



# **MOSSDALE**

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.

### **Mossdale Elementary School**

39685930113357

### **Manteca Unified School District**

39685930000000

## School Site Vision

We believe Mossdale is a school where the Making of Success Stories Happens Daily. (M O S S D A L E)

## School Site Mission

We the staff of Mossdale School, dedicate ourselves to serving our students, families, and community in a united, caring, and courageous manner. Our core values are M- Motivate (Toward Full Potential) O- Opportunity (for success in all areas of development) S- Students (Building dignity, value, worth, self-esteem) S -Staff (Dedicated, caring courageous, professional) D- Development (Minds, character, physical, emotional wellbeing) A- Academics (Expectations of Excellence) L- Learning (Best practices in instruction and curriculum delivery) E- Environment (Safe, secure, respectful, diverse, joyful)

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Homeless/TSSP (Chronic Absenteeism and Suspension), Students with Disabilities (Academic Performance in ELA and Math, Chronic Absenteeism, and Suspension)

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.

Mossdale School strives to create a community atmosphere where a sense of belonging and pride in the school prevails. To this end, our school vision/mission is as follows: We, the staff at Mossdale School, dedicate ourselves to serving our students, families, and community in a united, caring, and courageous manner. We believe Mossdale is a school where the Making of Success Stories Happens Daily. Our school enrollment hovers around 1,070 students. For the most recent school year, our student population by largest student group was: Hispanic/Latino 41.9%, Asian 19.4%, Filipino 12.2%, White 10.7%, Black/African American 8.3%, Two or More Races 5.7%, Native Hawaiian/Pacific Islander 1.7% and Native American 0.2%. In addition, our population was 50.5% Socioeconomically Disadvantaged, 18.8% English Learners, 7.1% Students with disabilities and 4.5% Homeless/Foster Youth. Our English Learner Population was represented by 22 different languages, varied cultures and backgrounds.

Based on a needs assessment that included input from students, staff, and parents, it was determined to focus our efforts on several areas of growth. First, attendance remains of the utmost concern. Within the classroom, a multi-tiered system of support will continue for students with a focus on tier one inclusive instruction for all students and the strengthening of access time currently built into the instructional day. In addition, Mossdale School will continue to focus on foundational literacy skills in English Language Arts and math in grades K-3, reading tutorials for grades 3-6, mathematical tutorials and teaching strategies for grades 4-8, additional counseling services for identified students and the extension of the PBIS program interventions. During the 2023-24 school year a full time FTE instructional specialist was added in December to support the achievement of state standards. In addition to two full time VCC counselors, a part-time counselor was added to support social emotional areas of need. The Coordination of Services Team was strengthened as the team worked with Valley Community Counseling, the PBIS Tier Two and Tier Three teams, and others to identify specific strategies to support identified students.

### School Site Description

Mossdale School is the home of the Jaguars! It is the 20th elementary school in MUSD and joins two other elementary schools in the city of Lathrop. Mossdale School has a history that spans back 100 years and two former buildings. According to records, the first school opened in an abandoned chicken coop. Twelve children attended the coop school until a new one-room school was opened on September 10, 1898. This new school attracted 30 students. In 1911, the students were tested and the Mossdale pupils received the highest grades in San Joaquin County. The school celebrated 50 years of service to the community in 1948. A year later the district purchased land and in 1953 a bond was passed and the second Mossdale School was built. In 1966, Mossdale joined MUSD, and in 1968 it was closed. In 2007, the third and present Mossdale School was established. We hope to continue the tradition of serving the students in our community, accomplishing high student achievement, and remembering our history as Mossdale makes its mark in the world today!

Mosssdale School strives to create a community atmosphere where a sense of belonging and pride. Mosssdale opened its doors to students on August 6, 2007, with 423 K-6 students. In our second year, 7th and 8th grade students joined the campus and the middle school program was formed. As previously mentioned, our school enrollment currently hovers around 1,070 students. Mosssdale continues to remain impacted with much growth occurring within the community of Lathrop within the last several years.

Mosssdale School currently maintains a modified traditional school year calendar. During the 2022-23 school year, Mosssdale School implemented a full day Kindergarten program for the first time. Grades 6-8 are cored with traditional periods. During the 2022-23 school year, electives were introduced within the 7-8 grade program that aim to teach the whole child. These electives include a range of offerings from music programs, STEAM, yearbook, intervention classes and others. In its present form, Mosssdale School serves a very diverse population and demographic that come from all over the world.

## 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 Stemsopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

### Intervention TOSA

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

### Restorative Practices

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

### Suicide Prevention

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

### Yellow Ribbon Suicide Prevention Program

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

### Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

#### Elevate Mentoring

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

#### Journey Mentoring

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

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

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

#### Positive Behavioral Interventions and Supports

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

#### Valley Community Counseling

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

## Social Emotional Learning

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

### Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Parental Engagement**

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

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

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

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

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

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

## **Funding**

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

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

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

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

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

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

#### Fiscal support (EPC)

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

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

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

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1069</b>	<b>50.5</b>	<b>18.8</b>	<b>1.1</b>
Total Number of Students enrolled in Mossdale Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	201	18.8
Foster Youth	12	1.1
Homeless	36	3.4
Socioeconomically Disadvantaged	540	50.5
Students with Disabilities	76	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	89	8.3
American Indian	2	0.2
Asian	207	19.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	130	12.2
Hispanic	448	41.9
Two or More Races	61	5.7
Pacific Islander	18	1.7
White	114	10.7

**Conclusions based on this data:**

1. 50.5% of our student population is categorized as SED. This population remains steady, it is not increasing nor decreasing.
2. 18.8% of our student population is EL, this population is slowly decreasing.
3. Hispanic and Asians are our two largest subgroups, with 89% of the student population overall representing minority groups.



# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

Mossdale School will work towards improving overall student achievement and growth in English Language Arts and mathematics for all students, with the goal that 80% of all students are at or above grade level standards.

### 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		2394.	2417.		19.15	22.22		13.83	22.22		29.79	30.95		37.23	24.60
Grade 4		2468.	2464.		24.17	27.72		25.83	15.84		25.00	27.72		25.00	28.71
Grade 5		2492.	2489.		20.14	12.70		28.06	31.75		22.30	27.78		29.50	27.78
Grade 6		2500.	2511.		9.52	12.50		31.43	28.68		33.33	34.56		25.71	24.26
Grade 7		2584.	2538.		18.52	12.90		50.93	33.87		21.30	26.61		9.26	26.61
Grade 8		2570.	2595.		16.38	19.83		36.21	46.28		28.45	22.31		18.97	11.57
All Grades	N/A	N/A	N/A		18.18	17.57		31.23	30.11		26.39	28.47		24.19	23.84

### 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		2403.	2418.		9.57	13.95		26.60	25.58		26.60	31.78		37.23	28.68
Grade 4		2456.	2453.		8.33	9.00		30.00	26.00		31.67	29.00		30.00	36.00
Grade 5		2469.	2461.		9.42	8.73		13.77	10.32		35.51	35.71		41.30	45.24
Grade 6		2484.	2495.		5.66	9.56		15.09	13.24		37.74	38.97		41.51	38.24
Grade 7		2545.	2495.		12.96	7.20		24.07	14.40		42.59	33.60		20.37	44.80
Grade 8		2508.	2526.		8.62	9.02		13.79	21.31		28.45	26.23		49.14	43.44
All Grades	N/A	N/A	N/A		9.09	9.62		20.23	18.16		33.87	32.79		36.80	39.43

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

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	47.68
Female	50.54
Male	44.66
American Indian or Alaska Native	--
Asian	60.56
Black or African American	25.00
Filipino	61.70
Hispanic or Latino	38.36
Native Hawaiian or Pacific Islander	30.77
Two or More Races	68.00
White	52.17
English Learners	17.59
Foster Youth	--
Homeless	35.29
Military	30.00
Socioeconomically Disadvantaged	39.70
Students Receiving Migrant Education Services	--
Students with Disabilities	13.56

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

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	27.78
Female	25.27
Male	30.35
American Indian or Alaska Native	--
Asian	41.96
Black or African American	14.75
Filipino	34.04
Hispanic or Latino	19.87
Native Hawaiian or Pacific Islander	30.77
Two or More Races	34.00
White	31.88
English Learners	10.00

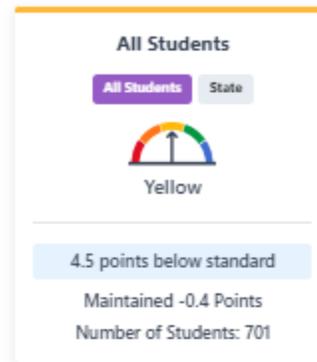
CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	22.22
Military	25.00
Socioeconomically Disadvantaged	20.65
Students Receiving Migrant Education Services	0
Students with Disabilities	10.00

## Data

### English Language Arts

#### All Students

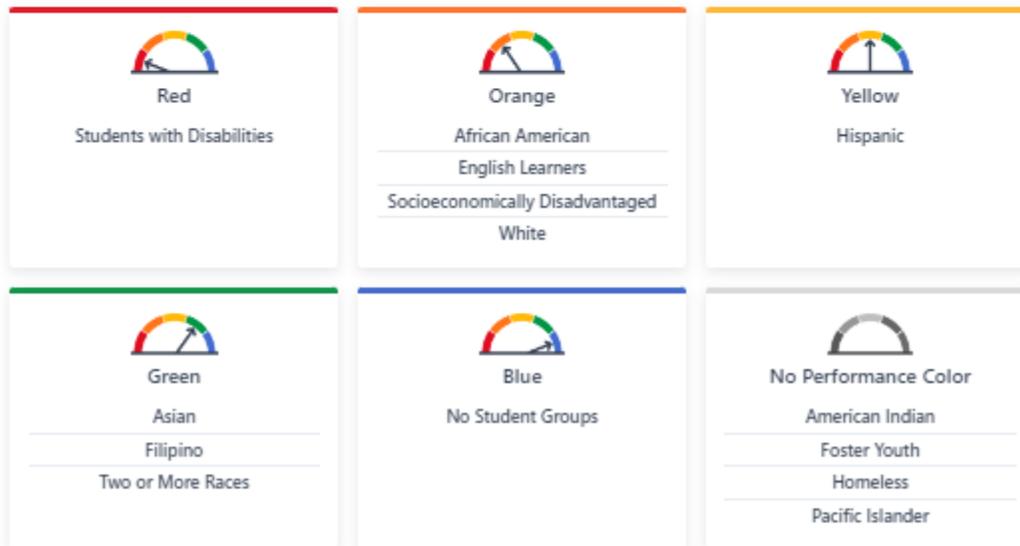
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



#### Student Group Details

##### All Student Groups by Performance Level

13 Total Student Groups





# Student Growth Summary Report

Aggregate by School

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

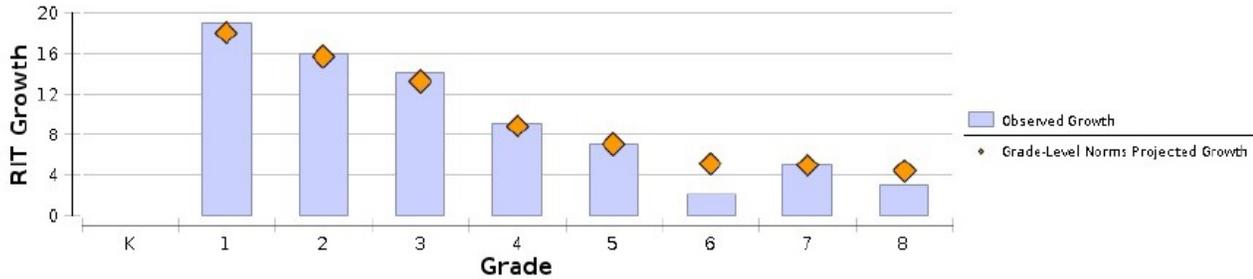
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Winter 2023 - Winter 2024  
Weeks of Instruction: Start - 20 (Winter 2023)  
End - 20 (Winter 2024)  
Grouping: None  
Small Group Display: No

## Mossdale Elementary

Language Arts:  
Reading

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**				**				
1	51	144.5	8.8	36	163.2	13.8	33	19	1.5	18.1	0.29	61	51	29	57	52
2	94	160.4	14.8	18	176.0	15.9	22	16	1.2	15.7	-0.05	48	94	49	52	49
3	108	175.5	16.8	20	189.5	16.1	27	14	1.1	13.2	0.50	69	108	66	61	64
4	123	193.3	14.8	47	202.1	13.2	48	9	0.8	8.7	0.06	52	123	67	54	50
5	97	201.3	14.0	43	208.2	13.6	45	7	0.9	7.0	-0.07	47	97	46	47	43
6	117	208.3	12.3	45	210.6	13.8	32	2	0.8	5.0	-1.75	4	117	53	45	37
7	140	210.4	15.3	31	215.9	13.6	43	5	0.8	4.9	0.50	69	140	80	57	53
8	119	215.9	14.9	43	219.1	14.4	43	3	0.8	4.4	-0.88	19	119	60	50	47

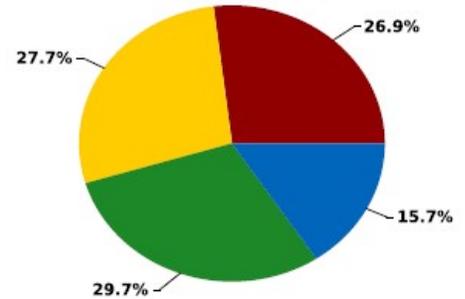
### Language Arts: Reading



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

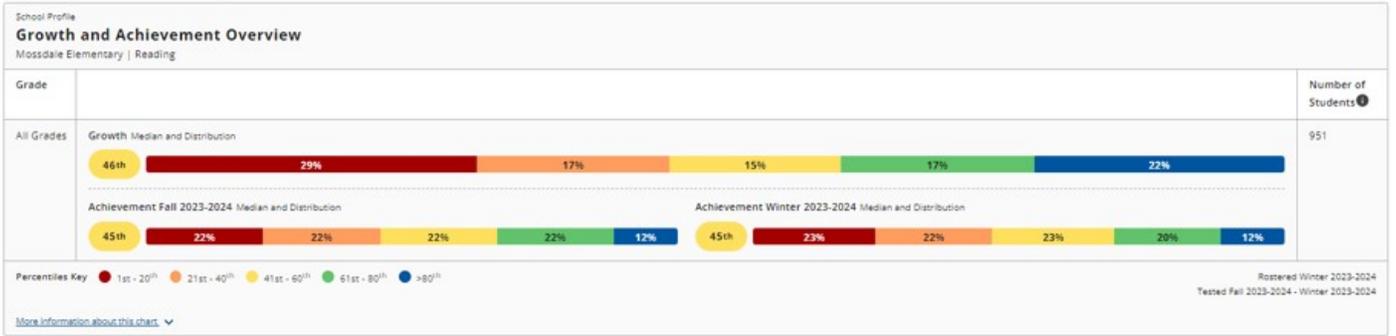
View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	113	44	38.9%	31	27.4%	24	21.2%	14	12.4%
3	123	43	35.0%	34	27.6%	20	16.3%	26	21.1%
4	134	31	23.1%	40	29.9%	37	27.6%	26	19.4%
5	101	26	25.7%	21	20.8%	36	35.6%	18	17.8%
6	124	36	29.0%	35	28.2%	38	30.6%	15	12.1%
7	152	34	22.4%	42	27.6%	53	34.9%	23	15.1%
8	133	23	17.3%	41	30.8%	53	39.8%	16	12.0%
<b>Total</b>	<b>880</b>	<b>237</b>	<b>26.9%</b>	<b>244</b>	<b>27.7%</b>	<b>261</b>	<b>29.7%</b>	<b>138</b>	<b>15.7%</b>



# All Students: Growth and Achievement:

## Mossdale Elementary



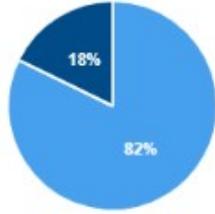
# Students with Disabilities: Growth and Achievement

## Mossdale Elementary



## Benchmark Summary

90 student results



- 74 students have Foundational Skills scores
- 16 students have Oral Reading scores

## Dyslexia Screener Summary



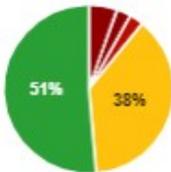
A chart will display after results are done processing

[GO TO ASSIGNMENTS](#) →

## Foundational Skills Performance Breakdown

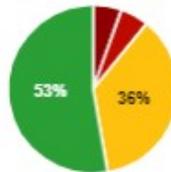
### DECODING

Phonological Awareness ?



