAM Night Summer Send Off</p> <p>18 17% 8th Grade Celebration</p> <p>23 22% Talent Show</p>	<p>6-8th grade</p> <p>TK 5th grade</p> <p>ELOP:</p> <p>Parent Nights:</p>
Behavior Analysis Report	<p>Number of Suspensions (School-wide): 42</p> <p>Number of Incident Reports (School-wide): 208 (only those documented by Admin.)</p> <p>ATSI:</p> <p>Homeless: 8 incidents total, 1 suspension</p> <p>SWD: 39 incidents; 14 suspensions (7 students)</p>	<p>Decrease in 42 number of suspensions to 20.</p> <p>Decrease in 208 number of incidences to 150.</p> <p>Decrease number of suspensions for Homeless from 1 to zero.</p> <p>Decrease number of incidents for SWD from 14 to 7.</p>
Counselling Services Report	Counselor Caseload: 87 Individual / 50 Groups	<p>2.5 Counselor Caseload =</p> <p>Number of students declined =</p>

	<p>Number of Services Declined: 26 No Consent or No Permission Slip</p> <p>Number of Sessions Aug-April: 145 Group / 673 Individual</p> <p>Counselor Observation Log During Unstructured Time N/A</p>	<p>Number of groups =</p> <p>Students in groups =</p> <p>Counselor observation log during unstructured time (included in pre data and progress monitoring)</p>
Q Visits and Outreach Assistant Report	<p>No Baseline Data Due to Q Updates</p> <p>Student Engagement: 75</p> <p>Parent Contact: 51</p> <p>Attendance: 70</p> <p>Intervention Conferences for ATSI Homeless: 9 SWD: 4</p>	<p>Student/Parent Engagement:</p> <p>Parent Contact:</p> <p>Attendance:</p> <p>Intervention Conference - ATSI groups:</p>
Brock Elliott Needs Assessment	<p>5 Question Baseline Totals</p> <p>Strongly Agree: 50 Agree: 64 Neutral: 39 Disagree: 14 Strongly Disagree: 0</p> <p>Total: 167 Respondents</p>	<p>Increase in the Strongly Agree and Agree with a Decrease in Disagree by 50% of the surveys returned for 2024-2025.</p>

Resources to Support

Action	Resources	Money/Budget
An Outreach Assistant will be funded to provided support for students and their families who are lacking attendance and in need of removing barriers, assistance, increased communication, and providing connectedness between home and school for all students inclusive of SWD, SED, Foster/Homeless, and others at risk.	Title I Part A: Allocation	30389
A nurse will be available to support administrative needs regarding the health of our students.	District Funded	

H.E.R.O. attendance awards, incentives, and resources, including supplies for parent education, will be available for intervention, recognition, and family engagement.	LCFF- Supplemental	500
A School Resource Officer will be available to support administrative needs regarding the welfare of our students.	District Funded	
Administrative Designee(s) will be available when administration are off campus, or available to assist administration when needed via certificated substitute release time or timesheeting.	Other	2000
SSA's will receive PBIS/SEL or additional training that supports the supervision and positive engagement of students and with peers.	Other	2000
Students will have access to behavior intervention and alternatives (Saturday School, Extended Day, Detention, etc.) facilitated by certificated staff during, after, and on Saturdays as needed. Time sheeting will be available.	LCFF- Supplemental	1000
Behavior resources (PBIS, SEL, PALs, etc.) will be available to promote a positive culture of consistency across the campus.	Title I Part A: Allocation	1000
Our COST (Coordination of Services Team) will meet regularly to intervene as needed and monitor individual students who need intervention, supports, or wrap around services.		
Valley Community Counselors will be funded to intervene and support attendance concerns related to the social-emotional needs affecting chronic absenteeism.	District Funded	
Common educational environments (STEAM Room, Library, Multi-Purpose Room, Coaches Corner, Outdoor Classroom, Seating on the Yard, Gardens, etc.) will be focused on creating a climate for high engagement.	Other	10000
School-wide activities such as assemblies, family nights, parent education, etc. will be held virtually or	Title I Part A: Allocation	6751

