

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.

**George Y. Komure School**

39685936120505

**Manteca Unified School District**

39685930000000

School Site Vision

Every student is supported to achieve grade level standards and individual goals within a safe and positive community.

School Site Mission

Through informed actions and decisions, Komure teachers will collaborate using meaningful, measurable, and aligned data for all students to achieve mastery of grade level standards based on their individual goals in a safe and supportive environment.

### **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
- Chronic Absenteeism - Two or more races

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.

George Komure Elementary's plan for student success aligns with the Manteca Unified School District's goals for student growth and success. Komure's plan includes measurable goals which are designed to address student safety, support students in acquiring grade level standards, and support our emerging students as they strive to obtain their individual goals. Through PBIS we work as a community to create a positive school climate where students feel safe and parents are an integral part in promoting a positive school culture. We recognize that we must address the needs of our emerging students and their families, particularly our English Language Learners, and Socioeconomically Disadvantaged Students, as these represent the majority of our population. All students have access to core curriculum to meet grade level standards in the content areas through base and supplemental services.

## School Site Description

At George Y. Komure Elementary, we are dedicated to providing every student with equitable access to a high-quality education. Our commitment to maintaining a safe and positive learning environment is at the core of our philosophy. We believe in the potential of every student to succeed, and we are committed to supporting them in achieving their goals. As we adapt to the changing landscape of education, particularly with the implementation of the Common Core State Standards, our teachers and support staff engage in ongoing professional development. This ensures that our instruction is rigorous and relevant, preparing our students for success in the new assessments and beyond. We take great pride in fostering a safe and welcoming school atmosphere for all students. This achievement is a testament to the dedication of our staff and the hard work of our students. At Komure, we are all committed to the continual growth and development of every student. Our school, named after a respected local farmer, George Y. Komure, opened in 2002 to accommodate the growing Weston Ranch area. Since then, we have expanded to include Kindergarten through 8th Grade. Located in Stockton, California, our school serves a middle-class commuter community. At Komure, we are committed to staying ahead in educational models. We have made significant strides in integrating technology into our curriculum to enhance the learning experience. Our goal is to remain at the forefront of technological advances that benefit our students' learning. Komure's vision is to support every student in achieving grade-level standards and individual goals within a safe and positive school community. Our mission is to collaborate as teachers, using meaningful and measurable data, to ensure that all students master grade-level standards and reach their individual goals in a supportive environment. We aim to create a school that students are proud to call their own, where the community, parents, staff, and students all recognize and support the exceptional education our children receive. Together with the Manteca Unified School District, we are committed to ensuring that every student works towards grade-level standards, feels safe, and is supported in achieving individual success.

## 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 (K–8)

### Classroom Observations

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

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

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

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

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

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

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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



## Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

### Intervention TOSA

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

### Restorative Practices

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

### Suicide Prevention

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

### Yellow Ribbon Suicide Prevention Program

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

### Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

#### Elevate Mentoring

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

#### Journey Mentoring

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

#### Multi-Tiered System of Support (MTSS)

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

#### Positive Behavioral Interventions and Supports

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

#### Valley Community Counseling

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

## Social Emotional Learning

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

### Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Evidence-based educational practices to raise student achievement

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

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

## **Parental Engagement**

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

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

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

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

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

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

## **Funding**

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

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

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

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

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

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

#### Fiscal support (EPC)

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

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

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

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>752</b>	<b>74.2</b>	<b>22.7</b>	<b>0.7</b>
Total Number of Students enrolled in George Y. Komure 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	171	22.7
Foster Youth	5	0.7
Homeless	9	1.2
Socioeconomically Disadvantaged	558	74.2
Students with Disabilities	71	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	115	15.3
American Indian	5	0.7
Asian	102	13.6



Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	61	8.1
Hispanic	380	50.5
Two or More Races	44	5.9
Pacific Islander	18	2.4
White	27	3.6

**Conclusions based on this data:**

1. George Komure has a Socioeconomically Disadvantaged population of 74.2%
2. English learners represent 22.7% of the George Komure population.
3. The largest race/ethnicity subgroup is our hispanic population with 50.5%.



# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

All students will participate in core academic instruction in English Language Arts and Mathematics, utilizing district-approved curriculum and supplemental materials. By the conclusion of the 2026-2027 academic year, there will be a 30% increase in the number of students meeting or exceeding their projected RIT growth as assessed by the NWEA MAP Assessment in both ELA and Math compared to the 2023-2024 school year.

### 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		2322.	2347.		2.63	8.00		6.58	14.67		25.00	18.67		65.79	58.67
Grade 4		2397.	2388.		4.90	6.59		12.75	7.69		23.53	23.08		58.82	62.64
Grade 5		2459.	2454.		10.00	3.88		25.71	24.27		25.71	30.10		38.57	41.75
Grade 6		2492.	2478.		16.67	7.25		17.86	21.74		28.57	33.33		36.90	37.68
Grade 7		2502.	2506.		6.41	11.63		25.64	26.74		28.21	20.93		39.74	40.70
Grade 8		2529.	2505.		4.95	9.09		30.69	19.48		34.65	29.87		29.70	41.56
All Grades	N/A	N/A	N/A		7.44	7.58		19.96	19.16		27.79	25.95		44.81	47.31

### 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		2346.	2356.		2.60	2.67		11.69	13.33		19.48	30.67		66.23	53.33
Grade 4		2397.	2404.		2.97	4.35		6.93	10.87		33.66	28.26		56.44	56.52
Grade 5		2422.	2433.		1.41	4.76		8.45	7.62		26.76	24.76		63.38	62.86
Grade 6		2462.	2453.		12.94	4.35		9.41	13.04		20.00	27.54		57.65	55.07
Grade 7		2469.	2467.		2.60	7.06		15.58	10.59		32.47	27.06		49.35	55.29
Grade 8		2467.	2481.		3.00	6.49		7.00	12.99		25.00	15.58		65.00	64.94
All Grades	N/A	N/A	N/A		4.31	4.97		9.59	11.13		26.42	25.65		59.69	58.25

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

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	26.75
Female	29.44
Male	24.44
American Indian or Alaska Native	--
Asian	41.33
Black or African American	9.09
Filipino	38.89
Hispanic or Latino	24.80
Native Hawaiian or Pacific Islander	--
Two or More Races	41.67
White	44.44
English Learners	10.38
Foster Youth	--
Homeless	23.08
Military	31.58
Socioeconomically Disadvantaged	26.05
Students Receiving Migrant Education Services	0
Students with Disabilities	3.70

**CAASPP Results**  
**Mathematics (All Students)**

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	16.10
Female	15.58
Male	16.54
American Indian or Alaska Native	--
Asian	27.63
Black or African American	6.82
Filipino	34.29
Hispanic or Latino	12.50
Native Hawaiian or Pacific Islander	--
Two or More Races	20.83
White	27.78
English Learners	4.59

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	7.69
Military	10.53
Socioeconomically Disadvantaged	14.62
Students Receiving Migrant Education Services	0
Students with Disabilities	3.70

### Data

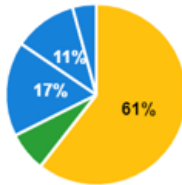
#### CAASPP ELA Cohort Data

	21/22 Exceeds	21/22 Meets	Total	22/23 Exceeds	22/23/Meets	Difference	Gains or Losses
3rd Cohort to 4th	2.63	25	27.63	6.59	28.26	34.85	7.22
4th Cohort to 5th	4.9	23.53	28.43	3.88	24.76	28.64	0.21
5th Cohort to 6th	10	25.71	35.71	7.25	27.54	34.79	-0.92
6th Cohort to 7th	16.67	28.57	45.24	11.63	27.06	38.69	-6.55
7th Cohort to 8th	6.41	28.21	34.62	9.09	15.58	24.67	-9.95

## George Y. Komure Kindergarten Fall 2023 Foundational Skills Performance Breakdown

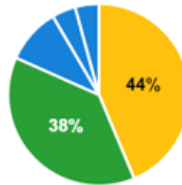
### DECODING

Phonological Awareness ?



- Level 0: 61%
- Level 1: 7%
- Level 2: 17%
- Level 3: 11%
- Level 4: 4%
- Level 5: 0%

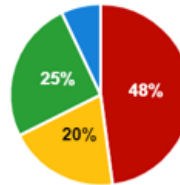
Phonics / Word Recognition ?



- Level 0: 44%
- Level 1: 38%
- Level 2: 10%
- Level 3: 4%
- Level 4: 4%
- Level 5: 0%

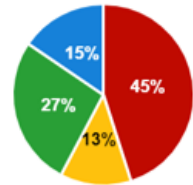
### LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 48%
- Approaching: 20%
- Meets: 25%
- Exceeds: 7%

Picture Vocabulary ?

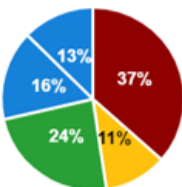


- Below: 45%
- Approaching: 13%
- Meets: 27%
- Exceeds: 15%

## George Y. Komure Kindergarten Winter 2024 Foundational Skills Performance Breakdown

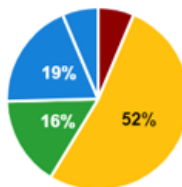
### DECODING

Phonological Awareness ?



- Level 0: 37%
- Level 1: 11%
- Level 2: 24%
- Level 3: 16%
- Level 4: 13%
- Level 5: 0%

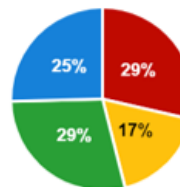
Phonics / Word Recognition ?



- Level 0: 6%
- Level 1: 52%
- Level 2: 16%
- Level 3: 19%
- Level 4: 6%
- Level 5: 0%

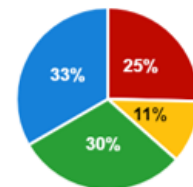
### LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 29%
- Approaching: 17%
- Meets: 29%
- Exceeds: 25%

Picture Vocabulary ?