- Level 0: 5%
- Level 1: 3%
- Level 2: 3%
- Level 3: 38%
- Level 4: 51%
- Level 5: 0%

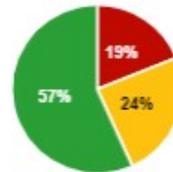
Phonics / Word Recognition ?



- Level 0: 0%
- Level 1: 5%
- Level 2: 5%
- Level 3: 36%
- Level 4: 53%
- Level 5: 0%

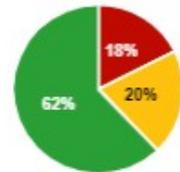
### LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 19%
- Approaching: 24%
- Meets: 57%
- Exceeds: 0%

Picture Vocabulary ?



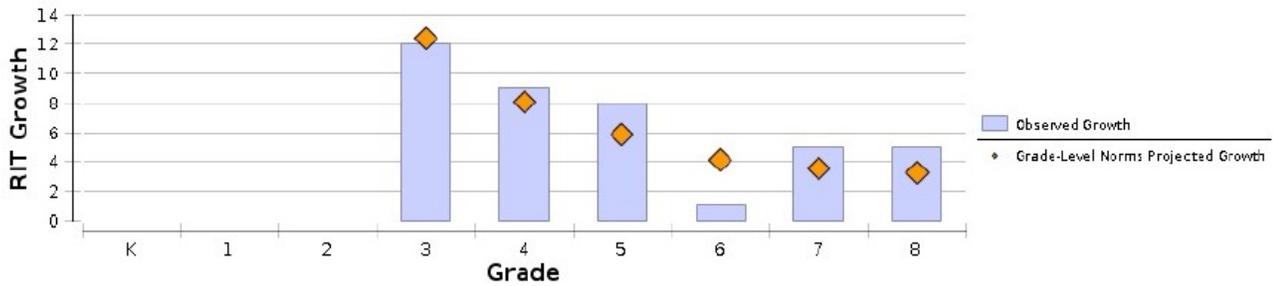
- Below: 18%
- Approaching: 20%
- Meets: 62%
- Exceeds: 0%

### Mossdale Elementary

Language Arts:  
Language Usage

Grade (Winter 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	107	179.6	15.8	27	191.5	15.1	29	12	0.9	12.4	-0.36	36	107	49	46	43
4	120	194.6	13.6	47	203.2	12.5	52	9	0.7	8.1	0.40	65	120	64	53	52
5	97	202.1	13.2	45	209.6	12.2	57	8	0.8	5.9	1.19	88	97	65	67	64
6	116	210.6	10.7	63	211.3	12.6	40	1	0.7	4.2	-2.78	1	116	41	35	33
7	141	212.6	12.7	49	217.1	12.6	61	5	0.6	3.6	0.78	78	141	81	57	61
8	118	213.6	13.8	40	218.2	14.5	53	5	0.7	3.2	1.08	86	118	70	59	59

Language Arts: Language Usage



### Students with Disabilities

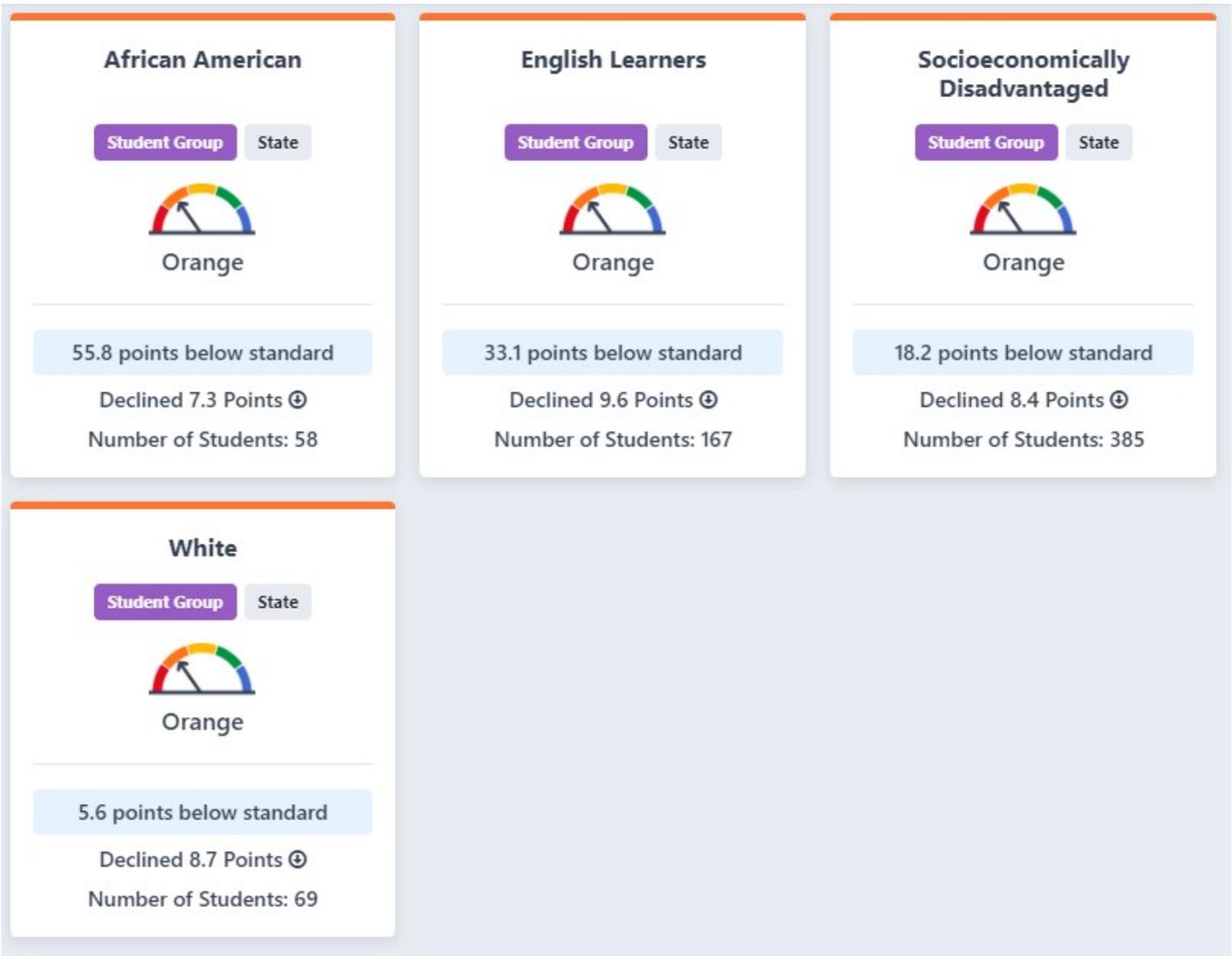
Student Group
State

Red

103.5 points below standard

Declined 25.2 Points ↕

Number of Students: 62



### Data Analysis

The first image contains data from the recently released California School Dashboard. After being paused due to the COVID-19 pandemic, it was released again this year and measures a combination of student achievement and student growth, including statistically significant subgroups. In it, we are establishing a new baseline with regards to overall metrics from CDE. In English Language Arts, scores indicate that students in grades 3-8 are 4.5 points below standard and were given the status of "maintained" over last year.

The second image shows the following by grade level growth in ELA from Winter 2023 to Winter 2024 testing periods. In ELA, the grade levels that had the highest percentage of students who met their growth projections were 3rd (61% of students), 1st and 7th (57% of students). The grade levels that had the lowest percentage of students who met their growth projections were 6th grade (45% of students) and 5th grade (47% of students). The remaining grades were as follows: 5th grade (47% of students), 7th grade (40% of students) and 8th grade (43% of students).

The third image shows projected proficiency on the CASSPP exams in the spring of 2024 by grade level based on the Winter 2024 testing period. In ELA, the grade levels that had the highest percentage of students at or above grade level were 5th grade (53.4% of students), 8th grade (51.8% of students) and 7th grade (50%). The grade levels that had the lowest percentage of students at or above grade level were 2nd grade (33.6% of students) and 3rd grade (37.4% of students). 2nd grade increased their level by almost 3 points from the fall, which is a celebration. The remaining

grades were as follows: 6th grade (42.7% of students) and 4th grade (47% of students). Data includes 2nd grade students; however, it is noted that 2nd grade students do not take the CASSPP exam. Not including second grade, as a school, the data shows that approximately 47.5% of students are projected to be at or above grade level on the CASSPP exam in the spring of 2024, which is identical to the fall percentage. Data also shows that approximately 30% of all students are in the "nearly met" category. Approximately 25% of students are projected not to meet grade level standards on the CAASPP exam.

Image four compares ELA growth/achievement scores between all students and students with disabilities. Through Additional Targeted Support and Assistance, students with disabilities are an identified group through the CA School Dashboard as a focus. In ELA, growth is very similar between all students and students with disabilities, with 46% of all students meeting their growth targets, and 44% of SWD meeting their growth targets. For the winter test administration, 45% of all students are projected to score at or above standard in ELA, with only 13% of students with disabilities projected to score at or above standard on the spring CAASPP administration.

Image five shows the raw number and percentage of 1st grade students in the winter administration of MAP Reading Fluency. 82% of students (74 students) do not have an oral reading score, 18% of students (16 students) do. Data is also included with regards to Phonological Awareness, Phonics/Word Recognition, Listening Comprehension and Picture Vocabulary.

Image six shows the following by grade level growth with regards to Language Usage in ELA from Winter 2023 to Winter 2024 testing periods. The grade levels that had the highest percentage of students who met their growth projections were 5th grade (67% of students), 8th grade (59% of students) and 7th grade (57% of students). The grade levels that had the lowest percentage of students who met their growth projections were 6th grade (35% of students) and 3rd grade (46% of students). The remaining grades were as follows: 4th grade (53% of students).

Images seven and eight show data from California School Dashboard with regards to specific groups of students who underperformed compared to the school average and/or regressed with regards to scores on the CAASPP exam. The subgroup of Students with Disabilities declined by 25.2 points and are 103.5 points below standard, they are identified by the state as ATSI. The subgroup of African American students declined by 7.3 points and are 55.8 points below standard. The subgroup of English Learner students declined by 9.6 points and are 33.1 points below standard. The subgroup of Socioeconomically Disadvantaged students declined by 8.4 points and are 18.2 points below standard. The subgroup of White students declined by 8.7 points and are 5.6 points below standard.

**Student Need 1:**

Mossdale School will continue to develop, increase and strengthen overall literacy skills/practices for all students. Specifically, Mossdale School will identify and provide targeted assistance for students who do not meet growth projections and/or students who are not projected to meet grade level standards in ELA.

**SMART Goal 1**

Mossdale School will increase the percentages of all students who meet growth on NWEA/MAP in ELA by 8% per grade level by the end of the 2026-27 school year. Our goal is to increase each cohort by 3% during the 2024-25 and 2025-26 school years, and then by 2% during the 2026-27 school year. This amounts to one net student gain per class on average/4 per grade level and will increase achievement scores by 3% annually for the next two years, and slightly less than one net student gain per class on average during the 2026-27 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Early Release Wednesdays</p> <p>For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.</p>	<p>Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.</p>	<p>Staff Vote of Implementation (Waiver vote results)  31 - yes  4 - no  89% pass rate</p> <p>Staff Survey - baseline to be determined.  TBD</p>				<p>Time  Money  People</p>
<p>Collaborative Grade Level Teams</p> <p>Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development.</p>	<p>PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric</p> <p>Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes</p>	<p>Grade Level Self Audit Rubrics (Highly Effective Teams) - baseline to be determined</p> <p>___ Pre-Initiating  ___ Initiating  ___ Implementing  ___ Developing  ___ Sustaining</p> <p>PLC Protocol/Minutes  0/9 No Evidence of Progress  5/9 Some Evidence of Progress  4/9 Strong Evidence of Progress</p>				<p>Time  Money  People</p>
<p>Instructional Leadership Team Development</p> <p>Build capacity within the ILT to develop instructional leaders at each grade level through</p>	<p>PLC Audit Rubrics (ILT) - Measure of the ILT with regards to their function as a PLC.</p>	<p>ILT Audit Rubric (Highly Effective Teams)</p> <p>___ Pre-Initiating  ___ Initiating  ___ Implementing  ___ Developing  ___ Sustaining</p>				<p>Time  People  Money</p>

professional development.						
<p>Fundations Implementation with Fidelity for Grades K-3</p> <p>During the 23-24 school year, Mossdale School worked extensively to implement Foundations in grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving follow up training as well.</p>	<p>Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Foundations</p> <p>Fundations Learning Walks/Observational Data - Number of teachers demonstrating strong evidence towards full implementation of Foundations.</p> <p>First Grade Reading Fluency - Number/percentage of students who have oral reading scores</p>	<p>Fundations Next Steps Self Audit</p> <p>2/13 0-75% Compliant</p> <p>8/13 75-99% Compliant</p> <p>3/13 100% Compliant</p> <p>Fundations Learning Walks - baseline to be determined</p> <p>___No Evidence</p> <p>___Some Evidence</p> <p>___Strong Evidence</p> <p>First Grade Reading Fluency</p> <p>18% of students (16 students) have oral reading scores.</p>				Time Money People
<p>Strategic Small Group Intervention</p> <p>Our grade level leads, along with their teams, will work collaboratively with our Instructional Specialist to provide targeted support in the following grades: 2nd, 3rd, 4th 5th and 6th. Depending on grade level, this will include use of Foundations, Just Words, and other base curriculum</p>	<p>CORE Phonics Survey/Grade Level Mastery of Foundational Skills - Percentage and number of referred students who achieve mastery of foundational skills by grade level</p> <p>First Grade Reading Fluency - Number/percentage of students who have oral reading scores</p>	<p>CORE Phonics Assessment - percentage of referred students who achieve mastery of foundational skills by grade level - baseline to be established</p> <p>___% 2nd Grade</p> <p>___% 3rd Grade</p> <p>___% 4th Grade</p> <p>___% 5th Grade</p> <p>___% 6th Grade</p>				Time Money People

resources as well as supplemental resources. Within small group instruction, underperforming student groups as compared to the school average will be specifically targeted, which includes the student subgroups of African American and Socioeconomically Disadvantaged students.		First Grade Reading Fluency 18% of students (16 students) have oral reading scores.				
Implementation of 7 Thinking Strategies within Classrooms  Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.	Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies	Thinking Strategy Learning Walks - baseline to be determined ___No Evidence ___Some Evidence ___Strong Evidence				Time Money People
Academic Enrichment/Parent Engagement  Students will have the opportunity to attend various academic enrichment events, activities and educational excursions after school to build and strengthen literacy skills across content areas.	Number of opportunities for students.  Number of Students/Families Attending Events - measured by event (eg: STEAM Night, Academic Enrichment Clubs, Science Olympiad, etc.) measured by QR code or sign in sheet.  Number of events that have an academic focus that supports	Number of Students Attending (by event) - baselines to be determined  April 2024 STEAM Night 165 Students 75 Parents 62 Families  Number of stations at academic event showing evidence of				Time Money People

	site academic needs as reviewed by administration.	academic focus - baseline to be determined ___ stations at event/percent age of whole				
ELOP - Academic Tutoring  Students in grades 1-8 below the 41st percentile will attend after school academic tutoring to strengthen literacy skills.	Growth percentage by grade level, CFA Pre/post test that targets specific skills based on student need in tutorials	Growth percentage by grade level pre/post test data by standards/skill - baseline to be determined  ___% 1st grade ___% 2nd grade ___% 3rd grade ___% 4th grade ___% 5th grade ___% 6th grade ___% 7th grade ___% 8th grade				Time Money People
Academic Enrichment/Extension During the School Day  Students will have the opportunity to attend various academic enrichment assemblies and field trips during the school day to build and strengthen literacy skills across content areas.	Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data	Pre/post survey at each event - baseline to be determined				Time Money People
Academic Enrichment/Extension During the School Day	Pre/post survey for all junior high students to collect qualitative/quantitative data regarding elective enrollment.	Pre/post survey after each trimester - baseline to be determined				Time Money People