in-person to involve our parents and community as partners in learning, and when needed, books, communication (The Champion" newsletter, postcards, Blackboard Connect, emails, letters, phone calls, text's), resources, presenters, childcare, etc. will be available to support the activity with includes FaCE: Family and Community Engagement through goal setting conferences, SST's, SSC, ELAC, Back to School Night, STEAM Night, Read Across America, Kindness Week, Promotion-Transition, Appreciation Week, Kindergarten Performance, etc.		
School-wide activities such as assemblies, family nights, parent education, etc. will be held virtually or in-person to involve our parents and community as partners in learning, and when needed, books, communication (The Champion" newsletter, postcards, Blackboard Connect, emails, letters, phone calls, text's), resources, presenters, childcare, etc. will be available to support the activity with includes FaCE: Family and Community Engagement through goal setting conferences, SST's, SSC, ELAC, Back to School Night, STEAM Night, Read Across America, Kindness Week, Promotion-Transition, Appreciation Week, Kindergarten Performance, etc.	LCFF- Supplemental	1321
Food 4 Less and other establishments accepting purchase orders will be used for purchasing food items, snacks, paper products, items used as incentives, excluding gift cards, for parent meetings, PD, PLC's, awards, etc.	Other	5000
Site Leadership (ILT/PBIS) Summer Retreat for Planning and Team Building	Other	3000
The 6th-8th grade middle grades team will host a Back-to-School Orientation to inform parents and students of their expectations for the new school year including the requirements for 8th grade promotion to 9th grade.	Other	2000

The library will be supported for it's annual book fair as a community engagement activity.	Other	6000
Certificated and classified staff, including our ILT, will have access to release time through time sheeting and/or substitutes for collaboration, planning, articulation, peer coaching, observation, or professional development (Conferences, trainings, workshops, etc.), and other costs needed to implement, provide intervention, or enrichment for the academic and behavioral programs (Standards, PBIS, SEL, PALs, etc.), which may include registration fees, presenters fees, etc..	Title I Part A: Allocation	16000
Certificated and classified staff, including our ILT, will have access to release time through time sheeting and/or substitutes for collaboration, planning, articulation, peer coaching, observation, or professional development (Conferences, trainings, workshops, etc.), and other costs needed to implement, provide intervention, or enrichment for the academic and behavioral programs (Standards, PBIS, SEL, PALs, etc.), which may include registration fees, presenters fees, etc..	LCFF- Supplemental	2454
Digital and audio technology including other hardware and software will be available both inside the classroom and outside the classroom.	Other	2000
Interactive Success Walls will provide visual ownership to the class as a whole while Success Binders and student planners will be purchased and supported as an individual organizational and goal setting tool for learning, assessment, and home-school communication.	LCFF- Supplemental	6000
Additional flexible seating including chairs, tables, tubs, shelving, and other learning space needs will be available to enrich or provide organization to the learning environment.	Other	10000
Recess equipment will be refreshed.	Other	1000

STEAM day and evening activities will be supported.	Other	3000
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Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 3:

Implementation Plan

SMART Goal

Resources to Support

Progress Monitoring

September

December

March

Data

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, &	5800 Other Services &	6400 Equipment new /replace
			5,000								
ST/S/ES	Timesheeting (Clerical, SSA, Cust. etc.)		3,000								
S	Nurse/Health Supplies			2,700							
S	Custodial Supplies (Waxie, Grainger, etc.)			25,000							
S	Home Depot Open PO			1,500							
S	Stop Signs Replacement			200							
S	SSA Vest Replacement			350							
S	Whistles Replacements			100							
S	Window Coverings Safety									2,000	
S	Work Bench			1,000							
S	Carpete Cleaning Machine			6,000							
S	Equipment Repair			1,000							
ST/S/ES	PE Equipment Storage 3-5 (Replace Storage Container due to Condensation)			8,000							
TOTAL		-	8,000	45,850	-	-	-	-	-	2,000	-
GRAND TOTAL										55,850	

Elementary School Site Supplemental - Resource 3010												
TITLE I												
LCAP A/S	Description of Need	Mgm t	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new /replace
S/ES	OA (5 hrs per day)			30,389								
ST/S/ES	Family and Community Engagement (Parent Education/Involvement)				1,000							
ST/S/ES	Professional Development (Site/District and Sponsored Professional workshops, conferences, trainings, etc.)		1,000	500	2,000			8,000				
ES	Summer Send Off(Books, journals, draw-string bags, etc.) for Summer Learning				7,518							
ST/ES	Classroom Easels for Small Group Instruction/Support				9,000							
ST/ES	Literacy/Math Small Group/Center Manipulatives, Tools, Books, Puzzles, etc.				5,820							
TOTAL		-	1,000	30,889	25,338	-	-	8,000	-	-	-	-
65,227.00											GRAND TOTAL	65,227

