



## 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.

### **Lathrop Elementary**

39685936042337

### **Manteca Unified School District**

39685930000000

### School Site Vision

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

### School Site Mission

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

### Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement  
Asian Americans: Chronic Absenteeism

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

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

### School Site Description

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

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

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

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

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

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

### Classroom Observations

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

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

## **Analysis of Current Instructional Program**

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

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

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

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

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

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

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

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

## Staffing and Professional Development

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

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

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

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

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

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)

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 Foundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. These programs are to be implemented as designed in every classroom with materials for every student.

## Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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



ensure that the overall system of support works together effectively.

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

### Intervention TOSA

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

### Restorative Practices

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

### Suicide Prevention

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

### Yellow Ribbon Suicide Prevention Program

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

### Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

#### Elevate Mentoring

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

#### Journey Mentoring

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

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

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

#### Positive Behavioral Interventions and Supports

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

#### Valley Community Counseling

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

## Social Emotional Learning

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

### Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Parental Engagement**

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

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

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

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

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

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

## **Funding**

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

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

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

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

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

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

#### Fiscal support (EPC)

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

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

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



# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
875	68.3	35.4	0.8
Total Number of Students enrolled in Lathrop Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
935	75.6%	31.8%	0.1%
Total Number of Students enrolled in Lathrop Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	297	31.8%
Foster Youth	1	0.1%
Homeless	27	2.9%
Socioeconomically Disadvantaged	707	75.6%
Students with Disabilities	102	10.9%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	2.7
American Indian	3	0.3
Asian	39	4.5
Filipino	34	3.9
Hispanic	683	78.1
Two or More Races	25	2.9
Pacific Islander	6	0.7
White	61	7

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	3%
American Indian	3	0.3%
Asian	55	5.9%
Filipino	36	3.9%
Hispanic	703	75.2%
Two or More Races	30	3.2%
Pacific Islander	5	0.5%
White	75	8%

**Conclusions based on this data:**

1. Our largest subgroup is Hispanic which makes up 75.2% of Lathrop Elementary's student population.
2. 31.8% of our student population are English Language Learners.
3. 75.6% of our student population is categorized as Socioeconomically Disadvantaged which is an increase from last year of 68.3%.



# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly 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	2327.	2384.	2347.	4.90	9.57	3.33	5.88	19.15	14.44	17.65	24.47	25.56	71.57	46.81	56.67
Grade 4	2397.	2365.	2400.	3.53	4.67	10.11	16.47	7.48	11.24	25.88	13.08	21.35	54.12	74.77	57.30
Grade 5	2438.	2439.	2422.	7.59	5.15	7.07	20.25	17.53	12.12	17.72	26.80	23.23	54.43	50.52	57.58
Grade 6	2481.	2468.	2476.	4.21	7.45	3.26	25.26	13.83	25.00	31.58	35.11	32.61	38.95	43.62	39.13
Grade 7	2463.	2543.	2519.	3.23	14.14	5.94	17.20	39.39	32.67	29.03	26.26	33.66	50.54	20.20	27.72
Grade 8	2524.	2504.	2552.	4.26	5.26	7.92	27.66	23.16	38.61	39.36	34.74	31.68	28.72	36.84	21.78
Grade 11															
All Grades	N/A	N/A	N/A	4.56	7.68	6.29	18.61	19.97	22.73	27.01	26.45	28.15	49.82	45.90	42.83

**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	2358.	2398.	2352.	3.88	8.42	4.44	14.56	27.37	8.89	20.39	21.05	21.11	61.17	43.16	65.56
Grade 4	2375.	2385.	2421.	0.00	3.77	4.49	0.00	8.49	25.84	28.24	28.30	22.47	71.76	59.43	47.19
Grade 5	2412.	2415.	2412.	0.00	0.00	5.10	8.75	6.12	5.10	25.00	26.53	18.37	66.25	67.35	71.43
Grade 6	2451.	2432.	2439.	5.15	3.13	1.09	7.22	10.42	10.87	27.84	18.75	32.61	59.79	67.71	55.43
Grade 7	2425.	2506.	2484.	1.09	11.11	3.96	5.43	14.14	10.89	20.65	35.35	37.62	72.83	39.39	47.52
Grade 8	2451.	2432.	2490.	0.00	1.04	8.91	5.32	7.29	9.90	23.40	14.58	21.78	71.28	77.08	59.41
All Grades	N/A	N/A	N/A	1.81	4.58	4.73	7.08	12.20	11.73	24.14	24.24	25.74	66.97	58.98	57.79