7th/8th grade students will have the opportunity to attend robust elective course offerings strengthen literacy skills across content areas.						
Library Usage All students in grades K-8 will have access to content specific, standards enriched reading at appropriate levels. Teachers will collaborate with the library media tech to help students search, find and read books that support current standards being taught in class.	Number of books checked out by class/grade level specific to essential standards focus by lesson/unit.	Number of books checked out by grade level specific to essential standards focus by lesson/unit. Baseline to be determined. ___K ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8				Time People

**Progress Monitoring**

**SMART Goal 2**

Mosssdale School will increase the percentages of students with disabilities who meet growth on NWEA/MAP in ELA by 3% overall by the end of the 2026-27 school years. Our goal is to increase 1% overall annually, which amounts to one student (net) improving out of the 69 students we have identified as SWD.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays  For the 2024-25 school year, Mosssdale School will be returning to an early release Wednesday model allowing for	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate				Time Money People

almost weekly collaboration with grade level teams.		Staff Survey - baseline to be determined. TBD				
Collaborative Grade Level Teams  Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development.	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric  Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes	Grade Level Self Audit Rubrics (Highly Effective Teams) - baseline to be determined ___ Pre-Initiating ___ Initiating ___ Implementing ___ Developing ___ Sustaining  PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress				Time Money People
Instructional Leadership Team Development  Build capacity within the ILT to develop instructional leaders at each grade level through professional development.	PLC Audit Rubrics (ILT) - Measure of the ILT with regards to their function as a PLC.	ILT Audit Rubric (Highly Effective Teams) ___ Pre-Initiating ___ Initiating ___ Implementing _x_ Developing ___ Sustaining				Time Money People
Fundations Implementation with Fidelity for Grades K-3  During the 23-24 school year, Mossdale School worked	Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Fundations  Fundations Learning Walks/Observational	Fundations Next Steps Self Audit 2/13 0-75% Compliant 8/13 75-99% Compliant 3/13 100% Compliant				Time Money People

<p>extensively to implement Foundations in grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving follow up training as well.</p>	<p>Data - Number of teachers demonstrating strong evidence towards full implementation of Foundations.</p> <p>SWD First Grade Reading Fluency - Number/percentage of students who have oral reading scores</p>	<p>Foundations Learning Walks - baseline to be determined          ___No Evidence          ___Some Evidence          ___Strong Evidence</p> <p>SWD First Grade Reading Fluency ___% of students (___ students) have oral reading scores.</p>				
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**Progress Monitoring**

**SMART Goal 3**

With regards to Fluency, Mossdale School will increase the percentage of students who receive an oral reading score in first grade by 8% by the end of the 2026-27 school year. The goal is to increase by 3% during the 2024-25 and 2025-26 school years, and then by 2% during the 2026-27 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Early Release Wednesdays</p> <p>For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.</p>	<p>Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.</p>	<p>Staff Vote of Implementation (Waiver vote results)            31 - yes            4 - no            89% pass rate</p> <p>Staff Survey - baseline to be determined.            TBD</p>				<p>Time            Money            People</p>
<p>Collaborative Grade Level Teams</p> <p>Weekly collaboration with</p>	<p>PLC Audit Rubrics (grade levels) - Number of grade level teams in the</p>	<p>Grade Level Self Audit Rubrics (Highly Effective Teams) -</p>				<p>Time            Money            People</p>

<p>grade level teams. This will align with increased training on effective professional learning teams through professional development.</p>	<p>"Sustaining" Audit Rubric</p> <p>Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes</p>	<p>baseline to be determined</p> <p>___Pre-Initiating</p> <p>___Initiating</p> <p>___Implementing</p> <p>___Developing</p> <p>___Sustaining</p> <p>PLC Protocol/Minutes</p> <p>0/9 No Evidence of Progress</p> <p>5/9 Some Evidence of Progress</p> <p>4/9 Strong Evidence of Progress</p>				
<p>Fundations Implementation with Fidelity for Grades K-3</p> <p>During the 23-24 school year, Mossdale School worked extensively to implement Foundations in grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving follow up training as well.</p>	<p>Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Foundations</p> <p>Fundations Learning Walks/Observational Data - Number of teachers demonstrating strong evidence towards full implementation of Foundations.</p> <p>First Grade Reading Fluency - Number/percentage of students who have oral reading scores</p>	<p>Fundations Next Steps Self Audit</p> <p>2/13 0-75% Compliant</p> <p>8/13 75-99% Compliant</p> <p>3/13 100% Compliant</p> <p>Fundations Learning Walks - baseline to be determined</p> <p>___No Evidence</p> <p>___Some Evidence</p> <p>___Strong Evidence</p> <p>First Grade Reading Fluency</p> <p>18% of students (16 students) have oral reading scores.</p>				<p>Time</p> <p>Money</p> <p>People</p>
<p>ELOP - Academic Tutoring</p>	<p>Growth percentage by grade level, CFA Pre/post test that</p>	<p>Growth percentage by grade level</p>				<p>Time</p> <p>Money</p> <p>People</p>

Students in grades K-3 below the 41st percentile will attend after school academic tutoring to strengthen literacy skills.	targets specific skills based on student need in tutorials	pre/post test data by standards/skill - baseline to be determined  ___% Kinder ___% 1st grade ___% 2nd grade ___% 3rd grade				
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**Progress Monitoring**

**SMART Goal 4**

Mosssdale School will increase the percentages of all students who meet language usage growth on NWEA/MAP in ELA by 8% per grade level by the end of the 2026-27 school year. Our goal is to increase each cohort by 3% during the 2024-25 and 2025-26 school years, and then by 2% during the 2026-27 school year. This amounts to one net student gain per class on average/4 per grade level and will increase achievement scores by 3% annually for the next two years, and slightly less than one net student gain per class on average during the 2026-27 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays  For the 2024-25 school year, Mosssdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate  Staff Survey - baseline to be determined. TBD				Time Money People
Collaborative Grade Level Teams  Weekly collaboration with grade level teams. This will align with increased training on effective professional	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric  Number of PLC Grade Level Teams that demonstrate strong	Grade Level Self Audit Rubrics (Highly Effective Teams) - baseline to be determined ___ Pre-Initiating ___ Initiating				Time Money People

<p>learning teams through professional development.</p>	<p>evidence of progress within their Protocols/Minutes</p>	<p>___ Implementing ___ Developing ___ Sustaining</p> <p>PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress</p>				
<p>Fundations Implementation with Fidelity for Grades K-3</p> <p>During the 23-24 school year, Mossdale School worked extensively to implement Fundations in grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving follow up training as well.</p>	<p>Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Fundations</p> <p>Fundations Learning Walks/Observational Data - Number of teachers demonstrating strong evidence towards full implementation of Fundations.</p> <p>First Grade Reading Fluency - Number/percentage of students who have oral reading scores</p>	<p>Fundations Next Steps Self Audit 2/13 0-75% Compliant 8/13 75-99% Compliant 3/13 100% Compliant</p> <p>Fundations Learning Walks - baseline to be determined ___ No Evidence ___ Some Evidence ___ Strong Evidence</p> <p>First Grade Reading Fluency 18% of students (16 students) have oral reading scores.</p>				<p>Time Money People</p>
<p>ELOP - Academic Tutoring</p> <p>Students in grades 1-8 below the 41st percentile will attend after school academic tutoring</p>	<p>Growth percentage by grade level, CFA Pre/post test that targets specific skills based on student need in tutorials</p>	<p>Growth percentage by grade level pre/post test data by standards/skill - baseline to be determined</p>				<p>Time Money People</p>

to strengthen literacy skills.		___% 1st grade ___% 2nd grade ___% 3rd grade ___% 4th grade ___% 5th grade ___% 6th grade ___% 7th grade ___% 8th grade				
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**Progress Monitoring**

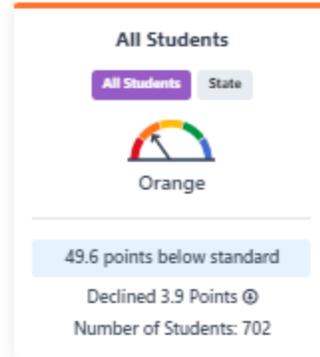
**Progress Monitoring**

**Data**

# Mathematics

## All Students

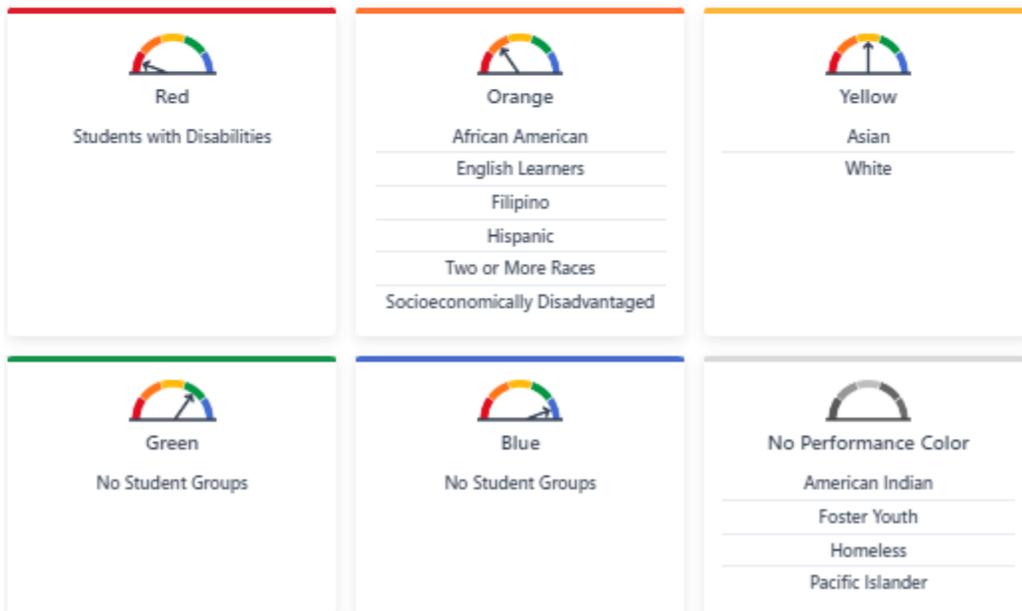
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups





# Student Growth Summary Report

Aggregate by School

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

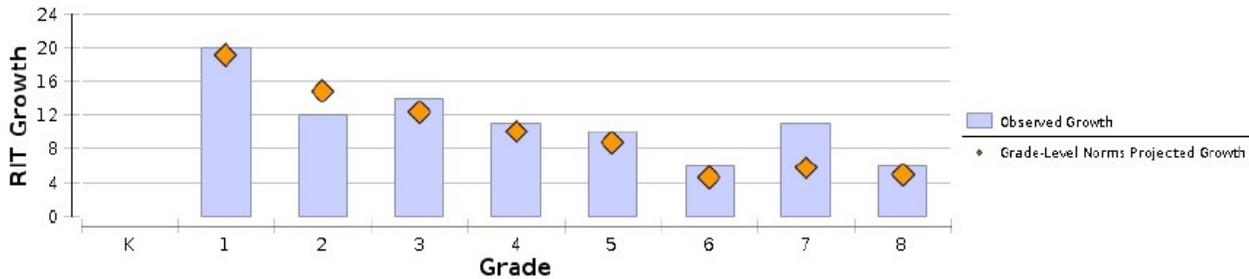
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Winter 2023 - Winter 2024  
Weeks of Instruction: Start - 20 (Winter 2023)  
End - 20 (Winter 2024)  
Grouping: None  
Small Group Display: No

## Mossdale Elementary

Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**						**			
1	75	148.1	10.0	35	168.1	9.7	36	20	1.0	19.1	0.45	68	75	41	55	59	
2	94	166.7	13.3	28	178.7	15.1	18	12	0.9	14.8	-1.55	6	94	39	41	34	
3	106	176.5	13.3	10	190.6	13.2	18	14	0.8	12.4	1.02	85	106	61	58	54	
4	123	192.4	12.4	27	203.4	11.8	35	11	0.6	10.0	0.60	72	123	71	58	55	
5	97	202.2	11.3	29	212.1	11.4	37	10	0.7	8.7	0.70	76	97	57	59	53	
6	117	210.9	12.5	31	216.5	12.9	35	6	0.6	4.6	0.55	71	117	70	60	57	
7	143	214.8	13.0	28	225.5	14.5	57	11	0.7	5.7	3.25	99	143	108	76	77	
8	119	219.7	15.5	31	225.2	16.6	38	6	0.7	4.9	0.35	64	119	66	55	50	

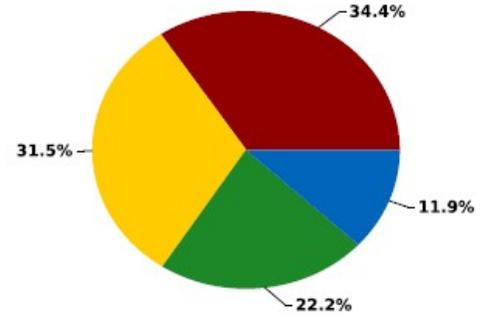
### Math: Math K-12



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

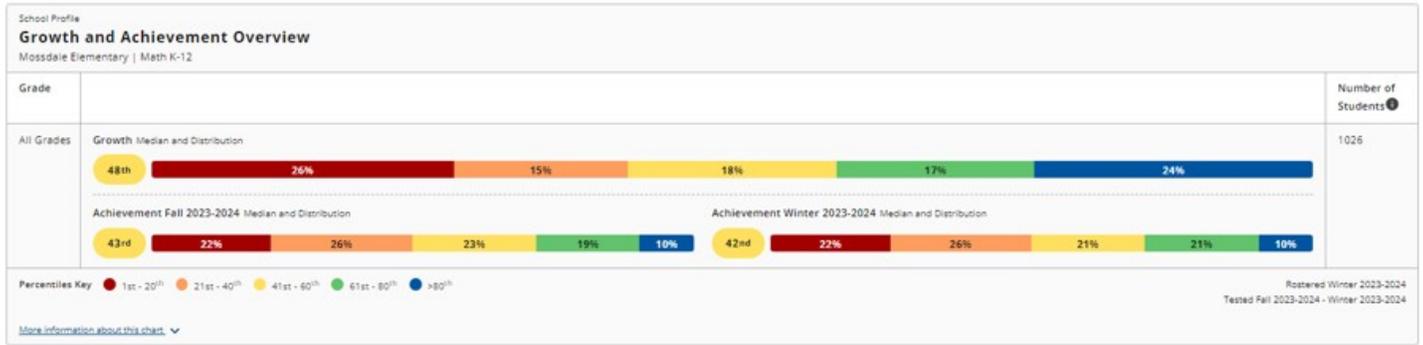
View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	113	40	35.4%	30	26.5%	29	25.7%	14	12.4%
3	121	48	39.7%	27	22.3%	32	26.4%	14	11.6%
4	134	29	21.6%	60	44.8%	34	25.4%	11	8.2%
5	101	34	33.7%	42	41.6%	17	16.8%	8	7.9%
6	124	48	38.7%	34	27.4%	30	24.2%	12	9.7%
7	154	41	26.6%	50	32.5%	36	23.4%	27	17.5%
8	132	62	47.0%	34	25.8%	17	12.9%	19	14.4%
<b>Total</b>	<b>879</b>	<b>302</b>	<b>34.4%</b>	<b>277</b>	<b>31.5%</b>	<b>195</b>	<b>22.2%</b>	<b>105</b>	<b>11.9%</b>



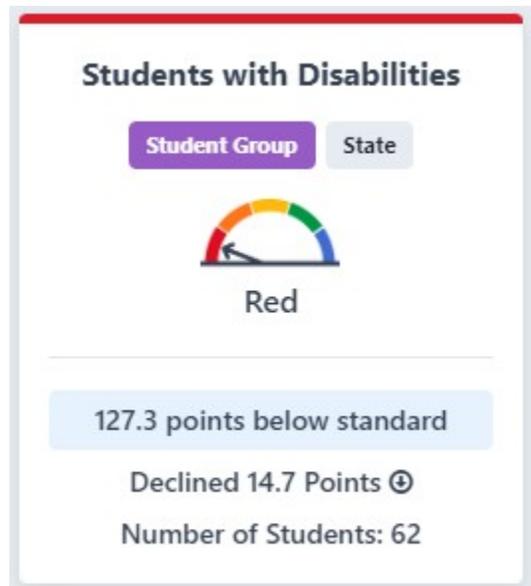
## All Students: Growth and Achievement:

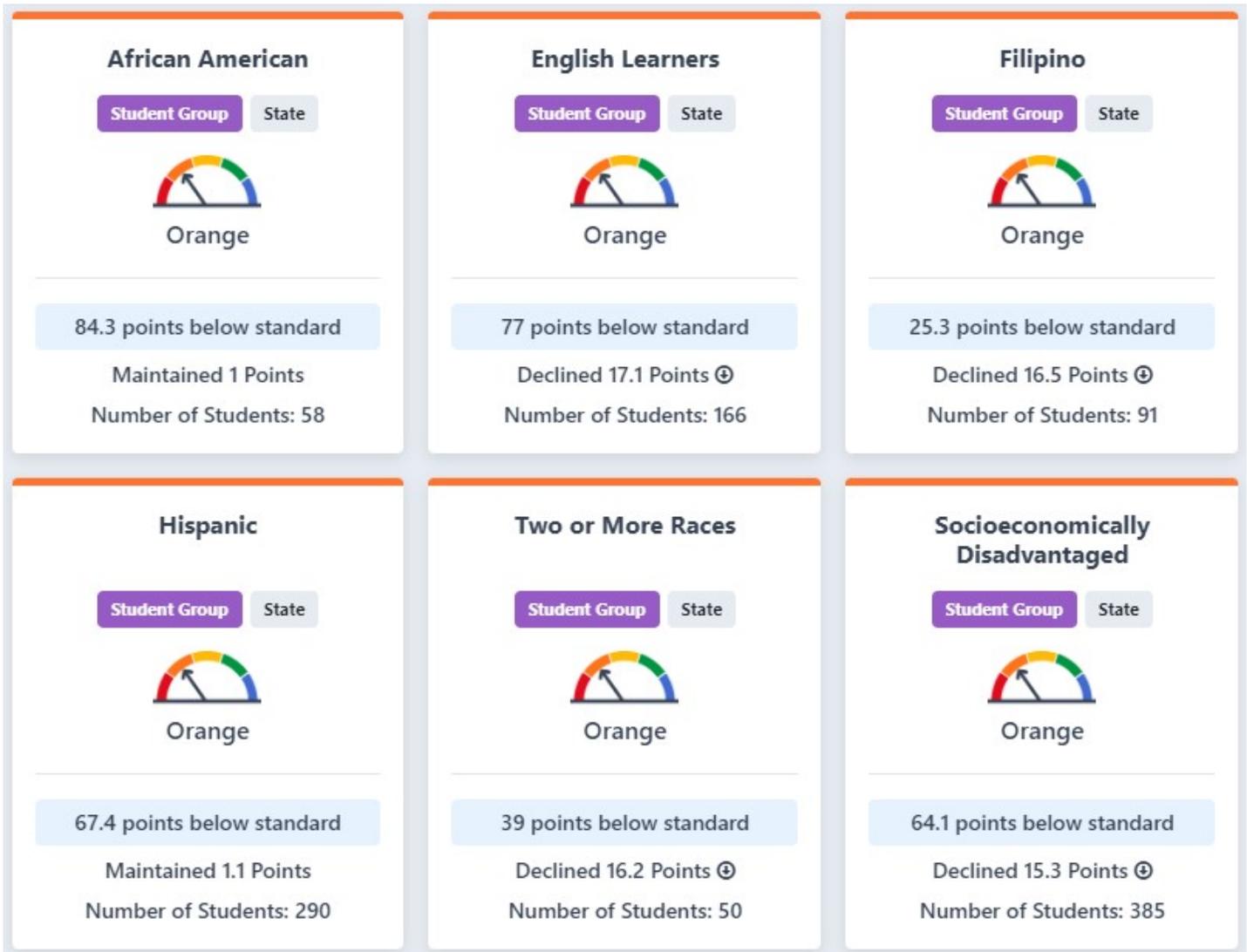
### Mossdale Elementary



## Students with Disabilities: Growth and Achievement

### Mossdale Elementary





### Data Analysis

The first image contains data of the recently released California School Dashboard. After being paused due to the COVID19 pandemic, it was released again this year and measures a combination of student achievement and student growth, including statistically significant subgroups. In it, we are establishing a new baseline with regards overall metrics from CDE. In mathematics, scores indicate that students in grades 3-8 are 49.6 points below standard and declined 3.9 points from last year. In ELA, Mossdale was assigned the "yellow" color in ELA and "red" color in math.

Image two shows the following by grade level growth in math from Winter 2023 to Winter 2024 testing periods. In math, the grade levels that had the highest percentage of students who met their growth projections were 7th grade (76% of students), 6th grade (60% of students) and 5th grade (59% of students). The grade level that had the lowest percentage of students who met their growth projections were 2nd grade (41% of students). The remaining grades were as follows: 1st grade (55% of students), 3rd grade (58% of students), 4th grade (58% of students) and 8th grade (50% of students).

Image three shows projected proficiency on the CASSPP exams in the spring of 2024 by grade level based on the Winter 2024 testing period. In math, the grade levels that had the highest percentage of students at or above grade level were 7th grade (40.9% of students), 2nd grade (38.1% of students) and 3rd grade (38%). The grade level that had the lowest percentage of students at or above grade level were 5th grade (24.7% of students). The remaining grades were as follows: 4th grade (33.6% of students), 6th grade (33.9%) and 8th grade (27.3% of students). Data includes 2nd grade students; however, it is noted that 2nd grade students do not take the CASSPP exam. Not

including second grade, as a school, the data shows that approximately 39.2% of students are projected to be at or above grade level on the CASSPP exam in the spring of 2024. Approximately 34.4% of students are projected not to meet grade level standards on the CAASPP exam.

Image four compare math growth/achievement scores between all students and students with disabilities. Through Additional Targeted Support and Assistance, students with disabilities are an identified group through the CA School Dashboard as a focus. In ELA, growth is very similar between all students and students with disabilities, with 46% of all students meeting their growth targets, and 44% of SWD meeting their growth targets. For the winter test administration, 45% of all students are projected to score at or above standard in ELA, with only 13% of students with disabilities projected to score at or above standard on the spring CAASPP administration. In math, growth is also somewhat similar between all students and students with disabilities, with 48% of all students meeting their growth targets, and 41% of SWD meeting their growth targets. For the winter test administration, 42% of all students are projected to score at or above standard in ELA, with only 16% of students with disabilities projected to score at or above standard on the spring CAASPP administration.

Images five and six show data from California School Dashboard with regards to specific groups of students who underperformed compared to the school average and/or regressed with regards to scores on the CAASPP exam. The subgroup of Students with Disabilities declined by 14.7 points and are 127.3 points below standard, they are identified by the state as ATSI. The subgroup of African American students maintained by 1 point and are 84.3 points below standard. The subgroup of English Learner students declined by 17.1 points and are 77 points below standard. The subgroup of Filipino students declined by 16.5 points and are 25.3 points below standard. The subgroup of Hispanic students maintained by 1 point and are 67.4 points below standard. The subgroup of Two or More Races of students declined by 16.2 points and are 39 points below standard. The subgroup of Socioeconomically Disadvantaged students declined by 15.3 points and are 64.1 points below standard.

**Student Need 2:**

Mosssdale School will continue to develop, increase and strengthen overall math practices and abilities for all students. Specifically, Mosssdale School will identify and provide targeted assistance for students who do not meet growth projections and/or students who are not projected to meet grade level standards in mathematics.

**SMART Goal 1**

Mosssdale School will increase the percentages of all students who meet growth on NWEA/MAP in math by 8% per grade level by the end of the 2026-27 school years. Our goal is to increase each cohort by 3% during the 2024-25 and 2025-26 school years, and then by 2% during the 2026-27 school year. This amounts to one net student gain per class on average/4 per grade level and will increase achievement scores by 3% annually for the next two years, and slightly less than one net student gain per class on average during the 2026-27 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays  For the 2024-25 school year, Mosssdale School will be returning to an early release	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate				Time Money People

Wednesday model allowing for almost weekly collaboration with grade level teams.		Staff Survey - baseline to be determined. TBD				
Collaborative Grade Level Teams  Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development.	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric  Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes	Grade Level Self Audit Rubrics (Highly Effective Teams) - baseline to be determined ___ Pre-Initiating ___ Initiating ___ Implementing ___ Developing ___ Sustaining  PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress				Time Money People
Instructional Leadership Team Development  Build capacity within the ILT to develop instructional leaders at each grade level through professional development.	PLC Audit Rubrics (ILT) - Measure of the ILT with regards to their function as a PLC.	ILT Audit Rubric (Highly Effective Teams) ___ Pre-Initiating ___ Initiating ___ Implementing _x_ Developing ___ Sustaining				Time Money People
Math Workshop Model/Use of 8 Mathematical Practices in Teaching  Through a partnership with	Math Workshop Learning Walks - Number of teachers demonstrating strong evidence of use of math workshop/8 mathematical practices.	Math Workshop Learning Walks - baseline to be determined ___ No Evidence				Time Money People

<p>PEBC, Mossdale School and MUSD have worked towards explicitly using the math workshop model, improving math discourse and math specific instructional strategies in classrooms. This effort will continue for the new cycle.</p>		<p>___Some Evidence ___Strong Evidence</p>				
<p>Implementation of 7 Thinking Strategies within Classrooms</p> <p>Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.</p>	<p>Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies</p>	<p>Thinking Strategy Learning Walks - baseline to be determined ___No Evidence ___Some Evidence ___Strong Evidence</p>				<p>Time Money People</p>
<p>Academic Enrichment/Parent Engagement</p> <p>Students will have the opportunity to attend various academic enrichment events, activities and educational excursions after school to build and strengthen math skills.</p>	<p>Number of opportunities for students.</p> <p>Number of Students/Families Attending Events - measured by event (eg: STEAM Night, Academic Enrichment Clubs, Science Olympiad, etc.) measured by QR code or sign in sheet.</p> <p>Number of events that have an academic focus that supports site academic needs as reviewed by administration.</p>	<p>Number of Students Attending (by event) - baselines to be determined</p> <p>April 2024 STEAM Night 165 Students 75 Parents 62 Families</p> <p>Number of stations at academic event showing evidence of academic focus - baseline to be determined</p>				<p>Time Money People</p>

		___ stations at event/percentage of whole				
<p>ELOP - Academic Tutoring</p> <p>Students in grades 1-8 below the 41st percentile will attend after school academic tutoring to strengthen math skills.</p>	<p>Growth percentage by grade level, CFA</p> <p>Pre/post test that targets specific skills based on student need in tutorials</p>	<p>Growth percentage by grade level pre/post test data by standards/skill - baseline to be determined</p> <p>___% 1st grade</p> <p>___% 2nd grade</p> <p>___% 3rd grade</p> <p>___% 4th grade</p> <p>___% 5th grade</p> <p>___% 6th grade</p> <p>___% 7th grade</p> <p>___% 8th grade</p>				<p>Time</p> <p>Money</p> <p>People</p>
<p>Academic Enrichment/Extension During the School Day</p> <p>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.</p>	<p>Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data</p>	<p>Pre/post survey at each event - baseline to be determined</p>				<p>Time</p> <p>Money</p> <p>People</p>
<p>Academic Enrichment/Extension During the School Day</p> <p>7th/8th grade students will have the opportunity to attend robust</p>	<p>Pre/post survey for all junior high students to collect qualitative/quantitative data regarding elective enrollment.</p>	<p>Pre/post survey after each trimester - baseline to be determined</p>				<p>Time</p> <p>Money</p> <p>People</p>

elective course offerings strengthen literacy skills across content areas.						
Strategic Small Group Intervention - Tier 2/3 for Math  Our grade level leads, along with their teams, will work collaboratively with our Instructional Specialist to provide targeted support to underperforming student groups as compared to the school average will be specifically targeted, which includes the student subgroups of African American, Filipino, Hispanic, Two or More Races and Socioeconomically Disadvantaged students.	Pre/post data for all referred students to the IS for small group intervention to collect qualitative/quantitative data.	Pre/post survey after each trimester - baseline to be determined				

**Progress Monitoring**

**SMART Goal 2**

Mossdale School will increase the percentages of students with disabilities who meet growth on NWEA/MAP in math by 3% overall by the end of the 2026-27 school years. Our goal is to increase 1% overall annually, which amounts to one student (net) improving out of the 69 students we have identified as SWD.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays	Staff Survey/Vote - Number of teachers	Staff Vote of Implementation				Time Money

<p>For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.</p>	<p>who report early release Wednesdays allowed more grade level team collaboration.</p>	<p>n (Waiver vote results) 31 - yes 4 - no 89% pass rate</p> <p>Staff Survey - baseline to be determined. TBD</p>				<p>People</p>
<p>Collaborative Grade Level Teams</p> <p>Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development.</p>	<p>PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric</p> <p>Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes</p>	<p>Grade Level Self Audit Rubrics (Highly Effective Teams) - baseline to be determined</p> <p>___ Pre-Initiating ___ Initiating ___ Implementing ___ Developing ___ Sustaining</p> <p>PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress</p>				<p>Time Money People</p>
<p>Math Workshop Model/Use of 8 Mathematical Practices in Teaching</p> <p>Through a partnership with PEBC, Mossdale School and MUSD have worked towards explicitly using the math workshop model, improving math discourse and</p>	<p>Math Workshop Learning Walks - Number of teachers demonstrating strong evidence of use of math workshop/8 mathematical practices.</p>	<p>Math Workshop Learning Walks - baseline to be determined</p> <p>___ No Evidence ___ Some Evidence ___ Strong Evidence</p>				<p>Time Money People</p>

math specific instructional strategies in classrooms. This effort will continue for the new cycle.						
<p>Implementation of 7 Thinking Strategies within Classrooms</p> <p>Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.</p>	<p>Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies</p>	<p>Thinking Strategy Learning Walks - baseline to be determined          ___No Evidence          ___Some Evidence          ___Strong Evidence</p>				<p>Time          Money          People</p>
<p>ELOP - Academic Enrichment</p> <p>Students will have the opportunity to attend various academic enrichment events, activities and educational excursions after school to build and strengthen math skills.</p>	<p>Number of opportunities for students.</p> <p>Number of Students/Families Attending Events - measured by event (eg: STEAM Night, Academic Enrichment Clubs, Science Olympiad, etc.) measured by QR code or sign in sheet.</p> <p>Number of events that have an academic focus that supports site academic needs as reviewed by administration.</p>	<p>Number of Students Attending (by event) - baselines to be determined</p> <p>April 2024 STEAM Night          165 Students          75 Parents          62 Families</p> <p>Number of stations at academic event showing evidence of academic focus - baseline to be determined          ___ stations at event/percent age of whole</p>				<p>Time          Money          People</p>
<p>Academic Enrichment/Extension During the School Day</p>	<p>Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data</p>	<p>Pre/post survey at each event - baseline to be determined</p>				<p>Time          Money          People</p>

<p>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.</p>						
<p>Instructional Leadership Team Development</p> <p>Build capacity within the ILT to develop instructional leaders at each grade level through professional development.</p>	<p>PLC Audit Rubrics (ILT) - Measure of the ILT with regards to their function as a PLC.</p>	<p>ILT Audit Rubric (Highly Effective Teams)</p> <p>___ Pre-Initiating</p> <p>___ Initiating</p> <p>___ Implementing</p> <p><u>x</u> Developing</p> <p>___ Sustaining</p>				<p>Time</p> <p>Money</p> <p>People</p>

**Progress Monitoring**

**Progress Monitoring**



**District Goal**

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

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

Mossdale School will work towards improving overall school climate and culture by increasing student attendance and engagement, decreasing overall instances of student discipline, and support students in their social emotional development and mastery.