- Below: 25%
- Approaching: 11%
- Meets: 30%
- Exceeds: 33%



# Student Growth Summary Report

Aggregate by School

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

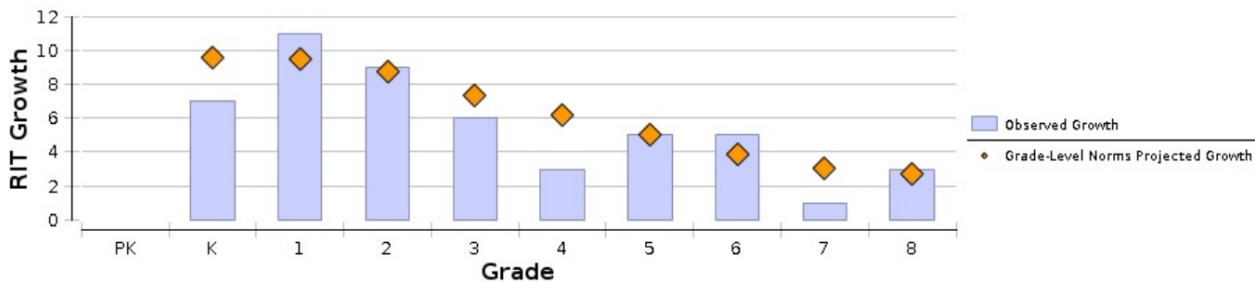
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Winter 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 20 (Winter 2024)  
Grouping: None  
Small Group Display: No

## George Komure Elementary

Language Arts:  
Reading

Grade (Winter 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**				**				
K	29	137.8	8.4	59	145.2	10.7	42	7	1.1	9.6	-1.55	6	29	10	34	36
1	70	147.2	11.9	5	158.3	13.1	10	11	1.0	9.5	1.13	87	70	37	53	51
2	71	164.9	15.6	13	174.1	17.7	15	9	1.0	8.7	0.33	63	71	35	49	40
3	80	183.0	13.6	31	188.7	13.7	23	6	0.8	7.4	-1.38	8	80	39	49	42
4	79	186.2	15.0	7	189.3	16.5	3	3	1.0	6.2	-2.59	1	79	25	32	36
5	84	192.6	17.5	5	197.5	16.2	5	5	1.2	5.0	-0.09	47	84	43	51	50
6	89	203.7	13.2	18	208.7	14.0	23	5	0.8	3.9	1.15	87	89	54	61	57
7	60	206.8	15.7	15	207.6	17.5	9	1	1.0	3.1	-2.27	1	60	21	35	31
8	76	211.0	16.0	19	213.6	15.9	19	3	0.9	2.7	-0.09	46	76	42	55	53

Language Arts: Reading



### Data Analysis

CAASPP data shows:

- 3rd Grade Cohort entering 5th grade in 2024/2025 showed the most gains in ELA (7.22 points).
- 4th Grade Cohort entering 6th grade in 2024/2025 gained .21 points in ELA.
- 5th Grade Cohort entering 7th grade in 2024/2025 showed a loss of 0.92 points in ELA.
- 6th Grade Cohort entering 8th grade in 2024/2025 showed a loss of 6.55 in ELA.
- 7th Grade Cohort entering 9th grade in 2024/2025 showed the least gains in ELA.

The average percent of met or exceeded CAASPP ELA/Literacy is 26.75%. There is disproportionality with our Black or African American's with 9.09% meeting or exceeding, English learners with 10.38% meeting or exceeding and students with disabilities with 3.7% meeting or exceeding.

The average percent of met or exceeded CAASPP Mathematics is 16.10%. There is disproportionality with our Black or African American's with 6.82% meeting or exceeding, English learners with 4.59% meeting or exceeding, homeless with 7.69% and students with disabilities with 3.7% meeting or exceeding.

The NWEA Map data shows:

In Language Arts: Reading

Kindergarten: In the Fall 2023, there were 29 students with growth projections and the mean RIT score was 137.8. By Winter 2024, the mean RIT score increased to 145.2. The observed growth was 7, and the projected growth was 9.6. There were 10 students (34%) that met their growth projection.

Grade 1: In the Fall 2023, there were 70 students with growth projections and the mean RIT score was 147.21. By Winter 2024, the mean RIT score increased to 158.3. The observed growth was 11, and the projected growth was 9.5. There were 37 students (53%) that met their growth projection.

Grade 2: In the Fall 2023, there were 71 students with growth projections and the mean RIT score was 164.9. By Winter 2024, the mean RIT score increased to 174.1. The observed growth was 9, and the projected growth was 8.7. There were 35 students (49%) that met their growth projection.

Grade 3: In the Fall 2023, there were 80 students with growth projections and the mean RIT score was 183.0. By Winter 2024, the mean RIT score increased to 188.7. The observed growth was 6, and the projected growth was 7.4. There were 39 students (49%) that met their growth projection.

Grade 4: In the Fall 2023, there were 79 students with growth projections and the mean RIT score was 186.2. By Winter 2024, the mean RIT score increased to 189.3. The observed growth was 3, and the projected growth was 6.2. There were 25 students (32%) that met their growth projection.

Grade 5: In the Fall 2023, there were 84 students with growth projections and the mean RIT score was 192.6. By Winter 2024, the mean RIT score increased to 197.5. The observed growth was 5, and the projected growth was 5.0. There were 43 students (51%) that met their growth projection.

Grade 6: In the Fall 2023, there were 89 students with growth projections and the mean RIT score was 203.7. By Winter 2024, the mean RIT score increased to 208.7. The observed growth was 5, and the projected growth was 3.9. There were 54 students (61%) that met their growth projection.

Grade 7: In the Fall 2023, there were 60 students with growth projections and the mean RIT score was 206.8. By Winter 2024, the mean RIT score increased to 207.6. The observed growth was 1, and the projected growth was 3.1. There were 21 students (35%) that met their growth projection.

Grade 8: In the Fall 2023, there were 76 students with growth projections and the mean RIT score was 211.0. By Winter 2024, the mean RIT score increased to 213.6. The observed growth was 3, and the projected growth was 2.7. There were 42 students (55%) that met their growth projection.

**Student Need 1:**

George Komure students need access to fundamental reading standards through high-quality tier 1 and tier 2 instruction utilizing core curriculum that aligns with these standards.

**SMART Goal 1**

By 2027, our school aims for an increase from 26.74 to 56.74% (increase of 24 students per grade level) of students achieving proficiency or above in the CAASPP ELA assessment, as measured by meeting or exceeding the state's performance standards.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Provide teacher training in Essential Standards in Reading, the implementation of the Core Curriculum, and strategies to	Training Pre/Post Assessment: # of teachers reporting understanding of Reading Essential Standards teaching strategies on post assessment.	Pre/Post Assessments: ___ of ___ reporting understanding.  Learning Walk ILT Rubric: # of teachers showing strong				Time People Money

increase student achievement.	<p>Learning Walk ILT Rubric: # of teachers showing strong evidence of essential standards teaching practices during instruction</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of Foundations</p>	<p>evidence of essential standards teaching practices during instruction Strong Evidence__ Some Evidence__ No Evidence__</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of Foundations Strong Evidence__ Some Evidence__ No Evidence__</p>				
The ILT will guide the PLCs in unpacking standards, evaluating the alignment of essential standards of the ELA curriculum and coherence across grade levels to ensure it effectively addresses the skills and knowledge assessed in the state standard.	<p>Teacher needs assessment survey # of teachers proficient in identifying and calibrating skills within standards.</p> <p>PLC agenda/minutes review # of PLCs showing strong evidence of unpacking the standard and addressing each skill within the standard.</p>	<p>Teacher needs assessment survey Proficient 10 Approaching 12 Beginning 2</p> <p>PLC agenda/minutes rubric Strong Evidence__ Some Evidence__ No Evidence__</p>				Time People Money
Teachers will engage in collaboration outside of their workday and receive release time for planning	# of teachers participating in collaboration activities outside of their workday, including planning and peer observation.	2 out of 31 teachers participated in outside collaboration activities.				Time People Money



and peer observation to support the implementation of teaching strategies and increase student learning.						
Engage families and the community in supporting student learning in ELA. Provide resources and workshops for parents on how to support their children's literacy development at home. Collaborate with community organizations to provide additional literacy support outside of school.	Sign in sheets will be used to identify students whose families attended. # of families attending workshops  Parent Survey post workshop # of parents reporting that workshop was effective in helping support their students literacy development at home.	Attendance sheets TBD  Parent Survey TBD				Time People Money
Parent engagement: provide resources/workshops to support student literacy development	Sign in sheets will be used to identify students whose families attended. # of families attending workshops  Parent Survey post workshop # of parents reporting that workshop was effective in helping support their students literacy development at home.	Attendance sheets TBD  Parent Survey TBD				Time Money People

**Progress Monitoring**

**SMART Goal 2**

By the end of the Spring 2027 the percentage of Komure students meeting their growth projections in Language Arts: Reading across all grades will increase from an average of 45% to 60% as measured by the NWEA Map assessment.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Grade level teams will conduct a thorough analysis of NWEA Map assessment data from Spring 2024 to identify trends and areas for improvement in student growth. This data analysis will be used to set specific, measurable targets for student growth in Language Arts: Reading for each grade level.	PLC agenda minutes review # of grade level teams showing strong evidence of data analysis of NWEA Map Assessment	PLC agenda minutes review TBD Strong Evidence__ Some Evidence__ No Evidence__				Time People Money
Provide professional development opportunities for teachers focused on effective literacy instruction strategies and techniques for supporting student growth (including book studies) in Language Arts: Reading. Include training on data analysis and interpretation to inform instructional decision-making.	Training Pre/Post Assessment: # of teachers reporting understanding of effective literacy instruction strategies and techniques for supporting student growth in ELA  Learning Walk ILT Rubric: # of teachers showing strong evidence of effective literacy instruction strategies and techniques  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making	Pre/Post Assessments: __ of __ reporting understanding.  Learning Walk ILT Rubric: # of teachers showing strong evidence of effective literacy instruction strategies and techniques Strong Evidence__ Some Evidence__ No Evidence__  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence__ Some Evidence__				Time People Money

		No Evidence__				
Develop and implement afterschool targeted intervention and support programs for students who are below proficiency levels in Language Arts: Reading. Provide additional instruction, resources, and support to help these students meet their growth projections.	Pre/Post assessment % of students showing proficiency of identified standards targeted during tutorial.	Pre/Post assessment TBD Proficient % Approaching % Beginning %				Time People Money
Access time will be used to target specific student needs. Students who are disproportionately below proficiency levels will be provided additional support in ELA through small group instruction, or targeted interventions.	Pre/Post CFA Assessment % of students showing proficiency of identified standards targeted during Access time.  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making	Pre/Post CFA assessment TBD Proficient % Approaching % Beginning %  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence__ Some Evidence__ No Evidence__				Time People Money
Teachers will have access to supplemental curriculum and materials including Wilson language (Foundations) to increase student achievement in reading.	Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of Foundations	Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of Foundations Strong Evidence__ Some Evidence__ No Evidence__				Time People Money

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## Progress Monitoring

## Progress Monitoring

### Data

#### CAASPP Math Cohort Data

	21/22 Exceeds	21/22 Meets	21/22 Total	22/23 Exceeds	22/23/Meets	22/23 Total	Gains or Losses
3rd Cohort to 4th	2.6	19.48	22.08	4.35	28.26	32.61	10.53
4th Cohort to 5th	2.97	33.66	36.63	4.76	24.76	29.52	-7.11
5th Cohort to 6th	1.41	26.76	28.17	4.35	27.54	31.89	3.72
6th Cohort to 7th	12.94	20	32.94	7.06	27.06	34.12	1.18
7th Cohort to 8th	2.6	32.47	35.07	6.49	15.58	22.07	-13



