Manteca Unified School District Strategic Plan

2025-2026

Vision Statement

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

Mission Statement

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

Mossdale Elementary School
39685930113357

Manteca Unified School District
39685930000000

School Site Vision

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

School Site Mission

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

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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

Mossdale School strives to create a community atmosphere where a sense of belonging and pride in the school prevails. To this end, our school vision/mission is as follows: We, the staff at Mossdale School, dedicate ourselves to serving our students, families, and community in a united, caring, and courageous manner. We believe Mossdale is a school where the Making of Success Stories Happens Daily. Our school enrollment hovers around 1,106 students. For the most recent school year, our student population by largest student group was: Hispanic/Latino 42.22%, Asian 13.79%, Filipino 12.35%, White 11.73%, Black/African American 14.92%, Two or More Races 6%, Native Hawaiin/Pacific Islander 1.4% and Native American 0.8%. In addition, our population was 62% Socioeconomically Disadvantaged, 19.8% English Learners, 6% Students with disabilities and 4.4% Homeless/Foster Youth. Our English Learner Population was represented by 17 different languages, varied cultures and backgrounds.

Based on a needs assessment that included input from students, staff, and parents, it was determined to focus our efforts on several areas of growth. First, attendance remains of the utmost concern. Within the classroom, a multi-tiered system of support will continue for students with a focus on tier one inclusive instruction for all students and the strengthening of access time currently built into the instructional day. In addition, Mossdale School will continue to focus on foundational literacy skills in English Language Arts and math in grades K-3, reading tutorials for grades 3-6, mathematical tutorials and teaching strategies for grades 4-8, additional counseling services for identified students and the extension of the PBIS program interventions. Our instructional specialist supports teachers to build their teaching capacity and supporting students to achieve mastery of their grade level standards. Mossdale has two full time VCC counselors and one a part-time VCC counselor to support students with their social emotional areas of need. The Coordination of Services Team (COST) meets regularly to identify specific strategies to support identified students. The COST team includes the Valley Community Counselors, Vice Principal, the general education behavior team, members of the PBIS team, and others.

School Site Description

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

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

Mossdale School currently maintains a modified traditional school year calendar. During the 2022-23 school year, Mossdale School implemented a full day Kindergarten program for the first time. Grades 6-8 are cored with traditional periods. During the 2022-23 school year, electives were introduced within the 7-8 grade program that aim to teach the whole child. These electives include a range of offerings from music programs, STEAM, yearbook, intervention classes and others. In its present form, Mossdale School serves a very diverse population and demographic that come from all over the world. This school year we followed a collaborative day schedule and Mossdale was approve for an early release waiver for the 2024-25 school year. The early release waiver delineated the inclusion of an approximate 60 minute collaboration and professional development time on designated early release Wednesdays for the 2024-2025 school year.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

<u>Funding</u>

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1100	**50.5**	**18.8**	**1.1**
Total Number of Students enrolled in Mossdale Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,064	**60.6%**	**18.3%**	**0.5%**
Total Number of Students enrolled in Mossdale Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

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

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	195	18.3%
Foster Youth	5	0.5%
Homeless	44	4.1%
Socioeconomically Disadvantaged	645	60.6%
Students with Disabilities	73	6.9%

2022-23 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	89	8.3
American Indian	2	0.2
Asian	207	19.4
Filipino	130	12.2
Hispanic	448	41.9
Two or More Races	61	5.7
Pacific Islander	18	1.7
White	114	10.7

2023-24 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	96	9%
American Indian	3	0.3%
Asian	206	19.4%
Filipino	123	11.6%
Hispanic	460	43.2%
Two or More Races	60	5.6%
Pacific Islander	19	1.8%
White	97	9.1%

Conclusions based on this data:

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

Grade Level Standards

District Goal

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

Site Tier 1 Goal

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

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	2394.	2417.	2384.	19.15	22.22	10.40	13.83	22.22	23.20	29.79	30.95	23.20	37.23	24.60	43.20
Grade 4	2468.	2464.	2454.	24.17	27.72	18.66	25.83	15.84	26.12	25.00	27.72	21.64	25.00	28.71	33.58
Grade 5	2492.	2489.	2499.	20.14	12.70	22.55	28.06	31.75	20.59	22.30	27.78	26.47	29.50	27.78	30.39
Grade 6	2500.	2511.	2500.	9.52	12.50	8.80	31.43	28.68	25.60	33.33	34.56	32.80	25.71	24.26	32.80
Grade 7	2584.	2538.	2547.	18.52	12.90	12.34	50.93	33.87	41.56	21.30	26.61	23.38	9.26	26.61	22.73
Grade 8	2570.	2595.	2549.	16.38	19.83	12.78	36.21	46.28	31.58	28.45	22.31	24.81	18.97	11.57	30.83
Grade 11															
All Grades	N/A	N/A	N/A	18.18	17.57	13.97	31.23	30.11	28.85	26.39	28.47	25.23	24.19	23.84	31.95

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2403.	2418.	2395.	9.57	13.95	7.14	26.60	25.58	28.57	26.60	31.78	21.43	37.23	28.68	42.86
Grade 4	2456.	2453.	2440.	8.33	9.00	5.88	30.00	26.00	23.53	31.67	29.00	38.24	30.00	36.00	32.35
Grade 5	2469.	2461.	2470.	9.42	8.73	7.84	13.77	10.32	16.67	35.51	35.71	34.31	41.30	45.24	41.18
Grade 6	2484.	2495.	2485.	5.66	9.56	7.20	15.09	13.24	16.80	37.74	38.97	32.00	41.51	38.24	44.00
Grade 7	2545.	2495.	2515.	12.96	7.20	12.26	24.07	14.40	19.35	42.59	33.60	28.39	20.37	44.80	40.00
Grade 8	2508.	2526.	2495.	8.62	9.02	7.52	13.79	21.31	14.29	28.45	26.23	26.32	49.14	43.44	51.88
All Grades	N/A	N/A	N/A	9.09	9.62	8.11	20.23	18.16	19.95	33.87	32.79	29.99	36.80	39.43	41.96

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	49.41	47.68
Female	53.52	50.54
Male	44.95	44.66
American Indian or Alaska Native	--	--
Asian	61.48	60.56
Black or African American	30.77	25.00
Filipino	69.77	61.70
Hispanic or Latino	38.93	38.36
Native Hawaiian or Pacific Islander	45.45	30.77
Two or More Races	65.96	68.00
White	52.31	52.17
English Learners	13.08	17.59
Foster Youth	--	--
Homeless	29.63	35.29
Military	56.25	30.00
Socioeconomically Disadvantaged	45.32	39.70
Students Receiving Migrant Education Services	0.00	--
Students with Disabilities	25.00	13.56

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	29.33	27.78
Female	26.12	25.27
Male	32.82	30.35
American Indian or Alaska Native	--	--
Asian	48.78	41.96
Black or African American	15.38	14.75
Filipino	45.35	34.04
Hispanic or Latino	18.52	19.87
Native Hawaiian or Pacific Islander	27.27	30.77
Two or More Races	34.04	34.00
White	29.23	31.88
English Learners	7.41	10.00
Foster Youth	--	--
Homeless	14.29	22.22
Military	25.00	25.00
Socioeconomically Disadvantaged	22.29	20.65
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	7.84	10.00

Data

English Language Arts

All Students

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

All Students

All Students | State

Yellow

4.5 points below standard

Maintained -0.4 Points

Number of Students: 701

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Students with Disabilities

Orange

African American

English Learners

Socioeconomically Disadvantaged

White

Yellow

Hispanic

Green

Asian

Filipino

Two or More Races

Blue

No Student Groups

No Performance Color

American Indian

Foster Youth

Homeless

Pacific Islander

Student Growth Summary Report

Aggregate by School

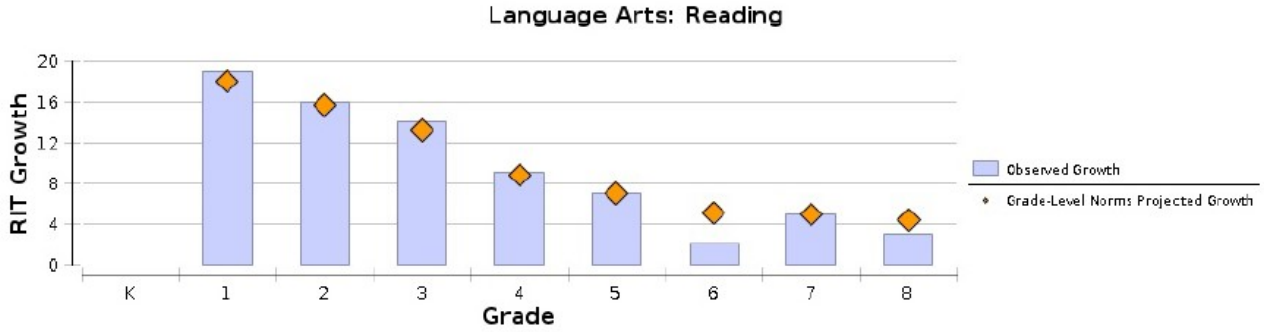
Term: Winter 2023-2024
District: Manteca Unified School District

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

Mossdale Elementary

Language Arts:
Reading

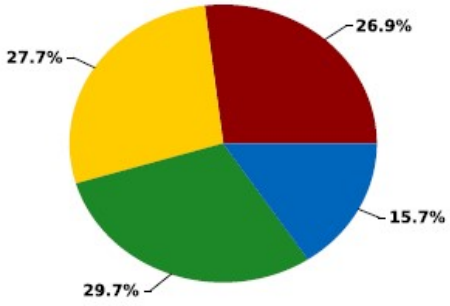
		Comparison Periods								Growth Evaluated Against						
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed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



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

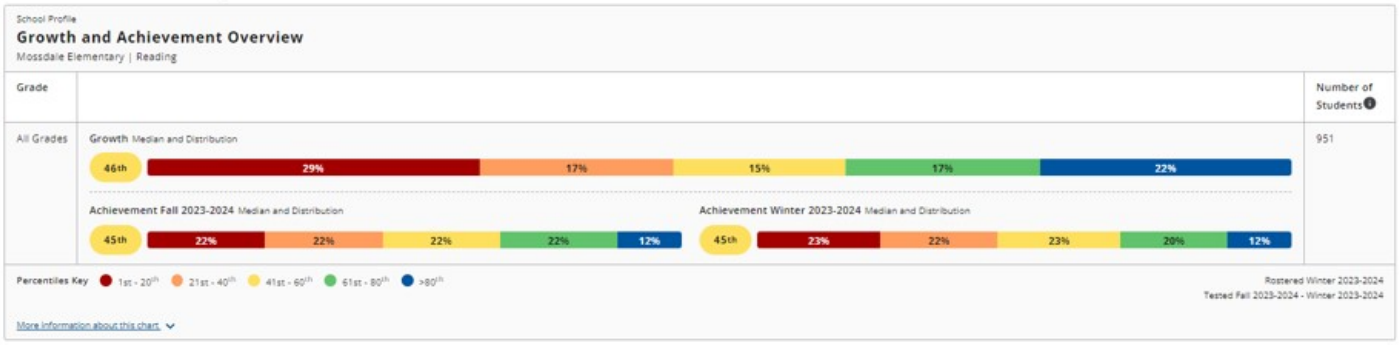
View Linking Study: https://www.nwea.org/resources/california-linking-study/

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



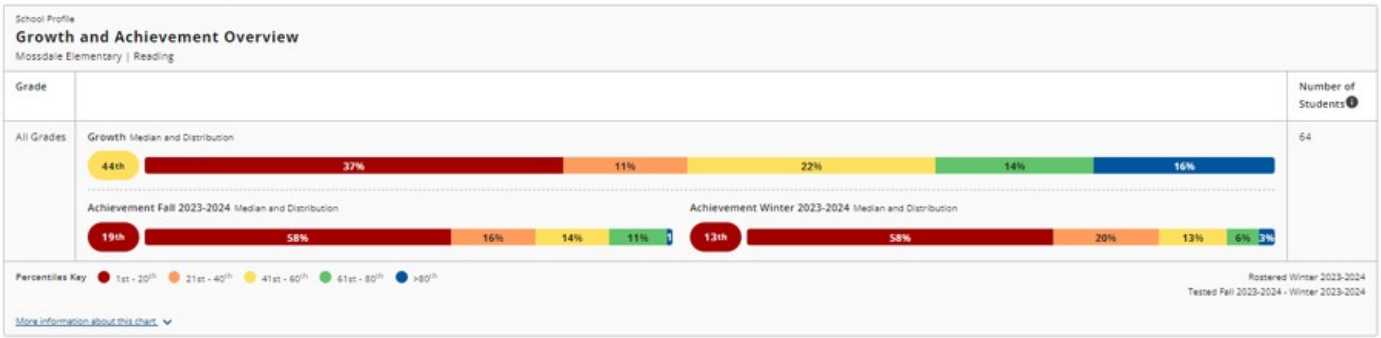
All Students: Growth and Achievement:

Mossdale Elementary



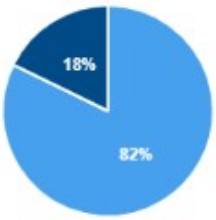
Students with Disabilities: Growth and Achievement

Mossdale Elementary



Benchmark Summary

90 student results



74 students have Foundational Skills scores

16 students have Oral Reading scores

Dyslexia Screener Summary

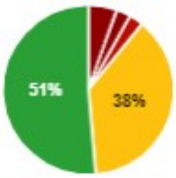
A chart will display after results are done processing

GO TO ASSIGNMENTS →

Foundational Skills Performance Breakdown

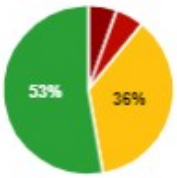
DECODING

Phonological Awareness



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

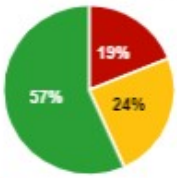
Phonics / Word Recognition



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

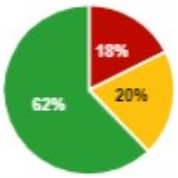
LANGUAGE COMPREHENSION

Listening Comprehension



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

Picture Vocabulary



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

Student Growth Summary Report

Aggregate by School

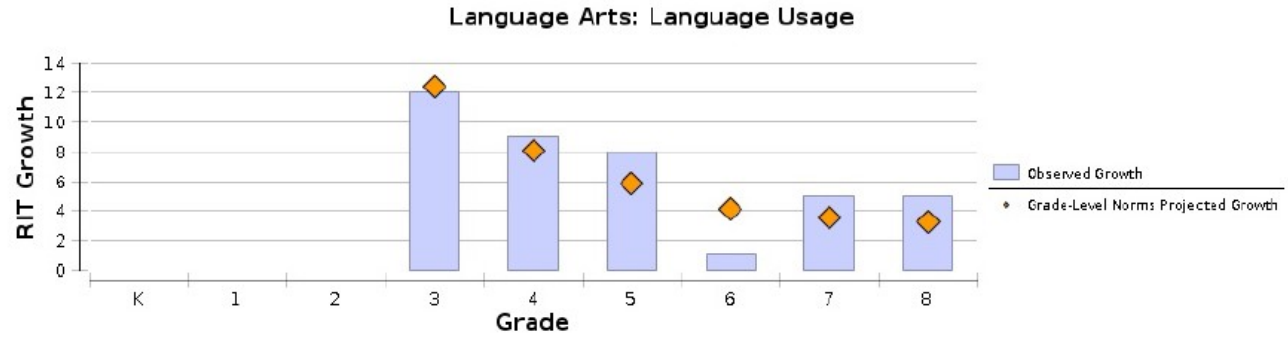
Term: Winter 2023-2024
District: Manteca Unified School District

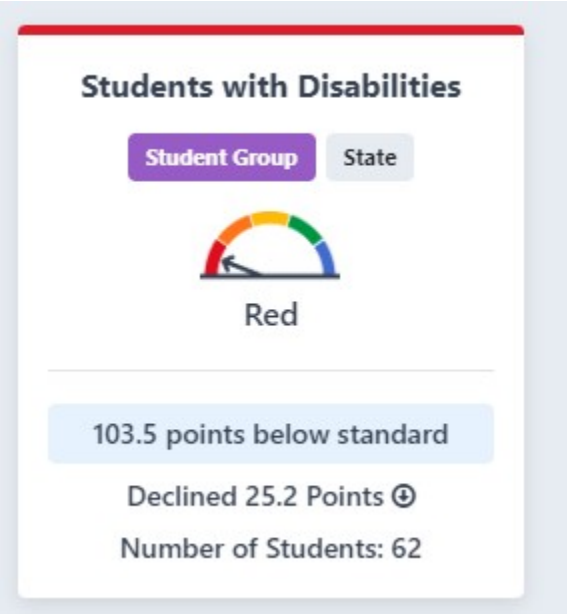
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2023 - Winter 2024
Weeks of Instruction: Start - 20 (Winter 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: No

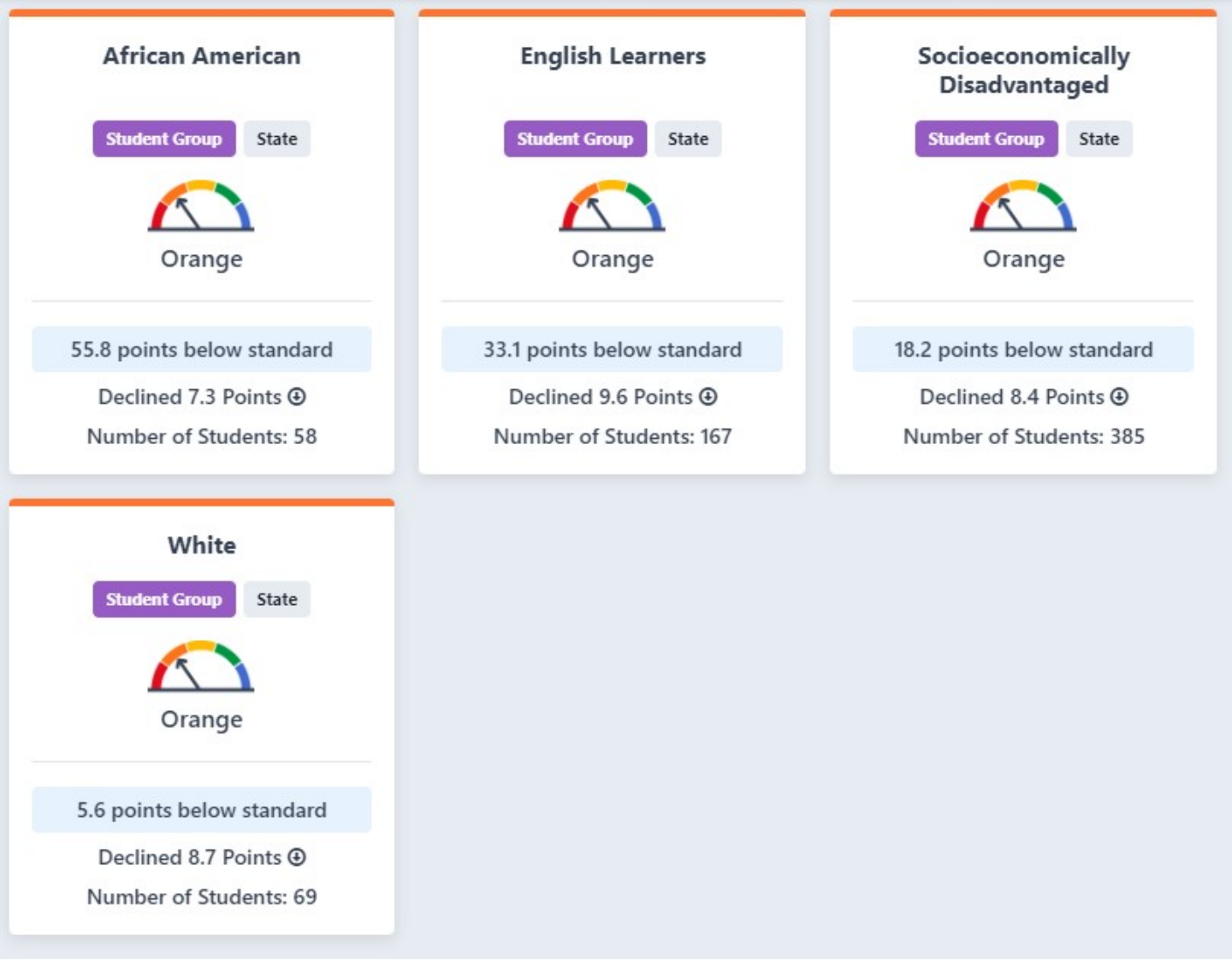
Mossdale Elementary

Language Arts:
Language Usage

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







Data Analysis

The first images contains data off the recently released California School Dashboard. After being paused due to the COVID19 pandemic, it was released again this year and measures a combination of student achievement and student growth, including statistically significant subgroups. In it, we are establishing a new baseline with regards overall metrics from CDE. In English Language Arts, scores indicate that students in grades 3-8 are 4.5 points below standard and were given the status of "maintained" over last year.

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

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

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

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

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

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

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

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate Staff Survey - 36 teachers voted on staff survey 36/36 reported early release Wednesdays allowed more grade level team collaboration	Didn't meet. Staff Vote for the Extension of the Early Release Waiver: (Extension vote results): 9-yes 24-no 72% denial of the waiver extension The vote for the extension of the early release waiver did not pass. This action item was discontinued during Cycle 3. Staff Survey- 36/36 reported early release Wednesdays allowed more grade level team collaboration. Discontinue			Time Money People
Collaborative Grade Level Teams Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development. During the 2025-26 school year,	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric and using the Stages of Team Development. Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes	Grade Level Self Audit Rubrics (Highly Effective Teams) Completed in cycle 2 See below for data PLC Protocol/Minutes 0/9 No Evidence of Progress	Didn't Met Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-Initiating ___Initiating 2 teams-Implementing 5 teams-Developing ___Sustaining PLC			Time Money People

Kagan training will be provided to specific targeted PLC teams to increase teaching capacity with ELA instruction.	Action Step revised during cycle 2	5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress	Protocol/Minutes 1/9 No Evidence of Progress 8/9 Some Evidence of Progress See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Instructional Leadership Team Development Build capacity within the ILT to develop instructional leaders at each grade level through professional development. For the 2025-26 school year, David LaRose coaching will be provided for the ILT members to strengthen PLC teams.	PLC Audit Rubrics (ILT) - Meausre of the ILT with regards to their function as a PLC.	ILT Audit Rubric (Highly Effective Teams) ___Pre-Initiating ___Initiating ___Implementing _x_Developing ___Sustaining	Making progress ILT Audit Rubric (Highly Effective Teams) ___Pre-Initiating ___Initiating ___Implementing _x_Developing ___Sustaining See digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			Time People Money

Fundations Implementation with Fidelity for Grades K-3 During the 23-24 school year, Mossdale School worked extensively to implement Fundations in grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving follow up training as well. To support teachers in their teaching capacity with Fundations, monthly coaching will be provided by Wilson to all K-3 teachers during the 25-26 school year.	Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Fundations Fundations Learning Walks/Observational Data - Number of teachers demonstrating strong evidence towards full implementation of Fundations. First Grade Reading Fluency - Number/percentage of students who have oral reading scores	Fundations Next Steps Self Audit 2/13 0-75% Compliant 8/13 75-99% Compliant 3/13 100% Compliant Fundations Learning Walks - __1_No Evidence __8_Some Evidence __6_Strong Evidence First Grade Reading Fluency 18% of students (16 students) have oral reading scores.	Making Progress Fundations Next Steps Self Audit 1/17 0-75% Compliant 8/17 75-99% Compliant 8/17 100% Compliant Fundations Learning Walks - __0_No Evidence __11_Some Evidence __18_Strong Evidence First Grade Reading Fluency 44% of students (51 students) have oral reading scores. See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			Time Money People
Strategic Small Group Intervention Our grade level leads, along with their teams, will	CORE Phonics Survey/Grade Level Mastery of Foundational Skills - Percentage and number of referred students who achieve	CORE Phonics Assessment - percentage of referred students who achieve mastery of	Making progress CORE Phonics Assessment - percentage of referred			Time Money People

work collaboratively with our Instructional Specialist to provide targeted support in the following grades: 2nd, 3rd, 4th 5th and 6th. Depending on grade level, this will include use of Fundations, Just Words, and other base curriculum resources as well as supplemental resources. Within small group instruction, underperforming student groups as compared to the school average will be specifically targeted, which includes the student subgroups of African American and Socioeconomically Disadvantaged students.	mastery of foundational skills by grade level First Grade Reading Fluency - Number/percentage of students who have oral reading scores Refined during cycle 2 and 3	foundational skills by grade level - In progress with Instructional Specialist ___% 4th Grade ___% 5th Grade First Grade Reading Fluency 18% of students (16 students) have oral reading scores.	students who achieve mastery of foundational skills by grade level 90% 4th Grade 85% 5th Grade First Grade Reading Fluency 44% of students (51 students) have oral reading scores. See digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			
Implementation of 7 Thinking Strategies within Classrooms Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.	Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies	Thinking Strategy Learning Walks - _16__No Evidence _11__Some Evidence _2___Strong Evidence	Making Progress Thinking Strategy Learning Walks - _10__No Evidence _17__Some Evidence _11__Strong Evidence See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint			Time Money People

			.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Academic Enrichment/Parent Engagement Students will have the opportunity to attend various academic enrichment events, activities and educational excursions after school to build and strengthen literacy skills across content areas.	Number of opportunities for students. Number of Students/Families Attending Events - measured by event (ex: STEAM Night, Academic Enrichment Clubs, Science Olympiad, etc.) measured by QR code or sign in sheet. Number of events that have an academic focus that supports site academic needs as reviewed by administration.	Number of Students Attending (by event) - Science Olympiad-21 Spelling Bee-15 ELOP-10 ELOP clubs offered STEAM Night 165 Students 75 Parents 62 Families	Met Number of after school opportunities for students during the 24-25 school year: 10 Number of Students Attending (by event) - Science Olympiad-21 Spelling Bee-15 STEAM Night 165 Students 75 Parents 62 Families ELOP Clubs-10 Number of events that have an academic focus- See digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			Time Money People

ELOP - Academic Tutoring Students in grades 1-8 below the 41st percentile will attend after school academic tutoring to strengthen literacy skills.	Growth percentage by grade level, CFA Pre/post test that targets specific skills based on student need in tutorials	Growth percentage by grade level pre/post test data by standards/skill - ELOP Academic Tutoring has not begun as of Nov. 2024, will revisit during cycle 3 ___% 1st grade ___% 2nd grade ___% 3rd grade ___% 4th grade ___% 5th grade ___% 6th grade ___% 7th grade ___% 8th grade	Making Progress See binder in principal's office. Also see digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			Time Money People
Academic Enrichment/Extension During the School Day Students will have the opportunity to attend various academic enrichment assemblies and field trips during the school day to build and strengthen literacy skills across content areas.	Post survey for all assemblies and field trips to collect qualitative/quantitative data Action step edited during cycle 2.	Post survey at each event - Not started, will complete in cycle 2 and cycle 3	Making Progress Surveys conducted after each assembly and field trip. See digital data folder for survey results in Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People

Academic Enrichment/Extension During the School Day 7th/8th grade students will have the opportunity to attend robust elective course offerings strengthen literacy skills across content areas.	Post survey for all junior high students to collect qualitative/quantitative data regarding elective enrollment. Action step edited during cycle 2.	Post survey after each trimester - Not started, will complete in cycle 2 and cycle 3	Making Progress Surveys conducted with junior high students. See digital data folder for survey results in Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People
Library Usage All students in grades K-8 will have access to content specific, standards enriched reading at appropriate levels. Teachers will collaborate with the library media tech to help students search, find and read books that support current standards being taught in class. Action step eliminated in Cycle 1	Number of books checked out by class/grade level specific to essential standards focus by lesson/unit. Action step eliminated in Cycle 1	Number of books checked out by grade level specific to essential standards focus by lesson/unit. -Action step eliminated Revised 11/26/24 ___K ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8	Not met. This action step was discontinued during cycle 1 as it was not effective in supporting to reach the goal. Discontinued			Time People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation

Cycle 1: Based on data from cycle 1, we show that our action items there is some progress towards meeting our 3% growth in ELA by the end of the 2024-25 school year. From Fall 2023 to Fall 2024 the percentage of students who met their growth was 61.66%. We will review MAP ELA data in the Winter to monitor progress from Fall to Winter.	Based on the action items above we have collected the following data to show that there is some progress made. 100% of staff voted yes to begin discussions and create a committee to create the early release waiver. Based on learning walks data, we have identified the majority of the classrooms have no evidence of the implementation of the 7 Thinking Strategies within Classrooms and should be targeted. We did not have an opportunity to establish a baseline for Academic Enrichment/Extension During the School Day. We did not have an opportunity to establish a baseline for PLC's. We will collect evidence in cycle 2. Will collect evidence in cycle 2. Based on MAP Reading data from the fall 2nd grade need targeted support. We will be refining action item 11 see action item above. This action item is not progressing our goal forward. No tutoring has been implemented as of November 2024. Digital Data Folder for Standards Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ESWB3OyYq5JBpCtWBzbP0fsBzdkw8NyWb-3Bu0o3bc2Kfw?e=fRFzgV Also, see Progress Monitoring Binder in principal office.	Administration will move forward with voting of certificated staff to extend the waiver for early release days. Continue with early release Wednesdays and meet with grade level PLC or site PLC. Admin team and instructional specialist to participate in the PLC discussions in 2nd grade. Instructional specialist and admin team to conduct walk through specifically in 2nd grade to provide constructive feedback based on noticed trends. Instructional Specialist will work with the 2nd and 3rd grade team gather a list of referred students to work in small groups using Fundations. There is a scheduled training day with the PEBC coach scheduled for April 2025. The grade level teams will continue their work observing and co-teaching using the workshop model. The grade level teams will have time to discuss prior to the lesson observation and time to debrief after. At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and	Continue

		reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness. Continue to develop the capacity of the ILT as a PLC, use the Stages of Team Development to reassess during cycle 2. We are working on our strategic small group instruction with 2nd-6th grade students using the CORE assessment to determine areas of need. The instructional specialist has started small group with grades 4th and 5th grades.	
Cycle 2: Based on data from cycle 2, we show our action items are not having the effect on our goal to achieve 3% growth in ELA by the end of the 2024-25 school year as we had anticipated.	Based on the action items above we have collected the following data to show that growth in Reading as measure on the MAP is not increasing as anticipated and has decreased. An initial survey conducted in cycle 1 for Early Release Wednesdays indicated that teachers believed our early release days gave PLC's more time to collaborate. However, certificated members recently voted not to extend the early release waiver on Wednesdays for the 2025-26 school year. 24/33 teachers voted no 9/33 teachers voted yes PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Differentiating Follow-Up 2nd: Differentiating Follow-Up	Administration proceeded with voting to extend the waiver for early release days. Preliminary results show teachers are not in favor of extending the early release days for the 2025-26 school year. We will need to work with the ILT team to discuss next school year and time for grade level PLC's and site PLC meetings. At the grade level PLC, grade level teams will continue to collaborate as a PLC and evaluate their level of Stage of Team Development. This will provide administration with critical information to	Continue

	3rd: Developing Common Assessments/Differentiating Follow-Up 4th: Filling in Time 5th: Analyzing Student Learning/Differentiating Follow-Up 6th: Analyzing Student Learning 7th: Analyzing Student Learning/Differentiating Follow-Up 8th: Analyzing Student Learning/Differentiating Follow-Up According to the PLC self-assessment of their Stage of Team Development, 4th grade needs support in their team development. 2nd grade self-assessment shows they work effectively as a PLC, however their collaboration as a PLC is not translating to student grown in MAP assessment data. In the action step, Academic Enrichment/Parent Engagement, the parent input survey collected for the 8th grade parent night at LHS was limited. Only 6 parents completed the survey for the region elementary schools and only 2 were from Mossdale. However, based on verbal conversations many Mossdale families attended this event. The high school will revisit how they assess participation next school year. ELOP - Academic Tutoring has not been implemented as of February 2025 provided by the TEACH program offered by Give Every Child a Chance onsite. The TEACH program start dates are still postponed, however the option is available to parents and students may attend at another assigned district site. Second grade teachers have proposed a tutoring afterschool specifically for their grade level beginning February 25, 2025. The target students are those that scored below the 30th percentile on the MAP assessment in ELA and Math. There will be 27 students serviced, by three teachers, with no more than 10 students in a group. ELOP-Academic Tutoring has been implemented at the site level for 2nd	support their grade level PLC effectiveness. Based on PLC self-assessment administration and Instructional specialist will support/attend 4th grade level PLC meetings to assist them in their team development. To support Academic Enrichment/Parent Engagement, for the 8th grade parent night, LHS will be revisiting how they assess participation next school year. To support Enrichment/Extension During the School Day we are continuing to look into other ways to enrich our students during the school day. One specific assembly offered by Point Break will be offered to our students in the Spring. In addition, two other assemblies one that focuses on anti-bullying and other to bring an educational science experience to our students. The 2nd grade teachers have begun a targeted after school tutoring program. Second grade teachers will track attendance and growth for the students attending their academic tutoring to determine the effectiveness. Instruction Specialist will complete CORE	

	grade. They have recently started. Their pre and post assessment data will be provided during cycle 3. 5th grade has recently submitted their proposal to begin a tutoring program for their grade level students. Their pre and post assessment data will be provided during cycle 3. No other grade levels have voiced interest in offering an ELOP tutoring program. Based on MAP Reading data from the Fall and Winter 2nd grade continues need targeted support. We are near completion of assessing our 2nd and 3rd grade students using the CORE assessment to determine areas of need. Preliminary results indicate some students tested do not need Tier 1 small group support. It has proven to be a barrier that Mossdale only has an Instructional Specialist 50% of the time to complete the necessary CORE assessments. We continue to offer ELOP opportunity for students after school. We hosted a total of 8 clubs during cycle 2. Based on learning walk data there is some evidence in the Implementation of 7 Thinking Strategies within Classrooms. Based on learning walk data there is some evidence with the number of teachers demonstrating evidence towards full implementation of Fundations. Digital Data Folder for Standards Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=LzXFco Also, see Progress Monitoring Binder in principal office.	assessments with 2nd grade and begin to start small group intervention based on the results. Instructional Specialist will collaborate with the 2nd and 3rd grade teams to include their targeted student in reading in her small group. The instructional specialist will continue small group instruction with grades 4th and 5th grades during cycle 3. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. There is a scheduled training day with the PEBC coach scheduled for April 2025. The grade level teams will continue their work observing and co-teaching using thinking strategies. The grade level teams will have time to discuss prior to the model lesson and time to debrief after model lesson. Administration is working to create larger posters of the Thinking Strategies sentence frames with graphics for easy student reference. Kindergarten through third grade teachers will complete the Fundations self-audit at the end of cycle 3. Fundations learning walks will continue, administration and	

		Instructional Specialist will walk through classrooms during scheduled Fundations times. Administration will work to bring Fundations coaches on a monthly basis during the next school year to support teachers' capacity in the Fundations curriculum. INR will be submitted during cycle 3 for the cost of the coaches for the 2025-26 school year. To develop, increase, and strengthen overall literacy skills/practices for students designated as English Language Learners administration will work to bring Kagan coaches, offered by Kagan Publishing & Professional Development, to work specifically with 7th and 8th grade teachers during the next school year. This will bring professional development to our teachers onsite which aims to teach strategies to actively engage students in their learning. An INR will be submitted during cycle 3.	
Cycle 3: Based on data from cycle 3, we have met our goal of 3% growth in ELA by the end of the 2024-25 school year as measured on the MAP assessment.	Based on the action items above we have collected the following data to show that growth in Reading as measured on the MAP increased and we have met our goal. MAP Reading Growth Data (Spring assessment): -There were 883 students tested	Certificated members voted against the extension of the early release waiver. A new schedule will be developed for PLC (site and grade level) meetings for the 2024-25 school year.	Continue

	-23% of students tested in the 1st-20th% percentile -15% of students tested in the 21st-40th% percentile -18% of students tested in the 41st-60th% percentile -17% of students tested in the 61st-80th% percentile -27% of students tested in the 80th percentile and above Data shows there is an increase of students in the red band (1st-20th percentile), a decrease of students in the orange band (21st-40th percentile), an increase of students in the yellow band (41st-60th percentile), a decrease of students in the green band (61st-80th percentile), and a decrease of students in the blue band (above 80th percentile). The total % of growth from cycle 2 has decreased from 64% to 62%. We met our overall growth from our baseline data of 53%. But will keep our focus on our ELA growth. Based on MAP Reading data from the Spring 2024 to Spring 2025 growth 2nd and 7th grade to targeted support. PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Developing Common Assessments 2nd: Sharing Personal Practices 3rd: Sharing Personal Practices 4th: Filling in Time 5th: Analyzing Student Learning 6th: Sharing Personal Practices 7th: Sharing Personal Practices 8th: Sharing Personal Practices According to the PLC Stage of Team Development rubric, 4th grade continues to be in need of support in their team development. The next grade levels in need of support are 2nd, 3rd, 6th, 7th, and 8th grades. ELOP clubs after school were offered and students had the opportunity to participate after school. We hosted a	Grade-level teams will continue to collaborate as Professional Learning Communities (PLCs) and assess their progress using the Stages of Team Development rubric. This ongoing self-evaluation will provide administration with insights to strengthen the effectiveness of each PLC. Based on the data collected this year, administration along with the instructional specialist will provide targeted support to grade-level teams according to their identified stage of team development. Specifically, 4th grade was identified as needing the most support in the "Filling the Time" stage, while 2nd, 3rd, 6th, 7th, and 8th grades are in the "Sharing Personal Practices" stage and require the next level of support. These findings will guide intentional support strategies to foster growth and collaboration across all PLCs. To strengthen literacy skills and instructional practices for English Learners, we will implement targeted professional development for teachers. During the 2024–25 school year, Kagan coaches from Kagan Publishing & Professional	

	total of 5 clubs during cycle 3. There will be more ELOP clubs offered during the Summer. Post surveys were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment opportunities and learned something new. The survey completed by teachers after science camp indicated the teachers would like to explore a new program to attend. ELOP - Academic Tutoring begun during Cycle 3 by the TEACH program offered by Give Every Child a Chance onsite. There were 13 students enrolled. Three second grade teachers hosted an ELOP afterschool tutoring class specifically for their grade level, which began on February 25, 2025. They targeted students that scored below the 30th percentile on the MAP assessment in ELA and Math. They supported a total of 27 students. In addition, two fifth grade students hosted an ELOP afterschool math tutoring class specifically for their grade level, which began on March 18, 2025. They supported a total of 27 students combined between the two classes. In the action step, Academic Enrichment/Parent Engagement: Parents continue to attend after school events. There were 136 families in attendance at our recent Spring Choir concert. Based on learning walk data there is some evidence in the Implementation of 7 Thinking Strategies within Classrooms. Based on learning walk data specifically looking at Fundations, there is some evidence of full implementation. There remains a need to focus professional development with the Fundations curriculum.	Development will provide on-site training specifically for 7th and 8th grade teachers. This professional development will focus on cooperative learning structures and strategies designed to actively engage students in their learning. An INR has been submitted to support this initiative. Day 1 of training for our 7th and 8th grade teachers has been scheduled for September. To continue supporting student enrichment during the school day, we are exploring additional opportunities for the next school year that will align with state standards and enhance the student experience. This year, students participated in several assemblies, including one presented by Point Break, which focused on social-emotional well-being, and another from Science Alliance, held in conjunction with our STEAM Night, providing our students a hands-on science experience. All enrichment opportunities will supplement classroom learning, increase student engagement, and reinforce academic skills. To further support literacy development, the instructional specialist will work with	

	Digital Data Folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Also, see Progress Monitoring Binder in principal office.	targeted small groups of students in grades 4–6 using the Just Words program. Student participation will be determined through a combination of assessment data and teacher recommendations, with the goal of identifying those who would benefit from additional support in mastering grade-level ELA standards. This targeted intervention is designed to strengthen foundational reading and language skills. This school year, targeted after school tutoring programs were offered to 2nd and 5th grades to support student mastery of grade-level standards in both ELA and math. Additionally, targeted summer tutoring for exiting Kindergarten students will be offered during the month of June to provide a bridge as they enter first grade. District-wide, MUSD will also host a Summer Academy for students identified in the orange and yellow performance bands on the MAP assessments. Site-specific student rosters will be provided upon completion of the program to help guide planning for additional support. Looking ahead, academic tutoring for the 2025–2026 school year will continue to be	

		offered based on student need and teacher availability. Instructional teams will work collaboratively to identify students who may benefit most from targeted support, ensuring efforts are aligned with assessment data and instructional goals. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. Our site will continue the work with PEBC. Mossdale will receive a new coach next year to support teachers in their understanding of the workshop model. There will be two pull out training days with the teachers, one in the Fall and one in the Spring. Administration is working with Sierra High School to print larger posters of the Thinking Strategies sentence frames with graphics for easy student reference, that will be ready by the beginning of the next school year. With continued support from the Instructional Specialist, targeted reading intervention will be a focus for the upcoming school year using data from both CORE assessments and the Spring MAP assessment. Intervention efforts,	

		with small groups, will begin with 3rd grade. Throughout the current year, 2nd grade has remained a key focus for intervention, and this support will continue into the new school year. The Instructional Specialist will collaborate closely with both 2nd and 3rd grade teams to identify students in need of additional reading support. Identified students will be included in targeted small groups, with instruction designed to address specific skill gaps and promote growth toward grade-level proficiency. To strengthen the implementation and instructional fidelity of the Fundations program, Kindergarten through 3rd grade teachers will begin the school year by completing a Fundations self-audit. This reflective tool will help teachers assess their current practice and identify areas for growth. Instructional learning walks will continue during designated Fundations instructional blocks, using a focused observation form to assess key components of the program. Additionally at the beginning of the school year administration and the Instructional Specialist will collaborate to calibrate	

		their observations, developing a shared understanding of what constitutes strong, some, or no evidence means in different components of Fundations. Additionally, in the 2025-26 school year, Wilson will provide monthly coaching sessions for teachers in Fundations. These sessions will focus on building teacher capacity, deepening content knowledge, and supporting high-fidelity implementation of the Fundations curriculum across all K–3 classrooms. Learning Walks will continue to be an essential tool for identifying instructional trends and determining areas of support, with a particular focus on ELA. To strengthen this process, administration and the Instructional Specialist will collaborate to develop a targeted Learning Walk observation form. Learning Walks will also continue to monitor the implementation of Thinking Strategies across classrooms, with specific attention to the number of teachers demonstrating strong evidence of their use. Data gathered from these walks will be shared with the ILT and staff to identify areas of	

		strength and areas in need of support. To further develop the capacity of the ILT members as an effective PLC we will revisit the Stages of Team Development at the beginning of the school year to assess progress and realign team goals. Administration is actively working to secure professional development with David LaRose, who will provide targeted training for the ILT. This professional development will focus on strengthening the ILT's role as the guiding coalition of the school, helping to build stronger PLC teams and facilitate sustained academic growth.	

Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate Staff Survey -	Didn't Meet. Staff Vote for the Extension of the Early Release Waiver: (Extension vote results):			Time Money People

allowing for almost weekly collaboration with grade level teams.		36 teachers voted on staff survey 36/36 reported early release Wednesdays allowed more grade level team collaboration	9-yes 24-no 72% denial of the waiver extension The vote for the extension of the early release waiver did not pass. This action item was discontinued during Cycle 3. Staff Survey- 36/36 reported early release Wednesdays allowed more grade level team collaboration. Discontinued			
Collaborative Grade Level Teams Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development. During the 2025-26 school year, Kagan training will be provided to specific targeted PLC teams to increase teaching capacity with ELA instruction.	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric and using the Stages of Team Development. Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes Action Step revised during cycle 2	Grade Level Self Audit Rubrics (Highly Effective Teams) Completed in cycle 2 See below for data PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress	Not Met Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-Initiating ___Initiating 2 teams-Implementing 5 teams-Developing ___Sustaining PLC Protocol/Minutes 1/9 No Evidence of Progress 8/9 Some Evidence of Progress See digital data folder for Emerging Students Cycle			Time Money People

			3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Instructional Leadership Team Development Build capacity within the ILT to develop instructional leaders at each grade level through professional development. For the 2025-26 school year, David LaRose coaching will be provided for the ILT members to strengthen PLC teams.	PLC Audit Rubrics (ILT) - Meausre of the ILT with regards to their function as a PLC.	ILT Audit Rubric (Highly Effective Teams) ___Pre-Initiating ___Initiating ___Implementing _x_Developing ___Sustaining	Making progress ILT Audit Rubric (Highly Effective Teams) ___Pre-Initiating ___Initiating ___Implementing _x_Developing ___Sustaining See digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			Time Money People
Fundations Implementation with Fidelity for Grades K-3 During the 23-24 school year, Mossdale School worked extensively to implement Fundations in	Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Fundations Fundations Learning Walks/Observational Data - Number of teachers demonstrating strong	Fundations Next Steps Self Audit 2/13 0-75% Compliant 8/13 75-99% Compliant 3/13 100% Compliant	Making Progress Fundations Next Steps Self Audit 1/17 0-75% Compliant 8/17 75-99% Compliant 8/17 100% Compliant			Time Money People

grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving follow up training as well. To support teachers in their teaching capacity with Fundations, monthly coaching will be provided by Wilson to all K-3 teachers during the 25-26 school year.	evidence towards full implementation of Fundations. SWD First Grade Reading Fluency - Number/percentage of students who have oral reading scores	Fundations Learning Walks - __1_No Evidence __8_Some Evidence __6_Strong Evidence SWD First Grade Reading Fluency _15__% of students (_2__ students) have oral reading scores.	Fundations Learning Walks - __0_No Evidence __11_Some Evidence __18_Strong Evidence First Grade Reading Fluency 44% of students (51 students) have oral reading scores. See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, there is some progress being made toward reaching the goal of increasing the growth of SWD in ELA by 1% by the end of the 2024-25 school year. We will review MAP ELA data in the Winter to	Based on the action items above we have collected the following data to show that our action items are effective. 100% of staff voted yes to begin discussions and create a committee to create the early release waiver. We did not have an opportunity to	Administration will move forward with voting of certificated staff to extend the waiver for early release days. Continue with early release Wednesdays and	Continue

progress monitor progress made in the subgroup of SWD.	establish a baseline using the PLC rubric. We will collect evidence in cycle 2. Digital Data Folder for Standards Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ESWB3OyYq5JBpCtWBzbP0fsBzdkw8NyWb-3Bu0o3bc2Kfw?e=fRFzgV Also, see Progress Monitoring Binder in principal office.	meet with grade level PLC or site PLC. At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness.	
Cycle 2: Based on data from cycle 2 show that there is progress being made towards our goal of increasing growth within the subgroup of SWD measured by the NWEA/MAP growth assessment in Reading to achieve our goal of increasing growth by 1% for this school year.	Based on the action items above we have collected the following data to show that the action items are effective. We have increased growth in the subgroup of SWD in reading measured by the MAP reading assessment. -Spring MAP reading assessment of 2023-24 school year: 25% of SWD were at or above the 41st percentile -Fall MAP reading assessment for 2024-25 school year: 28% of SWD were at or above the 41st percentile -Winter MAP reading assessment of the 2024-25 school year: 29% of SWD were at or above the 41st percentile The percentage of SWD in the approaching, at grade level, or above grade level in reading has increased since last school year. An initial survey conducted in cycle 1 for Early Release Wednesdays indicated that teachers believed our early release days gave PLC's more time to collaborate. However, certificated members recently voted not to extend the early release waiver on Wednesdays for the 2025-26 school year. 24/33 teachers voted no 9/33 teachers voted yes	Administration proceeded with voting to extend the waiver for early release days. Preliminary results show teachers are not in favor of extending the early release days for the 2025-26 school year. We will need to work with the ILT team to discuss next school year and time for grade level PLC's and site PLC meetings. At the grade level PLC, grade level teams will continue to collaborate as a PLC and evaluate their level of Stage of Team Development. This will provide administration with critical information to support their grade level PLC effectiveness. Based on PLC self-assessment administration and Instructional specialist will support/attend 4th grade level PLC meetings to assist them	Continue

	PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Differentiating Follow-Up 2nd: Differentiating Follow-Up 3rd: Developing Common Assessments/Differentiating Follow-Up 4th: Filling in Time 5th: Analyzing Student Learning/Differentiating Follow-Up 6th: Analyzing Student Learning 7th: Analyzing Student Learning/Differentiating Follow-Up 8th: Analyzing Student Learning/Differentiating Follow-Up According to the PLC self-assessment of their Stage of Team Development, 4th grade needs support in their team development. 2nd grade self-assessment shows they work effectively as a PLC, however their collaboration as a PLC is not translating to student grown in MAP assessment data. Based on learning walk data there is some evidence with the number of teachers demonstrating evidence towards full implementation of Fundations. Digital Data Folder for Standards Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=LzXFco Also, see Progress Monitoring Binder in principal office.	in their team development. Kindergarten through third grade teachers will complete the Fundations self-audit at the end of cycle 3. Fundations learning walks will continue, administration and Instructional Specialist will walk through classrooms during scheduled Fundations times. Administration will work to bring Fundations coaches on a monthly basis during the next school year to support teachers' capacity in the Fundations curriculum. INR will be submitted during cycle 3 for the cost of the coaches for the 2025-26 school year. To develop, increase, and strengthen overall literacy skills/practices for students designated as English Language Learners administration will work to bring Kagan coaches, offered by Kagan Publishing & Professional Development, to work specifically with 7th and 8th grade teachers during the next school year. This will bring professional development to our teachers onsite which aims to teach strategies to actively engage students in their learning. An INR will be submitted during cycle 3.	

		Learning Walks will continue to determine trends and supports needed for ELA and specifically special education. Administration and Instructional specialist will collaborate to develop a learning walk form specifically for special education classrooms and resource classrooms.	
Cycle 3: Based on data from cycle 3 show the goal of increasing growth by 1% during the 2024-25 school year in Reading for SWD as measured by the NWEA/MAP assessment was met.	Based on the action items above we have collected the following data to show that growth in Reading for SWD as measured on the MAP increased and we have met the goal. MAP Reading Growth Data for SWD (Spring assessment): -There were 58 students tested -21% of students tested in the 1st-20th% percentile -24% of students tested in the 21st-40th% percentile -14% of students tested in the 41st-60th% percentile -17% of students tested in the 61st-80th% percentile -24% of students tested in the 80th percentile and above Data shows there is a decrease of students in the red band (1st-20th percentile), an increase of students in the orange band (21st-40th percentile), a decrease of students in the yellow band (41st-60th percentile), an increase of students in the green band (61st-80th percentile), and a decrease of students in the blue band (above 80th percentile). The total % of growth from cycle 2 has decreased from 64% to 62%. We met our overall growth from our baseline data of 53%. But will keep our focus on our ELA growth. PLC Audit Rubrics (grade levels) show	Certificated members voted against the extension of the early release waiver. A new schedule will be developed for PLC (site and grade level) meetings for the 2024-25 school year. Grade-level teams will continue to collaborate as Professional Learning Communities (PLCs) and assess their progress using the Stages of Team Development rubric. This ongoing self-evaluation will provide administration with insights to strengthen the effectiveness of each PLC. Based on the data collected this year, administration along with the instructional specialist will provide targeted support to grade-level teams according to their identified stage of team development. Specifically, 4th grade was identified as needing the most	Continue

	(using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Developing Common Assessments 2nd: Sharing Personal Practices 3rd: Sharing Personal Practices 4th: Filling in Time 5th: Analyzing Student Learning 6th: Sharing Personal Practices 7th: Sharing Personal Practices 8th: Sharing Personal Practices According to the PLC Stage of Team Development rubric, 4th grade continues to be in need of support in their team development. The next grade levels in need of support are 2nd, 3rd, 6th, 7th, and 8th grades. Based on learning walk data specifically looking at Fundations, there is some evidence of full implementation. There remains a need to focus professional development with the Fundations curriculum. Digital Data Folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Also, see Progress Monitoring Binder in principal office.	support in the "Filling the Time" stage, while 2nd, 3rd, 6th, 7th, and 8th grades are in the "Sharing Personal Practices" stage and require the next level of support. These findings will guide intentional support strategies to foster growth and collaboration across all PLCs. To strengthen literacy skills and instructional practices for English Learners, we will implement targeted professional development for teachers. During the 2024–25 school year, Kagan coaches from Kagan Publishing & Professional Development will provide on-site training specifically for 7th and 8th grade teachers. This professional development will focus on cooperative learning structures and strategies designed to actively engage students in their learning. An INR has been submitted to support this initiative. Day 1 of training for our 7th and 8th grade teachers has been scheduled for September. To strengthen the implementation and instructional fidelity of the Fundations program, Kindergarten through 3rd grade teachers will begin the school year by	

		completing a Fundations self-audit. This reflective tool will help teachers assess their current practice and identify areas for growth. Instructional learning walks will continue during designated Fundations instructional blocks, using a focused observation form to assess key components of the program. Additionally at the beginning of the school year administration and the Instructional Specialist will collaborate to calibrate their observations, developing a shared understanding of what constitutes strong, some, or no evidence means in different components of Fundations. Additionally, in the 2025-26 school year, Wilson will provide monthly coaching sessions for teachers in Fundations. These sessions will focus on building teacher capacity, deepening content knowledge, and supporting high-fidelity implementation of the Fundations curriculum across all K–3 classrooms. Learning Walks will continue to be an essential tool for identifying instructional trends and determining areas of support, with a particular focus on ELA.	

		To strengthen this process, administration and the Instructional Specialist will collaborate to develop a targeted Learning Walk observation form. Learning Walks will also continue to monitor the implementation of Thinking Strategies across classrooms, with specific attention to the number of teachers demonstrating strong evidence of their use. Data gathered from these walks will be shared with the ILT and staff to identify areas of strength and areas in need of support. To further develop the capacity of the ILT members as an effective PLC we will revisit the Stages of Team Development at the beginning of the school year to assess progress and realign team goals. Administration is actively working to secure professional development with David LaRose, who will provide targeted training for the ILT. This professional development will focus on strengthening the ILT's role as the guiding coalition of the school, helping to build stronger PLC teams and facilitate sustained academic growth.	

Progress Monitoring 25-26

SMART Goal 3

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate Staff Survey - 36 teachers voted on staff survey 36/36 reported early release Wednesdays allowed more grade level team collaboration	Didn't meet. Staff Vote for the Extension of the Early Release Waiver: (Extension vote results): 9-yes 24-no 72% denial of the waiver extension The vote for the extension of the early release waiver did not pass. This action item was discontinued during Cycle 3. Staff Survey- 36/36 reported early release Wednesdays allowed more grade level team collaboration. Discontinue			Time Money People
Collaborative Grade Level Teams Weekly collaboration with grade level teams. This will align with increased training	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric and using the Stages of Team Development.	Grade Level Self Audit Rubrics (Highly Effective Teams) -Not started, will complete in	Not Met Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-			Time Money People

on effective professional learning teams through professional development.	Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes Action Step revised during cycle 2	cycle 2 and cycle 3 ___Pre-Initiating ___Initiating ___Implementing _X_Developing ___Sustaining PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress	Initiating ___Initiating 2 teams-Implementing 5 teams-Developing ___Sustaining PLC Protocol/Minutes 1/9 No Evidence of Progress 8/9 Some Evidence of Progress See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Fundations Implementation with Fidelity for Grades K-3 During the 23-24 school year, Mossdale School worked extensively to implement Fundations in grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving	Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Fundations Fundations Learning Walks/Observational Data - Number of teachers demonstrating strong evidence towards full implementation of Fundations. First Grade Reading Fluency - Number/percentage of students who have oral reading scores	Fundations Next Steps Self Audit 2/13 0-75% Compliant 8/13 75-99% Compliant 3/13 100% Compliant Fundations Learning Walks - __1_No Evidence __8_Some Evidence __6_Strong Evidence	Making Progress Fundations Next Steps Self Audit /13 0-75% Compliant /13 75-99% Compliant /13 100% Compliant Fundations Learning Walks - __0_No Evidence __11_Some Evidence __18_Strong Evidence			Time Money People

follow up training as well. To support teachers in their teaching capacity with Fundations, monthly coaching will be provided by Wilson to all K-3 teachers during the 25-26 school year.		First Grade Reading Fluency 18% of students (16 students) have oral reading scores.	First Grade Reading Fluency 44% of students (51 students) have oral reading scores. See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
ELOP - Academic Tutoring Students in grades K-3 below the 41st percentile will attend after school academic tutoring to strengthen literacy skills.	Growth percentage by grade level, CFA Pre/post test that targets specific skills based on student need in tutorials	Growth percentage by grade level pre/post test data by standards/skill - ELOP Academic Tutoring has not begun as of Nov. 2024, ___% Kinder ___% 1st grade ___% 2nd grade ___% 3rd grade	Making Progress See binder in principal's office. Also see digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are effectively moving us towards our goal of increasing the percentage of students who receive an oral reading score in first grade by 3% growth by the end of the 2024-25 school year. We will review MAP fluency data in the Winter to progress monitor from Fall to Winter.	Based on the action items above we have collected the following data to show that our action items are effective. 100% of staff voted yes to begin discussions and create a committee to create the early release waiver. We did not have an opportunity to establish a baseline for PLC's. We will collect evidence in cycle 2. No tutoring has been implemented as of November 2024. Digital Data Folder for Standards Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ESWB3OyYq5JBpCtWBzbP0fsBzdkw8NyWb-3Bu0o3bc2Kfw?e=fRFzgV Also, see Progress Monitoring Binder in principal office.	Administration will move forward with voting of certificated staff to extend the waiver for early release days. Continue with early release Wednesdays and meet with grade level PLC or site PLC. At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness.	Continue
Cycle 2: Based on data from cycle 2, we show that we are moving towards our goal of increasing the number and percentage of students who receive an oral reading score for those students in the first grade by 3% by the end of the 2024-25 school year.	Based on data collected during cycle 2 we show that our action items are somewhat effective. An initial survey conducted in cycle 1 for Early Release Wednesdays indicated that teachers believed our early release days gave PLC's more time to collaborate. However, certificated members recently voted not to extend the early release waiver on Wednesdays for the 2025-26 school year. 24/33 teachers voted no 9/33 teachers voted yes PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments	Administration proceeded with voting to extend the waiver for early release days. Preliminary results show teachers are not in favor of extending the early release days for the 2025-26 school year. We will need to work with the ILT team to discuss next school year and time for grade level PLC's and site PLC meetings. At the grade level PLC, grade level teams will continue to collaborate as a PLC and evaluate their level of Stage of	Continue

	1st: Differentiating Follow-Up 2nd: Differentiating Follow-Up 3rd: Developing Common Assessments/Differentiating Follow-Up 4th: Filling in Time 5th: Analyzing Student Learning/Differentiating Follow-Up 6th: Analyzing Student Learning 7th: Analyzing Student Learning/Differentiating Follow-Up 8th: Analyzing Student Learning/Differentiating Follow-Up According to the PLC self-assessment of their Stage of Team Development, 4th grade needs support in their team development. 2nd grade self-assessment shows they work effectively as a PLC, however their collaboration as a PLC is not translating to student grown in MAP assessment data. MAP Reading Fluency Data: Spring 2023-24: 23/85 1st grade students have an Oral Reading Score-27% Fall 2024-25: 17/111 1st grade students have an Oral Reading Score-15% Winter 2024-25: 28/111 1st grade students have an Oral Reading Score-25% Based on MAP Fluency data our scores show that we have increased the percentage of first grade students who have received an oral reading score during this school year and only slightly lower as compared to the Spring 2023-25 term. For the action step, ELOP - Academic Tutoring, tutoring has not been implemented as of February 2025 provided by the TEACH program offered by Give Every Child a Chance onsite. Second grade teachers have proposed a tutoring afterschool specifically for their grade level beginning February 25, 2025. The target students are those that scored below the 30th percentile on the MAP assessment in ELA and Math. There will be 27 students serviced, by three teachers, with no more than 10 students in a group.	Team Development. This will provide administration with critical information to support their grade level PLC effectiveness. Based on PLC self-assessment administration and Instructional specialist will support/attend 4th grade level PLC meetings to assist them in their team development. ELOP tutoring-Second grade teachers will track attendance and growth for the students attending their academic tutoring to determine the effectiveness. Kindergarten through third grade teachers will complete the Fundations self-audit at the end of cycle 3. Fundations learning walks will continue, administration and Instructional Specialist will walk through classrooms during scheduled Fundations times. Administration will work to bring Fundations coaches on a monthly basis during the next school year to support teachers' capacity in the Fundations curriculum. INR will be submitted during cycle 3 for the cost of the coaches for the 2025-26 school year.	

