Manteca Unified School District Strategic Plan

2024-2025

Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

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

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

Brock Elliott School has goals for academic success under three areas aligned to our district needs of Standards, Safety, and Emerging Students. These areas address individual, class, and schoolwide needs to support growth and achievement within our school community.

School Site Description

Brock Elliott School, a K-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 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.

Comprehensive Needs Assessment Components

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

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

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
808	**55.1**	**19.3**	**0.1**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	156	19.3
Foster Youth	1	0.1
Homeless	18	2.2
Socioeconomically Disadvantaged	445	55.1
Students with Disabilities	101	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	3.3
American Indian	5	0.6
Asian	92	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	28	3.5
Hispanic	482	59.7
Two or More Races	19	2.4
Pacific Islander	12	1.5
White	142	17.6

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).

Grade Level Standards

District Goal

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

Site Tier 1 Goal

Brock Elliott will provide effective instruction through 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.

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2380.	2382.		9.59	11.39		13.70	17.72		32.88	27.85		43.84	43.04
Grade 4		2432.	2401.		12.20	10.98		25.61	10.98		17.07	14.63		45.12	63.41
Grade 5		2486.	2470.		13.95	7.06		26.74	31.76		31.40	23.53		27.91	37.65
Grade 6		2493.	2492.		9.89	3.41		21.98	27.27		34.07	38.64		34.07	30.68
Grade 7		2526.	2531.		6.59	8.82		34.07	35.29		27.47	28.43		31.87	27.45
Grade 8		2561.	2556.		16.83	11.36		28.71	28.41		35.64	40.91		18.81	19.32
All Grades	N/A	N/A	N/A		11.64	8.78		25.57	25.76		29.96	29.20		32.82	36.26

CAASPP Results
Mathematics (All Students)

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2396.	2392.		5.48	11.69		27.40	18.18		27.40	25.97		39.73	44.16
Grade 4		2423.	2407.		2.44	3.66		17.07	15.85		37.80	26.83		42.68	53.66
Grade 5		2448.	2444.		6.98	4.76		9.30	10.71		32.56	26.19		51.16	58.33
Grade 6		2470.	2467.		7.69	2.27		14.29	11.36		23.08	40.91		54.95	45.45
Grade 7		2477.	2493.		4.40	6.86		8.79	15.69		34.07	27.45		52.75	50.00
Grade 8		2496.	2495.		8.91	6.82		10.89	5.68		30.69	35.23		49.50	52.27
All Grades	N/A	N/A	N/A		6.11	5.95		14.12	12.86		30.92	30.52		48.85	50.67

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	34.38
Female	34.08
Male	34.67
American Indian or Alaska Native	--
Asian	38.18
Black or African American	43.75
Filipino	65.00
Hispanic or Latino	28.32
Native Hawaiian or Pacific Islander	--
Two or More Races	72.73
White	38.46
English Learners	17.78
Foster Youth	0
Homeless	21.43
Military	28.57
Socioeconomically Disadvantaged	29.33
Students Receiving Migrant Education Services	0
Students with Disabilities	18.57

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	18.77
Female	16.54
Male	20.96
American Indian or Alaska Native	--
Asian	35.19
Black or African American	6.25
Filipino	47.37
Hispanic or Latino	14.20
Native Hawaiian or Pacific Islander	--
Two or More Races	36.36
White	18.68
English Learners	5.68

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	0
Homeless	7.14
Military	14.29
Socioeconomically Disadvantaged	15.10
Students Receiving Migrant Education Services	0
Students with Disabilities	8.57

Data

Red
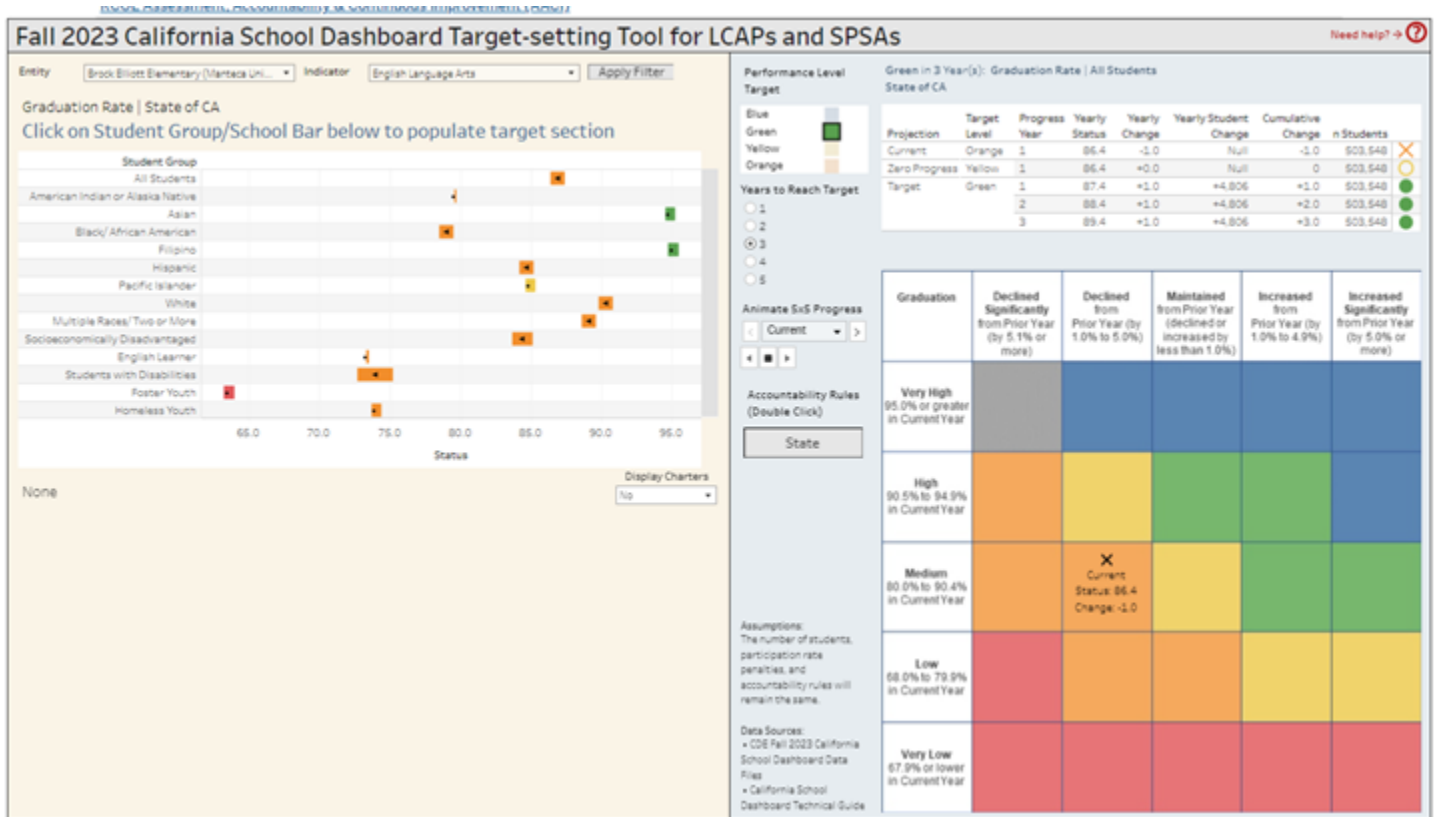
No Student Groups

Orange

Asian

Hispanic

Socioeconomically Disadvantaged

White

Yellow

English Learners

Students with Disabilities

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Asian

Student Group	State

Orange

20.3 points below standard

Declined 4.3 Points ⊕

Number of Students: 50

Hispanic

Student Group	State

Orange

46.9 points below standard

Declined 6.8 Points ⊕

Number of Students: 323

Socioeconomically Disadvantaged

Student Group	State

Orange

41.8 points below standard

Declined 8.3 Points ⊕

Number of Students: 291

White

Student Group	State

Orange

24 points below standard

Declined 7.3 Points ⊕

Number of Students: 89
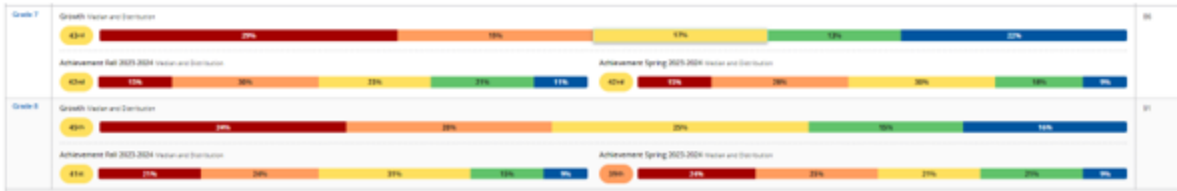
Reading MAP Fall-Spring 2024

K-3

4-6

7-8

Spring 2024 Reading	Current Growth %ile	Fall Achievement %ile	Spring Achievement %ile	Growth Below Proficiency %	Growth Above Proficiency %	Fall Achievement Below Proficiency %	Fall Achievement Above Proficiency %	Spring Achievement Below Proficiency %	Spring Achievement Above Proficiency %
School-Wide	42	41	38	69	31	64	26	73	27
K:	90	64	91	32	68	28	72	28	72
1:	34	23	17	75	25	83	17	79	21
2:	45	19	21	69	31	87	14	81	19
3:	38	30	29	66	34	77	23	72	28
4:	26	44	34	71	29	66	34	72	28
5:	36	28	21	77	23	76	24	83	17
6:	45	39	34	69	31	68	34	72	28
7:	43	42	42	65	35	68	32	64	27
8.	45	41	39	76	24	76	24	70	30

Spring 2024 Language	Current Growth %ile	Fall Achievement %ile	Spring Achievement %ile	Growth Below Proficiency %	Growth Above Proficiency %	Fall Achievement Below Proficiency %	Fall Achievement Above Proficiency %	Spring Achievement Below Proficiency %	Spring Achievement Above Proficiency %
School-Wide	43	43	41	67	33	69	31	69	31
K:	----------	----------	----------	----------	----------	----------	----------	----------	----------
1:	----------	----------	----------	----------	----------	----------	----------	----------	----------
2:	46	27	32	62	38	76	24	72	26
3:	41	32	31	71	29	70	30	73	27
4:	34	34	34	67	33	69	31	60	40
5:	42	31	33	65	35	70	30	75	25
6:	37	41	41	73	27	69	31	60	40
7:	43	46	40	72	28	62	38	70	30
8.	56	43	48	55	45	65	35	60	40

Language MAP Fall-Spring 2024

2-3
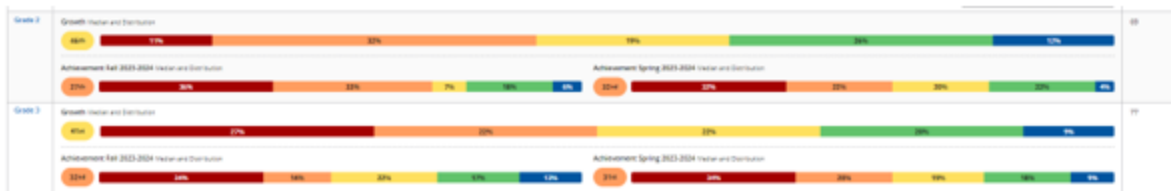
4-6

7-8

1st Fluency (Winter 2024 MAP)

Phonological Awareness | 1st Grade

Show Students and Resources ⌄

-------- Spring expectation is oral reading ❶ --------

	Level 1 and Below	Level 2	Level 3	Level 4 and Above
ZPD	Rhymes & Syllables	Initial Sounds	Blending & Segmenting	Phonemic Manipulation
TOTAL	8 students	9 students	16 students	31 students

Phonics/Word Recognition | 1st Grade

Show Students and Resources ⌄

-------- Spring expectation is oral reading ❷ --------

	Level 1 and Below	Level 2	Level 3	Level 4 and Above
ZPD	Letters & Sounds	Letters in Words	Decodable: CVC	Decodable: One-syllable
TOTAL	12 students	5 students	21 students	26 students

Language Comprehension | 1st Grade

Show Students and Resources ⌄

Students are grouped according to percentile. There are no grade-level expectations.

	1st - 25th	26th - 50th	51st - 75th	76th - 99th
TOTAL PERCENTILE	22 students	16 students	11 students	15 students

2nd Fluency (Winter 2024 MAP)

Phonological Awareness | 2nd Grade

Show Students and Resources ∨

---- Spring expectation is oral reading ❓ ----

	Level 1 and Below	Level 2	Level 3	Level 4 and Above
ZPD	Rhymes & Syllables	Initial Sounds	Blending & Segmenting	Phonemic Manipulation
TOTAL	0 students	0 students	3 students	10 students

Phonics/Word Recognition | 2nd Grade

Show Students and Resources ∨

---- Spring expectation is oral reading ❓ ----

	Level 1 and Below	Level 2	Level 3	Level 4 and Above
ZPD	Letters & Sounds	Letters in Words	Decodable: CVC	Decodable: One-syllable
TOTAL	0 students	0 students	1 students	12 students

Language Comprehension | 2nd Grade

Show Students and Resources ∨

Students are grouped according to percentile. There are no grade-level expectations.

	1st - 25th	26th - 50th	51st - 75th	76th - 99th
TOTAL PERCENTILE	3 students	4 students	3 students	3 students

K Fluency (Winter 2024 MAP)

Phonological Awareness | Kindergarten

Show Students and Resources ⌄

⟵--- Below   Spring Expectation   Above ---⟶

	Level 1 and Below	Level 2	Level 3	Level 4 and Above
ZPD	Rhymes & Syllables	Initial Sounds	Blending & Segmenting	Phonemic Manipulation
TOTAL	13 students	13 students	8 students	12 students

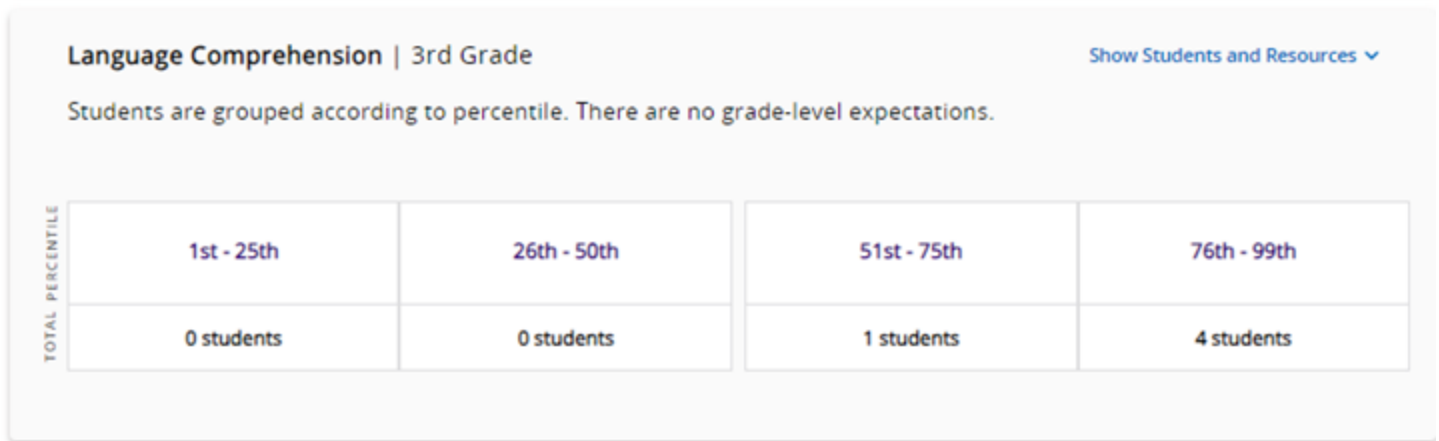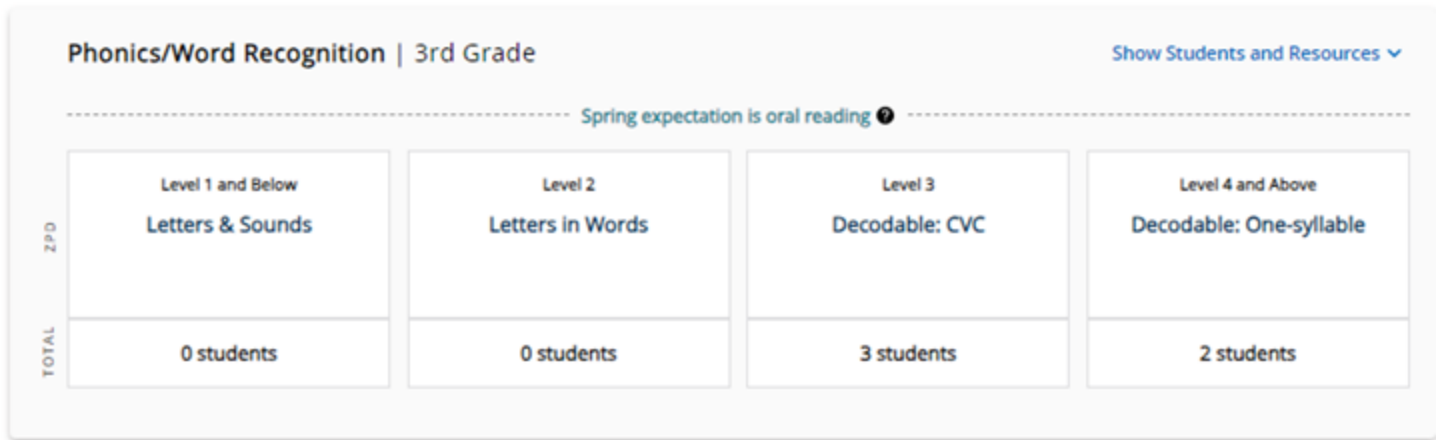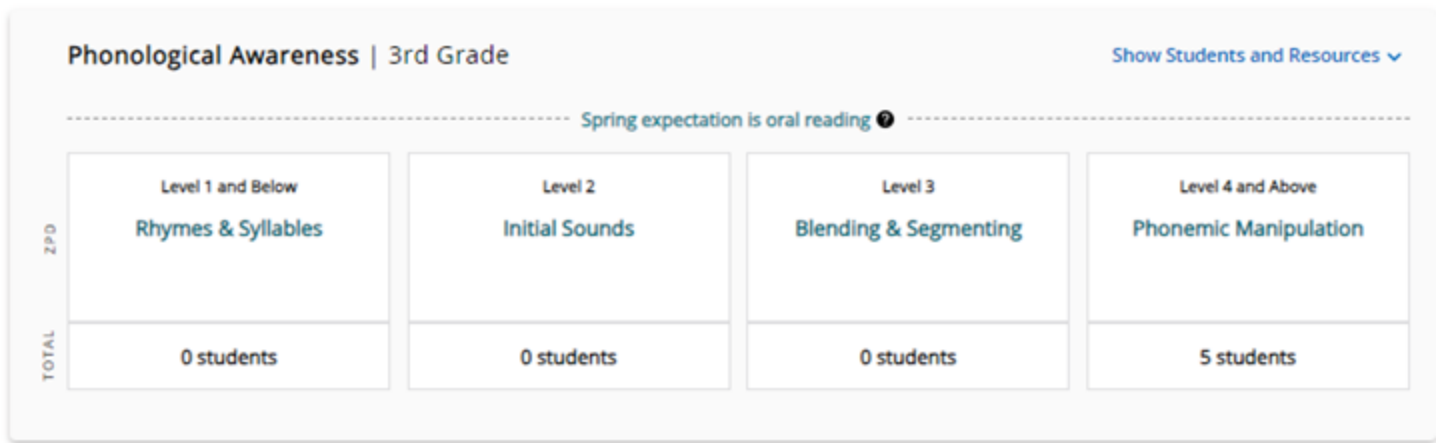## Phonics/Word Recognition | Kindergarten

Show Students and Resources ⌄

⟵--- Below   Spring Expectation   Above ---⟶

	Level 1 and Below	Level 2	Level 3	Level 4 and Above
ZPD	Letters & Sounds	Letters in Words	Decodable: CVC	Decodable: One-syllable
TOTAL	22 students	10 students	11 students	3 students

Language Comprehension | Kindergarten

Show Students and Resources ⌄

Students are grouped according to percentile. There are no grade-level expectations.