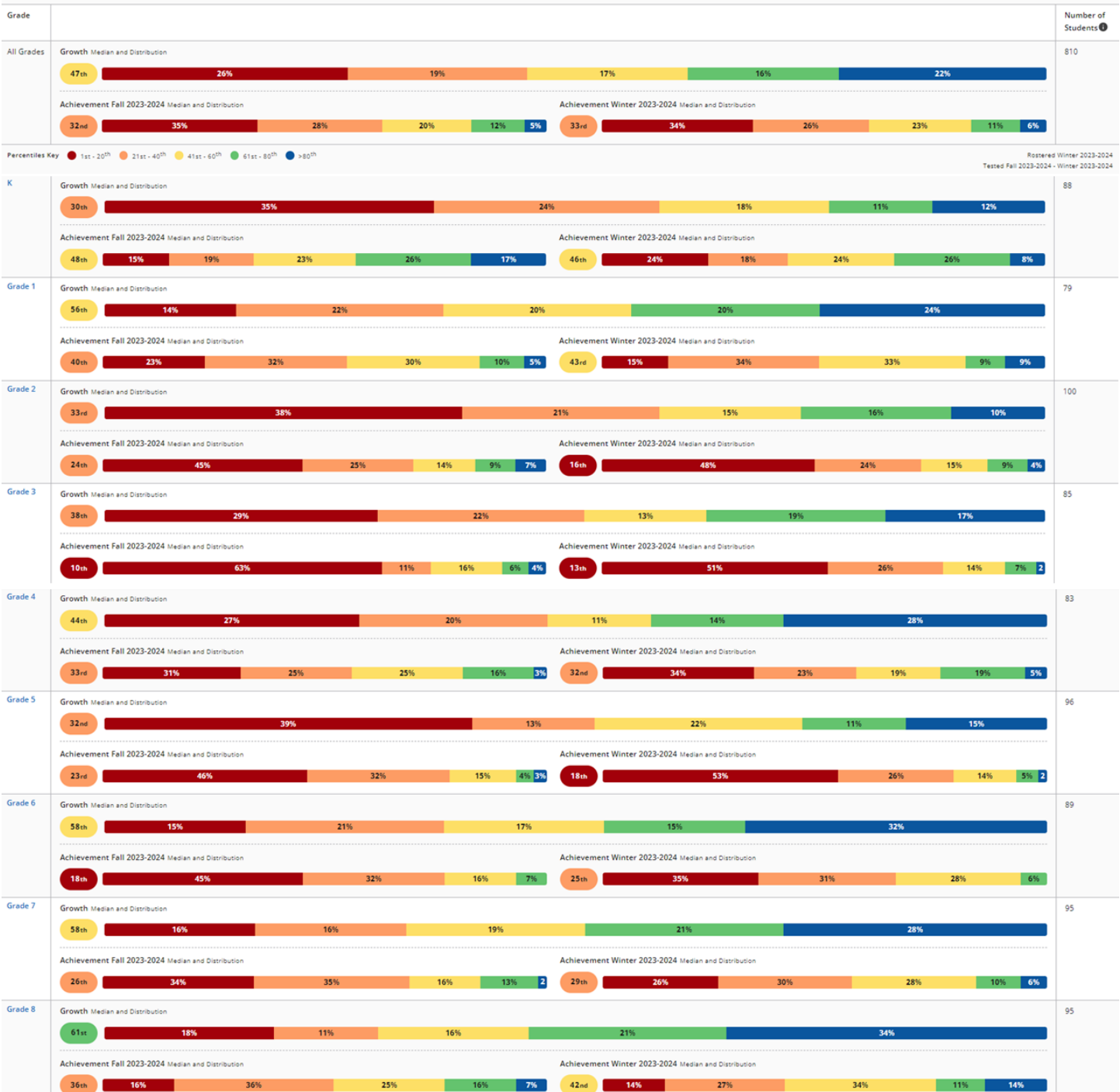
**CAASPP Results  
English Language Arts/Literacy (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	23.18	27.65
Female	25.38	30.27
Male	21.18	25.54
American Indian or Alaska Native	--	--
Asian	66.67	39.29
Black or African American	6.25	6.67
Filipino	35.29	40.00
Hispanic or Latino	21.55	25.65
Native Hawaiian or Pacific Islander	--	--
Two or More Races	20.00	46.67
White	25.53	36.84
English Learners	8.74	12.11
Foster Youth	--	--
Homeless	7.69	10.53
Military	--	26.67
Socioeconomically Disadvantaged	21.94	27.59
Students Receiving Migrant Education Services	--	--
Students with Disabilities	2.27	4.21

**CAASPP Results  
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	8.89	16.78
Female	7.25	13.58
Male	10.38	19.38
American Indian or Alaska Native	--	--
Asian	29.41	20.69
Black or African American	0.00	6.25
Filipino	5.88	28.00
Hispanic or Latino	7.91	15.37
Native Hawaiian or Pacific Islander	--	--
Two or More Races	6.67	13.33
White	14.58	28.95
English Learners	3.76	7.22
Foster Youth	--	--
Homeless	0.00	0.00
Military	--	26.67
Socioeconomically Disadvantaged	7.28	15.57
Students Receiving Migrant Education Services	--	--
Students with Disabilities	0.00	5.26

**Data**



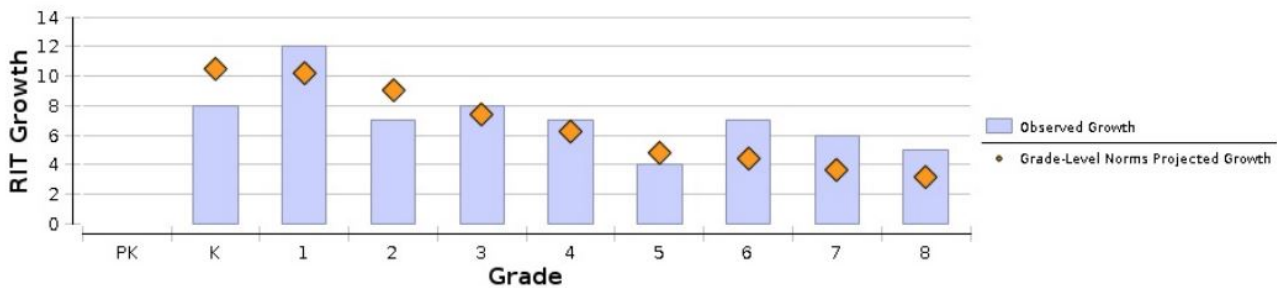


### Lathrop Elementary

Math: Math K-12

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

### Math: Math K-12



### Data Analysis

CAASPP DATA: 2022-2023 (populated data)

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

NWEA MAP MATH ACHIEVEMENT WINTER 2024 DATA:

The aggregate school median percentile for math achievement currently rests at the 47th percentile, signaling that a majority—approximately 45%—of our students are exhibiting performance below the national average.

Specifically:

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

STUDENT GROWTH SUMMARY MATH REPORT: FALL 2023-WINTER 2024

- K: 39% of students met their growth projections. The overall grade level did not meet the projected school growth.
- 1st: 57% of students met their growth projections. The overall grade level did meet the projected school growth.
- 2nd: 37% of students met their growth projections. The overall grade level did not meet the projected school growth.

