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.

Lathrop Elementary
39685936042337

Manteca Unified School District
39685930000000

School Site Vision

Lathrop Warriors strive towards achieving grade level standards in a positive, engaging, safe, and inclusive environment.

School Site Mission

Each Lathrop Warrior will reach their maximum individual potential through standards-based instruction and interventions using data driven actions and decisions in a safe, positive learning 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

Asian Americans: Chronic Absenteeism

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

Lathrop Elementary's plan for student success aligns with Manteca Unified's three targets and goals. Lathrop Elementary's plan includes goals to address student achievement of grade-level standards, safety, and support for our emerging students. Goal 1: Lathrop Elementary students will make progress towards mastery of standards in Math and English Language Arts. Goal 2: Lathrop Elementary School will provide a physically and emotionally safe environment for students to access learning, develop social skills and foster a sense of school connectedness. Goal 3: Lathrop Elementary students will receive effective differentiated instruction and support to reach individual success and make progress towards mastery of grade-level standards in Math and English Language Arts. Lathrop Elementary will utilize funding sources to support the identified needs of our students to maximize student achievement by supporting effective instruction aligned to state standards; promote engaging learning opportunities for all students, and provide a safe learning environment.

School Site Description

Lathrop Elementary School is located in Lathrop, CA. It is home to the Lathrop Warriors and Warrior Pride. At Lathrop Elementary we do things The Warrior Way. The Warrior Way is a school-wide, positive, proactive approach to improve social behavior and academic achievement for all students. Our core values are to Be Safe, Be Respectful, and Be Responsible. We serve approximately nine hundred and thirty students from our neighborhood families in grades Transitional Kindergarten through Eighth Grade. We have a faculty that is committed to meeting the needs of our students. Lathrop Elementary benefits from the active participation of families and community members, who work together with teachers on the English Language Advisory Committee, School Site Council, Parent Teacher Club, and school activities/events.

School Vision: Lathrop Warriors strive towards achieving grade-level standards in a positive, engaging, safe, and inclusive environment.

School Mission: Each Lathrop Warrior will reach their maximum individual potential through standards-based instruction and interventions using data-driven actions and decisions in a safe, positive learning environment.

Parent information is available on our school website at https://lathrop.mantecausd.net/. The Warrior Report, the school's monthly family newsletter comes out on the 1st of each month. Parents can also get information on the school's Facebook Page at https://www.facebook.com/lathropwarriors. To learn more about the many programs offered at Lathrop School, feel free to contact Anita Tillotson, Principal at (209) 858-7250 or atillotson@musd.net.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

MUSD provides Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.
Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.
Examples of Tier 2 and 3 intervention support are:
Point Break Intervention Classes
Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)
An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

<u>Funding</u>

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**
875	**68.3**	**35.4**	**0.8**
Total Number of Students enrolled in Lathrop Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	310	35.4
Foster Youth	7	0.8
Homeless	23	2.6
Socioeconomically Disadvantaged	598	68.3
Students with Disabilities	111	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	24	2.7
American Indian	3	0.3
Asian	39	4.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	34	3.9
Hispanic	683	78.1
Two or More Races	25	2.9
Pacific Islander	6	0.7
White	61	7

Conclusions based on this data:

1. Our largest subgroup is Hispanic which makes up 78.1% of Lathrop Elementary's student population.
2. 35.4% of our student population are English Language Learners.
3. 68.3% of our student population is categorized as Socioeconomically Disadvantaged which is a decline from previous years - 2021/2022 69.8% of student population was SED & 2020/2021 81.9% of student population was SED.

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 make progress towards mastery of grade level standards in English Language Arts and Math.

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		2327.	2384.		4.90	9.57		5.88	19.15		17.65	24.47		71.57	46.81
Grade 4		2397.	2365.		3.53	4.67		16.47	7.48		25.88	13.08		54.12	74.77
Grade 5		2438.	2439.		7.59	5.15		20.25	17.53		17.72	26.80		54.43	50.52
Grade 6		2481.	2468.		4.21	7.45		25.26	13.83		31.58	35.11		38.95	43.62
Grade 7		2463.	2543.		3.23	14.14		17.20	39.39		29.03	26.26		50.54	20.20
Grade 8		2524.	2504.		4.26	5.26		27.66	23.16		39.36	34.74		28.72	36.84
All Grades	N/A	N/A	N/A		4.56	7.68		18.61	19.97		27.01	26.45		49.82	45.90

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		2358.	2398.		3.88	8.42		14.56	27.37		20.39	21.05		61.17	43.16
Grade 4		2375.	2385.		0.00	3.77		0.00	8.49		28.24	28.30		71.76	59.43
Grade 5		2412.	2415.		0.00	0.00		8.75	6.12		25.00	26.53		66.25	67.35
Grade 6		2451.	2432.		5.15	3.13		7.22	10.42		27.84	18.75		59.79	67.71
Grade 7		2425.	2506.		1.09	11.11		5.43	14.14		20.65	35.35		72.83	39.39
Grade 8		2451.	2432.		0.00	1.04		5.32	7.29		23.40	14.58		71.28	77.08
All Grades	N/A	N/A	N/A		1.81	4.58		7.08	12.20		24.14	24.24		66.97	58.98

CAASPP Results
English Language Arts/Literacy (All Students)

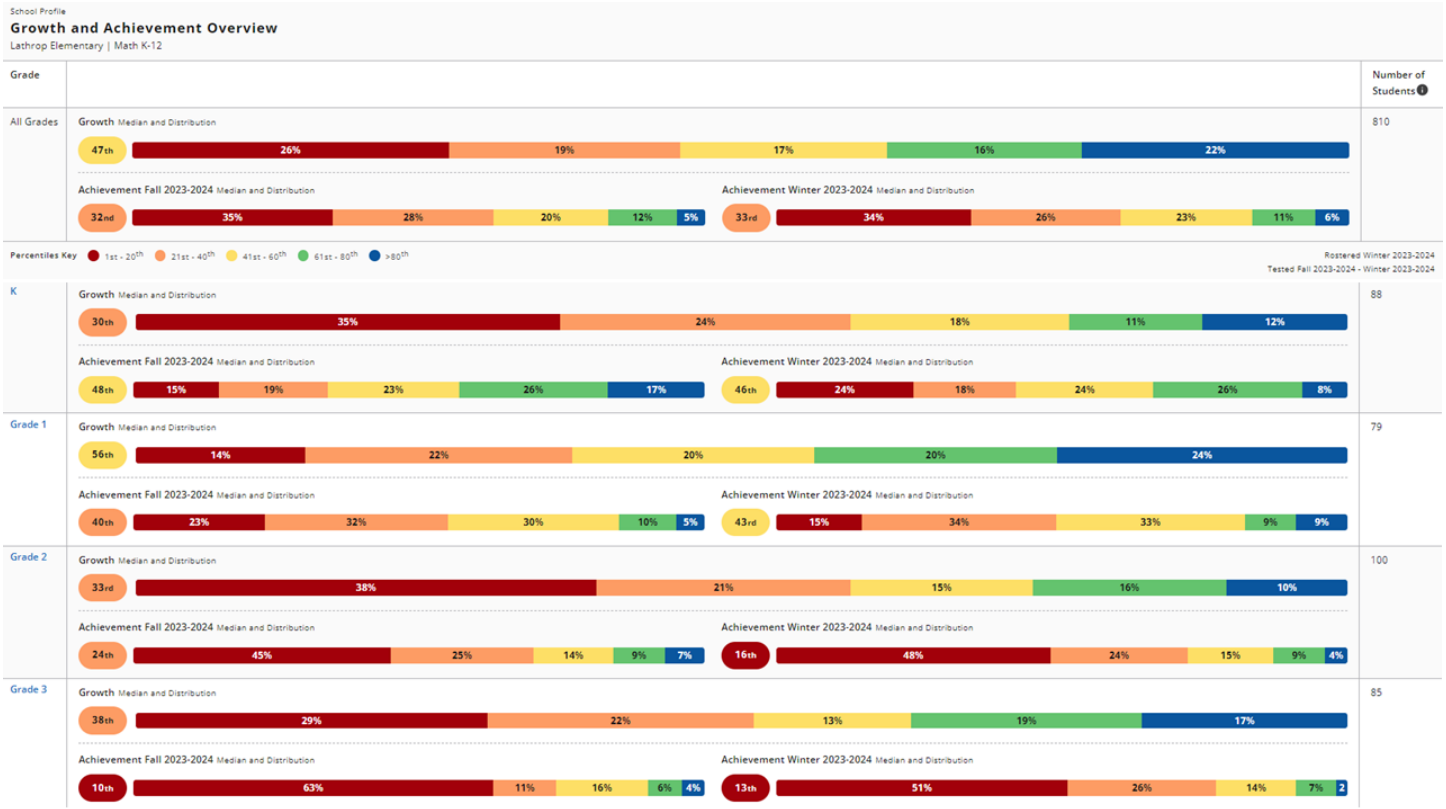
CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	27.65
Female	30.27
Male	25.54
American Indian or Alaska Native	--
Asian	39.29
Black or African American	6.67
Filipino	40.00
Hispanic or Latino	25.65
Native Hawaiian or Pacific Islander	--
Two or More Races	46.67
White	36.84
English Learners	12.11
Foster Youth	--
Homeless	10.53
Military	26.67
Socioeconomically Disadvantaged	27.59
Students Receiving Migrant Education Services	--
Students with Disabilities	4.21

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	16.78
Female	13.58
Male	19.38
American Indian or Alaska Native	--
Asian	20.69
Black or African American	6.25
Filipino	28.00
Hispanic or Latino	15.37
Native Hawaiian or Pacific Islander	--
Two or More Races	13.33
White	28.95
English Learners	7.22

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	0.00
Military	26.67
Socioeconomically Disadvantaged	15.57
Students Receiving Migrant Education Services	--
Students with Disabilities	5.26

Data



Student Growth Summary Report

Aggregate by School

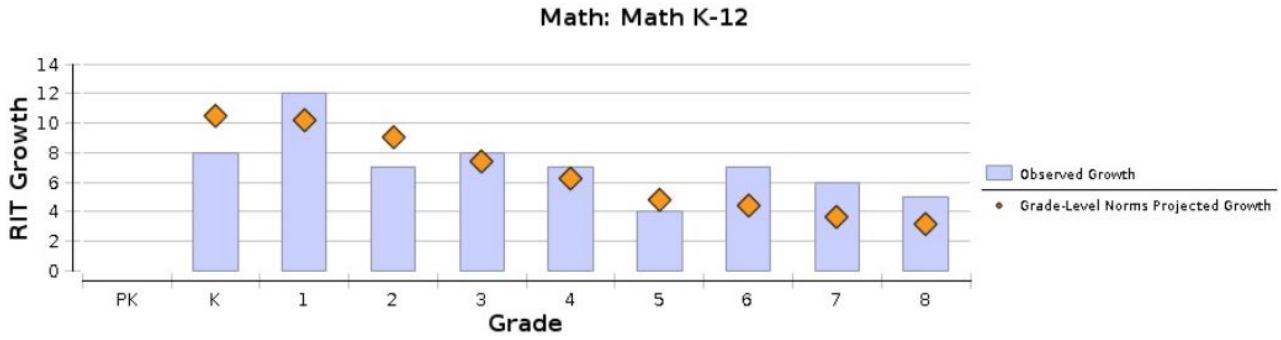
Term: Winter 2023-2024
District: Manteca Unified School District

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

Lathrop Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	88	140.4	11.4	56	148.5	11.3	38	8	0.7	10.5	-1.87	3	88	34	39	33
1	79	155.7	9.3	23	167.2	9.9	31	12	0.6	10.2	0.91	82	79	45	57	55
2	100	164.7	14.9	4	171.8	14.8	2	7	0.8	9.0	-1.46	7	100	37	37	33
3	85	173.2	15.5	1	180.7	14.9	1	8	0.8	7.4	0.12	55	85	39	46	40
4	83	192.5	13.3	15	199.1	14.7	16	7	0.8	6.3	0.31	62	83	39	47	44
5	96	195.4	16.3	3	199.9	14.5	3	4	0.7	4.8	-0.25	40	96	41	43	38
6	89	201.9	12.4	5	209.0	13.0	10	7	0.8	4.4	2.16	98	89	53	60	58
7	95	210.8	13.6	14	216.5	15.0	20	6	0.7	3.6	1.79	96	95	57	60	60
8	95	221.2	15.1	35	226.4	15.6	43	5	0.8	3.2	1.47	93	95	65	68	62



Data Analysis

CAASPP DATA: 2022-2023 (populated data)

- Overall Percentage of students who Met/Exceeded Math standards: 16.78%. The data shows there is a disproportionality among our African American students as 6.25% Met/Exceeded ELA standards.