Elementary School Site Supplemental - Resource 0709												
LCAP												
LCAP A/S	Description of Need	Mgmt	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/ES	Foundations				7,000							
ST/S/ES	Classroom Reading Materials (Books, Journals, Magazines, Newsletters, etc.)				10,275							
ST/S/ES	Timesheetig (PLC, ILT, PBIS, etc.)		5,000	2,000								
ST/S/ES	Technology Hardware and Peripherals				1,000							
ST/S/ES	Communication (Newsletters, Postcards, Notes, Banners, Fliers, etc.)				500							
ST/S/ES	Supplemental Supplies (Paper, paints, markers, white boards, magnetic letters, charts, etc.)				5,000							
ST/S/ES	Student Incentives/Awards (Medals, certificates, student store, brag tags, pins, etc.)				2,546							
ST/S/ES	Student Enrichment (STEAM resources and supplies, garden, assemblies, presentations, etc.)				3,000							
ES	Intervention (Supplemental supplies, timesheeting, etc.)		1,000		2,000							
ST/S/ES	Student Organization and Goal Setting Tools (Binders, sleeves, folders, etc.)				6,000							
ST/S/ES	5th Grade Science Camp										5,000	
ST/S/ES	Presentation/ Colaboration/ Coaching for Instructional Specialist				500							
TOTAL		-	6,000	2,000	37,821	-	-	-	-	-	5,000	-
50,821.00											GRAND TOTAL	50,821

Local-Other RSXXXX												
		Estimated Annual Cost										
LCAP A/S	Description of Need	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 /replac e	
ST/S/ES	Volunteer Fingerprinting			500								500
ST	Replacement Office Chairs			5000								5000
S	Stand Up Ergonomic Desk Risers			3500								3500
S	Yearbook Time Sheeting	1500										1500
S	Student Leadership Time Sheeting	1500										1500
S	Replace Student Water Bottles for the Refill Stations			2200								2200
ST/S/ES	Common educational environments (STEAM Room, Library, Multi-Purpose Room, Coaches Corner, Outdoor Classroom, Seating on the Yard, Gardens, etc.) will be focused on creating a climate for high engagement.			10000								10000
ST/S/E	Admin Conference / Workshops					5000						5000
ST/S/ES	Signage for Academics and Behavioral Supports			2,000								2000
ST/S/ES	10 Pack! 60 inch. Round Heavy-Duty Granite White Plastic Folding Table			3200								3200
S/ES	SSA's will receive PBIS/SEL Training		2000									2000
ST/S/ES	Site Leadership (ILT/PBIS) Summer Retreat for Planning and Team Building	2000	500	500								3000
ST/S/ES	Additional flexible seating including chairs, tables, tubs, shelving, and other learning space needs will be available to enrich or provide organization to the learning environment.										10000	10000
S/ES	Classified and certificated time sheeting will be available for additional support time during AMP.	1000	1000									2000
											Total	51400

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	134	154	156	17.3%	20.2%	19.3%
Fluent English Proficient (FEP)	88	83	99	11.3%	10.9%	12.3%
Reclassified Fluent English Proficient (RFEP)	11			8.2%		

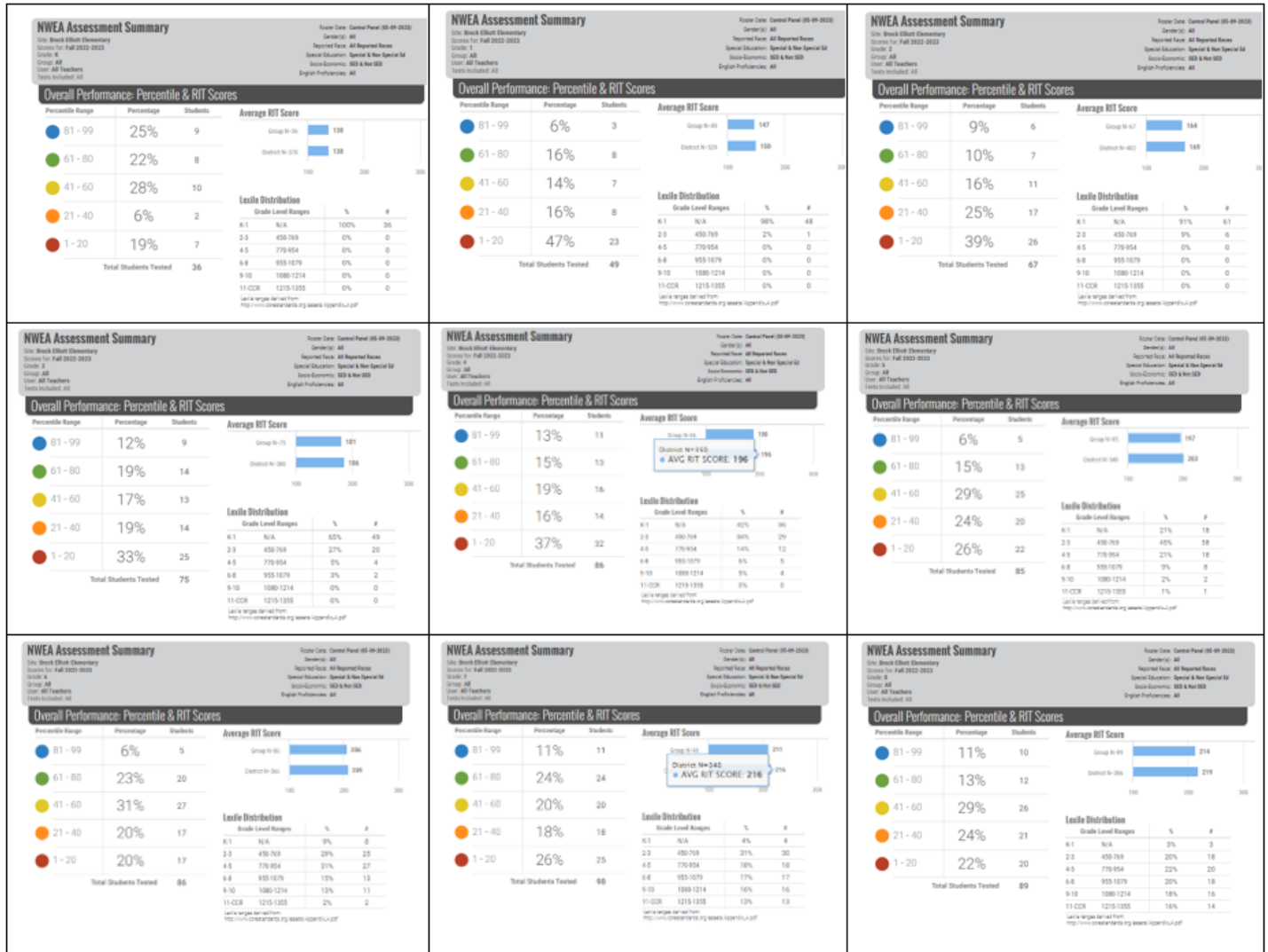
021-22 "At-Risk" and Long-Term English Learners (LTEL) by Grade