	1st - 25th	26th - 50th	51st - 75th	76th - 99th
TOTAL PERCENTILE	20 students	8 students	7 students	11 students

Phonological Awareness | 3rd Grade

Show Students and Resources ∨

- - - - - - - - - - - - - - - - - - Spring expectation is oral reading ❓ - - - - - - - - - - - - - - - - - -

	Level 1 and Below	Level 2	Level 3	Level 4 and Above
ZPD	Rhymes & Syllables	Initial Sounds	Blending & Segmenting	Phonemic Manipulation
TOTAL	0 students	0 students	0 students	5 students

Phonics/Word Recognition | 3rd Grade

Show Students and Resources ∨

- - - - - - - - - - - - - - - - - - Spring expectation is oral reading ❓ - - - - - - - - - - - - - - - - - -

	Level 1 and Below	Level 2	Level 3	Level 4 and Above
ZPD	Letters & Sounds	Letters in Words	Decodable: CVC	Decodable: One-syllable
TOTAL	0 students	0 students	3 students	2 students

Language Comprehension | 3rd Grade

Show Students and Resources ∨

Students are grouped according to percentile. There are no grade-level expectations.

	1st - 25th	26th - 50th	51st - 75th	76th - 99th
TOTAL PERCENTILE	0 students	0 students	1 students	4 students

Data Analysis

CAASPP ELA Dashboard: (Image 1)
The California Dashboard for CAASPP assessment results shows Brock Elliott's ELA progress in the orange performance level for all 3-8 students at a decrease of -7.7 to -34.4% with a need for an annual growth of +9.8.

CAASPP Demographics: (Image 2 and 3)
Our Asian, Hispanic, and White populations fell below proficiency as subgroups. Of those subgroups, Asian students declined 4.4 points to 20.3 points below standard, Hispanic students declined 6.8 points placing them 46.9 points below standard, and white students declined 7.3 points leaving them at 24 points below standard.

Spring MAP: (Image 4-6)

Reading: Brock Eliott is at the 38th percentile in Reading with an achievement decrease from the 41st%ile showing a mean growth at the 42nd%ile. Of those students, growth is at 69% below proficiency with 31% above. Current achievement is at 72% below proficiency and 27% above.

Language: Brock Eliott is at the 41st percentile in Language with an achievement decrease from the 43rd%ile showing a mean growth at the 43rd%ile. Of those students, growth is at 67% below proficiency with 33% above. Current achievement is at 69% below proficiency and 31% above.

K-2 MAP Fluency: (Image 7-9)

Brock Elliott K-2 MAP reading data from fall to winter growth and winter achievement is showing 17/35 (49%) kindergarteners, 19/80 (24%) 1st graders, and 18/76 (24%) 2nd graders and were found to be in the 61st to above the 80th %ile. Growth from fall to winter MAP for kindergarten was in the 54th%ile, 1st grade in the 30th%ile, and 2nd grade in the 50th%ile. In language usage, 35/69 2nd graders showed growth was at or above the 61st%ile with improved achievement from fall to winter at the 31st%ile to the 40th%ile. Reading fluency data showed that there was lower %ile for phonological awareness and language comprehension in kindergarten. In 1st and 2nd grades, %ile's were lower for language comprehension. 3rd grade showed 5 students who were at the level 3 or higher.

Student Need 1:

Based on the data above, we see a need to articulate foundational skills implementation between kindergarten and 1st grade as students' level of proficiency look to decrease from K to 1st but then increase again from 1st to 3rd with 3rd grade reaching a level 3 or greater. In looking at the school as a whole, there was a decrease of a 3%ile difference between Fall to Spring MAP testing which appears to show no movement for students' growth which aligns to the previous CAASPP although CAASPP is 3-8 while MAP is K-8.

When reviewing our demographic subgroups, we need to remember to be intentional with our instruction especially with our Asian, Hispanic, and White students who fell below proficiency as subgroups inclusive of our SED, SWD, and English Learners who also were below proficiency in ELA.

When drilling down deeper, we see growth in grades K(27%iles) and 2, minimal movement in grades 3 and 7 with a decline(1-10(Gr4) %iles in 1, 4, 5, 6, and 8. In Language, our school as a whole, there was a decrease of a 2%ile difference between Fall to Spring MAP testing which appears to show no movement for students' growth. We do see growth in grades 2(5%iles), 5, and 8(5%iles), minimal to no movement in grades 3(1%ile), 4, and 6 with a decline (6%iles) in grade 7.

Grade 1, 4-6, and 8th grade (Reading) and 7th (Language) have a need as a whole for ELA Tier I supports, but as an ILT, and Grade Level PLC teams, we need to take a closer look at what is working or may not be working in individual classrooms based on the MAP reports (Growth and Achievement, Number of growth targets met, if the class %ile was above or below the median school's %ile) then utilize the data to intentionally design learning around our essential standards utilizing best practices and CFA's to guide our lesson design across grade levels and in grade spans.

SMART Goal 1

By the end of the 2026-2027 school year, all students in grades 3-8 will demonstrate annual gains on the CAASPP with a yearly school change of +9.8 points as measured on the CA Dashboard, and all grade levels will meet projected growth in addition to 80% of all K-8 students meeting or exceeding individual growth targets for achievement in Reading and Language as measured by NWEA MAP assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, consultation, and other professional offerings such as conferences and workshops will focus on lesson design for the implementation of ELA essential standards under Tier I Instruction.	The number of classrooms demonstrating strong evidence of Tier 1 ELA lesson design during Learning Walks: (LW rubric: No Evidence, Some Evidence, Strong Evidence) Evidence of lesson design components: • Opening • Instruction • Work Session • Closing Pre/Post Assessment of Understanding for Lesson Design	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) K-3: 1N, 6S, 3SE of 10 4-6: 5S, 4SE of 9 7-8: 3S 3SE of 6 # of Teachers (Pre/Post) Understanding of Lesson Design. (August 2024) K-3: ___ of 10 4-6: ___ of 9 7-8: ___ of 6 NWEA MAP (Fall, Winter, Spring) Growth Targets Met and 80%ile or above: Spring Reading, Language K: 21/75% 24/56% N/A 1 30/39% 17/21% N/A 2 30/43% 17/19% 33/48% 20/26% 3 35/45% 21/27% 36/47% 21/27% 4 33/38% 26/27% 39/46% 33/35% 5 28/31% 17/18% 42/49% 23/24% 6 42/44% 17/18%				Time Money People

		35/36% 24/25% 7 38/43% 27/26% 36/40% 26/26% 8 40/43% 29/30% 52/56% 38/40%				
Teachers and support staff will convene weekly in a Professional Learning Community (PLC) Achievement Teams to design learning utilizing the Tier I Inclusive Academic Instructional Cycle for ELA instruction.	Through agendas and minutes, PLC teams will demonstrate an understanding of lesson design within a learning cycle. (LW rubric: No Evidence, Some Evidence, Strong Evidence) Evidence of lesson design within a learning cycle: • Identify • Assess • Reflect • Respond • Target • Act Pre/Post Assessment Understanding of Lesson Design within a Learning Cycle	4 of 9 PLCs showing strong evidence of an understanding of lesson design within a learning cycle. # of Teachers (Pre/Post) Understanding of Lesson Design within a Learning Cycle (August 2024) K-3: ___ of 10 4-6: ___ of 9 7-8: ___ of 6				Time Money People
Teachers will implement PE (SPARK), (Science) AMPLIFY, and (SS) My World/Impact core curriculum will integrate literacy supports for listening, speaking, reading, and writing especially in the area of Informational Text and Vocabulary.	The number of classrooms demonstrating strong evidence of integrated literacy supports in the area of informational text and vocabulary during Learning Walks: (LW rubric: No Evidence, Some Evidence, Strong Evidence) Evidence of Implementation and ELA Support:	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) K-3: 2N, 5S, 3ES of 10 4-6: 2N, 6S,1ES of 9 7-8: 5S, 1ES of 6 # of Teachers (Pre/Post)				Time Money People

	• PE (SPARK) • Science (AMPLIFY) • SS (My World/Impact) Pre/Post Understanding of integrated literacy supports. NWEA MAP number of students met or exceeded in the area of Informational Text and Vocabulary	Understanding of integrated literacy supports (August 2024) K-3: ___ of 10 4-6: ___ of 9 7-8: ___ of 6 NWEA MAP:(Grades 2-8) 156 of students meeting or exceeding in Informational Text. 171 of students meeting or exceeding in Vocabulary.				
Students will improve language and vocabulary skills for fluency and comprehension through the access of books and other reading material that is diverse, has a variety of Lexile levels, and embedded motivational resources and activities specifically targeting our Hispanic, White, and Asian subgroups.	NWEA MAP number of students meeting or exceeding in the area of Language and Vocabulary.	161 of students meeting or exceeding in Language. 171 of students meeting or exceeding in Vocabulary.				Time Money People
Lesson Design in ELA will encompass scaffolding to support student subgroups that show disproportionality specifically with	# of students in our targeted subgroups showing growth on CFA's and MAP Math.	___ of ___ students showed growth in each subgroup.				Time Money People

Hispanic, White, and Asian subgroups.						

Progress Monitoring

SMART Goal 2

By the end of the 2026-2027 school year, 80% of our K-3 students are expected to reach a level 3 or greater annually for Phonological Awareness, Phonics/Word Recognition, and Language Comprehension as measured by the NWEA MAP Reading Fluency Assessment Instructional Planning report.
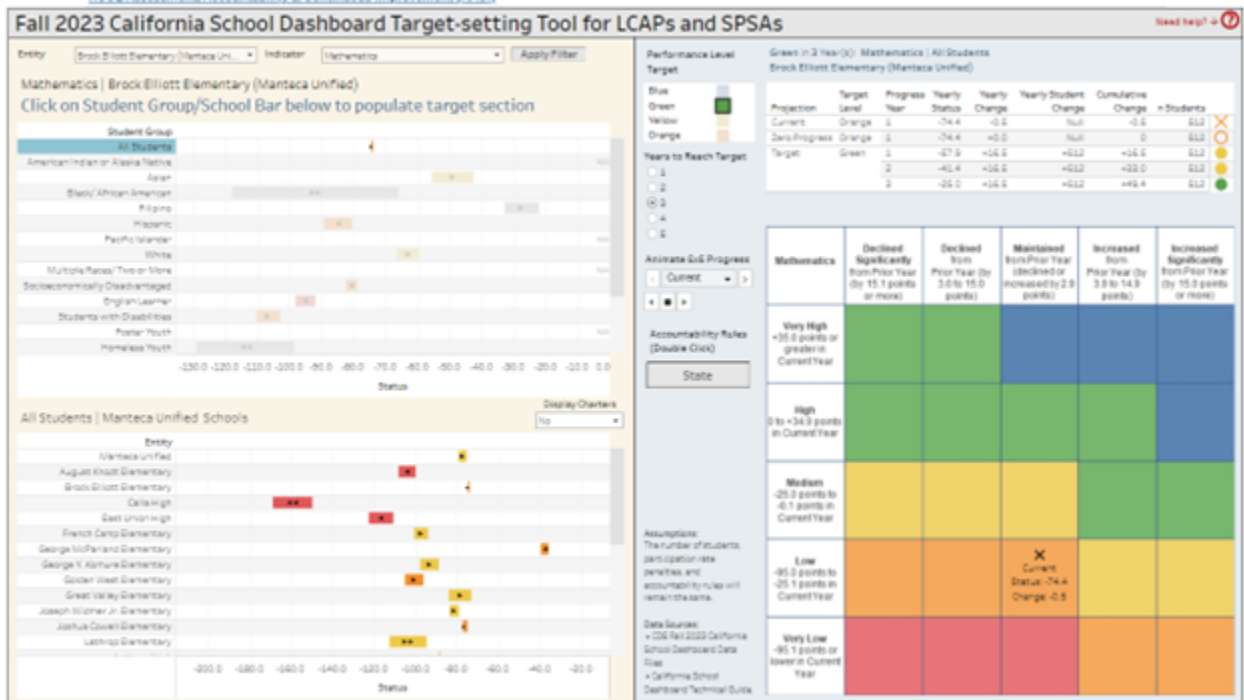
Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development for early literacy through district and site professional offerings will be available for supporting implementation of ELA essential standards under Tier I Instruction .	The number of classrooms demonstrating strong evidence of Tier 1 early literacy lesson design during Learning Walks: (LW rubric: No Evidence, Some Evidence, Strong Evidence) Evidence of Early Literacy Components and Strategies during: • Opening • Instruction • Work Session • Closing	ELA Learning Walks: (No Evidence, Some Evidence, Strong Evidence) K-3: 1N, 6S, 3SE of 10				Time Money People
PLC: K-3 teachers and support staff will convene weekly in a Professional Learning Community (PLC) Achievement Teams to utilize the Tier I Inclusive Academic Instructional Cycle for Learning to	K-8th will complete PLC Learning Cycle that target essential standards and CFA's.	6 out of 9 PLC teams are completing the PLC Learning Cycle document.				Time Money People

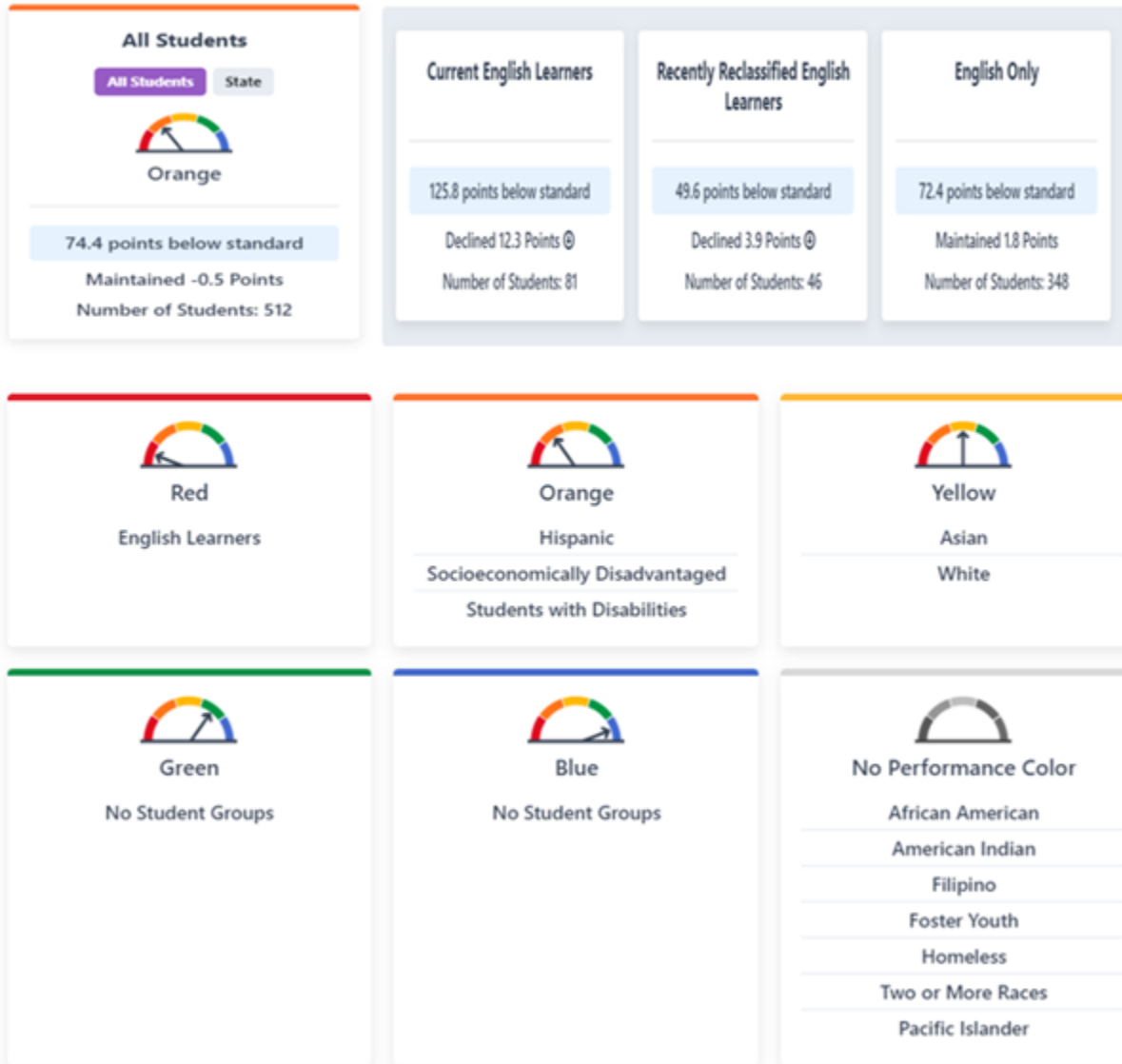|						
teach, assess, and intervene based on the essential standards and skills needed for developing early literacy.						
Fundations will be implemented daily in a central gathering location having all components as shown in examples displayed and used with fidelity with ongoing articulation between K and 1st grade.	The number of classrooms demonstrating strong evidence of Tier 1 ELA lesson design during Learning Walks: (LW rubric: No Evidence, Some Evidence, Strong Evidence) Evidence of Fundations Fidelity: • Fundations Components • Student Engagement • Central Gathering Location	ELA Learning Walks: (No Evidence, Some Evidence, Strong Evidence) K-1: 1S, 4SE of 4 2-3: ___ of 6 (August 2024)				Time Money People
Our Instructional Specialist will support teachers in implementing early literacy under Tier I Instruction.	# of students showing growth on a pre/post literacy skills assessment.	___ of ___ showed growth on a pre/post literacy skills assessment. (August 2024)				Time Money People
ELOP: K-3 students scoring low in the foundational skills or below the 61st%ile in reading or vocabulary will attend before or after school tutoring to support early literacy skills.	# of students showing growth on a pre/post literacy skills assessment.	___ of ___ showed growth on a pre/post literacy skills assessment. (August 2024)				Time Money People
Our IS will facilitate literacy groups for 20% of	# of students showing growth on a pre/post	___ of ___ showed growth on a				Time Money People

their time designed around the individual students need at the time during K-1 AMP.	literacy skills assessment.	pre/post literacy skills assessment. (August 2024)				

Progress Monitoring

Progress Monitoring

CAASPP 2023 Math/ELL

All Students

All Students | State

Orange

74.4 points below standard

Maintained -0.5 Points

Number of Students: 512

Current English Learners

125.8 points below standard

Declined 12.3 Points

Number of Students: 81

Recently Reclassified English Learners

49.6 points below standard

Declined 3.9 Points

Number of Students: 46

English Only

72.4 points below standard

Maintained 1.8 Points

Number of Students: 348

Red

English Learners

Orange

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Yellow

Asian

White

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Math MAP Fall-Spring 2024

Brock Elliott Elementary
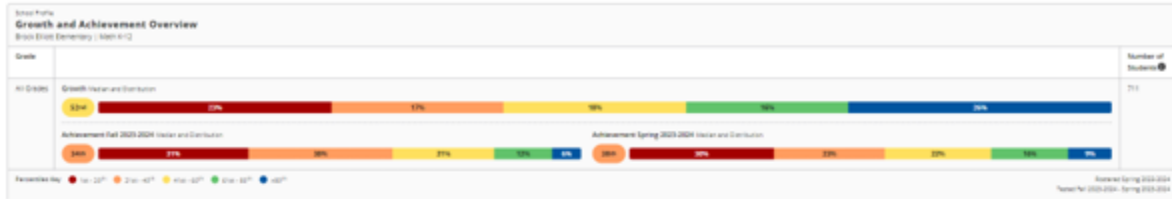
2-3

4-6

7-8

Data

Spring 2024 Math	Current Growth %ile	Fall Achievement %ile	Spring Achievement %ile	Growth Below Proficiency %	Growth Above Proficiency %	Fall Achievement Below Proficiency %	Fall Achievement Above Proficiency %	Spring Achievement Below Proficiency %	Spring Achievement Above Proficiency %
School-Wide	52	34	38	58	42	82	18	75	25
K:	60	60	59	50	50	48	52	46	54
1:	40	31	24	80	40	82	18	84	16
2:	47	24	34	86	14	86	14	78	22
3:	83	17	40	35	65	89	11	70	30
4:	59	25	32	42	18	82	18	74	26
5:	25	23	16	82	18	86	14	88	12
6:	49	32	35	50	50	88	12	80	20
7:	41	34	30	67	33	83	17	79	21
8.	59	38	48	51	49	79	21	68	32

Data Analysis

CAASPP Math Dashboard: (Image 1)
The California Dashboard for CAASPP assessment results shows Brock Elliott's Math progress in the orange performance level for all 3-8 students as they maintained with a -0.5 to a -74.4% with a need for an annual growth of +16.5.