NWEA MAP MATH ACHIEVEMENT WINTER 2024 DATA:
The aggregate school median percentile for math achievement currently rests at the 47th percentile, signaling that a majority—approximately 45%—of our students are exhibiting performance below the national average.
Specifically:

- In the 3rd and 5th grades, there exists the highest proportion of students performing below the 21st percentile.
- Following closely, the 2nd and 4th grades display the second-highest percentage of students performing below the 21st percentile.
- Across the span of Kinder to 8th grades, more than half the students demonstrate performance below the 41st percentile.

STUDENT GROWTH SUMMARY MATH REPORT: FALL 2023-WINTER 2024

- K: 39% of students met their growth projections. The overall grade level did not meet the projected school growth.
- 1st: 57% of students met their growth projections. The overall grade level did meet the projected school growth.
- 2nd: 37% of students met their growth projections. The overall grade level did not meet the projected school growth.
- 3rd: 46% of students met their growth projections. The overall grade level did meet the projected school growth.
- 4th: 47% of students met their growth projections. The overall grade level did meet the projected school growth.
- 5th: 43% of students met their growth projections. The overall grade level did not meet the projected school growth.
- 6th: 60% of students met their growth projections. The overall grade level did meet the projected school growth.
- 7th: 60% of students met their growth projections. The overall grade level did meet the projected school growth.
- 8th: 78% of students met their growth projections. The overall grade level did meet the projected school growth.

Student Need 1:

Students require access to effective Tier 1 instruction, as it is vital for ensuring that all students develop solid math skills and continue to progress towards meeting grade level standards.

SMART Goal 1

By June 2027, 70% of K-8th grade students will meet their growth projection in math as measured by the NWEA Map Math assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional development with SJCOE focused on providing teachers opportunities to	Learning Walk Data: Number of teachers that implement number sense	10/20				Time Money People

observe, engage in, practice, and facilitate number sense routines that will build their math content knowledge/standards.	routines during Math instruction.					
Teachers will incorporate Mathematical Practices and Thinking Strategies within their instruction.	Learning Walk Data: Number of classrooms with strong evidence of Math thinking strategies being utilized. (26 classrooms)	Strong Evidence: 0 Some Evidence:17 No Evidence: 9				Time People Money
Math Workshop Model implementation: PD, coaching & collaboration with PEBC and support from Instructional Specialist	Learning Walk Data: Number of classrooms with strong evidence of the math workshop model. (26 classrooms)	Strong Evidence: 0 Some Evidence: 11 No Evidence: 15				Time Money People
Grade Level Collaborative Teams will meet monthly to review data, identify student needs, discuss instructional practices and plan accordingly to meet students' needs.	GL Team's monthly plans to be reviewed with administration to ensure plans include strong evidence of data analysis, student need, smart goal, and actions. (Total of 10 grade levels Tk-8th)	Strong Evidence: 0 Some Evidence: 5 No Evidence: 5				Time Money People
Students in 1st-8th grade below the 41st percentile in Math will have the opportunity to attend an after-school tutorial to work on math skills.	Pre & Post teacher created assessment data: Number of students who met the targeted math skill (TBD on the target once we make a final decision on the focus of the tutorial)	#___/___ TBD: When tutorial begins				Time Money People
Students in 6th-7th grade below the 21st percentile in Math will have the opportunity to attend a site summer enrichment program to	Pre & Post teacher created assessment data: Number of students who met the targeted math skill (TBD on the target once we make a final decision on the focus of the tutorial)	#___/___ TBD: June 2025				Time Money People

support basic math skills.						
Students who have met their NWEA Math growth projection will have the opportunity to attend an afterschool activity as an incentive.	NWEA Map Math Growth Report: Number of students that have met their growth projection in Math. (Fall, Winter, Spring)	Winter 2024: K: 34/101 1st: 45/86 2nd: 36/104 3rd: 39/88 4th: 39/87 5th: 41/99 6th: 53/93 7th: 58/100 8th: 65/99				Time Money People
Students in grades 1st-8th will use Reflex/Frax outside of the school day to support math fact fluency practice.	Green Light Status: Number of students achieving green light status a minimum of 3 times a week. (Green light signals a day of practice)	#___/___ NEW TBD: August 2024				Time Money People
Students will have the opportunity to attend various academic enrichment assemblies and field trips during the school day to build and strengthen math skills across content areas.	Pre & Post teacher created assessment data: Number of students exhibiting improved skills of the particular standard linked with the enrichment/extension activity.	#___/___ NEW TBD: 24/25				Time Money People
Academic Enrichment Period: To prepare for high school and advance their academic pathways, 7th and 8th grade students will have the opportunity to select from a range of robust elective courses.	Pre/Post Student Feedback Survey regarding elective enrollment	NEW TBD 24/25				Time Money People
Teachers will work with small groups to best meet the needs of individual students and specific student groups such as our Black or African American group by	Learning Walk Data: % of teachers showing strong evidence of targeted small group instruction.	Strong Evidence: 25% Some Evidence: 55% No Evidence: 20%				Time Money People

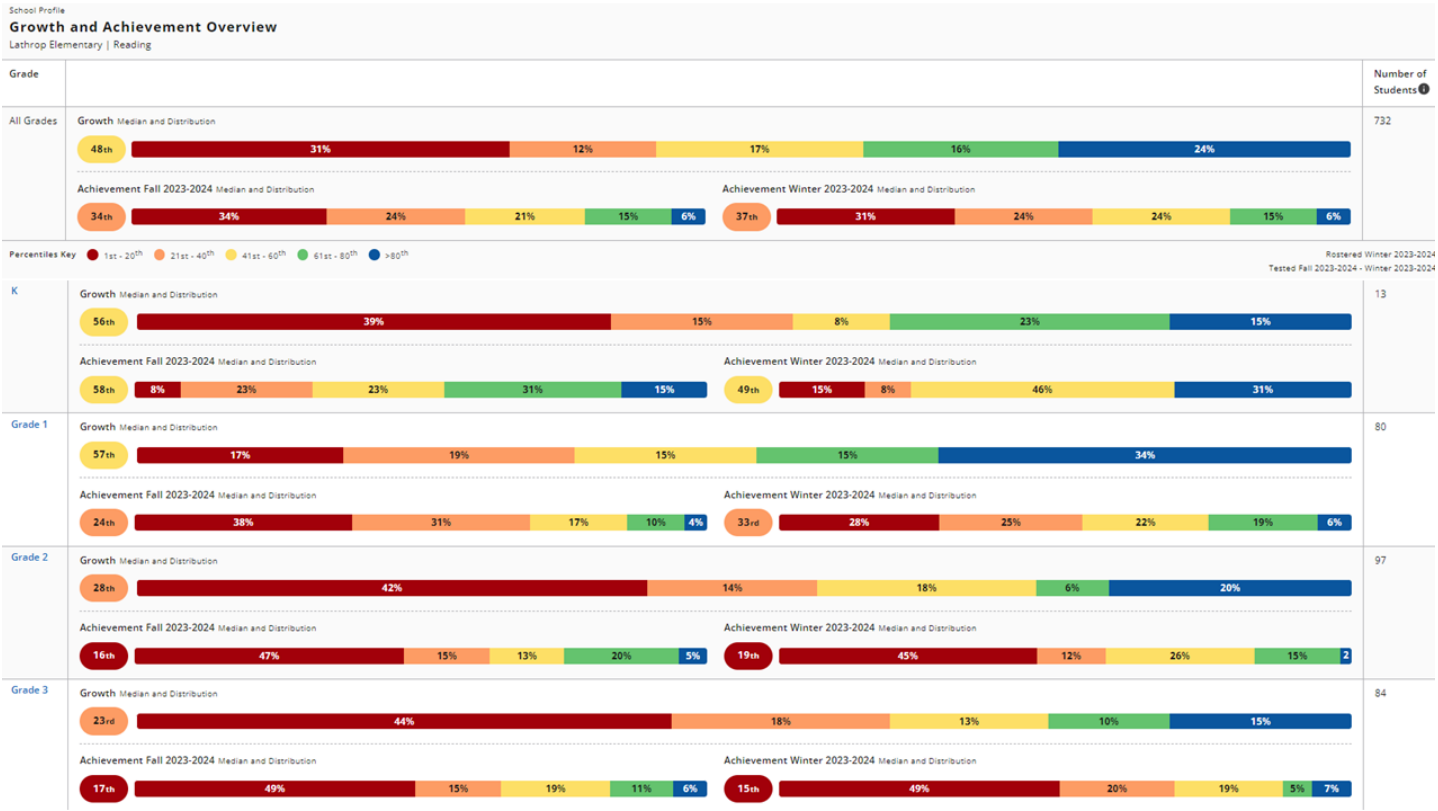
using materials from base and supplemental curriculum.						

