



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.

Stella Brockman Elementary School

39685936109532

Manteca Unified School District

39685930000000

School Site Vision

Stella Brockman strives to provide a safe/engaging learning environment where every student works to achieve grade level standards, feels physically and emotionally safe, and is challenged in becoming lifelong learners.

School Site Mission

In partnership with MUSD; through smart actions and decisions, Stella Brockman 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.

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
- African American suspension and chronic absenteeism

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

Stella Brockman will focus on the three targets; Safety, Standards, and Emerging Students. Through focusing on these targets, Stella Brockman School will address the goals written in each of these areas to support student growth and achievement.

School Site Description

Stella Brockman School serves preschool through eighth grade students. The Early Education Center includes 6 preschool special day classes, preschool speech and language programs, two UTK special day classes, and three kindergarten classes. The main site houses 1st through 8th grade students including a kindergarten through 3rd grade special day class, a 4th-6th grade special day class, a 7th-8th grade special class, a resource specialist and a UTK-8th grade speech teacher. In addition to these programs, there are three Deaf and Hard of Hearing county classes.

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
717	51.9	27.1	0.1
Total Number of Students enrolled in Stella Brockman 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	194	27.1
Foster Youth	1	0.1
Homeless	13	1.8
Socioeconomically Disadvantaged	372	51.9
Students with Disabilities	81	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	4
American Indian	4	0.6
Asian	102	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	22	3.1
Hispanic	387	54
Two or More Races	36	5
Pacific Islander	9	1.3
White	128	17.9

Conclusions based on this data:

1. Over half of the student population is socioeconomically disadvantaged. Outreach and engagement are important to ensure all families are engaged in school and school activities.
2. Stella Brockman has a large population of Hispanic students. Families would benefit from translated communication home.
3. Foster Youth and Homeless students make up the smallest percentage of the student population. With this small population, we need to closely monitor this group's progress and fulfill their needs to help them be successful.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

Every student will be supported to meet/exceed grade level standards in ELA, Math, and Science. Students will be given access to grade level standards by qualified staff and will be provided supports based on individual student need to support their progress toward 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		2365.	2393.		4.94	15.00		20.99	18.75		20.99	28.75		53.09	37.50
Grade 4		2440.	2424.		16.22	10.00		24.32	15.71		17.57	21.43		41.89	52.86
Grade 5		2509.	2454.		24.18	8.54		28.57	17.07		21.98	34.15		25.27	40.24
Grade 6		2485.	2505.		2.94	10.23		22.06	30.68		38.24	27.27		36.76	31.82
Grade 7		2540.	2498.		5.88	7.53		40.00	20.43		32.94	33.33		21.18	38.71
Grade 8		2543.	2520.		10.99	0.00		31.87	31.40		30.77	40.70		26.37	27.91
All Grades	N/A	N/A	N/A		11.22	8.42		28.37	22.65		26.94	31.26		33.47	37.68

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		2364.	2383.		3.70	6.41		14.81	17.95		24.69	28.21		56.79	47.44
Grade 4		2429.	2410.		5.41	1.43		17.57	18.57		37.84	30.00		39.19	50.00
Grade 5		2467.	2450.		8.70	8.64		13.04	11.11		31.52	25.93		46.74	54.32
Grade 6		2475.	2488.		4.41	9.09		10.29	12.50		35.29	34.09		50.00	44.32
Grade 7		2483.	2459.		3.53	2.15		9.41	8.60		45.88	23.66		41.18	65.59
Grade 8		2518.	2485.		8.99	3.57		14.61	9.52		40.45	38.10		35.96	48.81
All Grades	N/A	N/A	N/A		5.93	5.26		13.29	12.75		35.99	29.96		44.79	52.02

CAASPP Results
English Language Arts/Literacy (All Students)

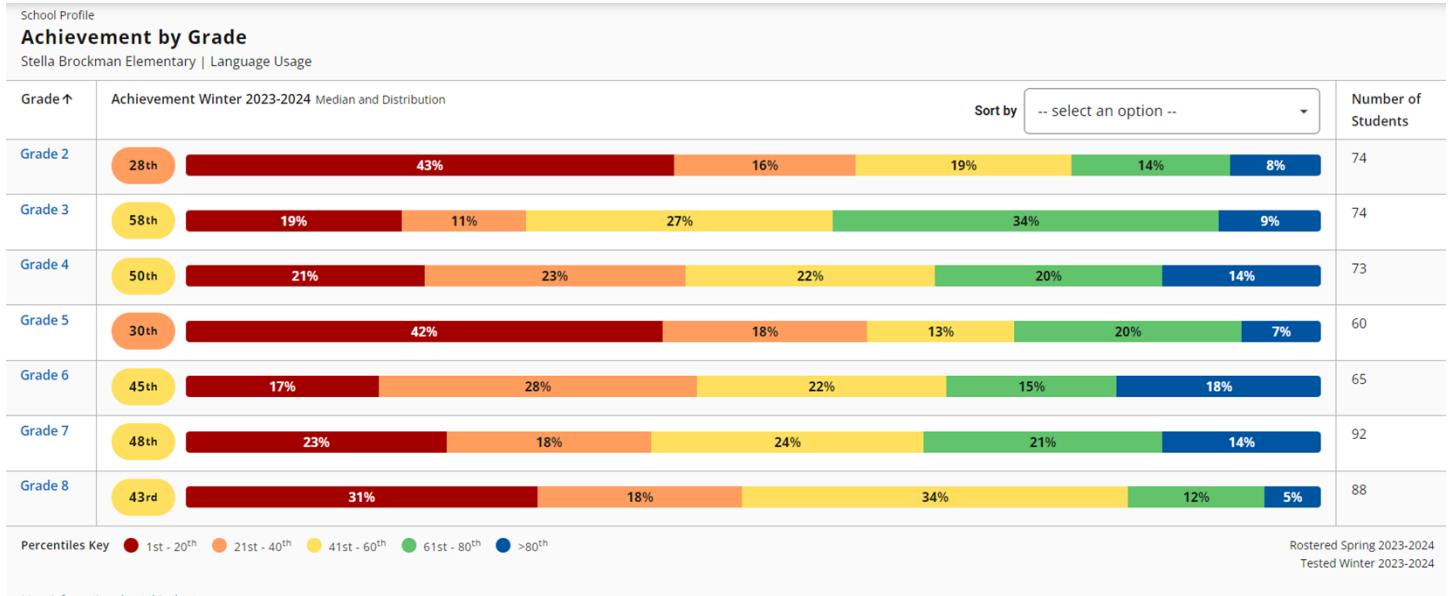
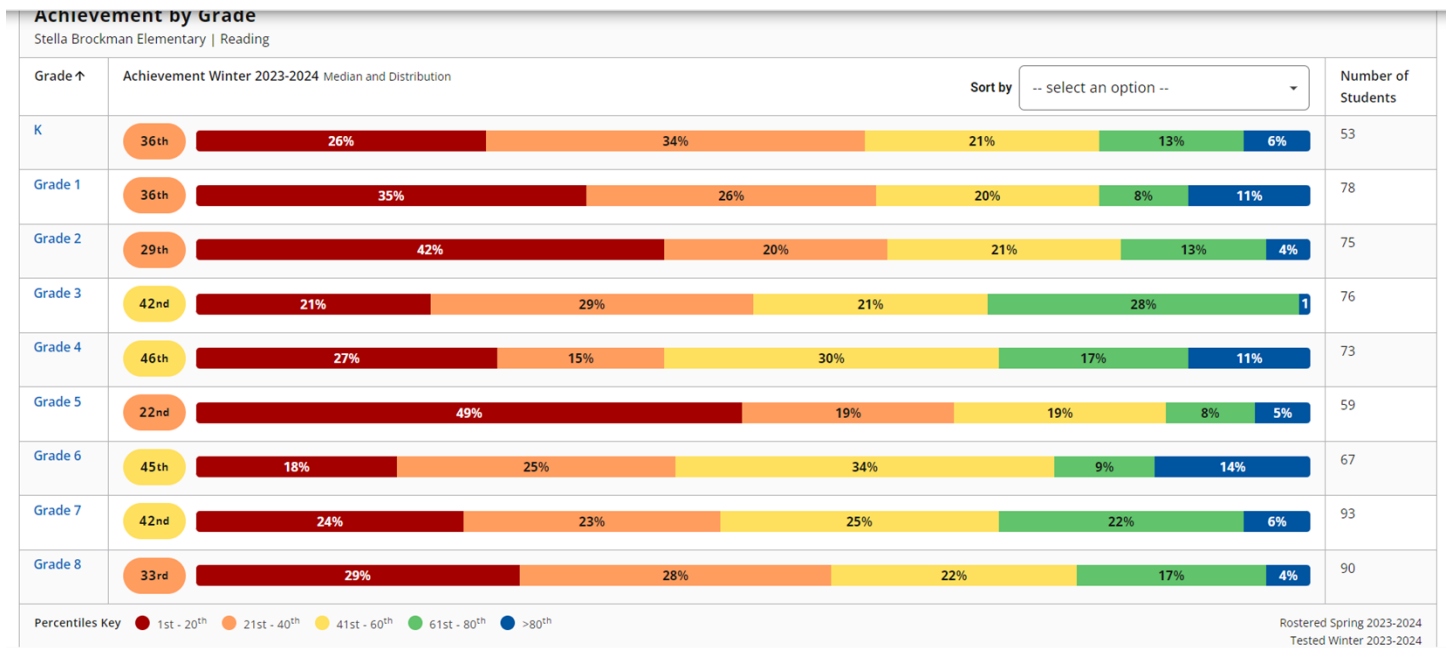
CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	31.06
Female	36.19
Male	25.11
American Indian or Alaska Native	0
Asian	34.72
Black or African American	30.43
Filipino	50.00
Hispanic or Latino	28.25
Native Hawaiian or Pacific Islander	--
Two or More Races	44.00
White	29.47
English Learners	8.13
Foster Youth	--
Homeless	28.00
Military	--
Socioeconomically Disadvantaged	27.42
Students Receiving Migrant Education Services	--
Students with Disabilities	4.69

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	18.02
Female	15.41
Male	21.05
American Indian or Alaska Native	0
Asian	30.56
Black or African American	18.18
Filipino	25.00
Hispanic or Latino	13.21
Native Hawaiian or Pacific Islander	--
Two or More Races	24.00
White	18.95
English Learners	4.07

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	24.00
Military	--
Socioeconomically Disadvantaged	13.73
Students Receiving Migrant Education Services	--
Students with Disabilities	6.45

Data



Oral Reading Rate: Fall 23-24 Winter 23-24

KINDERGARTEN

E Exceeds	3.2%	3.3%
M Meets	0%	0%
A Approaching	0%	0%
B Below	0%	0%
NE No Expectation	0%	0%

1ST GRADE

E Exceeds	2.6%	16%
M Meets	0%	3.7%
A Approaching	0%	0%
B Below	0%	0%
NE No Expectation	0%	0%

2ND GRADE

E Exceeds	13.8%	3.1%
M Meets	6.9%	17.2%
A Approaching	0%	15.6%
B Below	0%	7.8%
NE No Expectation	0%	0%

3RD GRADE

E Exceeds	56.4%	13.6%
M Meets	25.5%	59.1%
A Approaching	3.6%	11.4%
B Below	0%	4.5%
NE No Expectation	0%	0%

KINDERGARTEN

E Exceeds	4.8%	23%
M Meets	30.6%	27.9%
A Approaching	17.7%	18%
B Below	43.5%	27.9%
NE No Expectation	0%	0%

1ST GRADE

E Exceeds	0%	0%
M Meets	28.2%	40.7%
A Approaching	26.9%	19.8%
B Below	42.3%	19.8%
NE No Expectation	0%	0%

2ND GRADE

E Exceeds	0%	0%
M Meets	27.6%	25%
A Approaching	27.6%	18.8%
B Below	24.1%	12.5%
NE No Expectation	0%	0%

3RD GRADE

E Exceeds	0%	0%
M Meets	7.3%	9.1%
A Approaching	5.5%	0%
B Below	1.8%	2.3%
NE No Expectation	0%	0%

Phonological Awareness:

Fall 23-24

Winter 23-24

KINDERGARTEN

E Exceeds	29%	31.1%
M Meets	22.6%	29.5%
A Approaching	45.2%	13.1%
B Below	0%	23%
NE No Expectation	0%	0%

1ST GRADE

E Exceeds	28.2%	0%
M Meets	25.6%	34.6%
A Approaching	17.9%	23.5%
B Below	25.6%	22.2%
NE No Expectation	0%	0%

2ND GRADE

E Exceeds	0%	0%
M Meets	0%	0%
A Approaching	24.1%	0%
B Below	55.2%	56.3%
NE No Expectation	0%	0%

3RD GRADE

E Exceeds	0%	0%
M Meets	0%	0%
A Approaching	0%	0%
B Below	14.5%	11.4%
NE No Expectation	0%	0%

Sentence Reading Fluency: Fall 23-24 Winter 23-24

KINDERGARTEN

E Exceeds	6.5%	3.3%
M Meets	0%	0%
A Approaching	0%	0%
B Below	0%	0%
NE No Expectation	0%	0%

1ST GRADE

E Exceeds	3.8%	12.3%
M Meets	14.1%	17.3%
A Approaching	82.1%	70.4%
B Below	0%	0%
NE No Expectation	0%	0%

2ND GRADE

E Exceeds	0%	0%
M Meets	13.8%	31.3%
A Approaching	31%	0%
B Below	55.2%	68.6%
NE No Expectation	0%	0%

3RD GRADE

E Exceeds	0%	0%
M Meets	78.2%	86.4%
A Approaching	0%	0%
B Below	21.8%	13.6%
NE No Expectation	0%	0%

KINDERGARTEN

E Exceeds	22.6%	32.8%
M Meets	22.6%	23%
A Approaching	16.1%	8.2%
B Below	35.5%	32.8%
NE No Expectation	0%	0%

1ST GRADE

E Exceeds	0%	0%
M Meets	43.6%	45.7%
A Approaching	20.5%	16%
B Below	33.3%	18.5%
NE No Expectation	0%	0%

2ND GRADE

E Exceeds	0%	0%
M Meets	34.5%	37.5%
A Approaching	27.6%	10.9%
B Below	17.2%	7.8%
NE No Expectation	0%	0%

3RD GRADE

E Exceeds	0%	0%
M Meets	10.9%	4.5%
A Approaching	1.8%	2.3%
B Below	1.8%	4.5%
NE No Expectation	0%	0%

Column Order

Organization Assessment Grade Academic Year Subgroup

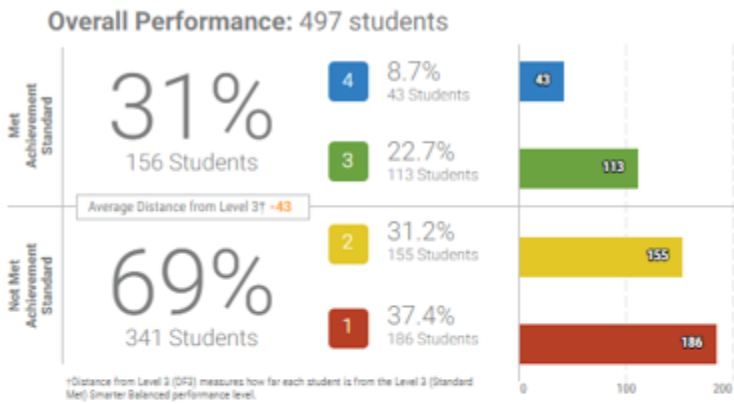
empty rows Display value as Achievement levels

Show Hide Percent Number All Grouped

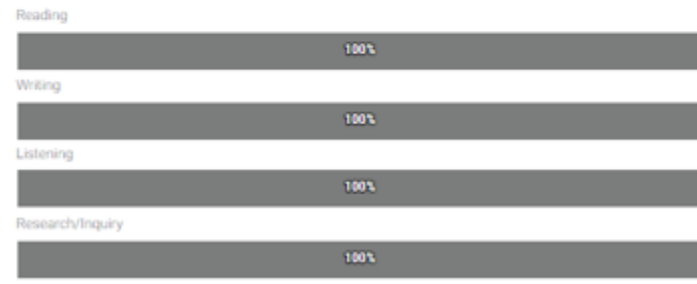
Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
	8	2022-23	Overall	418460		2549 ± 0	29%	24%	29%	15%
District: Manteca Unified ...	3	2022-23	Overall	1786		2381 ± 2	45%	24%	16%	14%
	4	2022-23	Overall	1749		2413 ± 2	52%	21%	14%	11%
	5	2022-23	Overall	1846		2460 ± 2	40%	25%	23%	10%
	6	2022-23	Overall	1865		2494 ± 2	34%	30%	26%	8%
	7	2022-23	Overall	1860		2526 ± 2	30%	27%	32%	9%
	8	2022-23	Overall	1766		2541 ± 2	28%	29%	31%	10%
School: Stella Brockman ...	3	2022-23	Overall	80		2393 ± 10	37%	28%	18%	15%
	4	2022-23	Overall	70		2424 ± 9	52%	21%	15%	10%
	5	2022-23	Overall	82		2454 ± 11	40%	34%	17%	8%
	6	2022-23	Overall	88		2505 ± 10	31%	27%	30%	10%
	7	2022-23	Overall	93		2499 ± 10	38%	33%	20%	7%
	8	2022-23	Overall	86		2521 ± 9	27%	40%	31%	0%

2022-23 Smarter Balanced
 CAASPP File Edition: Performance Summary
ELA (Summative): All Grades
 Site: Stella Brockman Elementary
 Gender: Female & Male
 Grades: All
 English Proficiencies: All
 Reported Race: All
 Special Education: SPED & Not SPED
 Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminaeet.com.



Claim Performance: Percent of Students at Each Level



Data Analysis

NWEA MAP Reading Growth (Image 1): (foundational skills, reading comprehension, and vocabulary skills assessed) Based on this data, grades kindergarten, first, second and fifth have less than 20% of students meeting or exceeding standard for reading with fifth grade having the lowest percentage (13%). Attention must be paid to language arts instruction. Students need to be taught foundational skills, have access to rich texts, and learn how to analyze and comprehend various types of texts.

NWEA MAP Language Usage (Image 2): (grammar, mechanics, and elements of writing assessed)

The data shows that third grade had a higher percentage of students meeting or exceeding expectations for language usage at 44% showing that third grade focused on grammar, mechanics and elements of writing during daily instruction. Grades two, five and eight have less than 30% achievement. In order to improve achievement on this assessment, teachers must focus on grammar, mechanics and elements of writing during language arts instruction.

NWEA Reading Fluency Oral Reading Rate (Image 3):

The charts have the percentage of students exceeding, meeting, approaching, or below expectation for the Oral Reading Rate section of the Reading Fluency assessment. Third grade students are the most proficient with over 72% of students meeting or exceeding expectations. First grade students showed growth with 16% of students exceeding expectations.

NWEA Reading Fluency Listening Comprehension (Image 4):

When measuring the listening comprehension skills of kindergarten through third grade students, it is evident that students in kindergarten and first grade are receiving instruction that improves their listening comprehension. Kindergarten students had over 34% of students meeting expectations in the fall and over 50% of students meet expectations in the winter. Second grade showed a decline in the percentage of students meeting expectation from fall to winter.

NWEA Reading Fluency Phonological Awareness (Image 5):

Students in kindergarten showed the most growth in phonological awareness. From Fall to Winter, kindergarten students showed a 9% increase in proficiency. First grade showed regression with no students exceeding expectation during the winter term and more students approaching expectation.

NWEA Reading Fluency Sentence Reading Fluency (Image 6): Third grade students had over 86% meet expectation in Sentence Reading Fluency during the winter assessment window. Second grade had the most student below expectation with over 68% in that category but saw a 18% increase in students meeting expectation from fall to winter. First grade students had over 29% of students meeting or exceeding standard which is over a 10% growth from fall to winter.

NWEA Reading Fluency Picture Vocabulary (Image 7): Based on the data, students in kindergarten through second grade had the highest achievement on this section of the Reading Fluency assessment. Over 55% met or exceeded expectation in kindergarten, 45.7% met expectation in first grade and 37.5% met expectation in second grade.

CAASPP ELA Results by Grade (Image 8): This image shows Stella Brockman's scores compared to the district. Third grade, sixth grade, and eighth grade had the highest percentage of students who met standards with over 30% of students meeting or exceeding standard. Fourth, fifth, and seventh grades have the most students below standard with over 70% of their students not meeting standards.

CAASPP ELA Overall Performance (Image 9): Overall, 69% of students scored below standard on the ELA CAASPP assessment. Thirty-one percent of students met or exceeded ELA standards. Female students scored higher at 36% meeting or exceeding standard. Only 25% of male students met or exceeded ELA standard. This data shows that all students need rich instruction in ELA to meet grade level standards. Almost 70% of students are not achieving standards which demonstrates a Tier 1 need.

Student Need 1:

Students in kindergarten through 8th grade need to meet English Language Arts grade level standards.