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

#### Student Need 1:

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

#### SMART Goal 1

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

#### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional development with SJCOE focused on providing teachers opportunities to observe, engage in, practice, and facilitate number sense routines that will build their math content knowledge/standards.	Learning Walk Data: Number of teachers that implement number sense routines during Math instruction.	Strong Evidence: 0 Some Evidence: 20 No Evidence: 0	Making Progress  Strong Evidence: 7 Some Evidence: 12 No Evidence: 2			Time Money People
Teachers will incorporate Mathematical Practices and Thinking Strategies within their instruction.	Learning Walk Data: Number of classrooms with strong evidence of Math thinking strategies being utilized. (21 classrooms)	Strong Evidence: 0 Some Evidence: 12 No Evidence: 9	Making Progress  Strong Evidence: 7 Some Evidence: 12 No Evidence: 2			Time People Money
Math Workshop Model implementation:	Learning Walk Data: Number of classrooms with strong evidence	Strong Evidence: 0	Making Progress			Time Money People

PD, coaching & collaboration with PEBC and support from Instructional Specialist	of the math workshop model. (21 classrooms)	Some Evidence: 11 No Evidence: 10	Strong Evidence: 4 Some Evidence: 16 No Evidence: 1			
Grade Level Collaborative Teams will meet monthly to review data, identify student needs, discuss instructional practices and plan accordingly to meet students' needs.	GL Team's monthly plans to be reviewed with administration to ensure plans include strong evidence of data analysis, student need, smart goal, and actions. (Total of 10 grade levels Tk-8th)	Strong Evidence: 0 Some Evidence: 5 No Evidence: 5  Update: Action on hold	Action was put on hold and data was not collected.  Action will not be monitored for Math in Year 2.			Time Money People
Students in 1st-8th grade below the 41st percentile in Math will have the opportunity to attend an after-school tutorial to work on math skills.  Update: Currently, there is limited interest from teachers in hosting a tutorial.	Pre & Post teacher created assessment data: Number of students who met the targeted math skill (TBD on the target once we make a final decision on the focus of the tutorial)	# ___/___ TBD 24/25 Update: No tutorial in place	Math tutorials did not occur for the 24/25 school year.			Time Money People
Students in 6th-7th grade below the 21st percentile in Math will have the opportunity to attend a site summer enrichment program to support basic math skills.	Pre & Post teacher created assessment data: Number of students who met the targeted math skill (TBD on the target once we make a final decision on the focus of the tutorial)	# ___/___ TBD: June 2025/Summer Academy	The Summer Academy will not be held this year due to a lack of interest from certificated staff in facilitating sessions.  Action discontinued.			Time Money People
Students who have met their NWEA Math growth projection will have the opportunity to attend an	NWEA Map Math Growth Report: Number of students that have met their growth projection in Math. (Fall, Winter, Spring)	Winter 2024: K: 34/101 1st: 45/86 2nd: 36/104 3rd: 39/88 4th: 39/87 5th: 41/99 6th: 53/93	Making Progress  Fall 2024 to Spring 2025 K: 18/75 1st: 68/108 2nd: 36/79			Time Money People

afterschool activity as an incentive.		7th: 58/100 8th: 65/99	3rd: 40/99 4th: 40/83 5th: 50/90 6th: 50/95 7th: 46/96 8th: 46/88			
Students in grades 1st-8th will use Reflex/Frax outside of the school day to support math fact fluency practice.	Green Light Status: Number of students achieving green light status a minimum of 3 times a week. (Green light signals a day of practice)  Revised: # of teachers that have students using the program	8/23 teachers	Due to inconsistent implementation, sufficient data was not collected to accurately assess the program's effectiveness. As a result, the program will not be renewed beyond the 2025–2026 school year, as current data does not justify continued investment.  Action discontinued.			Time Money People
Students will have the opportunity to attend various academic enrichment assemblies and field trips during the school day to build and strengthen math skills across content areas.	Pre & Post teacher created assessment data: Number of students exhibiting improved skills of the particular standard linked with the enrichment/extension activity.	#___/___TBD	Data was not collected. Action will continue but will not be monitored.			Time Money People
Academic Enrichment Period: To prepare for high school and advance their academic pathways, 7th and 8th grade students will have the opportunity to select from a	Pre/Post Student Feedback Survey regarding elective enrollment	NEW TBD 24/25  Update: Data was not collected	Data was not collected. Electives will continue to be offered, will not continue to monitor.			Time Money People

range of robust elective courses.						
Teachers will work with small groups to best meet the needs of individual students and specific student groups such as our Black or African American group by using materials from base and supplemental curriculum.	Learning Walk Data: % of teachers showing strong evidence of targeted small group instruction.	Strong Evidence: 25% Some Evidence: 55% No Evidence: 20%	No Progress Has Not Been Made Will need to refine our efforts in providing small group instruction.  Strong Evidence: 25% Some Evidence: 55% No Evidence: 20%			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
<p><b>Cycle 1:</b> Based on data from Cycle 1, we show that the actions we have implemented are effective in supporting students to develop solid math skills and continue to progress toward meeting grade-level standards.</p> <p>We will use our Fall 2024 NWEA Map data as the baseline for the school year to monitor overall progress toward our SMART goal. Our three-year goal is for 70% of students to meet their growth projections. By the end of Year 1, we aim for 50% of students in each grade level to meet their growth projection. The current percentages are as follows: 1st grade: 34% 2nd grade: 54% 3rd grade: 42%</p>	<p>Based on the action items outlined above, we have gathered the following data to demonstrate the effectiveness of our efforts.</p> <p>Teachers in grades 1-6 have been engaging in professional development from SJCOE to enhance their math content knowledge, number sense routines, and math thinking strategies. Our learning walks have demonstrated that teachers successfully incorporate their learning into instruction. We have more teachers showing strong evidence. Through our learning walks, we have identified several teachers who would benefit from targeted support to strengthen their math content knowledge and instructional strategies.</p> <p>Upon analyzing our learning walk data regarding the incorporation of math thinking strategies in instruction, we have observed an increase in the number of teachers demonstrating strong evidence of their use.</p>	<p>Our instructional specialist will continue collaborating with teachers to address their needs, providing targeted support to those who require more intensive assistance.</p> <p>With the completion of T1 and teachers gaining a stronger understanding of the SBRC, we will now be planning workshops focused on math, specifically targeting thinking strategies and the workshop model.</p> <p>New Action: To enhance our Math initiatives, we will be sending a 1st-grade and a 4th-grade teacher, along with our Instructional Specialist, to a Math conference in</p>	Add new action item