CAASPP Demographics: (Image 2)
Our Asian, Hispanic, and White populations fell below proficiency as subgroups. Of those subgroups, Asian students declined 4.4 points to 20.3 points below standard, Hispanic students declined 6.8 points placing them 46.9 points below standard, and white students declined 7.3 pints leaving them at 24 points below standard.

Spring MAP: (Image 3 and 4)
Math: Schoolwide: Brock Eliott is at the 38th percentile in Math with achievement increase from the 34th%ile showing a mean growth at the 52nd%ile.   Of those students, growth is at 58% below proficiency with 42% above. Current achievement is at 75% below proficiency and 25% above.

Student Need 2:

Based on the data gathered for Math, we see a need for growth as school-wide our math scores from last year's CAASPP are not moving. Looking at the Fall to Spring MAP data, Math did grow by 4%iles with a median score of 52%iles. In reviewing grade level percentiles, grades 2, 3, 4, 6, and 8 showed percentile growth between 7 and 23(Gr3) %ile gains and grades K, 1, 5, and 7 declining between 1 and 7(Gr5) %iles.

When reviewing our demographic subgroups, we need to remember to be intentional with our instruction especially with our Asian, Hispanic, and White students who fell below proficiency as subgroups inclusive of our SED, SWD, and English Learners who also were below proficiency in Math. We also need to focus on our disproportionate groups of African American and Female students.

Grades K, 1, 5, and 7 have a need as a whole for Math Tier I supports, but as an ILT, and Grade Level PLC teams, we need to take a closer look at what is working or may not be working in individual classrooms based on the MAP reports (Growth and Achievement, Number of growth targets met, if the class %ile was above or below the median school's %ile) then utilize the data to intentionally design learning around our essential standards utilizing best practices and CFA's to guide our lesson design across grade levels and in grade spans.

We have been working as a math cadre with PEBC in grades 3-8. Based on the data, we have seen success with grades 3, 4, 6, and 8 with grade 5 instruction focused on a stronger need of prerequisite skills. In addition, we will need to place a focus on grades K and 1 instructional design including scheduling needs for a longer Kindergarten Day.

SMART Goal 1

By the end of the 2026-2027 school year, all students in grades 3-8 is expected to show yearly progress on the CAASPP, with a school-wide annual improvement of +16.5 points as tracked by the CA Dashboard. Furthermore, each grade level is anticipated to achieve its growth projections, with at least 80% of all K-8 students meeting or surpassing their personal growth objectives in Mathematics, as evaluated by the NWEA MAP assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, consultation (PBEC and SJCOE), and other professional offerings will focus on designing learning across the grade levels in K-4 and in our Math cadre 5-8 for the implementation of the Workshop Model, Thinking Strategies, Math Practices and Rich Tasks for learning the Math essential standards under Tier I Instruction.	Math Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of: Math Workshop Model • Opening • Mini Lesson • Work Time • Sharing and Reflection Thinking Strategies Math Practices Rich Tasks NWEA MAP (Fall, Winter, Spring) Growth Targets Met:	Math Learning Walks:(No Evidence, Some Evidence, Strong Evidence) K-3: 2N, 4S, 4SE of 10 4-6: 5S of 5 7-8: 2S of 2 NWEA MAP (Fall, Winter, Spring) Growth Targets Met and 80%ile or above: Spring Math K 31/66% 26/53% 1 30/38% 13/16% 2 34/51% 19/24% 3 59/77% 23/30% 4 59/70% 23/25% 5 23/26% 12/13% 6 53/55% 12/13% 7 42/47% 20/19% 8 58/63% 31/33%				Time Money People

Teachers and support staff will convene weekly in a Professional Learning Community (PLC) Achievement Teams to design learning utilizing the Tier I Inclusive Academic Instructional Cycle for Math instruction.	K-8 will complete our Regional PLC Learning Cycle that targets essential standards and CFA's.	____ of 9 PLC leads will upload Learning Cycle form at beginning and after completion. (August 2024)				Time Money People
ELOP: K-8 students below the 60th%ile on the NWEA MAP Math assessment will attend before or after school tutoring to support Math skills.	# of students showing growth on a pre/post Math skills assessment.	___ of ___ showed growth on a pre/post Math skills assessment. (August 2024)				Time Money People
Lesson Design in Math will encompass scaffolding to support student subgroups that show disproportionality specifically with Female, African American, Hispanic, White, English Learners, SWD, and Homeless students.	# of students in our targeted subgroups showing growth on CFA's and MAP Math.	___ of ___ students showed growth in each subgroup.				Time Money People

Progress Monitoring

Progress Monitoring

English Language Learners

Fall 2023 California School Dashboard Target-setting Tool for LCAPs and SPSAs — English Language Arts | Brock Elliott Elementary (Manteca Unified)

Fall 2023 California School Dashboard Target-setting Tool for LCAPs and SPSAs — Mathematics | Brock Elliott Elementary (Manteca Unified)

CAASPP/ELPAC 2023 ELL

English Learner Progress

All Students | State

Blue

57% making progress towards English language proficiency

Increased 12.7% ⓘ

Number of EL Students: 107

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Legend:
- ELs Who Decreased at Least One ELPI Level
- ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- ELs who Maintained ELPI Level 4
- ELs Who Progressed at Least One ELPI Level

2022: 41.7%, 2.6%, 35.7%, 20%
2023: 52.4%, 3.9%, 32%, 11.7%
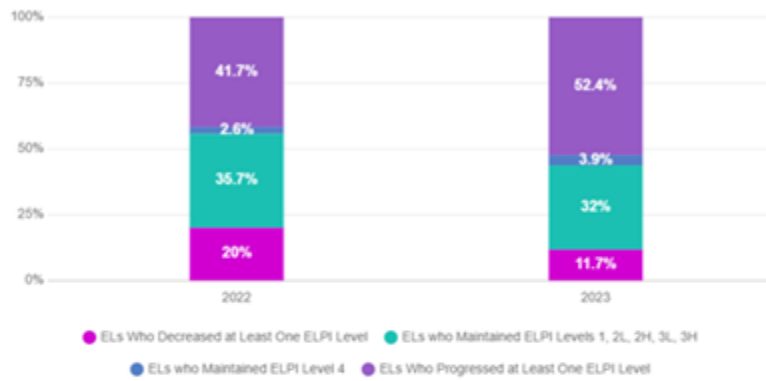
Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

2023: 75%, 26%

Legend:
- EL students who did not progress on the Summative Alternate ELPAC
- EL students who Maintained Summative Alternate ELPAC Level 3
- EL students progressed on the Summative Alternate ELPAC
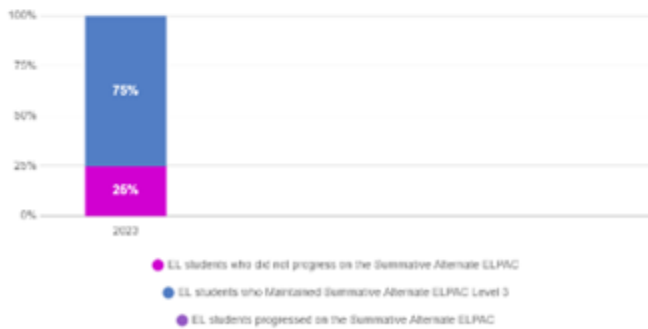
Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
KN	107	68.2%	1.9%	28.0%	0.0%	1.9%
01	80	76.3%	0.0%	23.8%	0.0%	0.0%
02	78	66.7%	11.5%	19.2%	2.6%	0.0%
03	83	77.1%	7.2%	14.5%	1.2%	0.0%
04	90	64.4%	3.3%	26.7%	5.6%	0.0%
05	86	64.0%	2.3%	16.3%	17.4%	0.0%
06	94	67.0%	1.1%	16.0%	16.0%	0.0%
07	101	68.3%	3.0%	11.9%	16.8%	0.0%
08	89	62.9%	3.4%	16.9%	16.9%	0.0%

Report Totals

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
Brock Elliott Elementary	808	68.2%	3.6%	19.3%	8.7%	0.2%
Manteca Unified	24,667	58.7%	3.3%	22.0%	15.9%	0.1%
San Joaquin County	152,956	60.4%	3.5%	20.2%	15.7%	0.2%
State	5,852,544	60.1%	4.6%	19.0%	15.9%	0.3%

BE ELL Data 2023-2024
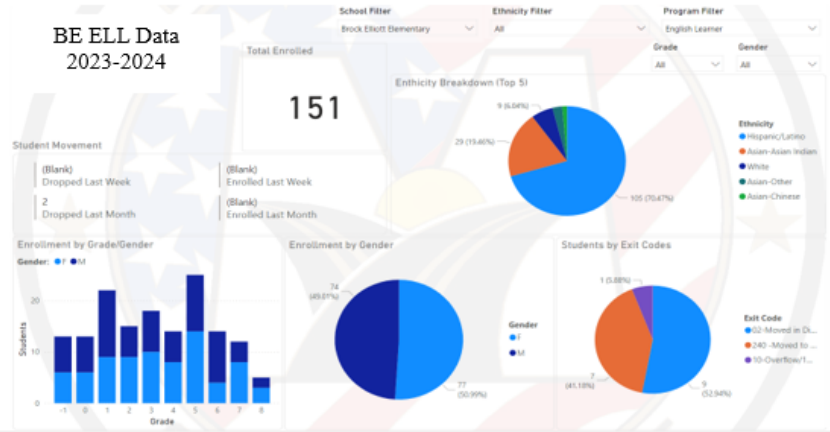
English Learner Students by Language by Grade
Brock Elliott Elementary (3968593-6108237)
2022-23

Subgroup: All Students, Gender: All

Language Code	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Percent of Total
01	Spanish	22	13	12	9	21	11	13	8	13	0	0	0	0	0	122	78.21%
28	Punjabi	4	4	2	2	1	1	1	2	1	0	0	0	0	0	18	11.54%
11	Arabic	1	1	0	0	0	1	0	1	0	0	0	0	0	0	4	2.56%
16	Farsi (Persian)	1	0	0	0	1	1	0	0	0	0	0	0	0	0	3	1.92%
22	Hindi	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1.28%
02	Vietnamese	0	0	0	0	0	0	0	1	1	0	0	0	0	0	2	1.28%
03	Cantonese	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2	1.28%
05	Filipino (Pilipino or Tagalog)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0.64%
35	Urdu	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0.64%
62	Telugu	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0.64%

Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Brock Elliott Elementary	All Languages	30	19	15	12	24	14	15	12	15	0	0	0	0	0	156

Data

MAP 2023-2024 Fall-Spring ELL

Reading

Brock Elliott Elementary

K-3

4-6

7-8
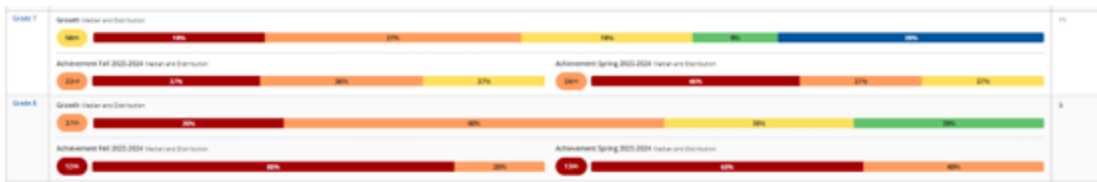
MAP 2023-2024 Fall-Spring ELL

Language:

2-3

4-6

7-8

MAP 2023-2024 Fall-Spring ELL

Math:
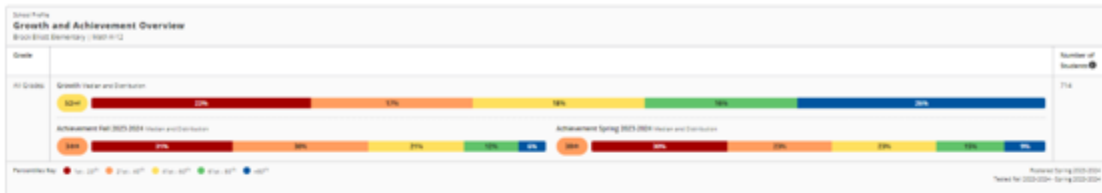
K-3

4-6

7-8

Data Analysis

CAASPP Dashboard: (Image 1 and 2)
Based on the 2022-2023 CAASPP Dashboard, our ELL (107 students) Progress showed a significant increase by +12 to 57% (Performance Color of Blue).

In ELA are ELL are performing at the yellow level which is 47% below the standard with an increase of +4.3 points. Our ELL students' performance in Math is in the red level -98.2% points below standard showing -6.3 points. To show gains in achieving proficiency (Green Level), we will need to grow +14 points each year for the next three years in ELA and +24 points yearly in Math to reach proficiency by the end of the 2026-2027 school year.

Demographics: (Image 3)
19.3% of our students are ELL according to the 2022-2023 (Equivalent to the State of CA) with the highest number of ELL based on 2023-2024 enrollment, shows the least amount of ELL in grade 8 at 11.9% with the highest % over 23.8%

being in grades 1, 2, and 5. Of our ELL students, the top 3 languages spoken are: Spanish (78.21%/122), Punjabi (11.54%/18), and Arabic (2.56%/4).

ELPAC: (Image 2)
52.4% of our ELL progressed at least one ELPI level, 35.9% of our ELL students maintained their level, and 11.7% decreased at least one ELPI level. Summative Alternate ELPAC results showed that 75% ELL students maintained a level 3 with 25% showing no progress.

Spring MAP: (Image 4-6)
Reading: Brock Eliott's ELL students are at the 15th percentile in Reading with an achievement decrease from the 17th%ile showing a mean growth at the 42nd%ile. Of those students, growth is at 71% below proficiency with 29% above. Current achievement is at 94% below proficiency and 6% above.
Language: Brock Eliott's ELL students are at the 20th percentile in Language with an achievement increase from the 19th%ile showing a mean growth at the 51st%ile. Of those students, growth is at 62% below proficiency with 37% above. Current achievement is at 94% below proficiency and 6% above.
Math: Brock Eliott's ELL students are at the 19th percentile in Math with an achievement Increase from the 17th%ile showing a mean growth at the 47th%ile. Of those students, growth is at 62% below proficiency with 38% above. Current achievement is at 93% below proficiency and 7% above.

Student Need 3:

Our ELL showed significant growth in English language progress based on CAASPP. 54.4% of our students grew at least one level on the ELPAC with ELL students' acquisition and transfer to the academic learning showed a decrease on the Fall to Spring MAP assessment in Reading, with growth in Language (1%ile) and Math (2%ile). Based on this data, Integrated and Designated ELD needs support with strategies for instruction of ELL under Tier I.

SMART Goal 1

By the end of the 2026-2027 school year, all ELL students in grades 3-8 will demonstrate annual gains on the CAASPP with a yearly school change of +14 points in ELA and +24 points in Math as measured on the CA Dashboard, and all grade levels will meet projected growth in addition to 80% of all K-8 students meeting or exceeding individual growth targets for achievement in Reading and Language as measured by NWEA MAP assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, and other professional offerings will focus on utilizing GLAD (Guided Language Aquisition Design) strategies when designing learning to best meet the	ELD Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of: GLAD Strategies used in Lesson Design - Opening - Instruction - Work Session - Closing	ELD ELA Learning Walks: (No Evidence, Some Evidence, Strong Evidence) (August 2024) K-3: ___ of 10 4-6: ___ of 9 7-8: ___ of 6				Time Money People

needs of our English Language Learners in Reading, Writing, Listening, and Speaking during Integrated and Designated ELD under Tier I .						
Teachers, Bilingual Paras, and Instructional Specialist will collaborate to support Integrated and Designated ELD instruction and support for all ELL students in language acquisition and access to the essential standards.	# of ELL students meeting or exceeding their growth targets on the NWEA MAP in ELA/Math.	NWEA MAP (Fall, Winter, Spring) NWEA MAP (Fall, Winter, Spring) Growth Targets Met and 80%ile or above: Spring Reading, Language K: N/A N/A 1 6/33% N/A 2 7/58% 6/50% 3 5/29% 6/35% 4 3/27% 4/40% 5 9/385 11/50% 6 5/42% 5/42% 7 6/55% 6/55% 8 N/A N/A Math K: 5/42% 1 8/40% 2 6/55% 3 13/76% 4 8/73% 5 5/22% 6 6/50% 7 4/36% 8 N/A				Time Money People
						Time Money People

Progress Monitoring

Safety

District Goal

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

Site Tier 1, 2, and 3 Goals

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.

Climate

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.82	4.23	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	3.46	4.96	3.60
Expulsions	0.00	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

All Students	897	862	254	29.5
Female	438	427	127	29.7
Male	459	435	127	29.2
American Indian or Alaska Native	5	5	0	0.0
Asian	108	99	31	31.3
Black or African American	34	31	14	45.2
Filipino	34	32	5	15.6
Hispanic or Latino	529	517	155	30.0
Native Hawaiian or Pacific Islander	12	12	5	41.7
Two or More Races	21	20	5	25.0
White	153	145	39	26.9
English Learners	195	185	59	31.9
Foster Youth	2	2	1	50.0
Homeless	36	35	20	57.1
Socioeconomically Disadvantaged	522	505	169	33.5
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	131	125	46	36.8

Suspension Rate

All Students

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

All Students

All Students | State

Yellow

3.5% suspended at least one day

Declined 0.8% ⊕

Number of Students: 897
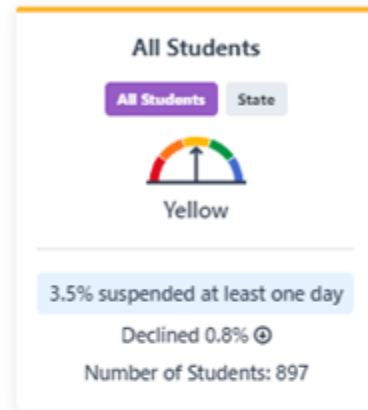
Student Group Details
All Student Groups by Performance Level

13 Total Student Groups

Red

No Student Groups

Orange

Hispanic

Socioeconomically Disadvantaged

Yellow

English Learners

Homeless

Students with Disabilities

Green

Asian

White

Blue

No Student Groups

No Performance Color

African American

American Indian

Filipino

Foster Youth

Two or More Races

Pacific Islander

Fall 2023 California School Dashboard Target-setting Tool for LCAPs and SPSAs
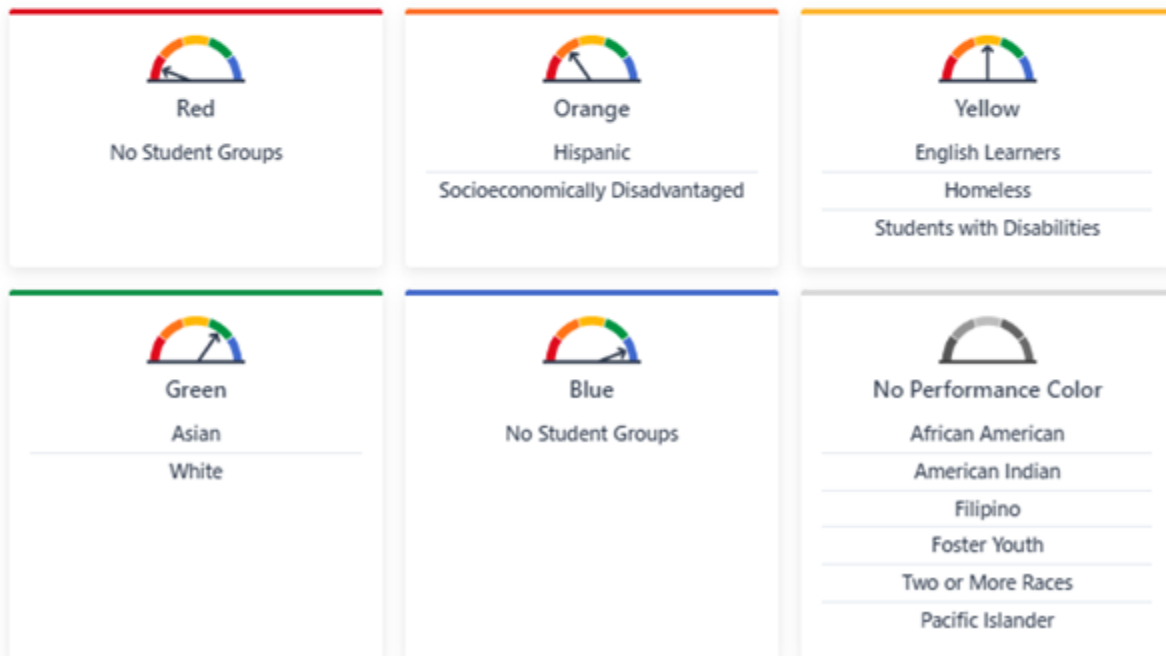
Entity: Brock Elliott Elementary (Manteca Un... ▼ Indicator: Suspension Rate ▼ [Apply Filter]

Suspension Rate | Brock Elliott Elementary (Manteca Unified)
Click on Student Group/School Bar below to populate target section

Student Group
- All Students
- American Indian or Alaska Native No Data
- Asian
- Black/ African American
- Filipino
- Hispanic
- Pacific Islander •
- White
- Multiple Races/ Two or More
- Socioeconomically Disadvantaged
- English Learner
- Students with Disabilities
- Foster Youth No Data
- Homeless Youth

Status: 0.0 1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0 11.0 12.0

All Students | Manteca Unified Schools

Display Charters: No ▼

Entity
- Joseph Widmer Jr Elementa 2
- Joshua Cowell Elementary
- Lathrop Elementary
- Lathrop High
- Lincoln Elementary
- Manteca High
- Manteca Online Academy No Data
- Mossdale Elementary
- Nell Halley Elementary
- New Haven Elementary
- Sierra High
- Nile Garden Elementary
- Sequoia Elementary
- Shasta Elementary

Status: 0.0 1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0 11.0 12.0

Performance Level

Target
- Blue
- Green
- Yellow
- Orange

Years to Reach Target
- ○ 1
- ○ 2
- ◉ 3
- ○ 4
- ○ 5

Animate 5x5 Progress
Current ▼ >
◄ ■ ►

Accountability Rules (Double Click)
[State]

Assumptions:
The number of students, participation rate, penalties, and accountability rules will remain the same.