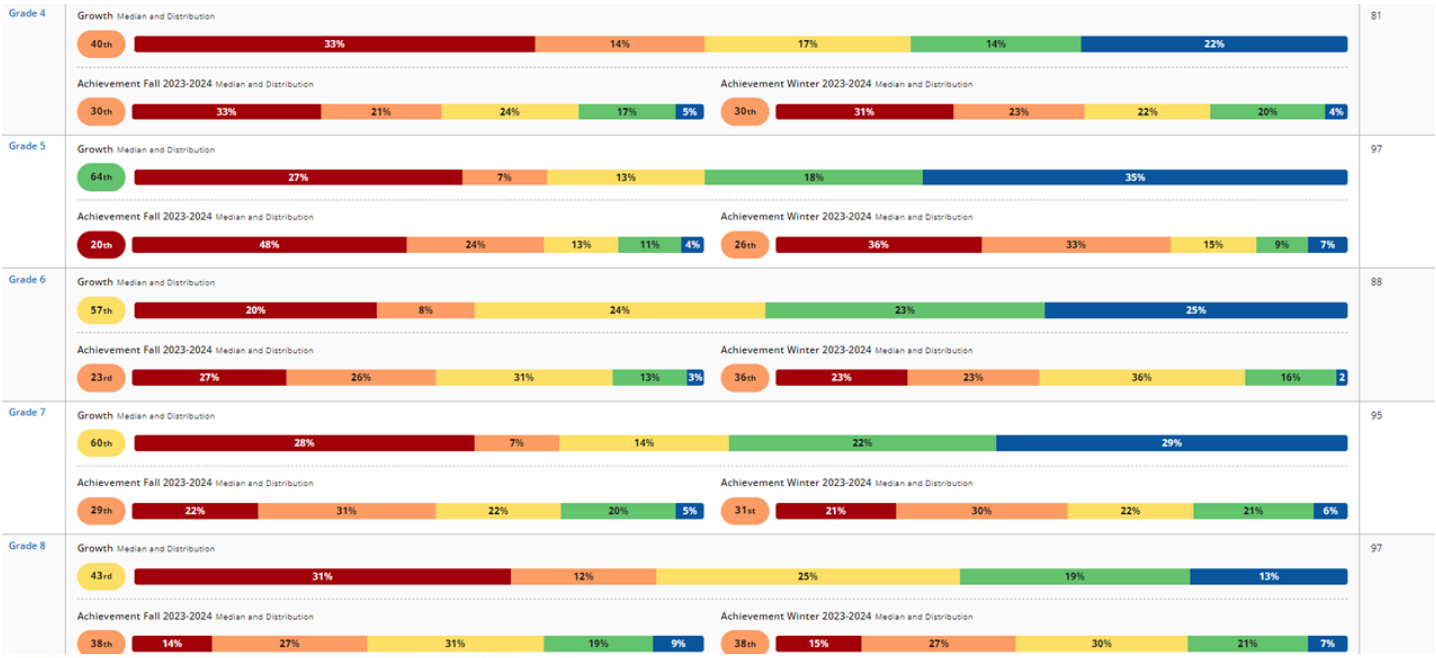
Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: NWEA Map Math Student Growth: Fall 2024			
Benchmark 2: NWEA Map Math Student Growth: Winter 2025			
Benchmark 3: NWEA Map Math Student Growth: Spring 2025			

Progress Monitoring

Data





Student Growth Summary Report

Aggregate by School

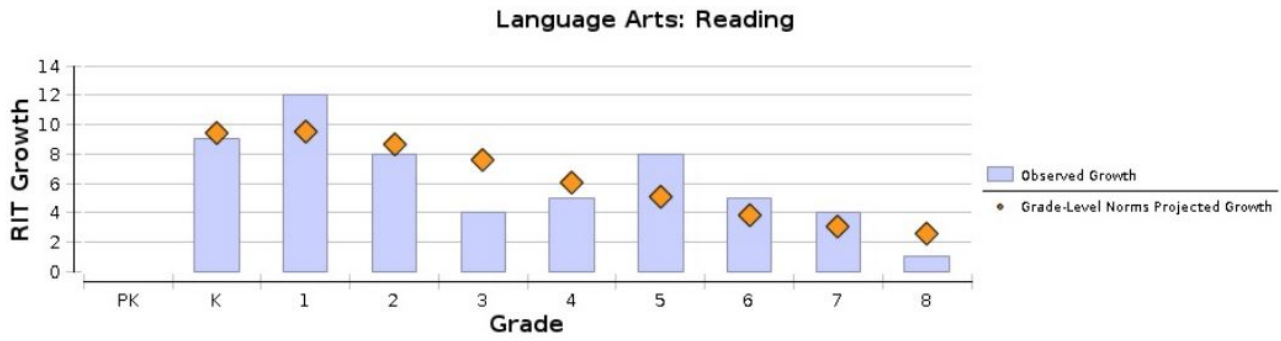
Term: Winter 2023-2024
District: Manteca Unified School District

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

Lathrop Elementary

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	13	139.8	9.2	73	148.9	10.3	70	9	1.9	9.4	-0.25	40	13	6	46	39
1	80	148.7	10.2	9	160.6	12.4	19	12	0.9	9.5	1.63	95	80	46	58	59
2	97	163.3	15.0	8	170.9	15.4	6	8	0.9	8.7	-0.76	22	97	35	36	30
3	84	175.8	15.6	7	180.0	17.5	3	4	1.0	7.6	-2.77	1	84	30	36	23
4	81	188.7	16.6	14	194.0	16.4	12	5	0.9	6.1	-0.66	25	81	39	48	43
5	97	190.2	17.8	2	198.0	17.0	6	8	0.9	5.1	2.42	99	97	57	59	63
6	88	203.0	13.7	16	207.9	13.1	20	5	0.8	3.9	1.02	85	88	56	64	56
7	95	208.6	15.0	22	212.6	13.6	27	4	0.8	3.0	0.97	83	95	56	59	61
8	97	215.6	12.5	38	216.3	14.5	29	1	0.7	2.6	-1.63	5	97	48	49	46



K-2 Reading Fluency – Winter 2024

Phonological Awareness				
Total Number of Students Tested	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 & Above Phonemic Manipulation
Kindergarten: 101 Students (5 did not test)	41 Students	27 Students	22 Students	6 Students
1st Grade: 86 Students (2 did not test) (11 Oral Readers)	2 Students	5 Students	22 Students	44 Students
2nd Grade: 105 Students	4 Students	7 Students	9 Students	28 Students

Phonics/Word Recognition				
Total Number of Students Tested	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 & Above Decodable: One-syllable
Kindergarten: 101 Students (5 did not test)	47 Students	28 Students	17 Students	4 Students
1st Grade: 86 Students (2 did not test) (11 Oral Readers)	5 Students	5 Students	29 Students	34 Students
2nd Grade: 105 Students	4 Students	5 Students	11 Students	28 Students

Data Analysis

CAASPP DATA: 2022-2023 (populated data)

- Overall Percentage of students who Met/Exceeded ELA standards: 27.65%. The data shows there is a disproportionality among our African American students as 6.67% Met/Exceeded ELA standards.

NWEA MAP READING ACHIEVEMENT WINTER 2024 DATA:

The aggregate school median percentile for reading achievement currently rests at the 37th percentile, signaling that a majority—approximately 55%—of our students are exhibiting performance below the national average. Specifically:

- In the 2nd and 3rd grades, there exists the highest proportion of students performing below the 21st percentile.
- Following closely, the 4th and 5th grades display the second-highest percentage of students performing below the 21st percentile.
- Across the span of 1st to 8th grades, more than half of the students demonstrate performance below the 41st percentile.

STUDENT GROWTH SUMMARY READING REPORT: FALL 2023-WINTER 2024:

- 1st: 58% of students met their growth projections. The overall grade level did meet the projected school growth.

- 2nd: 36% of students met their growth projections. The overall grade level did not meet the projected school growth.
- 3rd: 36% of students met their growth projections. The overall grade level did not meet the projected school growth.
- 4th: 48% of students met their growth projections. The overall grade level did not meet the projected school growth.
- 5th: 59% of students met their growth projections. The overall grade level did meet the projected school growth.
- 6th: 64% of students met their growth projections. The overall grade level did meet the projected school growth.
- 7th: 59% of students met their growth projections. The overall grade level did meet the projected school growth.
- 8th: 49% of students met their growth projections. The overall grade level did not meet the projected school growth.

K-2 NWEA MAP READING FLUENCY WINTER 2024 DATA:

- Kindergarten: Within the domain of Phonological Awareness, 41 students have attained proficiency at Level 1, and 47 students have achieved proficiency at Level 1 in Phonics/Word Recognition. The end-of-year (EOY) fluency expectation for kindergarten students is that they attain Level 3 proficiency in Phonological Awareness and Phonics/Word Recognition.
- First Grade: Within the domain of Phonological Awareness, 44 students have demonstrated proficiency at Level 4, while seven students are currently performing at Level 1 or 2. In the domain of Phonics/Word Recognition, 34 students have attained proficiency at Level 4, with 10 students performing at Level 1 or 2. Additionally, 11 students have met the end-of-year (EOY) benchmark for becoming Oral Readers, aligning with the expectation that first-grade students achieve oral reading fluency by the end of the academic year.
- Second Grade: Upon entering second grade, students are anticipated to be oral readers. However, according to Winter data, 48 out of 105 students are currently performing below this expectation.

Student Need 2:

Students require access to effective Tier 1 instruction, as it is vital for ensuring that all students develop strong literacy skills and continue to progress towards meeting grade level standards.

SMART Goal 1

By June 2027, 70% of K-1st grade students will meet the End of The Year (EOY) benchmarks as measured by NWEA Map Reading Fluency.

EOY Benchmarks:

- Kindergarten: Level 3 proficiency in Phonological Awareness and Phonics/Word Recognition
- 1st Grade: Oral Readers

Implementation Plan

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

Instructional Specialist will continue to support our TK-1st grade teachers in effectively implementing Fundations by modeling lessons, providing training and follow-up sessions. In addition, Fundations materials will be refreshed yearly.	Learning Walk Data: Number of classrooms with strong evidence of full implementation of Fundations (11 classrooms)	Strong Evidence: 0 Some Evidence:11 No Evidence: 0				Time Money People
Grade Level Collaborative Teams will meet monthly to review data, identify student needs, discuss instructional practices and plan accordingly to meet students' needs. (subs may be needed to review plans with administration)	GL Team's monthly plans to be reviewed with administration to ensure plans include strong evidence of data analysis, student need, smart goal, and actions. (Total of 10 grade levels Tk-8th)	Strong Evidence: 0 Some Evidence: 5 No Evidence: 5				Time Money People
Students who met their reading growth projection will have the opportunity to attend an afterschool activity as an incentive.	NWEA Map Reading Growth Report: Number of students that have met their growth projection in Reading.	Winter 2024: 46/80				Time Money People
1st grade students will have the opportunity to attend an ELA tutorial after school to support basic reading skills.	Pre & Post teacher created assessment data: Number of students who met the targeted reading skill (TBD on the target once we make a final decision on the focus of the tutorial)	#___/___ TBD: When tutorial begins				Time Money People
To support K-1st reading fluency outside the school day students will use the online platform EPIC.	EPIC Class Summary Report: Number of students reading a minimum of 20 minutes a day to support reading	#___/___ NEW TBD: August 2024				Money Time People

	fluency outside the school day.					
Students will have the opportunity to attend academic enrichment assemblies and field trips during the school day to build and strengthen language arts skills across content areas.	Pre & Post teacher created assessment data: Number of students exhibiting improved comprehension of the particular standard linked with the enrichment activity.	#___/___ NEW TBD: 24/25				Time Money People
Instructional Workshop series offered at the school site facilitated by admin and/or instructional specialist (topics to include: small group instruction, instructional routines, science of reading).	Learning Walk Data: Participants with strong evidence of implementation of the workshop strategy	NEW TBD: 24/25 Strong Evidence: Some Evidence: No Evidence:				Time Money People

Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: NWEA Map Reading Fluency Data: Fall 2024			
Benchmark 2: NWEA Map Reading Fluency Data: Winter 2025			
Benchmark 3: NWEA Map Reading Fluency Data: Spring 2025			