	ELOP-Academic Tutoring has been implemented at the site level for 2nd grade. They have recently started. Their pre and post assessment data will be provided during cycle 3. 5th grade has recently submitted their proposal to begin a tutoring program for their grade level students. Their pre and post assessment data will be provided during cycle 3. No other grade levels have voiced interest in offering an ELOP tutoring program. Based on learning walk data there is some evidence with the number of teachers demonstrating evidence towards full implementation of Fundations. Digital Data Folder for Standards Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=LzXFco Also, see Progress Monitoring Binder in principal office.		
Cycle 3: Based on data from cycle 3, we show that goal of increasing the number and percentage of students who receive an oral reading score for those students in the first grade by 3% by the end of the 2024-25 school year was met.	Based on data collected during cycle 3 we show that our action items are effective. MAP Reading Fluency Data: Spring 2023-24: 23/85 1st grade students have an Oral Reading Score-27% Fall 2024-25: 17/111 1st grade students have an Oral Reading Score-15% Winter 2024-25: 28/111 1st grade students have an Oral Reading Score-25% Spring 2025-25: 51/114 1st grade students have an Oral Reading Score-44% Based on MAP Fluency data our scores show that we have increased the percentage of first grade students who have received an oral reading score during this school year.	Certificated members voted against the extension of the early release waiver. A new schedule will be developed for PLC (site and grade level) meetings for the 2024-25 school year. Grade-level teams will continue to collaborate as Professional Learning Communities (PLCs) and assess their progress using the Stages of Team Development rubric. This ongoing self-evaluation will provide administration with insights to strengthen	Continue

	PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Developing Common Assessments 2nd: Sharing Personal Practices 3rd: Sharing Personal Practices 4th: Filling in Time 5th: Analyzing Student Learning 6th: Sharing Personal Practices 7th: Sharing Personal Practices 8th: Sharing Personal Practices According to the PLC Stage of Team Development rubric, 4th grade continues to be in need of support in their team development. The next grade levels in need of support are 2nd, 3rd, 6th, 7th, and 8th grades. ELOP - Academic Tutoring begun during Cycle 3 by the TEACH program offered by Give Every Child a Chance onsite. There were 13 students enrolled. Based on learning walk data specifically looking at Fundations, there is some evidence of full implementation. There remains a need to focus professional development with the Fundations curriculum. Three second grade teachers hosted an ELOP afterschool tutoring class specifically for their grade level, which began on February 25, 2025. They targeted students that scored below the 30th percentile on the MAP assessment in ELA and Math. They supported a total of 27 students. In addition, two fifth grade students hosted an ELOP afterschool math tutoring class specifically for their grade level, which began on March 18, 2025. They supported a total of 27 students combined between the two classes. Digital Data Folder for Standards Cycle 3: https://musd-	the effectiveness of each PLC. Based on the data collected this year, administration along with the instructional specialist will provide targeted support to grade-level teams according to their identified stage of team development. Specifically, 4th grade was identified as needing the most support in the "Filling the Time" stage, while 2nd, 3rd, 6th, 7th, and 8th grades are in the "Sharing Personal Practices" stage and require the next level of support. These findings will guide intentional support strategies to foster growth and collaboration across all PLCs. This school year, targeted after school tutoring programs were offered to 2nd and 5th grades to support student mastery of grade-level standards in both ELA and math. Additionally, targeted summer tutoring for exiting Kindergarten students will be offered during the month of June to provide a bridge as they enter first grade. District-wide, MUSD will also host a Summer Academy for students identified in the orange and yellow performance bands on the MAP assessments. Site-specific student rosters will be provided upon	

	my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Also, see Progress Monitoring Binder in principal office.	completion of the program to help guide planning for additional support. Looking ahead, academic tutoring for the 2025–2026 school year will continue to be offered based on student need and teacher availability. Instructional teams will work collaboratively to identify students who may benefit most from targeted support, ensuring efforts are aligned with assessment data and instructional goals. To strengthen the implementation and instructional fidelity of the Fundations program, Kindergarten through 3rd grade teachers will begin the school year by completing a Fundations self-audit. This reflective tool will help teachers assess their current practice and identify areas for growth. Instructional learning walks will continue during designated Fundations instructional blocks, using a focused observation form to assess key components of the program. Additionally at the beginning of the school year administration and the Instructional Specialist will collaborate to calibrate their observations, developing a shared understanding of what constitutes strong, some, or no evidence	

		means in different components of Fundations. Additionally, in the 2025-26 school year, Wilson will provide monthly coaching sessions for teachers in Fundations. These sessions will focus on building teacher capacity, deepening content knowledge, and supporting high-fidelity implementation of the Fundations curriculum across all K–3 classrooms. Learning Walks will continue to be an essential tool for identifying instructional trends and determining areas of support, with a particular focus on ELA. To strengthen this process, administration and the Instructional Specialist will collaborate to develop a targeted Learning Walk observation form. Learning Walks will also continue to monitor the implementation of Thinking Strategies across classrooms, with specific attention to the number of teachers demonstrating strong evidence of their use. Data gathered from these walks will be shared with the ILT and staff to identify areas of strength and areas in need of support. To further develop the capacity of the ILT	

		members as an effective PLC we will revisit the Stages of Team Development at the beginning of the school year to assess progress and realign team goals. Administration is actively working to secure professional development with David LaRose, who will provide targeted training for the ILT. This professional development will focus on strengthening the ILT's role as the guiding coalition of the school, helping to build stronger PLC teams and facilitate sustained academic growth.	

Progress Monitoring 25-26

SMART Goal 4

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate Staff Survey - 36 teachers voted on staff survey	Didn't meet. Staff Vote for the Extension of the Early Release Waiver: (Extension vote results): 9-yes 24-no			Time Money People

collaboration with grade level teams.		36/36 reported early release Wednesdays allowed more grade level team collaboration	72% denial of the waiver extension The vote for the extension of the early release waiver did not pass. This action item was discontinued during Cycle 3. Staff Survey- 36/36 reported early release Wednesdays allowed more grade level team collaboration. Discontinued			
Collaborative Grade Level Teams Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development. During the 2025-26 school year, Kagan training will be provided to specific targeted PLC teams to increase teaching capacity with ELA instruction.	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric and using the Stages of Team Development. Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes Action Step revised during cycle 2	Grade Level Self Audit Rubrics (Highly Effective Teams) - Not started, will complete in cycle 2 and cycle 3 ___Pre-Initiating ___Initiating ___Implementing ___Developing ___Sustaining PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress	Not Met Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-Initiating ___Initiating 2 teams-Implementing 5 teams-Developing ___Sustaining PLC Protocol/Minutes 1/9 No Evidence of Progress 8/9 Some Evidence of Progress See digital data folder for Emerging Students Cycle 3: https://musd-			Time Money People

			my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Fundations Implementation with Fidelity for Grades K-3 During the 23-24 school year, Mossdale School worked extensively to implement Fundations in grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving follow up training as well. To support teachers in their teaching capacity with Fundations, monthly coaching will be provided by Wilson to all K-3 teachers during the 25-26 school year.	Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Fundations Fundations Learning Walks/Observational Data - Number of teachers demonstrating strong evidence towards full implementation of Fundations. First Grade Reading Fluency - Number/percentage of students who have oral reading scores	Fundations Next Steps Self Audit 2/13 0-75% Compliant 8/13 75-99% Compliant 3/13 100% Compliant Fundations Learning Walks - __1_No Evidence __8_Some Evidence __6_Strong Evidence First Grade Reading Fluency 18% of students (16 students) have oral reading scores.	Making Progress Fundations Next Steps Self Audit 1/17 0-75% Compliant 8/17 75-99% Compliant 8/17 100% Compliant Fundations Learning Walks - __0_No Evidence __11_Some Evidence __18_Strong Evidence First Grade Reading Fluency 44% of students (51 students) have oral reading scores. See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUcc			Time Money People

			myruZ2kKPJRZQ?e=0P2ZXg Continue			
ELOP - Academic Tutoring Students in grades 1-8 below the 41st percentile will attend after school academic tutoring to strengthen literacy skills.	Growth percentage by grade level, CFA Pre/post test that targets specific skills based on student need in tutorials	Growth percentage by grade level pre/post test data by standards/skill - ELOP Academic Tutoring has not begun as of Nov. 2024 ___% 1st grade ___% 2nd grade ___% 3rd grade ___% 4th grade ___% 5th grade ___% 6th grade ___% 7th grade ___% 8th grade	Making Progress See binder in principal's office. Also see digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are effectively moving us towards our goal of increasing the percentage of students who meet language usage growth by 3% growth by the end of the 2024-25 school year. We will review MAP language usage data in the Winter to progress	Based on the action items above we have collected the following data to show that our action items are effective. 100% of staff voted yes to begin discussions and create a committee to create the early release waiver. We did not have an opportunity to establish a baseline for PLC's. We will collect evidence in cycle 2. Based on MAP Language Usage data	Administration will move forward with voting of certificated staff to extend the waiver for early release days. Continue with early release Wednesdays and meet with grade level PLC or site PLC. Admin team and instructional specialist to participate	Continue

monitor from Fall to Winter.	from the fall 2nd grade need targeted support. No tutoring has been implemented as of November 2024. Digital Data Folder for Standards Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ESWB3OyYq5JBpCtWBzbP0fsBzdkw8NyWb-3Bu0o3bc2Kfw?e=fRFzgV Also, see Progress Monitoring Binder in principal office.	in the PLC discussions in 2nd grade. Instructional specialist and admin team to conduct walk through specifically in 2nd grade to provide constructive feedback based on noticed trends. At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness.	
Cycle 2: Based on data from cycle 2, we show that our above action items are effectively moving us towards our goal to increase the percentage of students showing growth by 3% in language usage measured by the MAP assessment.	Based on the action items above we have collected the following data to show that our action items continue to be effective. MAP Language Usage Data: Winter 2023-24 Data: 61% of students scored at or above the 41st percentile Winter 2024-25 Data: 70% of students scored at or above the 41st percentile This shows that our students are making growth in the area of language usage. An initial survey conducted in cycle 1 for Early Release Wednesdays indicated that teachers believed our early release days gave PLC's more time to collaborate. However, certificated members recently voted not to extend the early release waiver on Wednesdays for the 2025-26 school year. 24/33 teachers voted no 9/33 teachers voted yes	Administration proceeded with voting to extend the waiver for early release days. Preliminary results show teachers are not in favor of extending the early release days for the 2025-26 school year. We will need to work with the ILT team to discuss next school year and time for grade level PLC's and site PLC meetings. At the grade level PLC, grade level teams will continue to collaborate as a PLC and evaluate their level of Stage of Team Development. This will provide administration with critical information to support their grade level	Continue

	PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Differentiating Follow-Up 2nd: Differentiating Follow-Up 3rd: Developing Common Assessments/Differentiating Follow-Up 4th: Filling in Time 5th: Analyzing Student Learning/Differentiating Follow-Up 6th: Analyzing Student Learning 7th: Analyzing Student Learning/Differentiating Follow-Up 8th: Analyzing Student Learning/Differentiating Follow-Up According to the PLC self-assessment of their Stage of Team Development, 4th grade needs support in their team development. 2nd grade self-assessment shows they work effectively as a PLC, however their collaboration as a PLC is not translating to student grown in MAP assessment data. Based on MAP Reading data from the Fall and Winter 2nd grade continues need targeted support. For the action step, ELOP - Academic Tutoring, tutoring has not been implemented as of February 2025 provided by the TEACH program offered by Give Every Child a Chance onsite. Second grade teachers have proposed a tutoring afterschool specifically for their grade level beginning February 25, 2025. The target students are those that scored below the 30th percentile on the MAP assessment in ELA and Math. There will be 27 students serviced, by three teachers, with no more than 10 students in a group. ELOP-Academic Tutoring has been implemented at the site level for 2nd grade. They have recently started. Their pre and post assessment data will be provided during cycle 3. 5th grade has recently submitted their proposal to begin a tutoring program for their grade	PLC effectiveness. Based on PLC self-assessment administration and Instructional specialist will support/attend 4th grade level PLC meetings to assist them in their team development. ELOP Tutoring-Second grade teachers will track attendance and growth for the students attending their academic tutoring to determine the effectiveness. Fifth grade teachers will track attendance and growth for students attending their academic tutoring to determine effectiveness. Kindergarten through third grade teachers will complete the Fundations self-audit at the end of cycle 3. Fundations learning walks will continue, administration and Instructional Specialist will walk through classrooms during scheduled Fundations times. Administration will work to bring Fundations coaches on a monthly basis during the next school year to support teachers' capacity in the Fundations curriculum. INR will be submitted during cycle 3 for the cost of the coaches for the 2025-26 school year. To develop, increase, and strengthen overall	

	level students. Their pre and post assessment data will be provided during cycle 3. No other grade levels have voiced interest in offering an ELOP tutoring program. Based on learning walk data there is some evidence with the number of teachers demonstrating evidence towards full implementation of Fundations. Digital Data Folder for Standards Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=LzXFco Also, see Progress Monitoring Binder in principal office.	literacy skills/practices for students designated as English Language Learners administration will work to bring Kagan coaches, offered by Kagan Publishing & Professional Development, to work specifically with 7th and 8th grade teachers during the next school year. This will bring professional development to our teachers onsite which aims to teach strategies to actively engage students in their learning. An INR will be submitted during cycle 3.	
Cycle 3: Based on data from cycle 3, we show that we met our goal to increase the percentage of students showing growth by 3% for the 2024-25 school year in language usage measured by the NWEA/MAP assessment.	Based on the action items above we have collected the following data to show that our action items are effective. MAP Language Usage Data: Baseline: 61% Cycle 1: 65% Cycle 2: 66% Cycle 3: 67% This shows that our students are continual made growth in the area of language usage during this school year. Based on MAP Language Usage data 6th and 8th grade need targeted support. PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Developing Common Assessments 2nd: Sharing Personal Practices 3rd: Sharing Personal Practices 4th: Filling in Time 5th: Analyzing Student Learning 6th: Sharing Personal Practices	Certificated members voted against the extension of the early release waiver. A new schedule will be developed for PLC (site and grade level) meetings for the 2024-25 school year. Grade-level teams will continue to collaborate as Professional Learning Communities (PLCs) and assess their progress using the Stages of Team Development rubric. This ongoing self-evaluation will provide administration with insights to strengthen the effectiveness of each PLC. Based on the data collected this year, administration along with the instructional specialist will provide targeted support to	Continue

	7th: Sharing Personal Practices 8th: Sharing Personal Practices According to the PLC Stage of Team Development rubric, 4th grade continues to be in need of support in their team development. The next grade levels in need of support are 2nd, 3rd, 6th, 7th, and 8th grades. ELOP - Academic Tutoring begun during Cycle 3 by the TEACH program offered by Give Every Child a Chance onsite. There were 13 students enrolled. Based on learning walk data specifically looking at Fundations, there is some evidence of full implementation. There remains a need to focus professional development with the Fundations curriculum. Three second grade teachers hosted an ELOP afterschool tutoring class specifically for their grade level, which began on February 25, 2025. They targeted students that scored below the 30th percentile on the MAP assessment in ELA and Math. They supported a total of 27 students. In addition, two fifth grade students hosted an ELOP afterschool math tutoring class specifically for their grade level, which began on March 18, 2025. They supported a total of 27 students combined between the two classes. Digital Data Folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Also, see Progress Monitoring Binder in principal office.	grade-level teams according to their identified stage of team development. Specifically, 4th grade was identified as needing the most support in the "Filling the Time" stage, while 2nd, 3rd, 6th, 7th, and 8th grades are in the "Sharing Personal Practices" stage and require the next level of support. These findings will guide intentional support strategies to foster growth and collaboration across all PLCs. To strengthen literacy skills and instructional practices for English Learners, we will implement targeted professional development for teachers. During the 2024–25 school year, Kagan coaches from Kagan Publishing & Professional Development will provide on-site training specifically for 7th and 8th grade teachers. This professional development will focus on cooperative learning structures and strategies designed to actively engage students in their learning. An INR has been submitted to support this initiative. Day 1 of training for our 7th and 8th grade teachers has been scheduled for September.	

		Learning Walks will continue to be an essential tool for identifying instructional trends and determining areas of support, with a particular focus on ELA. To strengthen this process, administration and the Instructional Specialist will collaborate to develop a targeted Learning Walk observation form. Learning Walks will also continue to monitor the implementation of Thinking Strategies across classrooms, with specific attention to the number of teachers demonstrating strong evidence of their use. Data gathered from these walks will be shared with the ILT and staff to identify areas of strength and areas in need of support. To further develop the capacity of the ILT members as an effective PLC we will revisit the Stages of Team Development at the beginning of the school year to assess progress and realign team goals. Administration is actively working to secure professional development with David LaRose, who will provide targeted training for the ILT. This professional development will focus on strengthening the ILT's role as the guiding coalition of the school, helping to build stronger PLC teams and facilitate	

		sustained academic growth. This school year, targeted after school tutoring programs were offered to 2nd and 5th grades to support student mastery of grade-level standards in both ELA and math. Additionally, targeted summer tutoring for exiting Kindergarten students will be offered during the month of June to provide a bridge as they enter first grade. District-wide, MUSD will also host a Summer Academy for students identified in the orange and yellow performance bands on the MAP assessments. Site-specific student rosters will be provided upon completion of the program to help guide planning for additional support. Looking ahead, academic tutoring for the 2025–2026 school year will continue to be offered based on student need and teacher availability. Instructional teams will work collaboratively to identify students who may benefit most from targeted support, ensuring efforts are aligned with assessment data and instructional goals	

Progress Monitoring 25-26

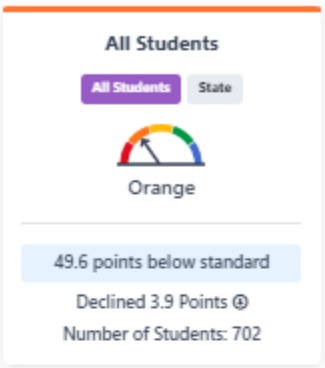
Progress Monitoring

Data

Mathematics

All Students

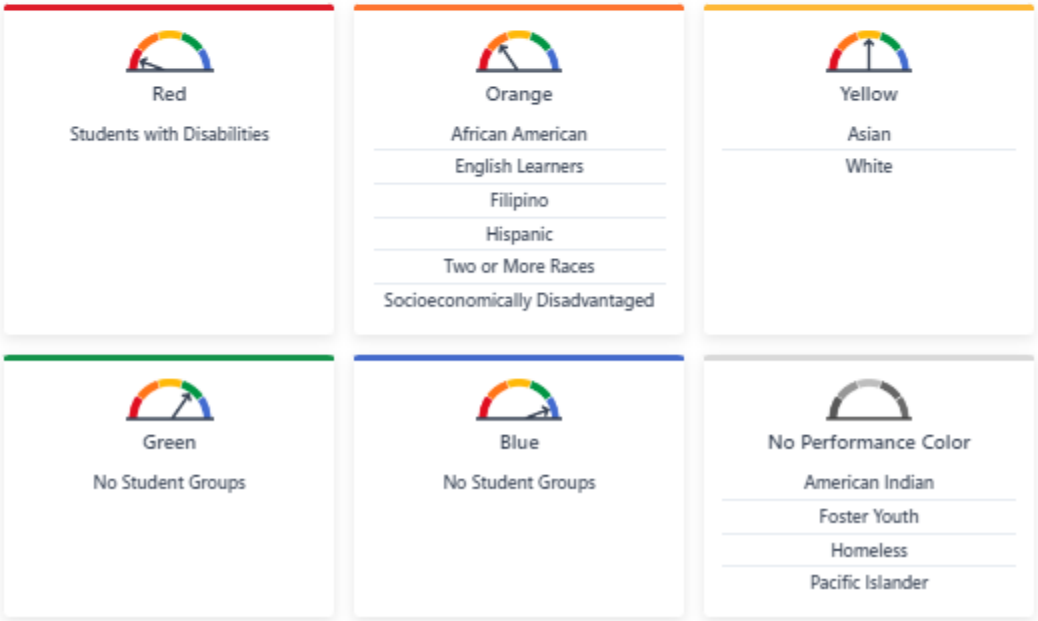
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Student Growth Summary Report

Aggregate by School

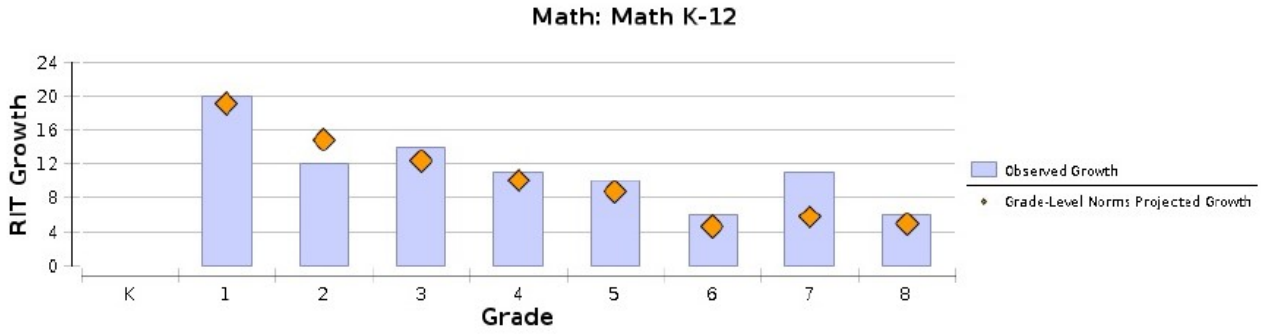
Term: Winter 2023-2024
District: Manteca Unified School District

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

Mossdale Elementary

Math: Math K-12

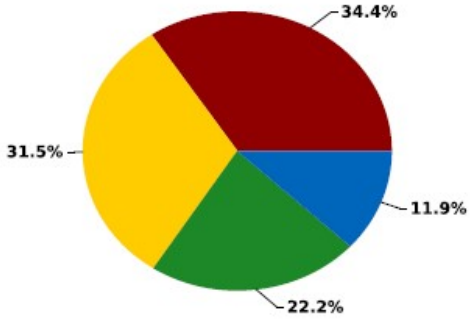
		Comparison Periods								Growth Evaluated Against						
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed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



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

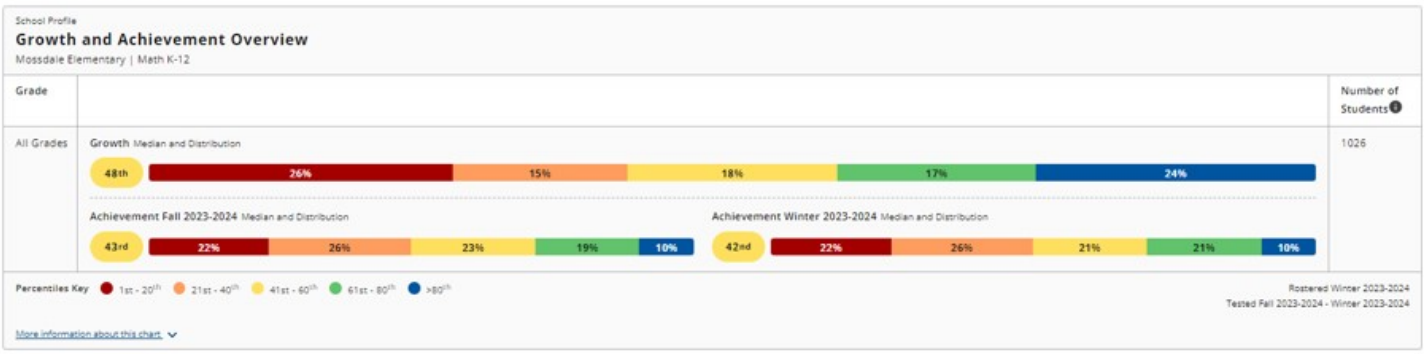
View Linking Study: https://www.nwea.org/resources/california-linking-study/

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



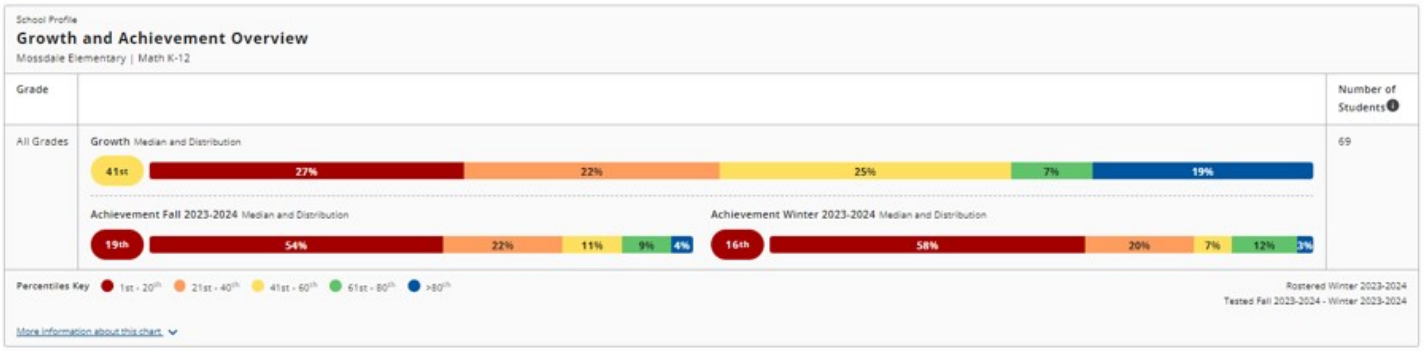
All Students: Growth and Achievement:

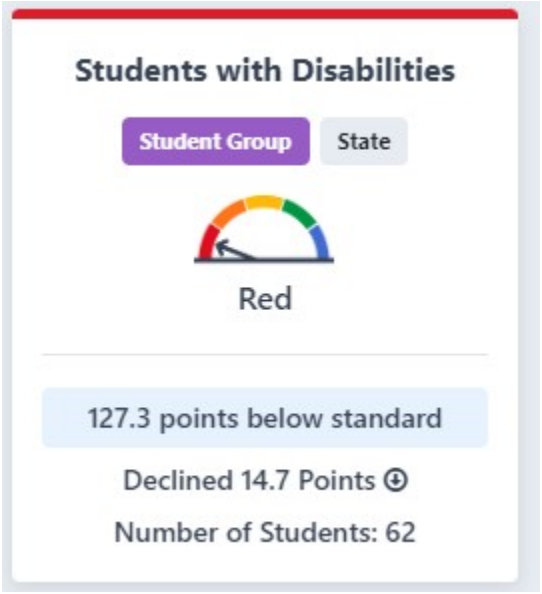
Mossdale Elementary

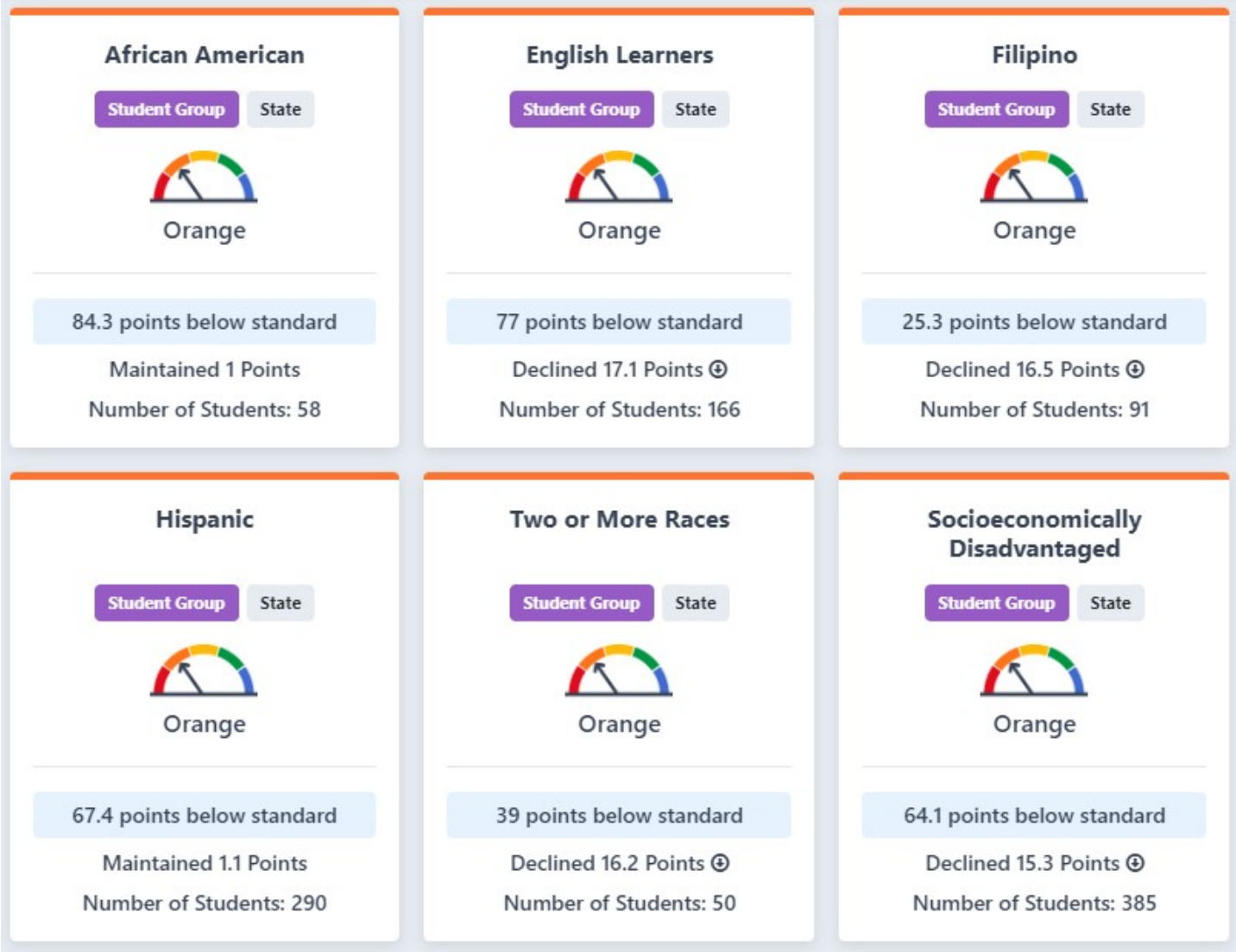


Students with Disabilities: Growth and Achievement

Mossdale Elementary







Data Analysis

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

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

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

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

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

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays For the 2024-25 school year, Mossdale School will be returning to an early release	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate	Didn't meet. Staff Vote for the Extension of the Early Release Waiver:			Time Money People

Wednesday model allowing for almost weekly collaboration with grade level teams.		Staff Survey - 36 teachers voted on staff survey 36/36 reported early release Wednesdays allowed more grade level team collaboration	(Extension vote results): 9-yes 24-no 72% denial of the waiver extension The vote for the extension of the early release waiver did not pass. This action item was discontinued during Cycle 3. Staff Survey- 36/36 reported early release Wednesdays allowed more grade level team collaboration. Discontinue			
Collaborative Grade Level Teams Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through professional development. During the 2025-26 school year, Kagan training will be provided to specific targeted PLC teams to increase teaching capacity with Math instruction.	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric and using the Stages of Team Development. Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes Action Step revised during cycle 2	Grade Level Self Audit Rubrics (Highly Effective Teams) Completed in cycle 2 See below for data PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress	Not Met Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-Initiating ___Initiating 2 teams-Implementing 5 teams-Developing ___Sustaining PLC Protocol/Minutes 1/9 No Evidence of Progress 8/9 Some Evidence of Progress See digital data folder for			Time Money People

			Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Instructional Leadership Team Development Build capacity within the ILT to develop instructional leaders at each grade level through professional development. For the 2025-26 school year, David LaRose coaching will be provided for the ILT members to strengthen PLC teams.	PLC Audit Rubrics (ILT) - Meausre of the ILT with regards to their function as a PLC.	ILT Audit Rubric (Highly Effective Teams) ___Pre-Initiating ___Initiating ___Implementing _x_Developing ___Sustaining	Making progress ILT Audit Rubric (Highly Effective Teams) ___Pre-Initiating ___Initiating ___Implementing _x_Developing ___Sustaining See digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			Time Money People
Math Workshop Model/Use of 8 Mathematical Practices in Teaching Through a partnership with PEBC, Mossdale School and MUSD	Math Workshop Learning Walks - Number of teachers demonstrating strong evidence of use of math workshop/8 mathematical practices.	Math Workshop Learning Walks - _22__No Evidence _6__Some Evidence _1__Strong Evidence	Making Progress Math Workshop Learning Walks - _21__No Evidence _17__Some			Time Money People

have worked towards explicitly using the math workshop model, improving math discourse and math specific instructional strategies in classrooms. This effort will continue for the new cycle.			Evidence _0__Strong Evidence See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Implementation of 7 Thinking Strategies within Classrooms Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.	Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies	Thinking Strategy Learning Walks - _16__No Evidence _11__Some Evidence _2__Strong Evidence	Making Progress Thinking Strategy Learning Walks - _10__No Evidence _17__Some Evidence _11__Strong Evidence See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			Time Money People
Academic Enrichment/Parent Engagement	Number of opportunities for students.	Number of Students Attending (by event) -	Met Number of after school			Time Money People

Students will have the opportunity to attend various academic enrichment events, activities and educational excursions after school to build and strengthen math skills.	Number of Students/Families Attending Events - measured by event (eg: STEAM Night, Academic Enrichment Clubs, Science Olympiad, etc.) measured by QR code or sign in sheet. Number of events that have an academic focus that supports site academic needs as reviewed by administration.	STEAM Night- baseline to be determined at event in April 2025 Science Olympiad-21 Spelling Bee-15 ELOP-10 ELOP clubs offered April 2024 STEAM Night 165 Students 75 Parents 62 Families Number of stations at academic event showing evidence of academic focus - baseline to be determined at event (STEAM Night) in April 2025 ___ stations at event/percentage of whole	opportunities for students during the 24-25 school year: 10 Number of Students Attending (by event) - Science Olympiad-21 Spelling Bee-15 STEAM Night 165 Students 75 Parents 62 Families ELOP Clubs-10 See digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			
ELOP - Academic Tutoring Students in grades 1-8 below the 41st percentile will attend after school academic tutoring to strengthen math skills.	Growth percentage by grade level, CFA Pre/post test that targets specific skills based on student need in tutorials	Growth percentage by grade level pre/post test data by standards/skill - ELOP Academic Tutoring has not begun as of Nov. 2024 ___% 1st grade ___% 2nd grade ___% 3rd grade ___% 4th grade	Making Progress See binder in principal's office. Also see digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL			Time Money People

		___% 5th grade ___% 6th grade ___% 7th grade ___% 8th grade	Continue			
Academic Enrichment/Extension During the School Day Students will have the opportunity to attend various academic enrichment assemblies and field trips during the school day to build and strengthen math skills across content areas.	Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data	Pre/post survey at each event - Not started, will complete in cycle 2 and cycle 3	Making Progress Surveys conducted after each assembly and field trip. See digital data folder for survey results in Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People
Academic Enrichment/Extension During the School Day 7th/8th grade students will have the opportunity to attend robust elective course offerings strengthen literacy skills across content areas.	Pre/post survey for all junior high students to collect qualitative/quantitative data regarding elective enrollment.	Pre/post survey after each trimester - Not started, will complete in cycle 2 and cycle 3	Making Progress Surveys conducted with junior high students. See digital data folder for survey results in Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1			Time Money People

			NAnhRobLqg?e=v4sBlS Continue			
Strategic Small Group Intervention - Tier 2/3 for Math Our grade level leads, along with their teams, will work collaboratively with our Instructional Specialist to provide targeted support to underperforming student groups as compared to the school average will be specifically targeted, which includes the student subgroups of African American, Filipino, Hispanic, Two or More Races and Socioeconomically Disadvantaged students.	Pre/post data for all referred students to the IS for small group intervention to collect qualitative/quantitative data.	Pre/post survey after each trimester - In progress with Instructional Specialist, will complete in cycle 2 and cycle 3	Making Progress See binder in principal's office. Also see digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, there is some progress being made toward reaching this goal. We show that our action items are somewhat effective in moving us toward our 3% growth in math by the end of the 2024-25 school year. We will review MAP math data in the Winter to	Based on the action items above we have collected the following data to show that our action items are effective. 100% of staff voted yes to begin discussions and create a committee to create the early release waiver. Based on learning walks data, we have identified the majority of the classrooms have no evidence of the	Administration will move forward with voting of certificated staff to extend the waiver for early release days. Continue with early release Wednesdays and meet with grade level PLC or site PLC. Admin team and instructional	Continue

progress monitor from Fall to Winter.	implementation of the 7 Thinking Strategies within Classrooms and should be targeted. We did not have an opportunity to establish a baseline for Academic Enrichment/Extension During the School Day or Strategic Small Group Intervention. We will collect evidence in cycle 2. Based on MAP math data from the fall 2nd and 3rd grade need targeted support. No tutoring has been implemented as of November 2024. Digital Data Folder for Standards Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ESWB3OyYq5JBpCtWBzbP0fsBzdkw8NyWb-3Bu0o3bc2Kfw?e=fRFzgV Also, see Progress Monitoring Binder in principal office.	specialist to participate in the PLC discussions in 2nd and 3rd grade. Instructional specialist and admin team to conduct walk through specifically in 2nd and 3rd grade to provide constructive feedback based on noticed trends on math practices. There is a scheduled training day with the PEBC coach scheduled for April 2025. The grade level teams will continue their work observing and co-teaching using the workshop model. The grade level teams will have time to discuss prior to the lesson observation and time to debrief after. At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness.	
Cycle 2: Based on data from cycle 2, there is great growth towards meeting our goal of achieving our goal for the 2024-25 school year.	Based on the action items above we have collected the following data to show that are our action items are effective. An initial survey conducted in cycle 1 for Early Release Wednesdays indicated that teachers believed our early release days gave PLC's more time to collaborate. However, certificated	Administration proceeded with voting to extend the waiver for early release days. Preliminary results show teachers are not in favor of extending the early release days for the 2025-26 school year. We will need to work with	Continue

	members recently voted not to extend the early release waiver on Wednesdays for the 2025-26 school year. 24/33 teachers voted no 9/33 teachers voted yes PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Differentiating Follow-Up 2nd: Differentiating Follow-Up 3rd: Developing Common Assessments/Differentiating Follow-Up 4th: Filling in Time 5th: Analyzing Student Learning/Differentiating Follow-Up 6th: Analyzing Student Learning 7th: Analyzing Student Learning/Differentiating Follow-Up 8th: Analyzing Student Learning/Differentiating Follow-Up According to the PLC self-assessment of their Stage of Team Development, 4th grade needs support in their team development. 2nd grade self-assessment shows they work effectively as a PLC, however their collaboration as a PLC is not translating to student grown in MAP assessment data. In the action step, Academic Enrichment/Parent Engagement, the parent input survey collected for the 8th grade parent night at LHS was limited. Only 6 parents completed the survey for the region elementary schools and only 2 were from Mossdale. However, based on verbal conversations many Mossdale families attended this event. The high school will revisit how they assess participation next school year. For the action step, ELOP - Academic Tutoring, tutoring has not been implemented as of February 2025 provided by the TEACH program offered by Give Every Child a Chance onsite. Second grade teachers have proposed a	the ILT team to discuss next school year and time for grade level PLC's and site PLC meetings. At the grade level PLC, grade level teams will continue to collaborate as a PLC and evaluate their level of Stage of Team Development. This will provide administration with critical information to support their grade level PLC effectiveness. Based on PLC self-assessment administration and Instructional specialist will support/attend 4th grade level PLC meetings to assist them in their team development. To support Academic Enrichment/Parent Engagement, for the 8th grade parent night, LHS will be revisiting how they assess participation next school year. To support Enrichment/Extension During the School Day we are continuing to look into other ways to enrich our students during the school day. One specific assembly offered by Point Break will be offered to our students in the Spring. In addition, two other assemblies one that focuses on anti-bullying and other to bring an educational science experience to our students.	

	tutoring afterschool specifically for their grade level beginning February 25, 2025. The target students are those that scored below the 30th percentile on the MAP assessment in ELA and Math. There will be 27 students serviced, by three teachers, with no more than 10 students in a group. ELOP-Academic Tutoring has been implemented at the site level for 2nd grade. They have recently started. Their pre and post assessment data will be provided during cycle 3. 5th grade has recently submitted their proposal to begin a tutoring program for their grade level students. Their pre and post assessment data will be provided during cycle 3. No other grade levels have voiced interest in offering an ELOP tutoring program. We are near completion of assessing our 2nd and 3rd grade students using the CORE assessment to determine areas of need. Preliminary results indicate some students tested do not need Tier 1 small group support. It has proven to be a barrier that Mossdale only has an Instructional Specialist 50% of the time to complete the necessary CORE assessments. We continue to offer ELOP opportunity for students after school. We hosted a total of 8 clubs during cycle 2. Based on learning walk data there is some evidence in the Implementation of 7 Thinking Strategies within Classrooms. Digital Data Folder for Standards Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=LzXFco Also, see Progress Monitoring Binder in principal office.	Second grade teachers will track attendance and growth for the students attending their academic tutoring to determine the effectiveness. Instruction Specialist will complete CORE assessments with 2nd grade and begin to start small group intervention based on the results. Instructional Specialist will collaborate with the 2nd and 3rd grade teams to include their targeted student in reading in her small group. The instructional specialist will continue small group instruction with grades 4th and 5th grades during cycle 3. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. There is a scheduled training day with the PEBC coach scheduled for April 2025. The grade level teams will continue their work observing and co-teaching using thinking strategies. The grade level teams will have time to discuss prior to the model lesson and time to debrief after model lesson. Administration is working to create larger posters of the Thinking Strategies sentence	

		frames with graphics for easy student reference. To develop, increase, and strengthen overall literacy skills/practices for students designated as English Language Learners administration will work to bring Kagan coaches, offered by Kagan Publishing & Professional Development, to work specifically with 7th and 8th grade teachers during the next school year. This will bring professional development to our teachers onsite which aims to teach strategies to actively engage students in their learning. An INR will be submitted during cycle 3.	
Cycle 3: Based on data from cycle 3, the goal was met 2024-25 school year of increasing the percentages of students who meet growth on NWEA/MAP in math by 3% per grade level by the end of the 2024-25 school year.	Based on the action items above we have collected the following data to show that are our action items are effective. MAP Math Growth Data (Spring assessment): -There were 893 students tested -19% of students tested in the 1st-20th% percentile -17% of students tested in the 21st-40th% percentile -14% of students tested in the 41st-60th% percentile -17% of students tested in the 61st-80th% percentile -33% of students tested in the 80th percentile and above Data shows that the percentage of students in the red band (1st-20th percentile) stayed the same, there was an increase of students in the orange band (21st-40th percentile), a decrease	Certificated members voted against the extension of the early release waiver. A new schedule will be developed for PLC (site and grade level) meetings for the 2024-25 school year. Grade-level teams will continue to collaborate as Professional Learning Communities (PLCs) and assess their progress using the Stages of Team Development rubric. This ongoing self-evaluation will provide administration with insights to strengthen the effectiveness of each PLC. Based on the	Continue

	of students in the yellow band (41st-60th percentile), a decrease of students in the green band (61st-80th percentile), and a decrease of students in the blue band (above 80th percentile). The total % of growth from cycle 2 to cycle 3 decreased from 67% to 64%. However, we met our overall growth from our baseline data of 49%. But will keep our focus on our math growth. PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Developing Common Assessments 2nd: Sharing Personal Practices 3rd: Sharing Personal Practices 4th: Filling in Time 5th: Analyzing Student Learning 6th: Sharing Personal Practices 7th: Sharing Personal Practices 8th: Sharing Personal Practices According to the PLC Stage of Team Development rubric, 4th grade continues to be in need of support in their team development. The next grade levels in need of support are 2nd, 3rd, 6th, 7th, and 8th grades. Post surveys were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment opportunities and learned something new. The survey completed by teachers after science camp indicated the teachers would like to explore a new program to attend. ELOP - Academic Tutoring begun during Cycle 3 by the TEACH program offered by Give Every Child a Chance onsite. There were 13 students enrolled. ELOP clubs after school were offered and students had the opportunity to participate after school. We hosted a total of 5 clubs during cycle 3. There will	data collected this year, administration along with the instructional specialist will provide targeted support to grade-level teams according to their identified stage of team development. Specifically, 4th grade was identified as needing the most support in the "Filling the Time" stage, while 2nd, 3rd, 6th, 7th, and 8th grades are in the "Sharing Personal Practices" stage and require the next level of support. These findings will guide intentional support strategies to foster growth and collaboration across all PLCs. To strengthen literacy skills and instructional practices for English Learners, we will implement targeted professional development for teachers. During the 2024–25 school year, Kagan coaches from Kagan Publishing & Professional Development will provide on-site training specifically for 7th and 8th grade teachers. This professional development will focus on cooperative learning structures and strategies designed to actively engage students in their learning. An INR has been submitted to support this initiative. Day 1 of	

	be more ELOP clubs offered during the Summer. Based on learning walk data there is some evidence in the Implementation of 7 Thinking Strategies within Classrooms. In the action step, Academic Enrichment/Parent Engagement: Parents continue to attend after school events. There were 136 families in attendance at our recent Spring Choir concert. Three second grade teachers hosted an ELOP afterschool tutoring class specifically for their grade level, which began on February 25, 2025. They targeted students that scored below the 30th percentile on the MAP assessment in ELA and Math. They supported a total of 27 students. In addition, two fifth grade students hosted an ELOP afterschool math tutoring class specifically for their grade level, which began on March 18, 2025. They supported a total of 27 students combined between the two classes. Digital Data Folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Also, see Progress Monitoring Binder in principal office.	training for our 7th and 8th grade teachers has been scheduled for September. To continue supporting student enrichment during the school day, we are exploring additional opportunities for the next school year that will align with state standards and enhance the student experience. This year, students participated in several assemblies, including one presented by Point Break, which focused on social-emotional well-being, and another from Science Alliance, held in conjunction with our STEAM Night, providing our students a hands-on science experience. All enrichment opportunities will supplement classroom learning, increase student engagement, and reinforce academic skills. This school year, targeted after school tutoring programs were offered to 2nd and 5th grades to support student mastery of grade-level standards in both ELA and math. Additionally, targeted summer tutoring for exiting Kindergarten students will be offered during the month of June to provide a bridge as they enter first grade. District-wide, MUSD will also host a Summer Academy for students	

		identified in the orange and yellow performance bands on the MAP assessments. Site-specific student rosters will be provided upon completion of the program to help guide planning for additional support. Looking ahead, academic tutoring for the 2025–2026 school year will continue to be offered based on student need and teacher availability. Instructional teams will work collaboratively to identify students who may benefit most from targeted support, ensuring efforts are aligned with assessment data and instructional goals. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. Our site will continue the work with PEBC. Mossdale will receive a new coach next year to support teachers in their understanding of the workshop model. There will be two pull out training days with the teachers, one in the Fall and one in the Spring. Administration is working with Sierra High School to print larger posters of the Thinking Strategies sentence frames with graphics for easy student reference, that will be ready by the	

		beginning of the next school year. With continued support from the Instructional Specialist, targeted reading intervention will be a focus for the upcoming school year using data from both CORE assessments and the Spring MAP assessment. Intervention efforts, with small groups, will begin with 3rd grade. Throughout the current year, 2nd grade has remained a key focus for intervention, and this support will continue into the new school year. The Instructional Specialist will collaborate closely with both 2nd and 3rd grade teams to identify students in need of additional reading support. Identified students will be included in targeted small groups, with instruction designed to address specific skill gaps and promote growth toward grade-level proficiency. Learning Walks will continue to be an essential tool for identifying instructional trends and determining areas of support, with a particular focus on math. To strengthen this process, administration and the Instructional Specialist will collaborate to develop a targeted Learning Walk	

		observation form. Learning Walks will also continue to monitor the implementation of Thinking Strategies across classrooms, with specific attention to the number of teachers demonstrating strong evidence of their use. Data gathered from these walks will be shared with the ILT and staff to identify areas of strength and areas in need of support. To further develop the capacity of the ILT members as an effective PLC we will revisit the Stages of Team Development at the beginning of the school year to assess progress and realign team goals. Administration is actively working to secure professional development with David LaRose, who will provide targeted training for the ILT. This professional development will focus on strengthening the ILT's role as the guiding coalition of the school, helping to build stronger PLC teams and facilitate sustained academic growth.	

Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate Staff Survey - 36 teachers voted on staff survey 36/36 reported early release Wednesdays allowed more grade level team collaboration	Didn't meet. Staff Vote for the Extension of the Early Release Waiver: (Extension vote results): 9-yes 24-no 72% denial of the waiver extension The vote for the extension of the early release waiver did not pass. This action item was discontinued during Cycle 3. Staff Survey- 36/36 reported early release Wednesdays allowed more grade level team collaboration. Discontinued			Time Money People
Collaborative Grade Level Teams Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric and using the Stages of Team Development. Number of PLC Grade Level Teams that demonstrate strong	Grade Level Self Audit Rubrics (Highly Effective Teams) ___Pre-Initiating ___Initiating ___Implementing _X_Developing ___Sustaining	Not Met Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-Initiating ___Initiating 2 teams-Implementing			Time Money People

professional development. During the 2025-26 school year, Kagan training will be provided to specific targeted PLC teams to increase teaching capacity with Math instruction.	evidence of progress within their Protocols/Minutes Action Step revised during cycle 2	PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress	5 teams-Developing ___Sustaining PLC Protocol/Minutes 1/9 No Evidence of Progress 8/9 Some Evidence of Progress See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Math Workshop Model/Use of 8 Mathematical Practices in Teaching Through a partnership with PEBC, Mossdale School and MUSD have worked towards explicitly using the math workshop model, improving math discourse and math specific instructional strategies in classrooms. This effort will continue for the new cycle.	Math Workshop Learning Walks - Number of teachers demonstrating strong evidence of use of math workshop/8 mathematical practices.	Math Workshop Learning Walks - baseline to be determined _22__No Evidence _6__Some Evidence _1__Strong Evidence	Making Progress Math Workshop Learning Walks - _21__No Evidence _17__Some Evidence _0__Strong Evidence See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGG			Time Money People

			oBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Implementation of 7 Thinking Strategies within Classrooms Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.	Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies	Thinking Strategy Learning Walks - _16__No Evidence _11__Some Evidence _2__Strong Evidence	Making Progress Thinking Strategy Learning Walks - _10__No Evidence _17__Some Evidence _11__Strong Evidence See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			Time Money People
ELOP - Academic Enrichment Students will have the opportunity to attend various academic enrichment events, activities and educational excursions after school to build and strengthen math skills.	Number of opportunities for students. Number of Students/Families Attending Events - measured by event (eg: STEAM Night, Academic Enrichment Clubs, Science Olympiad, etc.) measured by QR code or sign in sheet. Number of events that have an academic focus that supports site academic needs	Number of Students Attending (by event) - STEAM Night- baseline to be determined at event in April 2025 Science Olympiad-21 Spelling Bee-15 ELOP-10 ELOP clubs opportunities April 2024 STEAM Night 165 Students 75 Parents	Making Progress See binder in principal's office. Also see digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e			Time Money People

	as reviewed by administration.	62 Families Number of stations at academic event showing evidence of academic focus - baseline to be determined at event (STEAM Night) in April 2025 ___ stations at event/percentage of whole	=LhtEWL ContinueGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			
Academic Enrichment/Extension During the School Day Students will have the opportunity to attend various academic enrichment assemblies and field trips during the school day to build and strengthen math skills across content areas.	Pre/post survey for all assemblies and field trips to collect qualitative/quantitative data	Pre/post survey at each event - Not started, will complete in cycle 2 and cycle 3	Met Number of after school opportunities for students during the 24-25 school year: 10 Number of Students Attending (by event) - Science Olympiad-21 Spelling Bee-15 STEAM Night 165 Students 75 Parents 62 Families ELOP Clubs-10 Number of events that have an academic focus- See digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc			Time Money People

			2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			
Instructional Leadership Team Development Build capacity within the ILT to develop instructional leaders at each grade level through professional development. For the 2025-26 school year, David LaRose coaching will be provided for the ILT members to strengthen PLC teams.	PLC Audit Rubrics (ILT) - Meausre of the ILT with regards to their function as a PLC.	ILT Audit Rubric (Highly Effective Teams) ___Pre-Initiating ___Initiating ___Implementing _x_Developing ___Sustaining	Making progress ILT Audit Rubric (Highly Effective Teams) ___Pre-Initiating ___Initiating ___Implementing _x_Developing ___Sustaining See digital data folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRENKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Continue			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, there is some progress being made toward reaching the goal of increasing the growth of SWD in math by 1% by the end of the 2023-24 school year. We will review MAP math data in the Winter to	Based on the action items above we have collected the following data to show that our action items are effective. 100% of staff voted yes to begin discussions and create a committee to create the early release waiver. Based on learning walks data, we have	Administration will move forward with voting of certificated staff to extend the waiver for early release days. Continue with early release Wednesdays and	Continue

progress monitor progress made in the subgroup of SWD.	identified the majority of the classrooms have no evidence of the implementation of the 7 Thinking Strategies within Classrooms and should be targeted. We did not have an opportunity to establish a baseline for Academic Enrichment/Extension During the School Day. We will collect evidence during cycle 2. Digital Data Folder for Standards Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ESWB3OyYq5JBpCtWBzbP0fsBzdkw8NyWb-3Bu0o3bc2Kfw?e=fRFzgV Also, see Progress Monitoring Binder in principal office.	meet with grade level PLC or site PLC. There is a scheduled training day with the PEBC coach scheduled for April 2025. The grade level teams will continue their work observing and co-teaching using the workshop model. The grade level teams will have time to discuss prior to the lesson observation and time to debrief after. At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness.	
Cycle 2: Based on data from cycle 2, there is progress towards reaching our goal by the end of the 2024-25 school year of increasing by 1% in math growth as measured by the MAP assessment.	Based on the action items above we have collected the following data to show that are action items are effective. We have increased our growth in the subgroup of SWD in math measured by the MAP math assessment. -Spring MAP math assessment of 2023-24 school year: 25% of SWD were at or above the 41st percentile -Fall MAP math assessment for 2024-25 school year: 28% of SWD were at or above the 41st percentile -Winter MAP math assessment of the 2024-25 school year: 34% of SWD were at or above the 41st percentile The percentage of SWD in the approaching, at grade level, or above grade level in math has steadily	Administration proceeded with voting to extend the waiver for early release days. Preliminary results show teachers are not in favor of extending the early release days for the 2025-26 school year. We will need to work with the ILT team to discuss next school year and time for grade level PLC's and site PLC meetings. At the grade level PLC, grade level teams will continue to collaborate as a PLC and evaluate	Continue

	increased since last school year. An initial survey conducted in cycle 1 for Early Release Wednesdays indicated that teachers believed our early release days gave PLC's more time to collaborate. However, certificated members recently voted not to extend the early release waiver on Wednesdays for the 2025-26 school year. 24/33 teachers voted no 9/33 teachers voted yes PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Differentiating Follow-Up 2nd: Differentiating Follow-Up 3rd: Developing Common Assessments/Differentiating Follow-Up 4th: Filling in Time 5th: Analyzing Student Learning/Differentiating Follow-Up 6th: Analyzing Student Learning 7th: Analyzing Student Learning/Differentiating Follow-Up 8th: Analyzing Student Learning/Differentiating Follow-Up According to the PLC self-assessment of their Stage of Team Development, 4th grade needs support in their team development. 2nd grade self-assessment shows they work effectively as a PLC, however their collaboration as a PLC is not translating to student grown in MAP assessment data. For the action step, ELOP - Academic Tutoring, tutoring has not been implemented as of February 2025 provided by the TEACH program offered by Give Every Child a Chance onsite. Second grade teachers have proposed a tutoring afterschool specifically for their grade level beginning February 25, 2025. The target students are those that scored below the 30th percentile on the MAP assessment in ELA and Math. There will be 27 students	their level of Stage of Team Development. This will provide administration with critical information to support their grade level PLC effectiveness. Based on PLC self-assessment administration and Instructional specialist will support/attend 4th grade level PLC meetings to assist them in their team development. To support Enrichment/Extension During the School Day we are continuing to look into other ways to enrich our students during the school day. One specific assembly offered by Point Break will be offered to our students in the Spring. In addition, two other assemblies one that focuses on anti-bullying and other to bring an educational science experience to our students. Second grade teachers will track attendance and growth for the students attending their academic tutoring to determine the effectiveness. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. There is a scheduled training day with the PEBC coach scheduled	