### Student Growth Summary Report

Aggregate by School

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

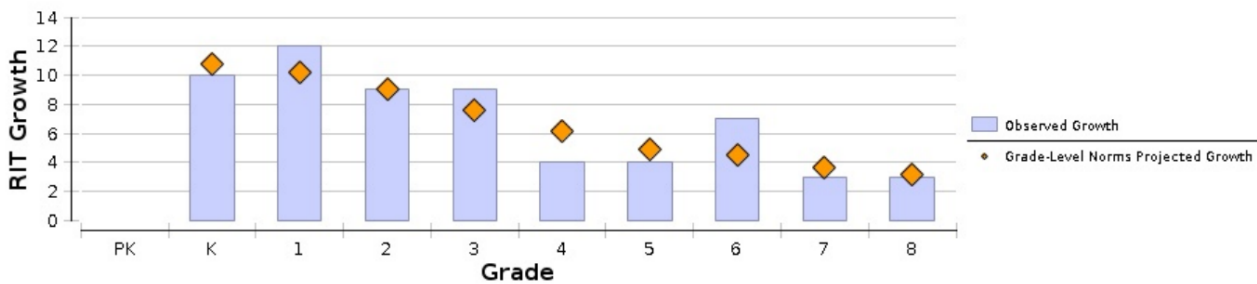
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Winter 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 20 (Winter 2024)  
Grouping: None  
Small Group Display: No

#### George Komure Elementary

Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK	0	**		**			**							**			
K	63	136.9	11.5	31	146.8	10.6	26	10	0.8	10.8	-0.69	24	63	29	46	42	
1	70	152.8	11.2	11	164.5	12.8	17	12	1.0	10.2	1.02	85	70	43	61	66	
2	71	167.9	13.9	11	176.9	14.1	11	9	1.0	9.0	0.00	50	71	36	51	47	
3	80	181.0	12.4	10	189.5	11.9	14	9	0.7	7.6	0.78	78	80	44	55	52	
4	78	189.2	15.4	6	193.0	14.6	3	4	1.0	6.1	-2.06	2	78	24	31	24	
5	83	197.3	13.5	5	201.6	13.8	5	4	0.6	4.9	-0.47	32	83	36	43	39	
6	90	205.9	9.7	13	212.6	12.8	20	7	0.7	4.5	1.73	96	90	55	61	64	
7	60	214.4	15.0	25	217.7	17.3	24	3	1.0	3.7	-0.33	37	60	25	42	36	
8	79	217.1	16.9	21	220.4	18.1	22	3	0.9	3.1	0.12	55	79	40	51	50	

#### Math: Math K-12



### Data Analysis

CAASPP data shows:

3rd Grade Cohort entering 5th grade in 2024/2025 showed the most gains in math (+10.53 points)

4th Grade Cohort entering 6th grade in 2024/2025 showed regression of 7.11 points in math.

5th Grade Cohort entering 7th grade in 2024/2025 showed a gain of 3.72 points in math.

6th Grade Cohort entering 8th grade in 2024/2025 showed a gain of 1.18 points in math.

7th Grade Cohort entering 9th grade in 2024/2025 showed the least gains in math.

**NWEA Math**

Kindergarten: In the Fall 2023, there were 63 students with growth projections and the mean RIT score was 136.9. By Winter 2024, the mean RIT score increased to 146.8. The observed growth was 10, and the projected growth was 10.8. There were 29 students (46%) that met their growth projection.

Grade 1: In the Fall 2023, there were 70 students with growth projections and the mean RIT score was 152.8.21. By Winter 2024, the mean RIT score increased to 164.5. The observed growth was 12, and the projected growth was 10.2. There were 43 students (61%) that met their growth projection.

Grade 2: In the Fall 2023, there were 71 students with growth projections and the mean RIT score was 167.9. By Winter 2024, the mean RIT score increased to 176.9. The observed growth was 9, and the projected growth was 9.0. There were 36 students (51%) that met their growth projection.

Grade 3: In the Fall 2023, there were 80 students with growth projections and the mean RIT score was 181.0. By Winter 2024, the mean RIT score increased to 189.5. The observed growth was 9, and the projected growth was 7.6. There were 44 students (55%) that met their growth projection.

Grade 4: In the Fall 2023, there were 78 students with growth projections and the mean RIT score was 189.2. By Winter 2024, the mean RIT score increased to 193.0. The observed growth was 4, and the projected growth was 6.1. There were 24 students (31%) that met their growth projection.

Grade 5: In the Fall 2023, there were 83 students with growth projections and the mean RIT score was 197.3. By Winter 2024, the mean RIT score increased to 201.6. The observed growth was 4, and the projected growth was 4.9. There were 36 students (43%) that met their growth projection.

Grade 6: In the Fall 2023, there were 90 students with growth projections and the mean RIT score was 205.9. By Winter 2024, the mean RIT score increased to 212.6. The observed growth was 7, and the projected growth was 4.5. There were 55 students (61%) that met their growth projection.

Grade 7: In the Fall 2023, there were 60 students with growth projections and the mean RIT score was 214.4. By Winter 2024, the mean RIT score increased to 217.7. The observed growth was 3, and the projected growth was 3.7. There were 25 students (42%) that met their growth projection.

Grade 8: In the Fall 2023, there were 79 students with growth projections and the mean RIT score was 217.1. By Winter 2024, the mean RIT score increased to 220.4. The observed growth was 3, and the projected growth was 3.1. There were 40 students (51%) that met their growth projection.

**Student Need 2:**

George Komure students need access to fundamental mathematical standards through high-quality tier 1 and tier 2 instruction utilizing core curriculum that aligns with these standards.

**SMART Goal 1**

By 2027, our school aims for an increase from 16.10 to 46.10% (increase of 15 students per grade level) of students achieving proficiency or above in the CAASPP Math assessment, as measured by meeting or exceeding the state's performance standards.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will be provided professional development opportunities to deepen their	Training Pre/Post Assessment: # of teachers reporting understanding of Math Essential Standards and the	Pre/Post Assessments: ___ of ___ reporting understanding.				Time People Money

<p>understanding of the core math curriculum and essential standards. This training will focus on the use of the mathematical workshop model and effective instructional strategies, differentiation, and data analysis to better support student growth and achievement.</p>	<p>workshop model on post assessment.</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of essential standards teaching practices during instruction</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of math workshop model</p> <p>PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making</p>	<p>Learning Walk ILT Rubric: # of teachers showing strong evidence of essential standards teaching practices during instruction</p> <p>Strong Evidence__ Some Evidence__ No Evidence__</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of math workshop model</p> <p>Strong Evidence__ Some Evidence__ No Evidence__</p> <p>PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making</p> <p>Strong Evidence__ Some Evidence__ No Evidence__</p>				
<p>Teachers will engage in collaboration outside of their workday and receive release time for planning and peer observation to support the</p>	<p># of teachers participating in collaboration activities outside of their workday, including planning and peer observation.</p>	<p>2 out of 31 teachers participated in outside collaboration activities.</p>				<p>Time People Money</p>

implementation of teaching strategies and increase student learning.						
Foster a collaborative partnership with parents and guardians to support math learning at home. Provide resources, workshops, and communication channels to help parents understand the core curriculum and ways to reinforce math skills outside of school.	Sign in sheets will be used to identify students whose families attended. # of families attending workshops  Parent Survey post workshop # of parents reporting that workshop was effective in helping support their students math skills at home.	Attendance sheets TBD  Parent Survey TBD				Time People Money
The ILT will guide the PLCs in unpacking standards, evaluating the alignment of essential standards of the Math curriculum and coherence across grade levels to ensure it effectively addresses the skills and knowledge assessed in the state standard.	Teacher needs assessment survey # of teachers proficient in identifying and calibrating skills within standards.  PLC agenda/minutes review # of PLCs showing strong evidence of unpacking the standard and addressing each skill within the standard.	Teacher needs assessment survey Proficient 10 Approaching 12 Beginning 2  PLC agenda/minutes rubric Strong Evidence___ Some Evidence___ No Evidence___				Time People Money
Parent engagement: provide resources/workshops to support student literacy development	Sign in sheets will be used to identify students whose families attended. # of families attending workshops  Parent Survey post workshop # of parents reporting that workshop was effective in helping support their students math skills at home.	Attendance sheets TBD  Parent Survey TBD				Time People Money

## Progress Monitoring

### SMART Goal 2

By the end of the Spring 2027 the percentage of Komure students meeting their growth projections in Math across all grades will increase from an average of 49% to 64% as measured by the NWEA Map assessment.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Access time will be used to target specific student needs. Students who are below proficiency levels will be provided additional support in Math through small group instruction, or targeted interventions.	Pre/Post CFA Assessment % of students showing proficiency of identified standards targeted during Access time.  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making	Pre/Post CFA assessment TBD Proficient % Approaching % Beginning %  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence___ Some Evidence___ No Evidence___				People Money Time
Grade level teams will conduct a thorough analysis of NWEA Map assessment data from Spring 2024 to identify trends and areas for improvement in student growth. This data analysis will be used to set specific, measurable targets for student growth in Math for each grade level.	PLC agenda minutes review # of grade level teams showing strong evidence of data analysis of NWEA Map Assessment	PLC agenda minutes review TBD Strong Evidence___ Some Evidence___ No Evidence___				Time People Money
Provide professional development	Training Pre/Post Assessment: # of teachers reporting	Pre/Post Assessments: ___ of ___				Time People Money



<p>opportunities for teachers focused on effective Math instructional strategies and techniques for supporting student growth (including book studies) in Mathematics. Include training on data analysis and interpretation to inform instructional decision-making.</p>	<p>understanding of effective math instructional strategies and techniques for supporting student growth in math.</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of effective math instruction strategies and techniques.</p> <p>PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making</p>	<p>reporting understanding.</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of effective math instruction strategies and techniques. Strong Evidence__ Some Evidence__ No Evidence__</p> <p>PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence__ Some Evidence__ No Evidence__</p>				
<p>Develop and implement afterschool targeted intervention and support programs for students who are below proficiency levels in Mathematics. Provide additional instruction, resources, and support to help these students meet their growth projections.</p>	<p>Pre/Post assessment</p> <p>% of students showing proficiency of identified standards targeted during tutorial.</p>	<p>Pre/Post assessment</p> <p>TBD</p> <p>Proficient %</p> <p>Approaching %</p> <p>Beginning %</p>				<p>Time</p> <p>People</p> <p>Money</p>
<p>Access time will be used to target specific student needs. Students who are Students who are</p>	<p>Pre/Post CFA Assessment</p> <p>% of students showing proficiency of identified standards</p>	<p>Pre/Post CFA assessment</p> <p>TBD</p> <p>Proficient %</p> <p>Approaching %</p> <p>Beginning %</p>				<p>Time</p> <p>People</p> <p>Money</p>

<p>disproportionately below proficiency levels will be provided additional support in Math through small group instruction, or targeted interventions.</p>	<p>targeted during Access time.</p> <p>PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making</p>	<p>PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence__ Some Evidence__ No Evidence__</p>				
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**Progress Monitoring**

**Progress Monitoring**



**District Goal**

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

**Site Tier 1, 2, and 3 Goals**

All Komure students will attend school daily, in a safe (social & emotional) environment to pursue their individual academic success.

**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
<b>Suspensions</b>	0.70	5.58	0.91	4.62	0.20	3.17
<b>Expulsions</b>	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.