SMART Goal 2

By June 2027, 70% of 2nd-8th grade students will meet their growth projection in reading as measured by the NWEA Map Reading assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers in grades 4th-6th will be trained in Just Words, and the necessary teacher and student materials will be purchased to be used during Tier 2 instruction.	Learning Walk Data: Number of teachers with strong evidence of full implementation	Strong Evidence: Some Evidence: No Evidence: NEW TBD: August 2024				Time Money People
Grade Level Collaborative Teams will meet monthly to review data, identify student needs, discuss instructional practices and plan accordingly to meet students' needs.	GL Team's monthly plans to be reviewed with administration to ensure plans include strong evidence of data analysis, student need, smart goal, and actions. (Total of 10 grade levels Tk-8th)	Strong Evidence: 0 Some Evidence: 5 No Evidence: 5				Time Money People
2nd - 8th grade students below the 41st percentile in Reading will have the opportunity to attend an after-school tutorial to develop reading skills.	Pre & Post Data from teacher-created assessments: Number of students who met the targeted reading skill (TBD on the target once we make a final decision on the focus of the tutorial)	#___/___ TBD: When tutorial begins				Time Money People
Students will have the opportunity to attend an afterschool activity as an incentive for meeting their growth projection in Reading.	NWEA Map Reading Growth Report: Number of students that have met their growth projection in Reading. (Fall, Winter, Spring)	Winter 2024: 2nd: 35/97 3rd: 30/84 4th: 39/81 5th: 57/97 6th: 56/88 7th: 56/95 8th: 48/97				Time Money People
Instructional Specialist will continue to support our 2nd-3rd grade teachers in effectively implementing Fundations by modeling lessons, providing training	Learning Walk Data: Number of classrooms with strong evidence of full implementation of Fundations	Strong Evidence: 0 Some Evidence: 8 No Evidence: 0				Time Money People

and follow-up sessions. In addition, Fundations materials will be refreshed yearly.						
Students in 6th-7th grade below the 21st percentile in Reading will have the opportunity to attend a site summer enrichment academy to support basic reading skills.	Pre & Post teacher created assessment data: Number of students who met the targeted reading skill (TBD on the target once we make a final decision on the focus of the tutorial)	#___/___ TBD: June 2025				Time Money People
Intervention Teacher will support student groups below the 41st percentile in NWEA Map Reading.	Pre & Post Assessment: Number of students who met the targeted reading skill (TBD on the target once we make a final decision on the focus of the tutorial)	#___/___ NEW TBD: August 2024				Time Money People
To support 2nd-8th grade reading fluency and comprehension outside the school day students will use the online platform EPIC.	EPIC Class Summary Report: Number of students reading a minimum of 20 minutes a day to support reading fluency outside the school day.	#___/___ NEW TBD: August 2024				Time Money People
Students will have the opportunity to attend various academic enrichment assemblies and field trips during the school day to build and strengthen language arts skills across content areas.	Pre & Post teacher created assessment data: Number of students exhibiting improved comprehension of the particular standard linked with the enrichment/extension activity.	#___/___ NEW TBD: 24/25				Time Money People
Instructional Workshop series offered at the school site facilitated by admin and/or	Learning Walk Data: Participants with strong evidence of implementation of the workshop strategy	NEW TBD: 24/25 Strong Evidence: Some Evidence:				Time Money People

instructional specialist (topics to include: small group instruction, instructional routines, science of reading).		No Evidence:				
Academic Enrichment Period: To prepare for high school and advance their academic pathways, 7th and 8th grade students will have the opportunity to select from a range of robust elective courses.	Pre/Post Student Feedback Survey regarding elective enrollment	NEW TBD: 24/25				Time Money People
Teachers will work with small groups to best meet the needs of individual students and specific student groups such as our Black or African American group by using materials from base and supplemental curriculum.	Learning Walk Data: % of teachers showing strong evidence of targeted small group instruction.	Strong Evidence: 25% Some Evidence: 55% No Evidence: 20%				Time Money People

Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: NWEA Map Reading Student Growth: Fall 2024			
Benchmark 2: NWEA Map Reading Student Growth: Winter 2025			
Benchmark 3: NWEA Map Reading Student Growth: Spring 2025			

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

- Tier 1 goal is to model, teach, and acknowledge positive social, emotional, and behavioral skills.
- Tier 2 goal is to have a system that provides targeted support for students who are not successful with Tier 1 support alone.
- Tier 3 goal is to collaborate with all essential staff members to identify barriers, antecedents, and needs of the individual student to create a plan to ensure 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
Suspensions	0.89	2.63	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	3.70	4.96	3.60
Expulsions	0.00	0.24	0.08

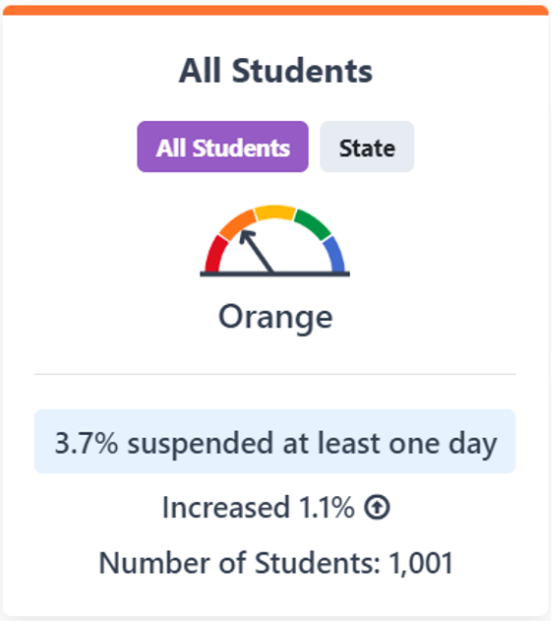
2022-23 Chronic Absenteeism by Student Group

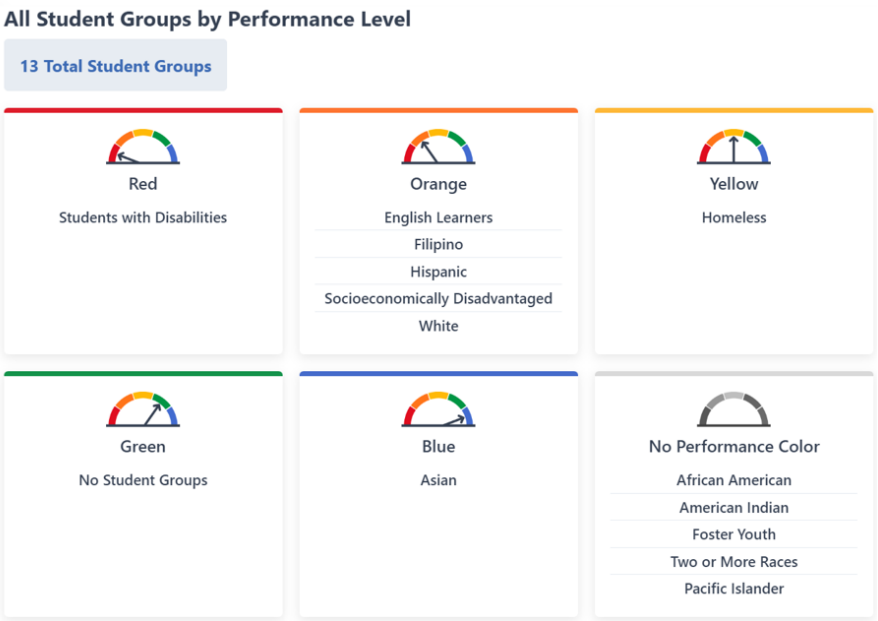
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1001	945	242	25.6
Female	468	444	115	25.9
Male	533	501	127	25.3
American Indian or Alaska Native	3	3	1	33.3
Asian	54	48	15	31.3
Black or African American	32	30	11	36.7
Filipino	40	38	9	23.7
Hispanic or Latino	762	729	184	25.2
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	28	27	2	7.4
White	76	64	19	29.7
English Learners	352	335	64	19.1
Foster Youth	9	8	2	25.0
Homeless	34	33	13	39.4
Socioeconomically Disadvantaged	730	686	190	27.7
Students Receiving Migrant Education	1	1	0	0.0
Students with Disabilities	138	131	38	29.0

Attendance 8/3/23-11/3/23 (61 days of school)	Grade Level	Actual Present % Enrollment
Regular	TK	90.77
Regular	K	91.79
Regular	1ST	93.50
Regular	2ND	94.35
Regular	3RD	94.79
Regular	4TH	94.07
Regular	5TH	94.99
Regular	6TH	94.96
Regular	7TH	94.76
Regular	8TH	95.47
Special Education SDC	K	90.03
Special Education SDC	1ST	89.23
Special Education SDC	2ND	91.21
Special Education SDC	3RD	99.18
Special Education SDC	4TH	94.54
Special Education SDC	5TH	96.68
Special Education SDC	6TH	95.15
Special Education SDC	7TH	98.13
Special Education SDC	8TH	95.47
Average School Wide		94.55

Attendance 11/6/23-2/23/24 (61 days of school)	Grade Level	Actual Present % Enrollment
Regular	TK	88.39
Regular	K	90.81
Regular	1ST	92.58
Regular	2ND	92.60
Regular	3RD	93.62
Regular	4TH	93.52
Regular	5TH	91.92
Regular	6TH	93.95
Regular	7TH	93.03
Regular	8TH	93.24
Special Education SDC	K	78.03
Special Education SDC	1ST	85.25
Special Education SDC	2ND	90.16
Special Education SDC	3RD	90.16
Special Education SDC	4TH	89.07
Special Education SDC	5TH	92.79
Special Education SDC	6TH	93.99
Special Education SDC	7TH	95.57
Special Education SDC	8TH	92.79
Average School Wide		92.36

Chronic Absenteeism 8/3/23 – 2/23/24	
Total # of students enrolled as of 2/23/24	# & % of Students Chronically Absent
All Students: 939	213 students/22.6%
TK: 72 students	34 students/47.22%
Kinder:102 students	39 students/38.23%
1st Grade: 87 students	19 students/21.8%
2nd Grade: 105 students	24 students/22.9%
3rd Grade: 90 students	15 students/16.67%
4th Grade: 87 students	16 students/18.4%
5th Grade: 101 students	19 students/18.8%
6th Grade: 94 students	11 students/11.7%
7th Grade: 100 students	20 students/20%
8th Grade: 101 students	16 students/15.8%





Behavior Analysis – Penalties from 8/3/23 to 2/23/24

Penalty	Incident	TK	00	01	04	05	06	07	08	Total
Alternative Placement	Fighting/Attack w/o Weapon				2	4	2			8
	Profanity						1	2		3
	Pushing/Shoving					4				4
	Unsafe Behavior	2				1				3
	Vape Pen: Nicotine								1	1
Alternative Placement Total		2			2	9	3	2	1	19
BASE Lesson	Pushing/Shoving					1				1
BASE Lesson Total						1				1
Conference, Parent	Bullying/Cyberbullying					1			2	3
	Fighting/Attack w/o Weapon					1	1			2
	Inappropriate Behavior/Object					1				1
	Profanity					3				3
	Unsafe Behavior	2								2
Conference, Parent Total		2				6	1		2	11
Conference, Student	Inappropriate Behavior/Object						1			1
	Profanity				1			2	1	4
	Unsafe Behavior	1								1
Conference, Student Total		1			1		1	2	1	6
Detention	Fighting/Attack w/o Weapon						1			1
Detention Total							1			1
Expulsion	Fighting/Attack w/o Weapon					1				1
Expulsion Total						1				1
Loss of Privileges	Inappropriate Behavior/Object					5				5
	Unsafe Behavior			1						1
Loss of Privileges Total				1		5				6
Loss of Recess	Bullying/Cyberbullying							1		1
	Damage School/Personal Property							1		1
	Disruptive						2			2
	Fighting/Attack w/o Weapon					1	1			2
	Inappropriate Behavior/Object				1	2	1			4
	Profanity				2					2
	Pushing/Shoving					4				4
	Unsafe Behavior			1						1
Loss of Recess Total				1	3	7	4	2		17
Refer to Counselor	Inappropriate Behavior/Object						1			1
Refer to Counselor Total							1			1
Suspension	Assault/Battery		1		1	1				3
	Fighting/Attack w/o Weapon					3	3	2	5	13
	Possess/Use Alcohol						2			2
	Pushing/Shoving					1				1
	Threat of Attack - w/ Firearm/Explosive								1	1
	Unsafe Behavior	4				1				5
Suspension Total		4	1		1	6	5	2	6	25
Written Consequence	Inappropriate Behavior/Object							1		1
Written Consequence Total								1		1
Total		9	1	3	7	36	18	10	15	99

Data Analysis

ATTENDANCE RATE DATA

- Trimester 1 of the 23/24 school year our Attendance Rate was 94.55%
- The grades with the lowest Attendance Rate was Kinder (91.79%) and 1st grade (93.5%).
- Trimester 2 of the 23/24 school year our Attendance Rate was 92.36%
- The grades with the lowest Attendance Rate was Kinder (90.81%) and 1st grade (92.58%).