	serviced, by three teachers, with no more than 10 students in a group. We continue to offer ELOP opportunity for students after school. We hosted a total of 8 clubs during cycle 2. Based on learning walk data there is some evidence in the Implementation of 7 Thinking Strategies within Classrooms. Digital Data Folder for Standards Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=LzXFco Also, see Progress Monitoring Binder in principal office.	for April 2025. The grade level teams will continue their work observing and co-teaching using thinking strategies. The grade level teams will have time to discuss prior to the model lesson and time to debrief after model lesson. Administration is working to create larger posters of the Thinking Strategies sentence frames with graphics for easy student reference. To develop, increase, and strengthen overall literacy skills/practices for students designated as English Language Learners administration will work to bring Kagan coaches, offered by Kagan Publishing & Professional Development, to work specifically with 7th and 8th grade teachers during the next school year. This will bring professional development to our teachers onsite which aims to teach strategies to actively engage students in their learning. An INR will be submitted during cycle 3. Learning Walks will continue to determine trends and supports needed for ELA and specifically special education. Administration and Instructional specialist will collaborate to develop a learning walk	

		form specifically for special education classrooms and resource classrooms.	
Cycle 3: Based on data from cycle 3, we did not met our goal of increasing growth by 1% in math as measured by the NWEA/MAP assessment during the 2024-25 school year.	Based on the action items above we have collected the following data to show that are our action items are not as effective as anticipated. MAP Math Growth Data for SWD (Spring assessment): -There were 58 students tested -21% of students tested in the 1st-20th% percentile -24% of students tested in the 21st-40th% percentile -14% of students tested in the 41st-60th% percentile -17% of students tested in the 61st-80th% percentile -24% of students tested in the 80th percentile and above Data shows there is an increase of students in the red band (1st-20th percentile), an increase of students in the orange band (21st-40th percentile), the same percentage of students in the yellow band (41st-60th percentile), a decrease of students in the green band (61st-80th percentile), and a decrease of students in the blue band (above 80th percentile). The total % of growth from cycle 2 has decreased from 71% to 55% during cycle 3. PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Developing Common Assessments 2nd: Sharing Personal Practices 3rd: Sharing Personal Practices 4th: Filling in Time 5th: Analyzing Student Learning 6th: Sharing Personal Practices 7th: Sharing Personal Practices 8th: Sharing Personal Practices According to the PLC Stage of Team Development rubric, 4th grade	Certificated members voted against the extension of the early release waiver. A new schedule will be developed for PLC (site and grade level) meetings for the 2024-25 school year. Grade-level teams will continue to collaborate as Professional Learning Communities (PLCs) and assess their progress using the Stages of Team Development rubric. This ongoing self-evaluation will provide administration with insights to strengthen the effectiveness of each PLC. Based on the data collected this year, administration along with the instructional specialist will provide targeted support to grade-level teams according to their identified stage of team development. Specifically, 4th grade was identified as needing the most support in the "Filling the Time" stage, while 2nd, 3rd, 6th, 7th, and 8th grades are in the "Sharing Personal Practices" stage and require the next level of support. These findings will guide intentional support strategies to foster growth and	Continue

	continues to be in need of support in their team development. The next grade levels in need of support are 2nd, 3rd, 6th, 7th, and 8th grades. Post surveys were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment opportunities and learned something new. The survey completed by teachers after science camp indicated the teachers would like to explore a new program to attend. ELOP - Academic Tutoring begun during Cycle 3 by the TEACH program offered by Give Every Child a Chance onsite. There were 13 students enrolled. ELOP clubs after school were offered and students had the opportunity to participate after school. We hosted a total of 5 clubs during cycle 3. There will be more ELOP clubs offered during the Summer. Based on learning walk data there is some evidence in the Implementation of 7 Thinking Strategies within Classrooms. Three second grade teachers hosted an ELOP afterschool tutoring class specifically for their grade level, which began on February 25, 2025. They targeted students that scored below the 30th percentile on the MAP assessment in ELA and Math. They supported a total of 27 students. In addition, two fifth grade students hosted an ELOP afterschool math tutoring class specifically for their grade level, which began on March 18, 2025. They supported a total of 27 students combined between the two classes. Digital Data Folder for Standards Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EsTDCmjuYfRGrc2OriRE	collaboration across all PLCs. To strengthen literacy skills and instructional practices for English Learners, we will implement targeted professional development for teachers. During the 2024–25 school year, Kagan coaches from Kagan Publishing & Professional Development will provide on-site training specifically for 7th and 8th grade teachers. This professional development will focus on cooperative learning structures and strategies designed to actively engage students in their learning. An INR has been submitted to support this initiative. Day 1 of training for our 7th and 8th grade teachers has been scheduled for September. To continue supporting student enrichment during the school day, we are exploring additional opportunities for the next school year that will align with state standards and enhance the student experience. This year, students participated in several assemblies, including one presented by Point Break, which focused on social-emotional well-being, and another from Science Alliance, held in conjunction with our	

	NKsBGtzOfJyaOb_2bMJghDvECQ?e=LhtEWL Also, see Progress Monitoring Binder in principal office.	STEAM Night, providing our students a hands-on science experience. All enrichment opportunities will supplement classroom learning, increase student engagement, and reinforce academic skills. This school year, targeted after school tutoring programs were offered to 2nd and 5th grades to support student mastery of grade-level standards in both ELA and math. Additionally, targeted summer tutoring for exiting Kindergarten students will be offered during the month of June to provide a bridge as they enter first grade. District-wide, MUSD will also host a Summer Academy for students identified in the orange and yellow performance bands on the MAP assessments. Site-specific student rosters will be provided upon completion of the program to help guide planning for additional support. Looking ahead, academic tutoring for the 2025–2026 school year will continue to be offered based on student need and teacher availability. Instructional teams will work collaboratively to identify students who may benefit most from targeted support, ensuring efforts are aligned with assessment	

		data and instructional goals. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. Our site will continue the work with PEBC. Mossdale will receive a new coach next year to support teachers in their understanding of the workshop model. There will be two pull out training days with the teachers, one in the Fall and one in the Spring. Administration is working with Sierra High School to print larger posters of the Thinking Strategies sentence frames with graphics for easy student reference, that will be ready by the beginning of the next school year. Learning Walks will continue to be an essential tool for identifying instructional trends and determining areas of support, with a particular focus on ELA. To strengthen this process, administration and the Instructional Specialist will collaborate to develop a targeted Learning Walk observation form. Learning Walks will also continue to monitor the implementation of Thinking Strategies across classrooms, with specific attention to the number of teachers	

		demonstrating strong evidence of their use. Data gathered from these walks will be shared with the ILT and staff to identify areas of strength and areas in need of support. To further develop the capacity of the ILT members as an effective PLC we will revisit the Stages of Team Development at the beginning of the school year to assess progress and realign team goals. Administration is actively working to secure professional development with David LaRose, who will provide targeted training for the ILT. This professional development will focus on strengthening the ILT's role as the guiding coalition of the school, helping to build stronger PLC teams and facilitate sustained academic growth.	

Progress Monitoring 25-26

Progress Monitoring

District Goal

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

Site Tier 1, 2, and 3 Goals

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

Climate

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

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

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

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	4.57	4.96	3.60
Expulsions	0.09	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	1159	1112	255	22.9
Female	580	558	142	25.4
Male	578	553	113	20.4
American Indian or Alaska Native	3	3	1	33.3
Asian	223	214	25	11.7
Black or African American	103	96	26	27.1
Filipino	137	131	20	15.3
Hispanic or Latino	490	471	136	28.9
Native Hawaiian or Pacific Islander	20	18	4	22.2
Two or More Races	65	63	11	17.5
White	118	116	32	27.6
English Learners	229	217	40	18.4
Foster Youth	18	13	0	0.0
Homeless	56	52	23	44.2
Socioeconomically Disadvantaged	646	619	151	24.4
Students Receiving Migrant Education	2	0	0	0.0
Students with Disabilities	99	93	31	33.3

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39685930113357&year=2022-23

All Students

All Students | State

Yellow

22.9% chronically absent

Declined 4.4%

Number of Students: 1,112

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Homeless

Orange

African American

Filipino

Hispanic

Students with Disabilities

White

Yellow

Asian

English Learners

Two or More Races

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Foster Youth

Pacific Islander

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

Left blank on purpose

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

Data Analysis

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

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

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

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Attendance Recognition and Incentive Program In collaboration with all staff, Mossdale School will continue to implement with fidelity an attendance recognition and incentive program for all students. This is inclusive of individual recognition and class competitions. Increased awareness and communication with the community regarding the importance of attendance and its connection to academic achievement.	ADA by reporting period compared year over year. Number of teachers consistently participating in the program. Percentage of students chronically absent as defined by the state annually.	ADA reporting periods (23-24): 1 96.61% 2 95.23% 3 95.44% 4 93.56% 5 93.56% 6 93.89% 7 93.17% 8 9 10 11 Number of teachers consistently participating: 18/38, 47.4% Percentage of students chronically absent for the 22-23 school year: 22.9%	Met ADA reporting periods (23-24): 1 95.55% 2 93.95% 3 94.92% 4 93.49% 5 93.28% 6 93.70% 7 93.19% 8 93.96% 9 94.06% 10 94.93% 11 Number of teachers consistently participating: 38/38, 100% Percentage of students chronically absent for the 24-25 school year: 15.01% See digital			Time Money People

			data folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			
Understanding and Enforcement of MUSD District Attendance Policies Increase fidelity and consistency of the enforcement of all attendance policies and procedures in the classroom, office and on campus.	Number of attendance letters generated by type year over year. Number of SARB referrals.	Number of attendance letters by type (through 3/8): Excessive Absence Letter 115 Excessive Tardy Letter 1 Pre-Medical Clearance Letter 56 Required Doctors Note Letter 20 SARB Letter (D) 1 SARB Letter (W) 58 SARB Reminder Letter 76 Tardiness Letter 1 177 Tardiness Letter 2 17 Truancy Letter 1 328 Truancy Letter 2 95 Truancy Letter 3 32 2023-24 SARB referrals: 12	Making Progress. Number of attendance letters by type: Excessive Absence Letter 87 Pre-Medical Clearance Letter 51 Required Doctors Note Letter 30 SARB Letter (D) 0 SARB Letter (W) 4 SARB Reminder Letter 0 Tardiness Letter 1 58 Tardiness Letter 2 31 Truancy Letter 1 117 Truancy Letter 2 71 Truancy Letter 3 48 2024-25 SARB referrals: 0 See digital data folder for Safety Cycle 3: https://musd-my.sharepoint			Time People

			.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			
Academic Enrichment/Extension During the School Day Students will have the opportunity to attend various enrichment assemblies and field trips during the school day to build and strengthen understanding of the importance of attending school to learn.	Post survey for all assemblies and field trips to collect qualitative/quantitative data Refined and revised action item during cycle 2.	Post survey at each event - Not started, will complete in cycle 2 and cycle 3	Making Progress Surveys conducted after each assembly and field trip. See digital data folder for survey results in Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People
ELOP - School Climate and Culture Enrichment Students will have the opportunity to attend various enrichment events, activities and educational excursions after school to build and strengthen school connectedness and the importance of coming to school.	Number of opportunities for students Revised 11/26/24	Number of opportunities Aug.-Nov. 2024: _6__ Will revisit the number of events during cycle 2.	Met Number of ELOP opportunities: 10 See digital data folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?			Time Money People

			e=v4sBlS Continue			
Outreach Liaison The Outreach Liaison will collaborate with families and staff to enhance awareness of the importance of daily attendance and school connectiveness. In addition, the Outreach Liaison will inform families of the effect attendance has on academic development and achievement and monthly ADA percentages. Action Step Added 2/28/25	Number of families collaborated with during each cycle.	TBD 25/25	TBD during Year 2.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that there is limited progress in achieving this goal to increase the percentage of average daily attendance by the end of the 2024-25 school year by .5%. We will review ADA data each reporting period to progress monitor attendance percentages.	Based on the action items above we have collected the following data to show that our action items are somewhat effective in the progress to achieve our goal. We did not have an opportunity to establish a baseline for Enrichment/Extension During the School Day. We will collect evidence during cycle 2. We will be refining action item 4. See action item above. We are slightly below our average (94.98%) ADA as compared to the same reporting period as last school year	We will continue using our Class Attendance Goal system to reward classes for perfect attendance using our "The Power of Being Present". We will announce winners during our Friday morning announcements. We will begin posting monthly ADA percentages by grade level in the office to inform the public,	Continue

	(95.88%). We need to increase our efforts to inform the community of the importance of daily attendance and share the data with families. Digital Data Folder for Safety Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ETJ44BGRK9VGj9iN9nFGMbcBNYCwQ5ovlbZjVW9PGdUpMQ?e=IPBloI Also, see Progress Monitoring Binder in principal office.	parents, and staff of our attendance goals. Continue to meet with attendance clerk and VP's weekly to discuss attendance. We will continue to host enrichment events by our school PTA and site throughout the school year to build school connectedness. Region 2 discussed hosting a series of parent nights to inform our community as a whole, one to include the importance of attendance. Working with the attendance clerk to track the number of attendance letters generated by type and the number of SARB referrals.	
Cycle 2: Based on data from cycle 2, we show there continues to have limited progress in achieving the goal to increase the percentage of average daily attendance by the end of the 2024-25 school year.	Based on the action items above we have collected the following data to show that our action items are having little impact on our overall goal. ADA Monthly Percentages: August: 95.33 September: 94.17 October: 95.03 November: 92.05 December: 93.32 January: 94.19 February: 92.95 Action Item: Attendance Recognition and Incentive Program: 37/38 (our first-grade class with various teachers) = 97%. This indicates are teachers and classes have bought into the attendance goal system. We have	We will continue using our Class Attendance Goal system to reward classes for perfect attendance using our "The Power of Being Present". We will announce winners during our Friday morning announcements. We will award classes on their level of achievement. We will work with the newly hired long term substitute for the one classroom not participating in the Class Attendance Goal system	Continue

	one classroom that has no permanent teacher which continues to be a barrier for this classroom to participate fully. We continue to offer ELOP opportunity for students after school. We hosted a total of 8 clubs during cycle 2. The number of attendance letters generated during cycle 2: Excessive Absence Letters: 26 SARB Letter (Warning): 7 Truancy Letter 1: 106 These specific attendance letters that were generated during cycle 2 has decreased as compared to cycle 1. The types of attendance letters generated that increased were Truancy Letter 2 and Truancy Letter 3. There have been no SARB referrals thus far in the school year. A series of post surveys were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment opportunities and learned something new. Digital Data Folder for Safety Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=6NMYdD Also, see Progress Monitoring Binder in principal office.	in regard to attendance goal system, to review all expectations and how to track daily perfect attendance. For the action step Enrichment/Extension During the School Day we are continuing to look into other ways to enrich our students during the school day. One specific assembly offered by Point Break will be offered to our students in the Spring. This assembly will focus on anti-bullying, kindness, positivity, and the difference that one person can make. We also have planned assemblies with Science Alliance for the Spring. We will continue to use surveys to collect qualitative/quantitative data. The administrative team will continue to meet weekly with the attendance clerk to review the attendance spreadsheets. Attendance clerk will continue to update attendance spreadsheets weekly and monthly. We will use and analyze the ADA data during each reporting period to determine next steps. We will continue to host enrichment events, including those hosted by our school PTA and those hosted by the site	

		throughout the school year to build school connectedness. Region 2 administrative teams will continue to meet and discuss hosting parent nights together. We are also working with Lathrop High administration to attend Mossdale events to also build community connectedness. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. Work with the COST team to discuss students chronically absent and those students with attendance barriers. We work on sharing the monthly ADA percentages per grade level with the community and staff via multiple methods, including board in the office and slide show on the office TV. Due to the limited progress of reaching our goal, to increase the percentage of ADA, a new action step was initiated to request the support of an Outreach Liaison at Mossdale. A PCR was submitted for the new position and a request of funds was added to our Needs Assessment Sheets for the 2025-26 school year.	

Cycle 3: Based on data from cycle 3, we have met our goal for this school year to increase the percentage of average daily attendance .5% by the end of the 2024-25 school year.	Based on the action items above and data that has been collected we show that our action items were effective to achieve our goal. Our current ADA is 94.93%. Action Item: Attendance Recognition and Incentive Program: 38/38-100%. All teachers and classes are participating in the attendance goal system. Our new teacher in the first-grade classroom has now begun participating. ADA Monthly Percentages: August: 95.33 September: 94.17 October: 95.03 November: 92.05 December: 93.32 January: 94.19 February: 92.95 March: 93.94 April: 94.93 There have been no SARB referrals thus far in the school year. The number of attendance letters generated during Cycle 3: Excessive Absence Letters: 87 SARB Letter (Warning): 4 Truancy Letter 1: 117 Truancy Letter 2: 71 Truancy Letter 3: 48 The excessive absence letters, Truancy 1 letters, Truancy 2 letters, and Truancy 3 letters generated during cycle 3 have all increased. This indicates a need for a renewed focus on attendance efforts. ELOP clubs after school were offered and students had the opportunity to participate after school. We hosted a total of 5 clubs during cycle 3. There will be more ELOP clubs offered during the Summer. Post surveys were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment	We will continue using our Class Attendance Goal system to reward classes for perfect attendance using our "The Power of Being Present". We will announce winners during our Friday morning announcements. New attendance incentives will be explored, including gift cards as student incentives for targeted groups of students. To inform staff, students, and the community of our ADA percentages and goal we will post monthly ADA data by grade level on the office board and office TV. In addition, administration will share out attendance data with the staff on progress on attendance goals. To continue supporting student enrichment during the school day, we are exploring additional opportunities for the next school year that will align with state standards and enhance the student experience. This year, students participated in several assemblies, including one presented by Point Break, which focused on social-emotional well-being, and another from Science Alliance, held in conjunction with our STEAM Night, providing	Continue

	opportunities and learned something new. The survey completed by teachers after science camp indicated the teachers would like to explore a new program to attend. Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Also, see Progress Monitoring Binder in principal office.	our students a hands-on science experience. All enrichment opportunities will supplement classroom learning, increase student engagement, and reinforce academic skills and connectedness to school. The administrative team will continue to meet weekly with the attendance clerk to review attendance spreadsheets that tracks ADA and chronically absent students. Attendance clerk will update attendance spreadsheets weekly and monthly. We will use and analyze the ADA data to determine next steps. We will continue to host enrichment events by our school PTA and site throughout the school year to build school connectedness. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. The COST team will meet weekly/biweekly to discuss students with attendance barriers to determine supports to be put into place. Final approval is needed for the Outreach Liaison PCR. Final approval will be provided in mid-June.	

		The Outreach Liaison would be utilized to continue to meet our ADA attendance goals and support families to remove attendance barriers. Working with the attendance clerk we will track the number of attendance letters generated by type and the number of SARB referrals. We will work to submit SARB referrals when necessary. Based on survey data we are going to work with Sky Mountain to host our upcoming 5th science camp for the 2025-26 school year.	

Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Attendance Recognition and Incentive Program In collaboration with all staff, Mossdale School will continue to implement with fidelity an attendance recognition and	ADA by reporting period compared year over year. Number of teachers consistently participating in the program. Percentage of students chronically	ADA reporting periods (23-24): 1 96.61% 2 95.23% 3 95.44% 4 93.56% 5 93.56% 6 93.89% 7 93.17% 8 9	Met ADA reporting periods (23-24): 1 95.55% 2 93.95% 3 94.92% 4 93.49% 5 93.28% 6 93.70% 7 93.19%			Time Money People

incentive program for all students. This is inclusive of individual recognition and class competitions. Increased awareness and communication with the community regarding the importance of attendance and its connection to academic achievement.	absent as defined by the state annually.	10 11 Number of teachers consistently participating: 18/38, 47.4% Percentage of students chronically absent for the 22-23 school year: 22.9%	8 93.96% 9 94.06% 10 94.93% 11 Number of teachers consistently participating: 38/38, 100% Percentage of students chronically absent for the 24-25 school year: 15.01% See digital data folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			
Understanding and Enforcement of MUSD District Attendance Policies Increase fidelity and consistency of the enforcement of all attendance policies and procedures in the classroom, office and on campus.	Number of attendance letters generated by type year over year. Number of SARB referrals.	Number of attendance letters by type (through 3/8): Excessive Absence Letter 115 Excessive Tardy Letter 1 Pre-Medical Clearance Letter 56 Required Doctors Note Letter 20 SARB Letter (D) 1 SARB Letter (W) 58 SARB Reminder Letter 76	Making Progress. Number of attendance letters by type: Excessive Absence Letter 87 Pre-Medical Clearance Letter 51 Required Doctors Note Letter 30 SARB Letter (D) 0 SARB Letter (W) 4 SARB Reminder Letter 0			Time People

		Tardiness Letter 1 177 Tardiness Letter 2 17 Truancy Letter 1 328 Truancy Letter 2 95 Truancy Letter 3 32 2023-24 SARB referrals: 12	Tardiness Letter 1 58 Tardiness Letter 2 31 Truancy Letter 1 117 Truancy Letter 2 71 Truancy Letter 3 48 2024-25 SARB referrals: 0 See digital data folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			
Academic Enrichment/Extension During the School Day Students will have the opportunity to attend various enrichment assemblies and field trips during the school day to build and strengthen understanding of the importance of attending school to learn.	Post survey for all assemblies and field trips to collect qualitative/quantitative data. Revised action step during cycle 2.	Post survey at each event - Not started, will complete in cycle 2 and cycle 3	Making Progress Surveys conducted after each assembly and field trip. See digital data folder for survey results in Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People

ELOP - School Climate and Culture Enrichment Students will have the opportunity to attend various enrichment events, activities and educational excursions after school to build and strengthen school connectedness and the importance of coming to school.	Number of opportunities for students Revised 11/26/24	Number of opportunities - _7__August 2024- November 2024 Back to School Night Fall Festival Kona Ice Events PTA Family Night Will revisit the number of events during cycle 2.	Met Number of ELOP opportunities: 10 See digital data folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlSwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People
Outreach Liaison The Outreach Liaison will assist to identify barriers and work with all community members (students, families, staff, community members) to decrease the percentage of students chronically absent. The Outreach Liaison will meet with administrative team, attendance clerk, and COST team to review attendance data for chronically absent students. Action Step Added 2/28/25	Number of students chronically absent.	TBD 25/25	TBD during Year 2.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are somewhat effective in moving us towards our goal to decrease the percentage of chronically absent students by 1.6% by the end of the 2024-25 school year. We will review chronic absenteeism data each reporting period to progress monitor those students are chronically absent.	Based on the action items above we have collected the following data to show that our action items are somewhat effective. We did not have an opportunity to establish a baseline for Enrichment/Extension During the School Day. We will collect evidence during cycle 2. Based on data from cycle 1 there is need to increase our efforts to inform the community of the importance of daily attendance and share the data with families. We will be refining action item 4. See action item above. Digital Data Folder for Safety Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ETJ44BGRK9VGj9iN9nFGMbcBNYCwQ5ovlbZjVW9PGdUpMQ?e=IPBloI Also, see Progress Monitoring Binder in principal office.	We will continue using our Class Attendance Goal system to reward classes for perfect attendance using our "The Power of Being Present". We will announce winners during our Friday morning announcements. We will begin posting monthly ADA percentages by grade level in the office to inform the public, parents, and staff of our attendance goals. Work with the COST team to discuss students chronically absent. Attendance clerk will continue to update attendance spreadsheets weekly and monthly. We will use and analyze the ADA data during each reporting period to determine next steps. Weekly meetings with attendance clerk and VP's will continue to discuss students who are chronically absent and develop a SART with each if necessary. We will continue to host enrichment events by our school PTA and site	Continue

		throughout the school year to build school connectedness. Region 2 discussed hosting a series of parent nights to inform our community as a whole, one to include the importance of attendance. Working with the attendance clerk to track the number of attendance letters generated by type and the number of SARB referrals.	
Cycle 2: Based on data from cycle 2, we show that our action items are continuing to be somewhat effective in moving us towards our goal to decrease the percentage of chronically absent students by 1.6% by the end of the 2024-25 school year.	Based on the action items above we have collected the following data to show that our action items are somewhat effective. The number of students chronically absent has increased. Action Item: Attendance Recognition and Incentive Program: 37/38 (our first-grade class with various teachers) = 97%. This indicates are teachers and classes have bought into the attendance goal system. We have one classroom that has no permanent teacher which continues to be a barrier for this classroom to participate fully. We continue to offer ELOP opportunity for students after school. We hosted a total of 8 clubs during cycle 2. We do not have any SARB referrals thus far in cycle 2 or the school year. Academic Enrichment/Extension During the School Day: Post surveys were given to teachers and students after assemblies and field trips to collect qualitative/quantitative data. Surveys show students gained new knowledge	For the action step Enrichment/Extension During the School Day we are continuing to look into other ways to enrich our students during the school day. One specific assembly offered by Point Break will be offered to our students in the Spring. This assembly will focus on anti-bullying, kindness, positivity, and the difference that one person can make. We also have planned assemblies with Science Alliance for the Spring. We will continue to use surveys to collect qualitative/quantitative data. We will continue using our Class Attendance Goal system to reward classes for perfect attendance using our "The Power of Being Present". We will	Continue

	and enjoyed the assemblies/field trips overall. Digital Data Folder for Safety Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=6NMYdD Also, see Progress Monitoring Binder in principal office.	announce winners during our Friday morning announcements. We will award classes on their level of achievement. We will work with the newly hired long term substitute for the one classroom not participating in the Class Attendance Goal system in regard to attendance goal system, to review all expectations and how to track daily perfect attendance. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. Attendance clerk will continue to update attendance spreadsheets weekly and monthly. We will use and analyze the ADA data, chronic absenteeism, attendance letters, SARB referrals, during each reporting period to determine next steps. The administrative team will continue to meet weekly with the attendance clerk to review the attendance spreadsheets to specifically discuss those chronically absent. Administrative team will make a plan with each student to determine: excused/unexcused, SARB contract, SART contract, phone call	

		date home visit date, and if they are in the TSSP program. We will continue to host enrichment events, including those hosted by our school PTA and those hosted by the site throughout the school year to build school connectedness. Region 2 administrative teams will continue to meet and discuss hosting parent nights together. We are also working with Lathrop High administration to attend Mossdale events to also build community connectedness. Work with the COST team to discuss students chronically absent and those students with attendance barriers. Due to the lack of progress of reaching our goal, to decrease the percentage of chronically absent students, a new action step was initiated to request the support of an Outreach Liaison at Mossdale. A PCR was submitted for the new position and a request of funds was added to our Needs Assessment Sheets for the 2025-26 school year.	
Cycle 3: Based on data from cycle 3, we show that our action items are effective in	Based on the action items above we have collected the following data to show that our action items are effective in achieving our goal of decreasing our	We will continue using our Class Attendance Goal system to reward classes for perfect	Continue

moving us towards our goal to decrease the percentage of chronically absent students by 1.6% by the end of the 2024-25 school year.	percentage of chronically absent students. Cycle 1 Chronic Absenteeism Data: 15.97% Cycle 2 Chronic Absenteeism Data: 15.78% Cycle 3 Chronic Absenteeism Data: 15.10% Action Item: Attendance Recognition and Incentive Program: 38/38-100%. All teachers and classes are participating in the attendance goal system. Our new teacher in the first-grade classroom has now begun participating. The number of students chronically absent has increased. There have been no SARB referrals thus far in the school year. ELOP clubs after school were offered and students had the opportunity to participate after school. We hosted a total of 5 clubs during cycle 3. There will be more ELOP clubs offered during the Summer. The number of attendance letters generated during Cycle 3: Excessive Absence Letters: 87 SARB Letter (Warning): 4 Truancy Letter 1: 117 Truancy Letter 2: 71 Truancy Letter 3: 48 The excessive absence letters, Truancy 1 letters, Truancy 2 letters, and Truancy 3 letters generated during cycle 3 have all increased. This indicates a need for a renewed focus on attendance efforts. Post surveys were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment opportunities and learned something new. The survey completed by teachers after science camp indicated the teachers would like to explore a new	attendance using our "The Power of Being Present". We will announce winners during our Friday morning announcements. New attendance incentives will be explored, including gift cards as student incentives for targeted groups of students. To inform staff, students, and the community of our ADA percentages and goal we will post monthly ADA data by grade level on the office board and office TV. In addition, administration will share out attendance data with the staff on progress on attendance goals. The administrative team will continue to meet weekly with the attendance clerk to review attendance spreadsheets that tracks ADA and chronically absent students. To continue supporting student enrichment during the school day, we are exploring additional opportunities for the next school year that will align with state standards and enhance the student experience. This year, students participated in several assemblies, including one presented by Point Break, which focused on	

	program to attend. Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Also, see Progress Monitoring Binder in principal office.	social-emotional well-being, and another from Science Alliance, held in conjunction with our STEAM Night, providing our students a hands-on science experience. All enrichment opportunities will supplement classroom learning, increase student engagement, and reinforce academic skills and student connectedness to school. Attendance clerk will update attendance spreadsheets weekly and monthly. We will use and analyze chronic absenteeism data to determine next steps. We will continue to host enrichment events by our school PTA and site throughout the school year to build school connectedness. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. The COST team will meet weekly/biweekly to discuss students with attendance barriers to determine supports to be put into place. Final approval is needed for the Outreach Liaison PCR. Final approval will be provided in mid-June. The Outreach Liaison would be utilized to achieve our attendance	

		goals and support families to remove attendance barriers. Working with the attendance clerk we will track the number of attendance letters generated by type and the number of SARB referrals. Based on survey data we are going to work with Sky Mountain to host our upcoming 5th science camp for the 2025-26 school year.	