**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.

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
<b>Suspensions</b>	0.30	2.19	0.91	4.62	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.01	0.09	0.00	0.07

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

<b>Subject</b>	<b>School 2022-23</b>	<b>District 2022-23</b>	<b>State 2022-23</b>
<b>Suspensions</b>	4.57	4.96	3.60
<b>Expulsions</b>	0.09	0.24	0.08

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

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>

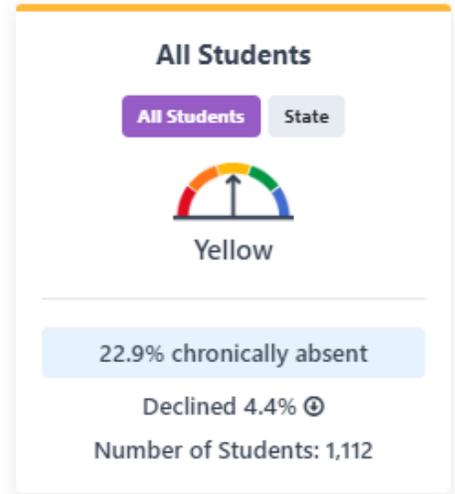
<b>All Students</b>	1159	1112	255	22.9
<b>Female</b>	580	558	142	25.4
<b>Male</b>	578	553	113	20.4
<b>American Indian or Alaska Native</b>	3	3	1	33.3
<b>Asian</b>	223	214	25	11.7
<b>Black or African American</b>	103	96	26	27.1
<b>Filipino</b>	137	131	20	15.3
<b>Hispanic or Latino</b>	490	471	136	28.9
<b>Native Hawaiian or Pacific Islander</b>	20	18	4	22.2
<b>Two or More Races</b>	65	63	11	17.5
<b>White</b>	118	116	32	27.6
<b>English Learners</b>	229	217	40	18.4
<b>Foster Youth</b>	18	13	0	0.0
<b>Homeless</b>	56	52	23	44.2
<b>Socioeconomically Disadvantaged</b>	646	619	151	24.4
<b>Students Receiving Migrant Education</b>	2	0	0	0.0
<b>Students with Disabilities</b>	99	93	31	33.3

# Chronic Absenteeism

## All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:

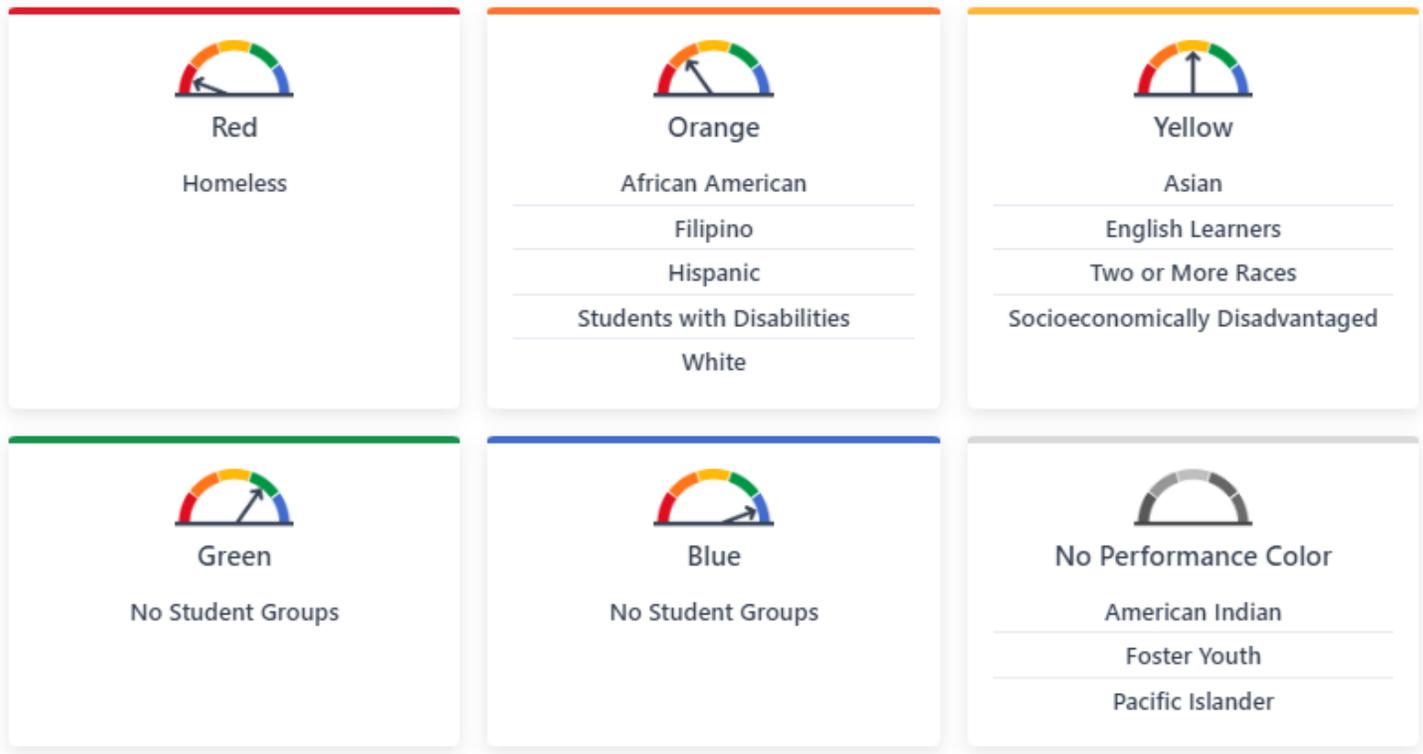
<https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39685930113357&year=2022-23>



## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups



2023-24 Reporting Period	K	1	2	3	4	5	6		7	SDC (7)	8	SDC (8)	GEN Total	SPED Total	MOSS Total
1	95.49	96.82	95.99	96.2	97.4	96.89	97	Left blank on purpose	96.95	70.59	96.5	97.55	96.62	95.48	96.61
2	92.76	94.15	95.79	95.85	95.6	96.49	96.25		95.01	100	94.56	95.61	95.22	95.95	95.23
3	93.33	94.45	95.57	96.46	95.92	94.44	96.17		95.34	86.67	96.25	97.78	95.42	96.92	95.44
4	94.07	92.13	93.76	92.82	94.58	94.84	94.36		93.31	89.47	92.68	88.16	93.63	88.26	93.56
5	91.72	92.74	93.19	92.46	94.16	94.83	94.86		92.99	94.44	94.12	94.44	93.49	94.44	93.5
6	94.62	90.58	95.83	91.41	92.79	96.22	93.71		93.92	100	95.51	97.62	93.84	97.8	93.89
7															
8															
9															
10															
11															
Overall															

TSSP 2023-24 Reporting Period	K	1	2	3	4	5	6	7	8	MOSS Total
1	0	100	100	100	100	100	94.12	88.24	0	96.15
2	0	100	97.37	91.23	98.25	91.23	97.89	78.95	0	92.63
3	0	80	93.33	94.74	94	93.33	94.17	90.16	100	100
4	0	100	88.31	90.91	96.92	93.42	94.74	82.46	89.47	94.74
5	0	86.11	94.44	89.16	95.56	93.33	95.83	85	88.89	91.78
6	100	78.57	89.29	90.48	89.55	100	94.64	85.71	78.57	90.06
7	78.95	86.84	96.05	98.25	95.03	91.58	90.48	78.95	86.84	91.23
8										
9										
10										
11										
Overall										

### Data Analysis

Image one is pulled from the CA School Dashboard and shows chronic absenteeism as measured by the state. Regarding chronic absenteeism, we have declined (improved) annually by 4.4% from the 2021-22 school year (was 27.3% overall) to the 2022-23 school year, with 22.9% of all students reported chronically absent.

Image two shows site specific total numbers with regards to ADA by grade level. As compared to 2021-22, we are also making gains in Average Daily Attendance every reporting period, and it continues to improve.

The state of CA has identified chronic absenteeism for homeless students as an area of Additional Targeted Support and Improvement (ATSI). ADA has improved from 2021-22, which will address chronic absenteeism as they are connected.

**Student Need 1:**

Mosssdale School will work to increase average daily attendance by month and decrease overall chronic absenteeism rates in all grades for all students.

**SMART Goal 1**

Mosssdale School will work to increase the percentage of average daily attendance by 1.5% by the end of the 2026-27 school year by reporting period and within each grade level.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Attendance Recognition and Incentive Program	ADA by reporting period compared year over year.	ADA reporting periods (23-24): 1 96.61%				Time Money People
In collaboration with all staff, Mosssdale School will continue to implement with fidelity an attendance recognition and incentive program for all students. This is inclusive of individual recognition and class competitions.	Number of teachers consistently participating in the program.	2 95.23%				
		3 95.44%				
		4 93.56%				
		5 93.56%				
		6 93.89%				
		7 93.17%				
		8				
		9				
		10				
		11				
Increased awareness and communication with the community regarding the importance of attendance and its connection to academic achievement.	Percentage of students chronically absent as defined by the state annually.	Number of teachers consistently participating: 18/38, 47.4%				
		Percentage of students chronically absent for the 22-23 school year: 22.9%				

<p>Understanding and Enforcement of MUSD District Attendance Policies</p> <p>Increase fidelity and consistency of the enforcement of all attendance policies and procedures in the classroom, office and on campus.</p>	<p>Number of attendance letters generated by type year over year.</p> <p>Number of SARB referrals.</p>	<p>Number of attendance letters by type (through 3/8):</p> <p>Excessive Absence Letter 115</p> <p>Excessive Tardy Letter 1</p> <p>Pre-Medical Clearance Letter 56</p> <p>Required Doctors Note Letter 20</p> <p>SARB Letter (D) 1</p> <p>SARB Letter (W) 58</p> <p>SARB Reminder Letter 76</p> <p>Tardiness Letter 1 177</p> <p>Tardiness Letter 2 17</p> <p>Truancy Letter 1 328</p> <p>Truancy Letter 2 95</p> <p>Truancy Letter 3 32</p> <p>2023-24 SARB referrals: 12</p>				<p>Time</p> <p>People</p>
<p>Academic Enrichment/Extension During the School Day</p> <p>Students will have the opportunity to attend various enrichment assemblies and field trips during the school day to build and strengthen understanding of the importance of attending school to learn.</p>	<p>Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data</p>	<p>Pre/post survey at each event - baseline to be determined</p>				<p>Time</p> <p>Money</p> <p>People</p>

<p>ELOP - School Climate and Culture Enrichment</p> <p>Students will have the opportunity to attend various enrichment events, activities and educational excursions after school to build and strengthen school connectedness and the importance of coming to school.</p>	<p>Number of opportunities for students</p> <p>Number of students attending as measured by QR code or sign in sheets.</p>	<p>Number of opportunities - baseline to be determined.</p> <p>___24/25</p> <p>Number of students attending per event - baseline to be determined.</p> <p>___ "Example event"</p>				<p>Time Money People</p>
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**Progress Monitoring**

**SMART Goal 2**

Mosssdale School will work to decrease the percentage of chronically absent students by 5% by the end of the 2026-27 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Attendance Recognition and Incentive Program</p> <p>In collaboration with all staff, Mosssdale School will continue to implement with fidelity an attendance recognition and incentive program for all students. This is inclusive of individual recognition and class competitions.</p> <p>Increased awareness and communication</p>	<p>ADA by reporting period compared year over year.</p> <p>Number of teachers consistently participating in the program.</p> <p>Percentage of students chronically absent as defined by the state annually.</p>	<p>ADA reporting periods (23-24):</p> <p>1 96.61%</p> <p>2 95.23%</p> <p>3 95.44%</p> <p>4 93.56%</p> <p>5 93.56%</p> <p>6 93.89%</p> <p>7 93.17%</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>Number of teachers consistently participating: 18/38, 47.4%</p>				<p>Time Money People</p>

with the community regarding the importance of attendance and its connection to academic achievement.		Percentage of students chronically absent for the 22-23 school year: 22.9%				
<p>Understanding and Enforcement of MUSD District Attendance Policies</p> <p>Increase fidelity and consistency of the enforcement of all attendance policies and procedures in the classroom, office and on campus.</p>	<p>Number of attendance letters generated by type year over year.</p> <p>Number of SARB referrals.</p>	<p>Number of attendance letters by type (through 3/8):</p> <p>Excessive Absence Letter 115</p> <p>Excessive Tardy Letter 1</p> <p>Pre-Medical Clearance Letter 56</p> <p>Required Doctors Note Letter 20</p> <p>SARB Letter (D) 1</p> <p>SARB Letter (W) 58</p> <p>SARB Reminder Letter 76</p> <p>Tardiness Letter 1 177</p> <p>Tardiness Letter 2 17</p> <p>Truancy Letter 1 328</p> <p>Truancy Letter 2 95</p> <p>Truancy Letter 3 32</p> <p>2023-24 SARB referrals: 12</p>				Time People
<p>Academic Enrichment/Extension During the School Day</p> <p>Students will have the opportunity to attend various enrichment assemblies and</p>	Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data	Pre/post survey at each event - baseline to be determined				Time Money People

field trips during the school day to build and strengthen understanding of the importance of attending school to learn.						
ELOP - School Climate and Culture Enrichment  Students will have the opportunity to attend various enrichment events, activities and educational excursions after school to build and strengthen school connectedness and the importance of coming to school.	Number of opportunities for students  Number of students attending as measured by QR code or sign in sheets.	Number of opportunities - baseline to be determined. ____24/25  Number of students attending per event - baseline to be determined. ____ "Example event"				Time Money People

**Progress Monitoring**

**SMART Goal 3**

Mossdale School will work to decrease the percentage of chronically absent homeless students by 10% by the end of the 2026-27 school year as identified by the CA School Dashboard as an area of Additional Targeted Support and Improvement.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Attendance Recognition and Incentive Program  In collaboration with all staff, Mossdale School will continue to implement with fidelity an attendance recognition and	ADA by reporting period compared year over year for homeless students.  Number of teachers consistently participating in the program.  Percentage of homeless students	ADA reporting periods, TSSP students (23-24): 1 96.15% 2 92.63% 3 100% 4 94.74% 5 91.78% 6 90.06% 7 91.23% 8				Time Money People

<p>incentive program for all students. This is inclusive of individual recognition and class competitions.</p> <p>Increased awareness and communication with the community regarding the importance of attendance and its connection to academic achievement.</p>	<p>chronically absent as defined by the state annually.</p>	<p>9 10 11</p> <p>Number of teachers consistently participating: 18/38, 47.4%</p> <p>Percentage of TSSP students chronically absent for the 22-23 school year: 44.2%</p>				
<p>Understanding and Enforcement of MUSD District Attendance Policies</p> <p>Increase fidelity and consistency of the enforcement of all attendance policies and procedures in the classroom, office and on campus.</p>	<p>Number of attendance letters generated by type year over year for homeless students.</p> <p>Number of SARB referrals for homeless students.</p>	<p>Number of attendance letters by type TSSP students (through 3/8):</p> <p>Excessive Absence Letter 4</p> <p>Excessive Tardy Letter 1</p> <p>SARB Letter (W) 8</p> <p>SARB Reminder Letter 10</p> <p>Tardiness Letter 1 20</p> <p>Tardiness Letter 2 2</p> <p>Truancy Letter 1 33</p> <p>Truancy Letter 2 13</p> <p>Truancy Letter 3 2</p> <p>2023-24 SARB referrals: 0</p>				<p>Time People</p>
<p>Academic Enrichment/Extension During the School Day</p> <p>Students will have the opportunity to</p>	<p>Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data</p>	<p>Pre/post survey at each event - baseline to be determined</p>				<p>Time Money People</p>

<p>attend various enrichment assemblies and field trips during the school day to build and strengthen understanding of the importance of attending school to learn.</p>						
<p>ELOP - School Climate and Culture Enrichment</p> <p>Students will have the opportunity to attend various enrichment events, activities and educational excursions after school to build and strengthen school connectedness and the importance of coming to school.</p>	<p>Number of opportunities for students</p> <p>Number of students attending as measured by QR code or sign in sheets.</p>	<p>Number of opportunities - baseline to be determined.</p> <p>___24/25</p> <p>Number of students attending per event - baseline to be determined.</p> <p>___ "Example event"</p>				<p>Time People Money</p>
<p>SART/Home Visits/Collaboration with Health Services</p> <p>Mossdale will intentionally review and support TSSP students monthly through SART and COST. Home visits will occur as needed with aligned supports layered on to help this subgroup of students received strengthened intervention.</p>	<p>Number of homeless students referred to SART team.</p> <p>Number of students exited from SART team referral.</p>	<p>Number of referrals:</p> <p>0 2023/24 School Year (baseline to be established in 24/25)</p> <p>Number of students exited:</p> <p>0 2023/24 School Year (baseline to be established in 24/25)</p>				<p>Time Money People</p>