CHRONIC ABSENTEEISM DATA

- Between the dates of 8/3/23 and 2/23/24: 213 (22.6%) students are considered chronically absent.
- Out of the 213 students chronically absent (113) 54.46% are students in grades TK-3rd.

SUSPENSION DATA

- The CA School Dashboard indicates that we had a 1.1% increase in suspensions, resulting in 3.7% of all students being suspended for at least one day during the 2022-2023 school year.
- Student with Disabilities' gauge was in the Red. This student group had an increase of 5.7% in suspensions, resulting in 8% of SWD being suspended for at least one day during the 22/23 school year.
- Data from Q Information System Behavior Analysis for T1 & T2 of the 23/24 school year indicates we had 99 incidents reported.
- Total of 25 penalties for suspensions. 50% of the 25 penalties of suspension were for 48900 A1/A2 (8 fights resulting in suspensions).
- Out of the 99 incidents reported 51 involved physical contact or unsafe behavior.

Student Need 1:

It is essential for all students to establish connections with the school that encourage regular attendance and appropriate behavior.

SMART Goal 1

By June 2027, each grade level will have a monthly attendance rate of 95% as measured by Q Information Systems.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
To prevent the need for initiating a SARB contract, the School Attendance Review Team will partner with students and families to recognize barriers and devise a plan for improving attendance. SART members will	Number of SART meetings prior to a SARB referral Number of students who were placed on a SARB contract	SART Meetings: 46 SARB Contracts: 3				Time Money People

closely monitor these student's attendance.						
Schoolwide Attendance Recognition and Incentive Program which includes individual recognition, class, and grade level competitions.	Number of grade levels with an average attendance rate of 95%+	April 2024: 8th: 96.16%				Time Money People
During the school day, students will have the opportunity to attend academic extension activities to learn how things they study in class connect to real life, which will strengthen their understanding the importance of school.	Pre & Post data from teacher created assessments/surveys for all academic enrichment/extension activities: Number of students exhibiting improved comprehension of the particular standard linked with the enrichment/extension activity.	#___/___ NEW TBD: 24/25				Time Money People
Increase connectedness opportunities for students through events, activities, and educational excursions outside of the instructional school day.	1) # of opportunities for students 2) # of students attending opportunities as measured by QR code/sign-in sheets	1)TBD in 24/25 2)TBD in 24/25				Time Money People
Students in grades TK-8th with perfect will have the opportunity to attend an after-school activity and earn incentives (monthly, per trimester, yearly).	Number of students who have perfect attendance	April 2024: 184				Time Money People
A certificate and classified staff member will support our TSSP students. Initial intake meetings will be held. TSSP support member will check in with student/family a	Number of TSSP students with improved attendance	TBD 24/25				Time Money People

minimum of once a month.						
Monthly meetings with Vice Principal and Attendance Clerk to review attendance and increase consistent implementation of the district's attendance policies for truancy 1, 2, and 3.	Number of attendance letters generated and sent to families	8/3/23-5/1/24: T1: 367 T2: 92 T3: 46				Time Money People

Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: Attendance Rate: August 2024			
Benchmark 2: Attendance Rate: September 2024			

SMART Goal 2

By June 2027, chronic absenteeism in grades TK-2nd grades will decrease by 10% as measured by Q Information Systems.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Outreach Assistant will collaborate with families to enhance awareness of the importance of attendance and its connection to academic development and achievement.	Number of TK-2nd grade students who have improved attendance	TBD 24/25				Time Money People

Outreach Assistant will identify students that begin to show irregular attendance, identify barriers, collaborate with all necessary parties to decrease the percentage of TK-2nd grade students identified as chronically absent.	Number of TK-2 grade students who have improved attendance	TBD 24/25				Time Money People

Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: Chronic Absenteeism Report			

SMART Goal 3

By June 2027, incidents involving physical contact and unsafe behavior will decrease by 50% as measured by Q Information Systems.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Coordination of Services Team will create a plan to support student needs and monitor progress.	Number of students on a COST plan with improved behavior	7/17				Time Money People
Strengthening our Tier 1 Positive Behavior Supports and Interventions System: Increase the fidelity and use of PBIS related strategies, rubrics, language on campus,	Staff Needs Assessment Survey: 1) Percentage of "Promoters" of PBIS bucks 2) Percentage of staff members that agree PBIS is beneficial to the school	April 2024 1) Promoters: 41% Passives: 13% Detractors: 46% 2) Agree: 64%				Time Money People

reinforcement and recognition of positive behaviors.		Neutral: 21% Disagree: 3% Other: 3%				
Continue developing our Tier 2 Positive Behavior Supports and Interventions System: Students will be referred to a CICO mentor for behavior support.	Number of students who receive CICO services with improved behavior	TBD in 24/25				Time Money People
Students will have the opportunity to attend an after-school activity and earn incentives for positive behavior.	1) Number of opportunities for students 2) Number of students attending opportunities as measured by QR code/sign-in sheets	1) TBD in 24/25 2) TBD in 24/25				Time Money People
Instructional Workshop series offered at the school site facilitated by admin and/or instructional specialist focused SEL, PBIS and/or Restorative Practices.	Learning Walk Data: Participants with strong evidence of implementation of the workshop strategy	NEW TBD: 24/25 Strong Evidence: Some Evidence: No Evidence:				Time Money People
6th-8th grade students will engage in Point Break workshops to support and increase student's resiliency, build social competence, critical thinking skills, personal responsibility, and a sense of purpose and hope for the future.	Pre/Post Survey Data: Number of students exhibiting improved comprehension of the particular focus linked with the enrichment workshop.	New TBD in 24/25				Time Money People

Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of	Evaluation/Next Steps

		action items with team members. Who? How? When?	
Benchmark 1: Behavior Analysis Report			