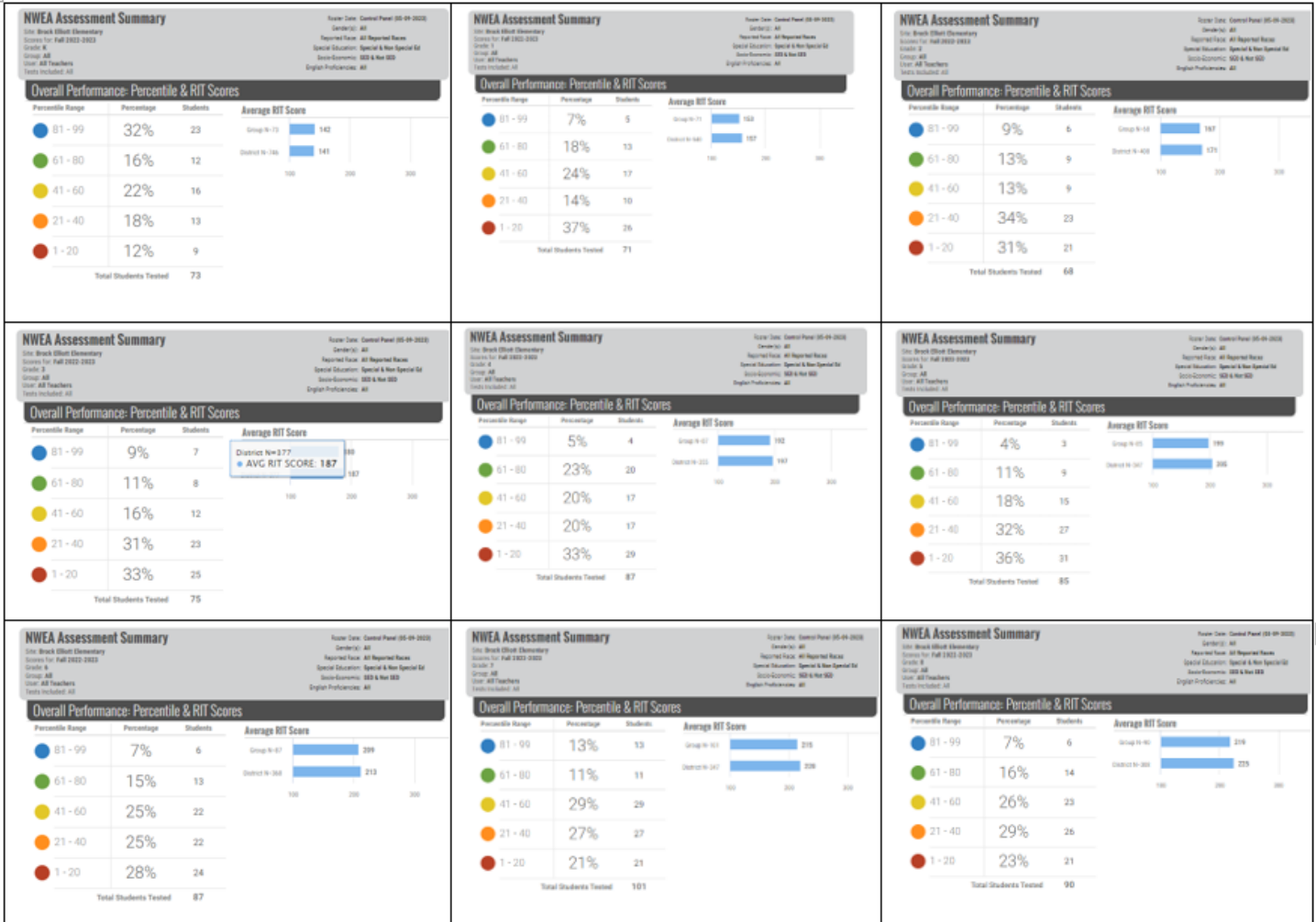
Brock Elliott Elementary School Report (39-68593-6108237)