Progress Monitoring 25-26

SMART Goal 3

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Attendance Recognition and Incentive Program In collaboration with all staff, Mossdale School will continue to implement with fidelity an attendance recognition and incentive program for all students. This is inclusive of individual recognition and class competitions.	ADA by reporting period compared year over year for homeless students. Number of teachers consistently participating in the program. Percentage of homeless students chronically absent as defined by the state annually.	ADA reporting periods, TSSP students (23-24): 1 96.15% 2 92.63% 3 100% 4 94.74% 5 91.78% 6 90.06% 7 91.23% 8 9 10 11 Number of teachers	Met ADA reporting periods (23-24): 1 95.55% 2 93.95% 3 94.92% 4 93.49% 5 93.28% 6 93.70% 7 93.19% 8 93.96% 9 94.06% 10 94.93% 11 Number of			Time Money People

Increased awareness and communication with the community regarding the importance of attendance and its connection to academic achievement.		consistently participating: 18/38, 47.4% Percentage of TSSP students chronically absent for the 22-23 school year: 44.2%	teachers consistently participating: 38/38, 100% Percentage of students chronically absent for the 24-25 school year: 15.01% See digital data folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			
Understanding and Enforcement of MUSD District Attendance Policies Increase fidelity and consistency of the enforcement of all attendance policies and procedures in the classroom, office and on campus.	Number of attendance letters generated by type year over year for homeless students. Number of SARB referrals for homeless students.	Number of attendance letters by type TSSP students (through 3/8): Excessive Absence Letter 4 Excessive Tardy Letter 1 SARB Letter (W) 8 SARB Reminder Letter 10 Tardiness Letter 1 20 Tardiness Letter 2 2 Truancy Letter 1 33 Truancy Letter 2 13 Truancy Letter 3 2	Making Progress. Number of attendance letters by type: Excessive Absence Letter 87 Pre-Medical Clearance Letter 51 Required Doctors Note Letter 30 SARB Letter (D) 0 SARB Letter (W) 4 SARB Reminder Letter 0 Tardiness Letter 1 58 Tardiness			Time People

		2023-24 SARB referrals: 0	Letter 2 31 Truancy Letter 1 117 Truancy Letter 2 71 Truancy Letter 3 48 2024-25 SARB referrals: 0 See digital data folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			
Academic Enrichment/Extension During the School Day Students will have the opportunity to attend various enrichment assemblies and field trips during the school day to build and strengthen understanding of the importance of attending school to learn.	Post survey for all assemblies and field trips to collect qualitative/quantitative data Refined during cycle 2.	Post survey at each event - Not started, will complete in cycle 2 and cycle 3	Making Progress Surveys conducted after each assembly and field trip. See digital data folder for survey results in Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People

ELOP - School Climate and Culture Enrichment Students will have the opportunity to attend various enrichment events, activities and educational excursions after school to build and strengthen school connectedness and the importance of coming to school.	Number of opportunities for students Revised 11/26/24	Number of opportunities - _7__August 2024- November 2024 Back to School Night Fall Festival Kona Ice Events PTA Family Night Will revisit the number of events during cycle 2.	Met Number of ELOP Club opportunities: 10 Number of See digital data folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlSwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time People Money
SART/Home Visits/Collaboration with Health Services Mossdale will intentionally review and support TSSP students monthly through SART and COST. Home visits will occur as needed with aligned supports layered on to help this subgroup of students received strengthened intervention.	Number of homeless students referred to SART team. Number of students exited from SART team referral.	Number of referrals: 0 2023/24 School Year 0 2024/24 School Year Number of students exited: 0 2023/24 School Year 0 2024/25 School Year	Making Progress Number of referrals: 0 2023/24 School Year 17 2024/25 School Year Number of students exited: 0 2023/24 School Year 0 2024/25 School Year See digital data folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1			Time Money People

			NAnhRobLqg?e=v4sBlS Continue			
Outreach Liaison The Outreach Liaison will assist to identify barriers and work with all community members (students, families, staff, community members) to decrease the percentage of students chronically absent. The Outreach Liaison will meet with administrative team, attendance clerk, and COST team to review attendance data for chronically absent homeless students. Action Step Added 2/28/25	Number of students chronically absent homeless students.	TBD 25/25	TBD during Year 2.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are somewhat effective in moving us towards our goal to decrease the percentage of chronically absent homeless students by 3.3% by the end of the 2024-25 school year. period.	Based on the action items above we have collected the following data to show that our action items are effective. We did not have an opportunity to establish a baseline for Enrichment/Extension During the School Day. We will collect evidence during cycle 2 Based on ADA data for our TSSP students our overall percentage has	We will continue using our Class Attendance Goal system to reward classes for perfect attendance using our "The Power of Being Present". We will announce winners during our Friday morning announcements.	Continue

	decreased in the same reporting period as last school year from 94.74% to 90.73%. This indicates a need to remain focused on our TSSP population. We will be refining action item 4. See action item above. Digital Data Folder for Safety Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ETJ44BGRK9VGj9iN9nFGMbcBNYCwQ5ovlbZjVW9PGdUpMQ?e=IPBloI Also, see Progress Monitoring Binder in principal office.	We will begin posting monthly ADA percentages by grade level in the office to inform the public, parents, and staff of our attendance goals. Continue to meet with attendance clerk and VP's to discuss students who are chronically absent and develop a SART with each. We will continue to host enrichment events by our school PTA and site throughout the school year to build school connectedness. Connect personally with each TSSP to offer support and discuss their needs at attendance meetings. Region 2 discussed hosting a series of parent nights to inform our community as a whole, one to include the importance of attendance. Attendance clerk will update attendance spreadsheets to keep up to date with progress monitoring.	
Cycle 2: Based on data from cycle 2, we show our action items are not effective in moving us towards our goal by the end of this school year to decrease the percentage of chronically absent homeless students.	Based on the action items above we have collected the following data to show that our action items are not as effective as anticipated. The number of students chronically absent has increased overall and also within the homeless subgroup.	For the action step Enrichment/Extension During the School Day we are continuing to look into other ways to enrich our students during the school day. One specific assembly offered by Point Break	Continue

	We continue to offer ELOP opportunity for students after school. We hosted a total of 8 clubs during cycle 2. A series of post survey were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment opportunities and learned something new. Academic Enrichment/Extension During the School Day: Post surveys were given to teachers and students after assemblies and field trips to collect qualitative/quantitative data. Surveys show students gained new knowledge and enjoyed the assemblies/field trips overall. Action Item: Attendance Recognition and Incentive Program: 37/38 (our first-grade class with various teachers) = 97%. This indicates are teachers and classes have bought into the attendance goal system. We have one classroom that has no permanent teacher which continues to be a barrier for this classroom to participate fully. Digital Data Folder for Safety Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=6NMYdD Also, see Progress Monitoring Binder in principal office.	will be offered to our students in the Spring. Another assembly that focuses on anti-bullying, kindness, positivity, and the difference that one person can make. We also have planned assemblies with Science Alliance during cycle 3. We will continue to use surveys to collect qualitative/ quantitative data. We will continue using our Class Attendance Goal system to reward classes for perfect attendance using our "The Power of Being Present". We will announce winners during our Friday morning announcements. We will award classes on their level of achievement. We will work with the newly hired long term substitute for the one classroom not participating in the Class Attendance Goal system in regard to attendance goal system, to review all expectations and how to track daily perfect attendance. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. Continue to track ADA and chronic absenteeism for any SARB referrals.	

		Working with the attendance clerk to track the number of attendance letters generated by type and the number of SARB referrals. Attendance clerk will update attendance spreadsheets to keep up to date with progress monitoring. We work with the VP's and attendance clerk to continue to track students under a SART contract, discuss any barriers, and determine what next steps are needed. Work with the COST team to discuss students chronically absent and those students with attendance barriers. Due to the lack of progress of reaching our goal, to decrease the percentage of chronically absent homeless students, a new action step was initiated to request the support of an Outreach Liaison at Mossdale. A PCR was submitted for the new position and a request of funds was added to our Needs Assessment Sheets for the 2025-26 school year.	
Cycle 3: Based on data from cycle 3, we show our action items are effective in moving us towards our goal by the end	Based on the action items above we have collected the following data to show that our action items effective in decreasing the % of TSSP who are chronically absent.	We will continue using our Class Attendance Goal system to reward classes for perfect attendance using our	Continue

of the 2024-25 school year to decrease the percentage of chronically absent homeless students by 3.33%	The number of students chronically absent has increased overall and also within the homeless subgroup. Cycle 1 Chronic Absenteeism Data (TSSP Students): 14.29% Cycle 2 Chronic Absenteeism Data (TSSP Students): 12.90% Cycle 3 Chronic Absenteeism Data (TSSP Students): 13.02% ELOP clubs after school were offered and students had the opportunity to participate after school. We hosted a total of 5 clubs during cycle 3. There will be more ELOP clubs offered during the Summer. The number of attendance letters generated during Cycle 3: Excessive Absence Letters: 87 SARB Letter (Warning): 4 Truancy Letter 1: 117 Truancy Letter 2: 71 Truancy Letter 3: 48 The excessive absence letters, Truancy 1 letters, Truancy 2 letters, and Truancy 3 letters generated during cycle 3 have all increased. This indicates a need for a renewed focus on attendance efforts. Post surveys were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment opportunities and learned something new. The survey completed by teachers after science camp indicated the teachers would like to explore a new program to attend. Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Also, see Progress Monitoring Binder in principal office.	"The Power of Being Present". We will announce winners during our Friday morning announcements. New attendance incentives will be explored, including gift cards as student incentives for targeted groups of students. To inform staff, students, and the community of our ADA percentages and goal we will post monthly ADA data by grade level on the office board and office TV. In addition, administration will share out attendance data with the staff on progress on attendance goals. The administrative team will continue to meet weekly with the attendance clerk to review attendance spreadsheets that tracks ADA and chronically absent students. To continue supporting student enrichment during the school day, we are exploring additional opportunities for the next school year that will align with state standards and enhance the student experience. This year, students participated in several assemblies, including one presented by Point Break, which focused on social-emotional well-	

		being, and another from Science Alliance, held in conjunction with our STEAM Night, providing our students a hands-on science experience. All enrichment opportunities will supplement classroom learning, increase student engagement, and reinforce academic skills and student connectedness to school. Attendance clerk will update attendance spreadsheets weekly and monthly. We will use and analyze chronic absenteeism data to determine next steps, specifically looking at the homeless student subgroup. We will continue to offer ELOP programs to our students' afterschool depending on teacher availability. The COST team will meet weekly/biweekly to discuss students with attendance barriers to determine supports to be put into place. Final approval is needed for the Outreach Liaison PCR. Final approval will be provided in mid-June. The Outreach Liaison would be utilized to achieve our attendance goals and support families to remove attendance barriers.	

		Working with the attendance clerk we will track the number of attendance letters generated by type and the number of SARB referrals. Based on survey data we are going to work with Sky Mountain to host our upcoming 5th science camp for the 2025-26 school year.	

Progress Monitoring 25-26

Progress Monitoring

Data

Suspension Rate

All Students

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

All Students

All Students | State

Red

4.6% suspended at least one day

Increased 2.4%

Number of Students: 1,159

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

- African American
- Homeless
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities

Orange

- Asian
- Filipino
- Hispanic
- White

Yellow

No Student Groups

Green

English Learners

Blue

No Student Groups

No Performance Color

- American Indian
- Foster Youth
- Pacific Islander

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

*These numbers reflect total suspensions, not unduplicated students

TSSP MONTHLY SUSPENSION COUNT

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

*These numbers reflect total suspensions, not unduplicated students

STUDENTS WITH DISABILITIES MONTHLY SUSPENSION COUNT

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

*These numbers reflect total suspensions, not unduplicated students

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

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

Law Enforcement Referral	Bullying/Cyberbullying						2				2
	Fighting/Attack w/o Weapon							1			1
	Inappropriate Behavior/Object				2						2
	Possess/Use Weapon							2			2
Law Enforcement Referral Total					2		2	3			7
Loss of Privileges	Damage School/Personal Property	1									1
	Defiance			1	2				1		4
	Disruptive	1				1			3	1	6
	Fighting/Attack - w/ Weapon			1							1
	Fighting/Attack w/o Weapon		2	2	2				1		7
	Hate Crime/Racial Slurs				2						2
	Inappropriate Behavior/Object	2	5	19	2	9	5		2	7	51
	Pushing/Shoving			2	2	1					5
	Student Attire								1		1
	Theft/Robbery/Extortion				1						1
	Unsafe Behavior	1	2			2	1	1			7
Loss of Privileges Total		5	9	25	11	13	6	1	8	8	86
Loss of Recess	Damage School/Personal Property				1						1
	Defiance				2						2
	Fighting/Attack w/o Weapon		2								2
	Inappropriate Behavior/Object			1	1	1				5	8
	Profanity				2	1					3
	Pushing/Shoving				1						1
Loss of Recess Total			2	1	7	2				5	17
Refer to Counselor	Dangerous Object						1				1
	Disruptive									2	2
	Fighting/Attack w/o Weapon								2	1	3
	Hate Crime/Racial Slurs								3		3
	Inappropriate Behavior/Object	2		1	2	2		3			10
	Profanity			1	1						2
	Pushing/Shoving							2			2
	Unsafe Behavior				1						1
Refer to Counselor Total		2		2	4	2	1	5	5	3	24
Suspension	Bullying/Cyberbullying						2			1	3
	Fighting/Attack w/o Weapon				1	4	1	5	8	10	29
	Hate Crime/Racial Slurs					1		1	1	1	4
	Inappropriate Behavior/Object		2		4			1	2	2	11
	Possess/Use Alcohol									2	2
	Possess/Use Drugs								1		1
	Possess/Use Weapon							2	1		3
	Profanity					1			1	1	3
	Sexual Harassment									2	2
	Threat of Attack - w/ Weapon			1							1
	Threat of Attack - w/o Weapon			2					4	1	7
Suspension Total			2	3	5	6	3	9	18	20	66
Warning	Defiance							3		1	4
	Disruptive					2	1			2	5
	Electronic Device								4	2	6
	Inappropriate Behavior/Object			1	5	1		2	3	4	16
	Threat of Attack - w/o Weapon								2		2
	Unsafe Behavior							1			1
Warning Total				1	5	3	1	6	9	9	34
Work Detail	Bus Referral									1	1
	Graffiti						1	1			2
	Inappropriate Behavior/Object								2		2
	Pushing/Shoving			2							2
Work Detail Total				2			1	1	2	1	7
Written Consequence	Inappropriate Behavior/Object			1		1					2
Written Consequence Total				1		1					2
Grand Total		14	21	53	47	62	49	66	150	170	632

Data Analysis

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

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

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

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Coordination of Services Team Increase the number of COST referrals as a prevention/intervention for identified students to align resources as appropriate.	Number of COST referrals. Penalty type, suspensions as percentage and total number. Suspension rate Total number of students exited from COST team.	23-24 COST referrals (through March 8): 28 23-24 (through Feb 20): 90% of discipline referrals to the office resulted in AMC. 10% resulted in suspension. 22-23 Suspension rate: 4.6% 23-24 Suspension rate (through March 20): 4.93% 23-24 number of students exited from COST: 14	Making Progress 24-25 COST referrals: 18 24-25 Suspension rate: 2% Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time People Money

Positive Behavior Supports and Interventions Increase the fidelity and use of PBIS related strategies, rubrics, language on campus, reinforcement and recognition of positive behaviors. This includes ongoing training for staff, both certificated and classified. Also includes purchase of PBIS incentives to reward and recognize behaviors.	Penalty type, suspensions as percentage and total number. PBIS fidelity assessment tool by both internal and external staff.	23-24 (through Feb 20): 90% of discipline referrals to the office resulted in AMC. 10% resulted in suspension. See PBIS fidelity index from Stanislaus County Office of Education.	Met 24-25 Suspension rate: 2% Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People
Enrichment/Extension During the School Day Students will have the opportunity to attend various enrichment assemblies and field trips during the school day to build and strengthen understanding of school climate and culture, positive behaviors and building of lifelong skills to be successful.	Post survey for all assemblies and field trips to collect qualitative/quantitative data Refined action step during cycle 2.	Post survey at each event - Not started, will complete in cycle 2 and cycle 3	Making Progress Surveys conducted after each assembly and field trip. See digital data folder for survey results in Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People
VCC Counseling/SEL Groups Administration and other staff will	Number of VCC SEL group referrals. Number of students excited from group.	23-24 number of VCC SEL group referrals (through March 8): 71	Making Progress 24-25 number of VCC SEL group			Time Money People

work with our VCC counselors to increase referrals to SEL group weekly by grade level in an effort to prevent conflict from increasing on campus.		23-24 number of students exited from VCC SEL groups (through March 8): 18	referrals: 3 24-25 number of students exited from VCC SEL groups: 58 Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			
Strengthening of Reentry Plans after Suspension Mossdale will strengthen a formalized intervention plan after major discipline issues, which has not occurred in the past. Administration will develop a reentry plan in coordination with students and families to decrease the number of multiple suspensions for the same student.	Number of duplicated suspensions. Suspension rate Number of reentry plans created, with interventions.	Number of duplicated suspensions (through Jan 31): 58 22-23 Suspension rate: 4.6% 23-24 Suspension rate: 6.2% Number of reentry plans created: 5	Making Progress Number of duplicated suspensions: 2 24-25 Suspension rate: 2% Number of reentry plans created: 12 Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that we are making progress towards our goal to decrease the percentage of students suspended annually by .5% by end of the 2024-25 school year. We will review discipline data monthly to progress monitor the number of suspensions as a penalty.	Based on the action items above we have collected the following data to show that our action items are effective. We did not have an opportunity to establish a baseline for Enrichment/Extension During the School Day. We will collect evidence during cycle 2. Based on cycle 1 data, our suspensions have decreased as compared to the last time period has last year (August-November). There have been 10 COST referrals thus far in the school year. VCC counselors are conducting SEL groups with students referred. Digital Data Folder for Safety Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ETJ44BGRK9VGj9iN9nFGMbcBNYCwQ5ovlbZjVW9PGdUpMQ?e=IPBloI Also, see Progress Monitoring Binder in principal office.	Conduct pre and post survey for assemblies and field trips. Work collaboratively with the COST team, to identify students who have been suspended and ensure they are referred to the COST team to discuss supports needed for students. During cycle 2 we will begin a 15-day challenge to be completed by Winter break to reinforce the "The Power of the Paw" and its new verbiage per PBIS team. Work with the VCC counselors to continue weekly SEL groups. VCC counselors will continue to attend COST meetings to ensure any students discussed may be referred to groups. Continue the use of suspension reentry plan meetings and incorporate intervention plans when needed to support students.	Continue
Cycle 2: Based on data from cycle 2, we show that we are continuing to make great progress in decreasing our percentage of students suspended annually and are making great progress towards meeting our goal	Based on the action items above we have collected the following data to show that our action items are effective. Overall, the number of suspensions has decreased compared to last school year. Number of students suspended for the 24-25 school year:	Work collaboratively with the COST team, to identify students who have been suspended and ensure they are referred to the COST team to discuss supports needed for students.	Continue

by the end of the 2024-25 school year.	August: 0 September: 3 October: 3 November: 8 December: 2 January: 1 February: 2 The number of COST referrals have not increased. The COST team continues to meet to discuss students with behavior barriers. All COST notes are tracked in a shared spreadsheet. There was a total of 18 COST referrals. For the action items Positive Behavior Supports and Interventions: The Project Coordinator from the Stanislaus County Office of Education conducted a walkthrough at Mossdale to collect our fidelity data with PBIS. It was determined that our PBIS is in full effect. Walkthrough data: 100% of staff knew your PAW expectations 100% of staff have taught site expectations 80% of staff have given out PAW Bucks for acknowledging desired behavior 100% of students knew site expectations 100% of students said they received PAW Bucks 100% of classrooms observed had site expectations posted 100% of classrooms observed had at least 4 evidence-based classroom practices (several had even more classroom practices demonstrated) Academic Enrichment/Extension During the School Day: Post surveys were given to teachers and students after assemblies and field trips to collect qualitative/quantitative data. Surveys show students gained new knowledge and enjoyed the assemblies/field trips overall. Digital Data Folder for Safety Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgro	Work with the VCC counselors to continue weekly SEL groups. VCC counselors will continue to attend COST meetings to ensure any students discussed may be referred to groups. Continue the use of suspension reentry plan meetings and incorporate intervention plans when needed to support students. For the action step Enrichment/Extension During the School Day we are continuing to look into other ways to enrich our students during the school day. One specific assembly offered by Point Break will be offered to our students in the Spring. The assembly focuses on anti-bullying, kindness, positivity, and the difference that one person can make. We also have planned assemblies with Science Alliance during cycle 3. We will continue to use surveys to collect qualitative/quantitative data. Our school site will continue to be checked for fidelity with the PBIS practices. The Project Coordinator for PBIS will score the TFI (Tiered Fidelity Inventory) on the last day of PBIS training on March 4th. PBIS fully implemented the newly revamped	

	ves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=6NMYdD Also, see Progress Monitoring Binder in principal office.	PAW language at the school site. PBIS team will continue to meet monthly to refine and develop practices at the school site. PBIS will work with the Stanislaus County Office of Education during the scheduled workdays continuing throughout the school year. New signage for the school site has been developed and in the process of being printed to be posted school wide.	
Cycle 3: Based on data from cycle 3, we show that we are continuing to make great progress in decreasing our percentage of students suspended annually and are making great progress towards meeting our goal by the end of the 2024-25 school year.	Overall, the number of suspensions has decreased compared to last school year. Number of students suspended for the 24-25 school year: August: 0 September: 3 October: 3 November: 8 December: 2 January: 1 February: 2 March: 4 April: 3 May: 2 Total Suspensions: 28 The COST team continues to meet weekly and bi-weekly to discuss students with behavior barriers. All COST notes are tracked in a shared spreadsheet. COST Referrals for the 24-25 School year: 20 Student Exited: 13 Monitoring: 2 Continuing in COST: 3 New Students for the 25-26 School Year: 4 For the action items Positive Behavior Supports and Interventions: The Project Coordinator from the Stanislaus County Office of Education conducted a	To continue supporting student enrichment during the school day, we are exploring additional opportunities for the next school year that will align with state standards and enhance the student experience. This year, students participated in several assemblies, including one presented by Point Break, which focused on social-emotional well-being, and another from Science Alliance, held in conjunction with our STEAM Night, providing our students a hands-on science experience. All enrichment opportunities will supplement classroom learning, increase student engagement, and reinforce academic skills and increase student connectedness to school. Teachers and students will participate in post	Continue

	walkthrough at Mossdale to collect our fidelity data with PBIS. It was determined that our PBIS is in full effect, and we were able to apply for gold status. Our application was submitted and are waiting for an approval. Post surveys were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment opportunities and learned something new. The survey completed by teachers after science camp indicated the teachers would like to explore a new program to attend. Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Also, see Progress Monitoring Binder in principal office.	surveys for assemblies and field trips to determine student engagement and how they connect to academic standards. The COST team will meet weekly/biweekly to discuss students with behavior concerns to determine supports to be put into place. VCC counselors will continue to work with students 1:1 and in weekly SEL groups. Additionally, VCC counselors will continue to attend weekly/biweekly COST meetings to collaborate as part of the COST team. Vice Principals will conduct reentry plan meetings with students recently suspended and incorporate intervention plans when needed to support students' behavior barriers. At the beginning of the next school year administration will revisit behavior data with staff and review PBIS at the school site. The PBIS team will continue to meet monthly to refine and develop practices at the school site. PBIS will continue to work with Stanislaus County Office of Education during scheduled workdays throughout the 2025-26 school year. New	

		signage school site will be provided to teachers as they start the new school year. At the end of this year, we applied for gold status for our PBIS practices deemed appropriate by our fidelity data from the TFI.	

Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Coordination of Services Team Increase the number of COST referrals as a prevention/intervention for identified students to align resources as appropriate.	Number of COST referrals. Penalty type, suspensions as percentage and total number. Suspension rate Total number of students exited from COST team.	23-24 COST referrals (through March 8): 1 23-24: _91_% of discipline referrals to the office resulted in AMC. 9% resulted in suspension. 22-23 Suspension rate: Homeless: 8.9% Students with disabilities: 12.1%	Making Progress 24-25 COST referrals: 18 24-25 number of students exited from COST:13 24-25 Suspension rate: 2% Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1			Time People

		23-24 Suspension rate: 4.6% 23-24 number of students exited from COST: 1	NAnhRobLqg?e=v4sBlS Continue			
Positive Behavior Supports and Interventions Increase the fidelity and use of PBIS related strategies, rubrics, language on campus, reinforcement and recognition of positive behaviors. This includes ongoing training for staff, both certificated and classified. Also includes purchase of PBIS incentives to reward and recognize behaviors.	Penalty type, suspensions as percentage and total number. Suspension rate PBIS fidelity assessment tool by both internal and external staff.	23-24: 91% of discipline referrals to the office resulted in AMC. 9% resulted in suspension. 22-23 Suspension rate: Homeless: 8.9% Students with disabilities: 12.1% 23-24 Suspension rate: 4.6% See PBIS fidelity index from Stanislaus County Office of Education.	Met 24-25 Suspension rate: 2% Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People
Climate and Culture Mossdale will intentionally work to strengthen school climate and culture by providing a breadth of educational opportunities for the whole child. This includes a robust elective program for junior high, embedding of grade level enrichment opportunities such	Number of COST referrals. Penalty type, suspensions as percentage and total number. Suspension rate Total number of students exited from COST team.	23-24 COST referrals (through March 8): 1 23-24 (through Feb 20): 91% of discipline referrals to the office resulted in AMC. 9 % resulted in suspension. 23-24 number of students exited from COST: 1	Making Progress 24-25 COST referrals: 18 24-25 number of students exited from COST:13 24-25 Suspension rate: 2% Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves			Time Money People

as field trips, assemblies and/or other climate building activities to ensure students want to come to school and feel the need to come to school and learn in a safe environment.			_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			
VCC Counseling/SEL Groups Administration and other staff will work with our VCC counselors to increase referrals to SEL group weekly by grade level in an effort to prevent conflict from increasing on campus.	Number of VCC SEL group referrals. Number of students excited from group.	23-24 number of VCC SEL group referrals (through March 8): 5 23-24 number of students exited from VCC SEL groups (through March 8): 1	Making Progress 24-25 number of VCC SEL group referrals: 3 24-25 number of students exited from VCC SEL groups: 58 Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People
Strengthening of Reentry Plans after Suspension Mossdale will strengthen a formalized intervention plan after major discipline issues, which has not occurred in the past. Administration will develop a reentry	Number of duplicated suspensions. Number of reentry plans created, with interventions.	Number of duplicated suspensions (through Jan 31): 30 22-23 Suspension rate: Homeless: 8.9% Students with disabilities: 12.1%	Making Progress Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?			Time People

plan in coordination with students and families to decrease the number of multiple suspensions for the same student.		23-24 Suspension rate: 6.2% Number of reentry plans created: 5	e=v4sBlS Continue			
Enrichment/Extension During the School Day Students will have the opportunity to attend various enrichment assemblies and field trips during the school day to build and strengthen understanding of school climate and culture, positive behaviors and building of lifelong skills to be successful.	Post survey for all assemblies and field trips to collect qualitative/quantitative data Action step revised during cycle 2.	Post survey at each event - Not started, will complete in cycle 2 and cycle 3	Making Progress Surveys conducted after each assembly and field trip. See digital data folder for survey results in Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Continue			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that we are making some progress towards our goal to decrease the percentage of homeless students suspended annually by 3.3% by end of the 2024-25 school year. We will review discipline data monthly to	Based on the action items above we have collected the following data to show that our action items are effective. We did not have an opportunity to establish a baseline for Enrichment/Extension During the School Day. We will collect evidence during cycle 2.	Work collaboratively with the COST team, to identify students who have been suspended and ensure they are referred to the COST team to discuss supports needed for students. During cycle 2 we will begin a 15-day challenge	Continue

progress monitor the number of suspensions as a penalty.	Based on cycle 1 data, our overall suspensions have decreased as compared to the last time period has last year (August-November). For the homeless subgroup no students of this group have been suspended thus far in the school year. For the SWD subgroup there are 3 suspensions during cycle 1 as compared to 4 suspensions during the last school year of the same time period. There have been 10 COST referrals thus far in the school year. VCC counselors are conducting SEL groups with students referred. Digital Data Folder for Safety Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/ETJ44BGRK9VGj9iN9nFGMbcBNYCwQ5ovlbZjVW9PGdUpMQ?e=IPBloI Also, see Progress Monitoring Binder in principal office.	to be completed by Winter break to reinforce the "The Power of the Paw" and its new verbiage per PBIS team. Work with the VCC counselors to continue weekly SEL groups. VCC counselors will continue to attend COST meetings to ensure any students discussed may be referred to groups. Host PBIS assembly to reward students for showing "Power of the Paw" and invite parents to involve the community. Continue the use of the district suspension reentry plan meetings to be documented in Q and progress monitor duplicated suspensions.	
Cycle 2: Based on data from cycle 2, we show that we are continuing to make progress towards decreasing the percentage of students suspended annually, specifically in the subgroup of students with disability and homeless by 3.33% for the 2024-25 school year.	Based on the action items above we have collected the following data to show that our action items are effective. Overall, the number of suspensions for homeless has decreased compared to last school year. There have been no homeless students suspended this school year. August: 0 September: 0 October: 0 November: 0 December: 0 January: 0 February: 0 There have been COST referrals for the school year.	Work collaboratively with the COST team, to identify students who have been suspended and ensure they are referred to the COST team to discuss supports needed for students. Work with the VCC counselors to continue weekly SEL groups. VCC counselors will continue to attend COST meetings to ensure any students discussed may be referred to groups. Continue the use of suspension reentry plan meetings and	Continue