Data Sources:
• CDE Fall 2023 California School Dashboard Data Files
• California School Dashboard Technical Guide

Green in 3 Year(s): Suspension Rate | All Students
Brock Elliott Elementary (Manteca Unified)

Projection	Target Level	Progress Year	Yearly Status	Yearly Change	Yearly Student Change	Cumulative Change	n Students	
Current	Yellow	1	3.6	-0.8	Null	-0.8	667	✕
Zero Progress	Orange	1	3.6	+0.0	Null	0	667	○
Target	Green	1	3.3	-0.3	-3	-0.3	667	●
		2	2.9	-0.3	-3	-0.6	667	●
		3	2.6	-0.3	-3	-0.9	667	●

Suspension Elementary School	Increased Significantly from Prior Year (by 2.1% or more)	Increased from Prior Year (by 0.3% to 2.0%)	Maintained from Prior Year (declined or increased by 0.2%)	Declined from Prior Year (by 0.3% to 0.9%)	Declined Significantly from Prior Year (by 1.0% or more)
Very Low 0.5% or less in Current Year					
Low 0.6% to 1.0% in Current Year					
Medium 1.1% to 3.0% in Current Year					
High 3.1% to 6.0% in Current Year				✕ Current Status: 3.6 Change: -0.8	
Very High 6.1% or more in Current Year					

BE Behavior Analysis 8/3/23-3/25/24

Penalty	Incident	00	01	03	04	05	06	07	08	Grand Total
Alternative Placement	Inappropriate Behavior/Object						1			1
	Unsafe Behavior					1				1
Alternative Placement Total						1	1			2
Conference, Parent	Assault/Battery			1						1
	Defiance						1			1
	Inappropriate Behavior/Object				2		1			3
	Possess/Use Drugs								1	1
	Unsafe Behavior					1				1
Conference, Parent Total				1	2	1		2		1	7
Conference, Student	Profanity								1	1
	Pushing/Shoving							2		2
	Unsafe Behavior						1			1
Conference, Student Total							1	2	1	4
Contract, Behavior	Pushing/Shoving					1	1			2
Contract, Behavior Total						1	1			2
Contract, DRB	Assault/Battery						1			1
	Possess/Use Drugs								1	1
	Threat of Attack - w/ Firearm/Explosive						1			1
Contract, DRB Total							2		1	3
COST	Assault/Battery						2			2
	Fighting/Attack w/o Weapon						2	2		4
	Possess/Use Drugs								1	1
	Sexual Harassment					1				1
	Threat of Attack - w/ Firearm/Explosive						1			1
COST Total						1	5	2	1	9
Detention	Assault/Battery						1			1
	Defiance					1				1
	Profanity					1				1
	Pushing/Shoving				1	1	1	1		4
	Sexual Harassment						1			1
	Theft/Robbery/Extortion					2	1			3
	Unsafe Behavior						2		1	3
Detention Total						1	5	6	1	1	14
Loss of Privileges	Assault/Battery			1						1
	Electronic Device							1		1
	Pushing/Shoving					2				2
	Unsafe Behavior					1	2			3
Loss of Privileges Total				1		3	2	1		7
Loss of Recess	Defiance						1			1
	Violation of Contract				1					1
Loss of Recess Total					1		1			2
No Action Taken	Assault/Battery				1		3			4
	Bullying/Cyberbullying							2		2
No Action Taken Total					1		3	2		6
Refer to Counselor	Assault/Battery						4			4
	Defiance						1			1
	Disruptive				1					1
	Fighting/Attack w/o Weapon				3		2			5
	Inappropriate Behavior/Object						1			1
	Sexual Harassment				2					2
	Threat of Attack - w/ Firearm/Explosive						1			1
Refer to Counselor Total					6		9			15
Suspension	Assault/Battery			1		1	3	11	2	18
	Bullying/Cyberbullying							1		1
	Fighting/Attack w/o Weapon				7	1	4	2		14
	Possess/Use Drugs								1	1
	Possess/Use Tobacco								1	1
	Pushing/Shoving			1						1
	Sexual Harassment					2	1		2	5
	Theft/Robbery/Extortion							1	1	2
	Threat of Attack - w/ Firearm/Explosive						1			1
Suspension Total				2		8	6	17	6	5	44
Teacher Suspension	Defiance						3			3
	Disruptive						1			1
	Threat of Attack - w/o Weapon							1		1
Teacher Suspension Total							4	1		5
Warning	Damage School/Personal Property					1				1
	Dangerous Object	1								1
	Disruptive					1	3			4
	Electronic Device								1	1
	Hate Crime/Racial Slurs							1		1
	Inappropriate Behavior/Object				2	1	1			4
	Profanity				1	4	1		1	7
	Pushing/Shoving					1				1
	Unsafe Behavior				1					1
Warning Total		1			4	6	3	4	1	2	21
Work Detail	Damage School/Personal Property					1				1
	Defiance						1			1
	Disruptive							1		1
Work Detail Total						1	1	1		3
Written Consequence	Assault/Battery						1			1
	Defiance						2			2
	Disruptive							1		1
	Inappropriate Behavior/Object							4		4
	Unsafe Behavior						1			1
Written Consequence Total							4	5		9
Grand Total		1	4	6	25	21	62	22	12	153
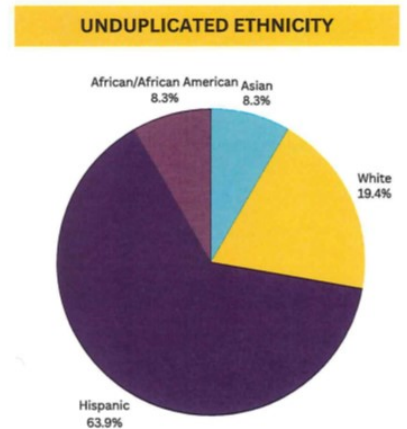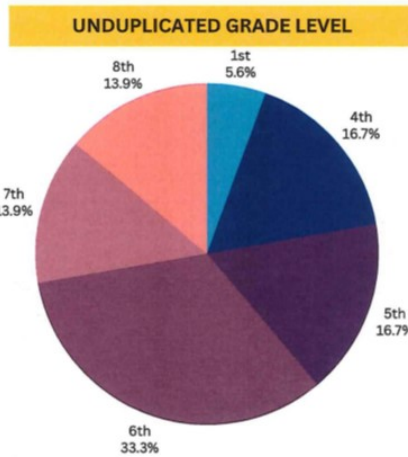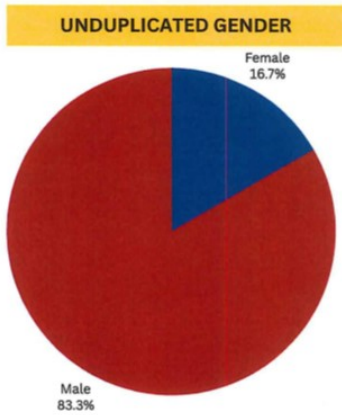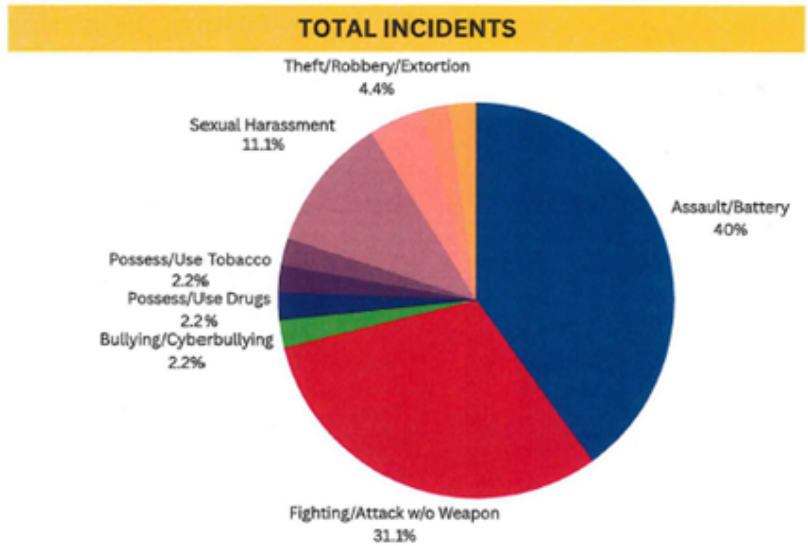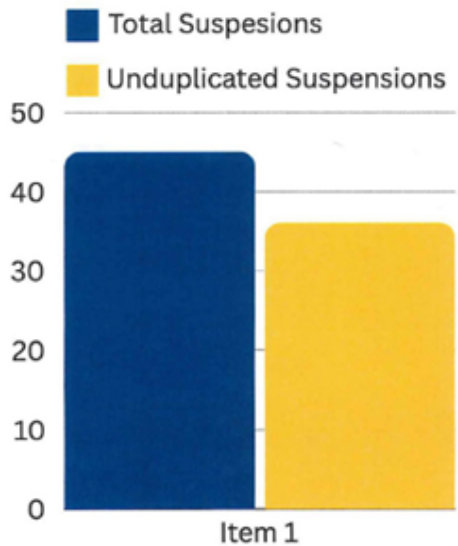
Data Analysis

CAASPP Suspension Dashboard: (Image 2)
The California Dashboard for CAASPP assessment results shows Brock Elliott's Suspensions in the yellow performance level for all 3-8 students at a decrease of -0.8 to 3.5% with a need for an annual growth of -0.3.

CAASPP Demographics: (Image 1)
Our Hispanic, SED, Homeless, SWD, and ELL populations fell below proficiency as subgroups. Of those subgroups, Hispanic students maintained with no change of 4.0%, SED students maintained at a 3.8%, Homeless maintained at 2.8%, SWD decreased by -1.6 to 4.6%, and our ELL decreased -0.4 to 3.1%.

Q Behavior Analysis Report: (Image 3) Behavior incidents across campus are highest with assault, unsafe behaviors, and defiance/disruption. Behavior referrals increase at the 4th grade level with the highest incidents (fighting), 5th grade (assault, pushing/shoving), 7th grade (fighting, inappropriate behavior/objects, theft), 8th grade (sexual harassment), with 6th grade having the highest referrals of incidents (defiance, assault/battery, fighting), almost 50% greater than 7th grade and 36% of the total referrals.

Suspensions: (image 4)

Of the total incidents, 83.3% are male, Hispanic and White students with most incidents occurring in 4th-8th grade. To date, there are 42 suspensions with 27 being Hispanic and 7 White.

Student Need 1:

Based on the above data, we have a strong need for behavior and SEL interventions at grades 4-8 to reduce the number of incidents that occur because of defiant and disruptive behaviors, and peer interactions. Most of our incidents are with male students and students who are Hispanic or White. Brock Elliott has been implementing the "CHAMAP)" PBIS (Positive Behavior Interventions and Supports as well as SEL curriculum in all grades. The data above supports the discussions that have been ongoing with our PBIS and ILT teams and the need for consistency for the implementation of preventative measures as well as interventions and consequences that affect learning the expectations for behavior in a school environment, and within our community. Incidents and penalties, including suspensions, need to be reduced.

SMART Goal 1

By the end of the 2026-2027 school year, Brock Elliott School will have an annual reduction in behavioral incidents, including a -0.3 decrease in school suspensions as reported on the California School Dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, STCOE, and other professional offerings will focus on "AMPing Up" the implementation of PBIS "CHAMP" expectations across our school campus.	Learning Walks for CHAMP (PBIS) implementation both in the classroom and in shared spaces (yard, halls, cafe, library, etc.); (No Evidence, Some Evidence, Strong Evidence) Evidence of Implementation: • Accountability • Mindfulness • Perseverance	Learning Walks to measure CHAMP (PBIS) implementation both in the classroom and in shared spaces. ____ # of K-3 Classrooms ___ Shared ____ # of 4-6 Classrooms ___ Shared ____ # of 7-8 Classrooms ___ Shared ____ # of Adults				Time Money People
Our PBIS team will meet as a PLC monthly to utilize the learning cycle to plan and monitor the implementation of CHAMP expectations	The team will utilize the PBIS Fidelity Tool to monitor implementation.	PBIS Fidelity Tool Pre/Post Results(August 2024)				Time Money People

involving tiered supports for behavior across all grade levels with an emphasis on grades 4-8 and reducing suspension rates for our Hispanic, SED, and male students.						
Staff, including Valley Community Counselors, will communicate regularly with parents, teachers, and administration about student progress. (Collaboration)	VCC will use a communications log to record daily/weekly communications.	(August 2024) ___# of communications with parents ___# of communications with teachers. ___# of communications with administration ___# of communications with other (nurse, CPS, etc.)				Time Money People
VCC will be present daily during unstructured time, (K-5) to support students' interactions, while meeting with group sessions (K-8) of students who have elevated incidents of behavior or "like" social emotional needs with individual sessions referred by COST.	VCC will use an interactions log to record daily/weekly interactions with students. VCC will monitor students showing a decrease of incidents against the total number of referrals.	(August 2024) ___# of interactions during unstructured time (K-5) ___# of interactions during scheduled group sessions (K-8) ___# of interactions during scheduled individual sessions (K-8) ___/___# of students				Time Money People

		showing a decrease in incidents following counseling.				
Class meetings will be held weekly in every classroom through collaborative conversation about SEL needs and CHAMP expectations.	Learning Walks for CHAMP (PBIS)(PBIS) implementation both in the classroom and in shared spaces (yard, halls, cafe, library, etc.); (No Evidence, Some Evidence, Strong Evidence) Evidence of Implementation: • Character • Honesty • Accountability • Mindfulness • Perseverance # of classroom implementing meetings	Learning Walks to measure CHAMP (PBIS) implementation both in the classroom and in shared spaces. _____ # of K-3 Classrooms ____ Shared _____ # of 4-6 Classrooms ____ Shared _____ # of 7-8 Classrooms ____ Shared _____ # of Adults				Time Money People
Increase consistency of CHAMP language and positive behavioral interventions and supervision across grades 4-8 with a focus on a reduction of incidents of disruption and defiance while maintaining the level of consistency in grades K-3, 4-6, and 7-8 specifically targeting SED and Hispanic males.	Learning Walks for CHAMP (PBIS)(PBIS) implementation both in the classroom and in shared spaces (yard, halls, cafe, library, etc.); (No Evidence, Some Evidence, Strong Evidence) Evidence of Actions or Language for: • Accountability • Mindfulness • Perseverance Q Behavior Report for monitoring (Reduction of Incidents, Penalty)	Learning Walks to measure CHAMP (PBIS) implementation both in the classroom and in shared spaces. (August2024) _____ # of K-3 Classrooms ____ Shared _____ # of 4-6 Classrooms ____ Shared _____ # of 7-8 Classrooms ____ Shared _____ # of Adults Q Behavior Report of Incidents 0 K Incidents 0 Penalties				Time Money People

| | | 2 1 Incidents
3 Penalties
7 2 Incidents
8 Penalties
2 3 Incidents
0 Penalties
26 4 Incidents
8 Penalties
23 5 Incidents
7 Penalties
72 6 Incidents
18 Penalties
39 7 Incidents
9 Penalties
19 8 Incidents
8 Penalties
Total 196
Incidents 53
Penalties

106 Hispanic
Incidents 34
Suspensions
537 SED
Incidents
33 Suspensions
106 Male
Students   36
Suspensions
All Students
53 Suspensions | | | | |

Progress Monitoring

Progress Monitoring

Attendance 23-24	August	September	October	November	December	January	February	March
UTK	93.5	94.5	93.6	89.9	87.8	86.6	85.5	90
Kinder	89	94.5	95.4	88.1	88.6	93.4	91.8	94.3
1st	97.4	96.1	93.6	93.8	93.8	92.8	91.2	95
2nd	96	95	94	92.8	90.2	92.1	92.4	93.3
3rd	96.2	96	94	94.9	94.1	94	94.2	96.3
4th	94.4	94.4	95.5	94.9	92.7	93.2	93	92
5th	94.6	94	95	93.2	93.3	94.6	94.2	94
6th	97	95.1	93.1	94.7	92.1	93	94.9	94.7
7th	96.8	96	95.2	95.5	94.4	93.1	92.2	95
8th	97.1	94.4	94.4	94.4	93	95.1	93.5	94.2
Total	95.2	95	94.4	93.2	92.5	93.2	93.2	94

Asian

Student Group State

Red

31.3% chronically absent

Increased 14.9% ⊕

Number of Students: 99

English Learners

Student Group State

Red

31.9% chronically absent

Increased 4.6% ⊕

Number of Students: 185

Homeless

Student Group State

Red

57.1% chronically absent

Increased 11.7% ⊕

Number of Students: 35

Socioeconomically Disadvantaged

Student Group State

Red

33.5% chronically absent

Increased 1.7% ⊕

Number of Students: 505

Students with Disabilities

Student Group State

Red

36.8% chronically absent

Increased 5.8% ⊕

Number of Students: 125

All Chronically Absent Students

Fall 2023 California School Dashboard Target-setting Tool for LCAPs and SPSAs

Chronic Absenteeism ATSI Homeless

Fall 2023 California School Dashboard Target-setting Tool for LCAPs and SPSAs
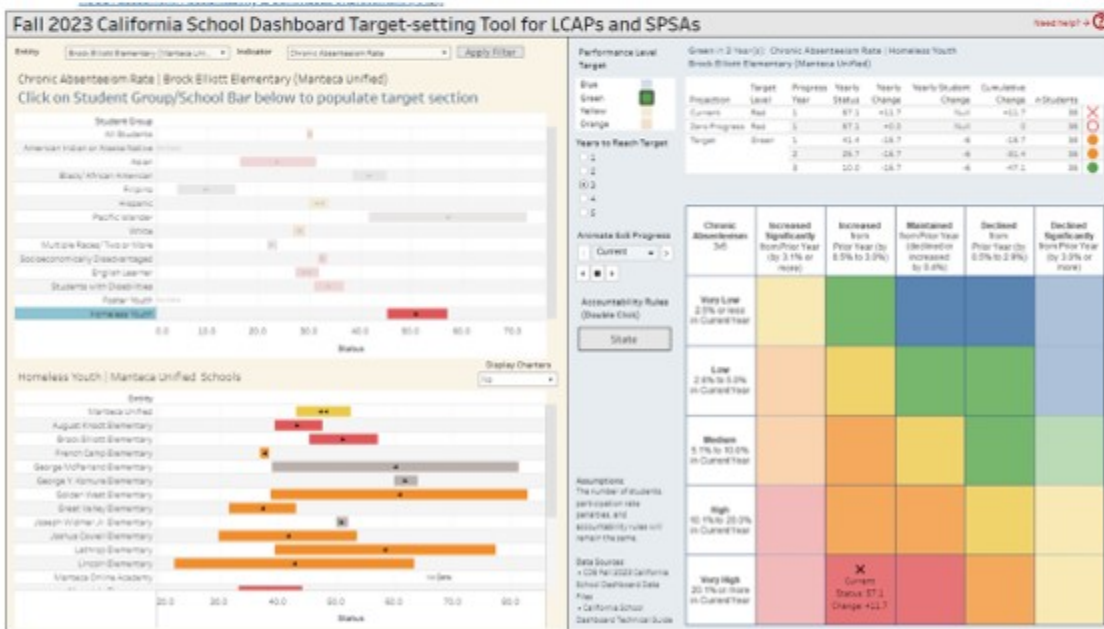
Data

Data Analysis

Site Monthly Q Attendance Report: (image 1)
Site attendance overall fluctuated between 92.5 and 95.5. The highest percent of attendance at the beginning of the year was in grades 1, 7, and 8 with the highest most current being 96.3% grade 3 with 94.2-7% in grades K, 6, and 8. The lowest percentage month was December.