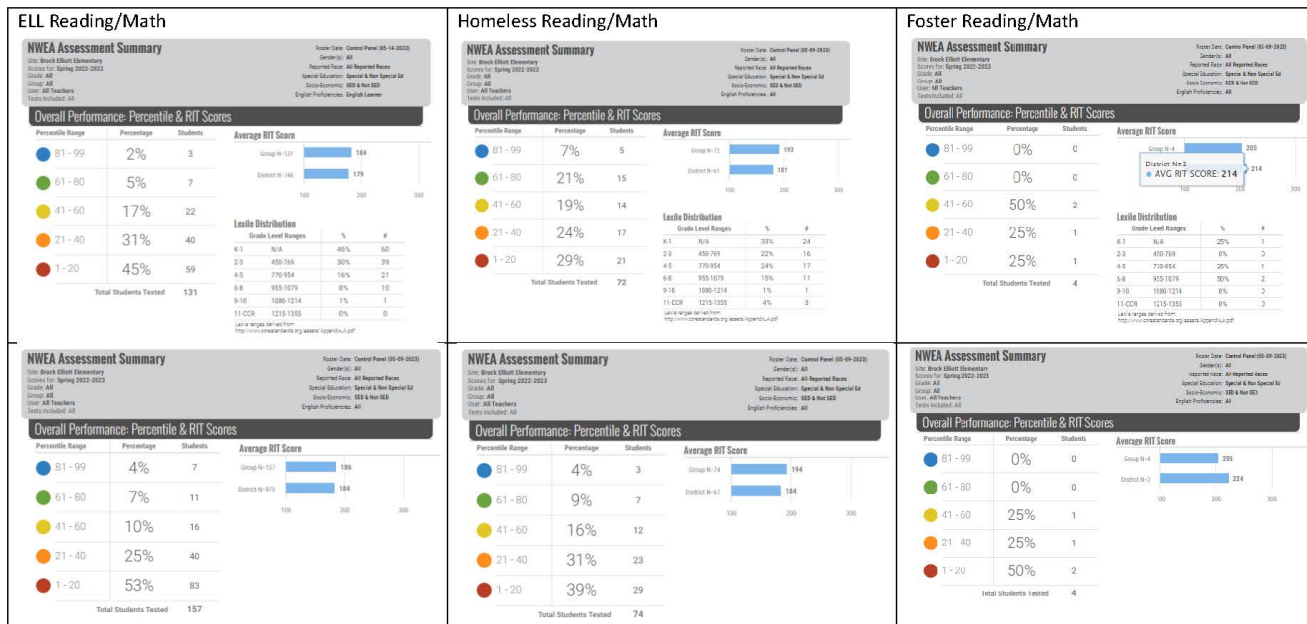
Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	19	0	0	0	19	0	19
01	16	0	0	0	16	0	16
02	11	0	0	0	11	0	11
03	13	7	0	0	20	4	24
04	0	18	0	0	18	6	24
05	1	13	0	6	20	9	29
06	1	1	10	0	12	11	23
07	2	2	16	0	20	11	31
08	4	0	14	0	18	21	39

Report Totals

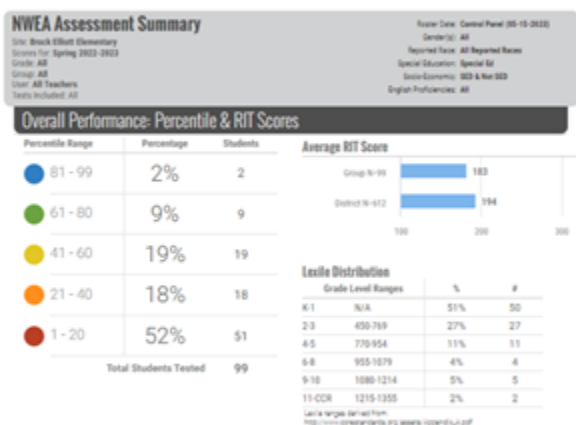
Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Brock Elliott Elementary	67	41	40	6	154	62	216
Manteca Unified	2,066	976	2,163	145	5,350	3,704	9,054
San Joaquin County	12,802	5,160	11,621	1,360	30,943	24,073	55,016
State	497,471	211,055	379,290	39,832	1,127,648	963,056	2,090,704