SMART Goal 1

By May of 2027, at least 40% of students in kindergarten to 3rd grade will meet and maintain proficiency in reading fluency (phonological awareness, comprehension, and phonics/word recognition) as measured by the NWEA MAP Reading Growth and NWEA MAP Reading Fluency.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>The site instructional specialist will support all teachers' implementation of base/supplemental curriculum (FUNdations) and provide interventions to students to support students' reading fluency.</p>	<p>NWEA MAP Reading Fluency (Term Comparison Report)- Percentage of students meeting or exceeding standards.</p> <p>NWEA MAP Reading Growth- School Profile Report Percentage of students meeting or exceeding standards.</p>	<p>NWEA MAP Reading Growth (Winter): K 6% blue, 13% green 1st 11% blue, 8% green 2nd 4% blue, 13% green 3rd 1% blue, 28% green</p> <p>NWEA Reading Fluency (Spring) Phonological Awareness- UTK 33.7% exceeding, 16.3% meeting Kinder 25% exceeding, 31.3% meeting 1st 0% exceeding, 0% meeting 2nd 0% exceeding, 0% meeting</p> <p>Listening comprehension- UTK 45.9% exceeding, 15.3% meeting Kinder 23.4% exceeding, 35.9% meeting 1st 0% exceeding, 50% meeting 2nd 0% exceeding, 38.6% meeting</p>				<p>People</p>

		Phonics/Word Recognition- UTK 14.3% exceeding, 57.1% meeting Kinder 17.2% exceeding, 35.9% meeting 1st 0% exceeding, 0% meeting 2nd 0% exceeding, 0% meeting				
All UTK-3rd grade teachers will be trained on FUNdations.	Number of teachers trained in FUNdations	UTK: 5/5 teachers trained K: 3/4 teachers trained (1 sub) 1st: 3/3 teachers trained 2nd: 3/3 teachers trained 3rd: 3/3 teachers trained 1 RSP teacher trained				Time Money People
UTK-3rd grade teachers/staff will attend professional development on FUNdations and/or early literacy instruction during school and/or before/after school.	Teachers will complete a self-assessment before and after the training to determine their level of comfortability with the program. Administration complete learning walks looking for strong evidence of FUNdations instruction.	Beginning 24/25 school year. Beginning 24-25 school year. (Rubric: Strong, some, little or no) 17/18 classrooms showed some evidence of FUNdations as measured by the 23-24 school year protocol.				People Money Time
All UTK-3rd grade teachers will utilize FUNdations	Administration complete learning walks looking for	Beginning 24-25 school year. (Rubric:				Time Money People

with fidelity during daily instruction.	strong evidence of FUNdations usage.	Strong, some, little or no) 17/18 classrooms showed some evidence of FUNdations usage as measured by the 23-24 school year protocol.				
UTK-3rd grade teachers will participate in grade level/span pull out days at least twice a year to support fluency/early literacy instruction.	<p>NWEA MAP Reading Fluency (Term Comparison Report)- Percentage of students meeting or exceeding standards.</p> <p>NWEA MAP Reading Growth- School Profile Report Percentage of students meeting or exceeding standards.</p>	<p>NWEA MAP Reading Growth (Winter): K 6% blue, 13% green 1st 11% blue, 8% green 2nd 4% blue, 13% green 3rd 1% blue, 28% green</p> <p>NWEA Reading Fluency (Spring) Phonological Awareness- UTK 33.7% exceeding, 16.3% meeting Kinder 25% exceeding, 31.3% meeting 1st 0% exceeding, 0% meeting 2nd 0% exceeding, 0% meeting</p> <p>Listening comprehension- UTK 45.9% exceeding, 15.3% meeting Kinder 23.4% exceeding, 35.9% meeting 1st 0% exceeding, 50% meeting</p>				Time Money People

		<p>2nd 0% exceeding, 38.6% meeting</p> <p>Phonics/Word Recognition- UTK 14.3% exceeding, 57.1% meeting Kinder 17.2% exceeding, 35.9% meeting 1st 0% exceeding, 0% meeting 2nd 0% exceeding, 0% meeting</p>				
ELOP: UTK-8th grade teachers will request after school interventions in the area of essential standards and current student need to meet grade level standards in ELA.	The number of students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.	No baseline. Beginning 24-25 school year. _____ showed mastery on targeted standard(s) from pre/post assessment.				Time Money People
The site Instructional Leadership Team will meet monthly to discuss site professional development opportunities and to plan/guide individual team Professional Learning Communities.	Evaluation of Monthly/Weekly Milestone Planning Document to show evidence of PLC best practices and protocols.	No baseline. Beginning 24-25 school year. Rubric will be created to define meets expectation, does not meet expectation.				Time Money People
Students will be provided the opportunity to participate in educational experiences and hands on activities that support the development of background knowledge and reinforce the ELA	Number of students who showed growth from the pre to post activity assessing the standards covered during the educational experience.	No baseline. Beginning 24-25 school year. _____ showed mastery on targeted standard(s) from pre/post assessment.				Money People

early literacy standards.						
Teachers will meet with their grade level team/Professional Learning Community regularly to review, identify, and support student learning around ELA grade level standards.	<p>Evaluation of Monthly/Weekly Milestone Planning Document to show evidence of PLC best practices and protocols (data analysis, creation of Common Formative Assessments, interventions)</p> <p>Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELA</p>	<p>Beginning 24/25 school year. Rubric: Meeting expectations, not meeting expectations</p> <p>No baseline. Beginning 24-25 school year. Rubric (Strong, Some, Little, None)</p>				

Progress Monitoring

SMART Goal 2

By May of 2027, at least 40% of kindergarten through 8th grade students will meet or exceed standard on the NWEA MAP Reading Growth assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP- Students who are not meeting ELA grade level standards will have access to before and/or after school intervention provided by teachers. Teachers will submit intervention request forms to administration with pre/post assessment information. This pre/post data will be collected and	The number of students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.	<p>No baseline. Beginning 24-25 school year.</p> <p>_____ showed mastery on targeted standard(s) from pre/post assessment.</p>				Time Money People

submitted to administration.						
Teachers will have access to professional development training around effective tier 1 ELA/reading instruction and implementation of the ELA base curriculum during the school day before school, and after school.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELA	No baseline. Beginning 24-25 school year. Rubric (Strong, Some, Little, None) Current learning walk protocol showed all classrooms UTK-8th grade had evidence of use of the base curriculum.				Time Money People
Teachers will meet with their grade level team/Professional Learning Community regularly to review, identify, and support student learning around ELA grade level standards. Grade level teams will analyze data and determine disproportionate groups of students such as male students' achievement on standards. Interventions and supports will be put in place to support their access to grade level standards.	Evaluation of Monthly/Weekly Milestone Planning Document to show evidence of PLC best practices and protocols (data analysis, creation of Common Formative Assessments, interventions) Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELA	Beginning 24/25 school year. Rubric: Meeting expectations, not meeting expectations No baseline. Beginning 24-25 school year. Rubric (Strong, Some, Little, None)				People Time
Teachers will participate in at least two pull out days with their grade level team/PLC, instructional specialist, and administration to	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELA	No baseline. Beginning 24-25 school year. Rubric (Strong, Some, Little, None) Current learning walk				Time Money People

plan and design standards-based lessons using the base and supplemental curriculum to support students' understanding of the English Language Arts standards.		protocol showed all classrooms UTK-8th grade had evidence of use of the base curriculum.				
The site instructional specialist will support all teachers' implementation of base/supplemental curriculum for ELA and provide small group intervention to students who are not meeting grade level expectations.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELA	Beginning 24-25 school year. Rubric (Strong, Some, Little, None) Current learning walk protocol showed all classrooms UTK-8th grade had evidence of use of the base curriculum.				People Time
Site admin, teachers, Instructional Leadership Team, and the instructional specialist will work with David LaRose to support the development and fidelity of site Professional Learning Communities (PLCs).	Evaluation of Monthly/Weekly Milestone Planning Document to show strong evidence of PLC best practices and protocols.	Beginning 24/25 school year. Rubric: Meeting expectations, not meeting expectations				Time Money People
The site Instructional Leadership Team will meet monthly to discuss site professional development opportunities and to plan/guide individual team Professional Learning Communities.	Evaluation of Monthly/Weekly Milestone Planning Document to show strong evidence of PLC best practices and protocols.	Beginning 24/25 school year. Rubric: Meeting expectations, not meeting expectations				Time Money People

Students will be provided the opportunity to participate in educational experiences and hands on activities that support the development of background knowledge and reinforce the ELA standards.	Pre/Post activity assessment of the standards covered during the field trip (# of students who showed growth)	Beginning 24-25 school year. _____ showed mastery on targeted standard(s) from pre/post assessment.				Time Money
Students in 7th and 8th grade will have access to interventions and electives that support their understanding of the ELA standards and the development of 21st century skills. (Genius Hour, Computer Literacy, Yearbook, etc.)						Money People
Teachers will implement the base curriculum for PE, Science, and Social Studies to support reading, writing, speaking and listening and increase proficiency in the areas of Informational Text and Vocabulary.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum for PE, Science, and/or Social Studies	Beginning 24-25 school year. Rubric (Strong, Some, Little, None)				People Money Time

Progress Monitoring

Progress Monitoring

Data

2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary Math (Summative): All Grades

Site: **Stella Brockman Elementary**
 Gender: **Female & Male**
 Grades: **All**
 English Proficiencies: **All**
 Reported Race: **All**
 Special Education: **SPED & Not SPED**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

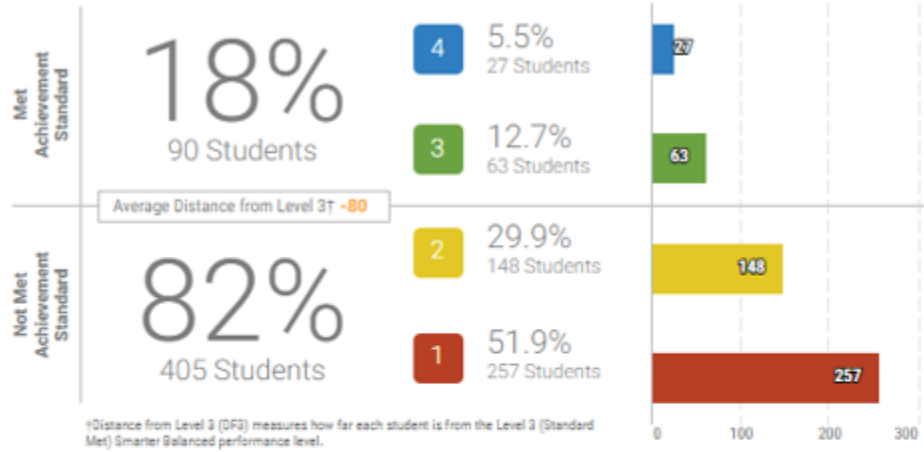
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

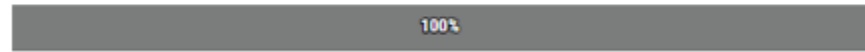
Generated on 03/13/2024
by Illuminate Education™

Overall Performance: 495 students

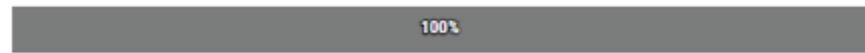


Claim Performance: Percent of Students at Each Level

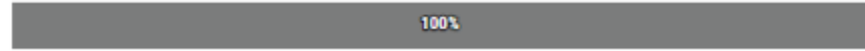
Concepts & Procedures



Problem Solving & Modeling/Data



Communicating Reasoning



Summative Math Export

Column Order

Organization Assessment Grade Academic Year Subgroup

empty rows Display value as Achievement level

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
	8	2022-23	Overall	419467		2518 ± 0	48%	21%	13%	16%
District	Manteca Unified ...	3	2022-23	Overall	1798	2395 ± 2	42%	26%	20%	10%
	4	2022-23	Overall	1752		2417 ± 2	47%	30%	16%	5%
	5	2022-23	Overall	1856		2446 ± 2	55%	27%	10%	6%
	6	2022-23	Overall	1867		2476 ± 2	46%	31%	13%	8%
	7	2022-23	Overall	1864		2490 ± 2	47%	31%	14%	7%
	8	2022-23	Overall	1769		2500 ± 3	51%	25%	13%	8%
School	Stella Brockman ...	3	2022-23	Overall	78	2383 ± 9	47%	28%	17%	6%
	4	2022-23	Overall	70		2410 ± 9	50%	30%	18%	1%
	5	2022-23	Overall	81		2450 ± 10	54%	25%	11%	8%
	6	2022-23	Overall	88		2488 ± 10	44%	34%	12%	9%
	7	2022-23	Overall	93		2459 ± 9	65%	23%	8%	2%
	8	2022-23	Overall	84		2485 ± 11	48%	38%	9%	3%

Stella Brockman Elementary

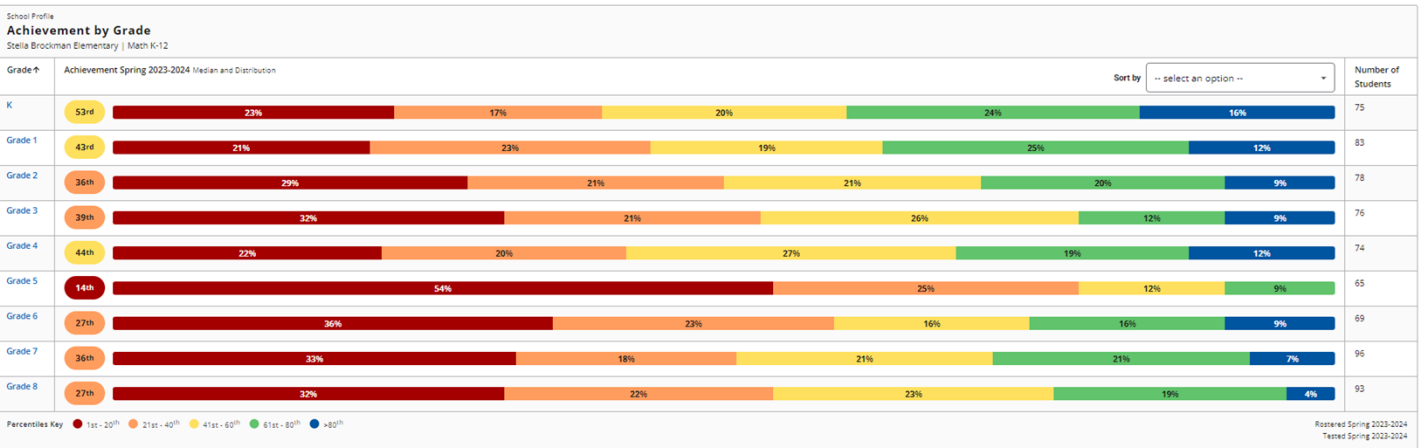
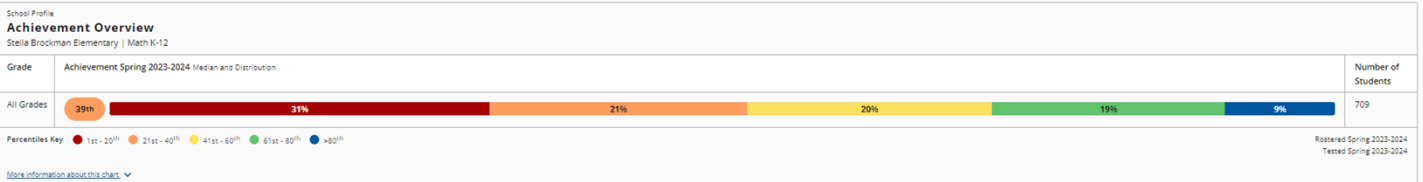
Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth		Growth Evaluated Against							
		Fall 2023			Spring 2024			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**						**			
K	58	137.3	11.9	34	156.3	13.4	44	19	1.3	17.9	0.50	69	58	40	69	63	
1	77	154.2	13.4	16	175.5	13.0	44	21	1.0	16.5	1.91	97	77	53	69	66	
2	75	165.6	13.7	5	184.4	15.6	21	19	1.2	14.3	1.97	98	75	49	65	74	
3	72	182.8	11.6	17	196.5	12.5	24	14	0.9	12.3	0.64	74	72	46	64	57	
4	74	192.9	14.5	16	206.4	15.7	29	14	0.9	10.5	1.49	93	74	45	61	63	
5	61	197.5	13.9	6	203.0	14.7	3	6	1.0	8.5	-1.30	10	61	19	31	30	
6	66	206.7	13.0	15	215.1	17.3	18	8	1.2	7.7	0.33	63	66	36	55	52	
7	90	212.9	16.0	20	219.9	17.8	23	7	0.8	6.2	0.39	65	90	44	49	47	
8	85	213.7	15.7	12	222.2	17.1	21	8	0.8	5.2	1.36	91	85	54	64	65	

Math: Math K-12



Stella Brockman Elementary



Data Analysis

Image 1: CAASPP Performance on the Math Assessment

Overall, 82% of students did not meet standards for math with 51.9% of students scoring a 1 (standard not met) on the assessment. This information indicates a need for tier 1 interventions and supports to ensure all students have

access to grade level standards. Teachers need to design lessons that engage students and encourage critical thinking and problem solving.

Image 2: CAASPP Performance by Grade Level on the Math Assessment

All grade levels have over 60% of students not meeting standard. Third grade had the most students meeting standard with 23% of students meeting grade level standards. Compared to district achievement, almost all grade levels fall below the district average on this assessment.

Image 3: MAP Math Student Growth Report

Based on the Spring 2024 MAP assessments, all grade levels met their projected growth except fifth grade. The average percentage of students who met their growth projection was over 60%. Grades five, six, and seven have the lowest percentage of students who met their growth projection.

Image 4: MAP Spring Achievement

This data indicates a need for 5th grade to have interventions to improve their understanding of grade level standards. 79% of students are not meeting standards. Kindergarten, first grade, and fourth grade are in the yellow percentile range (41st-60th percentile).

Student Need 2:

Students in kindergarten through eighth grade need to meet grade level standards in math.

SMART Goal 1

By May of 2027, at least 40% of students will meet or exceed standard for mathematics as measured by the NWEA Math Growth assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP- Students who are not meeting math grade level standards will have access to before and/or after school intervention provided by teachers. Teachers will submit intervention request forms to administration with pre/post assessment information. This pre/post data will be collected and	The number of students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.	No baseline. Beginning 24-25 school year. _____ showed mastery on targeted standard(s) from pre/post assessment.				Time Money People

submitted to administration.						
Teachers will have access to professional development training around effective tier 1 math instruction, PEBC Workshop Model, and implementation of the math base curriculum during the school day before school, and after school.	<p>Number of teachers working with the PEBC coach.</p> <p>Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for math</p> <p>Staff will complete a self-assessment before and after the training to determine their level of comfortability with the program.</p>	<p>4 teachers- kinder, 1st, 3rd, 4th</p> <p>Beginning 24-25 school year. Rubric (Strong, Some, Little, None)</p> <p>Beginning 24-25 school year. Survey will be created.</p>				Time Money People
Teachers will meet with their grade level team/Professional Learning Community regularly to review, identify, and support student learning around math grade level standards. Grade level teams will analyze data and determine disproportionate groups of students such as female students' achievement on standards. Interventions and supports will be put in place to support their access to grade level standards.	<p>Evaluation of Monthly/Weekly Milestone Planning Document to show strong evidence of PLC best practices and protocols.</p> <p>NWEA MAP Math Growth- School Profile Report Percentage of students meeting or exceeding standards.</p>	<p>No baseline. Rubric will be created to determine strong, some, little, no evidence criteria.</p> <p>NWEA MAP Math Growth: Kinder: 20% blue, 24% green 1st: 9% blue, 17% green 2nd: 5% blue, 19% green 3rd: 4% blue, 17% green 4th: 4% blue, 16% green 5th: 3% blue, 9% green 6th: 4% blue, 18% green 7th: 2% blue, 18% green 8th: 5% blue, 10% green</p>				Time
Teachers will participate in at least two pull out	Learning Walk Rubric data collection: Teachers with strong	Beginning 24-25 school year. Rubric (Strong,				Time Money People

<p>days with their grade level team/PLC, instructional specialist, and administration to plan and design standards-based lessons using the base and supplemental curriculum to support students' understanding of the mathematics standards.</p>	<p>evidence of use of the base curriculum and tier 1 strategies for math.</p> <p>Evaluation of Monthly/Weekly Milestone Planning Document to show evidence of PLC best practices and protocols.</p>	<p>Some, Little, None)</p> <p>_____/_____ Teachers with strong evidence of base curriculum usage and tier 1 strategies for math.</p> <p>Beginning 24/25 school year. Rubric: Meeting expectations, not meeting expectations</p>				
<p>The site instructional specialist will support all teachers' implementation of base/supplemental curriculum for mathematics.</p>	<p>Number of teachers who are working with the instructional specialist.</p> <p>Observed instructional growth as determined by Learning Walk data collection for targeted teachers: teachers with strong evidence of use of the base curriculum and tier 1 strategies for math</p>	<p>8 teachers</p> <p>Beginning 24-25 school year. Rubric (Strong, Some, Little, None)</p>				Time People
<p>Teachers will have the opportunity to work with a PEBC coach to support the implementation of the Workshop Model/Math Thinking Practices. This work will take place during the school day and/or after school.</p>	<p>Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum, the workshop model, and tier 1 strategies for math</p>	<p>Beginning 24-25 school year. Rubric (Strong, Some, Little, None)</p>				Time Money People
<p>Site admin, teachers, Instructional Leadership Team, and the instructional</p>	<p>Evaluation of Monthly/Weekly Milestone Planning Document to show evidence of PLC best</p>	<p>No baseline. Beginning 24-25 school year. Rubric will be created to define meets</p>				Time Money People

specialist will work with David LaRose to support the development and fidelity of site Professional Learning Communities (PLCs).	practices and protocols.	expectation, does not meet expectation.				
Students in 7th and 8th grade will have access to interventions and electives that support their understanding of the math standards and the development of 21st century skills. (STEM, Financial Literacy, etc.)	Number of electives offered to 7th/8th grade students.	5 Total: STEM, Genius Hour (2 periods), Math Intervention (2 periods)				Time Money People
Certificated staff will have the opportunity to attend conferences/work shops to improve Tier 1 math instruction..	Staff will complete a self-assessment before and after the training to determine their level of comfortability with the program.	Beginning 24-25 school year. Survey will be created.				Time Money People

Progress Monitoring

Progress Monitoring

Data

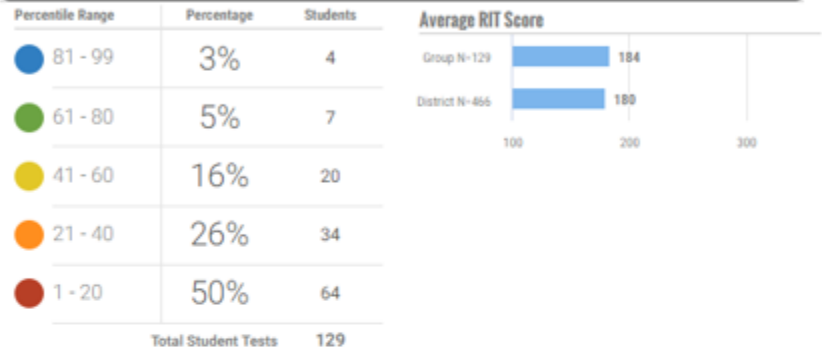
Fall

NWEA Assessment Summary

Site: Stella Brockman Elementary
 Scores for: Fall 2023-2024
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Control Panel (05-01-2024)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: English Learner

Overall Performance: Percentile & RIT Scores

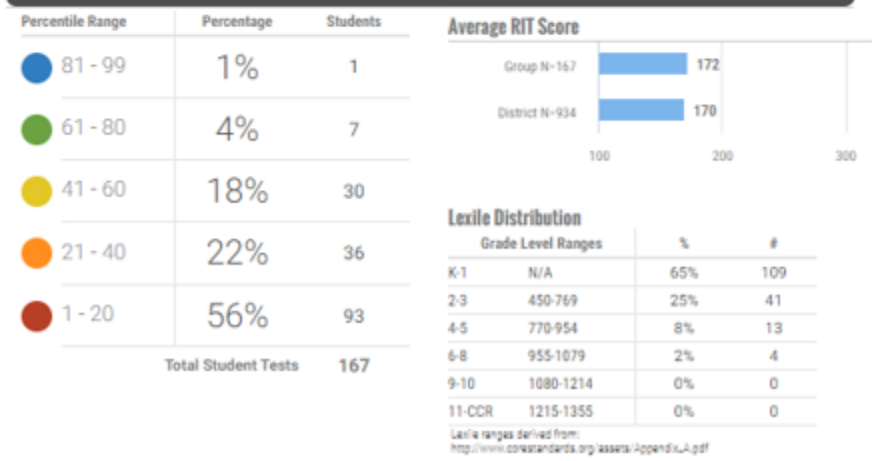


NWEA Assessment Summary

Site: Stella Brockman Elementary
 Scores for: Fall 2023-2024
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Control Panel (05-01-2024)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: English Learner