California Dashboard Chronic Absenteeism: (image 2 and 3)
Based on the California Dashboard our Chronic Absenteeism rate was at a 29.5% In March based on site numbers, we were at 20%. Of those students, demographics represented an increase in absenteeism for Asian, ELL, Homeless, SED,

and SWD, all of which were in the red performance level. Homeless was at 57.1% which was noted to be our ATSI group. Filipino students showed disproportionality.

Brock Elliott needs a change of -6.5 to decrease annually our chronic absenteeism as it currently in the orange performance level overall. Homeless (ATSI) students need a change of -15.7 to show a decrease for improvement with other subgroups in the red performance level needing changes from Asian (-7.1), SED (-7.8), and SWD (-8.9)

Student Need 2:

Data shows a need to increase our overall student attendance with an increase of supports for our Homeless (ATSI) chronically absent students as well as within subgroup areas that are showing increases chronic absenteeism. Current practices are not showing improvement. Our HERO (Here Everyday Ready and On-Time) promotion has not been consistently shared by all across the campus in the way of classroom involvement. Classrooms that have reachable goals and consistency have shown success with improved attendance. Our OA has been meeting with our students, setting individual goals, and communicating with parents. Our OA is also part of COST. Connectedness needs to be increased by all to increase proactive measures and interventions. Students improving and showing excellent attendance needs to be celebrated.

SMART Goal 1

By the end of the 2026-2027 school year, Brock Elliott School will raise annual school-wide attendance by 1.5% and decrease chronic absenteeism by -6.5 -, with a -15.7 decrease in our homeless population (ATSI), as indicated on the California School Dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP: Students in grades K-8 will attend an incentive/event after school who have had less than 3 unexcused absences in that trimester (fall, winter, spring)	ADA report (Q-SIS) # of students meeting criteria each trimester to attend	Fall: ___/___ students had less than 3 unexcused absences.				Time Money People
Students will be recognized for attendance at our trimester awards with incentives planned and scheduled for meeting individual goals setting with our Outreach Assistant, class	Q Attendance ADA at Trimester (How many students showed Improved, Excellent and Perfect) Classroom Attendance Calendars with goals met monthly.	Individual Attendance met by Trimester: (T3 May 2024) K-3: ___ # of Students Perfect ___# of Students Excellent				Time Money People

| goals, and school-wide goals. | Schoolwide Attendance goals met by Trimester. | ___# of Students Improved. 4-6: ___# of Students Perfect ___# of Students Excellent ___# of Students Improved. 7-8: ___ # of Students Perfect ___# of Students Excellent ___# of Students Improved.

Class Attendance (Goals Met) monthly: (Yr. 1: 95.2%, Yr. 2: 96.7%, Yr.3: 98.2%) April 2024 K-3: 9 /10 4-6: 4 / 9 7-8: 4 / 6 SDC:1/ 3

School Attendance (Goals Met) by Trimester (May 2024) May 2024 T1 95/98% T2 92.7/98% T3 ___/98%

8/2023 95.2% - 4/2024 93.5% | | | | |
| An Outreach Assistant will provide support for students and their families who | Q Attendance ADA Monthly # of students showed improvement in attendance. | August-April 2024: 1 Chronically Absent Students | | | | Time Money People |

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, Homeless/Foster, Filipino, and others at risk.	Outreach Portfolio/Student Log	Parents were met with in grades K-3, and 1 showed improvement in attendance. 10/40 Chronically Absent Students were met with in grades 4-6, and 3 showed improvement in attendance. 7/23 Chronically Absent Students were met with in grades 7-8, and 1 showed improvement in attendance.				

Progress Monitoring

Progress Monitoring

Scores by School Year	2021-2022			2022-2023			2023-2024		
Construct & Sub-constructs	Parent	Staff	Student	Parent	Staff	Student	Parent	Staff	Student
Academic Environment	3.56	3.74	3.78	3.21	3.55	3.62	3.39	3.31	3.56
English Learners	3.67	4.00		4.08	3.90		4.29	3.29	
Expectations	3.76	4.06	3.77						
Foster Youth		4.00			3.78			3.57	
Learning Environment	4.05	3.91	3.77	3.86	3.54	3.52	3.82	3.31	3.33
Special Education	3.38	4.16			4.05		3.37	3.76	
Student Support	3.23	2.87	4.00	2.78	3.18	3.78	3.11	3.11	3.88
General Perceptions		3.57			3.84				
General Perceptions		3.57			3.84				
Social Environment	4.06	3.98	3.75	3.96	4.11	3.82	3.78	3.62	3.71
Bullying and Harassment	4.31	4.00	4.38	4.37	4.13	4.27	4.19	3.69	4.05
Social Climate	4.01	3.98	3.63	3.88	4.10	3.73	3.68	3.61	3.64
Stakeholder Engagement	3.53	4.03		3.41	4.47		3.40	3.79	
Communication with Parents	4.20			3.95			3.76		
Parental Involvement	3.38	3.86		3.28	4.25		3.32	3.55	
Staff Engagement		4.13			4.67			3.92	
Stakeholder Satisfaction	4.04	3.57	4.17	3.73	3.69	3.98	3.55	3.14	3.65
Overall Satisfaction	4.04		4.17	3.73		3.98	3.55		3.65
Satisfaction with Leadership		3.57			3.69			3.14	
Standards and Staffing		3.72			3.80			3.64	
Staff Support		3.78			3.76			3.52	
Staffing and Professional Development					3.76			3.58	

All staff are treated fairly.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	50%		78%
2019-2020	74%	67%	68%
2020-2021	70%	87%	70%
2021-2022	65%	71%	58%
2022-2023	62%	68%	65%
2023-2024	65%	65%	61%

All students are treated fairly.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	52%		65%
2019-2020	64%	70%	56%
2020-2021	79%	93%	48%
2021-2022	70%	87%	50%
2022-2023	74%	77%	54%
2023-2024	57%	59%	43%

School rules are fair.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	68%		49%
2019-2020	78%	85%	65%
2020-2021	86%	100%	58%
2021-2022	84%	87%	62%
2022-2023	80%	74%	42%
2023-2024	69%	73%	46%
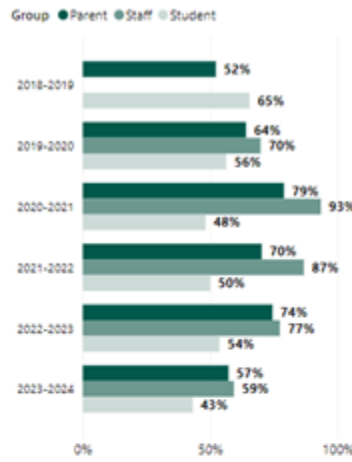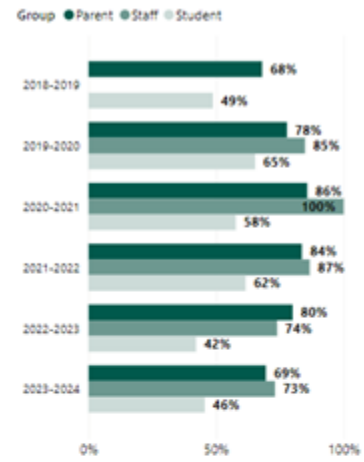
Students from different cultural backgrounds become friends.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	88%		91%
2019-2020	85%	84%	91%
2020-2021	93%	93%	81%
2021-2022	85%	93%	93%
2022-2023	85%	96%	86%
2023-2024	92%	80%	86%
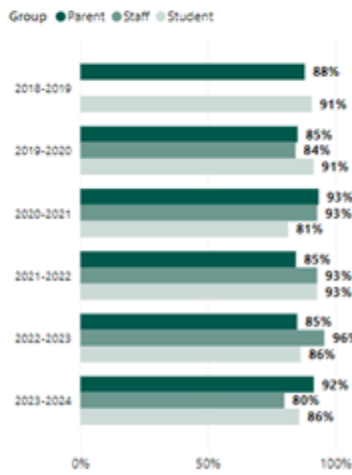
Students have friends at school.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	92%		91%
2019-2020	89%	90%	85%
2020-2021	94%	100%	77%
2021-2022	94%	100%	79%
2022-2023	95%	96%	83%
2023-2024	93%	92%	81%
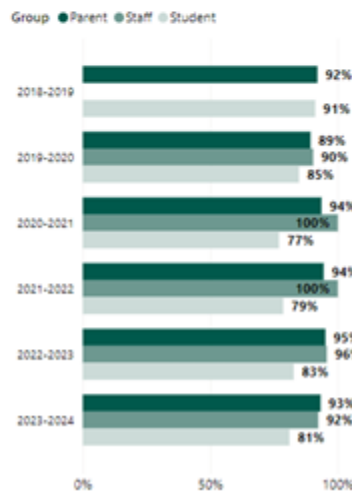
Students respect the teachers and staff.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	72%		56%
2019-2020	85%	61%	43%
2020-2021	88%	87%	54%
2021-2022	81%	67%	46%
2022-2023	78%	78%	51%
2023-2024	74%	42%	40%

Bullying will not be tolerated.

Group: Parent, Staff, Student

Year	Parent	Staff	Student
2018-2019	35%		45%
2019-2020	70%	82%	84%
2020-2021	86%	100%	54%
2021-2022	81%	73%	69%
2022-2023	87%	78%	79%
2023-2024	61%	69%	79%

Staff feel safe at school.

Group: Parent, Staff, Student

Year	Parent	Staff	Student
2018-2019	60%		83%
2019-2020	82%	73%	88%
2020-2021	88%	87%	92%
2021-2022	79%	80%	90%
2022-2023	72%	78%	85%
2023-2024	76%	67%	87%

Students are comfortable talking to school staff.

Group: Parent, Staff, Student

Year	Parent	Staff	Student
2018-2019	52%		66%
2019-2020	64%	81%	62%
2020-2021	83%	86%	50%
2021-2022	81%	85%	67%
2022-2023	70%	82%	62%
2023-2024	66%	77%	59%

Students feel safe at school.

Group: Parent, Staff, Student

Year	Parent	Staff	Student
2018-2019	79%		71%
2019-2020	93%	76%	68%
2020-2021	97%	93%	70%
2021-2022	93%	77%	67%
2022-2023	82%	90%	68%
2023-2024	72%	74%	66%

Students get along with each other and respect their differences.

Group: Parent, Staff, Student

Year	Parent	Staff	Student
2018-2019	65%		55%
2019-2020	59%	63%	65%
2020-2021	86%	80%	58%
2021-2022	76%	79%	50%
2022-2023	65%	73%	51%
2023-2024	47%	54%	53%

The district-level leadership

Group ● Parent

Year	Parent
2018-2019	52%
2019-2020	61%
2020-2021	63%
2021-2022	67%

The school-level leadership

Group ● Parent ○ Student

Year	Parent	Student
2018-2019	63%	76%
2019-2020	65%	76%
2020-2021	73%	79%
2021-2022	75%	73%

The teachers

Group ● Parent ○ Student

Year	Parent	Student
2018-2019	83%	83%
2019-2020	73%	83%
2020-2021	84%	90%
2021-2022	86%	83%
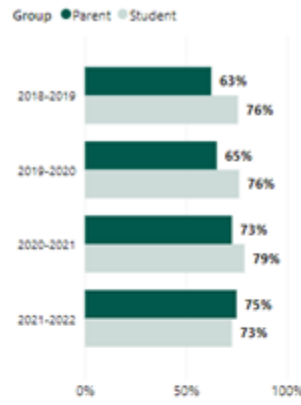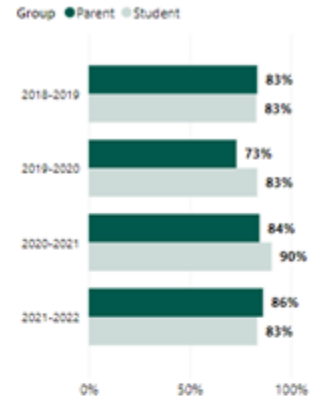
Please indicate how much you disagree or agree with the following statement: I feel the school is effectively educating me/my child. (% Agree + % Strongly Agree)

Group ● Parent ○ Student

Year	Parent	Student
2018-2019	76%	87%
2019-2020	67%	80%
2020-2021	75%	81%
2021-2022	88%	77%
2022-2023	68%	77%
2023-2024	69%	68%
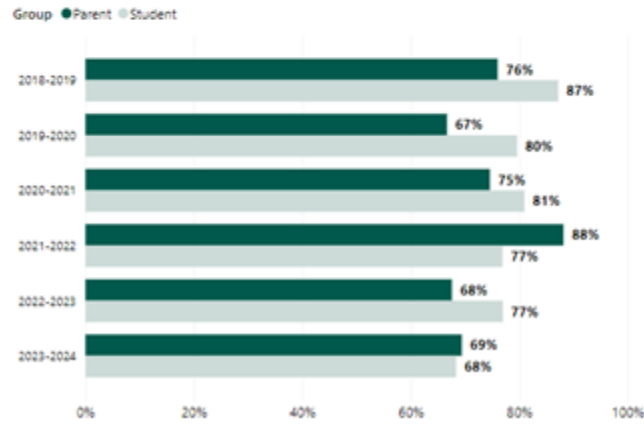
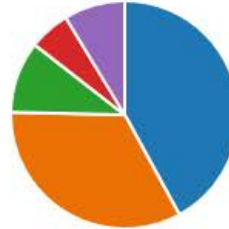## 2023-2024 Annual Brock Elliott Needs Assessment

1. Brock Elliott Staff strive to support the school's vision, "WE are CHAMPions where students will achieve grade level academic standards while demonstrating positive Character, Honesty, Accountability, Mindfulness, and Perseverance in a safe and supported learning environment!"

More Details

🔵	Strongly Agree	29
🟠	Agree	23
🟢	Neutral	7
🔴	Disagree	4
🟣	Strongly disagree	6

2. Brock Elliott Families strive to support the school's vision, "WE are CHAMPions where students will achieve grade level academic standards while demonstrating positive Character, Honesty, Accountability, Mindfulness, and Perseverance in a safe and supported learning environment!"

More Details   💡 Insights

🔵	Strongly Agree	26
🟠	Agree	27
🟢	Neutral	8
🔴	Disagree	3
🟣	Strongly disagree	4
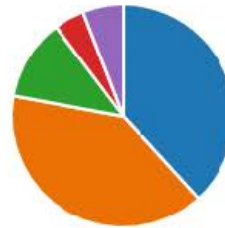
3. In looking at Safety (Design, Climate, Security), the Brock Elliott School Community is doing what it can to create a safe learning environment.

More Details   💡 Insights

🔵	Strongly Agree	24
🟠	Agree	23
🟢	Neutral	9
🔴	Disagree	4
🟣	Strongly disagree	8

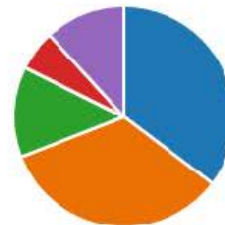4. In looking at Academic Standards, what is expected of our students at each grade level, the Brock Elliott School Community is doing what it can to produce successful individuals with strong academic skills.

More Details   Insights

🔵 Strongly Agree	23	
🟠 Agree	24	
🟢 Neutral	10	
🔴 Disagree	7	
🟣 Strongly disagree	4	
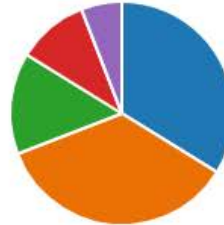
5. In looking at Emerging Students, students who struggle with academics, English Learners, or Special Education students, the Brock Elliott School Community is doing what it can to intervene and support their individual needs for academic growth.

More Details   Insights

🔵 Strongly Agree	23	
🟠 Agree	21	
🟢 Neutral	16	
🔴 Disagree	4	
🟣 Strongly disagree	4	

Data

Data Analysis

Hanover Report: (image 1)
Hanover Research data was collected as a district from 65% of our students, 13% of staff, and 22% of parents. Of the results gathered for Brock Elliott in the Hanover report, construct scores ranged from 3.14 from staff in stakeholder satisfaction which was a difference of .31 with parents and even greater with students. The highest construct was by staff in Stakeholder Engagement with the highest from parents and students in Social Environment.
Hanover Report: (image 2)
Percentages were pretty consistent between staff and parents ranging from 57%-93% satisfaction with both staff and students around 40% with respecting teachers and staff. The highest percentages were seen with friendships.
Hanover Report: (image 3)
Percentages ranged from 47% to 79% with bullying and safety coming in second to respecting differences.
Hanover Report: (image 4)
Percentages of leadership showed almost a 10% difference between district and site with another 10% for teachers. Overall, 69% of parents and 68% of students agree that our school is educating our students effectively.

Annual Needs Assessment: (image 5)
Staff strive to support the school's vision: 76% Strongly Agree or Agree 10% Neutral 15% Disagree or Strongly Disagree
Families strive to support the school's vision: 78% Strongly Agree or Agree 12% Neutral 10% Disagree or Strongly Disagree
Safety: 80% Strongly Agree or Agree and 20% Disagree or Strongly Disagree

Annual Needs Assessment: (image 6)
Academic Standards: 69% Strongly Agree or Agree 15% Neutral 11% Disagree or Strongly Disagree
Emerging Students: 65% Strongly Agree or Agree 24% Neutral 12% Disagree or Strongly Disagree

Emerging Students and Academic Standards showed the strongest area of need.

Student Need 3:

In both surveys there was a need to focus on our academic environment which encompasses school climate and culture for learning to happen. As our vision states, "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!"
Our vision is not yet at 80% which shows an increased need for engagement from all stakeholders so that our vision fully drives all of our students' academic success.

SMART Goal 1

By the end of the 2026-2027 academic year, Brock Elliott School will engage families, community members, and all students in maximizing a climate and culture for learning potential, resulting in increased participation and enhanced feelings of inclusion, while promoting equity and access across our campus as measured by our annual needs assessment.