<p>4th grade: 68%</p> <p>5th grade: 41%</p> <p>6th grade: 60%</p> <p>7th grade: 52%</p> <p>8th grade: 61%</p>	<p>Additionally, we have identified teachers who would benefit from targeted support.</p> <p>This school year, we've focused our coaching efforts with PEBC on a few new teachers in grades 4-7. This coaching has deepened their understanding of the workshop model, and they are actively working on how to implement it alongside the core curriculum. Upon analyzing our data, we have observed a significant increase in the evidence of teachers implementing the workshop model. Initially, our baseline showed 15 teachers with no evidence of implementation, whereas data from Cycle 1 now reveals only 3 teachers without evidence of its use.</p> <p>In Cycle 1 we did not collect official learning walk data on evidence of small group instruction but will have data for Cycles 2 &amp; 3</p> <p>We currently do not have data on grade-level monthly plans, as our ILT decided to pause the collection of monthly goals from grade-level teams. This decision was made to prioritize focus on the SBRC and allow time for calibrating proficiency levels.</p> <p><a href="https://musd-my.sharepoint.com/:x/g/personal/atillotson_musd_net/ERT8EIC-gMVHr6-oTEj-dwMBfTX6WH8AtlgZJGobFK6umg?e=YY5sc5">https://musd-my.sharepoint.com/:x/g/personal/atillotson_musd_net/ERT8EIC-gMVHr6-oTEj-dwMBfTX6WH8AtlgZJGobFK6umg?e=YY5sc5</a></p>	<p>January 2025. Upon their return, they will share their insights with the staff. They will be participating in the Mathi-sh Workshop at Stanford, designed for K-12 educators. This action was written in our budget worksheets (7435).</p> <p>TBD Actions::</p> <p>After-school tutorials because we lacked teachers available to lead them, field trips, and Summer Academy.</p>	
<p><b>Cycle 2:</b></p> <p>Data from Cycle 2 demonstrates that the actions we have implemented are effective in supporting students' development of solid math skills and continued progress toward meeting grade-level standards.</p>	<p>Learning walk data indicates that teachers engaged in math professional development are actively strengthening their content knowledge and deepening their understanding of the importance of integrating mathematical thinking strategies and number sense routines into their instruction.</p>	<p>Our instructional specialist will continue collaborating with teachers to address their needs, providing targeted support to those who require more intensive assistance.</p>	<p>Add new action item</p>



<p>Fall to Winter 2025 NWEA Map data:</p> <p>1st grade: 60%</p> <p>2nd grade: 34%</p> <p>3rd grade: 36%</p> <p>4th grade: 49%</p> <p>5th grade: 43%</p> <p>6th grade: 54%</p> <p>7th grade: 47%</p> <p>8th grade: 47%</p>	<p>However, upon analyzing the winter math data, we were disappointed to find that the progress observed in the classroom was not reflected in the results. This prompted a deeper dive into the data, revealing that many students did not take the test seriously and struggled with motivation and stamina. Evidence of this included low time on task, a high percentage of rapid guessing, and direct feedback from student conversations.</p> <p>As a result, teachers felt discouraged, and it became clear that our school lacks a strong, positive culture around testing and assessments. In response, we will be launching school-wide campaign aimed at fostering a more supportive assessment environment. This initiative includes targeted strategies, clear communication, structured discussions, incentives, and messaging designed for staff, students, and parents. Our goal is to build students' test-taking skills, motivation, and stamina to ensure that future assessments more accurately reflect their learning and abilities.</p>	<p>Develop a school-wide campaign aimed at fostering a more supporting assessment environment.</p> <p>New Action: Students who meet their growth projections in both Math and ELA on their NWEA MAP assessments, as well as demonstrate strong performance on state testing, will be rewarded with incentives such as gift cards.</p>	
<p><b>Cycle 3:</b></p> <p>Data from Cycle 3 indicates that we need to continue to work on our Tier 1 Instruction to support students' academic growth.</p> <p>Winter to Spring 2025 NWEA Map data:</p> <p>1st grade: 59%</p> <p>2nd grade: 62%</p> <p>3rd grade: 48%</p> <p>4th grade: 45%</p> <p>5th grade: 59%</p> <p>6th grade: 47%</p> <p>7th grade: 57%</p> <p>8th grade: 56%</p> <p>Backcasting PPT: <a href="https://musd-">https://musd-</a></p>	<p>Overall, the data indicates that five out of eight grade levels met or exceeded the 50% growth target, with particularly strong results in grades 1, 2, 5, 7, and 8. Grades 3, 4, and 6 fell just below the goal, suggesting targeted support may be needed in those areas. This mixed outcome reflects both progress and areas for continued instructional focus.</p> <p>While we are encouraged by the growth in student performance—with five out of eight grade levels meeting or exceeding the 50% growth target on the Spring 2025 NWEA MAP assessment—we recognize that continued focus is needed to ensure all students achieve at high levels.</p>	<p>We will continue our partnership with SJCOE to deepen teachers' content knowledge and enhance instructional strategies. Moving forward, we will take a more strategic approach in identifying specific grade-level teams that will receive targeted support. Our PEBC coach will focus on mentoring new teachers, while our instructional specialist will continue to provide ongoing, differentiated support to staff based on identified needs.</p>	<p>Refine</p>