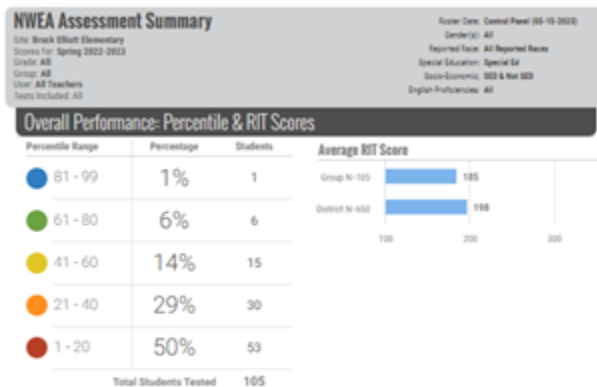




SWD Reading



SWD Math



Student Need 1:

All English Learners, Homeless/Foster, and Economically Disadvantaged (SED) students will meet growth, achievement, and proficiency in Reading and Math.

Implementation Plan

Brock Elliott's ILT and PLC's will use data to identify and adjust learning targets, goals, and instruction throughout Tier I and Tier II, with a focus on lesson design, "AMP" Access Time, and collaboration. Data will be used from the NWEA MAP assessment, ELPAC, CA Dashboard, Common Formative Assessments, artifacts, Illuminate, Dataquest, etc. Each will be analyzed throughout the year to ensure students are progressing in proficiency, meeting individual growth targets, and meeting achievement goals. Teachers will work with families to develop learning goals, enrichment activities, family support nights and foster rigorous learning opportunities. In supporting our teams, we will plan and provided Professional Development as a site and as a region to ensure student mastery of grade level standards. Professional development will be provided to teachers and support staff in the areas of essential standards, base curriculum, Tier I and II instruction and supports, rigor, enrichment/supplemental learning activities, GLAD (Guided Language Acquisition Design) strategies, designated ELD, and other interventions as needed to help all students meet mastery of grade level standards, develop language acquisition, and access the 4 C's of Collaboration, Creativity, Critical Thinking, and Communication. Designated staff will monitor academic progress, SEL needs, and attendance of students who are at risk including homeless/foster, ELL, and SWD.

SMART Goal

We will reduce the number of English Learner students becoming Long-Term English Learners (LTELs) in 2023-2024 school year as measured in DataQuest (CDE) who are identified as being "At-Risk" students including our ATSI groups of Homeless and our SWD (Students with Disabilities) by 20%.

Metric/Indicator	Baseline	Expected Outcome
NWEA Illuminate Growth Report Reading	<p>Spring 2023: # of students % of students</p> <p>English Learners: Total EL 161 Eligible 110 # EL Met Growth 44 % EL Met Growth 40%</p> <p>Homeless/Foster Youth: Total Homeless/Foster Youth 30 4 Eligible 19 4 # Homeless/Foster Youth Met Growth 2 2 % Homeless/Foster Youth Met Growth 11%50%</p> <p>SED: Total SED 330 Eligible 256 # SED Met Growth 113 % SED Met Growth 44%</p>	80% of students will meet growth projection on NWEA MAP Reading.

	<p>SWD:</p> <p>Total SWD 126</p> <p>Eligible 35</p> <p># SWD Met Growth 14</p> <p>% SWD Met Growth 40%</p>	
NWEA Illuminate Growth Report Math	<p>Spring 2023:</p> <p># of students % of students</p> <p>English Learners:</p> <p>Total EL 161</p> <p>Eligible 114</p> <p># EL Met Growth 38</p> <p>% EL Met Growth 33%</p> <p>Homeless/Foster Youth:</p> <p>Total Homeless/Foster Youth 30 4</p> <p>Eligible 19 4</p> <p># Homeless/Foster Youth Met Growth 5 1</p> <p>% Homeless/Foster Youth Met Growth 26% 25%</p> <p>SED: Total SED 330</p> <p>Eligible 254</p> <p># SED Met Growth 101</p> <p>% SED Met Growth 40%</p> <p>SWD:</p> <p>Total SWD 126</p> <p>Eligible 34</p> <p># SWD Met Growth 16</p> <p>% SWD Met Growth 47%</p>	80 % of student will meet growth projection on NWEA MAP Math.
NWEA Achievement Report (Illuminate) Reading with focus on proficiency	<p>Spring 2023 high/high average (green & blue):</p> <p># of students % of students</p> <p>English Learners:</p> <p>Overall 10 7%</p> <p>K 4 30%</p> <p>1 0 0%</p> <p>2 0 0%</p> <p>3 3 25%</p> <p>4 0 0%</p> <p>5 2 14%</p>	All grade levels will have 80% of students perform high/high average (green / blue) in NWEA MAP Reading.