**Progress Monitoring**

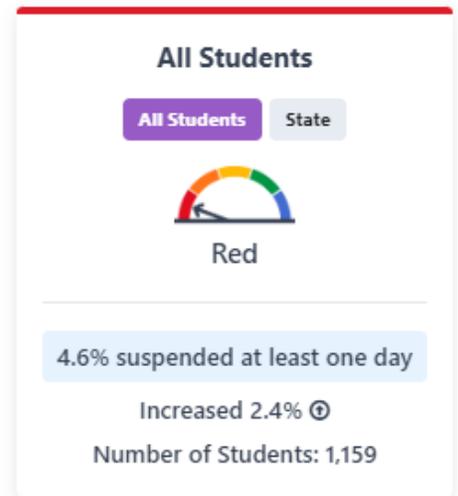
## **Progress Monitoring**

### **Data**

# Suspension Rate

## All Students

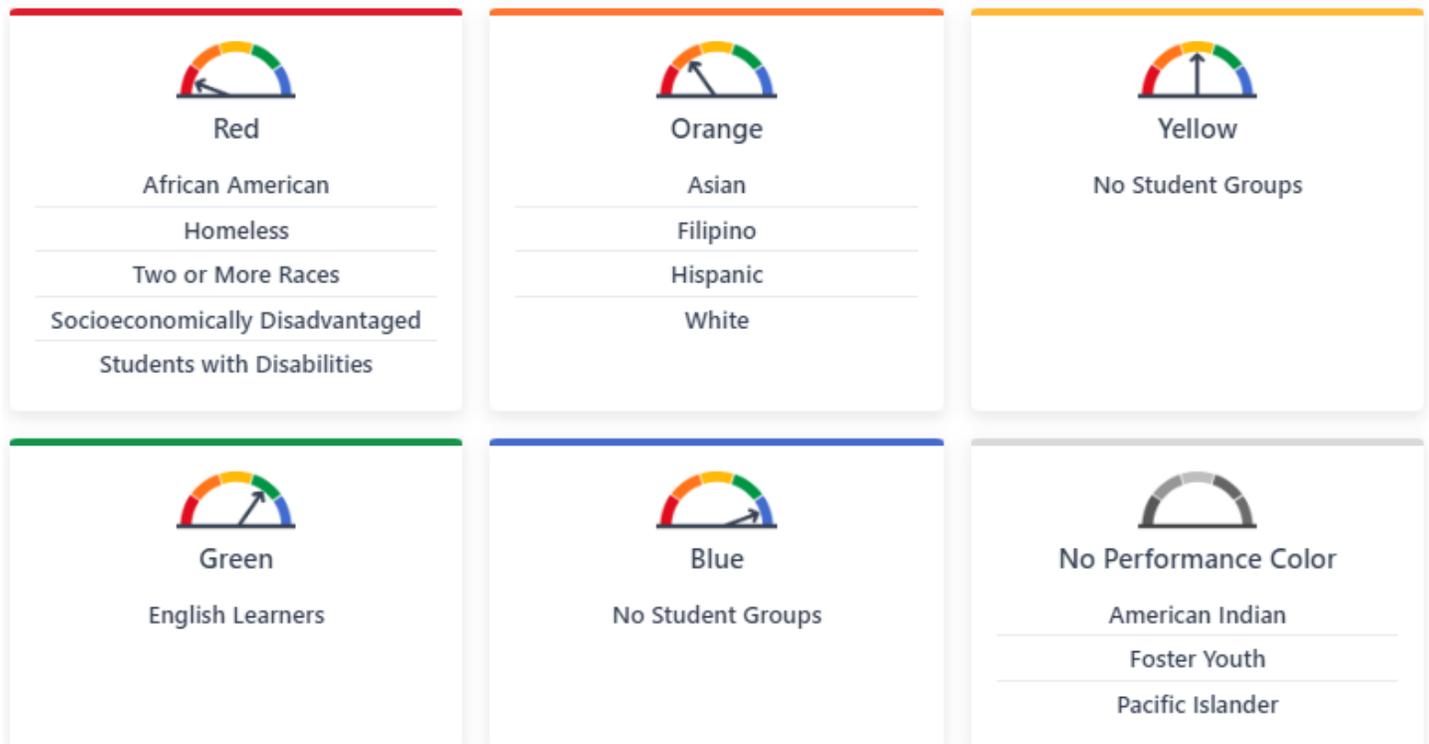
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups



2023-24 Month	K	1	2	3	4	5	6	7	8	Total
AUG								1	2	3
SEP				1	3	3		3	5	15
OCT				2			3		1	6
NOV			1	1	3		3	4	4	16
DEC							1		2	3
JAN		1		1			2	6	5	15
FEB										
MAR										
APR										
MAY										
<b>TOTAL</b>		1	1	5	6	3	9	14	19	58

\*These numbers reflect total suspensions, not unduplicated students

### TSSP MONTHLY SUSPENSION COUNT

2023-24 Month	K	1	2	3	4	5	6	7	8	Total
AUG										0
SEP				1						1
OCT				2			1			3
NOV				1			1	1	1	4
DEC									1	1
JAN								2	1	3
FEB										
MAR										
APR										
MAY										
<b>TOTAL</b>				4			2	3	3	12

\*These numbers reflect total suspensions, not unduplicated students

**STUDENTS WITH DISABILITIES MONTHLY SUSPENSION COUNT**

<b>2023-24 Month</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Total</b>
<b>AUG</b>									2	2
<b>SEP</b>									3	3
<b>OCT</b>							2		1	3
<b>NOV</b>			1		1		2	1	2	8
<b>DEC</b>									1	1
<b>JAN</b>									1	1
<b>FEB</b>										
<b>MAR</b>										
<b>APR</b>										
<b>MAY</b>										
<b>TOTAL</b>			1		1		4	1	10	18

\*These numbers reflect total suspensions, not unduplicated students

Mossdale Elementary  
 Behavior Analysis - Penalties  
 Events from 08/03/2023 to 02/20/2024

Count of Student		Grade										Grand Total	
Penalty	Incident	00	01	02	03	04	05	06	07	08			
Alternative Placement	Damage School/Personal Property			1							1		
	Disruptive								1		1		
	Hate Crime/Racial Slurs				1						1		
	Inappropriate Behavior/Object	1	2	3						2	8		
	Profanity				1						1		
	Pushing/Shoving								1		1		
Unsafe Behavior		1									1		
<b>Alternative Placement Total</b>			2	2	6				1	1	2	14	
Conference, Law Enforcement	Inappropriate Behavior/Object				1					3	3	7	
<b>Conference, Law Enforcement Total</b>					1					3	3	7	
Conference, Parent	Defiance									3		3	
	Disruptive			1							1	2	
	Hate Crime/Racial Slurs					1						1	
	Inappropriate Behavior/Object	4			5	3	4		2	1		19	
	Tardiness									1		1	
<b>Conference, Parent Total</b>		4	1	5	4	4		2	5	1		26	
Conference, Student	Defiance					1					1	2	
	Disruptive						1				1	2	
	Inappropriate Behavior/Object			4	5	1	2	9	2	9	9	41	
	Pushing/Shoving			1								1	
	Sexual Harassment										1	1	
	Student Attire										1	1	
	Threat of Attack - w/o Weapon									1		1	
	Unsafe Behavior						1					1	
<b>Conference, Student Total</b>				5	5	3	3	9	2	10	13	50	
Contract, DRB	Fighting/Attack w/o Weapon										1	1	
	Inappropriate Behavior/Object					1						1	
	Possess/Use Drugs									1		1	
	Possess/Use Weapon										1	1	
<b>Contract, DRB Total</b>						1				2	1	4	
Contract, Fighting	Fighting/Attack w/o Weapon									6	7	13	
<b>Contract, Fighting Total</b>										6	7	13	
COST	Dangerous Object									1		1	
	Inappropriate Behavior/Object	1		1								2	
	Profanity						1					1	
	Unsafe Behavior						1					1	
<b>COST Total</b>		1		1	1	1	1					5	
Detention	Bullying/Cyberbullying									2		2	
	Bus Referral										1	1	
	Defiance					1				6	1	8	
	Disruptive							1		2	2	5	
	Electronic Device									4	2	6	
	Fighting/Attack w/o Weapon				1	1						2	
	Hate Crime/Racial Slurs							1		3		4	
	Inappropriate Behavior/Object			2	5	1	5	8	10			31	
	Loitering									1		1	
	Profanity									5	3	8	
	Pushing/Shoving									1		1	
	Sexual Harassment										1	1	
	Student Attire										1	1	
	Tardiness						20	21	26	45	71		183
	Theft/Robbery/Extortion										1		1
	Threat of Attack - w/o Weapon										1		1
	Unsafe Behavior			1				1		1	1		4
Vape Pen: Nicotine									2	4		6	
Verbal Fight										3	1	4	
<b>Detention Total</b>				4	27	25	36	81	97			270	

Law Enforcement Referral	Bullying/Cyberbullying									2	2
	Fighting/Attack w/o Weapon									1	1
	Inappropriate Behavior/Object								2		2
	Possess/Use Weapon									2	2
Law Enforcement Referral Total										2	7
Loss of Privileges	Damage School/Personal Property	1									1
	Defiance									1	4
	Disruptive	1								1	6
	Fighting/Attack - w/ Weapon									1	1
	Fighting/Attack w/o Weapon									2	7
	Hate Crime/Racial Slurs									2	2
	Inappropriate Behavior/Object	2								5	51
	Pushing/Shoving									2	5
	Student Attire									2	1
	Theft/Robbery/Extortion									1	1
	Unsafe Behavior	1								2	7
Loss of Privileges Total		5								9	86
Loss of Recess	Damage School/Personal Property									1	1
	Defiance									2	2
	Fighting/Attack w/o Weapon									2	2
	Inappropriate Behavior/Object									1	8
	Profanity									2	3
	Pushing/Shoving									1	1
Loss of Recess Total										2	17
Refer to Counselor	Dangerous Object									1	1
	Disruptive										2
	Fighting/Attack w/o Weapon									2	3
	Hate Crime/Racial Slurs									3	3
	Inappropriate Behavior/Object	2								1	10
	Profanity									1	2
	Pushing/Shoving									2	2
	Unsafe Behavior									1	1
Refer to Counselor Total		2								2	24
Suspension	Bullying/Cyberbullying									2	3
	Fighting/Attack w/o Weapon									1	29
	Hate Crime/Racial Slurs									1	4
	Inappropriate Behavior/Object									2	11
	Possess/Use Alcohol									4	2
	Possess/Use Drugs									1	1
	Possess/Use Weapon									2	3
	Profanity									1	3
	Sexual Harassment									1	2
	Threat of Attack - w/ Weapon									1	1
	Threat of Attack - w/o Weapon									2	7
Suspension Total										2	66
Warning	Defiance									3	4
	Disruptive									2	5
	Electronic Device									4	6
	Inappropriate Behavior/Object									1	16
	Threat of Attack - w/o Weapon									2	2
	Unsafe Behavior									1	1
Warning Total										1	34
Work Detail	Bus Referral										1
	Graffiti									1	2
	Inappropriate Behavior/Object									2	2
	Pushing/Shoving									2	2
Work Detail Total										2	7
Written Consequence	Inappropriate Behavior/Object									1	2
Written Consequence Total										1	2
Grand Total										14	632

### Data Analysis

Image one is pulled from the CA School Dashboard and shows suspension rate as measured by the state. With regards to behaviors and discipline, the overall number of suspensions is slowly increasing as we move further away from the pandemic and new baselines are being established. Suspension rate has increased to 4.6% of all students being suspended for at least one day during the 2022-23 school year.

Images two through four show site specific total numbers with regards to suspensions as a penalty for all students, TSSP students and students with a disability. TSSP (homeless) students and students with a disability are identified as an Additional Targeted Support and Improvement area within the CA School Dashboard. Overall, in all categories,

suspensions for the first seven months of 23-24 compared to 22-23 show an increase with the total number of suspensions as well.

Image five shows that in reviewing the types of offenses, 56% of suspensions issued are related to physical confrontation issues or 48900 (A)(1) or (A)(2), 17% are related to inappropriate behaviors/objects, 27% are other (weapons, alcohol, sexual harassment, obscenity, etc.). Data also shows that out of 632 entered discipline issues with a consequence, 90% of discipline issues addressed by the office/administration were corrected with alternate means other than suspension.

**Student Need 2:**

Mossdale School will decrease overall number of student suspensions as a penalty for all students.

**SMART Goal 1**

Mossdale School will work to decrease the percentage of students suspended annually by 1.5% overall through the end of the 2026-27 school year. By default, this includes a sub-metric of decreasing the overall total number of students suspended as a penalty annually.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Coordination of Services Team	Number of COST referrals.	23-24 COST referrals (through March 8): 28				Time People Money
Increase the number of COST referrals as a prevention/intervention for identified students to align resources as appropriate.	Penalty type, suspensions as percentage and total number.	23-24 (through Feb 20): 90% of discipline referrals to the office resulted in AMC. 10% resulted in suspension.				
	Suspension rate	22-23 Suspension rate: 4.6%				
	Total number of students exited from COST team.	23-24 Suspension rate (through March 20): 4.93%				
		23-24 number of students exited from COST: 14				

<p>Positive Behavior Supports and Interventions</p> <p>Increase the fidelity and use of PBIS related strategies, rubrics, language on campus, reinforcement and recognition of positive behaviors. This includes ongoing training for staff, both certificated and classified. Also includes purchase of PBIS incentives to reward and recognize behaviors.</p>	<p>Penalty type, suspensions as percentage and total number.</p> <p>PBIS fidelity assessment tool by both internal and external staff.</p>	<p>23-24 (through Feb 20): 90% of discipline referrals to the office resulted in AMC. 10% resulted in suspension.</p> <p>See PBIS fidelity index from Stanislaus County Office of Education.</p>				<p>Time Money People</p>
<p>Enrichment/Extension During the School Day</p> <p>Students will have the opportunity to attend various enrichment assemblies and field trips during the school day to build and strengthen understanding of school climate and culture, positive behaviors and building of lifelong skills to be successful.</p>	<p>Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data</p>	<p>Pre/post survey at each event - baseline to be determined</p>				<p>Time Money People</p>
<p>VCC Counseling/SEL Groups</p> <p>Administration and other staff will work with our VCC counselors to increase referrals to SEL group weekly by grade</p>	<p>Number of VCC SEL group referrals.</p> <p>Number of students excited from group.</p>	<p>23-24 number of VCC SEL group referrals (through March 8): 71</p> <p>23-24 number of students excited from VCC SEL groups</p>				<p>Time Money People</p>

level in an effort to prevent conflict from increasing on campus.		(through March 8): 18				
Strengthening of Reentry Plans after Suspension  Mosssdale will strengthen a formalized intervention plan after major discipline issues, which has not occurred in the past. Administration will develop a reentry plan in coordination with students and families to decrease the number of multiple suspensions for the same student.	Number of duplicated suspensions.  Suspension rate  Number of reentry plans created, with interventions.	Number of duplicated suspensions (through Jan 31): 58  22-23 Suspension rate: 4.6% 23-24 Suspension rate (through March 20): 4.93%  Number of reentry plans created: 5				Time People

**Progress Monitoring**

**SMART Goal 2**

Mosssdale School will work to decrease the percentage of suspended homeless students and percentage of students with a disability by penalty by 10% by the end of the 2026-27 school year as identified by the CA School Dashboard as an area of Additional Targeted Support and Improvement.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Coordination of Services Team  Increase the number of COST referrals as a prevention/intervention for identified students to align	Number of COST referrals.  Penalty type, suspensions as percentage and total number.  Suspension rate	23-24 COST referrals (through March 8): 1  23-24 (through Feb 20): ___% of discipline referrals to the				Time People

resources as appropriate.	Total number of students exited from COST team.	office resulted in AMC. ___% resulted in suspension.  22-23 Suspension rate: Homeless: 8.9% Students with disabilities: 12.1% 23-24 Suspension rate (through March 20): ___%  23-24 number of students exited from COST: 1				
Positive Behavior Supports and Interventions  Increase the fidelity and use of PBIS related strategies, rubrics, language on campus, reinforcement and recognition of positive behaviors. This includes ongoing training for staff, both certificated and classified. Also includes purchase of PBIS incentives to reward and recognize behaviors.	Penalty type, suspensions as percentage and total number.  Suspension rate  PBIS fidelity assessment tool by both internal and external staff.	23-24 (through Feb 20): ___% of discipline referrals to the office resulted in AMC. ___% resulted in suspension.  22-23 Suspension rate: Homeless: 8.9% Students with disabilities: 12.1% 23-24 Suspension rate (through March 20): ___%  See PBIS fidelity index from Stanislaus County Office of Education.				Time Money People
Climate and Culture	Number of COST referrals.	23-24 COST referrals				Time Money