Overall Performance: Percentile & RIT Scores



NWEA Assessment Summary

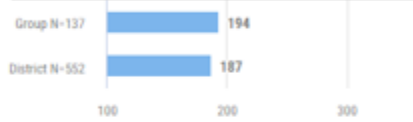
Site: Stella Brockman Elementary
 Scores for: Spring 2023-2024
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Control Panel (05-01-2024)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: English Learner

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	4
61 - 80	9%	12
41 - 60	15%	20
21 - 40	31%	42
1 - 20	43%	59
Total Student Tests		137

Average RIT Score



NWEA Assessment Summary

Site: Stella Brockman Elementary
 Scores for: Spring 2023-2024
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Control Panel (05-01-2024)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: English Learner

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	1%	1
61 - 80	4%	7
41 - 60	16%	31
21 - 40	27%	52
1 - 20	53%	104
Total Student Tests		195

Average RIT Score



Lexile Distribution

Grade Level Ranges	%	#	
K-1	N/A	58%	114
2-3	450-769	23%	45
4-5	770-954	13%	25
6-8	955-1079	6%	11
9-10	1080-1214	0%	0
11-CCR	1215-1355	0%	0

Lexile ranges derived from:
http://www.corestandards.org/assess/appendix_A.pdf

Summative ELFAC Export

Column Order Organization Assessment Grade Academic Year Claim Subgroup

0 empty rows Display value as Show Hide Percent Number

Organization	Assessment Grade	Academic Year	Claim	Subgroup	Students Tested	Achievement Comparison	Proficient to Develop	Intermediate to Proficient	Proficient
Stella Brockman ...	KG	2022-23	Listening	Overall	31		6%	64%	30%
			Speaking	Overall	31		19%	61%	19%
			Reading	Overall	31		9%	64%	27%
			Writing	Overall	31		9%	48%	43%
	1	2022-23	Listening	Overall	28		7%	30%	63%
			Speaking	Overall	28		14%	0%	86%
			Reading	Overall	28		32%	40%	28%
			Writing	Overall	28		14%	80%	6%
	2	2022-23	Listening	Overall	25		0%	68%	32%
			Speaking	Overall	25		12%	68%	20%
			Reading	Overall	25		34%	43%	23%
			Writing	Overall	25		12%	28%	60%

Summative ELFAC Export

Column Order Organization Assessment Grade Academic Year Claim Subgroup

0 empty rows Display value as Show Hide Percent Number

Organization	Assessment Grade	Academic Year	Claim	Subgroup	Students Tested	Achievement Comparison	Proficient to Develop	Intermediate to Proficient	Proficient
	3	2022-23	Listening	Overall	21		23%	33%	44%
			Speaking	Overall	21		14%	22%	64%
			Reading	Overall	21		27%	38%	35%
			Writing	Overall	21		29%	32%	39%
	4	2022-23	Listening	Overall	22		12%	68%	20%
			Speaking	Overall	22		4%	34%	62%
			Reading	Overall	22		62%	35%	3%
			Writing	Overall	22		20%	63%	17%
	5	2022-23	Listening	Overall	22		12%	64%	24%
			Speaking	Overall	22		0%	24%	76%
			Reading	Overall	22		17%	64%	19%
			Writing	Overall	22		17%	62%	21%
6	2022-23	Listening	Overall	20		5%	80%	15%	
		Speaking	Overall	20		0%	30%	70%	
		Reading	Overall	20		17%	64%	19%	
		Writing	Overall	20		17%	62%	21%	
6	2022-23	Listening	Overall	20		5%	80%	15%	
		Speaking	Overall	20		0%	30%	70%	
		Reading	Overall	20		17%	64%	19%	
		Writing	Overall	20		17%	62%	21%	

Summative ELFAC Export

Column Order Organization Assessment Grade Academic Year Claim Subgroup

0 empty rows Display value as Show Hide Percent Number

Organization	Assessment Grade	Academic Year	Claim	Subgroup	Students Tested	Achievement Comparison	Proficient to Develop	Intermediate to Proficient	Proficient
	6	2022-23	Listening	Overall	22		27%	62%	11%
			Speaking	Overall	22		12%	80%	8%
			Reading	Overall	22		30%	32%	38%
			Writing	Overall	22		31%	15%	54%
	7	2022-23	Listening	Overall	22		18%	29%	53%
			Speaking	Overall	22		4%	32%	64%
			Reading	Overall	22		42%	42%	16%
			Writing	Overall	22		12%	30%	58%
	8	2022-23	Listening	Overall	14		14%	30%	56%
			Speaking	Overall	14		14%	14%	72%
			Reading	Overall	14		30%	30%	40%
			Writing	Overall	14		14%	28%	58%

2022-23 Smarter Balanced

Performance Summary

ELA (Summative): All Grades

Site: **Stella Brockman Elementary**
 Roster Date: **Control Panel (05-01-2024)**
 Grades: **All**
 English Proficiencies: **English Learner**
 Reported Race: **All Reported Races**
 Gender(s): **All**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

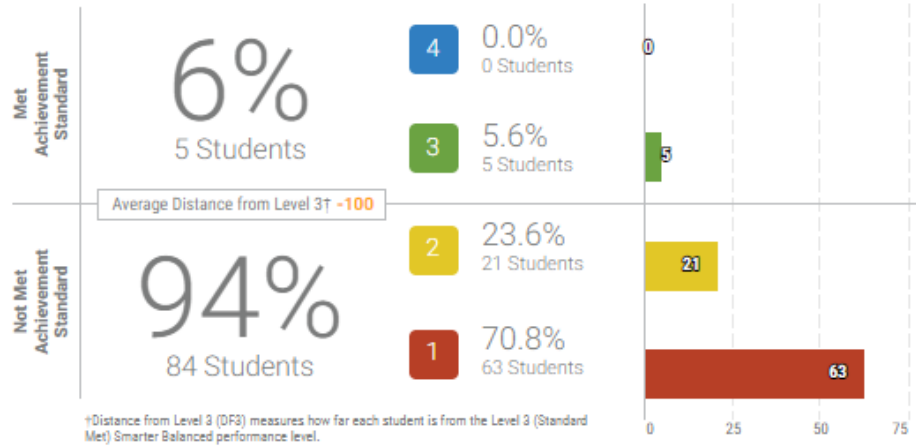
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**
- No score/Not taken**

Generated on 05/01/2024 by Illuminate Education™

Overall Performance: 89 students



ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students English Proficiencies: English Learner

NWEA Assessment Summary

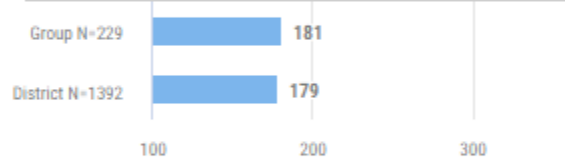
Site: Stella Brockman Elementary
 Scores for: Spring 2023-2024
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Control Panel (05-24-2024)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: English Learner

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	5%	9
61 - 80	11%	21
41 - 60	14%	28
21 - 40	23%	45
1 - 20	47%	91
Total Student Tests		194

Average RIT Score



2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary

Math (Summative): All Grades

Site: Stella Brockman Elementary
 Gender: Female & Male
 Grades: All
 English Proficiencies: English Learner
 Reported Race: All
 Special Education: SPED & Not SPED
 Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

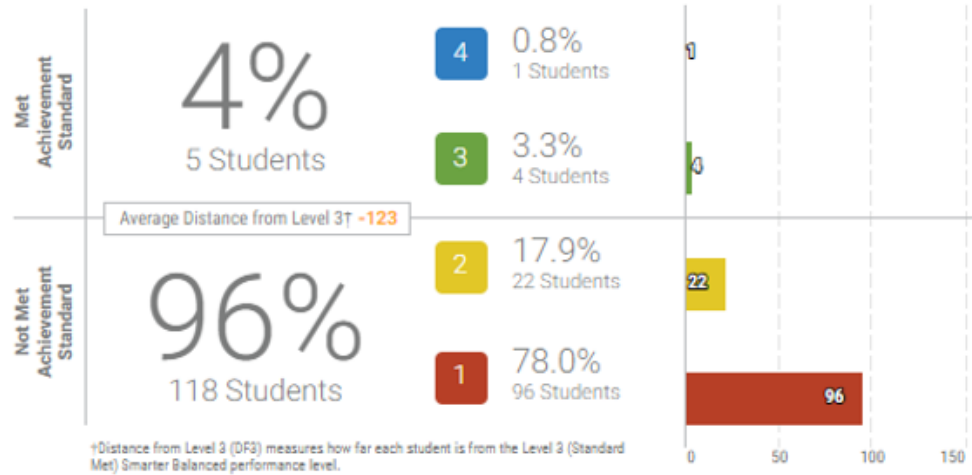
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

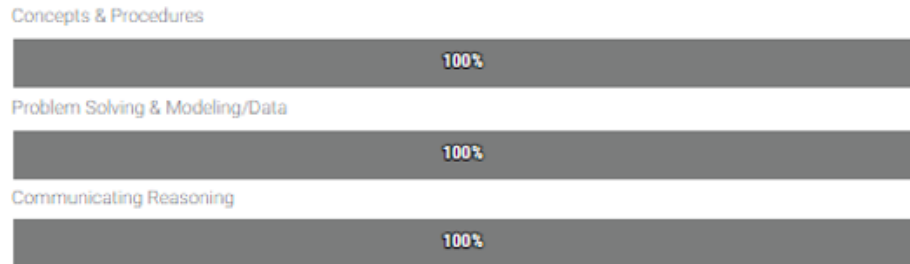
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 03/13/2024
 by Illuminate Education™

Overall Performance: 123 students



Claim Performance: Percent of Students at Each Level



Data Analysis

Image 1: Fall MAP Reading and Language Usage Achievement

Based on the data, only 8% of English Learners met expectations for the Language Usage assessment and 5% of English Learners met expectations for Reading.

Image 2: Spring MAP Reading and Language Usage Achievement

Spring data shows growth with 12% of students meeting expectation for Language Usage. Reading scores remained the same with 5% meeting expectations.

Image 3: Summative ELPAC Scores by Domain

Summative ELPAC scores show 23% of 3rd graders need support with listening and 57% of 3rd graders need support with reading. Reports also show that 63% of 4th grade students need additional support with reading. Reading had the lowest performance in all grade levels except kindergarten which needs more support with speaking.

Image 4: CAASPP ELA Proficiency English Learners

Based on the CAASPP report, 6% of English Learners (5 students) met or exceeded standards on the ELA assessment. The percentage of all students meeting or exceeding standard on this assessment was 31%. This data is similar to the MAP data for this school year. English Learners are not making progress toward ELA standards.

Image 5: NWEA MAP Math Growth Assessment

Spring of 2024, 16% of English Learners met or exceeded standard for math on the NWEA MAP assessment. This is an increase of 6% from Fall to Spring of the 23-24 school year. Ten percent of EL met or exceeded standard during fall of 2023.

Image 6: CAASPP Math Proficiency English Learners

Based on the data from the 22-23 CAASPP math assessment, 4% of English Learners in 3rd-8th grades met standard for math. This is well below the percentage for all students who met standard which was 18% for mathematics. Our English Learners must receive support to meet grade level standards.

Student Need 3:

Stella Brockman English Learners need targeted instruction (integrated and designated English Language Development) to improve student achievement toward grade level standards for English Language Arts and math.

SMART Goal 1

By May of 2027, at least 50% of English Learners will meet or exceed grade level standards in English Language Arts as measured by the NWEA MAP Reading Growth and Language Usage assessments.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional development on effective ELD instruction will be provided to UTK-8th grade teachers before school, after school or during the school day.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELD	Beginning 24-25 school year. Rubric (Strong, Some, Little, None)				
Teachers will meet with their grade level team/Professional Learning Community regularly to review, identify, and support student learning around ELD and ELA standards.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELD NWEA MAP Reading Growth- School Profile Report Percentage of students meeting or exceeding standards. NWEA MAP Language Usage Growth- School Profile Report	Beginning 24-25 school year. Rubric (Strong, Some, Little, None) NWEA Reading Growth English Learners: 1% Blue, 4% Green NWEA Language Usage English Learners: 1% Blue, 8% Green				

	Percentage of students meeting or exceeding standards.					
Base curriculum resources for designated and integrated ELD will be used to plan and design lessons.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and strategies for ELD	Beginning 24-25 school year. Rubric (Strong, Some, Little, None)				

Progress Monitoring

SMART Goal 2

By May of 2027, at least 40% of English Learners will meet or exceed grade level standards in mathematics as measured by the NWEA MAP Math Growth assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will have access to professional development training around effective tier 1 math instruction, PEBC Workshop Model, and implementation of the math base curriculum during the school day before school, and after school.	Number of teachers working with the PEBC coach. Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for math Staff will complete a self-assessment before and after the training to determine their level of comfortability with the program.	4 teachers- kinder, 1st, 3rd, 4th Beginning 24-25 school year. Rubric (Strong, Some, Little, None) Beginning 24-25 school year. Survey will be created.				
Base curriculum resources for designated and integrated ELD will be used to plan and design lessons.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and strategies for ELD	Beginning 24-25 school year. Rubric (Strong, Some, Little, None)				
Teachers will meet with their grade	Learning Walk Rubric data collection:	Beginning 24-25 school year.				

level team/Professional Learning Community regularly to review, identify, and support student learning around ELD and math standards.	Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELD NWEA MAP Math Growth- Illuminate-Achievement by Group Percentage of EL students meeting or exceeding standards.	Rubric (Strong, Some, Little, None) NWEA Math Growth English Learners: 5% Blue, 11% Green				
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Progress Monitoring

Progress Monitoring



District Goal

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

Site Tier 1, 2, and 3 Goals

Every student will feel safe emotionally and physically. Students will have access to clean and safe facilities. A climate of connectedness will be established and maintained. Chronic absenteeism and behavior incidents will decrease.

Climate

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.53	3.30	0.91	4.62	0.20	3.17
Expulsions	0.00	0.12	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	5.85	4.96	3.60
Expulsions	0.60	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

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


All Students	837	799	230	28.8
Female	444	424	107	25.2
Male	393	375	123	32.8
American Indian or Alaska Native	5	5	4	80.0
Asian	126	119	25	21.0
Black or African American	37	34	12	35.3
Filipino	25	24	3	12.5
Hispanic or Latino	443	424	133	31.4
Native Hawaiian or Pacific Islander	10	10	1	10.0
Two or More Races	43	42	11	26.2
White	148	141	41	29.1
English Learners	240	234	59	25.2
Foster Youth	6	6	4	66.7
Homeless	59	58	20	34.5
Socioeconomically Disadvantaged	513	495	152	30.7
Students Receiving Migrant Education	2	2	1	50.0
Students with Disabilities	108	105	44	41.9

Explore Groups By Performance Level

Red 6
Orange 0
Yellow 1
Green 1
Blue 0
No Performance Color 5

African American

Student Group State



Red


16.2% suspended at least one day

Increased 9.4% Ⓢ

Number of Students: 37

English Learners

Student Group State



Red


6.3% suspended at least one day

Increased 4.2% Ⓢ

Number of Students: 240

Hispanic

Student Group State



Red


6.1% suspended at least one day

Increased 3.1% Ⓢ

Number of Students: 443

Socioeconomically Disadvantaged

Student Group State



Red


7% suspended at least one day

Increased 3.2% Ⓢ

Number of Students: 513

Students with Disabilities

Student Group State



Red


13% suspended at least one day

Increased 2.5% Ⓢ

Number of Students: 108

White

Student Group State



Red


9.5% suspended at least one day

Increased 4.8% Ⓢ

Number of Students: 148

All Students

All Students State



Red

5.9% suspended at least one day

Increased 2.6% Ⓢ

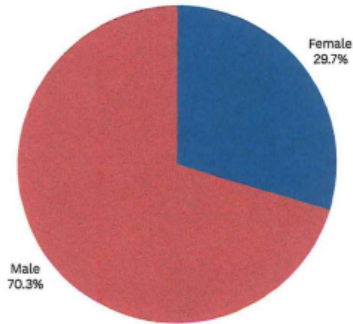
Number of Students: 837



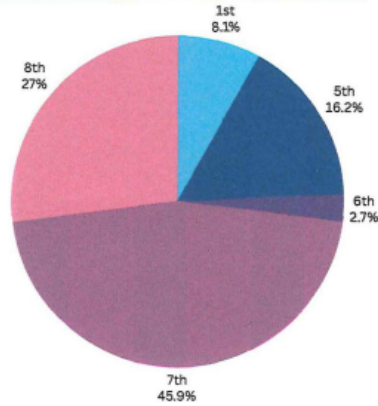
STELLA BROCKMAN SUSPENSION DATA



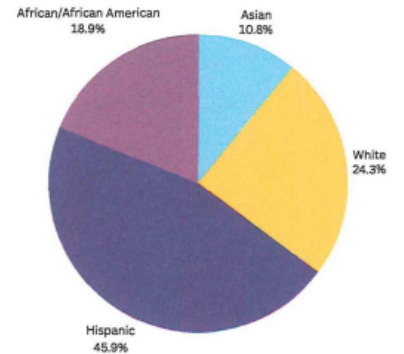
UNDUPLICATED GENDER



UNDUPLICATED GRADE LEVEL



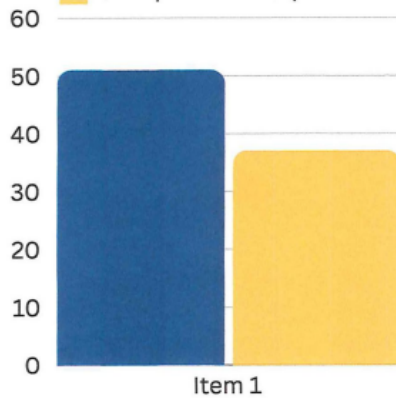
UNDUPLICATED ETHNICITY



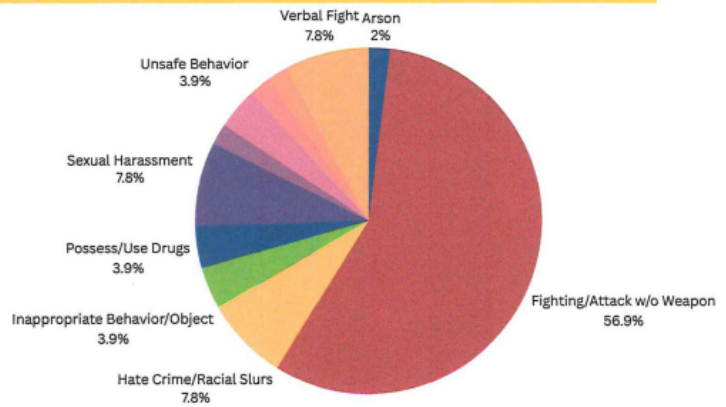
STELLA BROCKMAN SUSPENSION DATA



■ Total Suspensions
 ■ Unduplicated Suspensions



TOTAL INCIDENTS



Data Analysis

CA School Dashboard (Images 1 and 2):

Data from the 2022-2023 California School Dashboard shows that 5.9% of students were suspended at least one day which is an increase of 2.6% from the previous year. The percentage of African American students suspended at least one day was 16.2% which was an increase of 9.4% from the previous school year. This increase in suspensions and behavior incidents demonstrates a need for tier 1 interventions which include a strong PBIS program and interventions prior to suspensions.

23-24 School Year Suspension Data Aug.-March (Image 3):

The data shows that 70% of suspensions are of male students. In contrast, only 30% of female students were suspended this school year. Based on incidents, this shows that more males are engaging in physical altercations than females. Additionally, 72.9% of students suspended are in grades 7 and 8. As of March of 2024, 18.9% of suspensions were African American students, 45.9% of suspensions were Hispanic students, 10.8% of suspensions were Asian students and 24.3% of suspensions were White students.

23-24 School Year Suspension Data Aug.-March (Image 4)

Based on current suspension data, 59.9% of incidents were considered fighting/attack without a weapon. Other incidents included 7.8% verbal fights, 7.8% sexual harassment, 7.8% hate crime/racial slurs, 3.9% inappropriate behavior/object, 3.9% possess/use drugs, 3.9% unsafe behavior and 2% arson. This information demonstrates a need for interventions and prevention to lessen the amount of physical altercation incidents that occur in all grade levels.

Student Need 1:

Stella Brockman Elementary needs to put interventions and supports in place to reduce suspension rate for all students including suspensions of African American students (ATSI group), English Learners, Hispanic students, socioeconomically disadvantaged, students with disabilities and white students who remain in the red on the California School Dashboard. Suspensions of all students remain in the red on the California School Dashboard.