	<p>6 0 0%</p> <p>7 1 9%</p> <p>8 0 0%</p> <p>SWD:</p> <p>Overall 11 11%</p> <p>K 1 10%</p> <p>1 0 0%</p> <p>2 2 22%</p> <p>3 2 25%</p> <p>4 1 6%</p> <p>5 1 11%</p> <p>6 2 16%</p> <p>7 0 0%</p> <p>8 2 18%</p> <p>Homeless: Foster: None</p> <p>Overall 20 28%</p> <p>K 1 33%</p> <p>1 2 29%</p> <p>2 4 40%</p> <p>3 2 20%</p> <p>4 3 33%</p> <p>5 4 40%</p> <p>6 2 34%</p> <p>7 1 11%</p> <p>8 1 12%</p> <p>Chronic Absenteeism</p> <p>Overall 32 19%</p> <p>K 6 40%</p> <p>1 5 17%</p> <p>2 4 22%</p> <p>3 3 16%</p> <p>4 1 4%</p> <p>5 3 23%</p> <p>6 3 30%</p> <p>7 5 20%</p> <p>8 2 11%</p>	
NWEA Achievement Report (Illuminate) Math with focus on proficiency.	<p>Spring 2023 high/high average (green & blue):</p> <p># of students % of students</p> <p>English Learners:</p> <p>Overall 13 8%</p> <p>K 7 28%</p> <p>1 1 8%</p> <p>2 1 7%</p> <p>3 2 16%</p> <p>4 1 4%</p>	All grade levels will have 80% of students perform high/high average (green / blue) in NWEA MAP Math.

	<p>5 0 0%</p> <p>6 1 7%</p> <p>7 0 0%</p> <p>8 0 0%</p> <p>SWD:</p> <p>Overall 7 7%</p> <p>K 4 27%</p> <p>1 0 0%</p> <p>2 0 0%</p> <p>3 3 38%</p> <p>4 0 0%</p> <p>5 0 0%</p> <p>6 0 0%</p> <p>7 0 0%</p> <p>8 0 0%</p> <p>Homeless Foster: None</p> <p>Overall 10 13%</p> <p>K 1 25%</p> <p>1 2 28%</p> <p>2 2 20%</p> <p>3 1 10%</p> <p>4 1 11%</p> <p>5 2 20%</p> <p>6 0 0%</p> <p>7 0 0%</p> <p>8 1 12%</p> <p>Chronic Absenteeism</p> <p>Overall 27 14%</p> <p>K 2 22%</p> <p>1 8 32%</p> <p>2 3 11%</p> <p>3 1 6%</p> <p>4 3 16%</p> <p>5 1 4%</p> <p>6 1 8%</p> <p>7 2 17%</p> <p>8 3 13%</p>	
NWEA Achievement Report (Illuminate) Reading with focus on achievement	<p>Spring 2023 low/low average (red & orange):</p> <p># of students % of students</p> <p>English Learners:</p> <p>Overall 99 76%</p> <p>K 6 46%</p> <p>1 12 92%</p> <p>2 10 67%</p> <p>3 9 75%</p> <p>4 20 83%</p>	All grade levels will show a decrease of 20% of students performing low/low average (red and orange) on NWEA MAP Reading.

	<p>5 9 65%</p> <p>6 10 72%</p> <p>7 10 91%</p> <p>8 13 86%</p> <p>SWD:</p> <p>Overall 69 70%</p> <p>K 6 60%</p> <p>1 9 82%</p> <p>2 6 67%</p> <p>3 4 50%</p> <p>4 15 83%</p> <p>5 5 55%</p> <p>6 9 75%</p> <p>7 8 72%</p> <p>8 7 63%</p> <p>Homeless Foster:</p> <p>Overall 38 53% 2 50%</p> <p>K 2 66%</p> <p>1 5 72%</p> <p>2 6 60%</p> <p>3 5 50%</p> <p>4 4 44%</p> <p>5 3 30%</p> <p>6 1 17%</p> <p>7 6 67%</p> <p>8 76 6% 1 66%</p> <p>Chronic Absenteeism</p> <p>Overall 108 64%</p> <p>K 7 47%</p> <p>1 20 69%</p> <p>2 12 67%</p> <p>3 12 63%</p> <p>4 19 83%</p> <p>5 8 62%</p> <p>6 6 60%</p> <p>7 12 48%</p> <p>8 12 67%</p>	
NWEA Achievement Report (Illuminate) Math with a focus on Achievement	<p>Spring 2023 low/low average (red & orange):</p> <p># of students % of students</p> <p>English Learners:</p> <p>Overall 123 85%</p> <p>K 15 60%</p> <p>1 9 75%</p> <p>2 11 74%</p> <p>3 7 58%</p> <p>4 22 96%</p>	All grade levels will show a decrease of 20% of students performing low/low average (red and orange) on NWEA MAP Reading.