Implementation Plan

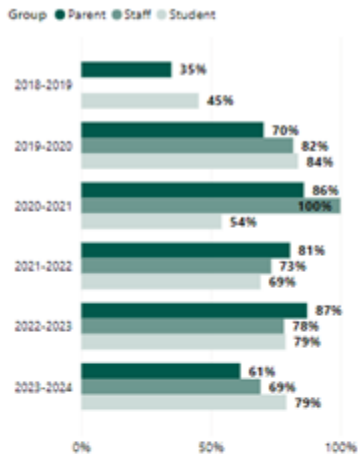| Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, and other professional offerings will focus on building Family and Community Engagement that supports a positive relationship between home and school.	Attendance and Participation as measured by Parent Survey after, or by QR Code during the event.	Attendance and Participation: (24-25 Year) ____ Event ____ # of Students ____ # of Parents				Time Money People
Our ILT will meet as a PLC monthly to monitor and refine implementation of Tier I Inclusive Instruction in ELA and Math.	The number of classrooms demonstrating strong evidence of Tier 1 Inclusive Instruction during Learning Walks: (LW rubric: No Evidence, Some Evidence, Strong Evidence)	(LW rubric: No Evidence, Some Evidence, Strong Evidence) Monthly beginning in August 2024 K-3: ___ of 10 4-6: ___ of 9 7-8: ___ of 6				Time Money People
ELOP: Increase connectedness opportunities for students through events, activities, assemblies, and excursions outside the regular day.	# of opportunities for students and # of students attending opportunities as measured by QR code or sign in sheets.	___/___ opportunities during 2024-2025 ___/___studen ts attending.				Time Money People
Students will participate in events, activities, assemblies, and excursions within the school day that engage our school community with real-life lessons for making positive connections to academic, behavioral, or social-emotional learning.	# of events, activities, assemblies, and excursions # of students participating in within the school day.	# of events, activities, assemblies, and excursions K-3: 37 4-6: 33 7-8: 34 # of students participating in within the school day. (24-25) K-3: ___ 4-6: ___ 7-8: ___				Time Money People

Teachers will implement the SBRC standards-based grading system in K-6 with 7-8 grade shifting the traditional grading system of past practice towards standards-based grading utilizing CFAs for the A-F marks as a 5-point scale showing behaviors separate from the learning.	Grade 7-8 Report Card samples showing a shift in grading practices and Q Grade Book analysis for standards-based grading utilizing CFAs for the A-F marks.	Report Card samples showing a shift in grading practices: (24-25) ___ of 6 Q Grade Book analysis showing standards-based grading: ___ of 6				Time Money People
Students will have daily intentional intervention of skills and extension/enrichment that support the grade level essential standards based on formative assessment implemented during AMP and ELD30 (Designated ELD).	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of: • Small Group Guided Instruction • Stations • Centers • Collaboration	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) K-3:2S, 8SE of 10 4-6:3N, 3S, 3SE of 9 7-8: 4N, 2S of 6				Time Money People
Electives in grades 7-8 will be designed to be rigorous and relevant to the four C's of Collaboration, Critical Thinking, Communication, and Creativity building on a culture of college and career readiness through STrEAM (Science, Technology, Reading/Writing, Engineering, Art, and Mathematics)	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of: • Collaboration • Critical Thinking • Communication • Creativity	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) 7-8: 6S of 6				Time Money People
Celebrations will be held to engage our school		35 celebrations held to engage				Time Money People

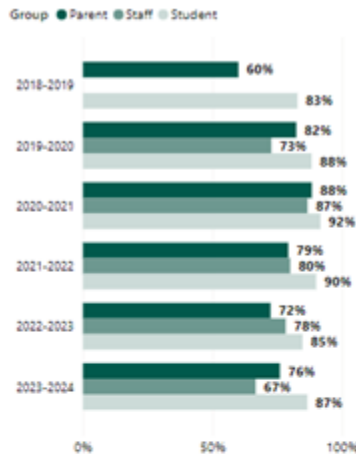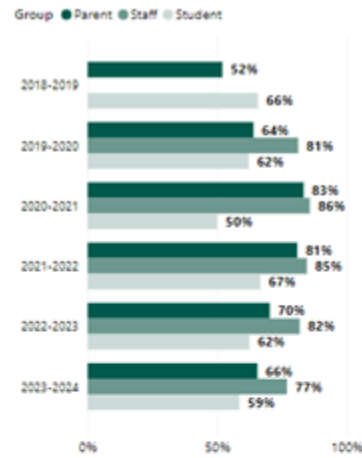|						
community in recognizing growth and achievement for academics, attendance, and CHAMP expectations.	# of celebrations held to engage our school community **# of students recognized** # of family members attending	our school community. # of students recognized (24-25) K-3: ___ 4-6: ___ 7-8: ___ ___# of family members attending. (24-25)				
Conferences and workshops will be attended to gain new insight to improve learning that could be shared and duplicated within our school community.	Pre/Post Survey for staff attending the training based on the scheduled sessions.	# of Teachers (Pre/Post) Gained Understanding from Sessions Attended. (24-25) K-3: ___ of 10 4-6: ___ of 9 7-8: ___ of 6				Time Money People

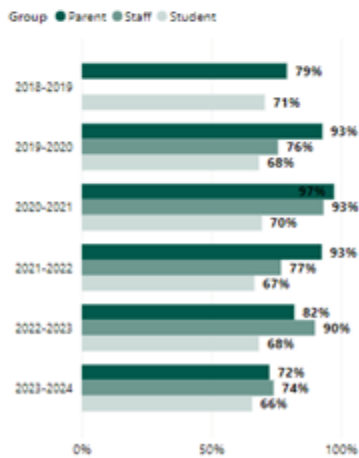**Progress Monitoring**

Progress Monitoring

Bullying will not be tolerated.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	35%		45%
2019-2020	70%	82%	84%
2020-2021	86%	100%	54%
2021-2022	81%	73%	69%
2022-2023	87%	78%	79%
2023-2024	61%	69%	79%

Staff feel safe at school.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	60%		83%
2019-2020	82%	73%	88%
2020-2021	88%	87%	92%
2021-2022	79%	80%	90%
2022-2023	72%	78%	85%
2023-2024	76%	67%	87%

Students are comfortable talking to school staff.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	52%		66%
2019-2020	64%	81%	62%
2020-2021	83%	86%	50%
2021-2022	81%	85%	67%
2022-2023	70%	82%	62%
2023-2024	66%	77%	59%

Students feel safe at school.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	79%		71%
2019-2020	93%	76%	68%
2020-2021	97%	93%	70%
2021-2022	93%	77%	67%
2022-2023	82%	90%	68%
2023-2024	72%	74%	66%

Students get along with each other and respect their differences.

Group ● Parent ● Staff ○ Student

Year	Parent	Staff	Student
2018-2019	65%		55%
2019-2020	59%	63%	65%
2020-2021	86%	80%	58%
2021-2022	76%	79%	50%
2022-2023	65%	73%	51%
2023-2024	47%	54%	53%

Data

3. In looking at Safety (Design, Climate, Security), the Brock Elliott School Community is doing what it can to create a safe learning environment.

More Details   ⚙ Insights

🔵 Strongly Agree	24
🟠 Agree	23
🟢 Neutral	9
🔴 Disagree	4
🟣 Strongly disagree	8
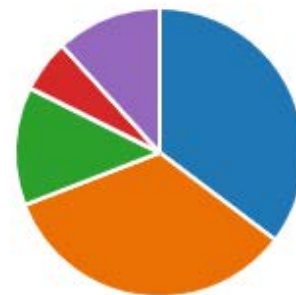
Data Analysis

Hanover Report: (image 1)
Percentages ranged from 47% to 79% with bullying and safety coming in second to respecting differences. 67% of staff feel safe at school while 66% of students feel safe. Parents feel that staff and students are above 70% safe with a 4% difference in safety.

Brock Elliott Annual Needs Assessment: (image 2)
This initiative builds upon current data, indicating that 69% of stakeholders approve of existing safety measures, with 13% expressing neutrality and 18% dissent. Parents shared a need to repair the blacktop, replace the ball chairs, decrease bullying behaviors including perceived physical and verbal harassment, accountability for parents for following the rules in the parking lot, supervision, phone use by SSA's while on duty, and awareness regarding discipline.

Not shown is the district FIT report where all areas of the campus were in OK condition with some locations needing carpet repair, or organization for safety.

Student Need 4:

Campus safety is always a priority and based on the above data and looking at the physical site (Climate and Culture are addressed in Student Need 3), there is a need for improvement across the campus.

SMART Goal 1

By the end of the 2026-2027 academic year, Brock Elliott School will address aspects of design and security for improved safety increasing overall community confidence of safety to 80% as measured by our Annual Needs Assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Our safety team will meet as a PLC monthly to plan, monitor, and refine campus safety for security, structure, supervision, and procedures including emergency preparedness.	Agenda and Minutes including After Action Reviews: Monthly Drill Log Completed Safety Walks/Drill Observations: (No Evidence, Some Evidence, Strong Evidence) Evidence of Safe: • Security • Structure • Supervision • Procedures	Agenda and Minutes including After Action Reviews: 0 Agendas/ 3 Reviews Monthly Drill Log: August 2023-April 2024 completed. Safety Walks/Observations: (No Evidence, Some Evidence, Strong Evidence) (August 2024) ___/___Classrooms ___/___Cafeteria				Time Money People

		___/___ Yards ___/___ Fields ___/___ Arrival and Dismissal ___/___ Emergency Drills K-3: ___/___ 4-6: ___/___ 7-8: ___/___				

Progress Monitoring

Progress Monitoring

Emerging Students

District Goal

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

Site Tier 2 and 3 Goals

Brock Elliott will provide flexible, effective, and tiered intervention/enrichment, that is aligned to individual student needs that scaffold and support essential standards acquisition within each grade span as measured through ongoing formative and summative assessment.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.
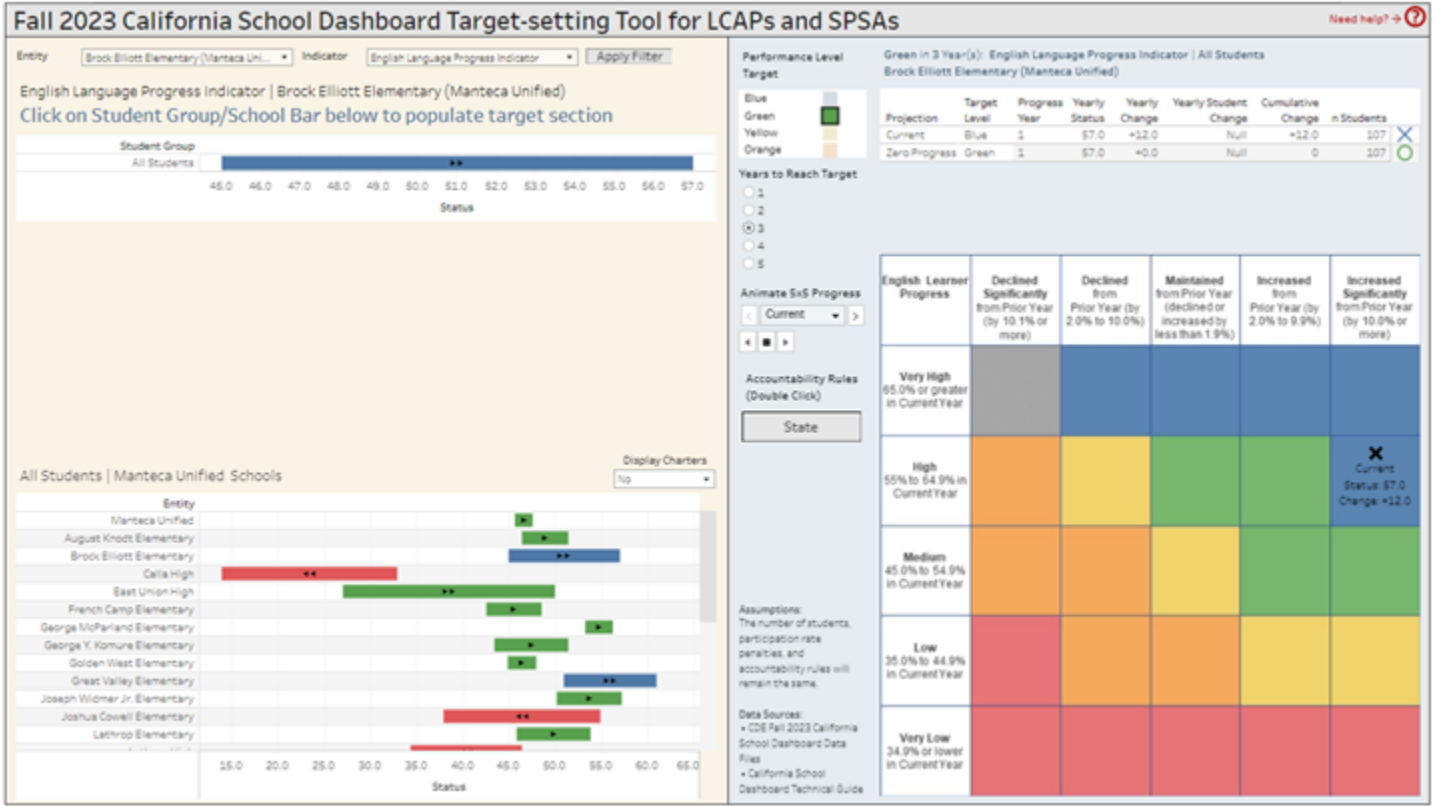
Homeless Chronic Absenteeism was targeted for the 2024-2025 school year for Additional Targeted Support and Improvement (ATSI). Based on the California Dashboard our Chronic Absenteeism rate was at a 29.5% In March based on site numbers, we were at 20%. Of those students, demographics represented an increase in absenteeism for Asian, ELL, Homeless, SED, and SWD, all of which were in the red performance level. Homeless was at 57.1% This is due to the outside inequities of transportation, lack of communication due to movement and contact changes, and social emotional stability, while inside, we have inequities revolving around professional development for intervening with our Homeless population.

Comprehensive Needs Assessment

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

Brock Elliott has the required core curriculum providing full access to our students. Inequities come from the needed lesson design that embeds scaffolds and acceleration strategies during Tier I Instruction that is consistently implemented with equity and access for all students, by removing the barriers that inhibit academic success. Students that need additional intervention, including Tier II and III supports, need caring and professional adults who will look at the individual deficits to be proactive so that individuals reach their full potential. Gaps in learning have been recognized with our Emerging Students where our ELL, SED, Homeless, SWD and Hispanic students show inequities in achieving academic and behavioral success.

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%		

ELL Reading Winter 2024:
3-5:

NWEA Assessment Summary

Site: Brock Elliott Elementary
Scores for: Winter 2023-2024
Grade: 3, 4, 5
Group: All
User: All Teachers
Tests Included: All

Roster Date: Control Panel (03-26-2024)
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	0%	0
61 - 80	2%	1
41 - 60	17%	9
21 - 40	26%	14
1 - 20	55%	29
Total Student Tests		53

Average RIT Score

Group N-53	186
District N-242	185

Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	43%	23
2-3	450-769	47%	25
4-5	770-954	8%	4
6-8	955-1079	2%	1
9-10	1080-1214	0%	0
11-CCR	1215-1355	0%	0

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

6-8:

NWEA Assessment Summary

Site: Brock Elliott Elementary
Scores for: Winter 2023-2024
Grade: 6, 7, 8
Group: All
User: All Teachers
Tests Included: All

Roster Date: Control Panel (03-26-2024)
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	0%	0
61 - 80	9%	3
41 - 60	18%	6
21 - 40	24%	8
1 - 20	50%	17
Total Student Tests		34

Average RIT Score

Group N-34	203
District N-202	201

Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	12%	4
2-3	450-769	44%	15
4-5	770-954	24%	8
6-8	955-1079	12%	4
9-10	1080-1214	3%	1
11-CCR	1215-1355	6%	2

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

ELL Language Winter 2024:
3-5:

NWEA Assessment Summary

Site: Brock Elliott Elementary
Scores for: Winter 2023-2024
Grade: 3, 4, 5
Group: All
User: All Teachers
Tests Included: All

Roster Date: Control Panel (03-26-2024)
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	0%	0
61 - 80	0%	0
41 - 60	17%	9
21 - 40	32%	17
1 - 20	51%	27
Total Student Tests		53

Average RIT Score

Group N-53	186
District N-242	187

6-8:

NWEA Assessment Summary

Site: Brock Elliott Elementary
Scores for: Winter 2023-2024
Grade: 6, 7, 8
Group: All
User: All Teachers
Tests Included: All

Roster Date: Control Panel (03-26-2024)
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	6%	2
61 - 80	6%	2
41 - 60	0%	0
21 - 40	29%	10
1 - 20	59%	20
Total Student Tests		34

Average RIT Score

Group N-34	201
District N-200	201

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	30	0	0	0	30	0	30
01	19	0	0	0	19	0	19
02	15	0	0	0	15	2	17
03	9	3	0	0	12	1	13
04	1	16	0	7	24	5	29
05	1	4	0	9	14	15	29
06	0	0	6	9	15	15	30
07	2	0	5	5	12	17	29
08	3	0	5	7	15	15	30

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	80	23	16	37	156	70	226
Manteca Unified	2,300	679	1,183	1,277	5,439	3,910	9,349
San Joaquin County	13,341	3,985	6,787	6,826	30,939	23,945	54,884
State	505,487	144,190	226,535	236,323	1,112,535	927,723	2,040,258

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	30
01	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	19
02	88.2%	0.0%	0.0%	0.0%	88.2%	11.8%	17
03	69.2%	23.1%	0.0%	0.0%	92.3%	7.7%	13
04	3.4%	55.2%	0.0%	24.1%	82.8%	17.2%	29
05	3.4%	13.8%	0.0%	31.0%	48.3%	51.7%	29
06	0.0%	0.0%	20.0%	30.0%	50.0%	50.0%	30
07	6.9%	0.0%	17.2%	17.2%	41.4%	58.6%	29
08	10.0%	0.0%	16.7%	23.3%	50.0%	50.0%	30

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	35.4%	10.2%	7.1%	16.4%	69.0%	31.0%	226
Manteca Unified	24.6%	7.3%	12.7%	13.7%	58.2%	41.8%	9,349
San Joaquin County	24.3%	7.3%	12.4%	12.4%	56.4%	43.6%	54,884
State	24.8%	7.1%	11.1%	11.6%	54.5%	45.5%	2,040,258

Data Analysis

CAASPP Dashboard:(image 1)
English Learner Progress for (3rd-8th) grade 61/107 ELL increased significantly on the Fall 2023 CAASPP by +12 to a status of 57% (Blue).

Spring MAP: (image 2)
Reading: 1% (1) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 98% (66) students scoring below. The average RIT Score was 194 which was 2 points above the district.

Language:5% (3) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 96% (63) students scoring below. The average RIT Score was 196 which was 1 point above the district.

Math:3% (3) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 96% (66) students scoring below. The average RIT Score was 201 which was 3 points below the district.

English Learners: (image 3)
Brock Elliott currently has 37/132 ELL with 28% of LTEL students. Current LTEL numbers are Grade 4: 8, Grade 5: 15, Grade 6: 4, Grade 7: 7, and Grade 8: 3 but in looking at the state Data Quest report from the most current posting of 2022-2023, Brock Elliott has a several students "At-Risk" if not reclassified.

Student Need 1:

Based on the data above, we see a need for growth with our English Learner Progress. In looking at the CAASPP data, 61/107 (57%) of our 3rd-8th grade ELL students grew significantly. Although they are not all LTEL students, there is still a need as existing ELL's that may have been in the program since kindergarten, making them "At-Risk". 28% of our students are currently LTEL. Spring MAP data shows our LTEL and "At-Risk" students needing improvement in all areas of assessment equally aligning with a district need as a whole. This data also shows the need for Tier I and II PD that will be addressed in under Tier I through the GLAD training, but there is a specific need to look at how our students are reclassified on the ELPAC to determine why students are not meeting the expectation of the assessment.

SMART Goal 1

By the end of the 2026-2027 school year, Brock Elliott School will reach 100% reclassification of all LTELs with an annual reduction by -9.3 as measured by ELPAC results.