<p>Mossdale will intentionally work to strengthen school climate and culture by providing a breadth of educational opportunities for the whole child. This includes a robust elective program for junior high, embedding of grade level enrichment opportunities such as field trips, assemblies and/or other climate building activities to ensure students want to come to school and feel the need to come to school and learn in a safe environment.</p>	<p>Penalty type, suspensions as percentage and total number.</p> <p>Suspension rate</p> <p>Total number of students exited from COST team.</p>	<p>(through March 8): 1</p> <p>23-24 (through Feb 20): ___% of discipline referrals to the office resulted in AMC. ___% resulted in suspension.</p> <p>23-24 number of students exited from COST: 1</p>				<p>People</p>
<p>VCC Counseling/SEL Groups</p> <p>Administration and other staff will work with our VCC counselors to increase referrals to SEL group weekly by grade level in an effort to prevent conflict from increasing on campus.</p>	<p>Number of VCC SEL group referrals.</p> <p>Number of students excited from group.</p>	<p>23-24 number of VCC SEL group referrals (through March 8): 5</p> <p>23-24 number of students exited from VCC SEL groups (through March 8): 1</p>				<p>Time Money People</p>
<p>Strengthening of Reentry Plans after Suspension</p> <p>Mossdale will strengthen a formalized intervention plan after major discipline issues,</p>	<p>Number of duplicated suspensions.</p> <p>Number of reentry plans created, with interventions.</p>	<p>Number of duplicated suspensions (through Jan 31): 30</p> <p>22-23 Suspension rate:</p>				<p>Time People</p>

<p>which has not occurred in the past. Administration will develop a reentry plan in coordination with students and families to decrease the number of multiple suspensions for the same student.</p>		<p>Homeless: 8.9%  Students with disabilities: 12.1%  23-24  Suspension rate (through March 20): ___%    Number of reentry plans created: 5</p>				
<p>Enrichment/Extension During the School Day</p> <p>Students will have the opportunity to attend various enrichment assemblies and field trips during the school day to build and strengthen understanding of school climate and culture, positive behaviors and building of lifelong skills to be successful.</p>	<p>Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data</p>	<p>Pre/post survey at each event - baseline to be determined</p>				<p>Time  Money  People</p>

**Progress Monitoring**

**Progress Monitoring**



### District Goal

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

### Site Tier 2 and 3 Goals

Mossdale School will support all at-promise students where they are by identifying individual needs to help them reach grade level standards in ELA and Math, with emphasis on the subgroups of students who are classified as English Language Learners and who are classified as Special Education students.

### 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.

CDE has identified the following as Additional Targeted Support and Improvement groups for the 2024-25 School Year:

Homeless: Chronic Absenteeism, Suspensions

Students with Disabilities: Academic Performance in ELA and Math, Suspensions

Regarding ATSI, these student subgroups along with their accompanying targeted support have been referenced within the "Standards" section of the Strategic Plan, inclusive of their specific data points to determine goals, aligned resources and next steps being that it is determined that it is a Tier 1 need to address.

### 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.

Mossdale School continues to remain in a growth phase with regards to enrollment, and is increasing in overall diversity within the spectrum of students we serve. We serve students from all facets of the socioeconomic spectrum, serve students and families who speak over 20 languages at home and serve subgroups of students who continue to struggle with daily attendance, behavioral needs and social-emotional areas of concern. There is no dominant culture or group, 89% of the overall student population are minority groups. 44% of our student population are exposed to a language other than English at home.

Most of our student subgroups are identified as needing significant improvement in ELA and math, it is a Tier 1 issue at Mossdale Elementary. We are working to improve in these areas for all students as discussed as

part of a Tier 1 strengthening approach in the standards section of the strategic plan. This will be accomplished by increasing fidelity with use of base curriculum, strengthening grade level and grade span collaboration through the PLC process and early release Wednesdays (new to 2024-25), and targeted intervention through flexible time based on skill and standard. As we continue to increase student attendance, decrease incidents of suspension as a consequence, we will simultaneously increase academic achievement.

Student needs, along with accompanying SMART goals are outlined in all three target areas of Standards, Safety and Emerging Students. Mossdale School continues to make progress in all of these areas as we continue to move further from the COVID-19 pandemic while also confronting head on the staffing shortages that are plaguing public education nationwide. Teachers will continue to receive targeted professional development to build capacity within use of effective instructional strategies, fidelity to use of curriculum, mastery and assessment of essential standards and alignment to summative testing. Classified staff will support in these endeavors by receiving professional development related to climate and culture on campus as appropriate by job specific responsibilities and roles.

<b>English Learner (EL) Enrollment</b>						
<b>Student Group</b>	<b>Number of Students</b>			<b>Percent of Students</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>English Learners</b>	181	217	201	19.0%	21.0%	18.8%
<b>Fluent English Proficient (FEP)</b>	175	180	189	18.4%	17.4%	17.7%
<b>Reclassified Fluent English Proficient (RFEP)</b>	13	30	14	7.1%	13.8%	7%

# Academic Performance

View Student Assessment Results and other aspects of school performance.

## LEARN MORE English Language Arts

All Students

State



Yellow

4.5 points below standard

Maintained -0.4 Points

### EQUITY REPORT

Number of Student Groups in Each Level



[View More Details →](#)

## LEARN MORE Mathematics

All Students

State



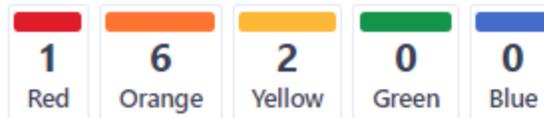
Orange

49.6 points below standard

Declined 3.9 Points ⚠

### EQUITY REPORT

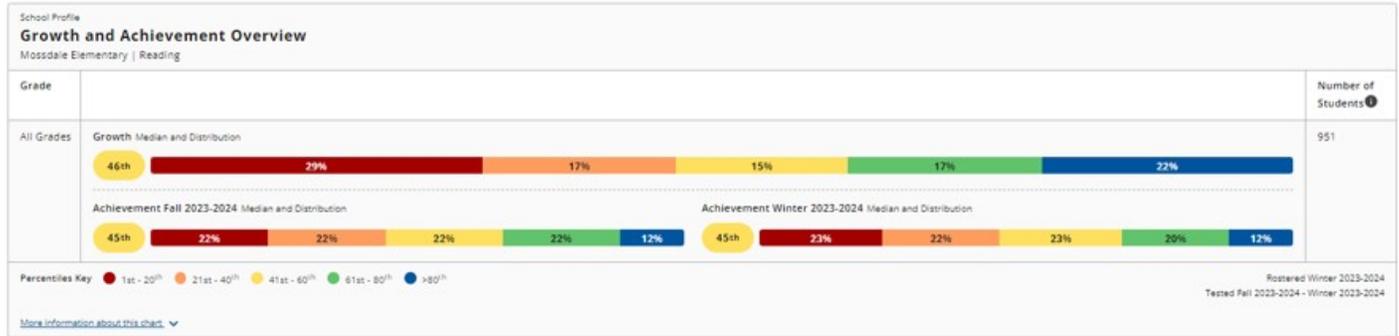
Number of Student Groups in Each Level



[View More Details →](#)

## All Students: Growth and Achievement

### Mossdale Elementary



## English Language Learners: Growth and Achievement

### Mossdale Elementary



### Data Analysis

The first image contains data from the recently released California School Dashboard. After being paused due to the COVID-19 pandemic, it was released again this year and measures a combination of student achievement and student growth, including statistically significant subgroups. In it, we are establishing a new baseline with regards to overall metrics from CDE. In English Language Arts, scores indicate that students in grades 3-8 are 4.5 points below standard and were given the status of "maintained" over last year.

Image two compares ELA growth/achievement scores between all students and students identified as English Language Learners. In ELA, growth is very similar between all students and English Language Learners, with 46% of all students meeting their growth targets, and 42% of English Language Learners meeting their growth targets. For the winter test administration, 45% of all students are projected to score at or above standard in ELA, with only 27% of English Language Learners projected to score at or above standard on the spring CAASPP administration.

### Student Need 1:

Mossdale School will continue to develop, increase and strengthen overall literacy skills/practices for students designated as English Language Learners. Mossdale School will identify and provide targeted assistance for students who do not meet growth projections.

**SMART Goal 1**

Mosssdale School will work to increase the percentages of students who meet growth on NWEA/MAP by 8% by the end of the 2026-27 school year within the EL student sub-group. We aim to increase by 3% of EL students overall in both the 2024-25 and 2025-26 school years, and 2% during the 2026-27 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Early Release Wednesdays</p> <p>For the 2024-25 school year, Mosssdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.</p>	<p>Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.</p>	<p>Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate</p> <p>Staff Survey - baseline to be determined. TBD</p>				<p>Time Money People</p>
<p>Collaborative Grade Level Teams</p> <p>Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development.</p>	<p>PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric</p> <p>Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes</p>	<p>Grade Level Self Audit Rubrics (Highly Effective Teams) - baseline to be determined</p> <p>___ Pre-Initiating ___ Initiating ___ Implementing ___ Developing ___ Sustaining</p> <p>PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress</p>				<p>Time Money People</p>

<p>Fundations Implementation with Fidelity for Grades K-3</p> <p>During the 23-24 school year, Mosssdale School worked extensively to implement Fundations in grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving follow up training as well.</p>	<p>Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Fundations</p> <p>Fundations Learning Walks/Observational Data - Number of teachers demonstrating strong evidence towards full implementation of Fundations.</p> <p>First Grade Reading Fluency - Number/percentage of students who have oral reading scores</p>	<p>Fundations Next Steps Self Audit</p> <p>2/13 0-75% Compliant</p> <p>8/13 75-99% Compliant</p> <p>3/13 100% Compliant</p> <p>Fundations Learning Walks - baseline to be determined</p> <p>___No Evidence</p> <p>___Some Evidence</p> <p>___Strong Evidence</p> <p>First Grade Reading Fluency</p> <p>18% of students (16 students) have oral reading scores.</p>				<p>Time</p> <p>Money</p> <p>People</p>
<p>Implementation of 7 Thinking Strategies within Classrooms</p> <p>Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.</p>	<p>Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies</p>	<p>Thinking Strategy Learning Walks - baseline to be determined</p> <p>___No Evidence</p> <p>___Some Evidence</p> <p>___Strong Evidence</p>				<p>Time</p> <p>Money</p> <p>People</p>

**Progress Monitoring**

**Data**

# Academic Performance

View Student Assessment Results and other aspects of school performance.

**LEARN MORE**  
**English Language Arts**

**All Students** State



Yellow

4.5 points below standard

**Maintained -0.4 Points**

**EQUITY REPORT**  
Number of Student Groups in Each Level

1 Red	4 Orange	1 Yellow	3 Green	0 Blue
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[View More Details →](#)

**LEARN MORE**  
**Mathematics**

**All Students** State



Orange

49.6 points below standard

**Declined 3.9 Points ⊕**

**EQUITY REPORT**  
Number of Student Groups in Each Level

1 Red	6 Orange	2 Yellow	0 Green	0 Blue
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[View More Details →](#)

## All Students: Growth and Achievement

### Mosssdale Elementary



## English Language Learners: Growth and Achievement

### Mosssdale Elementary



### Data Analysis

The first image contains data from the recently released California School Dashboard. After being paused due to the COVID-19 pandemic, it was released again this year and measures a combination of student achievement and student growth, including statistically significant subgroups. In it, we are establishing a new baseline with regards to overall metrics from CDE. In math, scores indicate that students in grades 3-8 are 49.6 points below standard and were given the status of "declined" over last year.

Image two compares math growth/achievement scores between all students and students identified as English Language Learners. In math, a gap is present between all students and English Language Learners, with 48% of all students meeting their growth targets, and 41% of English Language Learners meeting their growth targets. For the winter test administration, 42% of all students are projected to score at or above standard in math, with only 28% of English Language Learners projected to score at or above standard on the spring CAASPP administration.

### Student Need 2:

Mosssdale School will continue to develop, increase and strengthen overall math practices and abilities for EL students as an identified group. Specifically, Mosssdale School will identify and provide targeted assistance for students who do not meet growth projections.

### SMART Goal 1

Mossdale School will work to increase the percentages of students who meet growth on NWEA/MAP by 8% by the end of the 2026-27 school year within the EL student sub-group. We aim to increase by 3% of EL students overall in both the 2024-25 and 2025-26 school years, and 2% during the 2026-27 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Early Release Wednesdays</p> <p>For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.</p>	<p>Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.</p>	<p>Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate</p> <p>Staff Survey - baseline to be determined. TBD</p>				<p>Time Money People</p>
<p>Collaborative Grade Level Teams</p> <p>Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development.</p>	<p>PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric</p> <p>Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes</p>	<p>Grade Level Self Audit Rubrics (Highly Effective Teams) - baseline to be determined</p> <p>___ Pre-Initiating ___ Initiating ___ Implementing ___ Developing ___ Sustaining</p> <p>PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress</p>				<p>Time Money People</p>
<p>Math Workshop Model/Use of 8 Mathematical Practices in Teaching</p>	<p>Math Workshop Learning Walks - Number of teachers demonstrating strong evidence of use of</p>	<p>Math Workshop Learning Walks - baseline to be determined</p>				<p>Time Money People</p>

<p>Through a partnership with PEBC, Mossdale School and MUSD have worked towards explicitly using the math workshop model, improving math discourse and math specific instructional strategies in classrooms. This effort will continue for the new cycle.</p>	<p>math workshop/8 mathematical practices.</p>	<p>___No Evidence ___Some Evidence ___Strong Evidence</p>				
<p>Implementation of 7 Thinking Strategies within Classrooms</p> <p>Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.</p>	<p>Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies</p>	<p>Thinking Strategy Learning Walks - baseline to be determined ___No Evidence ___Some Evidence ___Strong Evidence</p>				<p>Time Money People</p>

**Progress Monitoring**

**Data**

# School: Mossdale Elementary

CDS Code: 39-68593-0113357 | County: San Joaquin | District: Manteca Unified

## Report Options

Year:

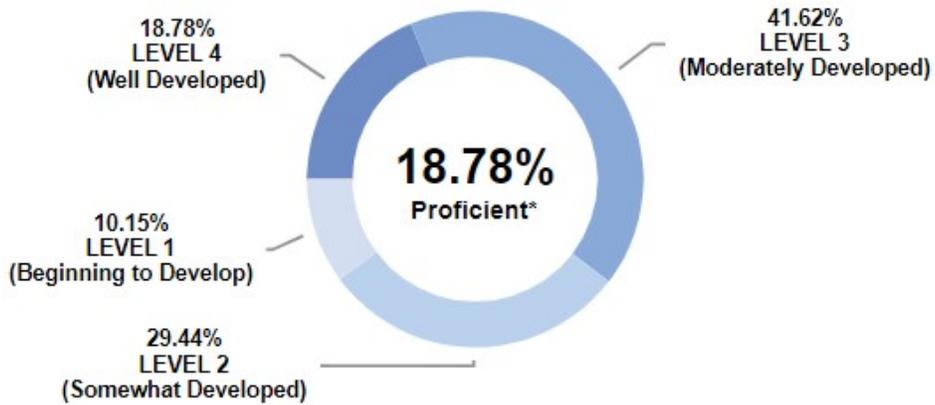
Grade:

Student Group:

School Type:

### English Language Proficiency for Summative ELPAC

Percent of students within each performance level



\*The State Board of Education approved the use of the ELPAC Overall Performance Well Developed as one of the proficiency criteria for reclassification.