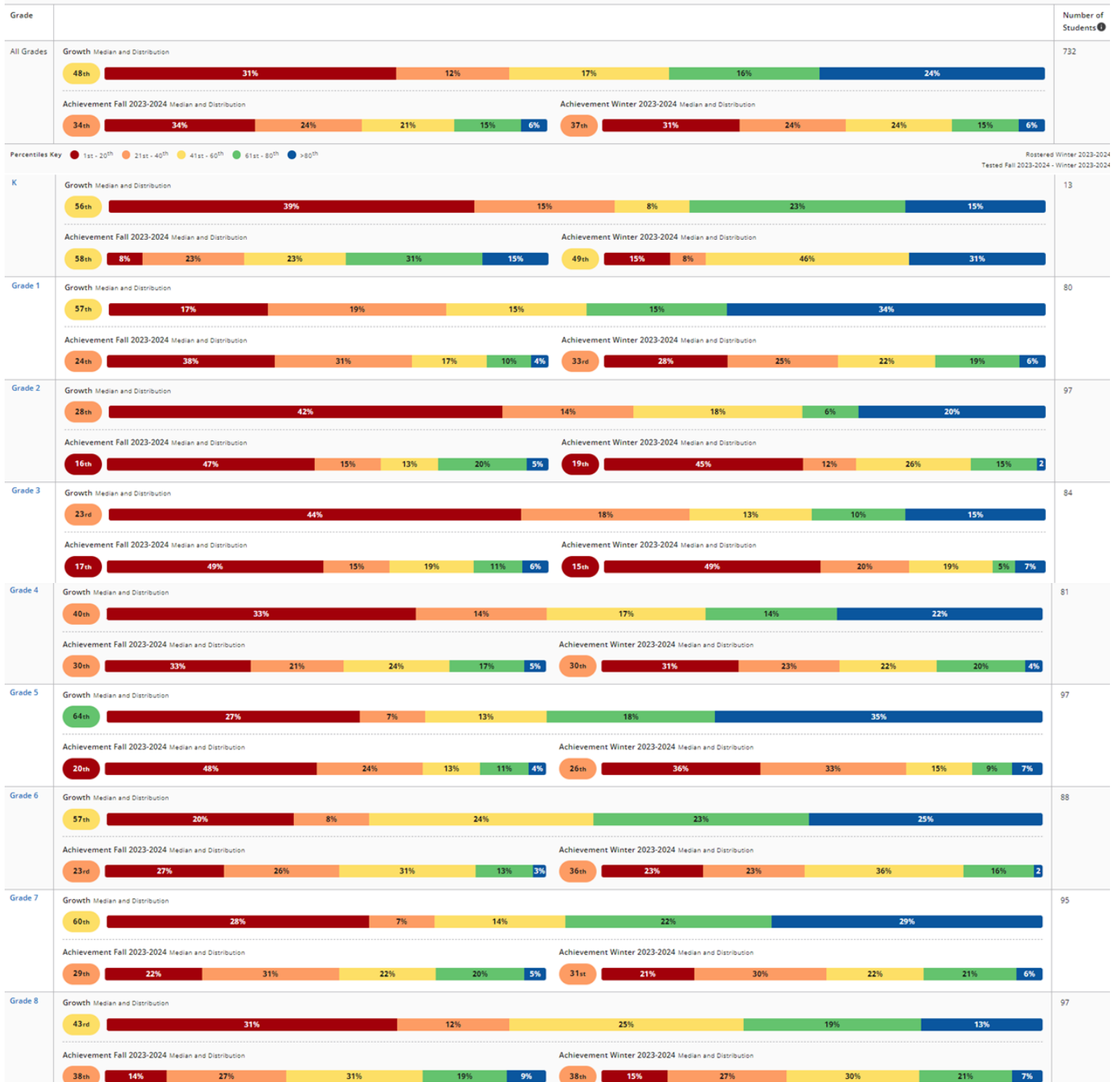
<a href="https://my.sharepoint.com/:p:/g/personal/atillotson_musd_net/ESW61Yyv2yJEhALJbU49EeoBtwJhyH6sjlWQa9msQUYiRA?e=jm9oMg">my.sharepoint.com/:p:/g/personal/atillotson_musd_net/ESW61Yyv2yJEhALJbU49EeoBtwJhyH6sjlWQa9msQUYiRA?e=jm9oMg</a>	<p>One critical area of ongoing development is strengthening our Tier 1 instruction to better support students' acquisition of grade-level standards. We have seen clear growth in teacher content knowledge through professional development and coaching; however, there is still inconsistency in the implementation of thinking strategies and the math workshop model across classrooms. While many teachers have made progress, consistent and effective use of these instructional approaches remains an area for improvement.</p> <p>In addition, we will continue our efforts to build a stronger school-wide culture around assessments. The disconnect between classroom instruction and winter assessment results underscored the need to improve student motivation, stamina, and overall engagement during testing. Our assessment culture campaign, launched in response, will continue to be a key initiative moving forward.</p> <p>As we reflect on Cycles 1, 2, and 3, our focus remains on deepening instructional practices, providing targeted teacher support, and ensuring that students are meaningfully engaged in both learning and assessment. These priorities will guide our next phase of work as we aim to elevate outcomes for all learners.</p>	<p>Next school year we will offer target support in lesson design with a focus on small group instruction.</p>	
---	---	--	--

### Progress Monitoring 25-26

### Progress Monitoring

### Data

School Profile  
**Growth and Achievement Overview**  
 Lathrop Elementary | Reading





# Student Growth Summary Report

Aggregate by School

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

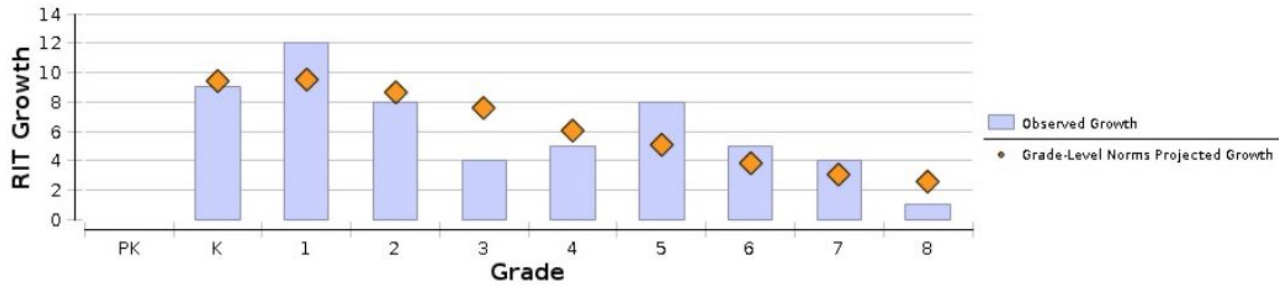
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Winter 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 20 (Winter 2024)  
Grouping: None  
Small Group Display: No