SMART Goal 1

By May of 2027, the suspension rate will decrease from 5.9% of students suspended at least one day (22-23 school year) to less than 3% of students suspended at least one day as measured by the California School Dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Tier 1 recess/unstructured time supports will be put in place to support all behavior at recess and teach essential skills needed to reduce the number of behavior incidents during unstructured time. (Peaceful Playground)	Behavior Incident Report in Q: The percentage of behavior incidents during unstructured time (not in the classroom) by month compared to the previous school year. Suspension Report in Q: The percentage of suspensions during unstructured time (not in the classroom) compared to the previous school year.	Incidents during unstructured time (not in the classroom): 308/540 57% Suspensions during unstructured time (not in the classroom): 20/57 35%				Time Money People

<p>Positive Behavior Interventions and Supports (PBIS): Tier 1, 2, and 3 teams will meet regularly to plan, analyze data, determine inequities and respond by implementing procedures and protocols to decrease school wide behavior incidents, proactively teach school-wide expectations, and monitor effectiveness of programs.</p>	<p>PBIS Meeting Notes (monthly) showing the behavior for each month, total incidents, incidents per day, incidents per ethnicity (targeting a reduction in inappropriate behavior/fighting)</p> <p>PBIS Tiered Fidelity Tool Inventory</p>	<p>Aug. 2023 (19 days) - 74 total- 26 inappropriate behavior/ 10 fighting 3.9 incidents per day</p> <p>Sept. 2023 (20 days)- 62 total- 20 inappropriate behavior/ 9 fighting 3.15 incidents per day</p> <p>Oct. 2023 (17 days)- 72 total- 18 inappropriate behavior/ 9 fighting 4.2 incidents per day</p> <p>Nov. 2023 (19 days)- 74 total- 12 inappropriate behavior/ 12 fighting 3.9 incidents per day</p> <p>Dec. 2023 (11 days)- 38 total- 12 inappropriate behavior/ 9 fighting 3.45 incidents per day</p> <p>Jan. 2024 (19 days)- 48 total- 11 inappropriate behavior/ 4 fighting 2.5 incidents per day</p> <p>Feb. 2024 (19 days)- 81 total- 12</p>				<p>Time Money People</p>
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		<p>inappropriate behavior/ 7 fighting 4.3 incidents per day</p> <p>March 2024 (11 days **before meeting)- 26 total- 2 inappropriate behavior/ 6 fighting 2.4 incidents per day</p> <p>Tier 1 _____/30 Tier 2- Sept. TFI Score: 23/26 Tier 3- _____/34</p>				
<p>The site Coordination of Services Team (COST) will meet weekly to discuss general education students who are not responding to tier 1 supports. The team will support the classroom teacher and student by putting in place tier 2 and tier 3 supports to improve academic achievement, behavior and/or attendance.</p>	<p>Number of students referred and exited.</p> <p>Pre/Post survey for teachers to complete before and after referring a student to the COST program to track improvement/no improvement in behavior/academics/attendance.</p>	<p>Number of referrals: 17</p> <p>Survey will be completed for 24/25 school year.</p>				<p>People Time</p>
<p>Peer Resource program will be put in place and monitored by a credentialed teacher. Seventh and eighth grade students will be trained to support student conflict resolution for</p>	<p>Number of 1st-8th grade students who meet with the peer resource students.</p> <p>Pre/Post survey for teachers to complete before and after referring a student to the Peer Resource</p>	<p>No baseline. Beginning 24/25 school year.</p> <p>Survey will be completed for 24/25 school year.</p>				<p>Time People Money</p>

<p>minor conflicts (disagreements during recess, mentoring). This program will target 1st-6th grade students.</p>	<p>program to track improvement/no improvement behavior/social skills.</p>					
<p>Learning experiences will be provided to students such as assemblies that address positive behavior and social emotional learning.</p>	<p>PBIS Meeting Notes (monthly) showing the behavior for each month, total incidents, incidents per day, incidents per ethnicity</p>	<p>Aug. 2023 (19 days) - 74 total- 26 inappropriate behavior/ 10 fighting 3.9 incidents per day</p> <p>Sept. 2023 (20 days)- 62 total- 20 inappropriate behavior/ 9 fighting 3.15 incidents per day</p> <p>Oct. 2023 (17 days)- 72 total- 18 inappropriate behavior/ 9 fighting 4.2 incidents per day</p> <p>Nov. 2023 (19 days)- 74 total- 12 inappropriate behavior/ 12 fighting 3.9 incidents per day</p> <p>Dec. 2023 (11 days)- 38 total- 12 inappropriate behavior/ 9 fighting 3.45 incidents per day</p> <p>Jan. 2024 (19 days)- 48 total- 11 inappropriate</p>				<p>Time Money People</p>

		<p>behavior/ 4 fighting 2.5 incidents per day</p> <p>Feb. 2024 (19 days)- 81 total- 12 inappropriate behavior/ 7 fighting 4.3 incidents per day</p> <p>March 2024 (11 days **before meeting)- 26 total- 2 inappropriate behavior/ 6 fighting 2.4 incidents per day</p> <p>Ethnicity Report beginning 24/25 school year.</p>				
Valley Community Counselors will meet with students that are referred to them by a referral form. Goals will be made and progress toward the goal will be monitored by the counselor. Counselors will meet with administration to determine whether the student needs more support or if they are ready to exit.	Number of students who were referred and who met their goal that was created on the referral form.	28 students were referred, 7 students met goals in 3-6 sessions. Remaining students are open on the caseload.				Time Money People
Valley Community Counselors will work with small groups of students referred to by the	Number of students who complete the SEL group.	October 17 students participated: Kinder - 2 1st - 2				People Time

<p>Coordination of Services Team using the Smart Start program to decrease behavior incidents.</p>	<p>Pre/Post intervention survey will be given to teachers to determine effectiveness of the intervention and if they notice improvement in targeted behavior(s).</p>	<p>2nd - 1 3rd - 0 4th -1 5th - 2 6th - 3 7th - 2 8th -4</p> <p>March 7 students participated: Kinder -0 1st - 1 2nd - 1 3rd - 1 4th - 0 5th - 3 6th - 0 7th - 0 8th -1</p> <p>Beginning 24/25 school year. Pre/post intervention survey</p>				
<p>Students who have repeated behaviors and suspensions in 3rd-8th grade will have the opportunity to work with the Elevate program. Priority will be given to males, African American students, Hispanic students, English Learners, students with disabilities, white students, and socioeconomically disadvantaged students. 3rd-5th grade students will participate in the Explorer program to help select students monitor their emotions, gain social skills and grow</p>	<p>The percentage of major behavior incidents and suspensions will be monitored for students who participate in the program.</p>	<p>Baseline: 0 Program beginning 24/25 school year.</p>				<p>Time Money People</p>

<p>executive functioning. 6th-8th grade students will participate in a mentorship program called Basecamp. Students will work with a mentor-coach in small groups to create goals and work on problem solving skills.</p>						
<p>Positive Behavior Interventions and Supports (PBIS): Tier 1, 2, and 3 teams will attend training with Stanislaus County Office of Education to improve the school's PBIS program. Teams will plan, analyze data, and implement procedures and protocols to decrease school wide behavior incidents, proactively teach school-wide expectations and monitor effectiveness of programs.</p>	<p>PBIS Implementation with fidelity for Tiers 1, 2, and eventually 3 using the Tiered Fidelity Checklist to monitor progress.</p>	<p>Tier 1 _____/30 Tier 2- March TFI Score: 23/26 Tier 3- _____/34</p>				<p>Time Money People</p>
<p>Staff will participate in ongoing PD that supports social emotional learning, PBIS, and de-escalation strategies.</p>	<p>Pre/Post survey will be given to staff who participate in the PD/training to determine how comfortable they are with the new strategy/SEL support.</p>	<p>Beginning 24/25 school year. Pre/post PD survey will be created.</p>				<p>Time Money People</p>
<p>Staff will be given the opportunity to attend conferences and workshops that support the reduction of</p>	<p>Pre/Post survey will be given to staff who participate in the PD/training to determine how comfortable they are with the new strategy</p>	<p>Beginning 24/25 school year. Pre/post PD survey will be created.</p>				<p>Time Money People</p>

behavior incidents and promote restorative practices and de-escalation strategies.						
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Progress Monitoring

SMART Goal 2

By May of 2027, suspensions of African Americans will decrease by 12% from 16.2% to 4.2%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Tier 1 recess/unstructured time supports will be put in place to support student behavior at recess and teach essential skills needed to reduce the number of behavior incidents during unstructured time. (Peaceful Playground)	Power BI Student Discipline Report by Ethnicity Percentage of AA students suspended	Number of African American students suspended: 7 Total students suspended: 45 15.5% of suspensions were African American students				Time Money People
Positive Behavior Interventions and Supports (PBIS): Tier 1, 2, and 3 teams will meet regularly to plan, analyze data, determine inequities and respond by implementing procedures and protocols to decrease school wide behavior incidents, proactively teach school-wide expectations, and monitor	Power BI Student Discipline Report by Ethnicity Percentage of AA students suspended	Number of African American students suspended: 7 Total students suspended: 45 15.5% of suspensions were African American students				Time Money People

effectiveness of programs.						
The site Coordination of Services Team (COST) will meet weekly to discuss general education students who are not responding to tier 1 supports. The team will support the classroom teacher and student by putting in place tier 2 and tier 3 supports to improve academic achievement, behavior and/or attendance.	Number of students referred to COST by ethnicity (AA).	Number AA students referred 23/24 school year: 0				People Time
Peer Resource program will be put in place and monitored by a credentialed teacher. Seventh and eighth grade students will be trained to support student conflict resolution for minor conflicts (disagreements during recess, mentoring). This program will target 1st-8th grade students.	Power BI Student Discipline Report by Ethnicity Percentage of AA students suspended	Number of African American students suspended: 7 Total students suspended: 45 15.5% of suspensions were African American students				Time Money People
Students who have repeated behaviors and suspensions in 3rd-8th grade will have the opportunity to work with the Elevate program. Priority will be given to African American students, Hispanic students, English Learners, students with disabilities,	The percentage of major behavior incidents and suspensions by ethnicity will be monitored for students who participate in the program.	Baseline: 0 Program beginning 24/25 school year.				Time Money People

<p>white students, and socioeconomically disadvantaged students. 3rd-5th grade students will participate in the Explorer program to help select students monitor their emotions, gain social skills and grow executive functioning. 6th-8th grade students will participate in a mentorship program called Basecamp. Students will work with a mentor-coach in small groups to create goals and work on problem solving skills.</p>						
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Progress Monitoring

Progress Monitoring

Data

22-23 School Year:

Chronic Absenteeism: (10% or more total absences of their total days enrolled)

Grade	Aug/Sept	Oct.	Nov.	Dec	Jan	March	April	May
K	17/68 25%	23/75 31%	23/75 31%	33/74 45%	29/72 40%	31/74 42%	33/75 44%	30/75 40%
1st	14/77 18%	17/76 22%	19/74 26%	19/76 25%	22/75 29%	21/77 27%	20/77 23%	18/77 23%
2nd	20/78 26%	16/79 20%	19/79 24%	23/80 29%	22/79 28%	19/79 24%	21/79 27%	20/79 25%
3rd	12/77 16%	19/80 24%	20/81 25%	28/82 34%	27/80 34%	25/80 31%	22/79 28%	24/80 30%
4th	13/69 19%	15/70 21%	13/71 18%	17/73 23%	17/71 24%	15/70 21%	18/70 26%	14/69 20%
5th	17/84 20%	12/83 14%	14/81 17%	21/81 26%	25/82 30%	24/83 29%	18/83 22%	17/82 21%
6th	14/87 16%	18/86 21%	16/85 19%	25/86 29%	22/86 26%	22/86 26%	22/87 25%	22/87 25%
7th	19/86 22%	19/98 19%	21/97 22%	51/97 53%	41/95 43%	38/97 39%	29/98 30%	30/99 30%
8th	15/84 18%	18/85 21%	16/85 19%	35/86 41%	31/85 36%	34/88 39%	19/76 25%	17/76 22%
Total	141/710 19.8%	157/732 21%	161/728 22%	252/735 34%	236/725 33%	229/734 31%	202/724 28%	192/724 27%

23-24 School Year:

Chronic Absenteeism: (10% or more total absences of their total days enrolled)

Grade	Aug.	Sept.	Oct.	Nov.	Dec	Jan	Feb.	March
UTK	13/98 13.2%	41/101 40.5%	41/95 43%	47/101 47%	54/101 53%	22.64%	25.8%	28.7%
K	11/61 18%	15/61 24.5%	23/65 35%	21/63 33%	23/63 36%	17.72%	23.6%	27.6%
1st	13/81 16%	13/82 15.8%	15/85 18%	14/84 17%	14/85 16%	18.42%	21.6%	23.8%
2nd	8/77 10.3%	7/76 9.2%	7/78 9%	10/78 13%	10/78 13%	20.05%	19.45%	21%
3rd	6/76 7.8%	8/77 10.3%	12/77 14%	11/77 14%	12/78 15%	21.45%	19.47%	31.3%
4th	10/77 12.9%	11/76 14.5%	14/76 18%	13/76 17%	11/76 14%	18.05%	18.28%	22.1%
5th	9/69 13%	8/72 11.1%	10/73 14%	10/72 14%	8/72 11%	16.27%	14.74%	19%
6th	9/70 12.8%	6/69 8.7%	8/70 11%	8/70 11%	8/70 11%	17.29%	21.05%	24%
7th	7/97 7.2%	13/97 13.4%	16/96 16%	19/96 20%	19/95 20%	18.24%	18.75%	24.3%
8th	12/100 12%	17/97 17.5%	22/98 22%	20/97 21%	21/102 20%	20.93%	21.8%	27.1%
Total	89/806 11%	139/808 17.2%	168/813 21%	173/814 21%	180/820 22%	20%	21%	25.3%

All Students

All Students

State

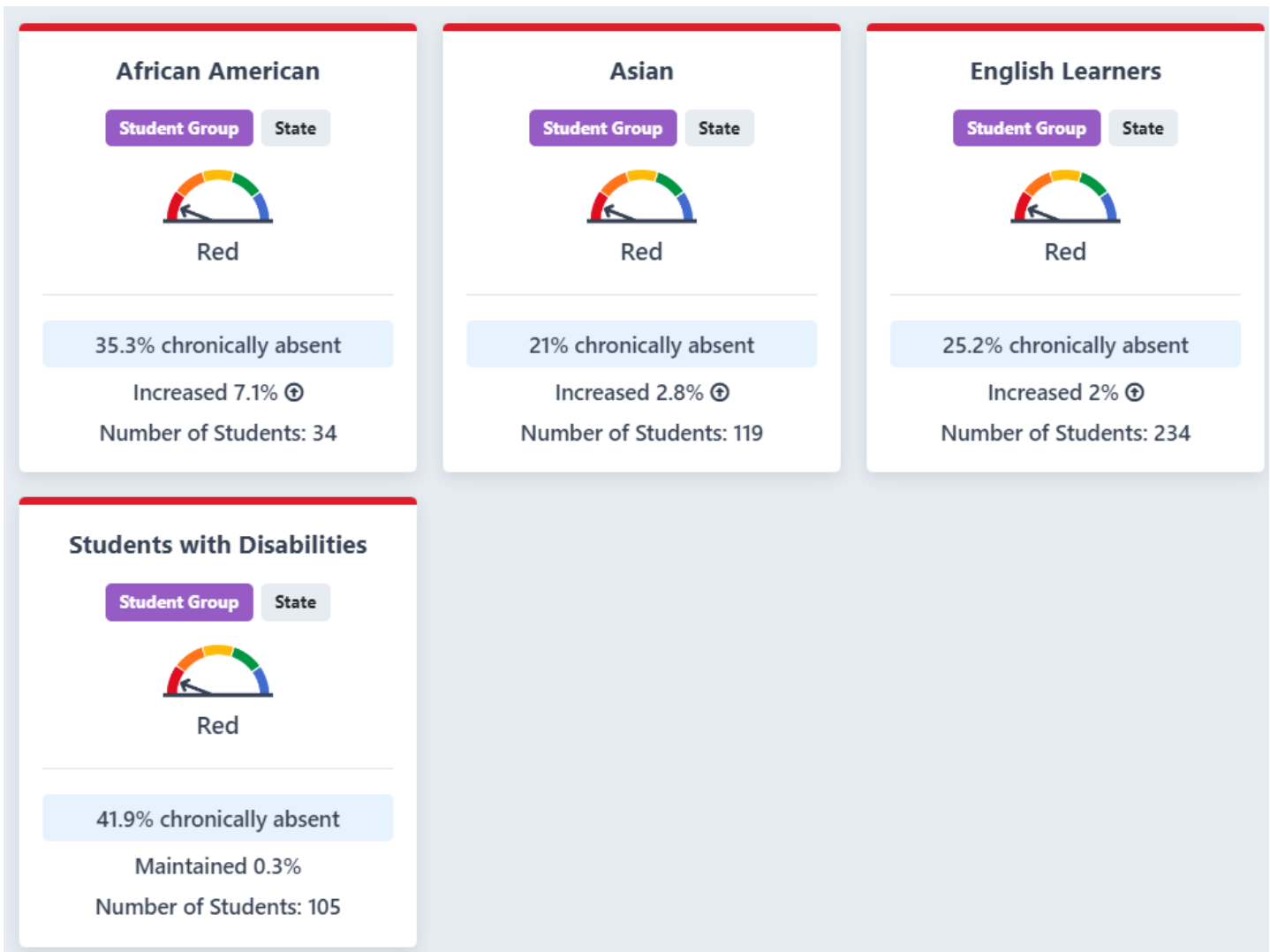


Yellow

28.8% chronically absent

Declined 6.1% ⬇️

Number of Students: 799



Data Analysis

Image 1 and Image 2 show the chronic absenteeism rate for the 22-23 and 23-24 school years by month. Compared to the previous school year (22-23), the chronic absenteeism rate has decreased. Some interventions put in place during the 23-24 school year included a Community Outreach Assistant to make contact with parents and provide supports to families, School Attendance Review Team meetings (SART), attendance incentives for growth and perfect attendance and daily calls home to clear absences.

Image 3 and Image 4: All students fall in the yellow range on the CA Dashboard. During the 2022-2023 school year, the chronic absenteeism declined by 6.1%. The California Dashboard data indicates there are four student groups that either maintained or increased their chronic absenteeism rate for the 22-23 school year. Those groups include Asian students, African American students, English Learners and students with disabilities. Stella Brockman needs to continue to focus on improving attendance which will improve learning outcomes.

Student Need 2:

Chronic Absenteeism needs to decrease for all students including African American students (ATSI), Asian students and English Learners.

SMART Goal 1

By May of 2027, school-wide daily attendance rates will increase from an average of 85% to an average of 95%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Community Outreach Assistant to reach out to families to provide resources and gather information about students who are truant including our ATSI group, African American students.	The number of contacts made by the Community Outreach Assistant to students who are considered truant will be monitored each month using Q Visits. Number of students monitored by COA with outcome (made improvement, no improvement)	23/24 School Year 5 visits were entered by the Community Outreach Assistant. Beginning 24/25 school year.				Time Money People
Attendance Incentives will be implemented such as BBQs, cinnamon roll breakfast, prizes, etc. to increase school-wide attendance.	Percentage of students that earn the cinnamon roll perfect attendance incentive every three months. Percentage of students attending school each month using the Monthly Average Attendance Rate in Power BI	11/16/23 74/802 9.2% 2/15/24 69/800 8.6% Monthly Attendance Percentage: Aug. 93.52% Sept. 92.42% Oct. 91.47% Nov. 87.22% Dec. 84.86% Jan. 88.67% Feb. 85.9% Mar. 85.23%				Time Money People
Staff (Certificated and Classified) will create informational documents in all required languages and provide informational meetings to parents focusing on the importance of regular attendance.	Percentage of students attending school each month using the Monthly Average Attendance Rate in Power BI.	Monthly Attendance Percentage: Aug. 93.52% Sept. 92.42% Oct. 91.47% Nov. 87.22% Dec. 84.86% Jan. 88.67% Feb. 85.9% Mar. 85.23%				Time Money People

<p>Certificated and Classified staff will monitor truant students and hold SART (School Attendance Review Team) meetings with parents to support positive attendance and provide resources to improve attendance.</p>	<p>Number of SART meetings held before SARB hearings.</p>	<p>SART meetings held by grade level: 2nd- 2 5th-1 6th- 1 7th- 3 8th- 2</p> <p>Students with active SARB contracts: 10</p>				<p>Time People</p>
<p>Enrichment opportunities such as STEM club, Math Olympiad, PBIS activities and dances before, during, and after school will be offered to students to increase their school connectiveness and attendance.</p>	<p>Percentage of students attending school each month using the Monthly Average Attendance Rate in Power BI</p>	<p>Monthly Attendance Percentage: Aug. 93.52% Sept. 92.42% Oct. 91.47% Nov. 87.22% Dec. 84.86% Jan. 88.67% Feb. 85.9% Mar. 85.23%</p>				<p>Time Money People</p>
<p>Students in grades 7-8 will have the opportunity to participate in enrichment electives such as leadership, leadership media, Bridge to Success, Visual and Performing Arts (choir, band, classroom music) to increase school connectiveness and increase attendance.</p>	<p>Percentage of 7th and 8th graders attending school each month using the Monthly Average Attendance Rate in Power BI</p>	<p>Month 7th 8th Grade 8th Grade Aug. 7.2% 12% Sept. 13.4% 17.5% Oct. 16% 22% Nov. 20% 21% Dec. 20% 20% Jan. 18.24% 20.93% Feb. 18.75% 21.8% Mar. 24.3% 27.1%</p>				<p>Time Money People</p>

Certificated and/or classified staff will support our Homeless population by making contact and ensuring students have access to transportation and resources they need to be successful at school.	The number of contacts made by the TSSP Liaison will be monitored each month using Q Visits.	Beginning 24/25 school year.				Time Money People
The Community Outreach Assistant will work with administration, COST, and PBIS to put incentives and supports in place to increase overall attendance on campus.	Percentage of students attending school each month using the Monthly Average Attendance Rate in Power BI	Monthly Attendance Percentage: Aug. 93.52% Sept. 92.42% Oct. 91.47% Nov. 87.22% Dec. 84.86% Jan. 88.67% Feb. 85.9% Mar. 85.23%				Time Money People

Progress Monitoring

SMART Goal 2

By May of 2027, chronic absenteeism for all student groups including African American students (ATSI), will decrease from an average of 20% to an average of 5% as measured by the monthly chronic absenteeism rate.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Community Outreach Assistant to reach out to families to provide resources and gather information about students who are truant including our ATSI group, African American students and our students who are in the red on the CA Dashboard. The	Number of students monitored by COA with outcome (made improvement, no improvement) Number of AA students monitored by COA with outcome (made improvement, no improvement)	Beginning 24/25 school year.				Time Money People

Community Outreach Assistant will monitor chronically absent students and put interventions in place to increase their attendance.						
Certificated and Classified staff will monitor truant students and hold SART (School Attendance Review Team) meetings with parents to support positive attendance.	Number of SART meetings held prior to SARB referral.	SART meetings held by grade level: 2nd- 2 5th-1 6th- 1 7th- 3 8th- 2 Students with active SARB contracts: 10				Time People Money
Tier 2 and 3 supports (home visits, COST meetings, SSTs, etc.) will be put in place to support chronically absent students including the ATSI group, African American students.	Chronic Absenteeism Rate by month (10% or more total absences of their total days enrolled) African American Absenteeism Rate by month	Chronic Absenteeism Rate by Month: Aug. 11% Sept. 17.2% Oct.21% Nov. 21% Dec. 22% Jan. 20% Feb. 21% Mar. 25.3% African American: Sept. 21.33% Oct. 26.47% Nov. 21.36% Dec. 42.05% Jan. 22.01% Feb. 20.53% Mar. 22%				Time People

Progress Monitoring

Progress Monitoring

Data



Clear All Filters

School Year

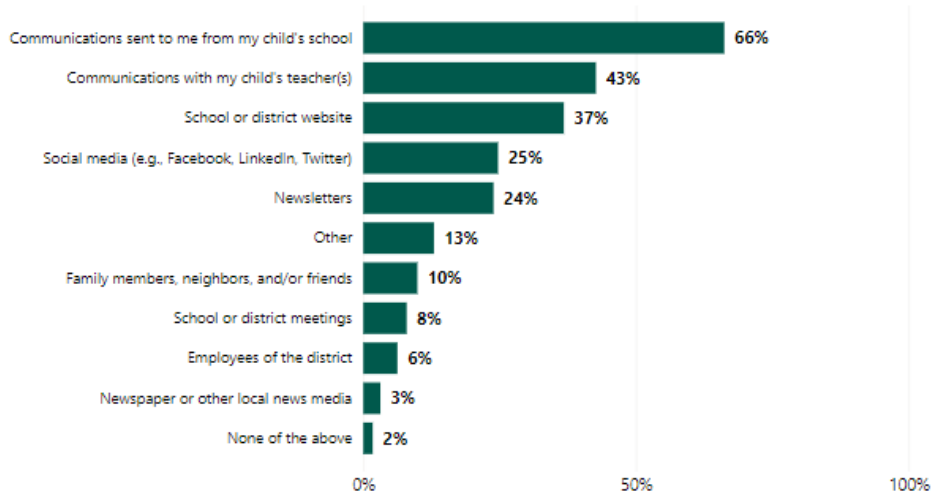
All



Roll

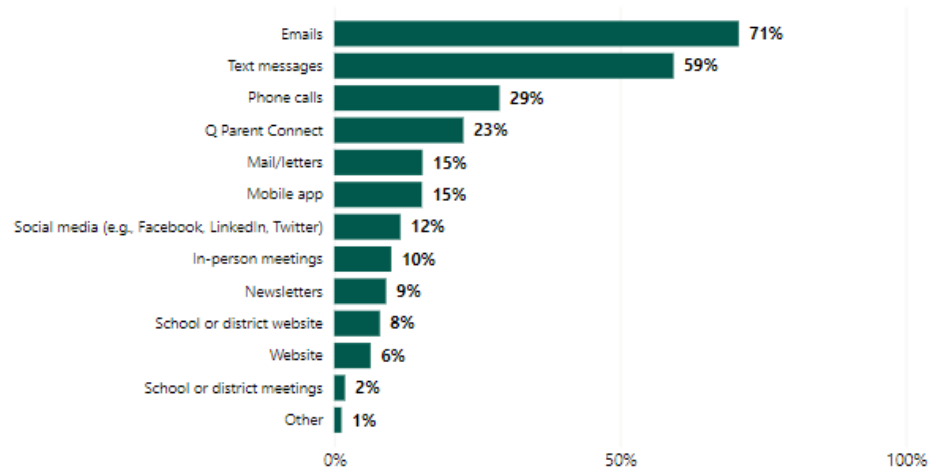
How do you receive most of your information about your child's school?