	VCC counselors are hosting SEL groups on a weekly basis. For the action items Positive Behavior Supports and Interventions: The Project Coordinator from the Stanislaus County Office of Education conducted a walkthrough at Mossdale to collect our fidelity data with PBIS. It was determined that our PBIS is in full effect. Walkthrough data: 100% of staff knew your PAW expectations 100% of staff have taught site expectations 80% of staff have given out PAW Bucks for acknowledging desired behavior 100% of students knew site expectations 100% of students said they received PAW Bucks 100% of classrooms observed had site expectations posted 100% of classrooms observed had at least 4 evidence-based classroom practices (several had even more classroom practices demonstrated) Academic Enrichment/Extension During the School Day: Post survey were given to teachers and students after assemblies and field trips to collect qualitative/quantitative data. Surveys show students gained new knowledge and enjoyed the assemblies/field trips overall. Digital Data Folder for Safety Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=6NMYdD Also, see Progress Monitoring Binder in principal office.	incorporate intervention plans when needed to support students. For the action step Enrichment/Extension During the School Day we are continuing to look into other ways to enrich our students during the school day. One specific assembly offered by Point Break will be offered to our students in the Spring. Another assembly that focuses on anti-bullying, kindness, positivity, and the difference that one person can make. We also have planned assemblies with Science Alliance during cycle 3. We will continue to use surveys to collect qualitative/ quantitative data. The Project Coordinator for PBIS will score the TFI (Tiered Fidelity Inventory) at the last day of PBIS training on March 4th. PBIS fully implemented the newly revamped PAW language at the school site. PBIS team will continue to meet monthly to refine and develop practices at the school site. PBIS will work with the Stanislaus County Office of Education during the scheduled workdays continuing throughout the school year. New signage for the school site has been developed and in the process of	

		being printed to be posted school wide.	
Cycle 3: Based on data from cycle 3, we show that we have met our goal for the 2024-25 school year towards decreasing the percentage of students suspended annually, specifically in the subgroup of students with disability and homeless.	Based on the action items above we have collected the following data to show that our action items are effective. Overall, the number of suspensions has decreased compared to last school year for the subgroups of TSSP Students and SWD. TSSP Student Data: August: 0 September: 0 October: 1 November: 0 December: 0 January: 0 February: 0 March: 0 April: 0 May: 1 Total Suspensions (TSSP Students) for the 2024-25 School Year: 2 SWD Suspension Data: August: 0 September: 0 October: 1 November: 0 December: 0 January: 0 February: 0 March: 0 April: 0 May: 0 Total Suspensions (SWD) for the 2024-25 School Year: 3 The COST team continues to meet weekly and bi-weekly to discuss students with behavior barriers. All COST notes are tracked in a shared spreadsheet. COST Referrals for the 24-25 School year: 20 Student Exited: 13 Monitoring: 2 Continuing in COST: 3 New Students for the 25-26 School	To continue supporting student enrichment during the school day, we are exploring additional opportunities for the next school year that will align with state standards and enhance the student experience. This year, students participated in several assemblies, including one presented by Point Break, which focused on social-emotional well-being, and another from Science Alliance, held in conjunction with our STEAM Night, providing our students a hands-on science experience. All enrichment opportunities will supplement classroom learning, increase student engagement, and reinforce academic skills and increase student connectedness to school. Teachers and students will participate in post surveys for assemblies and field trips to determine student engagement and how they connect to academic standards. The COST team will meet weekly/biweekly to discuss students with behavior concerns to determine supports to be put into place.	Continue

	Year: 4 For the action items Positive Behavior Supports and Interventions: The Project Coordinator from the Stanislaus County Office of Education conducted a walkthrough at Mossdale to collect our fidelity data with PBIS. It was determined that our PBIS is in full effect, and we were able to apply for gold status. Our application was submitted and are waiting for an approval. Post surveys were completed by teachers and students after assemblies and field trips. Survey data indicates the students enjoyed the enrichment opportunities and learned something new. The survey completed by teachers after science camp indicated the teachers would like to explore a new program to attend. Digital Data Folder for Safety Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EiMbvMfSHI1HiMfCR82qwP8B_b7hyLnRihh1NAnhRobLqg?e=v4sBlS Also, see Progress Monitoring Binder in principal office.	VCC counselors will continue to work with students 1:1 and in weekly SEL groups. Additionally, VCC counselors will continue to attend weekly/biweekly COST meetings to collaborate as part of the COST team. Vice Principals will conduct reentry plan meetings with students recently suspended and incorporate intervention plans when needed to support students' behavior barriers. At the beginning of the next school year administration will revisit behavior data with staff and review PBIS at the school site. The PBIS team will continue to meet monthly to refine and develop practices at the school site. PBIS will continue to work with Stanislaus County Office of Education during scheduled workdays throughout the 2025-26 school year. New signage school site will be provided to teachers as they start the new school year. At the end of this year, we applied for gold status for our PBIS practices deemed appropriate by our fidelity data from the TFI.	

Progress Monitoring 25-26

Progress Monitoring

District Goal

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

Site Tier 2 and 3 Goals

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

Resource Inequities

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

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

Homeless: Chronic Absenteeism, Suspensions

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

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

Comprehensive Needs Assessment

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

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

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

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

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	217	201	195	19.0%	21.0%	18.3%
Fluent English Proficient (FEP)	180	189	177	18.4%	17.4%	16.6%
Reclassified Fluent English Proficient (RFEP)	30	14		7.1%	13.8%	

MOSSDALE ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students | State

Yellow

4.5 points below standard

Maintained -0.4 Points

EQUITY REPORT

Number of Student Groups in Each Level

1	4	1	3	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Mathematics

All Students | State

Orange

49.6 points below standard

Declined 3.9 Points ⊖

EQUITY REPORT

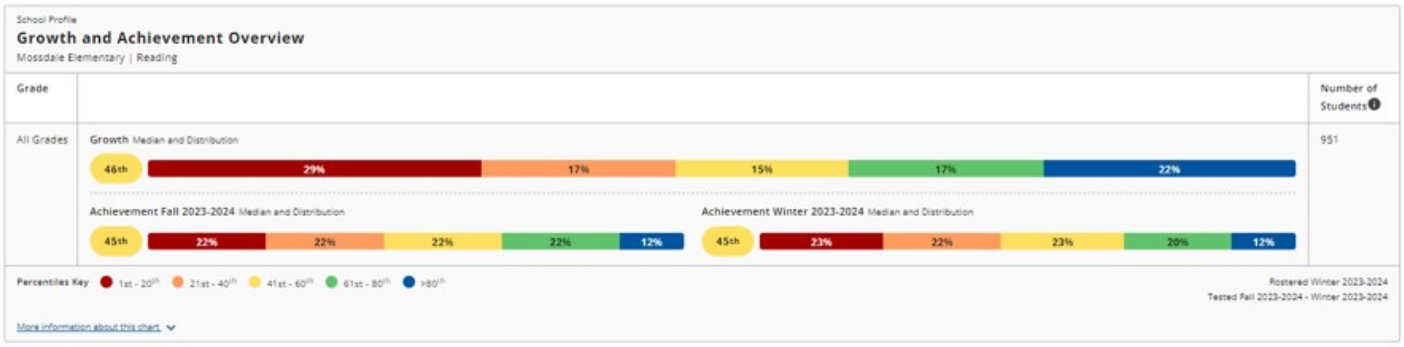
Number of Student Groups in Each Level

1	6	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

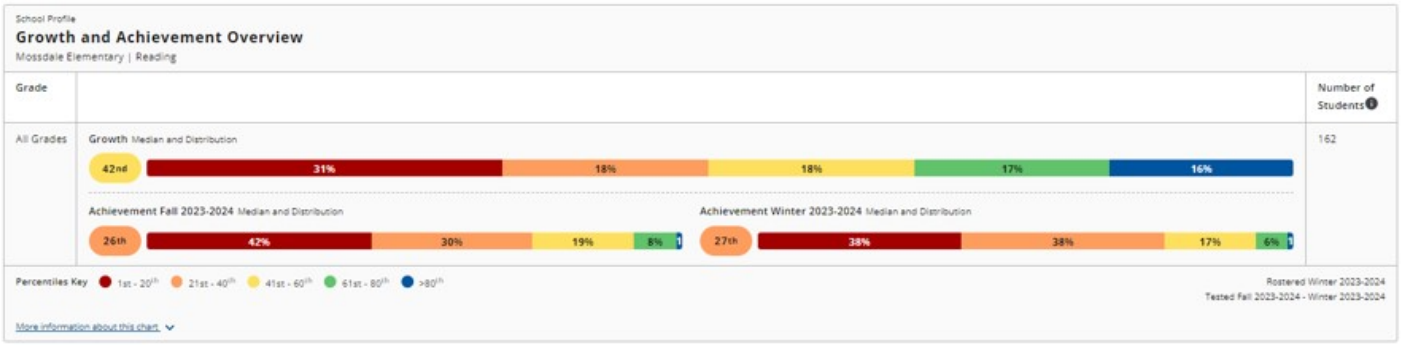
All Students: Growth and Achievement

Mossdale Elementary



English Language Learners: Growth and Achievement

Mossdale Elementary



Data Analysis

The first images contains data off the recently released California School Dashboard. After being paused due to the COVID19 pandemic, it was released again this year and measures a combination of student achievement and student growth, including statistically significant subgroups. In it, we are establishing a new baseline with regards overall metrics from CDE. In English Language Arts, scores indicate that students in grades 3-8 are 4.5 points below standard and were given the status of "maintained" over last year.

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

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate Staff Survey - 36 teachers voted on staff survey 36/36 reported early release Wednesdays allowed more grade level team collaboration	Didn't meet. Staff Vote for the Extension of the Early Release Waiver: (Extension vote results): 9-yes 24-no 72% denial of the waiver extension The vote for the extension of the early release waiver did not pass. This action item was discontinued during Cycle 3. Staff Survey- 36/36 reported early release Wednesdays allowed more grade level team collaboration Discontinue			Time Money People
Collaborative Grade Level Teams Weekly collaboration with grade level teams. This will align with increased training	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric and using the Stages of Team Development.	Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-Initiating ___Initiating	Not Met Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-			Time Money People

on effective professional learning teams through professional development. During the 2025-26 school year, BeGlad training will be provided to specific targeted PLC teams to increase teaching capacity with ELD.	Number of PLC Grade Level Teams that demonstrate strong evidence of progress within their Protocols/Minutes Action Step revised during cycle 2	___Implementing _X_Developing ___Sustaining PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress	Initiating ___Initiating 2 teams-Implementing 5 teams-Developing ___Sustaining PLC Protocol/Minutes 1/9 No Evidence of Progress 8/9 Some Evidence of Progress See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Fundations Implementation with Fidelity for Grades K-3 During the 23-24 school year, Mossdale School worked extensively to implement Fundations in grades K-3 with fidelity. This implementation will continue through the next cycle, with new teachers needing training and grade level/grade span teams receiving	Fundations Next Steps Self Audit (provided by district) - Number of teachers fully compliant with all aspects of Fundations Fundations Learning Walks/Observational Data - Number of teachers demonstrating strong evidence towards full implementation of Fundations. First Grade Reading Fluency - Number/percentage of students who have oral reading scores	Fundations Next Steps Self Audit 2/13 0-75% Compliant 8/13 75-99% Compliant 3/13 100% Compliant Fundations Learning Walks - __1_No Evidence __8_Some Evidence __6_Strong Evidence	Making Progress Fundations Next Steps Self Audit 1/17 0-75% Compliant 8/17 75-99% Compliant 8/17 100% Compliant Fundations Learning Walks - __0_No Evidence __11_Some Evidence __18_Strong Evidence			Time Money People

follow up training as well. Teachers will be supported through Fundations coaches to be brought monthly in the next school year. To support teachers in their teaching capacity with Fundations, monthly coaching will be provided by Wilson to all K-3 teachers during the 25-26 school year. Revised during cycle 3.		First Grade Reading Fluency 18% of students (16 students) have oral reading scores.	First Grade Reading Fluency 44% of students (51 students) have oral reading scores. See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Implementation of 7 Thinking Strategies within Classrooms Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.	Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies	Thinking Strategy Learning Walks - _16__No Evidence _11__Some Evidence _2__Strong Evidence	Making Progress Thinking Strategy Learning Walks - _10__No Evidence _17__Some Evidence _11__Strong Evidence See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg			Time Money People

			Continue			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items effectively moving us to meet our goal of increasing the percentages of students who meet growth on the NWEA/MAP Reading by 2.6% by the end of the 2024-25 school year within the EL student sub-group. We will review MAP data in the Winter to progress monitor English Learners.	Based on the action items above we have collected the following data to show that our action items are effective. 100% of staff voted yes to begin discussions and create a committee to create the early release waiver. Based on learning walks data, we have identified the majority of the classrooms have no evidence of the implementation of the 7 Thinking Strategies within Classrooms and should be targeted. We did not have an opportunity to establish a baseline for our PLC's. We will collect evidence during cycle 2. Based MAP data, there were 66% of students overall in the not met and nearly met achievement percentiles compared to 75% last school year at the same time. The grade levels that we will need to focus our EL support is 1st and 2nd who show the most need. Digital Data Folder for Emerging Students Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/EXQTP2fzxmZCmajy5oDnobABL1730XOL71JMgwIvORtVug?e=igv97K Also, see Progress Monitoring Binder in principal office.	Administration will move forward with voting of certificated staff to extend the waiver for early release days. Continue with early release Wednesdays and meetings with grade level PLC or site PLC. Support for integrated and designated ELD will be given specifically to 1st and 2nd grades. Continue to conduct walkthroughs specifically during Fundations scheduled time in grades K-3rd. Have all K-3rd grade teachers complete the Fundations next steps self-audit at the end of cycle 2 to reevaluate. There is a scheduled training day with the PEBC coach scheduled for April 2025. The grade level teams will continue their work observing and co-teaching using thinking strategies. The grade level teams will have time to discuss prior to the lesson observation and time to debrief after.	Continue

		At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness.	
Cycle 2: Based on data from cycle 2, we show that our action items not moving us to meet our goal of increasing the percentages of students to meet their projected growth on the NWEA/MAP Reading assessment by the end of the 2024-25 school year.	Based on the action items above we have collected the following data to show that our action items not as effective as anticipated. An initial survey conducted in cycle 1 for Early Release Wednesdays indicated that teachers believed our early release days gave PLC's more time to collaborate. However, certificated members recently voted not to extend the early release waiver on Wednesdays for the 2025-26 school year. 24/33 teachers voted no 9/33 teachers voted yes MAP Reading Data (Winter assessment): -There were 140 EL students tested -24% of students tested in the 1st-20th% percentile -17% of students tested in the 21st-40th% percentile -13% of students tested in the 41st-60th% percentile -15% of students tested in the 61st-80th% percentile -31% of students tested in the 80th percentile and above This indicates efforts focusing on English learners and ELD instruction is needed and essential to the growth of EL learners. Learning walk data show that 15 classrooms have no evidence of ELD curriculum, and 22 classrooms have some evidence. In 25 of the classrooms	Continue with early release Wednesdays and meetings with grade level PLC or site PLC for this school year. Administration proceeded with voting to extend the waiver for early release days. Preliminary results show teachers are not in favor of extending the early release days for the 2025-26 school year. We will need to work with the ILT team to discuss next school year and time for grade level PLC's and site PLC meetings. At the grade level PLC, grade level teams will continue to collaborate as a PLC and evaluate their level of Stage of Team Development. This will provide administration with critical information to support their grade level PLC effectiveness. Based on PLC self-assessment administration and Instructional specialist will support/attend 4th	Continue

	visited there were some supports (anchor charts, technology, white boards, and visuals) for EL learners, 2 with strong evidence, and 10 classrooms have no evidence. Based on learning walk data it is evident that professional development targeting English Language instruction needs to continue, specifically on integrated and designated ELD strategies. PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Differentiating Follow-Up 2nd: Differentiating Follow-Up 3rd: Developing Common Assessments/Differentiating Follow-Up 4th: Filling in Time 5th: Analyzing Student Learning/Differentiating Follow-Up 6th: Analyzing Student Learning 7th: Analyzing Student Learning/Differentiating Follow-Up 8th: Analyzing Student Learning/Differentiating Follow-Up According to the PLC self-assessment of their Stage of Team Development, 4th grade needs support in their team development. 2nd grade self-assessment shows they work effectively as a PLC, however their collaboration as a PLC is not translating to student grown in MAP assessment data. Based on learning walk data there is some evidence in the Implementation of 7 Thinking Strategies within Classrooms. Based on learning walk data there is some evidence with the number of teachers demonstrating evidence towards full implementation of Fundations. Digital Data Folder for Emerging Students Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrK	grade level PLC meetings to assist them in their team development. Continue to conduct walkthroughs specifically during Fundations and ELD scheduled times. Based on learning walks site PLC/PD will be developed based on trends found through the learning walks. Learning Walks are scheduled at the end of March specifically to walk through Junior High classrooms during designated ELD with EL Coordinator. PD focused on integrated and designated ELD was provided to K-3 teachers facilitated by the district ELD Coordinator and ELD TOSA's. ELD PD for 4th-6th grade teachers is planned in April. Site admin and district team will continue to collaborate to organize pull out days for a more targeted approach to professional development to build teachers capacity in developing the English development of their English learners. There is a scheduled training day with the PEBC coach scheduled for April 2025. The grade level teams will continue their work observing and co-teaching using	

	MyQBLkBhqfCZNN0fr2hX1BH4Sg?e=6NMYdD Also, see Progress Monitoring Binder in principal office.	thinking strategies. The grade level teams will have time to discuss prior to the model lesson and time to debrief after model lesson. Administration is working to create larger posters of the Thinking Strategies sentence frames with graphics for easy student reference. Kindergarten through third grade teachers will complete the Fundations self-audit at the end of cycle 3. Fundations learning walks will continue, administration and Instructional Specialist will walk through classrooms during scheduled Fundations times. Administration will work to bring Fundations coaches on a monthly basis during the next school year to support teachers' capacity in the Fundations curriculum. INR will be submitted during cycle 3 for the cost of the coaches for the 2025-26 school year. To develop, increase, and strengthen overall literacy skills/practices for students designated as English Language Learners administration will work to bring Kagan coaches, offered by Kagan Publishing & Professional Development, to work specifically with 7th and 8th grade teachers during the next school	

		year. This will bring professional development to our teachers onsite which aims to teach strategies to actively engage students in their learning. An INR will be submitted during cycle 3.	
Cycle 3: Based on data from cycle 3, we have met our goal of increasing the percentages of students to meet their projected growth on the NWEA/MAP Reading assessment by the end of the 2024-25 school year by 3%.	Based on the action items above we have collected the following data to show that our action items are effective. MAP Reading Growth Data (Spring assessment): -There were 160 EL students tested -30% of students tested in the 1st-20th% percentile -15% of students tested in the 21st-40th% percentile -18% of students tested in the 41st-60th% percentile -11% of students tested in the 61st-80th% percentile -26% of students tested in the 80th percentile and above Data shows there is an increase of students in the red band (1st-20th percentile), a decrease in the orange band (21st-40th percentile), an increase in the yellow band (41st-60th percentile), a decrease in the green band (61st-80th percentile), and a decrease in the blue band (above 80th percentile). The total % of growth from cycle 2 has decreased from 59% to 55%. This again indicates efforts focusing on English language learners and ELD instruction (integrated and designated) is needed and essential to the growth of our EL learners. Learning walk data trends show classrooms have some to no evidence of ELD supports and curriculum. Based on learning walk data it is again evident that professional development targeting English Language instruction needs to continue, specifically on integrated and designated ELD strategies.	Certificated members voted against the extension of the early release waiver. A new schedule will be developed for PLC (site and grade level) meetings for the 2024-25 school year. Grade-level teams will continue to collaborate as Professional Learning Communities (PLCs) and assess their progress using the Stages of Team Development rubric. This ongoing self-evaluation will provide administration with insights to strengthen the effectiveness of each PLC. Based on the data collected this year, administration along with the instructional specialist will provide targeted support to grade-level teams according to their identified stage of team development. Specifically, 4th grade was identified as needing the most support in the "Filling the Time" stage, while 2nd, 3rd, 6th, 7th, and 8th grades are in the "Sharing Personal Practices" stage and	Continue

	Based on learning walk data there is some evidence with the number of teachers demonstrating evidence towards full implementation of Fundations. PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Developing Common Assessments 2nd: Sharing Personal Practices 3rd: Sharing Personal Practices 4th: Filling in Time 5th: Analyzing Student Learning 6th: Sharing Personal Practices 7th: Sharing Personal Practices 8th: Sharing Personal Practices According to the PLC Stage of Team Development rubric, 4th grade continues to be in need of support in their team development. The next grade levels in need of support are 2nd, 3rd, 6th, 7th, and 8th grades. Based on learning walk data there is some evidence in the Implementation of the 7 Thinking Strategies within Classrooms. Digital Data Folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Also, see Progress Monitoring Binder in principal office.	require the next level of support. These findings will guide intentional support strategies to foster growth and collaboration across all PLCs. To strengthen literacy skills and instructional practices for English Learners, we will implement targeted professional development for teachers. During the 2024–25 school year, Kagan coaches from Kagan Publishing & Professional Development will provide on-site training specifically for 7th and 8th grade teachers. This professional development will focus on cooperative learning structures and strategies designed to actively engage students in their learning. An INR has been submitted to support this initiative. Day 1 of training for our 7th and 8th grade teachers has been scheduled for September. To strengthen the implementation and instructional fidelity of the Fundations program, Kindergarten through 3rd grade teachers will begin the school year by completing a Fundations self-audit. This reflective tool will help teachers assess their current practice and identify areas for growth.	

		Instructional learning walks will continue during designated Fundations instructional blocks, using a focused observation form to assess key components of the program. Additionally at the beginning of the school year administration and the Instructional Specialist will collaborate to calibrate their observations, developing a shared understanding of what constitutes strong, some, or no evidence means in different components of Fundations. Additionally, in the 2025-26 school year, Wilson will provide monthly coaching sessions for teachers in Fundations. These sessions will focus on building teacher capacity, deepening content knowledge, and supporting high-fidelity implementation of the Fundations curriculum across all K–3 classrooms. Learning Walks will continue to be an essential tool for identifying instructional trends and determining areas of support, with a particular focus on ELA. To strengthen this process, administration and the Instructional Specialist will collaborate to develop a targeted Learning Walk	

		observation form. Learning Walks will also continue to monitor the implementation of Thinking Strategies across classrooms, with specific attention to the number of teachers demonstrating strong evidence of their use. Data gathered from these walks will be shared with the ILT and staff to identify areas of strength and areas in need of support. To further develop the capacity of the ILT members as an effective PLC we will revisit the Stages of Team Development at the beginning of the school year to assess progress and realign team goals. Administration is actively working to secure professional development with David LaRose, who will provide targeted training for the ILT. This professional development will focus on strengthening the ILT's role as the guiding coalition of the school, helping to build stronger PLC teams and facilitate sustained academic growth. Next year our school will be considered Tier 3 in terms of support for ELD. Specific work with integrated and designated ELD professional development has begun already with support from the EL coordinator	

		and district TOSA's. During Cycle 3 the focus was on integrated ELD, specifically on collaborative conversations. A learning walk rubric was created in collaboration with administration and the ILT members. At the beginning of the school we will continue this work and add another area of focus in integrated ELD. Focused learning walks will be conducted during designated ELD to determine fidelity.	

Progress Monitoring 25-26

Data

MOSSDALE ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students | State

Yellow

4.5 points below standard

Maintained -0.4 Points

EQUITY REPORT

Number of Student Groups in Each Level

1 Red	4 Orange	1 Yellow	3 Green	0 Blue

View More Details →

LEARN MORE

Mathematics

All Students | State

Orange

49.6 points below standard

Declined 3.9 Points

EQUITY REPORT

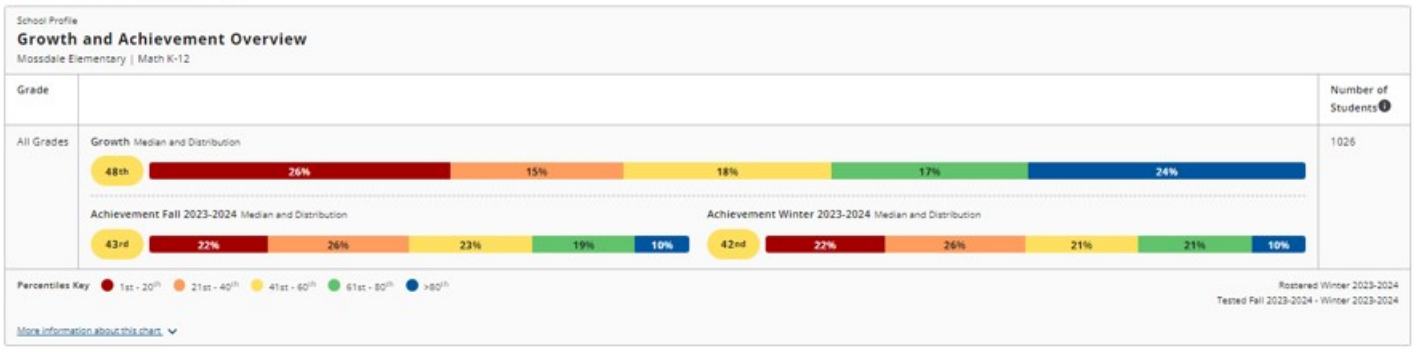
Number of Student Groups in Each Level

1 Red	6 Orange	2 Yellow	0 Green	0 Blue

View More Details →

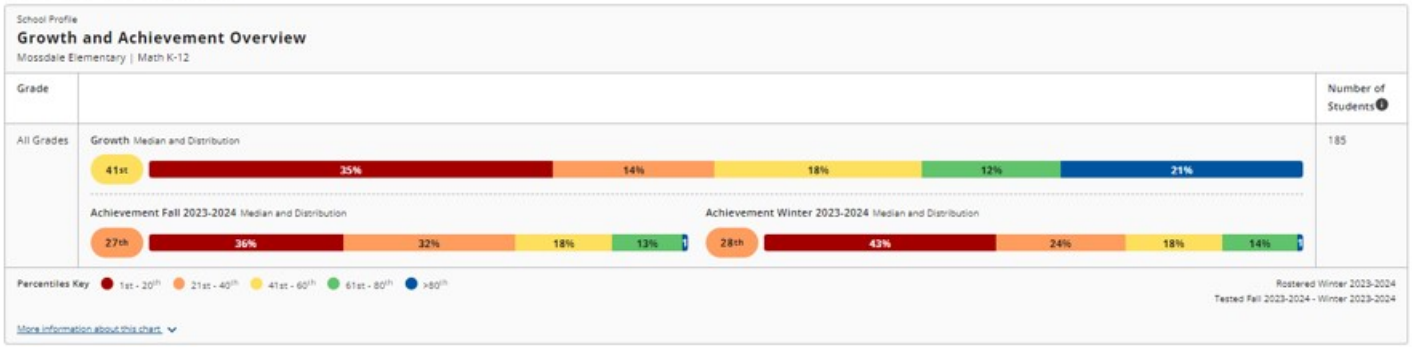
All Students: Growth and Achievement

Mossdale Elementary



English Language Learners: Growth and Achievement

Mossdale Elementary



Data Analysis

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

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Early Release Wednesdays For the 2024-25 school year, Mossdale School will be returning to an early release Wednesday model allowing for almost weekly collaboration with grade level teams.	Staff Survey/Vote - Number of teachers who report early release Wednesdays allowed more grade level team collaboration.	Staff Vote of Implementation (Waiver vote results) 31 - yes 4 - no 89% pass rate Staff Survey - 36 teachers voted on staff survey 36/36 reported early release Wednesdays allowed more grade level team collaboration	Didn't meet. Staff Vote for the Extension of the Early Release Waiver: (Extension vote results): 9-yes 24-no 72% denial of the waiver extension The vote for the extension of the early release waiver did not pass. This action item was discontinued during Cycle 3. Staff Survey- 36/36 reported early release Wednesdays allowed more grade level team collaboration. Discontinue			Time Money People
Collaborative Grade Level Teams Weekly collaboration with grade level teams. This will align with increased training on effective professional learning teams through	PLC Audit Rubrics (grade levels) - Number of grade level teams in the "Sustaining" Audit Rubric and using the Stages of Team Development. Number of PLC Grade Level Teams that demonstrate strong	Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-Initiating ___Initiating ___Implementing _X_Developing ___Sustaining	Not Met Grade Level Self Audit Rubrics (Highly Effective Teams) - ___Pre-Initiating ___Initiating 2 teams-Implementing			Time Money People

professional development. During the 2025-26 school year, BeGlad training will be provided to specific targeted PLC teams to increase teaching capacity with ELD.	evidence of progress within their Protocols/Minutes Action Step revised during cycle 2	PLC Protocol/Minutes 0/9 No Evidence of Progress 5/9 Some Evidence of Progress 4/9 Strong Evidence of Progress	5 teams-Developing ___Sustaining PLC Protocol/Minutes 1/9 No Evidence of Progress 8/9 Some Evidence of Progress See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Math Workshop Model/Use of 8 Mathematical Practices in Teaching Through a partnership with PEBC, Mossdale School and MUSD have worked towards explicitly using the math workshop model, improving math discourse and math specific instructional strategies in classrooms. This effort will continue for the new cycle.	Math Workshop Learning Walks - Number of teachers demonstrating strong evidence of use of math workshop/8 mathematical practices.	Math Workshop Learning Walks - _22__No Evidence _6__Some Evidence _1__Strong Evidence	Making Progress Math Workshop Learning Walks - _21__No Evidence _17__Some Evidence _0__Strong Evidence See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGG			Time Money People

			oBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Implementation of 7 Thinking Strategies within Classrooms Students/Teachers will strengthen the use of the 7 thinking strategies within classrooms to increase the use of collaborative conversations, student discourse and dialogue through professional development.	Thinking Strategies Learning Walks - Number of teachers demonstrating strong evidence of use of thinking strategies	Thinking Strategy Learning Walks - _16__No Evidence _11__Some Evidence _2__Strong Evidence	Making Progress Thinking Strategy Learning Walks - _10__No Evidence _17__Some Evidence _11__Strong Evidence See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items we are still in progress towards moving us to meet our goal of increasing the percentages of students who meet growth on NWEA/MAP Math by 2.6% by the end of the 2024-25 school year within the EL	Based on the action items above we have collected the following data to show that our action items are still in progress. 100% of staff voted yes to begin discussions and create a committee to create the early release waiver. Based on learning walks data, we have identified the majority of the classrooms	Administration will move forward with voting of certificated staff to extend the waiver for early release days. Continue with early release Wednesdays and meet with grade level PLC or site PLC.	Continue

student sub-group. We will review MAP math data in the Winter to progress monitor English Learners growth.	have no evidence of the implementation of the 7 Thinking Strategies within Classrooms and should be targeted for professional development. We did not have an opportunity to establish a baseline for PLC Audit Rubrics. We will collect evidence during cycle 2. Digital Data Folder for Emerging Students Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/EXQTP2fzxmZCmajy5oDnobABL1730XOL71JMgwIvORtVug?e=igv97K Also, see Progress Monitoring Binder in principal office.	There is a scheduled training day with the PEBC coach scheduled for April 2025. The grade level teams will continue their work observing and co-teaching using the workshop model and thinking strategies. The grade level teams will have time to discuss prior to the lesson observation and time to debrief after. At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness.	
Cycle 2: Based on data from cycle 2, we show that our action items are not moving us toward meeting our goal of increasing our percentage of students who meet growth on the MAP Math assessment by the end of the 2024-25 school year.	Based on the action items above we have collected the following data to show that our action items are still in progress and about the same as during cycle 1. An initial survey conducted in cycle 1 for Early Release Wednesdays indicated that teachers believed our early release days gave PLC's more time to collaborate. However, certificated members recently voted not to extend the early release waiver on Wednesdays for the 2025-26 school year. 24/33 teachers voted no 9/33 teachers voted yes MAP Math Growth Data (Winter assessment): -There were 153 EL students tested -20% of students tested in the 1st-20th% percentile	Continue with early release Wednesdays and meetings with grade level PLC or site PLC for this school year. Administration proceeded with voting to extend the waiver for early release days. Preliminary results show teachers are not in favor of extending the early release days for the 2025-26 school year. We will need to work with the ILT team to discuss next school year and time for grade level PLC's and site PLC meetings.	Continue