	<p>5 14 100%</p> <p>6 13 87%</p> <p>7 11 100%</p> <p>8 14 93%</p> <p>SWD:</p> <p>Overall 83 79%</p> <p>K 11 73%</p> <p>1 8 72%</p> <p>2 8 89%</p> <p>3 5 63%</p> <p>4 15 94%</p> <p>5 7 77%</p> <p>6 10 83%</p> <p>7 9 81%</p> <p>8 8 73%</p> <p>Homeless Foster:</p> <p>Overall 52 70% 3 75%</p> <p>K 3 75%</p> <p>1 4 58%</p> <p>2 7 70%</p> <p>3 8 80%</p> <p>4 6 66%</p> <p>5 7 70%</p> <p>6 3 50%</p> <p>7 8 89% 1 100%</p> <p>8 5 62% 2 67%</p> <p>Chronic Absenteeism</p> <p>Overall 132 70%</p> <p>K 6 67%</p> <p>1 10 40%</p> <p>2 20 71%</p> <p>3 14 78%</p> <p>4 14 74%</p> <p>5 21 91%</p> <p>6 11 85%</p> <p>7 9 75%</p> <p>8 17 71%</p>	
DataQuest (Smart Goal Metric)	Total # of "At-Risk" of being an LTEL: 41	All grade levels combined will show a decrease of "At-Risk" of being an LTEL's by 20% .

Targeted Resources Applied

Action	Resources	Money/Budget
Student incentives, awards (Medals, certificates, student store, brag tags,	Other	5000

pins, etc.) and other items, will be purchased to provide reinforcement and celebration of individual student success.		
Our instructional specialist will have access to resources and supplies to be used in small group supports and in professional development "coaching".	LCFF- Supplemental	500
Supplemental supplies (books, paper, white boards, literacy tools, etc.) will be purchased to support intervention and enrichment during AMP Up and within Tier I Instruction when differentiation targets specific learning needs through small groups.	Title I Part A: Allocation	6735
Supplemental supplies (books, paper, white boards, literacy tools, manipulatives, etc.) will be purchased to support intervention and enrichment during AMP and within Tier I Instruction when differentiation targets specific learning needs through small groups.	LCFF- Supplemental	5000
Foundations will be utilized in grades K-4 as a Tier II intervention resource.	LCFF- Supplemental	12000
Classified and certificated time sheeting will be available for additional support time during AMP.	Other	2000
Clubs may be approved for ELOP funding afterschool or, during other outside school day hours, to intervene or enrich the academic experiences for our students.	District Funded	
Classroom Libraries (K-5) will be updated with leveled books.	Other	15000
Yearbook and Leadership electives will be time sheeted for planning, preparation, and afterschool hour activities.	Other	3000

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	65,227	0.00
LCFF- Supplemental	50,821	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	50,821.00
Other	115,500.00
Title I Part A: Allocation	65,227.00

Stakeholder Input

Date

January 31, 2023, February 28, 2023, March 2, 2023, April 4, 2023

Groups

School Site Council, ELAC, Staff, Students, Parents

Outcome

Based on input not only at stakeholder meetings, but also through an online survey, our school community shared several positives about what is already occurring at Brock Elliott for our students as well as suggestions for needing improvement areas. The plan was shared not only as a compliance tool but a tool for continuous improvement. The Strategic Plan is our guiding document that provides equity for the three targets set forth by the district (Standards, Safety, and Emerging Students) so that we have the tools and resources necessary to meet the needs of all students.

School Site Council Membership

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

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

Name of Members	Role
David L. Silveira	Principal
Lori Kinlaw	Classroom Teacher
Heather Phelps	Classroom Teacher
Bernadete Rocha	Classroom Teacher
Gaby Carrillo	Other School Staff
Estella Rossi	Parent or Community Member
Rebekah Sellers	Parent or Community Member
Romero Davis	Parent or Community Member
Sara Knab	Parent or Community Member
Tamara Basepayne	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

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 5-15-2023.

Attested:

	Principal, David L. Silveira on 5-15-2023
	SSC Chairperson, Estella Rossi on 5-15-2023