Group ● Parent



How would you prefer your child's school to provide information to you? Please select up to three options.

Group ● Parent





Clear All Filters

School Year

All

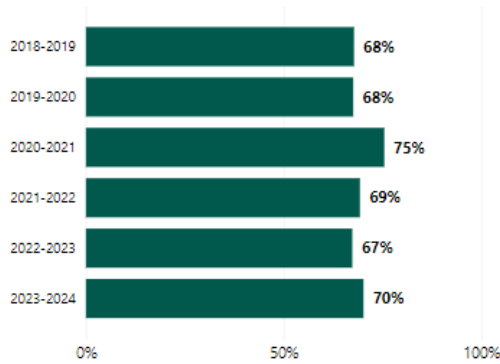
Chart Segment

Role

Please indicate how much you disagree or agree with the following statements: (% Agree + % Strongly Agree)

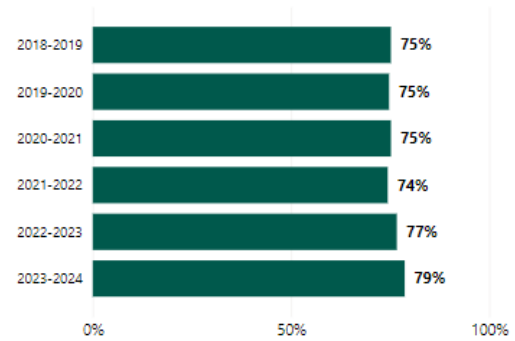
Teachers keep me well-informed about my child's progress.

Group ● Parent



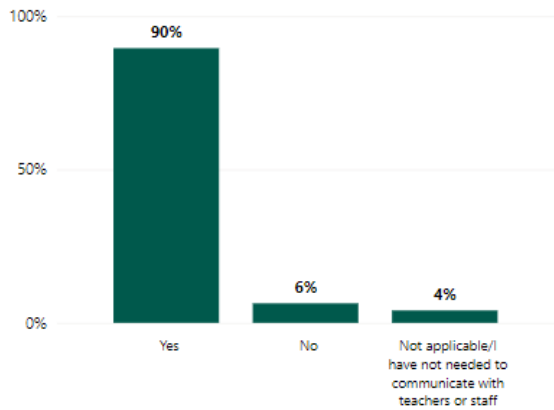
The school keeps me well-informed about events and activities.

Group ● Parent



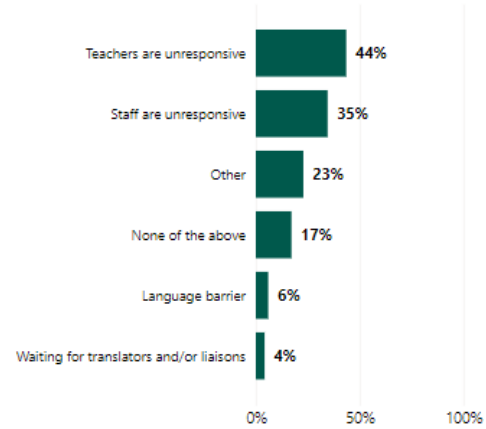
Are you able to communicate with teachers and staff when you need to?

Group ● Parent



Why were you unable to communicate with teachers and staff when necessary?

Group ● Parent





Clear All Filters

School Year

All

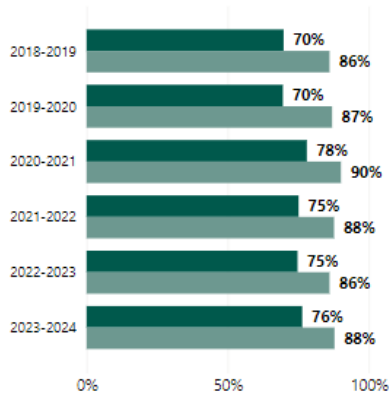
Chart Segment:

Role

District schools... (% Agree + % Strongly Agree)

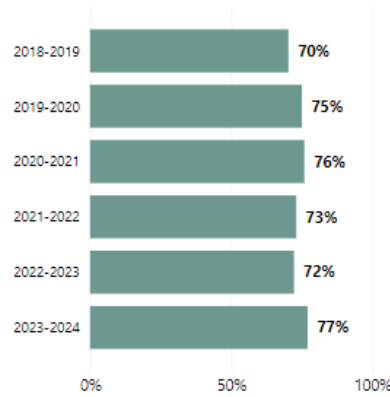
...effectively communicate(s) with parents regarding their child's progress.

Group ● Parent ● Staff



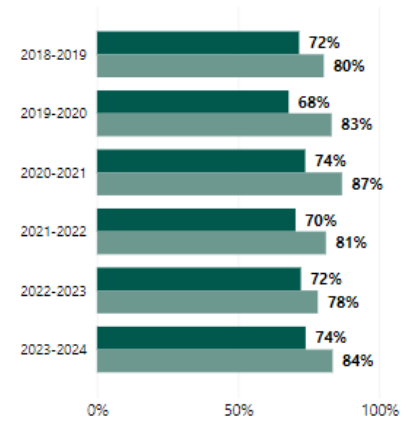
...encourage(s) involvement from community members and organizations.

Group ● Staff



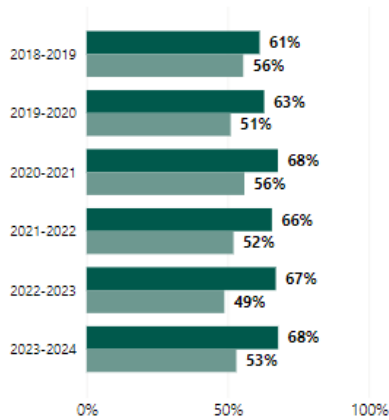
...encourage(s) parental involvement.

Group ● Parent ● Staff



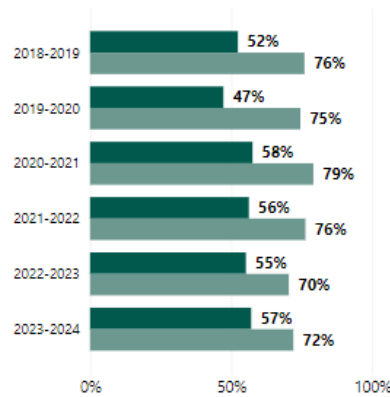
...has/have parents who are highly involved.

Group ● Parent ● Staff



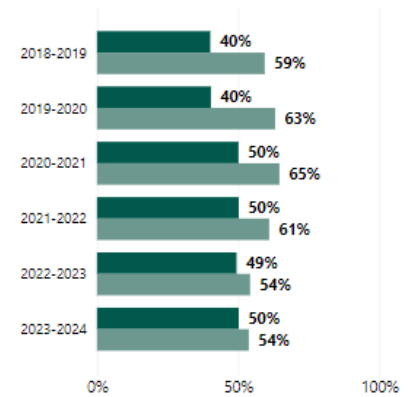
...offer(s) parents a say in the decision-making process at my school.

Group ● Parent ● Staff



...offer(s) parents a say in the decision-making process at the district level.

Group ● Parent ● Staff





Clear All Filters

School Year

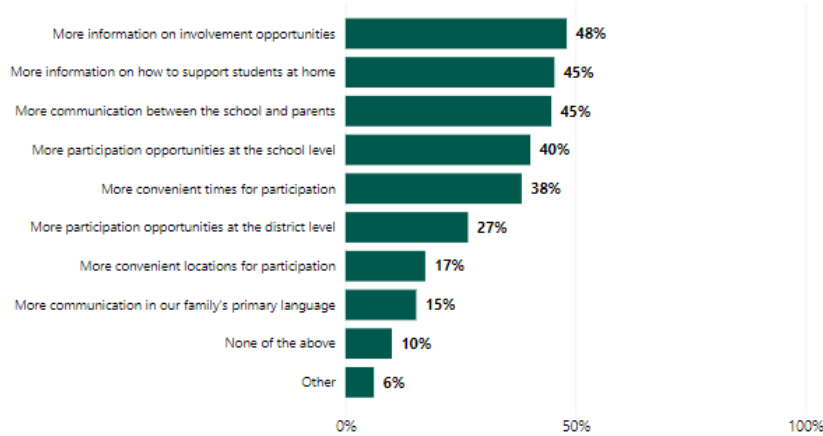
All

Chart Segment

Role

What would help parents become more involved in Manteca USD?

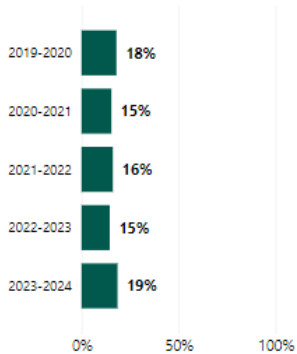
Group ● Parent



During the past 30 days, how many times did you... (% 4 to 5 Times + % More than 5 Times)

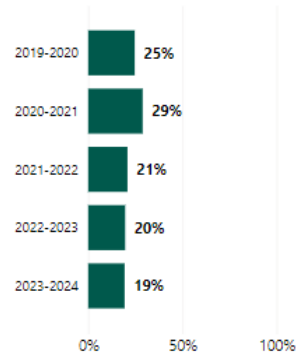
...communicate with your child's school (e.g., via email, phone, in-person)?

Group ● Parent



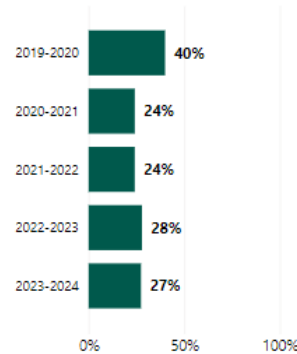
...communicate with your child's teachers (e.g., via email, phone, in-person)?

Group ● Parent



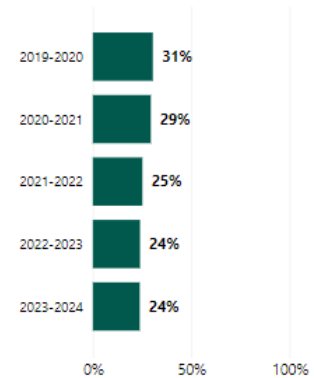
...engage your child in educational activities outside the home (e.g., museums, libraries)?

Group ● Parent



...visit the website of your child's school?

Group ● Parent



Data Analysis

Images 1 and 2: LCAP Survey- School Communication with Parents

According to the LCAP survey, most communication comes from the school (66%) or the teacher (43%). When asked their preferred method of communication, parents indicated email and text messages. Seventy percent of parents feel that teachers keep them informed on their child's progress. This is an increase from the previous year, only 67% felt informed. Seventy-nine percent of parents felt the school keeps them well-informed. The previous school years score was 77%. Ninety percent of parents stated they can communicate with staff when needed. When asked why they are unable to communicate, 44% indicated teachers are unresponsive and 35% stated staff are unresponsive. Only 6% indicated a language barrier was the reason. This data indicates a large percentage of parents feel that they receive adequate communication from the school.

Image 3: LCAP Survey- Expectations

When looking at involvement, 77% of parents indicated schools encourage involvement from community members and organizations. Seventy-four percent indicated the schools encourage parent involvement. When it comes to shared decision making, only 57% of parents feel they have a say in the decision making at the school site.

Image 4: LCAP Survey- Parental Involvement

Parents indicated that providing more information about involvement opportunities and how to support students at home would help parents become more involved. Additionally, 45% indicated more communication between the school and parents would increase involvement. When asked how often parents communicate or engage in certain activities, very few indicated they communicated with teachers/staff within the last 30 days. Additionally, only 27% stated they engage their children in educational activities outside of the home.

Student Need 3:

Increase parent/student/community involvement in school activities and groups including but not limited to English Learner Advisory Committee, School Site Council, and after-school engagement activities and events.

SMART Goal 1

By May of 2027, Stella Brockman will increase school connectiveness for all stakeholders by holding regular School Site Council meetings, English Learner Advisory Committee meetings, Parenting Partner classes, and other engagement events that increase school participation and attendance as measured by our annual LCAP survey.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Certificated and classified personnel will be trained and will facilitate Parenting Partners sessions at least twice a year. Classified staff will provide student supervision to allow parents to attend the sessions.	Number of parents who complete the program by attending all sessions.	Fall 23/24 School Year: Number of parents who completed the workshop: 3 Spring 23/24: Number of parents who completed the workshop: 0				Time Money People
Certificated and classified staff will participate in School Site Council meetings, and English Learner Advisory Committee meetings to increase connectiveness.	Number of attendees for School Site Council each month. Number of attendees for ELAC meetings (4 times a year).	SSC April: 8 March: 4 Feb.: 4 Jan.: 4 Dec.: 6 Nov.: 5 Oct.: 5 Sept.: 4				Time People Money
Community engagement events- Cultural Celebration, Fall Festival, Spring Fling, Book Fair, B2SN	Attendance measured by sign in sheets, QR codes and/or surveys.	Event # of students in attendance _____				Time Money People

		# of parents in attendance _____				
Staff will provide academic engagement opportunities such as clubs (academic and enrichment), STEM Night and Literacy Night to engage students and families.	Attendance measured by sign in sheets, QR codes and/or surveys.	Event _____ # of students in attendance _____ # of parents in attendance _____				Time Money People
Provide opportunities for students to participate in events, activities, and educational excursions during and outside of the instructional day to increase student connectiveness to school. (Artist in Residence, Science Camp, etc.)	Pre/Post survey to measure connectiveness after an event/activity/educational excursion.	Beginning 24/25 school year survey will be created.				Time People Money
Teachers will meet with families twice a year during Goal Setting Conferences to communicate students' progress on grade level standards.	Number of conferences held during trimesters 1 and 2 Goal Setting Conferences.	Trimester 1 Conferences Held: 876 Trimester 2 Conferences Held: 728				Time People
Staff (Certificated and Classified) will create monthly newsletters in all required languages to increase school to home communication and connectiveness.	Number of views for each newsletter will be tracked.	# of Views: Aug. 1967 Sept. 1292 Oct. 1531 Nov. 1481 Dec. 1396 Jan. 1756 Feb. 1486 Mar. 1602 April 412				Time Money
The Outreach Assistant will work with staff and admin to reach out to families to increase	The number of calls/contacts made by the OA will be monitored in Q Visits.	23/24 School Year 5 visits were entered by the Community				Time Money People

attendance at committee meetings and events.		Outreach Assistant.				
--	--	---------------------	--	--	--	--


Progress Monitoring

Progress Monitoring

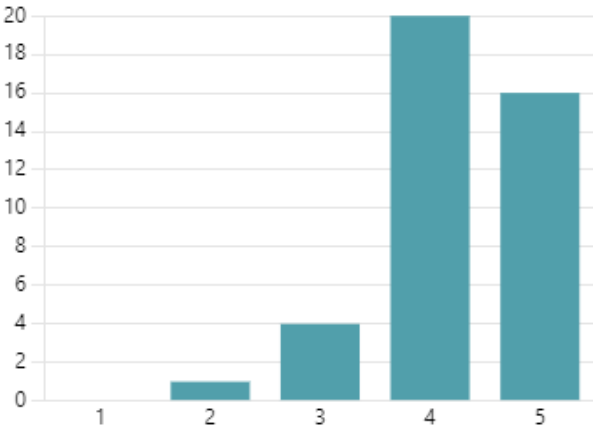
Data

2. How comfortable are you with our site safety procedures as it is related to your position? (1-poor/5-excellent)

[More Details](#)


 Insights

4.24
Average Rating



4. Do you believe that our site is reasonably secure from the general public during school hours?

[More Details](#)

 Insights

- Yes 34
- No 1
- Somewhat 6



SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Manteca Unified School District	COUNTY San Joaquin
SCHOOL SITE Stella Brockman Elementary	SCHOOL TYPE (GRADE LEVELS) Elementary K-8
INSPECTOR'S NAME Bartlett, Elbert	NUMBER OF CLASSROOMS ON SITE 39
INSPECTOR'S TITLE Supervisor of Maintenance	NUMBER OF RESTROOM ON SITE 7
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 0	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Elbert Bartlett
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: 19.39 acres	WEATHER CONDITION AT TIME OF INSPECTION Fair
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 67,350	SITE ENROLLMENT 0

PART III: CATEGORY TOTALS AND RANKING (Round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/POUNTAINS	F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS-LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/POUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS
71	Number of "✓" s:	71	71	71	69	71	71	71	71	71	71	71	71	71	71
	Number of "0" s:	0	0	0	2	0	0	0	0	0	0	0	0	0	0
	Number of "X" s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "N/A" s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "N/A"s)		100.00%	100.00%	100.00%	97.18%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			97.18%	100.00%		100.00%	100.00%		100.00%		100.00%		
Rank (Circle One) Good = 90%-100% Fair = 75%-89.99% Poor = 0%-74.99%		GOOD FAIR POOR			GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		

Note: An extreme deficiency in any section automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair."

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE **99.65%** SCHOOL RATING* **Exemplary**

*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	Exemplary
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	Fair
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary)

WORK ORDER SUBMITTED FOR EACH IDENTIFIED DEFICIENCY.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Manteca Unified School District		COUNTY San Joaquin	
SCHOOL SITE Stella Brockman Annex		SCHOOL TYPE (GRADE LEVELS) Elementary K-8	NUMBER OF CLASSROOMS ON SITE 21
			NUMBER OF RESTROOM ON SITE 3
INSPECTOR'S NAME Bartlett, Ebert	INSPECTOR'S TITLE Supervisor of Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Ebert Bartlett	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 0	TIME OF INSPECTION 08/09/2023 07:54 AM - 08/09/2023 07:57 AM	SITE ENROLLMENT 0	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: 9.93 acres	WEATHER CONDITION AT TIME OF INSPECTION Fair		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 35,852			

PART III: CATEGORY TOTALS AND RANKING (Round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/MVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS GATES/FENCES		
29	Number of ✓ %	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
	Number of *D %	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of *X %	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of *NA %	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System In Good Repair Number of "✓" divided by (Total Areas - "NA")		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%		100.00%		100.00%		100.00%		100.00%		100.00%		100.00%	
Rank (Circle One) Good = 100%-100% Fair = 75%-99.99% Poor = 0%-74.99%		GOOD FAIR POOR			GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR	

Note: An extreme deficiency in any section automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair."

OVERALL RATING: **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** 100.00% **SCHOOL RATING*** Exemplary

*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	Exemplary
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	Fair
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary)

WORK ORDER SUBMITTED FOR EACH IDENTIFIED DEFICIENCY.

Data Analysis

Images 1 and 2: Site Staff Safety Survey

All staff gave input regarding their perception of safety on campus. Most staff indicated they feel comfortable with the safety procedures on campus. (4.24 average out of 5) Most staff indicated they feel like the site is safe (34/41) with 6 indicating they feel it is somewhat safe.

Images 3 and 4: Annual Facilities Inspection Tool (FIT)

Based on an inspection of the site, both campuses, the annex and the main site, rated exemplary on the annual report. The facilities met requirements.

Student Need 4:

Students need access to clean and safe facilities that can accommodate growth and provide the resources needed for all students to be successful.

SMART Goal 1

By May of 2027, the site will meet all the state/county requirements for facilities with an "exemplary" rating each year as measured by the annual FIT report.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Site Safety Team will meet at least four times a year to review data, plan for upcoming drills and discuss the needs of the school site to continue creating a safe and clean environment.	Pre/Post survey on staff's perception of safety on campus.	Beginning 24/25 school year.				Time Money People
Staff will participate in professional development through district, site and other offerings such as conferences and workshops that focus on school safety and preparedness.	Pre/post survey on PD measuring perception before and after the training on comfortability with the new strategy/program/idea.	Beginning 24/25 school year.				Time Money People
Regular safety drills will be conducted in compliance with the state and district requirements.	Number of drills completed for each drill type. (Catapult)	Drills as of 5/1: Fire: 8 Earthquake: 2 Shelter in Place: 1 Lockdown: 3 Secure Campus: 1				Time People

Progress Monitoring

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

Every student will be supported to meet grade level standards in ELA and math through targeted intervention supports. Students will be assessed throughout the year and data will be collected and analyzed to support individual student need.