	-10% of students tested in the 21st-40th% percentile -20% of students tested in the 41st-60th% percentile -20% of students tested in the 61st-80th% percentile -30% of students tested in the 80th percentile and above MAP data scores show that students tested about the same as they did during the Fall assessment. PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Differentiating Follow-Up 2nd: Differentiating Follow-Up 3rd: Developing Common Assessments/Differentiating Follow-Up 4th: Filling in Time 5th: Analyzing Student Learning/Differentiating Follow-Up 6th: Analyzing Student Learning 7th: Analyzing Student Learning/Differentiating Follow-Up 8th: Analyzing Student Learning/Differentiating Follow-Up According to the PLC self-assessment of their Stage of Team Development, 4th grade needs support in their team development. 2nd grade self-assessment shows they work effectively as a PLC, however their collaboration as a PLC is not translating to student grown in MAP assessment data. Learning walk data show that15 classrooms have no evidence of ELD curriculum and 22 classrooms have some evidence. In 25 of the classrooms visited there were some supports (anchor charts, technology, white boards, and visuals) for EL learners, 2 with strong evidence, and 10 classrooms have no evidence. Based on learning walk data it is evident that professional development targeting English Language instruction needs to continue, specifically on integrated and	At the grade level PLC, grade level teams will continue collaborate as a PLC and evaluate their level of Stage of Team Development. This will provide administration with critical information to support their grade level PLC effectiveness. Administration and Instructional specialist will support and attend 4th grade level PLC meetings to assist them in their team development. Continue to conduct walkthroughs specifically during Fundations and ELD scheduled times. Based on learning walks site PLC/PD will be developed based on trends found through the learning walks. Learning Walks are scheduled at the end of March specifically to walk through Junior High classrooms during designated ELD with EL Coordinator. PD focused on integrated and designated ELD was provided to K-3 teachers facilitated by the district ELD Coordinator and ELD TOSA's. ELD PD for 4th-6th grade teachers is planned in April. Site admin and district team will continue to collaborate to organize pull out days for a more targeted approach to professional	

	designated ELD strategies. Based on learning walk data there is some evidence in the Implementation of 7 Thinking Strategies within Classrooms. Digital Data Folder for Emerging Students Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=6NMYdD Also, see Progress Monitoring Binder in principal office.	development to build teachers capacity in developing the English development of their English learners. There is a scheduled training day with the PEBC coach scheduled for April 2025. The grade level teams will continue their work observing and co-teaching using thinking strategies. The grade level teams will have time to discuss prior to the model lesson and time to debrief after model lesson. Administration is working to create larger posters of the Thinking Strategies sentence frames with graphics for easy student reference. To develop, increase, and strengthen overall literacy skills/practices for students designated as English Language Learners administration will work to bring Kagan coaches, offered by Kagan Publishing & Professional Development, to work specifically with 7th and 8th grade teachers during the next school year. This will bring professional development to our teachers onsite which aims to teach strategies to actively engage students in their learning. An INR will be submitted during cycle 3.	

Cycle 3: Based on data from cycle 3, we show that our action items are not moving us toward meeting our goal of increasing our percentage of students who meet growth on the MAP Math assessment by the end of the 2024-25 school year.	Based on the action items above we have collected the following data to show that our action items are still in progress and about the same as during cycle 1. MAP Math Growth Data (Spring assessment): -There were 165 EL students tested -24% of students tested in the 1st-20th% percentile -14% of students tested in the 21st-40th% percentile -15% of students tested in the 41st-60th% percentile -14% of students tested in the 61st-80th% percentile -33% of students tested in the 80th percentile and above Data shows there is an increase of students in the red band (1st-20th percentile), an increase of students in the orange band (21st-40th percentile), an increase of students in the yellow band (41st-60th percentile), an increase of students in the green band (61st-80th percentile), and an increase of students in the blue band (above 80th percentile). The total % of growth from cycle 2 has decreased from 70% to 62%. This again indicates efforts focusing on English language learners and ELD instruction (integrated and designated) is needed and essential to the growth of our EL learners. PLC Audit Rubrics (grade levels) show (using the Stages of Team Development): Kinder: Developing Common Assessments 1st: Developing Common Assessments 2nd: Sharing Personal Practices 3rd: Sharing Personal Practices 4th: Filling in Time 5th: Analyzing Student Learning 6th: Sharing Personal Practices 7th: Sharing Personal Practices 8th: Sharing Personal Practices According to the PLC Stage of Team Development rubric, 4th grade continues to be in need of support in	Certificated members voted against the extension of the early release waiver. A new schedule will be developed for PLC (site and grade level) meetings for the 2024-25 school year. Grade-level teams will continue to collaborate as Professional Learning Communities (PLCs) and assess their progress using the Stages of Team Development rubric. This ongoing self-evaluation will provide administration with insights to strengthen the effectiveness of each PLC. Based on the data collected this year, administration along with the instructional specialist will provide targeted support to grade-level teams according to their identified stage of team development. Specifically, 4th grade was identified as needing the most support in the "Filling the Time" stage, while 2nd, 3rd, 6th, 7th, and 8th grades are in the "Sharing Personal Practices" stage and require the next level of support. These findings will guide intentional support strategies to foster growth and collaboration across all PLCs. To strengthen literacy skills and instructional practices for English	Continue

	their team development. The next grade levels in need of support are 2nd, 3rd, 6th, 7th, and 8th grades. Learning walk data trends show classrooms have some to no evidence of ELD supports and curriculum. Based on learning walk data it is again evident that professional development targeting English Language instruction needs to continue, specifically on integrated and designated ELD strategies. Based on learning walk data there is some evidence in the Implementation of 7 Thinking Strategies within Classrooms. Digital Data Folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Also, see Progress Monitoring Binder in principal office.	Learners, we will implement targeted professional development for teachers. During the 2024–25 school year, Kagan coaches from Kagan Publishing & Professional Development will provide on-site training specifically for 7th and 8th grade teachers. This professional development will focus on cooperative learning structures and strategies designed to actively engage students in their learning. An INR has been submitted to support this initiative. Day 1 of training for our 7th and 8th grade teachers has been scheduled for September. Our site will continue the work with PEBC. Mossdale will receive a new coach next year to support teachers in their understanding of the workshop model. There will be two pull out training days with the teachers, one in the Fall and one in the Spring. Administration is working with Sierra High School to print larger posters of the Thinking Strategies sentence frames with graphics for easy student reference, that will be ready by the beginning of the next school year. Learning Walks will continue to be an	

		essential tool for identifying instructional trends and determining areas of support, with a particular focus on math. To strengthen this process, administration and the Instructional Specialist will collaborate to develop a targeted Learning Walk observation form. Learning Walks will also continue to monitor the implementation of Thinking Strategies across classrooms, with specific attention to the number of teachers demonstrating strong evidence of their use. Data gathered from these walks will be shared with the ILT and staff to identify areas of strength and areas in need of support. To further develop the capacity of the ILT members as an effective PLC we will revisit the Stages of Team Development at the beginning of the school year to assess progress and realign team goals. Administration is actively working to secure professional development with David LaRose, who will provide targeted training for the ILT. This professional development will focus on strengthening the ILT's role as the guiding coalition of the school, helping to build stronger PLC teams and facilitate sustained academic growth.	

		Next year our school will be considered Tier 3 in terms of support for ELD. Specific work with integrated and designated ELD professional development has begun already with support from the EL coordinator and district TOSA's. During Cycle 3 the focus was on integrated ELD, specifically on collaborative conversations. A learning walk rubric was created in collaboration with administration and the ILT members. At the beginning of the school we will continue this work and add another area of focus in integrated ELD. Focused learning walks will be conducted during designated ELD to determine fidelity.	

Progress Monitoring 25-26

Data

School: Mossdale Elementary

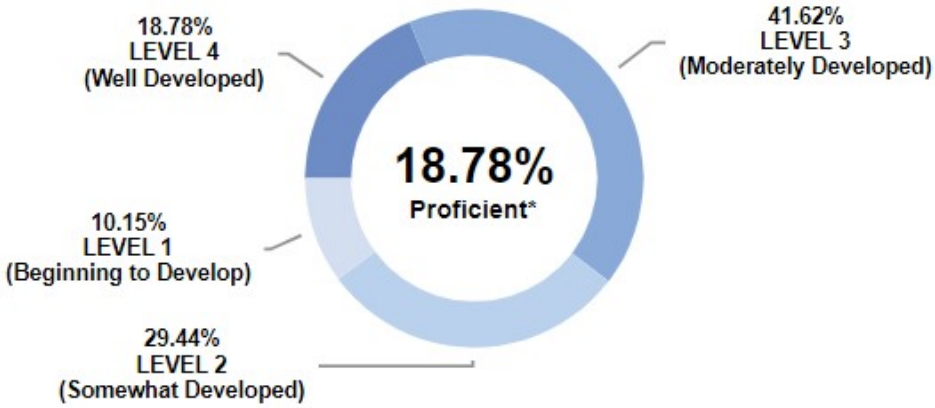
CDS Code: 39-68593-0113357 | County: San Joaquin | District: Manteca Unified

Report Options

Year:	Grade:	Student Group:	School Type:
2022–23	All Grades	All Students (Default)	All Schools

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



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

VIEW DETAILED TEST RESULTS

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

Report Totals

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

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

Report Totals

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

Data Analysis

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

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

Student Need 3:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Targeted Professional Development to Increase EL Support Mossdale School will offer and provide professional development to support teachers in strengthening EL instructional strategies, groupings and support with both designated and integrated EL time during the instructional day.	English Learner Learning Walks - Number of teachers demonstrating strong evidence of use of EL Strategies	English Learner Learning Walks - _16__No Evidence _11__Some Evidence _2__Strong Evidence	Making Progress English Learner Learning Walks (ELD Curriculum) _19__No Evidence _15__Some Evidence _4__Strong Evidence English Learner Learning Walks (ELD Supports) _16__No Evidence _14__Some Evidence _8__Strong Evidence See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGG			Time Money People

			oBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			
Streamlining Reclassification Identification of Students and Communication with the EL Team Mossdale School will strengthen the identification of specific students who are close to reclassification and ensure timely communication is provided to parents regarding each criteria to meet requirements. This will be a multi-pronged approach through ELAC, the EL team on campus and teachers.	Reclassification Totals by Grade Level Total number of RFEP students	23-24 RFEP totals by grade level: K 0 1st 0 2nd 4 3rd 7 4th 6 5th 24 6th 30 7th 33 8th 42 22-23 total RFEP students: 14 23-24 total RFEP students (through 3/8): 19	Making Progress 24-25 RFEP totals by grade level: K 0 1st 1 2nd 0 3rd 1 4th 0 5th 5 6th 3 7th 0 8th 5 22-23 total RFEP students: 14 23-24 total RFEP students (through 3/8): 19 24-25 total RFEP students: 15 See digital data folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Continue			Time People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are effectively moving us to meet our goal of increasing the percentages of students who meet reclassification criteria by 2% by the end of the 2024-25 school year. We will review reclassification data to progress monitor periodically throughout the year before the administration of the MAP assessment to determine the number of English learners who met reclassification criteria.	Based on the action items above we have collected the following data to show that our action items are effective. Based on learning walks data, we have identified that 16 teachers are showing no evidence of EL strategies. This indicates the need for targeted professional development to increase EL support. There are 11 students this school year who have reclassified comparatively to 15 last school year at this same time. The admin team has communicated and provided information to EL parents about the criteria to meet requirements at both ELAC meetings held this school year. Digital Data Folder for Emerging Students Cycle 1: https://musd-my.sharepoint.com/:x:/g/personal/sgroves_musd_net/EXQTP2fzxmZCmajy5oDnobABL1730XOL71JMgwIvORtVug?e=igv97K Also, see Progress Monitoring Binder in principal office.	Continue to conduct learning walks specifically observing evidence of EL instructional strategies and supports. Using this data to drive our professional development to increase teachers' capacity and knowledge of designated and integrated EL instruction. We will utilize the district EL support team to provide resources and training with EL instruction. The EL team will utilize the reclassification tracking system of identified students who are close to reclassification. The administrative team will reach out to the families directly to be notify them of the reclassification criteria. At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness.	Continue

Cycle 2: Based on data from cycle 2, we show that our action items are moving us towards our goal working towards increasing the percentage of students who meet reclassification criteria, which is a 6% growth at the end of the 2026-27 school year.	Based on the action items above we have collected the following data to show that our action items are action items are effective. The school site has hosted 2 ELAC meetings thus far in the school year to communicate and meet with parents of English learners. Learning walk data show that15 classrooms have no evidence of ELD curriculum and 22 classrooms have some evidence. In 25 of the classrooms visited there were some supports (anchor charts, technology, white boards, and visuals) for EL learners, 2 with strong evidence, and 10 classrooms have no evidence. Based on learning walk data it is evident that professional development targeting English Language instruction needs to continue, specifically on integrated and designated ELD strategies. The number of students reclassified remains at 11 students. There are 3 possible students to reclassify after T2 grades were submitted. We will be able to determine the total number of students eligible for reclassification after the Spring administration of MAP. Digital Data Folder for Emerging Students Cycle 2: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/Eu6iGNTqsQBOnLj0OTrKMyQBLkBhqfCZNN0fr2hX1BH4Sg?e=6NMYdD Also, see Progress Monitoring Binder in principal office.	Continue with early release Wednesdays and meetings with grade level PLC or site PLC for this school year. Administration proceeded with voting to extend the waiver for early release days. Preliminary results show teachers are not in favor of extending the early release days for the 2025-26 school year. We will need to work with the ILT team to discuss next school year and time for grade level PLC's and site PLC meetings. At the grade level PLC, grade level teams will evaluate their Stage of Team Development. Grade level PLC's will provide evidence and reasons to support their decision to administration. This will provide administration with critical information to support their grade level PLC effectiveness. Continue to conduct walkthroughs specifically during Fundations and ELD scheduled times. Based on learning walks site PLC/PD will be developed based on trends found through the learning walks. Learning Walks are scheduled at the end of March specifically to walk through Junior High classrooms during	Continue

		designated ELD with EL Coordinator. The bilingual aide team will continue to utilize the reclassification tracking system to identified students who are almost eligible for reclassification. The administrative team will reach out to the families directly to be notify them of the reclassification criteria. We will continue to host ELAC meetings at the school site to inform families of the reclassification criteria, there are two more planned ELAC meetings for the school year. Administrative team and Instructional Specialist will collaborate with teachers to inform them of the reclassification criteria and the importance of the summative ELPAC assessment. The bilingual aide team and Vice principal will collaborate to possibly reclassify 3 more EL students in March.	
Cycle 3: Based on data from cycle 3, we did not met our goal to increase the percentage of students who meet reclassification criteria, which is a 2% growth at the end of the 2024-25 school year.	Based on the action items above we have collected the following data to show that our action items are action items are not effective as anticipated. The school site hosted 4 ELAC meetings during the school year. Attendance was not high. This will need to be a focus area next year to ensure more EL families attend and are members of the	To strengthen literacy skills and instructional practices for English Learners, we will implement targeted professional development for teachers. During the 2024–25 school year, Kagan coaches from	Continue

	ELAC committee. Learning walk data trends show classrooms have some to no evidence of ELD supports and curriculum. Based on learning walk data it is again evident that professional development targeting English Language instruction needs to continue, specifically on integrated and designated ELD strategies. There were 15 total students reclassified during the 2024-25 school year. There are 3 more possible students to reclassify who received a 4 on their Summative ELPAC this school year to be determined after Trimester 3 grades are submitted. Digital Data Folder for Emerging Students Cycle 3: https://musd-my.sharepoint.com/:f:/g/personal/sgroves_musd_net/EskGKz9MWENLnQvdZw8KGGoBRmSP1AUccmyruZ2kKPJRZQ?e=0P2ZXg Also, see Progress Monitoring Binder in principal office.	Kagan Publishing & Professional Development will provide on-site training specifically for 7th and 8th grade teachers. This professional development will focus on cooperative learning structures and strategies designed to actively engage students in their learning. An INR has been submitted to support this initiative. Day 1 of training for our 7th and 8th grade teachers has been scheduled for September. Learning Walks will continue to be an essential tool for identifying instructional trends and determining areas of support, with a particular focus on ELA. To strengthen this process, administration and the Instructional Specialist will collaborate to develop a targeted Learning Walk observation form. Learning Walks will also continue to monitor the implementation of Thinking Strategies across classrooms, with specific attention to the number of teachers demonstrating strong evidence of their use. Data gathered from these walks will be shared with the ILT and staff to identify areas of strength and areas in need of support.	

		Next year our school will be considered Tier 3 in terms of support for ELD. Specific work with integrated and designated ELD professional development has begun already with support from the EL coordinator and district TOSA's. During Cycle 3 the focus was on integrated ELD, specifically on collaborative conversations. A learning walk rubric was created in collaboration with administration and the ILT members. At the beginning of the school we will continue this work and add another area of focus in integrated ELD. Focused learning walks will be conducted during designated ELD to determine fidelity. Administration will host four ELAC meetings during the 2025-26 school year to inform families/community of the reclassification criteria and EL programs offered to EL students. The bilingual aide team and Vice principal will collaborate throughout the year to monitor EL students and those eligible for reclassification. Administrative team and Instructional Specialist will collaborate with teachers to inform them of the reclassification	

		criteria and the importance of the summative ELPAC assessment. We will share practice ELAC assessments to better prepare our EL students for the summative ELPAC assessment. The administrative team will reach out to the families directly to notify them of the reclassification criteria.	

Progress Monitoring 25-26

Budget Summary

290 - Mossdale Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Fundations Consumables/Materials (Standards 1:1, 2:1, ES 1:1, 2:1, 3:1)	TBD	$ 22,234.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards, Emerging Students	SN 1	SG 3
	Outreach Community Events and Fees	TBD	$ 1,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	2700 - School Administration	5800 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 2
	Outreach Materials and Supplies	TBD	$ 2,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	5900 - Other Community Services	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 1
	(Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	Communities	$ 1,500.00	Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	A&S 8	1.8	Work	3:1, 4:1	SG 1
	Professional Development Materials, Books, and Supplies (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	TBD	$ 1,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Safety, Emerging Students	SN 1	SG 4
	Professional Development Books (Book study with ILT, PD for new teachers, etc)		$ 2,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4200 - Books Other Than Textbooks	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	SG 1
	Outreach Assistant - Salary		$ 35,647.00	3010 - ESSA-Title I Bas Grnts Low Inc	3900 - Other Pupil Services	2100 - Instructional Aides' Salaries	2003 - 2.3 Goal 2, A&S 3	2.3			
Total			$ 66,881.00								

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	AgVenture Field Trip Transportation	TBD	$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards, Safety	SN 2	SG 1
	Assemblies (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards, Safety	SN 1	SG 1
	Bilingual Translation /Timesheeting for extra time for bilingual aides (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)		$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1	SG 2
	Certificated pull out/subs/timesheeting (Standards 1:1, 2:1, ES 1:1, 2:1) PBIS		$ 12,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	GLS - ELA	Standards 1:1, 2:1, ES 1:1, 2:1	SG 2
	Certificated pull out/subs/timesheeting (Standards 1:1, 2:1, ES 1:1, 2:1) ILT/PLC		$ 4,170.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - ELA	Standards 1:1, 2:1, ES 1:1, 2:1	SG 1
	C-STEM Robotics Annual Subscription	TBD	$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5300 - Dues & Memberships	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	Standards: 2.1, 2.2	SG 5
	C-STEM Robotics licence	TBD	$ 1,300.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	Standards: 2.1, 2.2	SG 5
	Transportation for Science Camp (Charter Bus if MUSD bus is not available)		$ 10,400.00	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - Science	SN 1	SG 5
	Family Engagement Events (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1) Materials and Supplies, including STEAM night	Amazon Business US Communities	$ 7,234.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Standards, Safety	SN 1	SG 1
	Academic Excursion Transportation (If district bussing in not available)	Delta Charter Service	$10,000	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - ELA	SN 1	SG 1
	Academic Excursion Transportation (District Bussing)	TBD	$ 20,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5712 - Interprogram Transportation	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - ELA	SN 1	SG 5
	Academic Excursion (Durham Ferry)		$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - Science	SN 1	SG 5
	Academic Excursion for Grade Levels and SPED Enrichment (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	TBD	$ 15,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards, Safety	SN 1	SG 1
	Honor Roll Supplies (honor roll certificates, pins, honor cords for promotion)	TBD	$ 4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - System-Wide Work	SN 1	SG 1

	ILT Timesheeting (Extra time for meetings prior or after the school year)		$ 5,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	SG 1
	Junior High Base Elective Supplies	TBD	$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards, Safety	SN 2	SG 5
	Parent Meetings (ELAC, SSC, Safety Committee, Parent Coffees, etc)	Food 4 Less	$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 4
	PBIS Supplies/Materials (Safety 1:1, 2:1, ES 4:1)	TBD	$ 7,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	SG 4
	PBIS Trainings (Safety 1:1, 2:1, ES 4:1)	TBD	$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	SG 4
	PLC Conference/Training (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	TBD	$ 15,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Emerging Students	SN 1	SG 1
	Professional Development, Conferences (CABE Conference, Restorative Practices)	CABE	$ 4,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	SG 1
	Professional Development, Conferences (CABE Conference, Restorative Practices)	CABE	$ 4,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Emerging Students	SN 1	SG 1
	Read Across America Books (Standards 1:1, 2:1, ES 1:1, 2:1, 3:1)	Amazon Business US Communities	$ 250.00	0709 - Prev EIA/LCAP	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards, Emerging Students	SN 1	SG 1
	Read Across America/Red Ribbon Week Materials and Supplies (Standards 1:1, 2:1, ES 1:1, 2:1, 3:1)	TBD	$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	GLS - ELA	2:1, ES 1:1, 2:1, 3:1	SG 1
	Shoob (PBIS, Learning Posters, Site Support, etc)	Shoob Photography	$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	GLS - System-Wide Work	SN 2	SG 1
	Student incentives/recognitions (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1) (including attendance)	TBD	$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards, Safety, Emerging Students	SN 2	SG 4
	Supplemental Instructional Materials (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)	TBD	$ 8,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Emerging Students	SN 1	SG 1
	TK Soft Play and Materials (new class added to site)	TBD	$4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1006 - 1.6 Goal 1, A&S 6	1.6	GLS - TK-3 Alignment	SN 1	SG 3
	Translation Services (for parent meetings)		$ 500.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	SG 2
	TSSP timesheeting (only needed if new OA position is denied)		$ 4,000.00	0709 - Prev EIA/LCAP	3900 - Other Pupil Services	2207 - Class Support Salaries Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Safety	SN 1	SG 3
	7/8 Grade Planners		$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	
	PBIS Mural for Conference Room		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
	Shoob (PBIS)		$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
Total			$ 175,854.00								

290 - Mossdale Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	ELOP (Science Olympiad and Spelling Bee) Materials		$ 1,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	GLS - Science	SN 1	SG 5
	ELOP (Science Olympiad and Spelling Bee) Timesheets		$ 500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7418 - ELOP-Enrichment	2.4	GLS - Science	SN 1	SG 5
	ELOP (Science Olympiad Registration)		$ 600.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	GLS - Science	SN 1	SG 5
	Academic Excursion Science Camp (Standards 1:1, 2:1, Safety 1:1, 2:1, ES 1:1, 2:1, 3:1, 4:1)		$ 20,800.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	GLS - Science	2:1, ES 1:1, 2:1, 3:1, 4:1	SG 5
	Art Integration Materials and Supplies for Electives Prop 28	TBD	$ 25,000.00	6770 - Arts & Music Prop 28	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	2.4	GLS - Other Subjects	SN 1	SG 1
Total			$ 47,900.00								

290 - Mossdale Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Certificated pull out/subs/timesheeting (Standards 1:1, 2:1, ES 1:1, 2:1) ELA		$ 3,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	Standards 1:1, 2:1, ES 1:1, 2:1	SG 1
	Certificated pull out/subs/timesheeting (Standards 1:1, 2:1, ES 1:1, 2:1) Math		$ 5,330.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - ELA	Standards 1:1, 2:1, ES 1:1, 2:1	SG 1
	MAP Reading Fluency Headphones for TK-3 classes	Office Depot	$ 500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 3
	Tutoring (Standards 1:1, 2:1, ES 1:1, 2:1, 3:1) ELA		$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Total			$ 13,830.00								

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

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

Date

Community Input Meeting - 3/27/25

English Language Advisory Committee - 9/4/24, 9/18/24, 11/20/24, 5/7/25

Instructional Leadership Team Meetings - 8/20/24, 9/17/24, 10/17/24, 11/14/24, 1/21/25, 2/20/25, 3/27/25, 4/24/25, 5/13/25

School Site Council - 11/4/24, 2/12/25, 3/27/25, 5/5/25

Site Safety Committee - 9/26/24, 12/19/24, 2/27/25, 4/29/25

Site PLC Meeting - 8/21/24, 9/18/24, 11/6/24, 2/5/25, 2/26/25, 4/2/25, 5/14/25, 5/21/25

Groups

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

Outcome

The above referenced groups met on varying dates above to progress monitor current data/goals and to review/revise/set new goals for the upcoming year. Discussion was held on three targets: Grade Level Standards, Safety, and Emerging Students. Students needs and targeted resources were discussed. Plan was approved by School Site Council on May 5th, 2025 inclusive of review and approval of the Title 1 Needs Assessment worksheets with associated actions.

School Site Council Membership

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

X School Principal

X Classroom Teachers

X Other School Staff

X Parent or Community Members

Name of Members	Role
Sella Groves	Principal
Cheryl White	Classroom Teacher
Megan O'Connor	Classroom Teacher
Harpreet Kaur	Classroom Teacher
Jay Dhillon	Other School Staff
Kelly Alvarez	Parent or Community Member
Maria Cristina Vázquez Rodríguez	Parent or Community Member
Liliana Sotelo	Parent or Community Member
Herika Hernandez	Parent or Community Member
Mary Ann Lava	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 5/5/25.

Attested:

	Principal, Sella Groves on 5/5/25
	SSC Chairperson, Kelly Alvarez on 5/5/25