Progress Monitoring

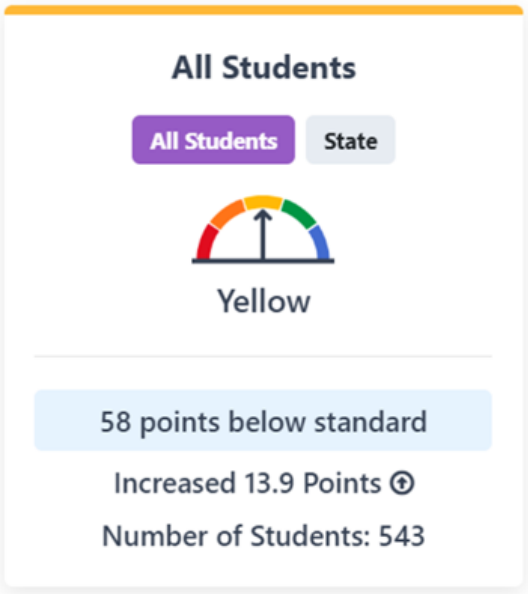
Emerging Students

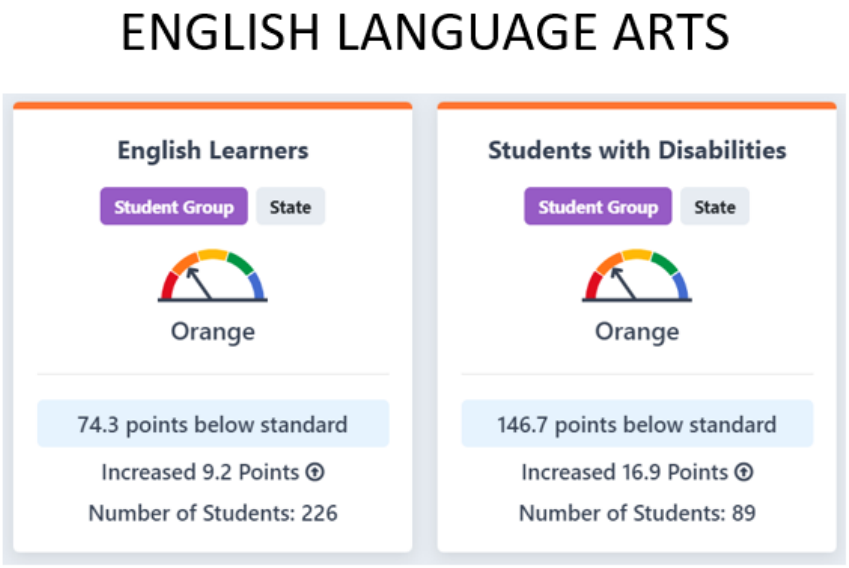
District Goal

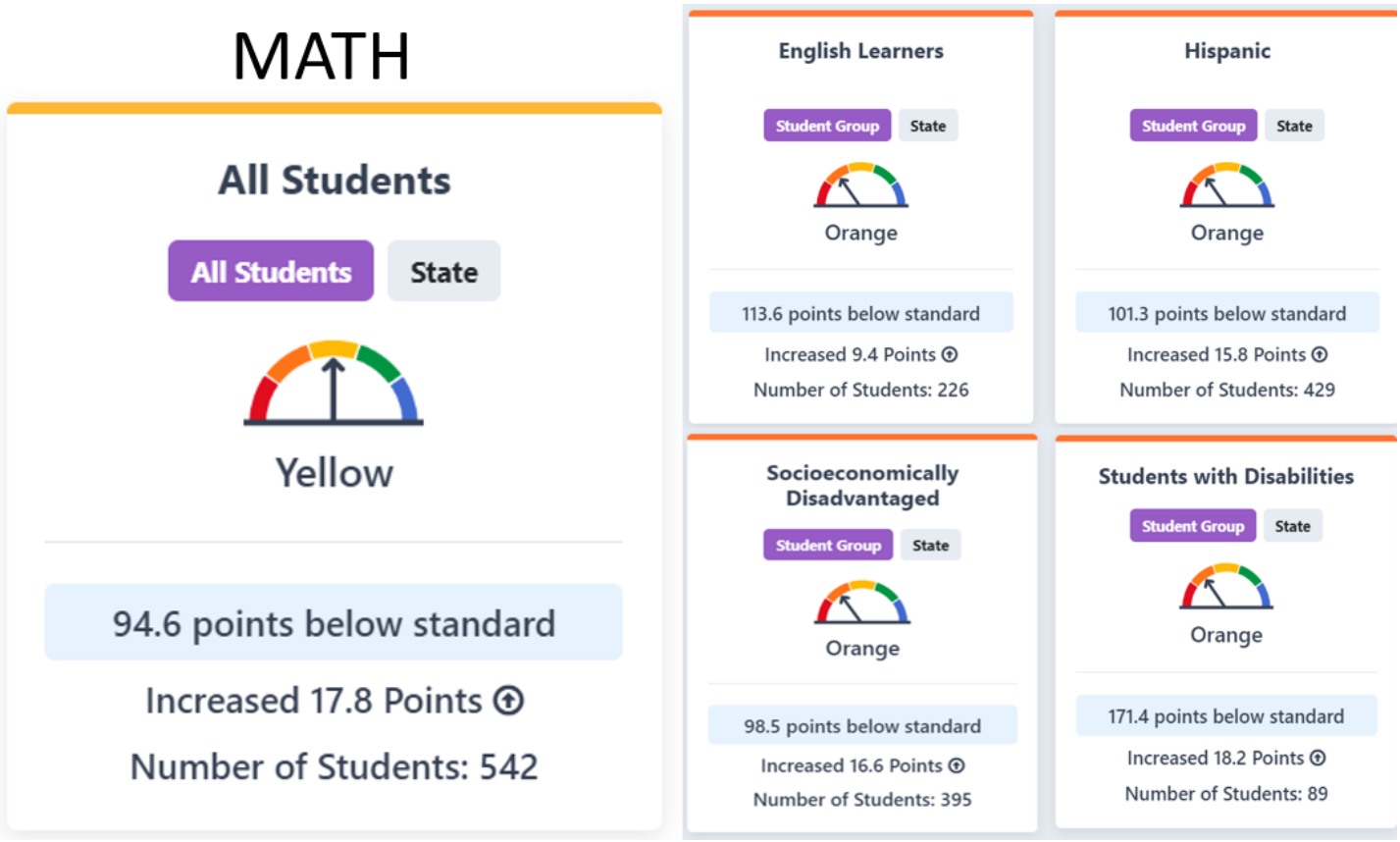
Every student is supported within a multi-tiered system to realize their individual success.

Site Tier 2 and 3 Goals

Each student is supported within a multi-tiered system to progress towards achieving grade-level standards.







Resource Inequities

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

The CDE has identified the following group as Additional Targeted Support and Improvement for the 2024-25 School Year: Asians for Chronic Absenteeism

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.

Lathrop Elementary California School Dashboard indicators are based on our 3rd-8th graders' performance on the Smarter Balanced Summative Assessment.
English Language Arts: The indicator for the 22/23 school year is yellow (medium) which is an increase from the previous year.

- There was an overall increase of 13.9 points from the prior school year.
- English Learners students had an increase of 9.2 points; however, their gauge was orange (low). To support our EL students we need to analyze each student's ELPAC score and their domain performance to offer targeted support.
- Students with disabilities had an increase of 16.9 points; however, their gauge was orange (low). To support our SWD we need to improve our collaboration with our general and special education teachers to discuss progress and strategies to support SWD in the general education setting.

Math: The indicator for the 22/23 school year is yellow (medium) which is an increase from the previous year.

- There was an overall increase of 17.8 points from the prior school year.
- English Learners students had an increase of 9.4 points; however, their gauge was orange (low). To support our EL students we need to analyze each student's ELPAC score and their domain performance to offer targeted support.
- Socially Disadvantaged Students had an increase of 16.6 points; however, their gauge was orange (low).
- Hispanic students had an increase of 15.8 points; however, their gauge was orange (low). As a school, we need to continue to improve on our Tier 1 and 2 instruction.
- Students with disabilities had an increase of 18.2 points; however, their gauge was orange (low). To support our SWD we need to improve our collaboration with our general and special education teachers to discuss progress and strategies to support SWD in the general education setting.

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	283	304	310	34.4%	36.1%	35.4%
Fluent English Proficient (FEP)	116	95	108	14.1%	11.3%	12.3%
Reclassified Fluent English Proficient (RFEP)	6			2.1%		

23-24 LONG-TERM ENGLISH LEARNERS(LTEL)

GRADE	# OF EL STUDENTS	# OF LTEL STUDENTS	# OF STUDENTS WITH IEPS
5TH	23	6	1
6TH	29	24	6
7TH	29	26	7
8TH	21	18	4

CA DEPT OF ED 2022-2023 SUMMATIVE ELPAC RESULTS

Number and Percentage of Students at Each Performance Level

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	All
Level 4 Number of students by grade for level	3	7	1	3	3	10	5	14	7	53
Level 4 Percentage of students by grade for level	6.98%	15.56%	3.85%	10.71%	8.11%	27.03%	17.24%	45.16%	24.14%	17.38%
Level 3 Number of students by grade for level	12	12	11	12	19	16	13	10	11	116
Level 3 Percentage of students by grade for level	27.91%	26.67%	42.31%	42.86%	51.35%	43.24%	44.83%	32.26%	37.93%	38.03%
Level 2 Number of students by grade for level	18	15	8	6	9	6	9	3	7	81
Level 2 Percentage of students by grade for level	41.86%	33.33%	30.77%	21.43%	24.32%	16.22%	31.03%	9.68%	24.14%	26.56%
Level 1 Number of students by grade for level	10	11	6	7	6	5	2	4	4	55
Level 1 Percentage of students by grade for level	23.26%	24.44%	23.08%	25.00%	16.22%	13.51%	6.90%	12.90%	13.79%	18.03%
Total Number of students by grade for all levels	43	45	26	28	37	37	29	31	29	305

Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	All
Level 4 Number of students by grade for level	4	9	7	9	10	12	9	22	12	94
Level 4 Percentage of students by grade for level	9.30%	20.00%	26.92%	32.14%	27.03%	32.43%	31.03%	70.97%	41.38%	30.82%
Level 3 Number of students by grade for level	14	17	9	9	19	20	15	5	11	119
Level 3 Percentage of students by grade for level	32.56%	37.78%	34.62%	32.14%	51.35%	54.05%	51.72%	16.13%	37.93%	39.02%
Level 2 Number of students by grade for level	16	15	6	5	4	0	3	0	4	53
Level 2 Percentage of students by grade for level	37.21%	33.33%	23.08%	17.86%	10.81%	0.00%	10.34%	0.00%	13.79%	17.38%
Level 1 Number of students by grade for level	9	4	4	5	4	5	2	4	2	39
Level 1 Percentage of students by grade for level	20.93%	8.89%	15.38%	17.86%	10.81%	13.51%	6.90%	12.90%	6.90%	12.79%
Total Number of students by grade for all levels	43	45	26	28	37	37	29	31	29	305

Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	All
Level 4 Number of students by grade for level	1	5	0	0	1	5	2	6	2	22
Level 4 Percentage of students by grade for level	2.33%	11.11%	0.00%	0.00%	2.70%	13.51%	6.90%	19.35%	6.90%	7.21%
Level 3 Number of students by grade for level	9	7	5	11	7	11	4	12	9	75
Level 3 Percentage of students by grade for level	20.93%	15.56%	19.23%	39.29%	18.92%	29.73%	13.79%	38.71%	31.03%	24.59%
Level 2 Number of students by grade for level	21	16	12	11	18	15	15	6	10	124
Level 2 Percentage of students by grade for level	48.84%	35.56%	46.15%	39.29%	48.65%	40.54%	51.72%	19.35%	34.48%	40.66%
Level 1 Number of students by grade for level	12	17	9	6	11	6	8	7	8	84
Level 1 Percentage of students by grade for level	27.91%	37.78%	34.62%	21.43%	29.73%	16.22%	27.59%	22.58%	27.59%	27.54%
Total Number of students by grade for all levels	43	45	26	28	37	37	29	31	29	305

Number and Percentage of Students by Domain

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	All
Well Developed Number of students by grade for level	5	20	3	4	7	11	2	10	4	66
Well Developed Percentage of students by grade for level	11.63%	44.44%	11.54%	14.29%	18.92%	29.73%	6.90%	32.26%	13.79%	21.64%
Somewhat/Moderately Number of students by grade for level	30	22	20	18	25	22	23	16	20	196
Somewhat/Moderately Percentage of students by grade for level	69.77%	48.89%	76.92%	64.29%	67.57%	59.46%	79.31%	51.61%	68.97%	64.26%
Beginning to Develop Number of students by grade for level	8	3	3	6	5	4	4	5	5	43
Beginning to Develop Percentage of students by grade for level	18.60%	6.67%	11.54%	21.43%	13.51%	10.81%	13.79%	16.13%	17.24%	14.10%
Total Number of students by grade for all levels	43	45	26	28	37	37	29	31	29	305

Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	All
Well Developed Number of students by grade for level	3	6	10	15	19	29	18	26	22	148
Well Developed Percentage of students by grade for level	6.98%	13.33%	38.46%	53.57%	51.35%	78.38%	62.07%	83.87%	75.86%	48.52%
Somewhat/Moderately Number of students by grade for level	29	28	12	8	16	3	9	2	5	112
Somewhat/Moderately Percentage of students by grade for level	67.44%	62.22%	46.15%	28.57%	43.24%	8.11%	31.03%	6.45%	17.24%	36.72%
Beginning to Develop Number of students by grade for level	11	11	4	5	2	5	2	3	2	45
Beginning to Develop Percentage of students by grade for level	25.58%	24.44%	15.38%	17.86%	5.41%	13.51%	6.90%	9.68%	6.90%	14.75%
Total Number of students by grade for all levels	43	45	26	28	37	37	29	31	29	305

Reading

Domain Performance Level	K	1	2	3	4	5	6	7	8	All
Well Developed Number of students by grade for level	1	8	2	1	1	5	0	6	3	27
Well Developed Percentage of students by grade for level	2.33%	17.78%	7.69%	3.57%	2.70%	13.51%	0.00%	19.35%	10.34%	8.85%
Somewhat/Moderately Number of students by grade for level	33	11	14	15	20	23	10	15	11	152
Somewhat/Moderately Percentage of students by grade for level	76.74%	24.44%	53.85%	53.57%	54.05%	62.16%	34.48%	48.39%	37.93%	49.84%
Beginning to Develop Number of students by grade for level	9	26	10	12	16	9	19	10	15	126
Beginning to Develop Percentage of students by grade for level	20.93%	57.78%	38.46%	42.86%	43.24%	24.32%	65.52%	32.26%	51.72%	41.31%
Total Number of students by grade for all levels	43	45	26	28	37	37	29	31	29	305

Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	All
Well Developed Number of students by grade for level	11	3	1	1	8	10	10	9	6	59
Well Developed Percentage of students by grade for level	25.58%	6.67%	3.85%	3.57%	21.62%	27.03%	34.48%	29.03%	20.69%	19.34%
Somewhat/Moderately Number of students by grade for level	14	30	17	23	24	22	17	18	20	185
Somewhat/Moderately Percentage of students by grade for level	32.56%	66.67%	65.38%	82.14%	64.86%	59.46%	58.62%	58.06%	68.97%	60.66%
Beginning to Develop Number of students by grade for level	18	12	8	4	5	5	2	4	3	61
Beginning to Develop Percentage of students by grade for level	41.86%	26.67%	30.77%	14.29%	13.51%	13.51%	6.90%	12.90%	10.34%	20.00%
Total Number of students by grade for all levels	43	45	26	28	37	37	29	31	29	305

Data Analysis

LONG-TERM ENGLISH LEARNER (LTEL) STUDENT COUNTS: 23/24 ELLEVATION PROGRAM

- 5th Grade: 26% of EL students are LTEL
- 6th Grade: 83% of EL students are LTEL
- 7th Grade: 90% of EL students are LTEL
- 8th Grade: 86% of EL students are LTEL

22/23 SUMMATIVE ELPAC DATA FOR K-8 EL STUDENTS

- 305 students in grades K-8 took the 22/23 Summative ELPAC test
- The majority of EL students' Overall Performance was in Level 2 and 3
- 53 students' (17.38%) Overall Performance was a Level 4 which is one of the criteria for EL reclassification
- Students in grades 5th-8th who are identified as "At-Risk" or LTELs Overall Performance of Level 4:

- 5th Grade: 10/37 students (27%)
- 6th Grade: 5/29 students (17.24%)
- 7th Grade: 14/31 students (45.16%)
- 8th Grade: 7/29 students (24.14%)
- Domain Performance Levels
- Listening: Overall 64.26% of students performed in the "Somewhat/Moderately Developed" level
- Speaking: Overall 48.52% of students performed in the "Well Developed" level
- Reading: Overall 49.84% of students performed in the "Somewhat/Moderately Developed" level and 41.31% of students performed in the "Beginning to Develop" level
- Writing: Overall 60.66% of students performed in the "Somewhat/Moderately Developed" level

Student Need 1:

English Learner students need daily Designated ELD and Integrated ELD to ensure they continue to develop their listening, speaking, reading, and writing skills in English.

SMART Goal 1

By June 2027, there will be a 25% increase in the amount of 6th-8th grade students reclassifying as measured by MUSD's reclassification criteria.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
English Learners will receive 30 minutes daily of designated ELD instruction within the classroom combined with integrated ELD throughout the day.	Learning Walking Data: Stong evidence of designated and integrated ELD instruction in the classroom.	Designated ELD: Strong Evidence: 5 Some Evidence: 22 No Evidence: 0 Integrated ELD: Strong Evidence: 10 Some Evidence: 15 No Evidence: 0				Time Money People
Grade Level Collaborative Teams will meet monthly to review data, identify student needs, discuss instructional practices and plan accordingly to meet EL students' needs. (subs may	GL Team's monthly plans to be reviewed with administration to ensure plans include strong evidence of data analysis, student need, smart goal, and actions specific to English Learners. (Total of 9 grade levels K-8th)	Strong Evidence: 0 Some Evidence:0 No Evidence:9				Time Money People

be needed to review plans with administration)						
Student Data Chats: 5th- 8th grade teachers will meet with their EL students to increase their student's awareness of the ELPAC test and MUSD reclassification criteria.	Number of EL students who had a data chat with their teacher a minimum of three times per school year	#____/_____ TBD: 24/25 (new process)				Time Money People
Encourage staff to attend professional development offered by MUSD on Guided Language Acquisition Design (GLAD) to increase their knowledge of strategies to meet the needs of our English Language Learners.	1) Number of teachers trained in GLAD 2) Strong evidence of GLAD strategies being implemented in classrooms with teachers who have been trained. (currently have 4 teachers in training now)	1)___/___ 2) Strong Evidence: Some Evidence: No Evidence: TBD:24/25				Time Money People
LTEL students will have the opportunity to attend an after-school tutorial targeted to a specific ELPAC domain.	Pre & Post data from teacher-created assessments: Number of students who met the targeted domain skill (TBD on the target once we make a final decision on the focus of the tutorial)	#__/__ TBD: When tutorial begins				Time Money People

Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: Number of English Learners Reclassified			

Data

Chronic Absenteeism 8/3/23 – 2/23/24 ATSI Group: Asian	
Total # of students enrolled as of 2/23/24	# & % of Students Chronically Absent
All Students: 60	23 students/38.33%
TK: 15 students	6 students/40%
Kinder: 6 students	6 students/100%
1st Grade: 7 students	4 students/57.14%
2nd Grade: 3 students	0
3rd Grade: 5 students	3 students/60%
4th Grade: 3 students	0
5th Grade: 3 students	1 student/33.33%
6th Grade: 3 students	0
7th Grade: 9 students	3 students/33.33%
8th Grade: 6 students	0

Data Analysis

CHRONICALLY ABSENT DATA FOR ADDITIONAL TARGETED SUPPORT IMPROVEMENT (ATSI)GROUP: ASIANS

- The CA School Dashboard indicates that Asian students had a 6.3% increase in chronic absenteeism, resulting in 31.3% of all Asian students being chronically absent in the 2022-2023 school year.
- From 8/3/23-2/23/24 Q Information System data indicates that our Asian students continue to have a high percentage of students chronically absent, notably in primary grades.

Student Need 2:

ATSI (Asian) student group may need targeted support to reduce the percentage of students identified as chronically absent.

SMART Goal 1

By June 2027, the percentage of Asian students (ATSI group) classified as chronically absent will decrease by 10%, as measured by the metrics provided on the CA School Dashboard.

Implementation Plan

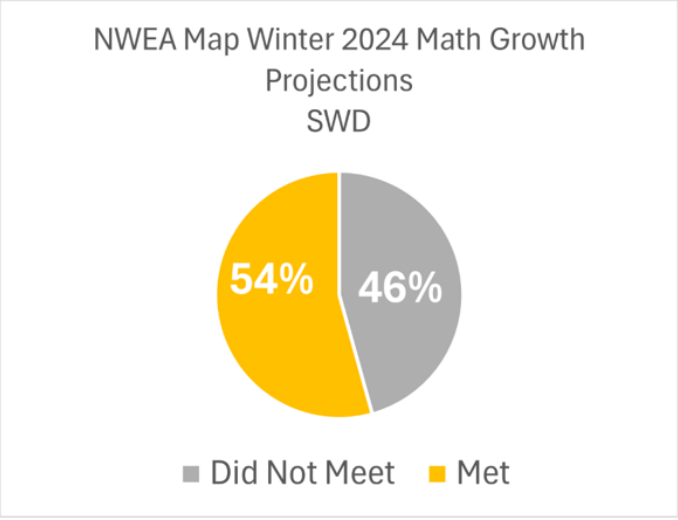
Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Outreach Assistant will identify barriers and work with all necessary	Number of Asian students with improved attendance	#__/___ TBD 24/25				Time Money People

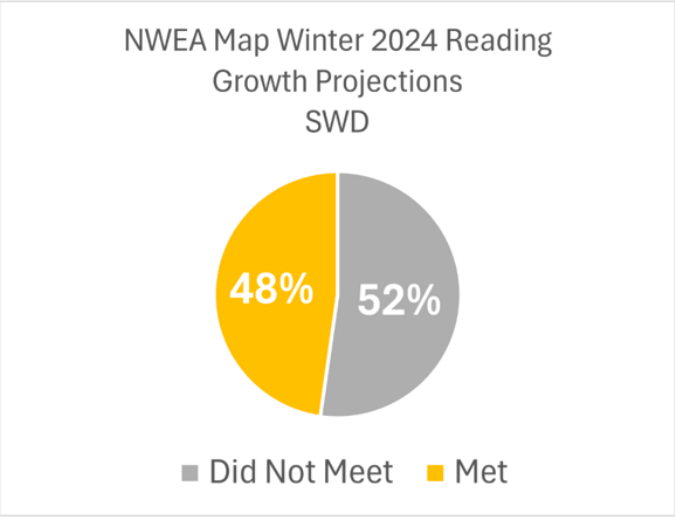
parties (students, families, staff, outside sources, etc.) to decrease the percentage of Asian students identified as chronically absent.						
Monthly meetings with admin, attendance clerk, and Outreach Assistant to review attendance data for our chronically absent Asian students.	Number of Asian students with improved attendance	#__/___ TBD 24/25				Time Money People

Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: Chronic Absenteeism Report			

Data





Data Analysis

NWEA MAP WINTER 2024 MATH GROWTH PROJECTIONS: STUDENT WITH DISABILITIES:

- Among the 116 students with growth projections, 63 students, constituting 54%, achieved their growth projection in math.

NWEA MAP WINTER 2024 READING GROWTH PROJECTIONS: STUDENT WITH DISABILITIES:

- Among the 111 students with growth projections, 53 students, constituting 48%, achieved their growth projection in math.

Student Need 3:

To meet the needs of our students with disabilities we need more collaboration between our special education and general education teachers.

SMART Goal 1

By June 2027, 70% of students with disabilities will meet their growth projection in math and reading as measured by the NWEA Map assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will use base and supplemental curriculum with fidelity. Professional development opportunities will be created for those teachers that do not have strong evidence of full implementation of the base and supplemental curriculum.	Learning Walk Data: Strong evidence of teachers using base and supplemental curriculum in the sped classroom.	Strong Evidence: 0 Some Evidence:5 No Evidence: 0				Time Money People
Grade Level Collaborative Teams will meet monthly to review data, identify student needs, discuss instructional practices and plan accordingly to meet special education students' needs. (subs may be needed to review plans with administration)	GL Team's monthly plans to be reviewed with administration to ensure plans include strong evidence of data analysis, student need, smart goal, and actions specific to special education students. (Total of 9 grade levels K-8th)	Strong Evidence: 0 Some Evidence: 0 No Evidence: 9				Time Money People
Special Education Teacher and/or	Pre/Post assessment data: Number of	TBD in 24/25				Time Money

TOSA will deliver professional development sessions focusing on implementing accommodations effectively in the general education classroom.	teachers exhibiting improved comprehension on implementing accommodations					People

Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: NWEA Map Math & Reading Student Growth: Fall 2024			
Benchmark 2: NWEA Map Math & Reading Student Growth: Winter 2025			
Benchmark 3: NWEA Map Math & Reading Student Growth: Spring 2025			

Budget Summary

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate
3.4	Target 2	S.N.1/S.G.1	Timesheet Certificated staff: TSSP (Target 3, S/N)	3010	Certificated Extra-time	Year 1	$ 5,000.00
3.4	Target 2	S.N.1/S.G.1	Timesheet Classified staff: TSSP (Target 3, S/N)	3010	Classified Extra-time	Year 1	$ 5,000.00
3.2	Target 2	S.N.1/S.G.2	Outreach Assistant	3010	Classified Extra-time	Year 1	$ 1,000.00
1.2	Target 1	S.N.1/S.G.1	Web License Fees: Reflex Math & Frax (Target 1, S/N 1)	3010	Dues and Membership	Year 1	$ 4,795.00
1.1	Target 1	S.N.2/S.G.2	Just Words (Target 1, S/N 1/2)	3010	Materials & Supplies	Year 1	$ 28,159.00
1.1	Target 1	S.N.2/S.G.1	Fundations Refresh (Target 1, S/N 2)	3010	Materials & Supplies	Year 1	$ 13,976.00
3.2	Target 2	S.N.1/S.G.2	Outreach Assistant	3010	Materials & Supplies	Year 1	$ 1,500.00
1.2	Target 1	S.N.1/S.G.1	Professional Development: SJCOE - Math (Target 1, S/N 1)	3010	Services	Year 1	$ 37,400.00
1.1	Target 1	S.N.2/S.G.2	Professional Development: Just Words (Target 1, S/N 1)	3010	Services	Year 1	$ 4,365.00
3.2	Target 2	S.N.1/S.G.2	Outreach Assistant				$ 31,205.00
							$ 132,400.00