Student Group	Color	Status Level	Change Level	Current Chronic Absenteeism Rate	Current Number of Students Chronically Absent	Current Number of Eligible Students	Prior Chronic Absenteeism Rate
All Students	Yellow	Very High	Declined Significantly	28.8%	230	799	34.9%
English Learners	Red	Very High	Increased	25.2%	59	234	23.2%
Foster Youth	None	*	*	*	*	6	*
Homeless	None	Very High	Declined	34.5%	20	58	55.0%
Socioeconomically Disadvantaged	Yellow	Very High	Declined Significantly	30.7%	152	495	39.6%
Students with Disabilities	Red	Very High	Maintained	41.9%	44	105	41.6%
African American	Red	Very High	Increased	35.3%	12	34	28.2%
American Indian or Alaska Native	None	*	*	*	*	5	*
Asian	Red	Very High	Increased	21.0%	25	119	18.2%
Filipino	None	High	Declined	12.5%	3	24	19.0%
Hispanic	Yellow	Very High	Declined Significantly	31.4%	133	424	38.3%
Native Hawaiian or Pacific Islander	None	*	*	*	*	10	18.2%
White	Orange	Very High	Declined	29.1%	41	141	42.8%
Two or More Races	Orange	Very High	Declined	26.2%	11	42	26.8%

Student Group	Color	Status Level	Change Level	Current Suspension Rate	Current Number of Students Suspended	Current Number of Students Enrolled
All Students	Red	High	Increased Significantly	5.9%	49	837
English Learners	Red	Very High	Increased Significantly	6.3%	15	240
Foster Youth	None	*	*	*	*	6
Homeless	None	High	Maintained	5.1%	3	59
Socioeconomically Disadvantaged	Red	Very High	Increased Significantly	7.0%	36	513
Students with Disabilities	Red	Very High	Increased	13.0%	14	108
African American	Red	Very High	Increased	16.2%	6	37
American Indian or Alaska Native	None	*	*	*	*	5
Asian	Yellow	Low	Increased	0.8%	1	126
Filipino	None	Very Low	Maintained	0.0%	0	25
Hispanic	Red	Very High	Increased Significantly	6.1%	27	443
Native Hawaiian or Pacific Islander	None	*	*	*	*	10
White	Red	Very High	Increased	9.5%	14	148
Two or More Races	Green	Medium	Declined	2.3%	1	43


Note: An asterisk (*) indicates that the n-size consists of less than 11 students, the minimum size for any reporting. The per

Explore Groups By Performance Level

Red 6
Orange 0
Yellow 1
Green 1
Blue 0
No Performance Color 5

African American

Student Group State



Red


16.2% suspended at least one day

Increased 9.4% Ⓢ

Number of Students: 37

English Learners

Student Group State



Red


6.3% suspended at least one day

Increased 4.2% Ⓢ

Number of Students: 240

Hispanic

Student Group State



Red


6.1% suspended at least one day

Increased 3.1% Ⓢ

Number of Students: 443

Socioeconomically Disadvantaged

Student Group State



Red


7% suspended at least one day

Increased 3.2% Ⓢ

Number of Students: 513

Students with Disabilities

Student Group State



Red


13% suspended at least one day

Increased 2.5% Ⓢ

Number of Students: 108

White

Student Group State

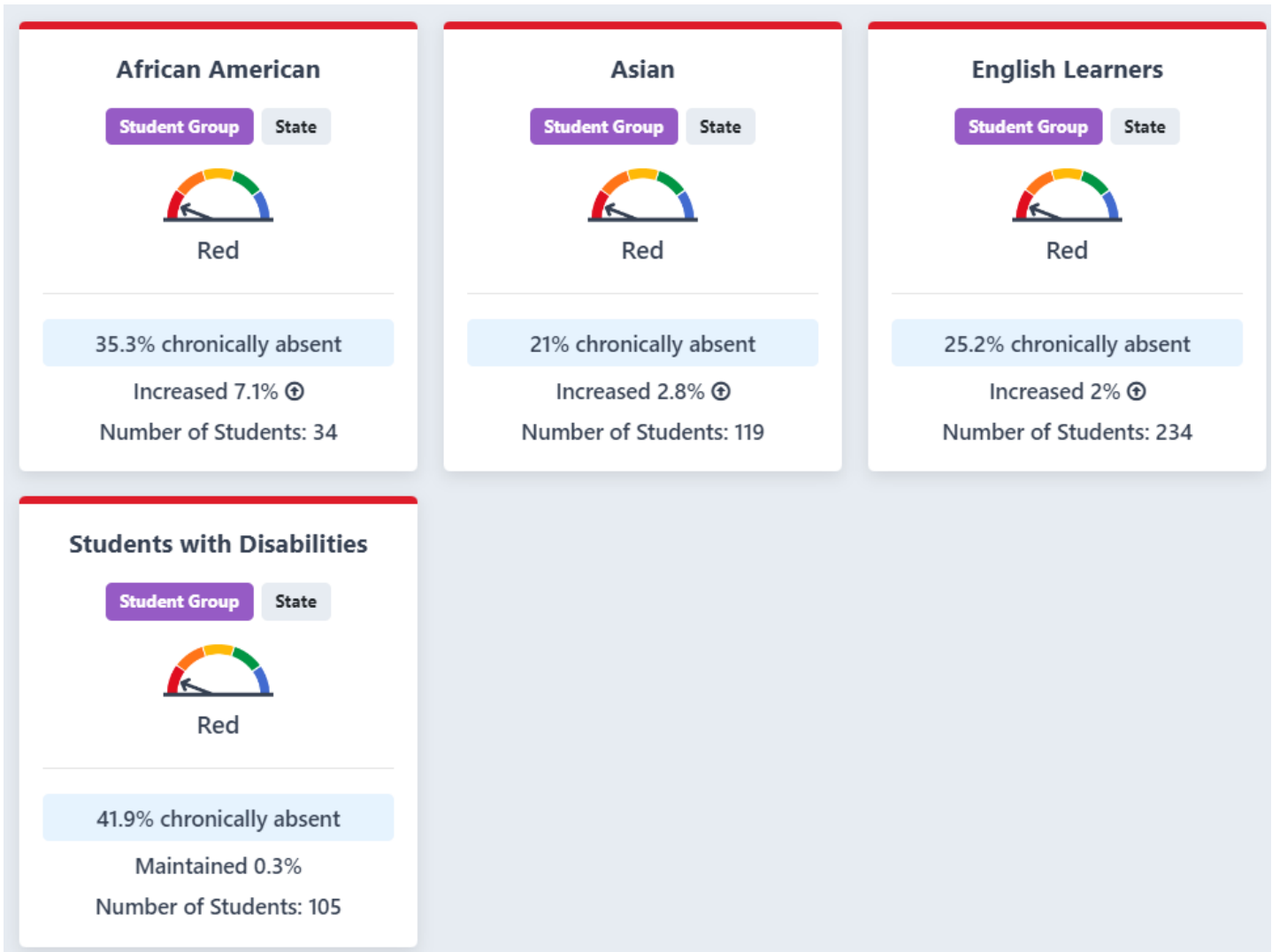


Red

9.5% suspended at least one day

Increased 4.8% Ⓢ

Number of Students: 148



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.

Stella Brockman's identified ATSI group is African American students for suspensions and chronic absenteeism. During the 22-23 school year, African American students accounted for 16 suspensions out of 81 in total (20% of suspensions). All students are in the red on the California School Dashboard for suspensions. African American students had a 7.1% increase in chronic absenteeism during the 22-23 school year. Asian, African American, Students with Disabilities and English Learners have high chronic absenteeism rates. This increase in suspensions and chronic absenteeism for these groups leads to less achievement towards grade level standards.

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.

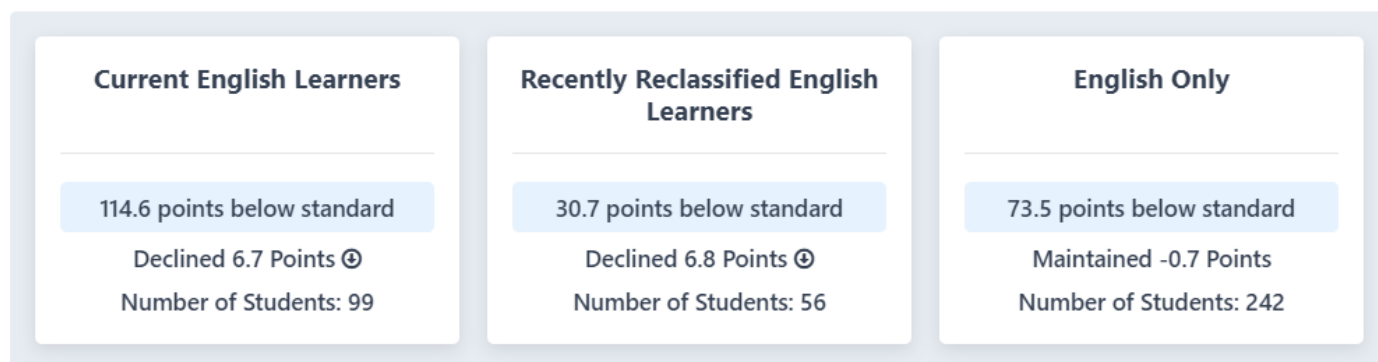
Based on the MAP scores for Fall and Winter of the 23-24 school year, our English Learner population have not shown improvement in the area of reading. Additionally, Asian, socioeconomically disadvantaged, and

Hispanic students have declined in achievement based on the CAASPP English Language Arts assessment. All students have shown a decrease in proficiency on the NWEA MAP Reading assessment from Fall to Spring. The percentage of English Learners considered LTELs (Long Term English Learners) is lower than the district and state average but is an area of need at the site.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	171	185	194	24.1%	24.9%	27.1%
Fluent English Proficient (FEP)	96	99	116	13.5%	13.3%	16.2%
Reclassified Fluent English Proficient (RFEP)	8			4.7%		

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Learner Progress Indicator


All English Learner Students

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

[LEARN MORE](#)

English Learner Progress

All Students
State



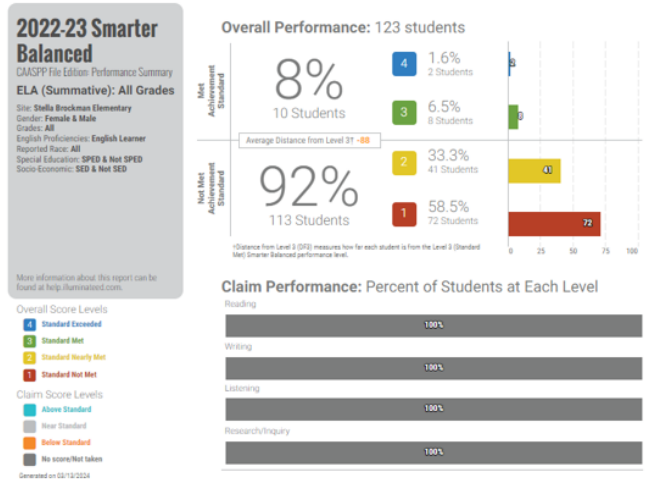
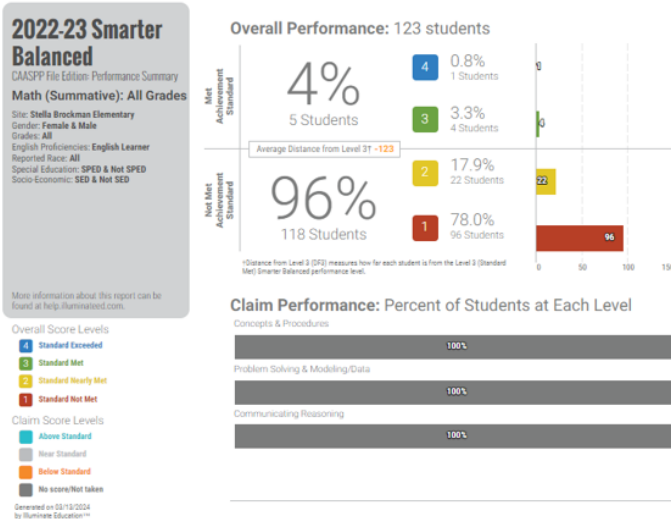
Yellow

51.3% making progress towards English language proficiency

Maintained 0.6%

Number of EL Students: 152

[View More Details](#) →



Subgroup filters have been disabled to protect student privacy.

View Data As: Numbers Percents

[Glossary of Terms for EL Reports](#)

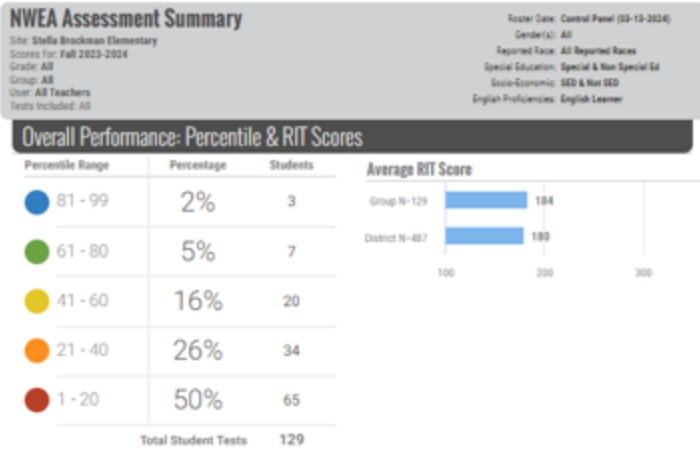
Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	30
01	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	28
02	94.4%	0.0%	0.0%	0.0%	94.4%	5.6%	18
03	80.0%	20.0%	0.0%	0.0%	100.0%	0.0%	20
04	3.1%	50.0%	0.0%	12.5%	65.6%	34.4%	32
05	2.4%	31.7%	0.0%	22.0%	56.1%	43.9%	41
06	3.0%	0.0%	24.2%	30.3%	57.6%	42.4%	33
07	5.7%	0.0%	25.7%	28.6%	60.0%	40.0%	35
08	5.3%	0.0%	0.0%	34.2%	39.5%	60.5%	38

Report Totals

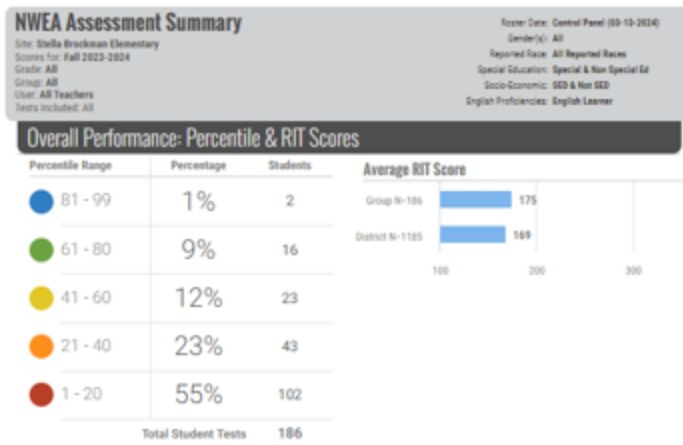
Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Stella Brockman Elementary	35.6%	12.0%	6.2%	16.7%	70.5%	29.5%	275
Manteca Unified	24.6%	7.3%	12.7%	13.7%	58.2%	41.8%	9,349
San Joaquin County	24.3%	7.3%	12.4%	12.4%	56.4%	43.6%	54,884
State	24.8%	7.1%	11.1%	11.6%	54.5%	45.5%	2,040,258

***Note:** The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. To view the data in this report as percentages, including "At-Risk" and "LTEL" percentages, select "Percents" from the View Data As menu option located above the report. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP).

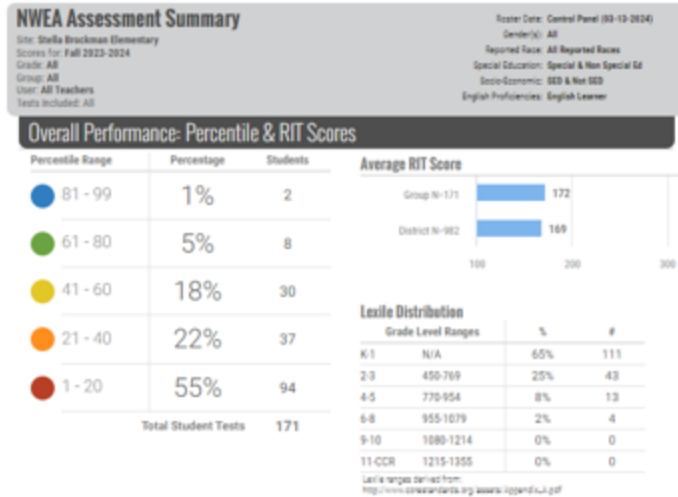
Language Usage



Math

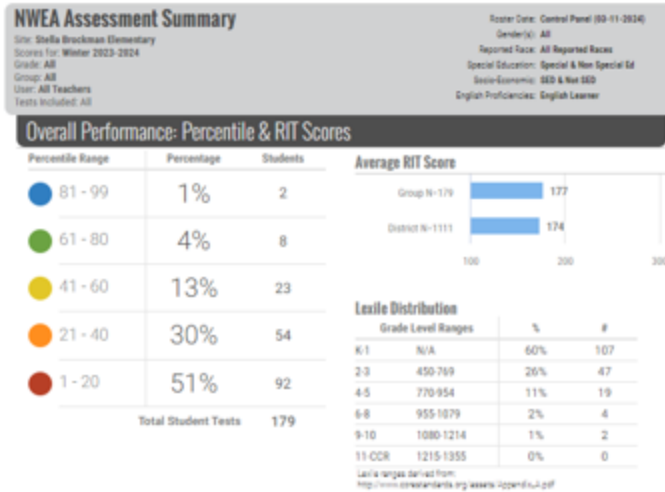


Reading:

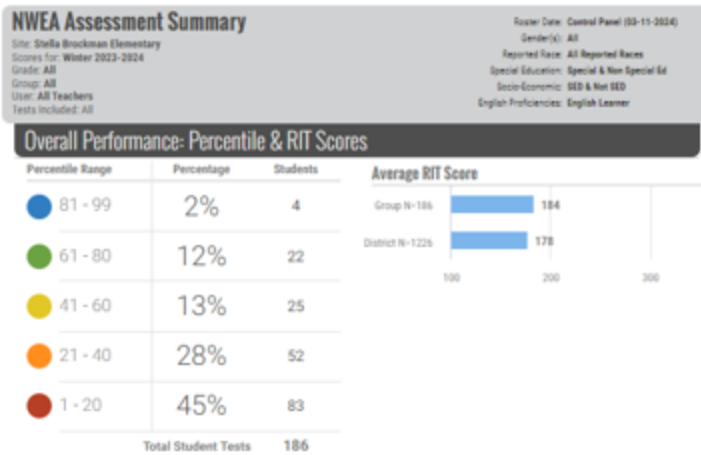


English Learner Winter 23-24

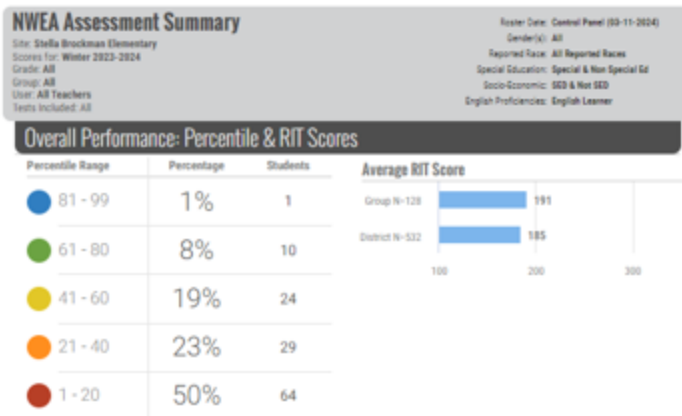
Reading:



Math:



Language Usage:



English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Data Analysis

Image 1 CAASPP Math English Learner Achievement

Based on the 22/23 assessment results for math, English Learners scored 114.6 points below standard and declined 6.7 points from the 21/22 school year. Recently reclassified English Learners scored 30.7 points below standard and declined 6.8 points during the 22/23 school year. Our English Only students scored 73.5 points below standard and maintained their scores. Based on this data, our recently reclassified students score better on the Math CAASPP assessments than our English Only students.

Image 2 All English Learner progress towards English Language proficiency

Based on the 22/23 school year data, 51.3% of English Learners made progress toward English Language proficiency.

Images 3 and 4: English Learner CAASPP performance on Math and ELA

For the math portion of CAASPP, 4% of students showed proficiency in math. For ELA, 8% of students were proficient toward the ELA standards. English learners need support in math and ELA to meet grade level standards.

Image 5 At Risk and Long-Term English Learners

Based on the chart, 24.2% of sixth grade English Learners are considered Long Term English Learners. These students have been English Learners for over 6 years. Additionally, 25.7% of seventh grade English Learners are considered Long Term English Learners. Compared to the district, Stella Brockman has significantly less LTELs at 6.2%. The district has 12.7%. In contrast, Stella Brockman has 12% of English Learners considered At-Risk (4-5 years as English Learners) which is significantly above the district average of 7.3%.

Images 6 and 7 English Learner Achievement on MAP Growth Math, Language Usage and Reading

The 2023-2024 MAP scores show a decline in achievement from fall to winter on the Language Usage and Reading assessments. This indicates that an emphasis needs to be put on English Learner development during both designated and integrated English Language Development. Furthermore, teachers need to be trained on evidence-based strategies to design lessons that support English language development to decrease the number of Long-Term English Learners.

Image 8 English Language Arts English Learner Achievement CAASPP

The 22/23 CAASPP assessment results for English Language arts show English Learners declined 11.1 points and are 79.6 points below standard. This is significantly better than the math results but still indicate a need for more focused instruction on ELA standards. Recently reclassified English Learners scored 4.4 points above standard but showed a decline by 32.7 points. English Only students maintained at 35.2 points below standard. Once again significantly higher than math.

Student Need 1:

Reduce the number of Long-Term English Learners (LTELs) and English Learners considered At-Risk.

SMART Goal 1

By May of 2027, the percentage of students in 3rd-8th grades that are considered at risk or LTEL will be decreased by 5% as measured by MUSD reclassification criteria.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Bilingual aides will work with English Learners under the direction of the classroom teacher during the instructional day to help students access the grade level standards.	Teachers will work with their collaborative team to create common formative assessments to assess English Learner progress toward standards. % of students meeting standards will be collected.	Beginning 24/25 school year. _____ English Learners met ELD standards.				Time Money People
BeGLAD training will be offered to 3rd-8th grade teachers to support daily EL instruction.	Site Learning Walks: Strong evidence of teachers utilizing BeGLAD strategies during designated and integrated ELD instruction.	Beginning 24/25 school year. Rubric (strong, some, little none)				Time People Money
ELOP: Before or after school academic tutorials will be offered to English Learners to support their acquisition of the English Language.	The number of EL students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.	Beginning 24/25 school year. % of students showing mastery on targeted standard.				Time Money People

Progress Monitoring

Data

Reporting Year: 2023 Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+45.0 points or more Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>+10.0 to +44.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>-5.1 to +9.9 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>-5.1 to -70.0 points in Current Year</i>	Orange <ul style="list-style-type: none"> English Learners Asian 	Orange <ul style="list-style-type: none"> All Students (School Placement) Socioeconomically Disadvantaged Hispanic 	Orange <ul style="list-style-type: none"> White 	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) <i>-70.1 points or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange <ul style="list-style-type: none"> Students with Disabilities 	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels; however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.