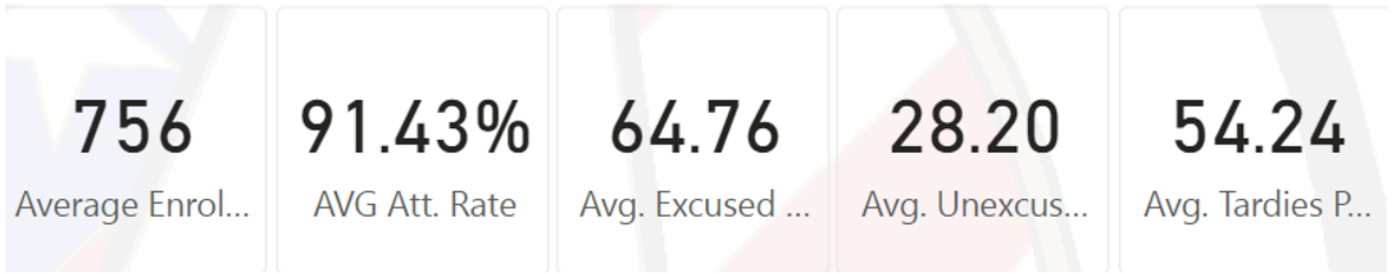
Subject	School 2022-23	District 2022-23	State 2022-23
<b>Suspensions</b>	6.70	4.96	3.60
<b>Expulsions</b>	0.12	0.24	0.08

**2022-23 Chronic Absenteeism by Student Group**

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

<b>All Students</b>	836	803	316	39.4
<b>Female</b>	409	396	159	40.2
<b>Male</b>	427	407	157	38.6
<b>American Indian or Alaska Native</b>	9	8	3	37.5
<b>Asian</b>	113	111	30	27.0
<b>Black or African American</b>	134	126	50	39.7
<b>Filipino</b>	62	61	18	29.5
<b>Hispanic or Latino</b>	425	405	174	43.0
<b>Native Hawaiian or Pacific Islander</b>	19	19	12	63.2
<b>Two or More Races</b>	45	44	18	40.9
<b>White</b>	29	29	11	37.9
<b>English Learners</b>	210	200	72	36.0
<b>Foster Youth</b>	10	9	4	44.4
<b>Homeless</b>	33	25	16	64.0
<b>Socioeconomically Disadvantaged</b>	643	617	256	41.5
<b>Students Receiving Migrant Education</b>	0	0	0	0.0
<b>Students with Disabilities</b>	96	93	42	45.2

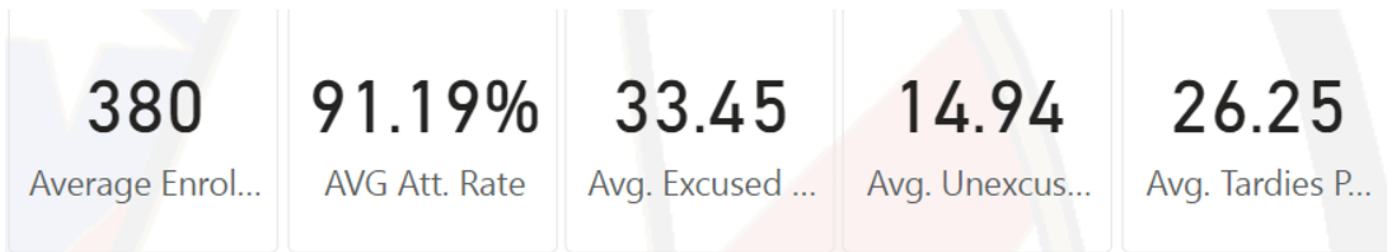
Attendance All Students



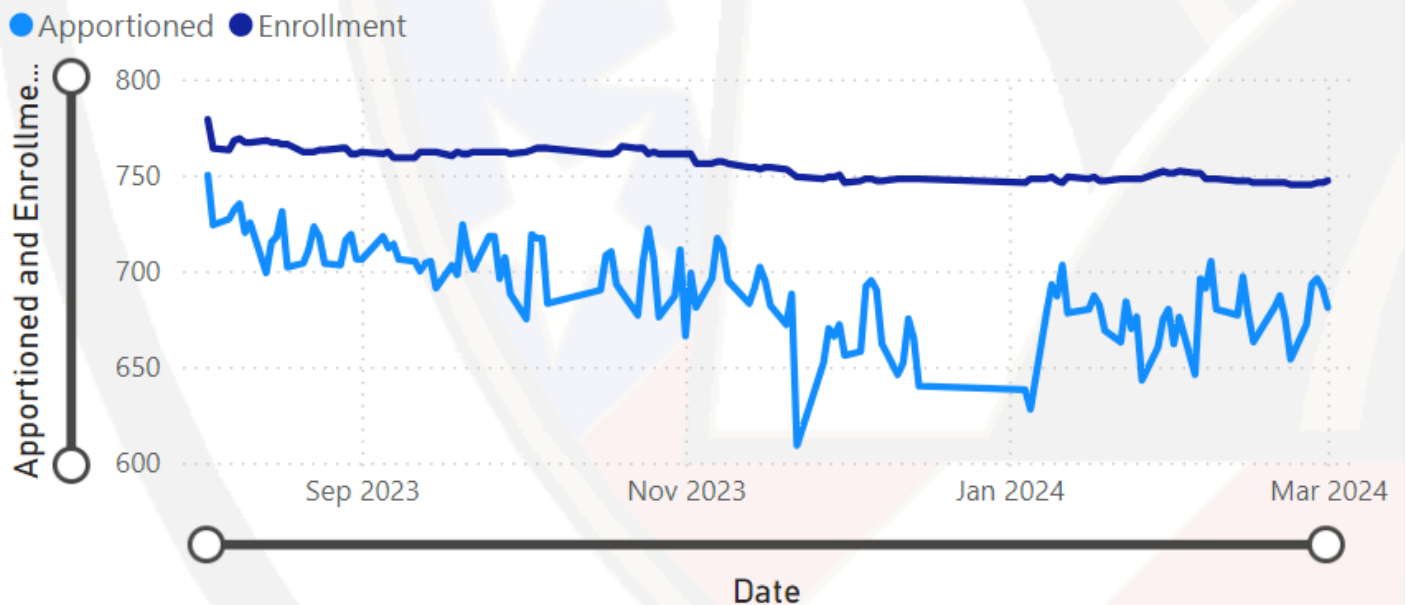
Females



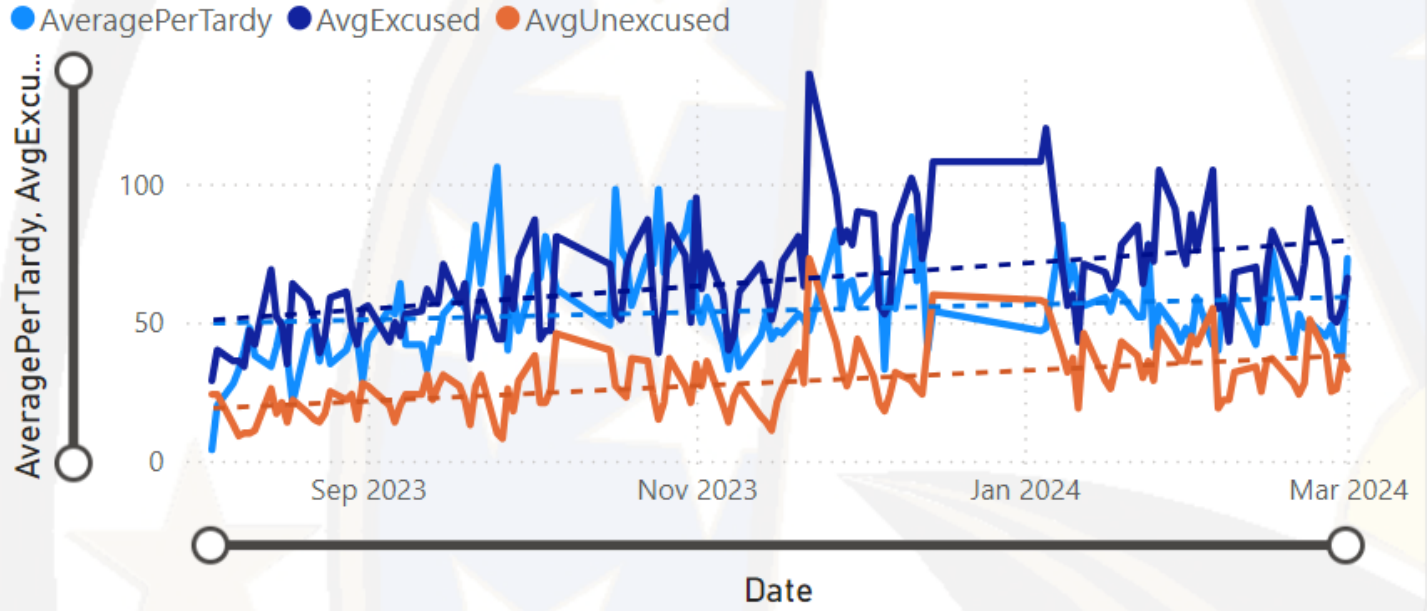
Males



Daily Attendance vs Enrollment



## Attendance Trends



### Asian

Student Group State



Red

27% chronically absent

Increased 3.8% ⬆️

Number of Students: 111

### English Learners

Student Group State



Red

36% chronically absent

Maintained -0.2%

Number of Students: 200

### Filipino

Student Group State



Red

29.5% chronically absent

Increased 4.9% ⬆️

Number of Students: 61

### Two or More Races

Student Group State



Red

40.9% chronically absent

Increased 12.6% ⬆️

Number of Students: 44

### Students with Disabilities

Student Group State



Red

45.2% chronically absent

Increased 5.4% ⬆️

Number of Students: 93

## Chronic Absenteeism

All Students

State



Orange

39.4% chronically absent

Declined 0.8% ↻

### Data Analysis

Average daily enrollment 756, average daily attendance rate 91.43%, 64.76 average daily excused absences, 28.20 average daily excused absences, 54.24 average daily tardies

Female attendance daily Average daily enrollment 376, average daily attendance rate 91.67%, 31.31 average daily excused absences, 13.26 average daily excused absences, 27.99 average daily tardies

Maile attendance daily Average daily enrollment 380, average daily attendance rate 91.19%, 33.45 average daily excused absences, 14.94 average daily excused absences, 26.25 average daily tardies.

Disproportionality is apparent in our student groups with the most significant chronic absenteeism, which include students with Disabilities with 45.2% chronically absent an increase of 5.4%, Two or More Races 40.9% an increase of 12.6%, Filipino 29.5% an increase of 4.9%, English Learners which maintained at 36% and Asian at 27% chronically absent an increase of 3.8%. Our Two or More Races have fallen into the ATSI category.

### Student Need 1:

All Komure students will have access, feel connected, and share Coyote Pride in a safe learning environment on a daily basis.