## Lathrop Elementary

Language Arts:  
Reading

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

Language Arts: Reading



## K-2 Reading Fluency – Winter 2024

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

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

### Data Analysis

CAASPP DATA: 2022-2023 (populated data)

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

NWEA MAP READING ACHIEVEMENT WINTER 2024 DATA:

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

Specifically:

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

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

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

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

#### K-2 NWEA MAP READING FLUENCY WINTER 2024 DATA:

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

#### Student Need 2:

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

#### SMART Goal 1

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

#### EOY Benchmarks:

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

#### Implementation Plan

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



Instructional Specialist will continue to support our TK-1st grade teachers in effectively implementing Foundations by modeling lessons, providing training and follow-up sessions. In addition, Foundations materials will be refreshed yearly.	Learning Walk Data: Number of classrooms with strong evidence of full implementation of Foundations (11 classrooms)	Strong Evidence: 0 Some Evidence: 11 No Evidence: 0	Making Progress  Strong Evidence: 4 Some Evidence: 7 No Evidence: 0			Time Money People
Grade Level Collaborative Teams will meet monthly to review data, identify student needs, discuss instructional practices and plan accordingly to meet students' needs. (subs may be needed to review plans with administration)	GL Team's monthly plans to be reviewed with administration to ensure plans include strong evidence of data analysis, student need, smart goal, and actions. (Total of 10 grade levels Tk-8th)	Strong Evidence: 0 Some Evidence: 5 No Evidence: 5  Update: Action on hold	Action was put on hold and data was not collected. Data will no longer be collected for this action.			Time Money People
Students who met their reading growth projection will have the opportunity to attend an afterschool activity as an incentive.	NWEA Map Reading Growth Report: Number of students that have met their growth projection in Reading.	Winter 2024: 46/80	Making Progress  213 Students met their growth projections in Reading.			Time Money People
1st grade students will have the opportunity to attend an ELA tutorial after school to support basic reading skills.	Pre & Post teacher-created assessment data: Number of students who met the targeted reading skill (TBD on the target once we make a final decision on the focus of the tutorial)  Revised: Progress in meeting EOY Reading Fluency benchmarks	Phonological Awareness: Below Level 1: 3 students Level 1: 3 students Level 2: 1 student Level 3: 2 students  Phonics/Word Recognition: Below Level 1: 4 students	Making Progress			Time Money People

		Level 1: 3 students Level 2: 2 students				
To support K-1st reading fluency outside the school day students will use the online platform EPIC.  Update: Onboarding for the program has been put on hold by the company.	EPIC Class Summary Report: Number of students reading a minimum of 20 minutes a day to support reading fluency outside the school day.	# ___/___ NEW TBD:  Update: Program on hold	Action did not happen as the company put the program on hold. Data was not collected.			Money Time People
Students will have the opportunity to attend academic enrichment assemblies and field trips during the school day to build and strengthen language arts skills across content areas.	Pre & Post teacher created assessment data: Number of students exhibiting improved comprehension of the particular standard linked with the enrichment activity.	# ___/___ NEW TBD: 24/25  Update: Data not collected	Data was not collected. Action will continue however, data will no longer be collected.			Time Money People
Instructional Workshop series offered at the school site facilitated by admin and/or instructional specialist (topics to include: small group instruction, instructional routines, science of reading).  Updated 9/16/24: Topics to include Tier 1 & 2 instruction, system-wide work such as Lesson Design, SBRC, Foundations, Instructional online platforms	Learning Walk Data: Participants with strong evidence of implementation of the workshop strategy	Strong Evidence: Some Evidence: No Evidence:  Update: Data to be collected in Cycle 2	Making Progress			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
<p><b>Cycle 1:</b> Based on data from Cycle 1, we show that the actions we have implemented are effective in supporting students to develop solid foundational reading skills and continue to progress toward meeting grade-level standards.</p> <p>We will use our Fall 2024 NWEA Map Reading Fluency data as the baseline for the school year to monitor overall progress toward our SMART goal. Our three-year goal is for 70% of students to meet their EOY benchmarks. By the end of Year 1, we aim for 50% of students in each grade level to meet their EOY benchmarks.</p> <p>NWEA Map Reading Fluency Data: Fall 2024 Kindergarten: Within the domain of Phonological Awareness, 54 students have attained proficiency at Level 1, 13 students at Level 2, 5 students at Level 3, and 4 students have achieved proficiency at Level 4. Within the domain of Phonics/Word Recognition, 59 students have attained proficiency at Level 1, 13 at Level 2, 2 at Level 3, and 2 students have achieved proficiency at Level 4. The end-of-year (EOY) fluency expectation for kindergarten students is</p>	<p>Based on the action items outlined above, we have gathered the following data to demonstrate the effectiveness of our efforts.</p> <p>Our Instructional Specialist is collaborating with teachers to ensure Foundations is implemented effectively. Learning Walks have been carried out with an emphasis on Foundations, and teachers have been informed about the metrics used to track our progress. Based on the learning walk data that has been collected in Cycle 1 we have found that 4 teachers have strong evidence and 3 teachers have some evidence of full implementation. We failed to take official learning walk data for our TK teachers and will have that data for Cycle 2.</p> <p>We currently do not have data on grade-level monthly plans, as our ILT decided to pause the collection of monthly goals from grade-level teams. This decision was made to prioritize focus on the SBRC and allow time for calibrating proficiency levels.</p> <p>We had limited interest from teachers in hosting after-school tutorials. We currently have one teacher providing afterschool intervention for 1st-grade students who need additional support with foundational reading skills. There has been little growth in student's reading fluency scores; however, there has been growth in students acquiring letter sounds. The teacher has expressed that motivation to continue to come to the tutorial has been a barrier to success.</p> <p>Unfortunately, we were not able to start EPIC as the company decided to</p>	<p>Our Instructional Specialist will continue to support our K-1 teachers in effectively implementing Foundations by modeling lessons and providing training and follow-up sessions.</p> <p>Based on our learning walk data, we have identified a new targeted area to support students acquiring foundational reading skills. New Action: Our Kinder teachers need additional support in implementing Foundations. An INR has been submitted for Foundations coaching.</p> <p>In Cycle 2 &amp; 3 we will have data on the number of students that had an opportunity to attend an afterschool activity as an incentive for meeting their growth projection.</p> <p>The teacher conducting the first-grade tutorial is actively planning incentives to motivate students to attend tutorial.</p> <p>With the completion of T1 and teachers gaining a stronger understanding of the SBRC, we will now be</p>	<p>Add new action item</p>