[VIEW DETAILED TEST RESULTS](#)

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
KN	119	68.1%	3.4%	28.6%	0.0%	0.0%
01	105	66.7%	1.9%	31.4%	0.0%	0.0%
02	106	67.0%	10.4%	18.9%	3.8%	0.0%
03	131	64.9%	5.3%	24.4%	5.3%	0.0%
04	103	68.9%	8.7%	16.5%	5.8%	0.0%
05	126	65.9%	0.0%	15.1%	19.0%	0.0%
06	137	61.3%	1.5%	15.3%	21.9%	0.0%
07	123	55.3%	4.1%	13.8%	26.8%	0.0%
08	119	55.5%	2.5%	6.7%	35.3%	0.0%

### Report Totals

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
<a href="#">Mossdale Elementary</a>	1,069	63.5%	4.0%	18.8%	13.7%	0.0%
<a href="#">Manteca Unified</a>	24,667	58.7%	3.3%	22.0%	15.9%	0.1%
<a href="#">San Joaquin County</a>	152,956	60.4%	3.5%	20.2%	15.7%	0.2%
<a href="#">State</a>	5,852,544	60.1%	4.6%	19.0%	15.9%	0.3%

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
KN	119	81	4	34	0	0
01	105	70	2	33	0	0
02	106	71	11	20	4	0
03	131	85	7	32	7	0
04	103	71	9	17	6	0
05	126	83	0	19	24	0
06	137	84	2	21	30	0
07	123	68	5	17	33	0
08	119	66	3	8	42	0

### Report Totals

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
<a href="#">Mossdale Elementary</a>	1,069	679	43	201	146	0
<a href="#">Manteca Unified</a>	24,667	14,489	810	5,439	3,910	19
<a href="#">San Joaquin County</a>	152,956	92,361	5,304	30,939	23,945	306
<a href="#">State</a>	5,852,544	3,516,391	270,053	1,112,535	927,723	14,887

### Data Analysis

Image one provides information on the percentage of students within each level of proficiency as scored on the 2022-23 ELPAC summative exam. 18.78% scored within the "well developed," level 4 range. 41.62% scored within the "moderately developed," level 3 range. 29.44% scored within the "somewhat developed," level 2 range and 10.15% scored within the "beginning to develop," level 1 range. This data suggests that a large percentage of students overall fall within the moderately developed range. Further analysis needs to be conducted to determine how to support these students and to determine where most need is within the domains of the test.

Image two shows the percentage of English Learners by grade level. Kindergarten, first grade and third grade continue to have the highest number of EL students, with 28.6% (K), 31.4% (1st) and 24.4% (3rd), respectively. 8th grade has the lowest number of EL students, with 6.7%. Overall, the data trend suggests that students do tend to reclassify as English Proficient as they progress through primary if identified early and provided support. Image three builds off of this data, showing the raw number of students by grade level that are identified as EL learners. It also shows that grades 5-8 have the highest number of reclassified students, again suggesting that support early and often will provide the greatest impact. Reclassification rates for the 23-24 school year were slightly behind district, county and state averages.

**Student Need 3:**

Mosssdale School will work to increase overall proficiency and reclassification rates for EL students to help them meet grade level standards and become fluent in English within the four domains.

**SMART Goal 1**

Mosssdale School will work to increase the percentage of students who meet reclassification criteria as outlined by both the district and state by 6% by the end of the 2026-27 school year, an increase of 2% annually in each of the 2024-25, 2025-26 and 2026-27 school years. This includes increasing the percentage of students who move from levels 1 and 2 to levels 3 and 4 by 2% annually on the ELPAC exam.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Targeted Professional Development to Increase EL Support</p> <p>Mosssdale School will offer and provide professional development to support teachers in strengthening EL instructional strategies, groupings and support with both designated and integrated EL time during the instructional day.</p>	<p>English Learner Learning Walks - Number of teachers demonstrating strong evidence of use of EL Strategies</p>	<p>Thinking Strategy Learning Walks - baseline to be determined            ___No Evidence            ___Some Evidence            ___Strong Evidence</p>				<p>Time Money People</p>
<p>Streamlining Reclassification Identification of Students and Communication with the EL Team</p> <p>Mosssdale School will strengthen the identification of specific students who are close to reclassification and ensure timely communication is provided to parents regarding</p>	<p>Reclassification Totals by Grade Level</p> <p>Total number of RFEP students</p>	<p>23-24 RFEP totals by grade level:</p> <p>K 0            1st 0            2nd 4            3rd 7            4th 6            5th 24            6th 30            7th 33            8th 42</p> <p>22-23 total RFEP students: 14</p>				<p>Time People</p>

<p>each criteria to meet requirements. This will be a multi-pronged approach through ELAC, the EL team on campus and teachers.</p>		<p>23-24 total RFEF students (through 3/8): 19</p>				
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**Progress Monitoring**

## Budget Summary

**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
Admin Designee Timesheeting	Admin	Certificated Sub-time	\$ 1,000.00
Professional Development - Admin	Admin	Conferences	\$ 2,000.00
NAESP Membership - Admin	Admin	Dues and Membership	\$ 400.00
Promotion Supplies	Admin	Materials & Supplies	\$ 3,500.00
Office Supplies/Office Depot Open PO	Admin	Materials & Supplies	\$ 2,500.00
Office Supplies/Amazon Open PO	Admin	Materials & Supplies	\$ 4,000.00
Postage	Admin	Materials & Supplies	\$ 500.00
Ink	Admin	Materials & Supplies	\$ 2,000.00
Copy Cards	Admin	Materials & Supplies	\$ 500.00
Redi Mark	Admin	Materials & Supplies	\$ 250.00
First Aid	Admin	Materials & Supplies	\$ 1,500.00
Office Technology	Admin	Materials & Supplies	\$ 2,500.00
Print Shop/Copies	Admin	Services	\$ 1,000.00
Time sheeting - LMT	Library	Classified Extra-time	\$ 5,000.00
JLG Membership - Library	Library	Dues and Membership	\$ 1,500.00
Library Supplies/Demco	Library	Materials & Supplies	\$ 1,500.00
Library Supplies/Follett	Library	Materials & Supplies	\$ 1,500.00
Library Books	Library	Materials & Supplies	\$ 2,000.00
Library Supplies/Amazon	Library	Materials & Supplies	\$ 500.00
Library Books/Amazon	Library	Materials & Supplies	\$ 500.00
Home Depot Open PO	Operations	Materials & Supplies	\$ 3,000.00
Grainger Open PO	Operations	Materials & Supplies	\$ 17,000.00
Waxie Open PO	Operations	Materials & Supplies	\$ 1,250.00
General Maintenance Supplies	Operations	Materials & Supplies	\$ 4,000.00
Parking Lot Signage/Cones	Operations	Materials & Supplies	\$ 1,500.00
Keys	Operations	Materials & Supplies	\$ 250.00
Safety Supplies/Amazon Open PO	Operations	Materials & Supplies	\$ 1,500.00
Gas/Fuel	Operations	Services	\$ 200.00
Roving Subs for SST, IEP, 504	Program	Certificated Sub-time	\$ 1,500.00
Time sheeting - SSA's	Program	Classified Extra-time	\$ 1,500.00
SSA Supplies (Jackets, vests, whistles, etc)	Program	Materials & Supplies	\$ 1,750.00
Laminating Film	Program	Materials & Supplies	\$ 1,000.00
Open PO's for Grade Level Materials/Supplies	Program	Materials & Supplies	\$ 12,000.00
Recess Equipment	Program	Materials & Supplies	\$ 3,500.00
Storage Supplies	Program	Materials & Supplies	\$ 2,000.00
7/8 Grade Planners	Program	Materials & Supplies	\$ 1,000.00
Replacement Classroom Technology	Program	Materials & Supplies	\$ 5,000.00
PE Equipment Replacement	Program	Materials & Supplies	\$ 2,500.00
Amplify Science components	Program	Materials & Supplies	\$ 2,000.00
Amplify Science Food 4 Less Open PO	Program	Materials & Supplies	\$ 1,000.00
Professional Development Books	Program	Materials & Supplies	\$ 1,250.00
Print Shop/Copies	Program	Services	\$ 10,000.00
PE Tracking Program - 5th Grade	Program	Services	\$ 250.00
			\$ 109,100.00



### 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
1.1	Standards	Standards: 1.1, 1.3, 1.4, 2.1	Tutoring (Standards 1:1, 2:1, ES 1:1, 2:1, 3:1)	3010	Certificated Extra-time	Year 1	\$ 3,500.00
1.1	Standards, Safety, Emerging Students	Standards: 1.1, 1.3, 1.4, 2.1, 2.2. Safety: 2.1, 2.2. Emerging Students: 1.1, 2.1, 3.1	Professional Development, Conferences, Trainings (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	3010	Conferences	Year 1	\$ 5,975.00
1.1	Standards, Emerging Students	Standards: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2. Emerging Students: 1.1, 2.1.	PLC Conference (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	3010	Conferences	Year 1	\$ 10,000.00
2.3	Standards, Safety	Standards: 1.1, 2.1, 2.2, Safety: 1.1, 1.2, 1.3	Family STEAM Night (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	3010	Materials & Supplies	Year 1	\$ 5,000.00
1.1	Standards, Emerging Students	Standards: 1.1, 1.2, 1.3, 1.4. Emerging Students: 1.1.	Fundations Consumables/Materials (Standards 1:1, 2:1, ES 1:1, 2:1, 3:1)	3010	Materials & Supplies	Year 1	\$ 16,000.00
1.1	Standards, Safety, Emerging Students	Standards: 1.1, 1.3, 1.4, 2.1, 2.2. Safety: 2.1, 2.2. Emerging Students: 1.1, 2.1, 3.1	Professional Development Materials, Books (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	3010	Materials & Supplies	Year 1	\$ 3,000.00
1.1	Standards, Emerging Students	Standards: 1.1, 1.2, 1.3, 1.4. Emerging Students: 1.1.	Read Across America Books/Amazon (Standards 1:1, 2:1, ES 1:1, 2:1, 3:1)	3010	Materials & Supplies	Year 1	\$ 500.00
2.2	Standards, Safety	Standards: 1.1, 2.1, 2.2, Safety: 1.1, 1.2, 1.3, 2.1, 2.2	Assemblies (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	3010	Services	Year 1	\$ 5,000.00
							\$ 48,975.00
							\$ 48,975.00

### 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	Standards, Safety, Emerging Students	Standards: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2. Safety: 2.1, 2.2. Emerging Students: 1.1, 2.1, 3.1	Certificated pull out/subs/timesheeting (Standards 1:1, 2:1, ES 1:1, 2:1)	0709	Certificated Extra-time	Year 1	\$ 25,000.00
3.1			Bilingual Translation (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	0709	Classified Extra-time	Year 1	\$ 300.00
3.1			Translation Services	0709	Classified Extra-time		\$ 500.00
2.2	Safety	Safety: 2.1, 2.2.	PBIS Trainings (Safety 1:1, 2:1, ES 4:1)	0709	Conferences	Year 1	\$ 1,500.00
2.2	Standards, Safety, Emerging Students	Standards: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2. Safety: 2.1, 2.2. Emerging Students: 1.1, 2.1, 3.1	Professional Development, Conferences, Trainings (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	0709	Conferences	Year 1	\$ 5,000.00
2.4	Standards	Standards: 2.1, 2.2	C-STEM Robotics Annual Subscription	0709	Dues and Membership		\$ 1,000.00
2.4	Standards, Safety, Emerging Students	Standards: 1.1, 2.1, Safety 1:1, 1.2, 1.3.	Student incentives/recognitions/honor roll (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	0709	Materials & Supplies	Year 1	\$ 10,000.00
2.2	Safety	Safety: 2.1, 2.2.	PBIS Supplies/Materials (Safety 1:1, 2:1, ES 4:1)	0709	Materials & Supplies	Year 1	\$ 8,500.00
3.1			EL Materials/Supplies (Standards 1:1, 2:1, ES 1:1, 2:1, 3:1)	0709	Materials & Supplies	Year 1	\$ 1,500.00
2.4	Standards, Safety	Standards: 1.1, 2.1, 2.2, Safety: 1.1, 1.2, 1.3, 2.1, 2.2.	Junior High Base Elective Supplies	0709	Materials & Supplies		\$ 8,000.00
2.4			Honor Roll Supplies	0709	Materials & Supplies		\$ 3,500.00
2.4	Standards	Standards: 2.1, 2.2	C-STEM Robotics Materials	0709	Materials & Supplies		\$ 2,000.00
2.3			Food 4 Less Open PO	0709	Materials & Supplies		\$ 800.00
2.2	Safety	Safety: 2.1, 2.2.	COST Supplies/Materials (Safety 1:1, 2:1, ES 4:1)	0709	Materials & Supplies	Year 1	\$ 500.00
2.2	Standards, Safety	Standards: 1.1, 2.1, 2.2. Safety: 1.1, 1.2, 1.3, 2.1, 2.2.	Science Camp Transportation (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	0709	Services	Year 1	\$ 4,000.00
2.2	Standards, Safety	Standards: 1.1, 2.1, 2.2. Safety: 1.1, 1.2, 1.3, 2.1, 2.2.	Ag/Venture Field Trip Transportation	0709	Services	Year 1	\$ 1,200.00
2.2	Standards, Safety	Standards: 1.1, 2.1, 2.2. Safety: 1.1, 1.2, 1.3, 2.1, 2.2.	Science Camp (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	0709	Services	Year 1	\$ 10,000.00
2.2	Standards, Safety	Standards: 1.1, 2.1, 2.2. Safety: 1.1, 1.2, 1.3, 2.1, 2.2.	Field Trips/Grade Level Enrichment (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	0709	Services	Year 1	\$ 12,000.00
							\$ 95,300.00

### 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
			NAESP Membership - Admin	0000	Dues and Membership		\$ 400.00
			JLG Membership - Library	0000	Dues and Membership		\$ 1,500.00
			Be. Cuisine	0000	Materials & Supplies		\$ 1,000.00
			Professional Development Books	0000	Materials & Supplies		\$ 1,250.00
2.4			Science Camp (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	2600	Services	Year 1	\$ 10,000.00
1.8			TV for Instructional Specialist (Standards 1:1, 2:1, ES 1:1, 2:1, 3:1)	7435	Equipment over \$500-9999	Year 1	\$ 900.00
1.1	Standards, Safety	Standards: 1.1, 2.1, 2.2, Safety: 1.1, 1.2, 1.3, 2.1, 2.2.	Supplemental Instructional Materials (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	7435	Materials & Supplies	Year 1	\$ 8,500.00
							\$ 14,150.00

## 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

Educational Partners include formally meeting with various groups to review data, discuss needs assessments and define/receive input on school goals. Data is often reviewed at all meetings, however during the spring of 2024 it is much more concentrated. Educational partners include parents, students, employees (both classified and certificated), partner agencies (Lathrop PD, Lathrop Fire, City of Lathrop) and community members. As outlined below, meetings were held on the following dates with each group of partners. Input regarding trends, goals, allocation of resources and next steps were sought and considered for inclusion in the 2024-27 strategic plan.

#### Date

Community Input Meeting - 2/22/24

English Language Advisory Committee - 4/30/24

Instructional Leadership Team Meetings - 1/29/24, 3/26/24

School Site Council - 1/29/24, 3/21/24, 4/15/24

Site Safety Committee - 1/18/24

Site PLC Meeting - 2/24/24, 3/21/24

#### Groups

English Language Advisory Committee, School Site Council, Site Safety Committee, Site PLC, Community Input Meeting, Instructional Leadership Team, Certificated Staff, Classified Staff

#### Outcome

The above referenced groups met on varying dates above to progress monitor current data/goals and to review/revise/set new goals for the upcoming year. Discussion was held on three targets: Grade Level Standards, Safety, and Emerging Students. Students needs and targeted resources were discussed. Plan was approved by School Site Council on April 15th, inclusive of review and approval of the Title 1 Needs Assessment worksheets with associated actions.

## 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:

- X School Principal
- X Classroom Teachers
- X Other School Staff
- X Parent or Community Members

Name of Members	Role
Anthony Chapman	Principal
Cheryl White	Classroom Teacher
Megan O'Connor	Classroom Teacher
Harpreet Kaur	Classroom Teacher
Jay Dhillon	Other School Staff
Kelly Alvarez	Parent or Community Member
Christina Campoy-Laughlin	Parent or Community Member
Liliana Sotelo	Parent or Community Member
Herika Hernandez	Parent or Community Member
Mary Ann Lava	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

**Signature**



**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 4/15/24.

Attested:



Principal, Anthony Chapman on 4/15/24

SSC Chairperson, Megan O'Connor on 4/15/24