Student Growth Summary Report

Aggregate by School

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

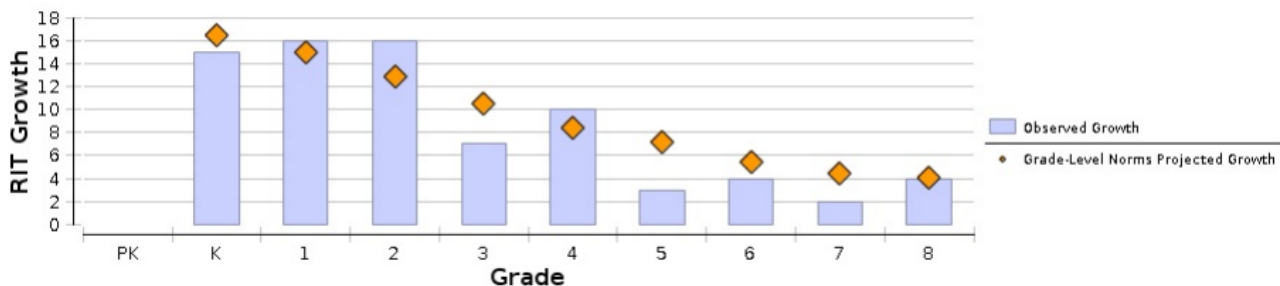
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: Ethnicity
Small Group Display: Yes

Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 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
Asian	13	204.6	15.0	4	208.2	16.8	4	4	2.5	4.3	-0.36	36	13	8	62	51
Black or African American	3	219.3	4.2	57	219.7	12.0	40	0	4.6	3.6	-1.58	6	3	1	33	36
Hispanic or Latino	40	209.7	15.9	15	213.9	15.4	16	4	1.3	4.1	0.07	53	40	21	53	53
Multi-ethnic	1	231.0		95	234.0		94	3		3.0	0.00	50	1	1	100	0
Native Hawaiian or Other Pacific Islander	1	227.0		87	218.0		32	-9		3.2	-6.05	1	1	0	0	0
White	23	209.6	12.9	14	214.1	10.9	16	5	2.2	4.1	0.21	58	23	11	48	46

Language Arts: Reading



Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Fall 2023			Spring 2024			Growth		Growth Evaluated Against			Student Norms			
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT 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
Statistics cannot be aggregated above the program level																
PK																
Statistics cannot be aggregated above the program level																
K																
ELOP	8	133.0	7.1	24	150.3	14.4	30	17	4.7	16.8	0.20	58	8	4	50	51
English Learner	11	133.0	7.1	24	145.3	11.8	7	12	4.0	16.8	-1.65	3	11	3	45	47
Homeless	1	143.0		89	178.0		99	39		15.8	7.89	99	1	1	100	8
SED	24	130.8	6.6	44	149.7	12.1	26	14	2.1	16.5	-1.08	14	24	11	46	46
SWD	1	143.0		89	178.0		99	35		15.8	7.89	99	1	1	100	8
Statistics cannot be aggregated above the program level																
1																
ELOP	17	154.6	12.0	40	166.4	14.0	32	14	1.7	15.3	-0.61	27	17	7	41	35
English Learner	28	141.4	10.7	1	158.1	13.6	2	17	1.9	14.2	1.01	84	28	16	57	51
Homeless	4	145.3	13.8	2	158.8	18.1	2	14	4.8	14.5	-0.40	34	4	1	25	30
SED	57	148.1	13.8	7	164.8	15.3	15	17	1.2	14.8	0.77	78	57	33	58	53
SWD	4	151.0	14.0	18	160.6	8.7	5	10	3.9	15.0	-2.07	2	4	1	25	30
Statistics cannot be aggregated above the program level																
2																
ELOP	21	159.6	10.5	2	175.8	12.0	9	16	2.2	12.8	1.34	91	21	10	48	46
English Learner	25	158.6	10.8	2	175.3	12.0	8	17	1.7	12.8	1.55	94	25	15	60	54
Foster Youth	1	151.0		1	159.0		1	8		12.6	-1.82	3	1	0	0	0
Homeless	6	166.9	10.3	1	171.7	10.2	3	19	3.3	12.7	0.96	84	6	3	50	54
SED	44	158.2	10.8	2	176.0	11.6	9	17	1.3	12.8	1.58	94	44	23	52	50
SWD	4	152.5	3.0	1	164.0	3.5	1	12	1.5	12.6	-0.45	33	4	0	0	34
Section 504	1	148.0		1	161.0		1	13		12.5	0.20	58	1	0	0	0
Statistics cannot be aggregated above the program level																

Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Fall 2023			Spring 2024			Growth		Growth Evaluated Against			Student Norms			
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT 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
Statistics cannot be aggregated above the program level																
3																
ELOP	25	179.8	17.0	17	196.4	13.2	17	11	2.5	10.8	-0.10	46	25	10	40	42
English Learner	13	180.5	13.7	20	193.2	13.5	3	3	2.3	10.8	-3.81	1	13	2	15	14
Foster Youth	1	182.0		26	191.0		1	-1		10.7	-3.52	1	1	0	0	0
Homeless	5	202.2	6.3	99	197.8	14.8	54	-4	7.6	9.8	-0.71	1	5	1	20	18
SED	52	184.7	15.7	39	192.0	15.1	24	7	1.7	10.6	-1.55	6	52	21	38	21
SWD	4	161.8	4.2	1	183.3	16.7	3	22	8.8	11.8	4.67	99	4	2	50	69
Section 504	1	184.0		1	179.0		1	11		11.5	-0.23	41	1	0	0	0
Statistics cannot be aggregated above the program level																
4																
ELOP	18	185.7	20.2	14	200.4	17.8	27	12	2.3	8.5	1.49	93	18	11	61	59
English Learner	16	177.6	16.0	1	192.3	17.5	4	15	1.9	9.2	2.64	99	16	10	63	54
Homeless	3	198.0	1.7	63	208.0	4.6	67	9	3.0	8.0	0.47	68	3	1	33	41
SED	60	191.0	17.8	22	201.8	16.3	34	11	1.2	8.5	1.12	87	50	30	60	52
SWD	8	172.3	14.0	1	184.8	17.1	1	13	3.2	9.5	1.43	92	8	4	50	48
Statistics cannot be aggregated above the program level																
5																
ELOP	7	179.0	21.0	1	186.6	19.3	1	8	4.2	7.8	-0.12	45	7	2	29	18
English Learner	17	179.2	13.4	1	188.6	12.0	1	9	3.1	7.8	0.80	79	17	7	41	40
Homeless	4	192.0	7.6	4	199.0	15.9	4	7	8.8	7.2	-0.08	47	4	3	75	99
SED	42	191.2	18.9	3	194.2	18.6	1	3	2.1	7.2	-2.12	2	42	14	33	21
SWD	9	185.1	15.7	1	194.1	19.5	1	9	5.8	7.5	0.75	77	9	5	58	53
Section 504	1	223.0		99	222.0		94	-1		5.5	-3.20	1	1	0	0	0
Statistics cannot be aggregated above the program level																
6																
ELOP	8	209.4	19.3	46	208.9	21.8	18	9	2.6	5.2	-3.30	1	8	3	38	37
English Learner	21	195.3	13.7	2	206.8	13.2	2	6	1.9	6.1	-0.33	37	21	13	62	52
Homeless	5	206.8	6.9	32	203.0	12.6	4	-4	5.2	5.4	-5.29	1	5	2	40	12
SED	48	203.0	14.2	16	206.4	13.9	10	3	1.8	5.8	-1.27	10	48	21	48	42
SWD	5	188.4	14.5	1	193.0	13.0	1	9	4.0	6.5	-1.08	14	5	2	40	34

Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Fall 2023			Spring 2024			Growth		Growth Evaluated Against			Student Norms			
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT 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
Statistics cannot be aggregated above the program level																
7																
ELOP	2	208.5	4.9	22	212.5	14.8	14	2	7.0	4.4	-1.37	8	2	1	50	41
English Learner	19	198.2	12.7	1	199.2	13.2	1	1	1.5	4.9	-2.20	1	19	8	32	28
Foster Youth	1	191.0		1	207.0		6	16		5.2	6.17	99	1	1	100	0
Homeless	4	196.8	14.8	1	203.5	12.9	2	7	3.2	4.9	1.01	84	4	1	25	42
SED	59	206.3	14.4	14	208.8	14.0	9	2	1.2	4.5	-1.14	13	53	22	42	38
SWD	6	186.7	10.3	1	187.0	11.1	1	1	3.4	5.4	-2.82	1	6	2	30	29
Statistics cannot be aggregated above the program level																
8																
ELOP	2	192.5	7.6	1	213.0	1.4	13	21	4.5	4.9	7.72	99	2	2	100	96
English Learner	13	197.1	10.9	1	202.6	8.1	1	6	2.6	4.7	0.40	88	13	8	62	74
Homeless	1	211.0		19	218.0		23	5		4.9	0.90	89	1	1	100	0
SED	61	210.5	14.4	17	214.5	12.9	18	4	1.1	4.9	-0.91	50	61	33	54	52
SWD	15	185.3	14.4	1	189.7	15.7	1	5	2.8	4.8	-0.19	42	15	6	40	31

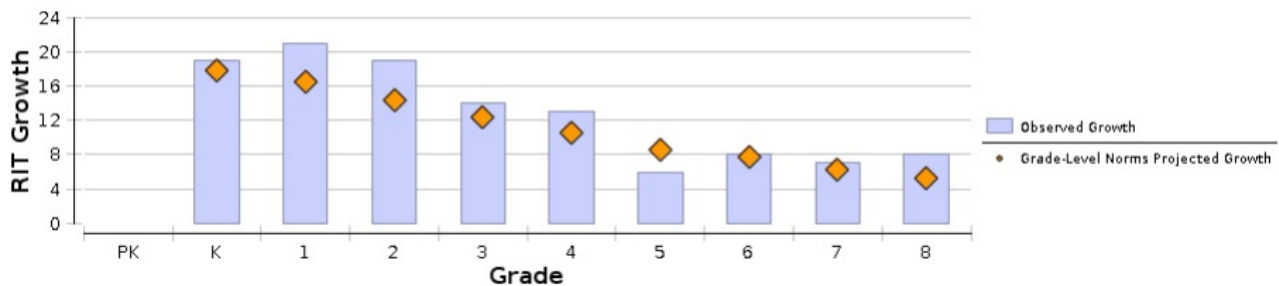
LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
	<i>from Prior Year (by 15.1 points or more)</i>	<i>from Prior Year (by 3.0 to 15.0 points)</i>	<i>from Prior Year (declined increased by 2.9 points or fewer)</i>	<i>from Prior Year (by 3.0 to 14.9 points)</i>	<i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) +35.0 points or more in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 0.0 to +34.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -0.1 to -25.0 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW -25.1 to -95.0 points in Current Year	Orange (None)	Orange <ul style="list-style-type: none"> All Students (School Placement) English Learners Asian Hispanic White 	Orange <ul style="list-style-type: none"> Socioeconomically Disadvantaged 	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) -95.1 points or fewer in Current Year	Red (None)	Red (None)	Red (None)	Orange <ul style="list-style-type: none"> Students with Disabilities 	Orange (None)

Stella Brockman Elementary

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 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
Asian	13	216.4	22.2	19	222.1	24.2	21	6	2.5	5.2	0.19	57	13	6	46	43
Black or African American	3	217.0	11.8	21	226.7	14.3	36	10	7.5	5.3	1.84	97	3	2	67	70
Hispanic or Latino	42	212.8	15.9	11	221.5	16.5	19	9	1.0	5.2	1.45	93	42	28	67	66
Multi-ethnic	1	228.0		62	241.0		85	13		5.4	3.14	99	1	1	100	0
Native Hawaiian or Other Pacific Islander	1	219.0		27	238.0		78	19		5.3	5.68	99	1	1	100	0
White	25	212.8	12.3	11	221.4	14.9	19	9	1.4	5.2	1.41	92	25	16	64	61

Math: Math K-12



Data Analysis

CA School Dashboard 5x5 for English Language Arts (Image 1)

The data on this chart shows that most of our students fall in the orange and had declining scores on the 22-23 CAASPP ELA assessment. All students declined and had low achievement. Students with disabilities showed an increase in proficiency and White students maintained their scores. English Learners and Asian students declined in proficiency significantly. Hispanic and Socioeconomically Disadvantaged students declined in achievement as compared to previous years.

Student Growth Summary by Ethnicity Reading (Image 2)

The data from the most recent MAP window indicates the percentage of students who met their growth projection by ethnicity. Sixty-two percent of Asian students, 33% of African American students, and 53% of Hispanic students met their growth projections from Fall to Spring.

Student Growth Summary by Grade Level and Ethnicity (Image 3)

The data from the most recent MAP window indicates the percentage of students who met their growth projection by program. Fourth grade had the highest percentage of SED students who met their growth projections at 60%. Other grade levels averaged 50% or below. With over 50% of the student population at Stella Brockman considered Socioeconomically Disadvantaged, this is a significant amount of students not meeting their growth projections.

CA School Dashboard 5x5 for Math (Image 4)

Overall, all students had low achievement on the CAASPP Math assessment. All students declined in achievement from the previous school year. English Learners, Hispanic, Asian and White students had similar achievement and declining scores. Socioeconomically Disadvantaged students maintained their scores but continue to have low achievement.

Student Growth Summary by Ethnicity Math (Image 5)

The NWEA MAP Math data indicates 46% of Asian students, 67% of Hispanic students and 64% of white students met their growth projections from Winter 2024-Spring 2024. Based on this information, students are making progress toward grade level standards for math. The focus on math instruction and Math Thinking Strategies this school year has made a positive impact on overall math achievement.

Student Need 2:

Students who are socioeconomically disadvantaged (SED), Asian, and Hispanic need support accessing grade level standards. These student groups have declined in proficiency on the CAASPP ELA and math assessments.

SMART Goal 1

By May of 2027, 80% of socioeconomically disadvantaged, Asian, and Hispanic students will meet or exceed their growth projections as measured by the NWEA MAP Reading and Math Growth assessments.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will participate in regular grade level Professional Learning Communities (PLC) focused on lesson design to meet the needs of all learners including SED, Asian and Hispanic students.	Learning walks looking for strong evidence of differentiation and lesson design that supports the needs of all learners.	Beginning 24/25 school year. Rubric needed. Strong, some, little, none				Time People

ELOP: Before and/or after school academic tutorials will be offered to Socioeconomically Disadvantaged, Asian, and Hispanic students to support their understanding of ELA and math grade level standards.	The number of SED, homeless, foster students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.	Beginning 24/25 school year.				Time Money People
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Progress Monitoring

Data

English Language Arts Indicator - Student Group Five-by-Five Placement

[View District Placement](#)

Reporting Year: 2023 Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+45.0 points or more Current Year</i>	(None)	(None)	(None)	(None)	(None)
HIGH <i>+10.0 to +44.9 points in Current Year</i>	(None)	(None)	(None)	(None)	(None)
MEDIUM <i>-5.0 to +9.9 points in Current Year</i>	(None)	(None)	(None)	(None)	(None)
LOW <i>-5.1 to -70.0 points in Current Year</i>	<ul style="list-style-type: none"> ▪ English Learners ▪ Asian 	<ul style="list-style-type: none"> ▪ All Students (School Placement) ▪ Socioeconomically Disadvantaged ▪ Hispanic 	<ul style="list-style-type: none"> ▪ White 	(None)	(None)
VERY LOW (LOWEST STATUS) <i>-70.1 points or lower in Current Year</i>	(None)	(None)	(None)	<ul style="list-style-type: none"> ▪ Students with Disabilities 	(None)

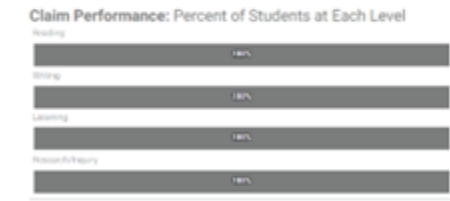
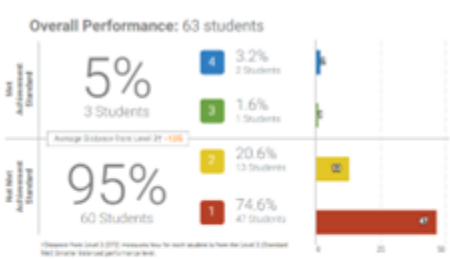
Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels. However, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

2022-23 Smarter Balanced
 CASPP 5th Grade Performance Summary
ELA (Summative): All Grades
 Site: Stella Brockman Elementary
 Gender: Female & Male
 Grade: 5th
 English Proficiency: All
 Reading Status: All
 Special Education: SPED
 Social Economic: SED & Not SED

More information about this report can be found at [Help](#) or [Feedback](#).

- Overall Score Levels**
- 4 Standard Exceeded
 - 3 Standard Met
 - 2 Standard Nearly Met
 - 1 Standard Not Met
- Claim Score Levels**
- 4 More Standard
 - 3 Met Standard
 - 2 Below Standard
 - 1 No Standard Taken
- Generated on 05/18/2023 by Summa District



Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Fall 2023			Spring 2024			Growth		Growth Evaluated Against			Student Norms			
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT 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
Statistics cannot be aggregated above the program level																
PK																
Statistics cannot be aggregated above the program level																
K																
ELOP	8	133.0	7.1	24	150.3	14.4	30	17	4.7	16.8	0.20	58	8	4	50	51
English Learner	11	133.0	7.1	24	145.3	11.8	7	12	4.0	16.8	-1.65	3	11	3	45	47
Homeless	1	143.0		89	178.0		99	39		16.8	7.89	99	1	1	100	8
SED	24	130.8	6.6	44	149.7	12.1	28	14	2.1	16.5	-1.08	14	24	11	46	46
SWD	1	143.0		89	178.0		99	35		15.8	7.89	99	1	1	100	8
Statistics cannot be aggregated above the program level																
1																
ELOP	17	154.6	12.0	40	168.4	14.0	32	14	1.7	15.3	-0.61	27	17	7	41	35
English Learner	28	141.4	10.7	1	158.1	13.6	2	17	1.9	14.2	1.01	84	28	16	57	51
Homeless	4	145.3	13.8	2	158.8	18.1	2	14	4.8	14.5	-0.40	34	4	1	25	30
SED	57	148.1	13.8	7	164.8	15.3	15	17	1.2	14.8	0.77	78	57	33	58	53
SWD	4	151.0	14.0	18	160.6	8.7	5	10	3.9	15.0	-2.07	2	4	1	25	30
Statistics cannot be aggregated above the program level																
2																
ELOP	21	159.6	10.5	2	175.8	12.0	9	16	2.2	12.8	1.34	91	21	10	48	46
English Learner	25	158.6	10.8	2	175.3	12.0	8	17	1.7	12.8	1.55	94	25	15	60	54
Foster Youth	1	151.0		1	159.0		1	8		12.6	-1.82	3	1	0	0	0
Homeless	6	166.9	10.3	1	171.7	10.2	3	19	3.3	12.7	0.96	84	6	3	50	54
SED	44	158.2	10.8	2	176.0	11.6	9	17	1.3	12.8	1.58	94	44	23	52	50
SWD	4	152.5	3.0	1	164.0	3.5	1	12	1.5	12.6	-0.45	33	4	0	0	34
Section 504	1	148.0		1	161.0		1	13		12.5	0.20	58	1	0	0	0
Statistics cannot be aggregated above the program level																

Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Fall 2023			Spring 2024			Growth		Growth Evaluated Against			Student Norms			
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT 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
Statistics cannot be aggregated above the program level																
3																
ELOP	25	179.8	17.0	17	196.4	13.2	17	11	2.5	10.8	-0.10	46	25	10	40	42
English Learner	13	180.5	13.7	20	193.2	13.5	3	3	2.3	10.8	-3.81	1	13	2	15	14
Foster Youth	1	182.0		26	191.0		1	-1		10.7	-3.52	1	1	0	0	0
Homeless	5	202.2	6.3	99	197.8	14.8	54	-4	7.6	9.8	-0.71	1	5	1	20	18
SED	52	184.7	15.7	39	192.0	15.1	24	7	1.7	10.6	-1.55	6	52	21	38	21
SWD	4	161.8	4.2	1	183.3	16.7	3	22	8.8	11.8	4.67	99	4	2	50	69
Section 504	1	184.0		1	179.0		1	11		11.5	-0.23	41	1	0	0	0
Statistics cannot be aggregated above the program level																
4																
ELOP	18	185.7	20.2	14	200.4	17.8	27	12	2.3	8.5	1.49	93	18	11	61	59
English Learner	16	177.6	16.0	1	192.3	17.5	4	15	1.9	9.2	2.64	99	16	10	63	54
Homeless	3	198.0	1.7	63	208.0	4.6	67	9	3.0	8.0	0.47	68	3	1	33	41
SED	60	191.0	17.8	22	201.8	16.3	34	11	1.2	8.5	1.12	87	60	30	60	52
SWD	8	172.3	14.0	1	184.8	17.1	1	13	3.2	9.5	1.43	92	8	4	50	48
Statistics cannot be aggregated above the program level																
5																
ELOP	7	179.0	21.0	1	186.6	19.3	1	8	4.2	7.8	-0.12	45	7	2	29	18
English Learner	17	179.2	13.4	1	188.6	12.0	1	9	3.1	7.8	0.80	79	17	7	41	40
Homeless	4	192.0	7.8	4	199.0	15.9	4	7	8.8	7.2	-0.08	47	4	3	75	99
SED	42	191.2	18.9	3	194.2	18.6	1	3	2.1	7.2	-2.12	2	42	14	33	21
SWD	9	185.1	15.7	1	194.1	19.5	1	9	5.8	7.5	0.75	77	9	5	58	53
Section 504	1	223.0		99	222.0		94	-1		5.5	-3.20	1	1	0	0	0
Statistics cannot be aggregated above the program level																
6																
ELOP	8	209.4	19.3	46	208.9	21.8	18	9	2.6	5.2	-3.30	1	8	3	38	37
English Learner	21	195.3	13.7	2	206.8	13.2	2	6	1.9	6.1	-0.33	37	21	13	62	52
Homeless	5	206.8	6.9	32	203.0	12.6	4	-4	5.2	5.4	-5.29	1	5	2	40	12
SED	48	203.0	14.2	16	206.4	13.9	10	3	1.8	5.8	-1.27	10	48	21	48	42
SWD	5	188.4	14.5	1	193.0	13.0	1	9	4.0	6.5	-1.08	14	5	2	40	34

Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Fall 2023			Spring 2024			Growth		Growth Evaluated Against			Student Norms			
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT 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
Statistics cannot be aggregated above the program level																
7																
ELOP	2	208.5	4.9	22	212.5	14.8	14	2	7.0	4.4	-1.37	8	2	1	50	41
English Learner	19	198.2	12.7	1	199.2	13.2	1	1	1.5	4.9	-2.20	1	19	8	32	28
Foster Youth	1	191.0		1	207.0		6	16		5.2	6.17	99	1	1	100	0
Homeless	4	196.8	14.8	1	203.5	12.9	2	7	3.2	4.9	1.01	84	4	1	25	42
SED	59	206.3	14.4	14	208.8	14.0	9	2	1.2	4.5	-1.14	13	53	22	42	38
SWD	6	186.2	10.3	1	187.0	11.1	1	1	3.4	5.4	-2.82	1	6	2	30	29
Statistics cannot be aggregated above the program level																
8																
ELOP	2	192.5	7.8	1	213.0	1.4	13	21	4.5	4.9	7.72	99	2	2	100	96
English Learner	13	197.1	10.9	1	202.6	8.1	1	6	2.6	4.7	0.40	88	13	8	62	74
Homeless	1	211.0		19	218.0		23	5		4.9	0.90	89	1	1	100	0
SED	61	210.5	14.4	17	214.5	12.9	18	4	1.1	4.9	-0.91	50	61	33	54	52
SWD	15	185.3	14.4	1	189.7	15.7	1	5	2.8	4.8	-0.19	42	15	6	40	31

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against											
		Fall 2023			Spring 2024			Growth		Grade-Level Norms					Student Norms				
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile			
PK																			
K																			
1																			
2																			
3																			

Stella Brockman Elementary

Math: Math K-12

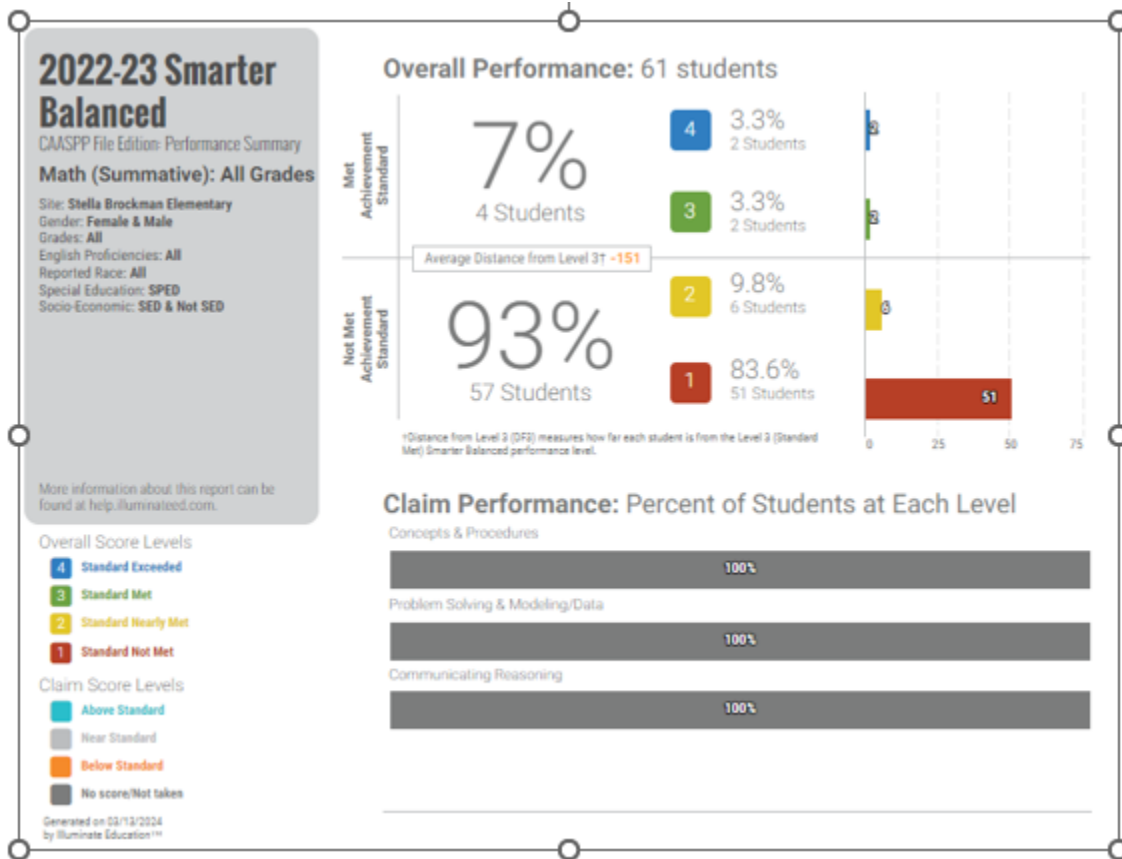
Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against											
		Fall 2023			Spring 2024			Growth		Grade-Level Norms					Student Norms				
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed 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			
4																			
5																			
6																			
7																			

Stella Brockman Elementary

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against											
		Fall 2023			Spring 2024			Growth		Grade-Level Norms					Student Norms				
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT 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			
8																			

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 15.1 points or more)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined increased by 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) +35.0 points or more in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 0.0 to +34.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -0.1 to -25.0 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW -25.1 to -95.0 points in Current Year	Orange (None)	Orange <ul style="list-style-type: none"> All Students (School Placement) English Learners Asian Hispanic White 	Orange <ul style="list-style-type: none"> Socioeconomically Disadvantaged 	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) -95.1 points or fewer in Current Year	Red (None)	Red (None)	Red (None)	Orange <ul style="list-style-type: none"> Students with Disabilities 	Orange (None)



Data Analysis

Image 1 5x5 for English Language Arts CAASPP

The data on this chart shows that most of our students fall in the orange and had declining scores on the 22-23 CAASPP ELA assessment. All students declined and had low achievement. Students with disabilities showed an increase in proficiency and White students maintained their scores. English Learners and Asian students declined in proficiency significantly. Hispanic and Socioeconomically Disadvantaged students declined in achievement as compared to previous years.

Image 2 CAASP ELA Performance Students with Disabilities

Based on the 22/23 school year CAASPP results, Students with Disabilities (SWD) showed low performance toward ELA standards. Only 5% of students met standard on that assessment, with 95% of SWD not meeting standards.

Student Growth Summary by Grade Level and Program Reading (Image 3)

The data from the most recent MAP window indicates the percentage of students who met their growth projection by program. Based on the data, 100% of kindergartens, 25% of 1st graders, 50% of 3rd graders, 50% of 4th graders, 56% of 5th graders, 40% of 6th graders, 33% of seventh graders, and 40% of eighth graders met their growth projection for English Language Arts. This data indicates a need for additional supports for our Students with Disabilities so they can access the grade level standards.

Student Growth Summary by Grade Level and Program Math (Image 4)

The focus on math instruction during the 23-24 school year, has slightly improved achievement on the NWEA MAP math assessment. Image 4 shows the growth projections by student group and grade level from Winter 2024 to Spring of 2024. Students with Disabilities had low achievement on the CAASPP math and ELA assessments. Between 50% and 75% of SWD met their growth projections K-8. Second grade SWD did not meet their growth projections (4 students).

5x5 Math CAASPP (Image 5)

Overall, all students had low achievement on the CAASPP Math assessment. All students declined in achievement from the previous school year. Students with Disabilities increased scores on CAASPP for mathematics but remain in the very low band for achievement.

CAASPP Math Performance Students with Disabilities (Image 5)

Overall, the percentage of students meeting or exceeding standard on the CAASPP Math assessment is 18%. The percentage of students with disabilities (SWD) meeting or achieving standard on the CAASPP Math assessment is 7%.

Student Need 3:

Students with Disabilities need to be provided supports during instruction that allow them to access the grade level curriculum.

SMART Goal 1

By May of 2027, at least 80% of students with disabilities will meet or exceed their growth projections for reading and math as measured by the NWEA MAP Growth assessments.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Special Education teachers and general education teachers will participate in regular grade level Professional Learning Communities (PLC)	Evaluation of the Monthly Milestone document completed during collaboration (PLCs). The percentage of students with disabilities who met	Beginning 24/25 school year. % of students who met their growth projection (Fall				Time People

<p>focused on lesson design to meet the needs of all learners.</p>	<p>their growth projection will be measured by using the Student Growth Summary Report by program in NWEA for reading, math, and Language Usage.</p>	<p>to Winter 2024) Reading: K: 0 1st: 0 2nd: 2% 3rd: 50% 4th: 50% 5th: 25% 6th: 80% 7th: 63% 8th: 50%</p> <p>Math: K: 50% 1st: 50% 2nd: 0% 3rd: 75% 4th: 50% 5th: 56% 6th: 33% 7th: 50% 8th: 53%</p> <p>Language Usage: 2nd: 40% 3rd: 75% 4th: 75% 5th: 57% 6th: 100% 7th: 25% 8th: 57%</p>				
<p>Teachers will be provided professional development on differentiation, scaffolding, and effective Tier 1 and Tier 2 interventions for students with disabilities.</p>	<p>Site Learning Walks: Strong evidence of teachers utilizing scaffolds, differentiation, and following IEP accommodations to meet the needs of all learners.</p> <ul style="list-style-type: none"> • Sentence Frames/Steps • Vocabulary Support • Checks for Understanding • Visuals 	<p>Rubric will be made to monitor strong, some, little or no evidence of differentiation for SWD.</p>				<p>Time Money People</p>
<p>ELOP: Before or after school academic tutorials</p>	<p>The number of students showing mastery on targeted</p>	<p>Beginning 24/25 school year</p>				<p>Time Money People</p>

will be offered to students with disabilities to support their understanding of grade level standards.	standard(s) from pre to post assessment created by the teacher to measure effectiveness of the interventions.					
Special Education teachers and general education teachers will hold IEP days monthly to meet with families and share progress toward IEP goals. Having IEP days lessens the amount of time teachers are in meetings after school allowing for more collaboration and planning time.	Number of IEPs held during the day will be tracked.	35 IEPs held during monthly IEP days				Time Money People

Progress Monitoring

Budget Summary

Description of Need	Function (Type of activity)	Object (Type of Expenditure)	Cost Estimate
Admin. Designee (S, SN 3)	Admin	Certificated Sub-time	\$ 1,000.00
Supervision for after school activities (S, SN 3, 4)	Admin	Classified Extra-time	\$ 500.00
Office Depot blanket-office supplies	Admin	Materials & Supplies	\$ 5,000.00
Amazon blanket	Admin	Materials & Supplies	\$ 5,000.00
Postage	Admin	Materials & Supplies	\$ 200.00
Print shop/Copy Clicks	Admin	Materials & Supplies	\$ 6,000.00
Food 4 Less (S, SN 4)	Admin	Materials & Supplies	\$ 500.00
Stores	Admin	Materials & Supplies	\$ 1,500.00
S'more Subscription (S, SN 4)	Admin	Services	\$ 100.00
Librarian Time sheeting	Library	Classified Extra-time	\$ 300.00
Demco	Library	Materials & Supplies	\$ 500.00
Scholastic Book Fairs- Fall and Spring	Library	Materials & Supplies	\$ 15,000.00
Follett	Library	Materials & Supplies	\$ 500.00
Library Supplies for Librarian	Library	Materials & Supplies	\$ 200.00
Library books	Library	Materials & Supplies	\$ 1,000.00
Stores (S, SN 3)	Operations	Materials & Supplies	\$ 500.00
Feminine Products	Operations	Materials & Supplies	\$ 300.00
Waxie (Safety, SN 3)	Operations	Materials & Supplies	\$ 5,000.00
Granger (Safety, SN 3)	Operations	Materials & Supplies	\$ 23,000.00
Amazon blanket (Safety, SN 3)	Operations	Materials & Supplies	\$ 500.00
Gas Charges (Safety, SN)	Operations	Materials & Supplies	\$ 100.00
Home Depot (Safety, SN 3)	Operations	Materials & Supplies	\$ 3,000.00
Parking lot signage/cones (Safety, SN 3)	Operations	Materials & Supplies	\$ 1,000.00
SSA Supplies (S, SN 3)	Operations	Materials & Supplies	\$ 500.00
Custodial Repairs (Elbert's Dept) (Safety, SN)	Operations	Services	\$ 5,000.00
Small Equipment Repair (Safety, SN 3)	Operations	Services	\$ 1,000.00
Music prep time sheeting	Program	Certificated Extra-time	\$ 3,000.00
Substitutes for IEPs/SSTs (ES, SN 4)	Program	Certificated Sub-time	\$ 2,500.00
SSA Time sheeting (S, SN 3, 4)	Program	Classified Extra-time	\$ 1,500.00
County Copy Clicks	Program	Materials & Supplies	\$ 500.00
UTK Supplies (GLS, SN 1-5)	Program	Materials & Supplies	\$ 5,000.00
Growth- New UTK class start ups (GLS, SN 1-5)	Program	Materials & Supplies	\$ 2,000.00
Music Supplies	Program	Materials & Supplies	\$ 1,000.00
Gopher/SPARK PE replenishing supplies	Program	Materials & Supplies	\$ 1,000.00
Amplify Science consumable supplies	Program	Materials & Supplies	\$ 500.00
Print shop/Copy Clicks	Program	Materials & Supplies	\$ 10,000.00
New teacher bundles (technology) (GLS, SN 1-5)	Program	Materials & Supplies	\$ 3,500.00
Technology replacements on campus (GLS, SN 1-5)	Program	Materials & Supplies	\$ 6,000.00
Site Recess Equipment/Activities	Program	Materials & Supplies	\$ 5,000.00
Classroom flexible storage for small groups	Program	Materials & Supplies	\$ 6,000.00
Classroom instructional supplies/new teacher supplies (GLS, SN 1-5)	Program	Materials & Supplies	\$ 5,000.00
Stores (GLS, SN 1-5)	Program	Materials & Supplies	\$ 3,000.00
VCC copy clicks (S, SN 1)	Program	Materials & Supplies	\$ 400.00
Food 4 Less (GLS)	Program	Materials & Supplies	\$ 500.00
Headphones for Classrooms/Students (GLS, SN 1-5)	Program	Materials & Supplies	\$ 3,200.00
Classroom libraries (GLS, SN 1, 2)	Program	Materials & Supplies	\$ 2,000.00
			\$ 138,800.00

Supplemental Programs/Services

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

SITE TRACKING NOTES	LCAP A/S Do Not Enter	Targ	Student Need/Smart G	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimat
	2.3	Safety	SN 3, Goal 1	Parenting Partners facilitator	3010	Certificated Extra-time	Year 1	\$ 1,500.00
	1.1	Safety	SN 3, Goal 1	Substitutes for Professional Development/Pullout Days	3010	Certificated Sub-time	Year 1	\$ 1,086.00
	1.2	Safety	SN 3, Goal 1	Substitutes for Professional Development/Pullout Days	3010	Certificated Sub-time	Year 1	\$ 1,085.00
	3.4	Safety	SN 2, Goal 1	TSSP Timesheeting	3010	Classified Extra-time	Year 1	\$ 3,000.00
	2.3	Safety	SN 3, Goal 1	Parenting Partners facilitator	3010	Classified Extra-time	Year 1	\$ 650.00
	2.3	Safety	SN 3, Goal 1	Parenting Partners childcare- 2 sessions	3010	Classified Extra-time	Year 1	\$ 650.00
	1.1	GLS	SN 1, Goal 1	FUNhub subscription	3010	Materials & Supplies	Year 1	\$ 1,600.00
	1.1	GLS	SN 1, Goal 1	Wilson Language (Foundations consumables)	3010	Materials & Supplies	Year 1	\$ 11,000.00
	1.1	GLS	SN 1, Goal 1	Wilson Language (Foundations Supplies/Kits for new teachers)	3010	Materials & Supplies	Year 1	\$ 3,000.00
	2.3	Safety	SN 3, Goal 1	Parent involvement activity supplies	3010	Materials & Supplies	Year 1	\$ 2,000.00
	2.3	Safety	SN 3, Goal 1	Parenting Partners resouces	3010	Materials & Supplies	Year 1	\$ 500.00
	2.3	Safety	SN 2 Goal 1, 2	Outreach Assistant				\$ 12,249.00
								\$ 38,320.00
								\$ 38,912.00

Supplemental Programs/Services

Template Assignment for Common Items.pdf

SITE TRACKING NOTES	LCAP A/	Target	Student Need/Smart Goal	Description of Program Service: Identify Target SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of C	Cost Estimate
	2.2	Safety	SN 1 Goal 1, Goal 2	PBIS Site Meetings/Pull Outs	0700	Certificated Extra-time	Year 1	\$ 3,600.00
	2.2	Safety	SN 1 Goal 1, Goal 2	PBIS Site Meetings	0700	Certificated Extra-time	Year 1	\$ 2,600.00
	1.1	Grade Level Standards	SN 1 Goals 1-2, SN 2 Goal 1	Tutorial/Intervention timesheeting	0700	Certificated Extra-time	Year 1	\$ 3,000.00
	1.8	Grade Level Standards		Timesheeting for LT	0700	Certificated Extra-time	Year 1	\$ 5,000.00
	1.1	Grade Level Standards	SN 1 Goal 1, 2; SN 2 Goal 1	Time sheeting for tier 1 professional development after school	0700	Certificated Extra-time	Year 1	\$ 3,000.00
	1.2	Grade Level Standards	SN 1 Goal 1, 2; SN 2 Goal 2	Time sheeting for tier 1 professional development after school	0700	Certificated Extra-time	Year 1	\$ 3,000.00
	2.2	Safety	SN 1 Goal 1, 2	PBIS Training w/SCOE	0700	Certificated Sub-time	Year 1	\$ 3,200.00
	1.2	Grade Level Standards	SN 2, Goal 1	PEBC Math coaches	0700	Certificated Sub-time	Year 1	\$ 3,021.00
	1.8	Grade Level Standards, Safety	GLS: SN 1, Goal 1, 2, SN 2 Goal 1 Safety: SN 1 Goal 1	Conferences/Workshops/Training (PLC, Safety, Instruction)	0700	Certificated Sub-time	Year 1	\$ 1,500.00
	1.1	Grade Level Standards, Emerging Students	GLS: SN 1, Goal 1, 2, SN 2 Goal 1 EM SN 3 Goal 1	Substitutes for Professional Development/Pullout Days	0700	Certificated Sub-time		\$ 5,000.00
	2.2	Safety	SN 1 Goal 1, 2	PBIS Site Meetings/Pull Outs	0700	Classified Extra-time	Year 1	\$ 2,000.00
	2.2	Safety	SN 1 Goal 1, 2	PBIS Site Meetings	0700	Classified Extra-time	Year 1	\$ 650.00
	3.1	Safety	SN 3 Goal 1	Bilingual Aide time sheeting for translation	0700	Classified Extra-time	Year 1	\$ 3,000.00
	3.1	Safety	SN 3 Goal 1	Bilingual aide translation	0700	Classified Extra-time		\$ 6,000.00
	2.4	Safety	SN 1 Goal 1, 2 SN 2 Goal 1	Student incentives/awards (PBIS, Attendance)	0700	Materials & Supplies	Year 1	\$ 2,000.00
	2.2	Safety	SN 1 Goal 1, 2 SN 2 Goal 1	Shoob	0700	Materials & Supplies	Year 1	\$ 2,000.00
	2.4	Grade Level Standards	SN 1 Goal 2, SN 2 Goal 1	Electives for 7th/8th grades	0700	Materials & Supplies	Year 1	\$ 6,000.00
	1.5	Grade Level Standards	SN 2 Goal 1	C-Stem Robotics Elective	0700	Materials & Supplies	Year 1	\$ 10,275.00
	2.2	Safety	SN 1 Goal 1, 2 SN 2 Goal 1	Peaceful Playground Program	0700	Services	Year 1	\$ 7,154.00
	1.2	Grade Level Standards	SN 2 Goal 1	PEBC Math coaches	0700	Services		
	1.8	Grade Level Standards	GLS: SN 1 Goals 1-2, SN 2 Goal 1 Safety: SN 1 Goals 1	Conferences/Workshops/Training (PLC, Safety, Instruction)	0700	Services	Year 1	\$ 3,000.00
	1.4	Safety	SN 3 Goal 1	4-6 Artist in Residence	0700	Services	Year 1	\$ 6,000.00
	1.8	Grade Level Standards	SN 1 Goal 1-2, SN 2 Goal 1	David LaRose Consultation	0700	Services	Year 1	
								\$ 80,800.00

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

Parent and staff groups were given the opportunity to provide input through ongoing needs assessments and discussions to guide the development of the plan. The School Site Council includes 5 parents who are elected to participate on the committee. Additionally, all parents received an invite to join each of the SSC meetings. The SSC assists in the creation of the Strategic Plan by reviewing current data and determining site needs. The English Learner Advisory Committee meets four times a year. All parents of English Learners are welcome to join the meetings. Parents are given the opportunity to review site data and give input each meeting.

Date

SSC-11/27/23, 12/13/23, 1/24/24, 2/22/24, 4/24/24

ILT- 8/31/24, 9/28/23, 10/26/23, 11/30/23, 1/29/24, 2/29/24, 3/21/24, 4/25/24

ELAC- 2/21/24, 5/13/24

Staff Surveys- 1/25/2024

Groups

Both certificated and classified staff participated in the development of this plan by attending and providing input during School Site Council (SSC), English Learner Advisory Committee (ELAC), staff meetings, and Instructional Leadership Team (ILT) meetings.

Outcome

SSC has reviewed and approved the Title I Needs Assessment worksheets with the associated actions. Certificated and Classified staff in addition to community members gave input regarding school site needs which is reflected in the goals and actions in this plan.

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Heather Gutierrez	Principal
Christina Hansen	Classroom Teacher
Krista Owen	Classroom Teacher
Cynthia Preston	Classroom Teacher
Lilia Almaguer	Other School Staff
Sara Lucero	Parent or Community Member
Elma Barajas	Parent or Community Member
Maria Toscano	Parent or Community Member
Martha Lopez	Parent or Community Member
Araceli Hernandez	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.

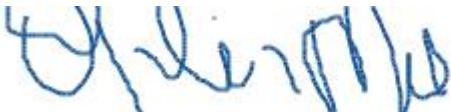
Recommendations and Assurances

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 4/24/2024.

Attested:

	Principal, Heather Gutierrez on 5/1/24
	SSC Chairperson, Krista Owen on 5/16/24