Implementation Plan

| Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, and other professional offerings of lesson design scaffolds for LTEL students and their reclassification will be attended.	Learning Walk evidence of scaffolding for LTEL students. (No Evidence, Some Evidence, Strong Evidence) ELPAC Assessment	LTEL Learning Walks: (No Evidence, Some Evidence, Strong Evidence) (August 2024) 4-6: ___ of 9 7-8: ___ of 6 37/132 ELL 28% LTEL Current LTEL #'s as of 1/2024: Grade 4: 8, Grade 5: 15, Grade 6: 4,				Time Money People

		Grade 7: 7, and Grade 8: 3 9 RFEP out of 17 LTEL				
Teachers and support staff in grades 3-8 will convene in a Professional Learning Community (PLC) Achievement Teams to discuss scaffolds and monitor progress for language development of our LTEL students.	PLC Agenda for evidence of scaffolding for LTEL students. (No Evidence, Some Evidence, Strong Evidence) # of students on the NWEA MAP (Fall, Winter, Spring) Meeting or Exceeding Proficiency The number of LTELs and the number of LTELs showing growth in Language Development based on CFA's and RFEP 3's.	PLC Agenda for evidence of scaffolding for LTEL (No Evidence, Some Evidence, Strong Evidence) (August 2024) 4-6: ___ of 9 7-8: ___ of 6 ELD/LTEL Learning Walks: (No Evidence, Some Evidence, Strong Evidence) (August 2024) 4-6: ___ of 9 7-8: ___ of 6 37/132 ELL 28% LTEL Current LTEL #'s as of 1/2024: Grade 4: 8, Grade 5: 15, Grade 6: 4, Grade 7: 7, and Grade 8: 3 9 RFEP out of 17 LTEL				Time Money People

Progress Monitoring

Homeless ELA

Homeless Math
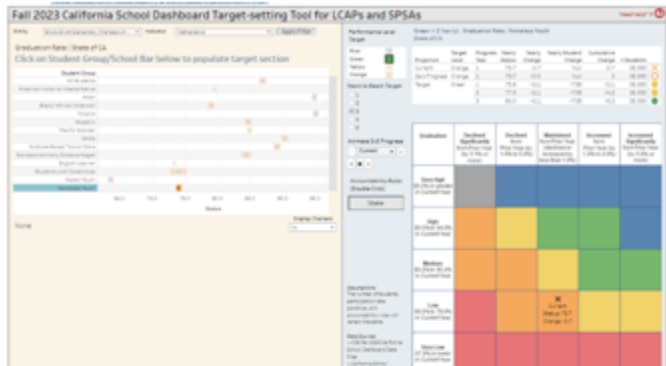
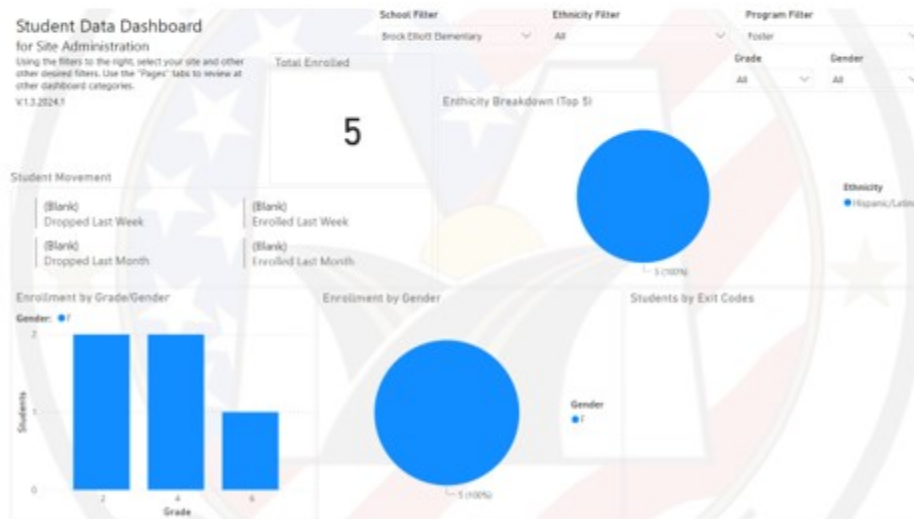## Foster ELA

Foster Math
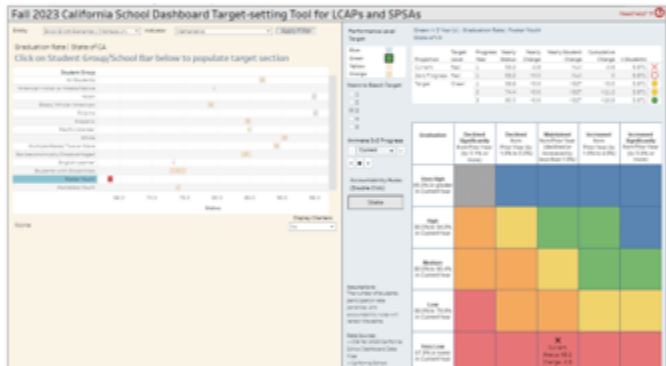
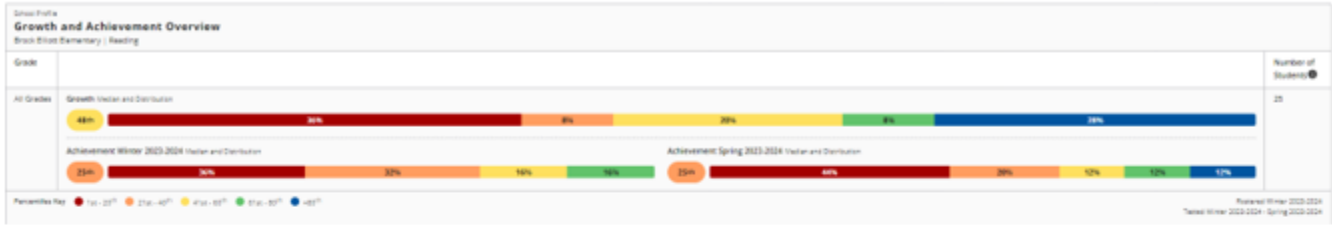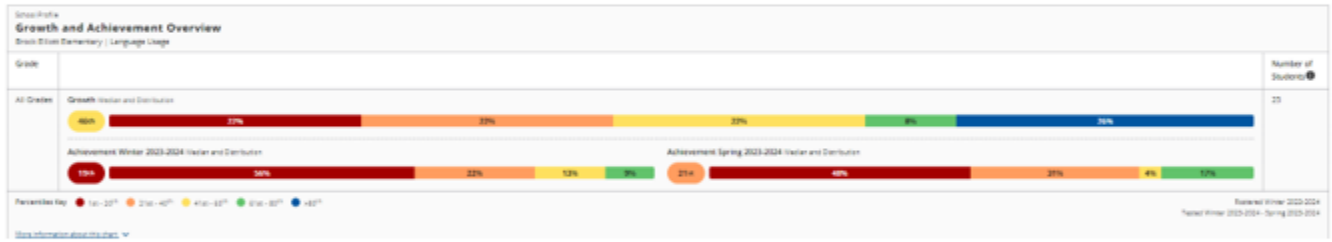## SED ELA
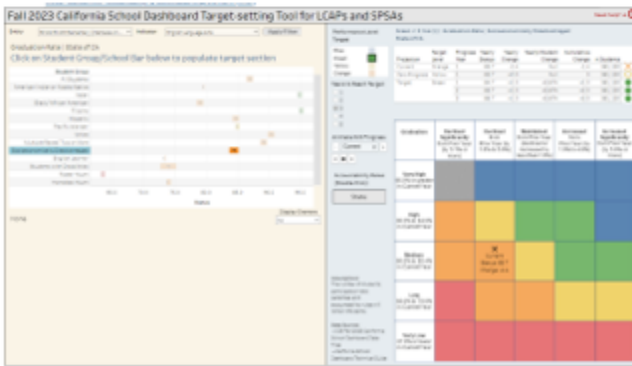
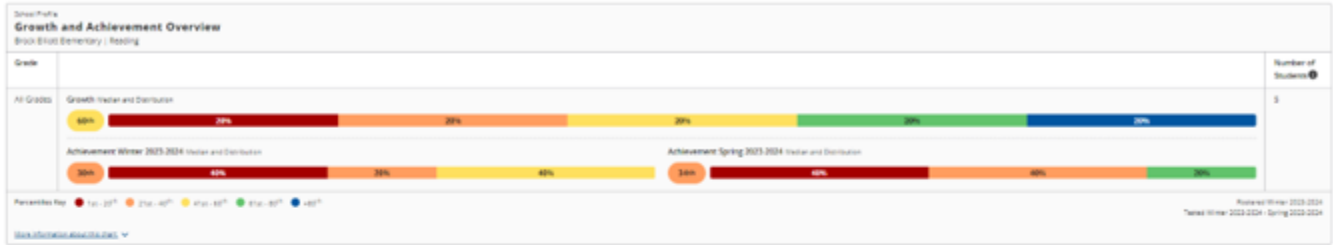## SED Math
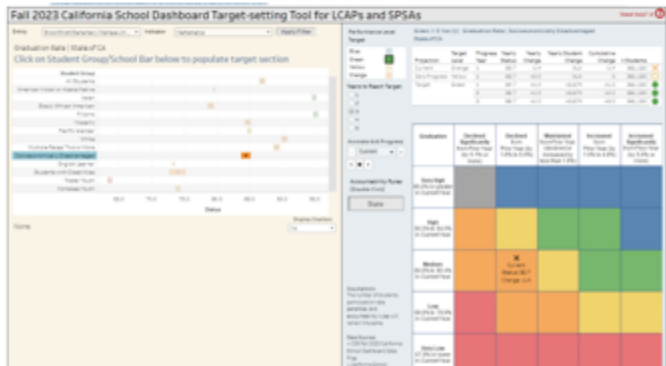
Data

Homeless
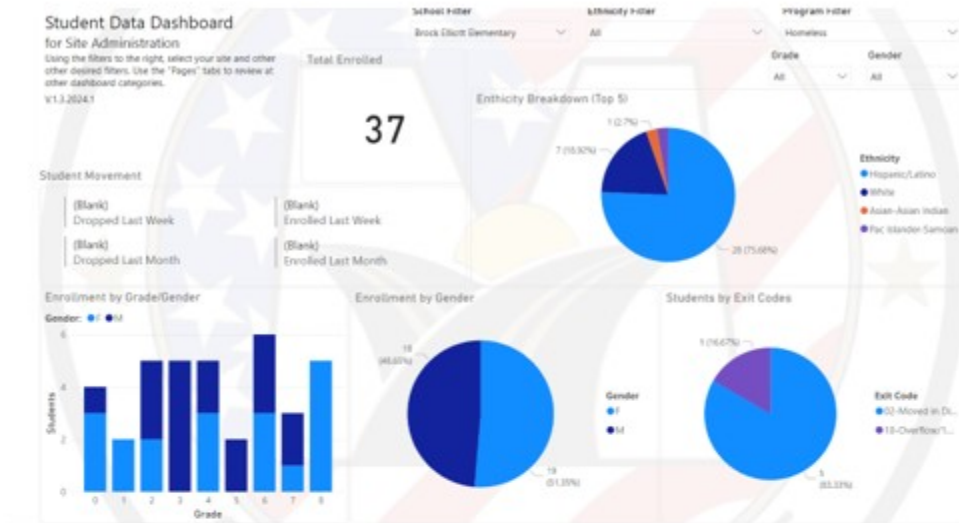
Foster

Homeless MAP Reading Winter 2024

Homeless MAP Language Winter 2024

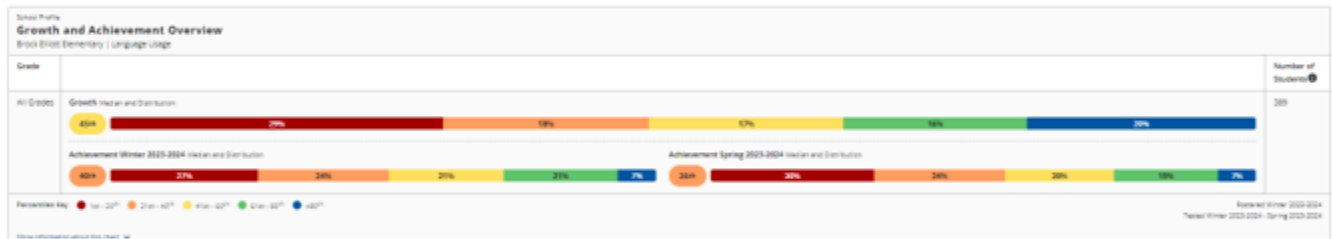## Homeless MAP Math Winter 2024

Foster MAP Reading Winter 2024

School Profile
Growth and Achievement Overview
Brock Elliott Elementary | Reading

Grade		Number of Students
All Grades	Growth Median and Distribution	5

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

Fostered Winter 2023-2024
Tested Winter 2023-2024 - Spring 2023-2024

More information about this chart ∨

Foster MAP Language Winter 2024

School Profile
Growth and Achievement Overview
Brock Elliott Elementary | Language Usage

Grade		Number of Students
All Grades	Growth Median and Distribution	4

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

Fostered Winter 2023-2024
Tested Winter 2023-2024 - Spring 2023-2024

More information about this chart ∨

Foster MAP Math Winter 2024

School Profile
Growth and Achievement Overview
Brock Elliott Elementary | Math K-12

Grade		Number of Students
All Grades	Growth Median and Distribution	4

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

Fostered Winter 2023-2024
Tested Winter 2023-2024 - Spring 2023-2024

More information about this chart ∨
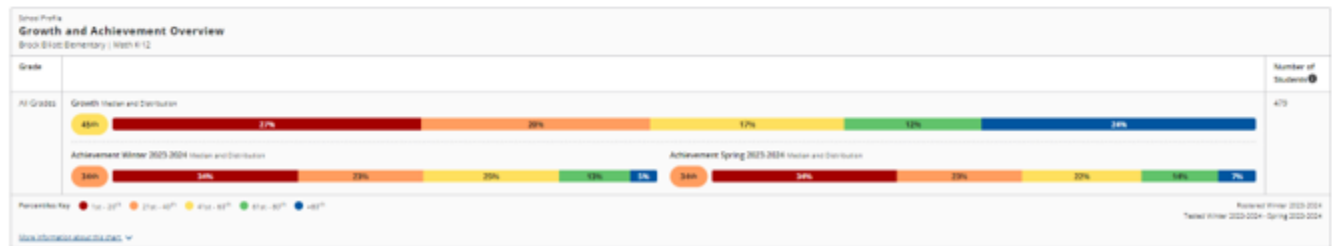
SED MAP Reading Winter 2024

SED MAP Language Winter 2024

SED MAP Math Winter 2024

Data Analysis

CAASPP Dashboard: (image 1)

ELA/Math: Homeless Maintained on the Fall 2023 CAASPP by -0.7 to a status of 73.7% (Orange) in ELA with Math Declined Significantly by -30.7 to a status of -129% (Red).

ELA/Math: Foster was not a significant subgroup.

ELA/Math: SED Decreased on the Fall 2023 CAASPP by -8.3 to a status of -841.8% (Orange) in ELA with Math Decreased by -3.4 to a status of -82.2% (Orange). Demographics: (image 2)

Homeless: Hispanics are at (28)76% being the majority with the remaining subgroups being Pacific Islander, White, and Asian.

Foster: Hispanics are at (5) 100% of the subgroups.

Winter MAP: (image 3, 4, and 5)

Homeless

Reading: 36% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 64% students scoring below.

Language:34% of students on the Winter2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 66% students scoring below.

Math:50% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 50% students scoring below.

Foster

Reading: 40% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 60% students scoring below.

Language: 75% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 25% students scoring below.

Math: 25% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 75% students scoring below.

SED

Reading: 36% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 64% students scoring below.

Language: 36% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 64% students scoring below.

Math: 36% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 64% students scoring below.

Student Need 2:

Based on the data above, we see a need for growth for all subgroups of Homeless, Foster, and SED students. Demographics include in these subgroups, Hispanic, Pacific Islander, White, and Asian. These demographics have shown an overall decline in performance on the ELA CAASPP with Math showing a decline by Hispanics and increases in growth by our White and Asina populations. Based on the CAASPP results, all of our subgroups are in the orange quadrant except in the area of Math for our Homeless students where it was in the red. In looking at the Winter MAP data, we see percentages below the 80% with our foster students scoring the highest in Language at 75% proficient, our lowest in Math at 25% with our foster students, and the remaining scores ranging from 34%-50% above the 61st%ile.

SMART Goal 1

By the end of the 2026-2027 school year, all Homeless, Foster, and SED students in grades 3-8 will demonstrate annual gains on the CAASPP with a yearly school change in ELA and Math for our student groups of Homeless at +2.1, Foster at +5.6, and SED at +1 as measured on the CA Dashboard.
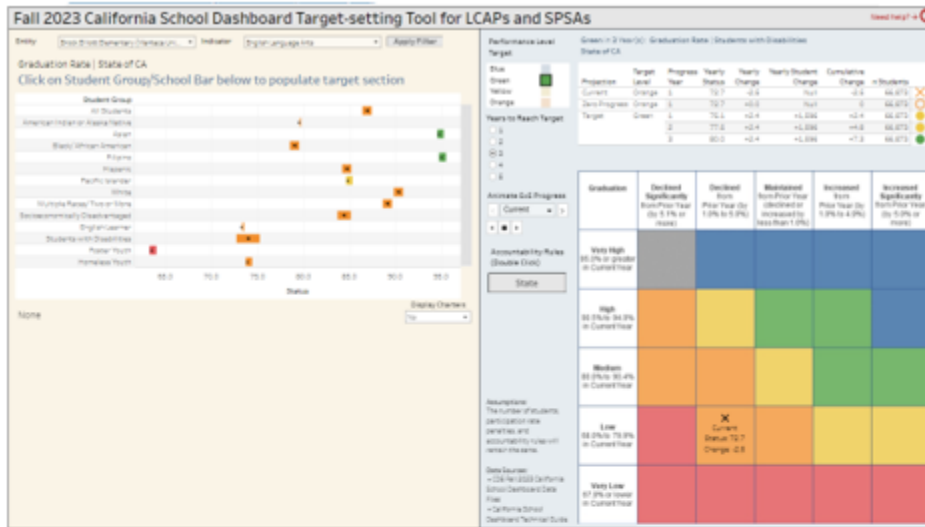
Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, and other professional offerings for equity and access of trauma informed practices, and inequities, that remove barriers to learning will be attended.	Learning Walk evidence of equity and access. (No Evidence, Some Evidence, Strong Evidence)	Equity and Access Learning Walks: (No Evidence, Some Evidence, Strong Evidence) (August 2024) K-3: ___ of 10 4-6: ___ of 9 7-8: ___ of 6				Time Money People
Our Instructional Specialist will support classroom	# of Homeless, Foster, and SED students	Students demonstrating growth on				Time Money People

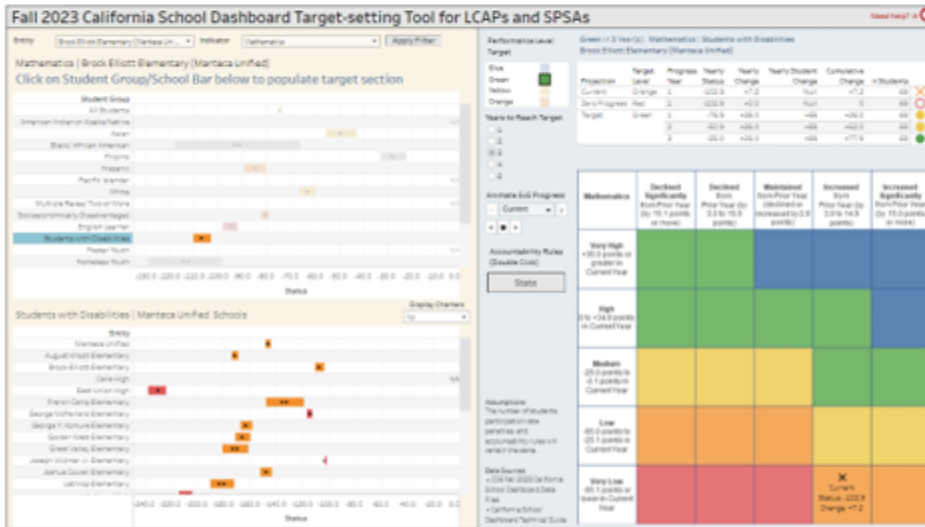|						
instruction under Tier I and Tier II including strategies that target specific skills and subgroups during AMP based on ongoing CFAs.	demonstrating growth on grade level CFAs.	grade level CFAs. (August 2024) ___/___Homeless ___/___Foster ___/___SED				
All Homeless/Foster/SED Youth will have access to support and services that promote academic growth and achievement from our COST and Outreach Assistant.	COST/OA logs will show the # of Students (Homeless, Foster, SED) receiving support or services with the # of students on the NWEA MAP (Fall, Winter, Spring) Meeting or Exceeding Proficiency	96 Students (Homeless, Foster, SED) receiving support or services. ___# of students on the NWEA MAP (Fall, Winter, Spring) Meeting or Exceeding Proficiency (Winter Baseline) Reading Winter Homeless: 36% Foster: 40% SED: 36% Language Winter Homeless: 34% Foster: 75% SED: 36% Math Winter Homeless: 50% Foster: 25% SED: 36% Total # of Students: (801) Homeless: 37 4%				Time Money People

		Foster: 5 .01% SED: 50 6%				

Progress Monitoring

CAASPP SWD ELA

CAASPP SWD Math

Data

SWD ELA

NWEA Assessment Summary

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	5%	5
61 - 80	7%	7
41 - 60	6%	6
21 - 40	16%	16
1 - 20	66%	66
Total Student Tests		100

Average RIT Score

Group N-100	140
District N-623	187

Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	53%	53
2-3	450-769	23%	23
4-5	770-954	14%	14
6-8	955-1079	5%	5
9-10	1080-1214	1%	1
11-CCR	1215-1355	4%	4

SWD Language

NWEA Assessment Summary

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	3
61 - 80	9%	8
41 - 60	9%	8
21 - 40	12%	11
1 - 20	66%	59
Total Student Tests		89

Average RIT Score

Group N-89	187
District N-593	194

SWD Math

NWEA Assessment Summary

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	3
61 - 80	6%	6
41 - 60	15%	15
21 - 40	17%	17
1 - 20	59%	58
Total Student Tests		99

Average RIT Score

Group N-99	198
District N-623	193

Special Education Programs

Ethnicity ●African/Afri... ●Asian-Asi... ●Asian-Ca... ●Asian-Ot... ●Asian-Vi... ●Filipino/...