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate
2.2	Target 2	S.N.2/S.G.3	Timesheet: Tier 1 & 2 PBIS development (Target 2, S/N 1 &2)	0709	Certificated Extra-time	Year 1	$ 5,000.00
1.2	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Teacher Pullouts (Target 1, S/N 1)	0709	Certificated Sub-time	Year 1	$ 10,000.00
1.2	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Teacher Pullouts (Target 1, S/N 1)	0709	Certificated Sub-time	Year 1	$ 10,000.00
2.2	Target 2	S.N.1/S.G.3	Timesheet Classified Staff for PBIS Development	0709	Classified Extra-time	Year 1	$ 1,500.00
3.1	Target 3	S.N.1/S.G.1	Bilingual Aide Translation	0709	Classified Extra-time	Year 1	$ 1,000.00
3.1	Target 3	S.N.1/S.G.1	Bilingual Aide Translation	0709	Classified Extra-time		$ 1,500.00
2.2	Target 2	S.N.1/S.G.3	Web License Fees: 5 Star (Target 2, S/N 1)	0709	Dues and Membership	Year 1	$ 1,700.00
2.4	Target 1	S.N.1/S.G.11	Band Elective	0709	Dues and Membership	Year 1	$ 500.00
2.4	Target 2	S.N.1/S.G.3	PBIS Incentives (Target 2, S/N 1)	0709	Materials & Supplies	Year 1	$ 7,500.00
2.2	Target 2	S.N.1/S.G.3	PBIS Materials (Target 2, S/N 1)	0709	Materials & Supplies	Year 1	$ 1,000.00
2.4	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Honor Roll (Target 1, S/N 1)	0709	Materials & Supplies	Year 1	$ 1,000.00
2.4	Target 3	S.N.1/S.G.3	Books - PBIS Incentives (Target 2, S/N 1)	0709	Materials & Supplies	Year 1	$ 10,000.00
2.4	Target 1	S.N.1/S.G.1 AND S.N.2/SG.2	Junior High Electives	0709	Materials & Supplies	Year 1	$ 6,000.00
2.4	Target 1	S.N.1/S.G.1 AND S.N.2/SG.2	MUSD Base Junior High Core Electives	0709	Materials & Supplies		$ 2,000.00
2.4	Target 1	S.N.1/S.G.1 AND S.N.2/SG.2	CSTEM Robotics	0709	Materials & Supplies		$ 2,000.00
2.3	Target 2	S.N.1/S.G.1	Familys and Supplies for Family Engagement (Target 1-3)	0709	Materials & Supplies	Year 1	$ 3,500.00
2.2	Target 2	S.N.1/S.G.1	Assemblies	0709	Services	Year 1	$ 5,000.00
2.2	Target 1	S.N.2/S.G.2	Field Trip Cost & Busing: AgVenture	0709	Services		$ 500.00
2.2	Target 1	S.N.2/S.G.2	Science Busing (Target 1, S/N 1)	0709	Services	Year 1	$ 6,760.00
2.2	Target 1	S.N.2/S.G.2	Science Camp (Target 1, S/N 1)	0709	Services	Year 1	$ 13,440.00
1.4	Target 2	S.N.1/S.G.1	Artists in Residence Program with SJCOE (Target 2, S/N)	0709	Services	Year 1	$ 4,700.00
							$ 94,600.00

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate
			Timesheet staff to lesson plan outside of workday (Target 1, S/N 1)	0000	Certificated Extra-time	Year 1	$ 3,500.00
	Target 1	S.N.1/S.G.1	Timesheet Classified Staff for additional time to cover office needs	0000	Classified Extra-time	Year 1	$ 5,000.00
	Target 1	S.N.1/S.G.1	Timesheet Classified Staff to be on Safety Team	0000	Classified Extra-time	Year 1	$ 250.00
	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Intervention Teacher	7435			$ 168,000.00
1.1	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Teacher Interventions/Tutorials (Target 1, S/N 1 & 2)	7435	Certificated Extra-time	Year 1	$ 10,000.00
1.8	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Timesheet Certificated Staff to plan outside for ILT (Target 1, S/N 1)	7435	Certificated Extra-time	Year 1	$ 5,000.00
1.2	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Teacher Conferences (Target 1, S/N 1, SN2)	7435	Conferences	Year 1	$ 5,000.00
1.1	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Instructional Supplies **ELA**	7435	Materials & Supplies	Year 1	$ 4,500.00
1.2	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Tier 1 Instructional Sup/Small Group/Manilpulatives (Target 1, S/N 1-3) **math**	7435	Materials & Supplies	Year 1	$ 4,500.00
2.2	Target 1	S.N.1/S.G.1 AND S.N.2/S.G.1 & 2	Field Trips & busing (Target 1, S/N 1)	7435	Services	Year 1	$ 35,000.00
1.1	Target 1	S.N.2/S.G.1	Americorp/Reading Corp Interventionist (Target 1, S/N 2)	7435	Services	Year 1	$ 14,500.00
							$ 176,750.00

Required administrative costs to operate school site
Required costs to fulfill operational needs
Required materials, supplies, & services to implement base curriculum

Template Assignment for Common Items.pdf

Description of Need	Function (Type of activity)	Object (Type of Expenditure)	Cost Estimate	Site/Dept Administrator Additional Notes
Admin Designee Sub	Admin	Certificated Sub-time	$ 500.00	An Admin Designee will be provided to ensure a safe, orderly
Timesheet Classified Staff for additional time to cover office	Admin	Classified Extra-time	$ 5,000.00	Timesheet our 3 hour person to support during our busy time
Timesheet Classified Staff to be on Safety Team	Admin	Classified Extra-time	$ 250.00	Timesheet only if needed. If meetings run long or before shift
Office Computer Desktops	Admin	Equipment over $500-9999	$ 4,000.00	
Laminator Film	Admin	Materials & Supplies	$ 1,000.00	
Collaborative Store Options	Admin	Materials & Supplies	$ 2,000.00	
Admin Supplies: Amazon Blanket	Admin	Materials & Supplies	$ 7,500.00	
Admin Books: Professional Learning	Admin	Materials & Supplies	$ 2,000.00	
Printer Toner: Office Depot	Admin	Materials & Supplies	$ 5,000.00	
Admin Supplies: Office Depot	Admin	Materials & Supplies	$ 7,500.00	
Signorama	Admin	Materials & Supplies	$ 3,500.00	
Stores: Office Paper & Health Supplies	Admin	Materials & Supplies	$ 1,500.00	
Promotion Activities	Admin	Materials & Supplies	$ 2,500.00	
Promotion Supplies	Admin	Materials & Supplies	$ 2,500.00	
BE Cuisine	Admin	Materials & Supplies	$ 500.00	
Food 4 Less	Admin	Materials & Supplies	$ 3,000.00	Administrative and office team members will have access to
Parking Lot & Campus Safety Signage & Moveable Signage	Admin	Materials & Supplies	$ 1,500.00	
Ricoh	Admin	Services	$ 5,000.00	
Library Supplies	Library	Materials & Supplies	$ 500.00	
Library Books	Library	Materials & Supplies	$ 10,000.00	Updated Book Inventory
Postage	Library	Materials & Supplies	$ 200.00	
Student Tech Peripherals: headphones	Library	Materials & Supplies	$ 3,200.00	MUSD approved headphones for students to use in class
Feminine Products	Operations	Materials & Supplies	$ 500.00	
SSA Supplies: Amazon Blanket	Operations	Materials & Supplies	$ 1,000.00	vests, whistles, stop signs, fanny packs, clip boards
Grainger	Operations	Materials & Supplies	$ 16,500.00	toilet paper, paper towels, cleaning supplies, tools
Stores: Health Supplies, cleaning chemicals, rags	Operations	Materials & Supplies	$ 3,500.00	
Home Depot	Operations	Materials & Supplies	$ 4,000.00	
Equipment Repair/maintenance	Operations	Materials & Supplies	$ 4,000.00	
Batteries	Operations	Materials & Supplies	$ 250.00	
Radios	Operations	Materials & Supplies	$ 1,000.00	growth, repairs, one for PE teacher
Waxie	Operations	Materials & Supplies	$ 4,000.00	
Substitutes for IEPs, SSTs, 504s	Program	Certificated Sub-time	$ 2,000.00	
Teacher Tech Package	Program	Equipment over $500-9999	$ 2,500.00	We added an additional UTK classroom in 24/25
Copy Paper - Stores	Program	Materials & Supplies	$ 5,000.00	
Postage	Program	Materials & Supplies	$ 2,000.00	
Recess Equipment: Amazon Blanket	Program	Materials & Supplies	$ 2,000.00	Replenish/Replace recess equipment for all grades
Music Needs	Program	Materials & Supplies	$ 1,500.00	If instrutments need to be replaced or music books.
UTK Class Supplies	Program	Materials & Supplies	$ 2,000.00	4 classes
Science Consumables	Program	Materials & Supplies	$ 1,000.00	
Science Supplies	Program	Materials & Supplies	$ 1,500.00	
PE Equipment Replenishment	Program	Materials & Supplies	$ 1,000.00	
Amplify Science Replenishment	Program	Materials & Supplies	$ 3,000.00	
Trimester Base Supplies	Program	Materials & Supplies	$ 40,000.00	
Print Shop	Program	Services	$ 12,000.00	
Copy Clicks	Program	Services	$ 14,000.00	
			$ 192,900.00	

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

We involved educational partner groups throughout the 23-24 school year. Educational partner groups reviewed, and progress monitored data within district targets: Standards, Safety, and Emerging students. Educational partner groups collaborated in small groups to provide input and make suggestions on how to improve student academic growth and performance based on student needs.

Date

Multiple meetings throughout the school year: 8/21/23, 9/18/23,9/29/23,10/19/23, 11/3/23, 11/20/23,11/28/23, 1/8/24, 1/12/24, 1/30/24, 2/26/24, 3/26/24, 4/22/24

Groups

The educational partner groups included staff, parents, and specific subgroups such School Site Council, English Language Advisory Committee, and Instructional Leadership Team. Groups reviewed data, goals and needs at meetings. SSC reviewed data, provided input and approved strategic 3-year plan.

Outcome

Information was collected, combined, and integrated into the 3-year strategic plan.

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Anita Tillotson	Principal
Cecilia Martinez	Classroom Teacher
Mellissa Schmitz	Classroom Teacher
Diana Nevarez	Classroom Teacher
Gladys Hermosillo	Other School Staff
Grisel Sanchez	Parent or Community Member
Kristin Johnson	Parent or Community Member
Elizabeth Schmidt	Parent or Community Member
Roxana Valdivia	Parent or Community Member
Stuardo Reyes	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

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 .

Attested:

Principal, Anita Tillotson on 5/2/24

SSC Chairperson, Grisel Sanchez on 5/2/24