### SMART Goal 1

We will reduce the average chronic absenteeism rate from 39.6% to less than 20% by the end of 2027 school year by implementing targeted interventions, counseling and family engagement nights to increase school connectedness.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Provide counseling services to students with chronic absenteeism to	# of students seeing the counselor for chronic absenteeism.	39.4 % of all students are chronically absent				Time People Money

encourage positive school attendance and student engagement.						
Implement the COST Team process to identify students with chronic absenteeism and allocate appropriate services to ensure positive school attendance.	# of student referred to the COST team with chronic absenteeism.	39.4 % of all students are chronically absent				Time People Money
Student interventions will be provided to address academic concerns that make the student feel less connected to the school community.	# of students working below grade levels standards accessing tutorials	39.4 % of all students are chronically absent				Time People Money
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).	# of students invited to the incentive event # of students attending the event.	39.4 % of all students are chronically absent				Time People Money
Staff will communicate the importance of regular school attendance to all stakeholders through verbal and written messages in multiple languages, at least once per trimester, including during Orientations, Back-to-School Night, and Goal-setting Conferences.	# of blackboard messages sent # of goal setting conference attendees # of back to school attendees	39.4 % of all students are chronically absent				Time People Money
Monitor the students with disproportionate	# of students identified as "two or	40.9% of "two or more races"			t	Time People Money



chronic absenteeism including "two or more races" group, which is identified as an ATSI group. Provide counseling, interventions and refer to COST when appropriate.	<p>more races" who are chronically absent</p> <p># of students identified as "two or more races" referred to counseling services.</p> <p># of students identified as "two or more races" referred to COST</p> <p># of students identified as "two or more races" attending interventions.</p>	are chronically absent.				
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**Progress Monitoring**

**SMART Goal 2**

By the end of the 2026-2027 academic year, increase the percentage of families reporting positive engagement with the school and students reporting a strong sense of feeling safe and connectedness to the school community by 50%.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase connectedness opportunities for students through academic enrichment events/nights held including STEAM and Literacy Nights.	<p># of blackboard messages sent</p> <p># of goal setting conference attendees</p> <p># of back to school attendees</p>	<p>Parent Survey/Needs Assessment May 2024 TBD</p>				<p>Time</p> <p>Money</p> <p>People</p>
Families will be invited and encouraged to attend parent workshops, school site council meetings, ELAC and other activities to promote student and family connectedness.	<p># of blackboard messages sent</p> <p>Sign in sheets for SSC, ELAC, and Parent Workshops</p>	<p># of SSC attendees ___</p> <p># of ELAC attendees ___</p> <p># of Blackboard message sent ___</p>				<p>Time</p> <p>People</p> <p>Money</p>

Students will be provided opportunities for educational excursions to enhance their knowledge and school connectedness.	# of students attending educational excursions  # of excursions/opportunities provided.	7 excursions				Time People Money
Students in K-8 will attend incentive/events after school for MAP growth/attendance growth.	# of students invited to the incentive event  # of students attending the event.	79 students invited to Winter MAP incentive.  __students invited to SPRING MAP incentive.				Time People Money
PBIS branding materials will be posted to align with our school's PBIS plan to promote safety and school connectedness.	# of items labeled with school message	2 items labeled with school message				Time People Money
PBIS incentives will be provided to students who show Positive Behavior and Coyote pride in and outside of the classroom.	# of Coyote Cash books (100 per book) handed out  # of coyote cash processed at PBIS store.	# of coyote cash books handed out TBD  # of coyote cash processed at PBIS store.				Time People Money
Classified personnel will be used to monitor students before and after school that require extended time on campus for busing.	# of students needing supervision for busing	4 TSSP students have extended time on campus before and after school  5 SPED students have extended time on campus before and after school  4 Overflow students that require extended time on campus				

		before or after school.				
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**Progress Monitoring**

**Progress Monitoring**

### African American

Student Group State



Red

15.7% suspended at least one day

Increased 2% ⬆️

Number of Students: 134

### Socioeconomically Disadvantaged

Student Group State



Red

7.2% suspended at least one day

Increased 0.7% ⬆️

Number of Students: 643

### Asian

Student Group State



Orange

3.5% suspended at least one day

Increased 2.7% ⬆️

Number of Students: 113

### English Learners

Student Group State



Orange

4.3% suspended at least one day

Increased 1.7% ⬆️

Number of Students: 210

### Filipino

Student Group State



Orange

3.2% suspended at least one day

Increased 1.7% ⬆️

Number of Students: 62

### Hispanic

Student Group State



Orange

5.2% suspended at least one day

Increased 0.5% ⬆️

Number of Students: 425

### Two or More Races

Student Group State



Orange

2.2% suspended at least one day

Increased 2.2% ⬆️

Number of Students: 45

### Students with Disabilities

Student Group State



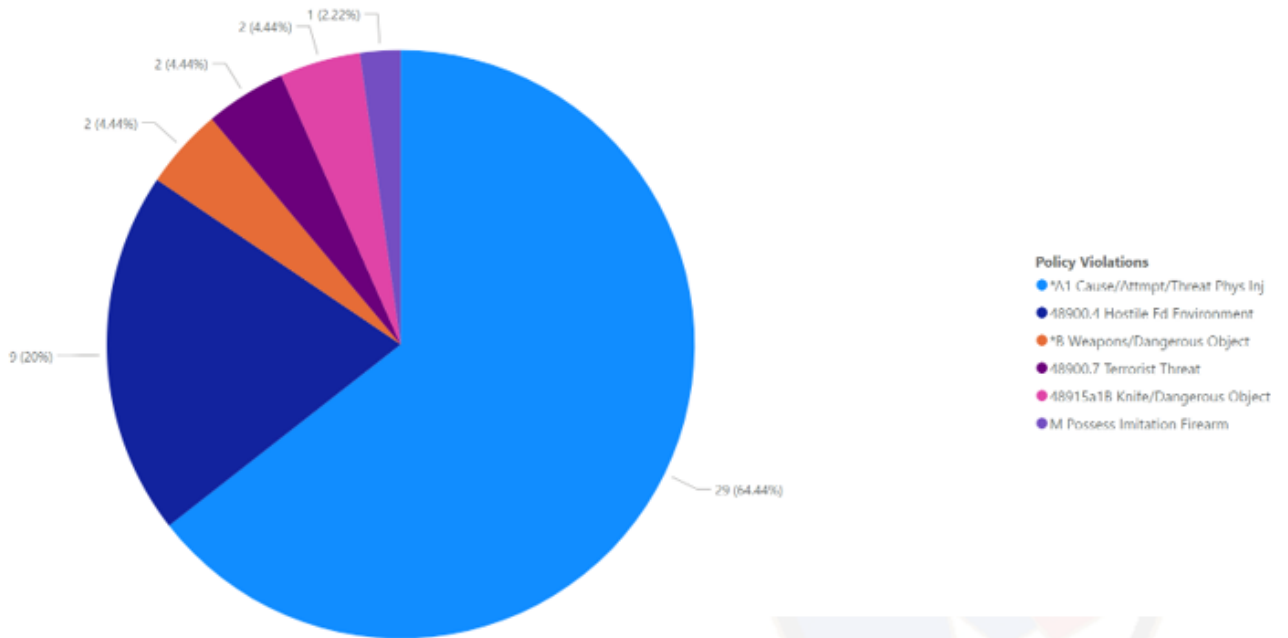
Orange

10.4% suspended at least one day

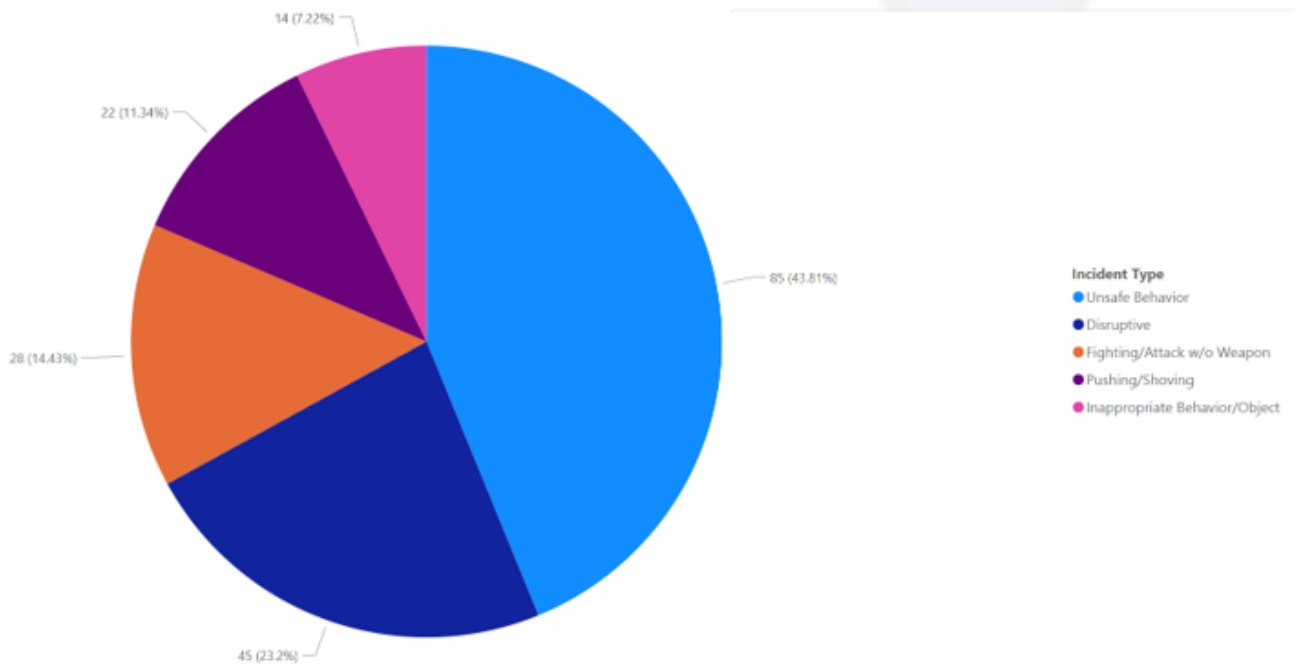
Declined 2.9% ⬆️

Number of Students: 96

POLICY VIOLATIONS (TOP 5)



INCIDENT TYPES (TOP 5)