<p>that they attain Level 3 proficiency in Phonological Awareness and Phonics/Word Recognition.</p> <p>First Grade: Within the domain of Phonological Awareness, 22 students have attained proficiency at Level 1, 23 students at Level 2, 27 students at Level 3, and 31 students have achieved proficiency at Level 4. In the domain of Phonics/Word Recognition, 24 students have attained proficiency at Level 1, 15 students at Level 2, 39 students at Level 3, and 25 students have achieved proficiency at Level 4. Additionally, 9 students have met the end-of-year (EOY) benchmark for becoming Oral Readers, aligning with the expectation that first-grade students achieve oral reading fluency by the end of the academic year.</p>	<p>pause any onboarding at this time due to internal reorganization.</p> <p>Teachers have been planning field trips to give students academic enrichment opportunities and will be available in Cycle 2 and 3.</p> <p><a href="https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/EaHWIX6CxDhAvRuZEMPGvzQBEHPyU0y7oFiz05RQ5-bICw?e=zoRmfW">https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/EaHWIX6CxDhAvRuZEMPGvzQBEHPyU0y7oFiz05RQ5-bICw?e=zoRmfW</a></p>	<p>planning workshops with a focus on foundational reading skills.</p> <p>Instructional Workshop Action Refined: Updated 9/16/24: Topics to include Tier 1 &amp; 2 instruction, system-wide work such as Lesson Design, SBRC, Instructional online platforms</p> <p>Refine Tutorial Metric: The teacher is using the Foundations curriculum with students and will be using NWEA Map Reading Fluency data as a metric.</p> <p>Actions items TBD (Data will be available in Cycle 2 and Cycle 3 for actions that are implemented): EPIC: waiting on the company onboarding, field and assemblies being scheduled.</p>	
<p><b>Cycle 2:</b> Data from Cycle 2 indicates that the actions we have implemented are effectively supporting students in developing strong foundational reading skills and progressing toward grade-level standards. Evidence suggests that first-grade students are demonstrating greater growth compared to kindergarten students in working toward end-of-year goals.</p>	<p>NWEA Map Reading Fluency Data: Winter 2025 Kindergarten: Within the domain of Phonological Awareness, 45 students have attained proficiency at Level 1, 15 students at Level 2, 4 students at Level 3, and 10 students have achieved proficiency at Level 4. Within the domain of Phonics/Word Recognition, 47 students have attained proficiency at Level 1, 15 at Level 2, 8 at Level 3, and 4 students have achieved proficiency at Level 4. The end-of-year (EOY) fluency expectation for kindergarten students is that they attain Level 3 proficiency in Phonological Awareness and Phonics/Word Recognition.</p>	<p>Kindergarten Foundations coaching will begin in mid-March 2025. The instructional specialist will provide ongoing support by meeting with kindergarten teachers once a month during their Wednesday PLC sessions. These meetings will focus on reviewing upcoming units and activity cue cards to enhance instructional effectiveness. Additionally, support will be available at any time as needed.</p>	<p>Add new action item</p>

	<p>By this point in the school year, kindergarten students should be performing at Level 2. However, data shows that approximately 60% of students are still at Level 1, indicating they are not on track to meet end-of-year expectations. Learning Walk observations reveal that Foundations is not being implemented with fidelity, which may be contributing to these outcomes.</p> <p>First Grade: Within the domain of Phonological Awareness, 7 students have attained proficiency at Level 1, 17 students at Level 2, 17 students at Level 3, and 56 students have achieved proficiency at Level 4. In the domain of Phonics/Word Recognition, 15 students have attained proficiency at Level 1, 3 students at Level 2, 34 students at Level 3, and 45 students have achieved proficiency at Level 4. Additionally, 18 students have met the end-of-year (EOY) benchmark for becoming Oral Readers, aligning with the expectation that first-grade students achieve oral reading fluency by the end of the academic year.</p> <p>By this point in the school year, first-grade students should be performing at Level 3 or higher. While data shows that approximately 20% of students remain at Level 1 or 2 and are not yet on track to meet end-of-year expectations, we see improvement compared to previous years, with more students approaching their goals. Learning Walk observations indicate that first-grade teachers are implementing Foundations with consistency and fidelity, which is contributing to this progress.</p>	Add new action item: Conference for ILT on ELA grade level standards, academic rigor, scaffolding, and lesson design.	
<p><b>Cycle 3:</b> Cycle 3 Data Summary Although Kindergarten and 1st Grade did not meet their end-of-year (EOY) goals, the data indicates meaningful progress. When</p>	<p>Kindergarten NWEA MAP Reading Fluency Data – Spring 2025 In the domain of Phonics and Word Recognition, 25 students are currently performing at Level 1, 15 at Level 2, 29 at Level 3, and 3 students have reached Level 4 proficiency. In the domain of</p>	<p>Our Instructional Specialist will continue to provide ongoing support for teachers in the implementation of Foundations. However, additional targeted</p>	Add new action item