Data Analysis

CAASPP Dashboard: (image 1)
ELA/Math: SWD increased significantly on the Fall 2023 CAASPP by +23 to a status of -63.4% (Yellow) in ELA with Math increased by +7.2 to a status of -102.9% (Orange).

Spring MAP: (image 2)
Reading: 11% (11) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 90% (91) students scoring below. The average RIT Score was 181 which was 7 points below the district.

Language:11% (10) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 89% (81) students scoring below. The average RIT Score was 187 which was 6 points below the district.

Math:10% (10) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 92% (92) students scoring below. The average RIT Score was 186 which was 7 points below the district.

Demographics:(image 3)
Hispanics the majority of our SWD with the remaining top 3 subgroups being (in order from greatest to least) White, African American and Asian.

Student Need 3:

Based on the data above, we see a need for growth with our SWD in both ELA and Math. In looking at the CAASPP data, math is a greater area of need than in ELA. In looking at the MAP data, the need is seen in both ELA and Math equally. Our special education PLC will need to break the data down deeper, looking for specific skills in conjunction with those areas of need found during special education assessments to target during instruction and support time. There may be a need for additional professional development that would be available for both the special education teachers and their paras, as well as the general education teacher.   In seeing the slight difference in the RIT scores for our site and the district, there may also be a need for district need as a whole.

SMART Goal 1

By the end of the 2026-2027 school year, all SWD will show growth with grades 3-8 will demonstrating annual gains on the CAASPP with a yearly school change in ELA of +2.4 and Math +26 as measured on the CA Dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, and other professional offerings will focus on lesson design that is inclusive with scaffolded instruction for SWD (Speech, RSP, SDC, and SDC Mainstreaming) to reach grade level ELA /Math essential standards.	Special Education Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of Lesson Design that is inclusive with scaffolded instruction.	Special Education Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of Lesson Design that is inclusive with scaffolded instruction. (August 2024) K-3: ___ of 10 4-6: ___ of 9 7-8: ___ of 6 RSP: 1/1 M/M: 1/1 Structured Learning Autism: 3 of 3				Time Money People
The IEP team will communicate in a timely manner during implementation for individual success based on the needs of the IEP.	Progress reports will show individual growth towards the IEP goals.	Progress reports showing growth. (August 2024) __/__# of Speech __/__# of RSP __/__# of M/M (4-6) __/__# of Structured Learning Autism (K-6)				Time Money People

Progress Monitoring

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
1.8	Safety	SSN3 / G1	ILT Certificated Subs ST.SN3,4 S.SN3 ES.SN1,2,3,4,5,6	0709	Certificated Extra-time	Year 1	$ 5,000.00	Site, Region, and District focused PD, Progress Monitoring, PLC Achievment Teams, Leadership, Support, etc.
1.2	Standards	STSN2 / G1	Grade Level/Math Cadre	0709	Certificated Extra-time	Year 1	$ 5,000.00	Site, Region, and District focused PD, Progress Monitoring, PLC Achievment Teams, Leadership, Support, etc.
2.2	Safety	SSN1 / G1	PBIS Pull Out Certificated Subs ST.SN3,4 S.SN3 ES.SN1,2,3,4,5,6	0709	Certificated Extra-time	Year 1	$ 5,000.00	Site, Region, and District focused PD, Progress Monitoring, PLC Achievment Teams, Leadership, Support, etc.
2.4	Standards/Safety/ Emerging Students	STSN1 / G2, SSN3 / G1, ESSN2 / G1	Middle Grades Elective CHAMP (PBIS)	0709	Certificated Extra-time	Year 1	$ 250.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Elective PALS (Peer Assistance and Leadership) Release Time ST.SN2,3,4 S.SN1,2,3 ES.SN1,2,3,4,5	0709	Certificated Extra-time	Year 1	$ 500.00	Elective: Time to attend online training and for out of classroom activities
2.4	Safety	SSN3 / G1	Middle Grades Elective STREAM (STREAM Day/Night Planning)	0709	Certificated Extra-time	Year 1	$ 250.00	Elective
2.4	Standards/Safety/ Emerging Students	STSN1 / G2, SSN3 / G1, ESSN2 / G1	Middle Grades Elective Bridge to Success Release Time (Training)	0709	Certificated Sub-time	Year 1	$ 500.00	Elective
2.4	Safety	SSN2 / G1, SSN2 / G1, SSN3 / G1	Middle Grades Elective Fitness/Nutrition	0709	Certificated Sub-time	Year 1	$ 1,000.00	Elective
	Safety	SSN3 / G1	Timesheeting for additional support time during AMP (Classified)	0709	Classified Extra-time		$ 2,000.00	SSA support during time not accounted for in high need grade levels based on MAP data
3.1	Safety/Emerging Students	SSN1 / G1	Translation, Timesheeting	0709	Classified Extra-time	Year 1	$ 1,000.00	Timesheeting for translation after hours or for langeugeas not supported by our bilingual aides on site
3.4	Standards	STSN2 / G1	TSSP Timesheeting (Parent Contact, Resources, etc.) S.SN1,2,3,4 ES.SN2	0709	Classified Extra-time	Year 1	$ 250.00	Contact made before or after school
	Safety	SSN1 / G1, SSN2 / G1, SSN3 / G1,	PD for Admin/Leadership: Conferences, Workshops, Training	0709	Conferences		$ 5,000.00	PD for leadership based on site, district, or regional need
2.4	Standards, Safety	STSN2 / G1, STSN3 / G1, SSN1 / G1, SSN3 / G1	Desktop (2) and Laptop (1) for Video and Audio Editing (Middle School Multi-Media Elective) S.SN2,4 S.SN 1,2,3,4 ES.SN 1,2,3,4,5	0709	Materials & Supplies	Year 1	$ 4,000.00	Additonal costs related to new elctive for next school year that will be used for in the elective as well as school-wide production of videos, announcements, and social media communications.

				0709	Materials & Supplies	Year 1			
2.3	Standards, Safety	STSN1 / G1, G2, STSN3 / G1, SSN1 / G1, SSN3 / G1	Family and Community Engagement (B2SN, 6-8 Orientation, Read Across America, Kindness Week, STREAM Night, Parenting Partners, etc.) ST.SN2,3,4 S.SN3,4	0709	Materials & Supplies	Year 1	$	2,500.00	Posters, banners, notebooks, certificates, and other items related to creating projects that integrate STREAM.
1.1	Safety	SSN3 / G1	Fundations Materials and Consumable Replacement: S.SN1,2,4 S.SN1,3 ES.SN1,2,3,4,6	0709	Materials & Supplies	Year 1	$	8,705.00	Word Work Suplemental
2.4	Standards/Safety/ Emerging Students	STSN1 / G1, G2, STSN3 / G1, SSN1 / G1, SSN3 / G1	Middle Grades Band Elective	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2..4	Standards/Safety/ Emerging Students	STSN1 / G1, G2, STSN2 / G1, STSN3 / G1, STSN4 / G1, SSN1 / G1, SSN3 / G1, ESSN1 / G1, ESSN2 / G1, ESSN3 / G1	Middle Grades Elective Bridge to Success	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Elective CHAMP (PBIS)	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN1 / G1, SSN3 / G1	Middle Grades Elective Leadership	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Elective PALS (Peer Assiistance and Leadership) Supplies	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Elective STREAM (STREAM Day/Night Planning)	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Mariachi Elective	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.3	Standards	STSN1 / G1	Outreach Assistant (Supplies, Resources, etc.) S:SN1, 2,4 ES:SN 1,2,3,4,6	0709	Materials & Supplies	Year 1	$	1,000.00	Items used for commnunication, education, tracking, etc.
	Safety	SSN3 / G1	Student Store (School branded items)	0709	Materials & Supplies		$	5,000.00	Incentives for CHAMPion expectations
2.4	Standards	STSN1 / G1	Beanstack Reading Incentive ST.SN.1,2,4 S.3,4 ES.SN1,2,3,4,5,6	0709	Services	Year 1	$	695.00	Online reading comprehension tool that aligns with Sora and other books and lexiles with questions that are at levels of DOK beyond just multiple choice for all students inc. ELL and SWD. Used in Orange County,
2.3	Safety	SSN3 / G1	Family and Community Engagement (STREAM Night) S.SN4	0709	Services	Year 1	$	5,000.00	Contracted services with Mobile Ed Productions for the activites
2.3	Safety	SSN3 / G1	Family and Community Engagement: STREAM Night Open House and Hands-On Activities "STEAM Museum" ST.SN2,3,4,5 S.SN3,4 ES.SN2,3,4	0709	Services	Year 1	$	2,600.00	Contract for STEAM Museum with Mobile Ed Production as teachers are in their classrooms and staff is not available to work the exhibits and labs.
2.4	Safety	SSN3 / G1	Middle Grades Elective PALS (Peer Assistance and Leadership) PD ST.SN2,3,4 S.SN1,2,3 ES.SN1,2,3,4,5	0709	Services	Year 1	$	750.00	Virtual Training
2.4	Safety	SSN3 / G1	Middle Grades Elective STREAM PD	0709	Services	Year 1	$	500.00	Elective (Possible District or County Training)
2.4	Safety	SSN1 / G1, SSN2 / G1, SSN3 / G1,	Science Camp Transportation ST.SN2,3,4,5 S.SN 3 ES.SN1,2,3,4	0709	Services	Year 1	$	6,000.00	Transportation cost for two busses
							$	69,500.00	

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
1.1	Standards	SN1 / G2	Fundations Training and PD S.SN1,2,4 S.SN3 ES.SN 1,2,3,4,6	3010	Certificated Sub-time	Year 1	$ 3,000.00	Word Work Suplemental
1.1	Standards	SN1 / G2	Fundations Materials and Consumable Replacement: S.SN1,2,4 S.SN1,3 ES.SN1,2,3,4,6	3010	Materials & Supplies	Year 1	$ 2,151.00	Word Work Suplemental
2.3	Safty, Emerging Students	SSN2 /SG2, ESSN2 / G1	Outreach Assistant (Continued Funding of Position Need) S.SN1,2,4 ES. SN 1,2,3,4	3010	Part-time position		$ 33,001.00	
							$ 38,152.00	
							$ 38,152.00	Allocation (20)

Supplemental Programs/Services

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
1.8	Safety	SSN3 / G1	ILT Certificated Subs ST.SN3,4 S.SN3 ES.SN1,2,3,4,5,6	0709	Certificated Extra-time	Year 1	$ 5,000.00	Site, Region, and District focused PD, Progress Monitoring, PLC Achievment Teams, Leadership, Support, etc.
1.2	Standards	STSN2 / G1	Grade Level/Math Cadre	0709	Certificated Extra-time	Year 1	$ 5,000.00	Site, Region, and District focused PD, Progress Monitoring, PLC Achievment Teams, Leadership, Support, etc.
2.2	Safety	SSN1 / G1	PBIS Pull Out Certificated Subs ST.SN3,4 S.SN3 ES.SN1,2,3,4,5,6	0709	Certificated Extra-time	Year 1	$ 5,000.00	Site, Region, and District focused PD, Progress Monitoring, PLC Achievment Teams, Leadership, Support, etc.
2.4	Standards/Safety/ Emerging Students	STSN1 / G2, SSN3 / G1, ESSN2 / G1	Middle Grades Elective CHAMP (PBIS)	0709	Certificated Extra-time	Year 1	$ 250.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Elective PALS (Peer Assistance and Leadership) Release Time ST.SN2,3,4 S.SN1,2,3 ES.SN1,2,3,4,5	0709	Certificated Extra-time	Year 1	$ 500.00	Elective: Time to attend online training and for out of classroom activities
2.4	Safety	SSN3 / G1	Middle Grades Elective STREAM (STREAM Day/Night Planning)	0709	Certificated Extra-time	Year 1	$ 250.00	Elective
2.4	Standards/Safety/ Emerging Students	STSN1 / G2, SSN3 / G1, ESSN2 / G1	Middle Grades Elective Bridge to Success Release Time (Training)	0709	Certificated Sub-time	Year 1	$ 500.00	Elective
2.4	Safety	SSN2 / G1, SSN2 / G1, SSN3 / G1	Middle Grades Elective Fitness/Nutrition	0709	Certificated Sub-time	Year 1	$ 1,000.00	Elective
	Safety	SSN3 / G1	Timesheeting for additional support time during AMP (Classified)	0709	Classified Extra-time		$ 2,000.00	SSA support during time not accounted for in high need grade levels based on MAP data
3.1	Safety/Emerging Students	SSN1 / G1	Translation, Timesheeting	0709	Classified Extra-time	Year 1	$ 1,000.00	Timesheeting for translation after hours or for langeugeas not supported by our bilingual aides on site
3.4	Standards	STSN2 / G1	TSSP Timesheeting (Parent Contact, Resources, etc.) S.SN1,2,3,4 ES.SN2	0709	Classified Extra-time	Year 1	$ 250.00	Contact made before or after school
	Safety	SSN1 / G1, SSN2 / G1, SSN3 / G1,	PD for Admin/Leadership: Conferences, Workshops, Training	0709	Conferences		$ 5,000.00	PD for leadership based on site, district, or regional need
2.4	Standards, Safety	STSN2 / G1, STSN3 / G1, SSN1 / G1, SSN3 / G1	Desktop (2) and Laptop (1) for Video and Audio Editing (Middle School Multi-Media Elective) S.SN2,4 S.SN 1,2,3,4 ES.SN 1,2,3,4,5	0709	Materials & Supplies	Year 1	$ 4,000.00	Additonal costs related to new elctive for next school year that will be used for in the elective as well as school-wide production of videos, announcements, and social media communications.

2.3	Standards, Safety	STSN1 / G1, G2, STSN3 / G1, SSN1 / G1, SSN3 / G1	Family and Community Engagement (B2SN, 6-8 Orientation, Read Across America, Kindness Week, STREAM Night, Parenting Partners, etc.) ST.SN2,3,4 S.SN3,4	0709	Materials & Supplies	Year 1	$	2,500.00	Posters, banners, notebooks, certificates, and other items related to creating projects that integrate STREAM.
1.1	Safety	SSN3 / G1	Fundations Materials and Consumable Replacement: S.SN1,2,4 S.SN1,3 ES.SN1,2,3,4,6	0709	Materials & Supplies	Year 1	$	8,705.00	Word Work Suplemental
2.4	Standards/Safety/ Emerging Students	STSN1 / G1, G2, STSN3 / G1, SSN1 / G1, SSN3 / G1	Middle Grades Band Elective	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2..4	Standards/Safety/ Emerging Students	STSN1 / G1, G2, STSN2 / G1, STSN3 / G1, STSN4 / G1, SSN1 / G1, SSN3 / G1, ESSN1 / G1, ESSN2 / G1, ESSN3 / G1	Middle Grades Elective Bridge to Success	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Elective CHAMP (PBIS)	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN1 / G1, SSN3 / G1	Middle Grades Elective Leadership	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Elective PALS (Peer Assiistance and Leadership) Supplies	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Elective STREAM (STREAM Day/Night Planning)	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.4	Safety	SSN3 / G1	Middle Grades Mariachi Elective	0709	Materials & Supplies	Year 1	$	1,000.00	Elective
2.3	Standards	STSN1 / G1	Outreach Assistant (Supplies, Resources, etc.) S:SN1, 2,4 ES:SN 1,2,3,4,6	0709	Materials & Supplies	Year 1	$	1,000.00	Items used for commnunication, education, tracking, etc.
	Safety	SSN3 / G1	Student Store (School branded items)	0709	Materials & Supplies		$	5,000.00	Incentives for CHAMPion expectations
2.4	Standards	STSN1 / G1	Beanstack Reading Incentive ST.SN.1,2,4 S.3,4 ES.SN1,2,3,4,5,6	0709	Services	Year 1	$	695.00	Online reading comprehension tool that aligns with Sora and other books and lexiles with questions that are at levels of DOK beyond just multiple choice for all students inc. ELL and SWD. Used in Orange County,
2.3	Safety	SSN3 / G1	Family and Community Engagement (STREAM Night) S.SN4	0709	Services	Year 1	$	5,000.00	Contracted services with Mobile Ed Productions for the activites
2.3	Safety	SSN3 / G1	Family and Community Engagement: STREAM Night Open House and Hands-On Activities "STEAM Museum" ST.SN2,3,4,5 S.SN3,4 ES.SN2,3,4	0709	Services	Year 1	$	2,600.00	Contract for STEAM Museum with Mobile Ed Production as teachers are in their classrooms and staff is not available to work the exhibits and labs.
2.4	Safety	SSN3 / G1	Middle Grades Elective PALS (Peer Assistance and Leadership) PD ST.SN2,3,4 S.SN1,2,3 ES.SN1,2,3,4,5	0709	Services	Year 1	$	750.00	Virtual Training
2.4	Safety	SSN3 / G1	Middle Grades Elective STREAM PD	0709	Services	Year 1	$	500.00	Elective (Possible District or County Training)
2.4	Safety	SSN1 / G1, SSN2 / G1, SSN3 / G1,	Science Camp Transportation ST.SN2,3,4,5 S.SN 3 ES.SN1,2,3,4	0709	Services	Year 1	$	6,000.00	Transportation cost for two busses
							$	69,500.00	

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

Discussions were had about strengths and areas of need, both from a staff, student, and parent perspective based on the information presented from our school community. In addition, our Annual Needs Assessment and Hanover Survey were sent via Blackboard to our community where not only was there a ranking for Standards, Safety, and Emerging Students, but also areas for written feedback used as discussion for moving our school forward.

Date

SSC: 11/28/23, 2/20/24, 4/23/24
ELAC: 2/27/24
ILT/PBIS: 11/28/23, 1/9/24, 4/4/24
PTO: 11/8/23, 3/5/24, 4/9/24
Parents: 3/22/24 (Annual Needs Assessment)
Staff, Students, and Parents: (Hanover 2023-2024)

Groups

(SSC) School Site Council, (ELAC) English Language Advisory Council, (ILT) Instructional Leadership Team / (PBIS) Positive Behavior Interventions and Support), (PTO) Parent-Teacher Organization, and Student Leadership

Outcome

Brock Elliott is visible, welcomes feedback for improvement, and aims to have a partnership with our stakeholders so that we can create an environment where our vision drives learning. Through this belief, we have taken input and utilized it to build the foundation of our Strategic Plan for 2024-2027 schoolyears.

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this Strategic Plan and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This Strategic Plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This Strategic Plan was adopted by the SSC at a public meeting on 4-23-24.

Attested:

	Principal, David L. Silveira on 4-23-24
	SSC Chairperson, Estella Rossi on 4-23-24