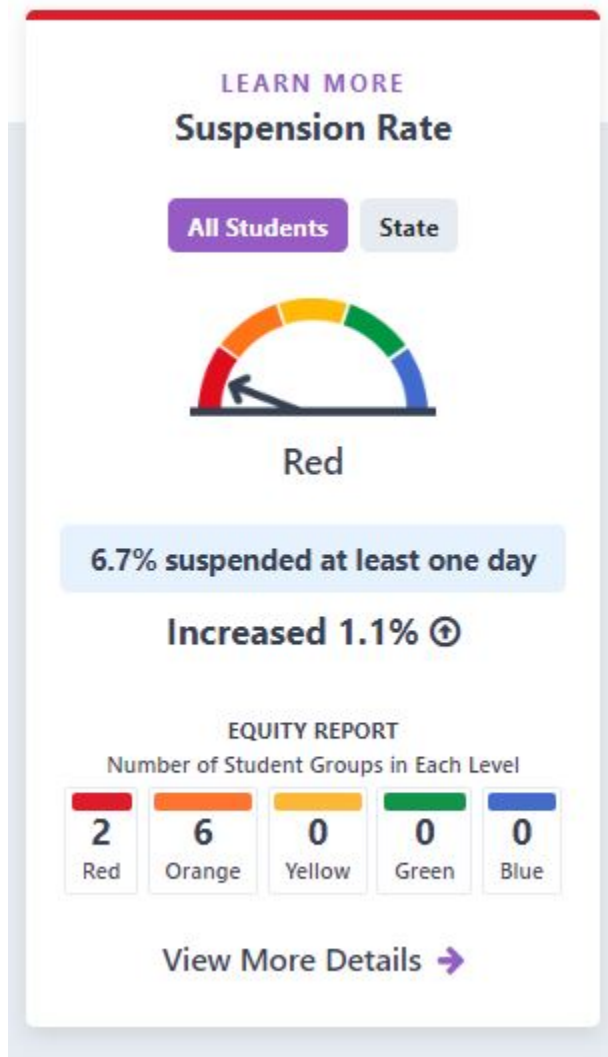


36

Students Suspended

2

Students Expelled



**Data**

**Data Analysis**

The data shows that suspension rates for various student demographic groups at George Komure Elementary School, comparing them to state averages. African American students have the highest suspension rate at 15.7%, marking a 2% increase from the previous data point, which signals a significant area of concern. Socioeconomically Disadvantaged are at 7.2% suspended at least once, with a slight increase of 0.7%. This group also constitutes the largest student body with 643 individuals. Asian students’ suspension rate stands at 3.5%, with an increase of 2.7%, which is notable given the lower starting percentage. English Learners have a suspension rate of 4.3%, with an increase of 1.7%. Filipino students have a similar pattern to English Learners, with a 3.2% suspension rate and a 1.7% increase. Our Hispanic students are at 5.2% suspension rate with a 0.5% increase, affecting a sizable population of 425 students. Two or More Races shows a low suspension rate of 2.2% but with an increase of 2.2%, which could indicate an emerging issue. Students with Disabilities have a relatively high suspension rate of 10.4% but they are the only group with a decreasing trend, declining 2.9% from the previous measurement

There are a disproportionate students groups in the area of suspension which include, African Americans with a 15.7% suspension rate, Students with disability with a 10.4% suspension rate, and socioeconomically disadvantaged with 7.2% suspension rate.

The second graphic shows "POLICY VIOLATIONS (TOP 5)" and shows the distribution of the five most frequent policy violations. The legend associates specific colors with different violations, like 'Verbal/Written Threats',

'Weapon/Dangerous Object', and 'Possess Imitation Firearm',. The largest segment, covering almost half of the chart, represents 'Verbal/Written Threats'.

The second pie chart, labeled "INCIDENT TYPES (TOP 5)", displays the proportions of the five most common types of incidents. Categories include 'Disruptive', 'Inappropriate Behavior/Object', and 'Fighting/Attack w/o Weapon'. Here, 'Disruptive' incidents make up the largest portion.

The data from the charts shows that 'Verbal/Written Threats' are the most common policy violation, while 'Disruptive' behavior is the most frequent incident type. There have been 36 students suspended and 2 students expelled, indicating disciplinary action taken in response to these incidents.

**Student Need 2:**

At George Komure Elementary School, there is a pressing need to reduce student suspensions and extreme behaviors that lead to suspensions. The current rate of suspensions is impacting the learning environment and hindering student success. There is a need for a more proactive approach to address underlying issues that contribute to student misbehavior.

**SMART Goal 1**

By the end of the 2027 academic year, George Komure Elementary School aims to reduce the number of student suspensions by 50% compared to the 2023-2024 school year, through the implementation of proactive measures and interventions to address underlying issues contributing to student misbehavior, in order to create a more positive learning environment and improve student success and well-being.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Fully implemented COST plan.	% of students referred to COST for behavior/discipline concerns	36 referrals to COST				Time People Money
Communicate the importance of school-wide expectations to all stakeholders through oral and written communication in multiple languages at least five times per year, including orientations, back-to-school night, and goal-setting conferences.	# of blackboard messages sent  # of goal setting conference attendees  # of back to school attendees	TBD				Time People Money
Teachers will collaborate and participate in professional	Training pre/post assessment # of teachers understanding PBIS	Training pre/post assessment ___ of ___				Time People Money

<p>learning on the school's focus area of PBIS (Positive Behavioral Interventions and Supports) and implement daily PBIS (Positive Behavioral Interventions and Supports) and SEL (Social-Emotional Learning) lessons.</p>	<p>interventions and supports</p> <p>Learning Walks ILT Rubric: # of teachers showing strong evidence of PBIS strategies and supports during instruction.</p> <p>Learning Walks ILT Rubric: # of students accessing BASE in grades 6-8</p>	<p>teachers understanding PBIS interventions and supports</p> <p>Learning Walks ILT Rubric: # of teachers showing strong evidence of PBIS strategies and supports during instruction. Strong Evidence__ Some Evidence __ No Evidence __</p> <p>Learning Walks ILT Rubric: # of teachers teaching SEL Strong Evidence__ Some Evidence __ No Evidence __</p>				
<p>The (COST) team will convene weekly to assess and track the progress of general education students in their behavior interventions. They will utilize strategies like check-in/check-out, structured play, and propose new behavioral interventions as needed.</p>	<p>COST team sign in sheets</p> <p># of COST meetings held</p> <p># of students referred to COST for behavior.</p> <p># of behavior plans created for general education students.</p>	<p>28 COST meetings held</p> <p>36 students referred to COST for behavior.</p> <p>2 behavior plans created</p>				<p>Time People Money</p>
<p>Counseling will be offered within the school day to students who might need access to behavioral interventions. This will be targeted</p>	<p># of students seeing the counselor for behavior intervention.</p>	<p>6.7 % of All students were suspended</p>				<p>Time People Money</p>



support to students experiencing behavioral challenges, thereby promoting a positive and inclusive school environment.						
Professional Development in the area of restorative practices and will be implemented and used for our disproportionately suspended student groups.	# of student suspensions by student group.	<p>African Americans with a 15.7% suspension rate</p> <p>Students with disabilities with a 10.4% suspension rate</p> <p>socioeconomically disadvantaged with 7.2% suspension rate</p>				

**Progress Monitoring**

**Progress Monitoring**



### District Goal

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

### Site Tier 2 and 3 Goals

Komure's "At Promise" students will be provided instruction by trained teachers on the MUSD base core curriculum and supplemental programs designed to provide academic differentiation and intervention.

### 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.

Komure School is confronted with resource inequities that affect various aspects of student support and academic progress. The school recognizes the need for enhanced assistance to properly cater to the social, emotional, and academic needs of homeless, foster, and socio-economically disadvantaged students. Stakeholders have identified a crucial requirement for additional tutorials and interventions at all grade levels to facilitate individual student growth and mastery of grade-level standards. Students experiencing crises or trauma demand extra counseling time and teacher/staff training to effectively address their social-emotional well-being. Socioeconomic status, English Learner rate, and below standard marks on state testing serve as indicators of inequities that necessitate supplementary support. Komure School is committed to establishing a safe learning environment for students facing these challenges. Moreover, the school acknowledges the disproportionate impact of the COVID-19 pandemic, particularly on students with disabilities. Teachers at Komure School encounter difficulties in catering to the diverse academic needs of their students. In response, there is a collective call for supplemental curriculum, increased personnel such as community outreach assistant and an intervention specialist, as well as, opportunities for afterschool and summer learning to bridge the gaps in knowledge and skills. Complicating matters further are increased and more severe student behaviors, prompting teachers to seek behavior support strategies through PBIS, additional counseling resources, and training in implementing social-emotional learning, structured play activities and restorative circles. Enrichment opportunities are considered vital to address resource inequities at Komure School. Student incentives that promote Positive Behavioral Interventions and Supports, along with enrichment activities in art, music, and physical education, require additional support and resources. Chronic absenteeism has also been identified as a concern for all student subgroups, emphasizing the need for interventions, incentives and home visits to ensure regular attendance.

## 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.

Chronic absenteeism is a problem in all student groups, however it has been identified as an ATSI group among students of two or more races. Our English Learners need targeted designated and integrated instruction.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
<b>English Learners</b>	217	203	171	27.6%	26.3%	22.7%
<b>Fluent English Proficient (FEP)</b>	89	87	101	11.3%	11.3%	13.4%
<b>Reclassified Fluent English Proficient (RFEP)</b>	6			2.8%		


# English Learner Progress Indicator

## All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**English Learner Progress**

All Students State



Green

51.4% making progress towards English language proficiency

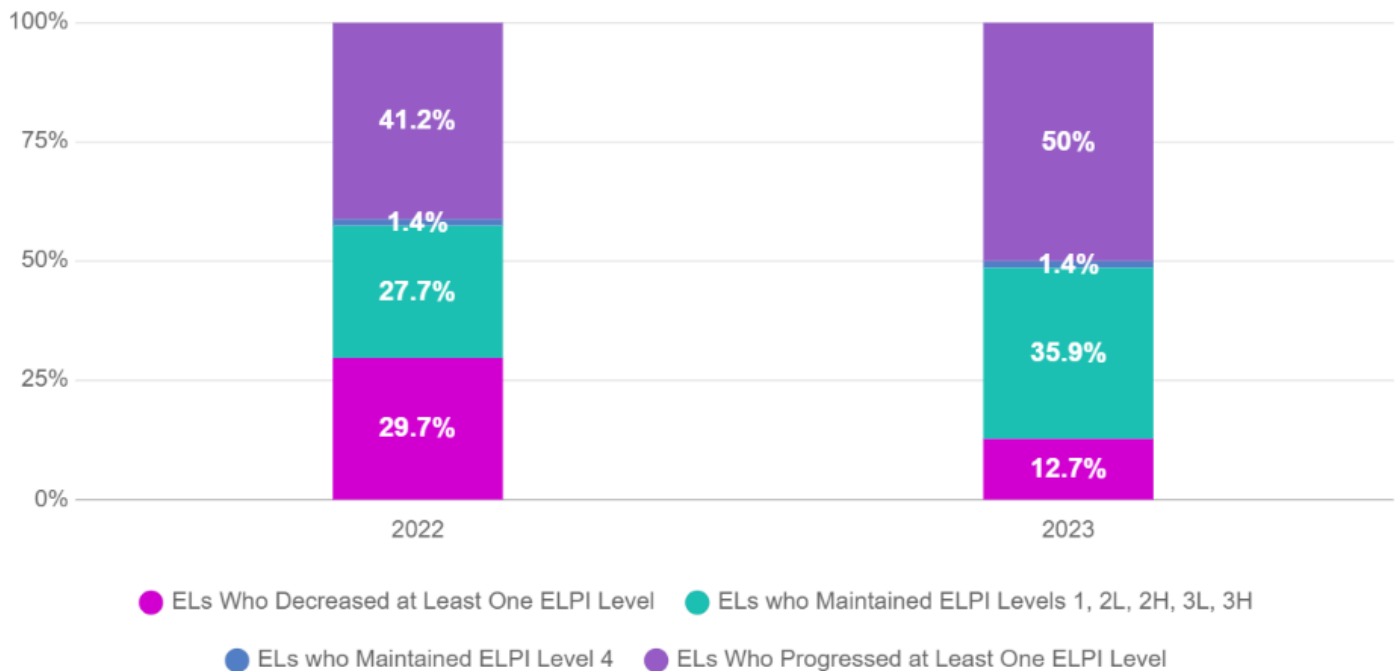
Increased 8.8% ↗

Number of EL Students: 142

## Student English Language Acquisition Results

### 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.



### Data Analysis

The data from focuses on English Learner (EL) students' progress in acquiring English language proficiency over two years: 2022 and 2023. In 2022, 41.2% of EL students progressed in their English language skills, while 1.4% maintained their proficiency levels 4 and 27.7% maintained level 1-3. 29.7% decreased at least one level. For 2023, 50% of students progressed their proficiency levels, 1.4% maintained level 4 and 35.9% maintained level 1-3. 12.7% decreased at least one level. 51.4% of all EL students are making progress towards English language proficiency, an 8.8% increase from a previous data point, with 142 EL students enrolled.

#### Student Need 1:

ELPAC data reveals a need for targeted designated and integrated instruction in all grades.

### SMART Goal 1

By the end of the Spring 2027, the percentage of Komure students Reclassified as Fluent English Proficient across all grades will increase from 13.4% to 43.4% as measured by the ELPAC assessment.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Identify EL students in grades K-8 who would benefit from after-school reading intervention program using the Foundations or Just Words Curriculum based on data analysis.	Pre/post Foundations/Just Words Screener  # of students offered after-school reading intervention  # of students accessing after-school reading intervention.  # of students gaining proficiency on Foundations/Just Words Screener.	Fundations/Just Words Screener				Time People Money
Utilize data from a teacher needs assessment given in April 2024 to identify the specific areas where teachers require training or need more support in ELD instruction.	Training Pre/Post Assessment:  # of teachers reporting understanding of what to teach during designated ELD time  # of teachers reporting how to	13/21 teachers stated they were proficient when asked the question, "I understand what to teach during designated ELD time."				Time People Money

<p>Customize training sessions to address identified teacher needs and utilize school and district TOSAs to support PD.</p>	<p>integrate ELD strategies into other content areas</p> <p># of teachers reporting understanding the levels of ELD placement</p>	<p>13/21 teachers stated they were proficient when asked, "I understand how to integrate ELD strategies into other content areas."</p> <p>12/21 teachers stated they were proficient when asked, "I understand the levels of ELD placement"</p>				
<p>Offer monthly PLCs with paraprofessionals to identify needs, provide instructional strategies and provide hands-on practice and resources to support students in the classroom.</p>	<p># of para-professionals who participate in PD.</p> <p>Pre/post assessments to measure knowledge and understanding of effective instructional strategies.</p>	<p>0 paraprofessionals participating in PD</p> <p>Paraprofessionals self assessment of knowledge of effective instructional strategies. Strong Evidence ___ Some Evidence ___ No Evidence ___</p>				<p>Time People Money</p>
<p>Translation and Interpretation will be provided to all parents to understand their students academic needs and progress.</p>	<p># of Time Sheets will be collected for after hours translation services.</p> <p># of translations provided by Bilingual Aids during their scheduled hours.</p>	<p>TBD</p>				<p>Time Money People</p>
<p>ELAC meetings and parent workshops will be held to provide additional support to our English learners.</p>	<p>Sign in sheets</p> <p># of parents attending ELAC meetings</p> <p># of parents attending workshops</p>	<p>7 parents attending ELAC meetings</p> <p>TBD # of parents attending workshops</p>				

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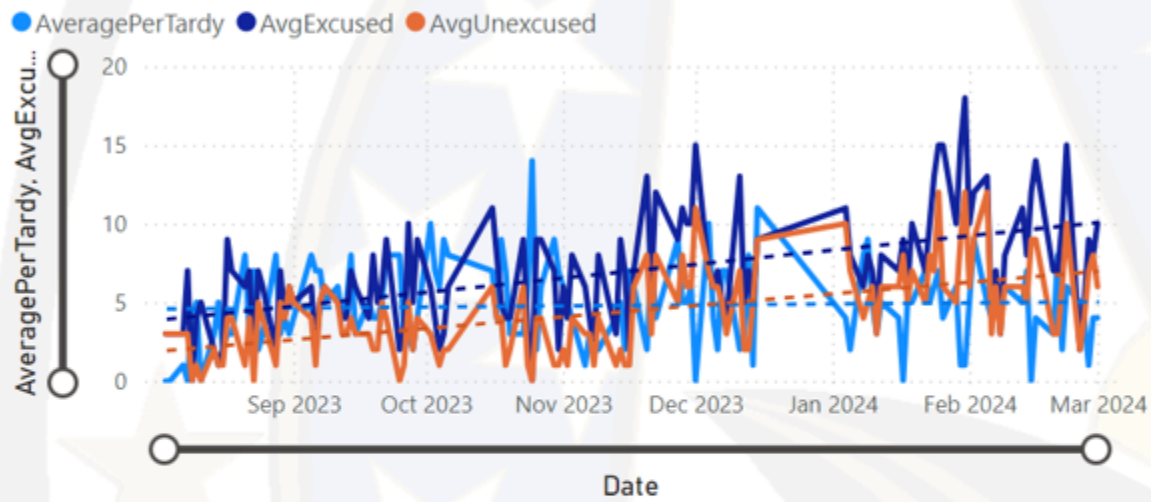
## Progress Monitoring

### Data

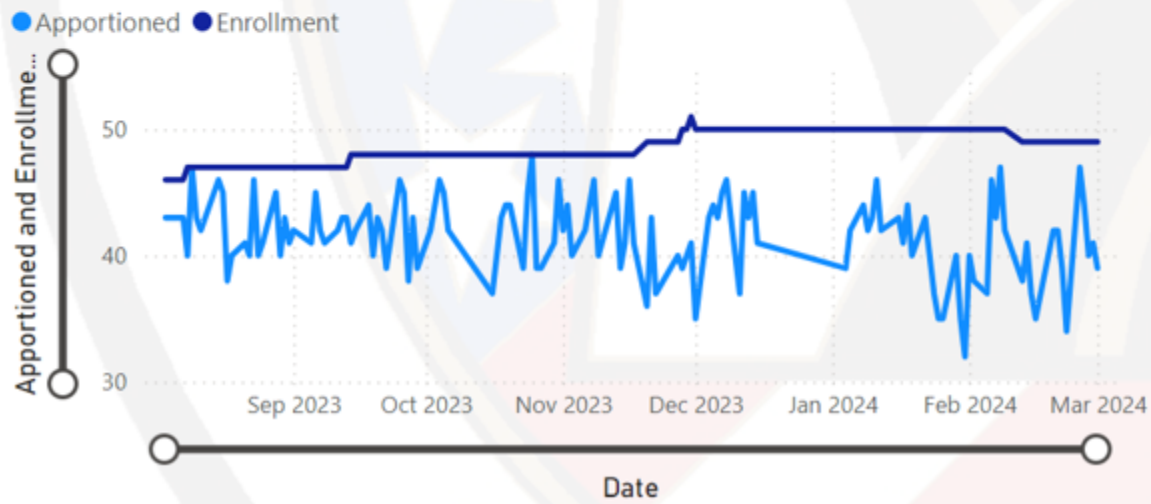
#### Homeless Youth Attendance

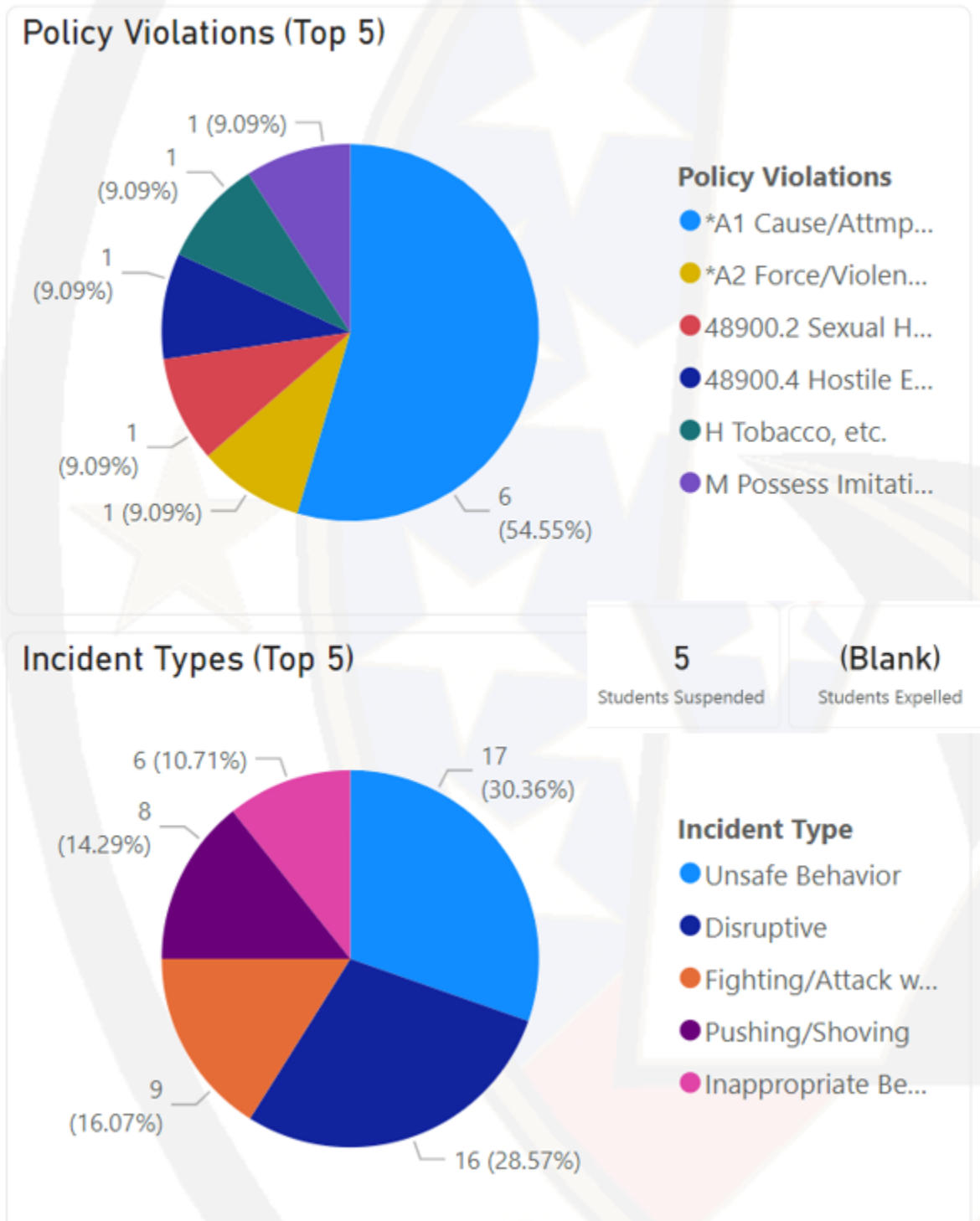
<b>49</b>	<b>85.77%</b>	<b>6.91</b>	<b>4.38</b>	<b>4.80</b>
Average Enrol...	AVG Att. Rate	Avg. Excused ...	Avg. Unexcus...	Avg. Tardies P...

#### Attendance Trends



#### Daily Attendance vs Enrollment





**Student Need 2:**

Many students at George Komure face the challenge of homelessness, which significantly impacts their ability to succeed academically and socially. Without stable housing, these students often lack access to basic needs, including food, clothing, and consistent transportation to school. Additionally, the instability of their living situations can lead to increased stress and anxiety, hindering their ability to focus and engage in learning. It is crucial that we identify and support these students to ensure they have the resources and stability needed to thrive in school and beyond.



**SMART Goal 1**

Every school year, George Komure School will identify and provide resources for 100% of our homeless student population, as identified through the McKinney-Vento Act.

**Implementation Plan**

<b>Action</b>	<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>	<b>Resources</b>
VCC counselor will meet with each identified student and provide services as needed with family support.	# of TSSP students meeting with the counselor	# of TSSP students that met with the counselor				Time People Money
Transitional student support program (TSSP) liaison will identify students and support students and families with resources.	# of hours logged via Time sheet from TSSP # of resources offered.	# of hours logged via Time sheet from TSSP  # of resources offered.				Time People Money
Admin team will implement a system to identify homeless students within two weeks of enrollment or at any point during the school year.  Teachers will be trained in the McKinney-Vento Act	# of check ins with the attendance clerk after enrollments  Pre/post assessment of teacher understanding of McKinney-Vento Act	48 students are identified as TSSP				Time People Money
Identify TSSP students in grades K-8 who would benefit from after-school reading intervention program using the Foundations or Just Words Curriculum based on data analysis.	Pre/post Foundations/Just Words Screener  # of students offered after-school reading intervention  # of students accessing after-school reading intervention.  # of students gaining proficiency on Foundations/Just Words Screener.	Foundations/Just Words Screener (TBD)				Time People Money

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**Progress Monitoring**

# Budget Summary

## Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Fundir Sourc...	Object (Type of Expendit...	Year C...	Cost Estim...	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Executive Administrat Notes/Questions/Feedback
GLS & es	(GLS) SN1SG2,SN2SG2,(ES) SN1SG1	Time sheeting for Intervention GLS SN: 1 & 2 ES SN: 1 & 2	3010	Certificated Extra-time	Year 1	\$ 10,000.00		Ok -RG
GLS	SN1SG1,SN2SG1	ILT Time sheeting GLS SN: 1 & 2 ES SN: 1 & 2	3010	Certificated Extra-time	Year 1	\$ 12,000.00	Meeting	Conditional pending more data - RG
GLS	SN1SG1,SN2SG1	Time sheeting - Subs Full Day ILT Meetings GLS SN: 1&2 ES SN: 1&2	3010	Certificated Sub-time	Year 1	\$ 3,800.00		Conditional pending more data - RG
ES	SN2SG1	Time sheeting TSSP ES SN: 2	3010	Classified Extra-time	Year 1	\$ 3,000.00		Ok -RG
S	REMOVE	Community Outreach Assistant Safety SN: 2	3010	Classified Extra-time	Year 1	\$ 23,000.00		Remove per Christy/and Darla
S	SN2SG2	Parent Involvement/Engagement Safety SN: 3	3010	Materials & Supplies	Year 1	\$ 3,000.00		Conditional pending more data - RG
GLS	SN1SG2	& 2	3010	Materials & Supplies	Year 1	\$ 17,000.00		Conditional pending more data - RG
GLS	SN1SG2,SN2SG2	Professional Learning Book Study GLS SN 1&2	3010	Materials & Supplies	Year 1	\$ 1,500.00		Conditional pending more data - RG
GLS, ES	(GLS) SN1SG1,SN2SG1 (ES) SN1SG1	Food 4 Less Parent Engagement Meetings Safety SN: 3	3010	Materials & Supplies	Year 1	\$ 500.00	Light snacks for parent engagement meetings.	Conditional pending more data - RG
GLS	SN1SG2,SN2SG2	1&2	3010	Services	Year 1	\$ 20,000.00		Ok -RG
S	SN1SG2,SN2SG2	Field Trip/Excursions Transportation GLS SN: 1 & 2	3010	Services	Year 1	\$ 15,000.00		Conditional pending more data - RG
S	SN1SG2,SN2SG2	Student Field Trip/Excursions/academic GLS SN: 1 & 2	3010	Services	Year 1	\$ 10,000.00		Conditional pending more data - RG
S	SN1SG2,SN2SG2	Student Field Trip/Excursions (outdoor education) GLS SN: 1 & 2	3010	Services	Year 1	\$ 20,000.00	Science Camp - District Required	High Dollar Comparative - RG
S	SN1SG2,SN2SG2	Field Trip/Excursions Transportation (outdoor education) GLS SN: 1 & 2	3010	Services	Year 1	\$ 9,000.00	Science Camp - District Required	High Dollar Comparative - RG
						\$ 147,800.00		
						\$ 172,150.00	Allocation (4)	

## Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Fundir Sourc...	Object (Type of Expendit...	Year C...	Cost Estim...	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Executive Administrat Notes/Questions/Feedback
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S	REMOVE	Community Outreach Assistant Safety SN: 2	3010	Classified Extra-time	Year 1	\$ 23,000.00		Remove per Christy/and Darla
S	SN2SG2	Parent Involvement/Engagement Safety SN: 3	3010	Materials & Supplies	Year 1	\$ 3,000.00		Conditional pending more data - RG
GLS	SN1SG2	& 2	3010	Materials & Supplies	Year 1	\$ 17,000.00		Conditional pending more data - RG
GLS	SN1SG2,SN2SG2	Professional Learning Book Study GLS SN 1&2	3010	Materials & Supplies	Year 1	\$ 1,500.00		Conditional pending more data - RG
GLS, ES	(GLS) SN1SG1,SN2SG1 (ES) SN1SG1	Food 4 Less Parent Engagement Meetings Safety SN: 3	3010	Materials & Supplies	Year 1	\$ 500.00	Light snacks for parent engagement meetings.	Conditional pending more data - RG
GLS	SN1SG2,SN2SG2	1&2	3010	Services	Year 1	\$ 20,000.00		Ok -RG
S	SN1SG2,SN2SG2	Field Trip/Excursions Transportation GLS SN: 1 & 2	3010	Services	Year 1	\$ 15,000.00		Conditional pending more data - RG
S	SN1SG2,SN2SG2	Student Field Trip/Excursions/academic GLS SN: 1 & 2	3010	Services	Year 1	\$ 10,000.00		Conditional pending more data - RG
S	SN1SG2,SN2SG2	Student Field Trip/Excursions (outdoor education) GLS SN: 1 & 2	3010	Services	Year 1	\$ 20,000.00	Science Camp - District Required	High Dollar Comparative - RG
S	SN1SG2,SN2SG2	Field Trip/Excursions Transportation (outdoor education) GLS SN: 1 & 2	3010	Services	Year 1	\$ 9,000.00	Science Camp - District Required	High Dollar Comparative - RG
						\$ 147,800.00		
						\$ 172,150.00	Allocation (4)	

## Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Fundir Sourc...	Object (Type of Expendit...	Year Cyl...	Cost Estim...	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Executive Administrat Notes/Questions/Feedback
S	SN1SG2	Time Sheeting For Late Start Student Supervision	0000	Classified Extra-time		\$ 2,700.00	afterschool supervision for busing-late arrival	OK-RG
						\$ 2,700.00		

## 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

At George Komure Elementary School, the planning process for the Strategic Plan and Annual Review involved consultation with various educational partners including School Site Council (SSC), English Language Advisory Committee (ELAC), Instructional Leadership Team (ILT), as well as, Staff input (Certificated and Classified).

#### Date

##### School Site Council (SSC):

August 24, 2023: Vision, Mission, and Goals of the Strategic Plan.

October 4, 2023: Reviewed progress on goals in Standards and Emerging students using the NWEA School Profile Report.

December 6, 2023: Reviewed progress on goals in the area of safety, standards and emerging students.

February 7, 2024: Reviewed and discussed the winter map scores for the school, as well as safety objectives and the School Site Safety Plan.

May 1, 2024: Reviewed and reflected upon objectives outlined in the 2024-2027 Strategic Plan, offering insights and contributing suggestions for actions and services.

##### English Language Advisory Committee (ELAC):

September 13, 2023: Vision, Mission and review of strategic plan goals

November 16, 2023: NWEA Map data review Data Review Process, Standards Focus & Needs Assessment

February 22, 2024: Review standards, safety and emerging students, progress on goals and needs assessment.

April 18, 2024: Review and discuss goals for the strategic Plan & Provide Input on Actions and Services

##### Instructional Leadership Team (ILT):

August 1, 2023: Emerging Students, English Language Learners

August 30, 2023: Standards, Safety and Emerging Students

October 25, 2023: PBIS Team, Safety Focus

November 30, 2023: Site Focus and Strategic Plan Overview with New Teachers

January 12, 2024: Safety and Needs Assessment with Paraprofessionals

March 6, 2024: Standards, Safety and Emerging Students with All Staff

March 27, 2024: Standards, Safety and Emerging Student Data in Professional Learning Collaborative Teams with

##### Staff Input:

April 2, 2024: Safety and Behavior Data

April 17, 2024: Standards, Safety and Emerging students needs assessment

April 24, 2024: Review and discussion of Strategic plan goals 2024-2027

April 23, 2024: Standards, Safety and Emerging Student Data in Pull-out Day with Grades 3-6

April 30, 2024: Review and discussion of Strategic plan goals 2024-2027

#### Groups

School Site Council (SSC)

English Language Advisory Committee (ELAC)

Instructional Leadership Team (ILT)  
Staff input (Certificated and Classified)

**Outcome**

Through these meetings, educational partners, including the School Site Council, English Language Advisory Committee, Instructional Leadership Team, Certificated and Classified Staff contributed input to develop the 2024-2027 Strategic Plan, ensuring that it reflected the perspectives and needs of various parties involved in the educational process at George Komure Elementary School.

## 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:

School Principal

Classroom Teachers

Name of Members	Role
Christie Newman	Principal
Tammie Sessions	Classroom Teacher
Elizabeth Rivera	Classroom Teacher
Tammi Sigler	Classroom Teacher
Laurie Edwards	Other School Staff
Ismael Rodriguez	Parent or Community Member
Maria Garcia	Parent or Community Member
Nancy Onofre	Parent or Community Member
Elizabeth Machado	Parent or Community Member
Brenda Ortega	Parent or Community Member

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

**Recommendations and Assurances**

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Safety Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 5/1/2024.

Attested:

	Principal, Christie Newman on 5/1/2024
	SSC Chairperson, Ismael Rodriguez on 5/1/2024