<p>compared to previous years, student performance has shown improvement, suggesting that the strategies and actions implemented are having a positive impact on student learning.</p>	<p>Phonological Awareness, 29 students remain at Level 1, 20 at Level 2, 11 at Level 3, and 12 students have achieved Level 4 proficiency.</p> <p>The end-of-year (EOY) benchmark for kindergarten students is to perform at Level 3 or higher in both Phonological Awareness and Phonics/Word Recognition.</p> <p>As of the spring assessment window, approximately 39% of students remain at Level 1 in Phonological Awareness and 33% in Phonics and Word Recognition. While this reflects a slight improvement from Cycle 2 data, a significant portion of students are still not meeting grade-level expectations.</p> <p>Learning Walk observations suggest that the Foundations program is not being implemented consistently or with fidelity, which may be contributing to these results. Continued support and monitoring of instructional practices will be essential to improve student outcomes.</p> <p>First Grade – WEA MAP Reading Fluency Data: Spring 2025 In the domain of Phonological Awareness, 11 students are performing at Level 1, 8 at Level 2, 16 at Level 3, and 57 have reached Level 4 proficiency. In Phonics and Word Recognition, 9 students are at Level 1, 7 at Level 2, 16 at Level 3, and 60 students have achieved Level 4 proficiency.</p> <p>Additionally, 38 students (approximately 33%) have met the end-of-year (EOY) benchmark for Oral Reading Fluency, which is the expected outcome for first-grade students by the end of the school year. Notably, 50% of students are currently performing at Level 4, indicating they are approaching or on the cusp of meeting this benchmark.</p>	<p>support is needed for our kindergarten team to ensure the program is delivered with fidelity and effectiveness. To address this need, we will be securing coaching from Wilson Language Training, which will offer specialized guidance and professional development tailored to the unique instructional needs of early literacy in kindergarten. This added layer of support will help strengthen foundational skills and improve student outcomes.</p>	
--	--	--	--

	With the continued and consistent implementation of Foundations, we anticipate ongoing growth in the number of students reaching EOY goals. Learning Walk observations confirm that first-grade teachers are delivering the program with fidelity, which is positively influencing student outcomes.		
--	--	--	--

### Progress Monitoring 25-26

### SMART Goal 2

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

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers in grades 4th-6th will be trained in Just Words, and the necessary teacher and student materials will be purchased to be used during Tier 2 instruction.	Learning Walk Data: Number of teachers with strong evidence of full implementation	Strong Evidence: Some Evidence: No Evidence: NEW TBD  Update: At this time, action has not started for the 4th-6th grade teacher, only for the intervention teacher.	Action did not happen. No Data Collected.			Time Money People
Grade Level Collaborative Teams will meet monthly to review data, identify student needs, discuss instructional practices and plan accordingly to meet students' needs.	GL Team's monthly plans to be reviewed with administration to ensure plans include strong evidence of data analysis, student need, smart goal, and actions. (Total of 10 grade levels Tk-8th)	Strong Evidence: 0 Some Evidence: 5 No Evidence: 5  Update: Action on hold	Action was put on hold for the 25/26 school year and data was not collected for 24/25 school year.			Time Money People

<p>2nd - 8th grade students below the 41st percentile in Reading will have the opportunity to attend an after-school tutorial to develop reading skills.</p> <p>Update: Currently, there is limited interest from teachers in hosting a tutorial.</p>	<p>Pre &amp; Post Data from teacher-created assessments: Number of students who met the targeted reading skill (TBD on the target once we make a final decision on the focus of the tutorial)</p> <p>Revised Cycle 1: # of student who reached Oral Reading on NWEA Map Reading Fluency Assessment</p>	<p># of students who are Oral Readers: 0/9 students in the 2nd grade tutorial</p>	<p>Made Progress</p> <p>Only 3/9 students scored in the oral reader level while the other students did not they did make growth.</p>			<p>Time Money People</p>
<p>Students will have the opportunity to attend an afterschool activity as an incentive for meeting their growth projection in Reading.</p>	<p>NWEA Map Reading Growth Report: Number of students that have met their growth projection in Reading. (Fall, Winter, Spring)</p>	<p>Winter 2024: 2nd: 35/97 3rd: 30/84 4th: 39/81 5th: 57/97 6th: 56/88 7th: 56/95 8th: 48/97</p>	<p>Making Progress</p> <p>Fall 2024 to Spring 2025 2nd: 36/74 3rd: 38/99 4th: 38/83 5th: 34/89 6th: 32/92 7th: 41/94 8th: 36/92</p>			<p>Time Money People</p>
<p>Instructional Specialist will continue to support our 2nd-3rd grade teachers in effectively implementing Foundations by modeling lessons, providing training and follow-up sessions. In addition, Foundations materials will be refreshed yearly.</p>	<p>Learning Walk Data: Number of classrooms with strong evidence of full implementation of Foundations</p>	<p>Strong Evidence: 0 Some Evidence: 8 No Evidence: 0</p>	<p>Making Progress</p> <p>Strong Evidence: 4 Some Evidence: 4 No Evidence: 0</p>			<p>Time Money People</p>
<p>Students in 6th-7th grade below the 21st percentile in Reading will have the opportunity to attend a site summer enrichment</p>	<p>Pre &amp; Post teacher created assessment data: Number of students who met the targeted reading skill (TBD on the target once we make a final decision</p>	<p>#___/___ TBD: June 2025/Summer Academy</p>	<p>The Summer Academy will not be held this year due to a lack of interest from certificated staff in</p>			<p>Time Money People</p>



academy to support basic reading skills.	on the focus of the tutorial)		facilitating sessions.  Action discontinued.			
Intervention Teacher will support student groups below the 41st percentile in NWEA Map Reading.	Pre & Post Assessment: Number of students who met the targeted reading skill (TBD on the target once we make a final decision on the focus of the tutorial)  Revised: # of students who have an increase in their NWEA Map assessment percentile.	# 16 students participating in tutorial	Made Progress  10 out of 16 students increased the NWEA Map Reading Percentile.			Time Money People
To support 2nd-8th grade reading fluency and comprehension outside the school day students will use the online platform EPIC.  Update: Onboarding for the program has been put on hold by the company.	EPIC Class Summary Report: Number of students reading a minimum of 20 minutes a day to support reading fluency outside the school day.	# ___/___ NEW TBD  Update: Program on hold	Action did not happen. No data collected. Action discontinued.			Time Money People
Students will have the opportunity to attend various academic enrichment assemblies and field trips during the school day to build and strengthen language arts skills across content areas.	Pre & Post teacher created assessment data: Number of students exhibiting improved comprehension of the particular standard linked with the enrichment/extension activity.	# ___/___ NEW TBD: 24/25	Data was not collected. Action will continue however, data will not be collected.			Time Money People
Instructional Workshop series offered at the school site facilitated by admin and/or	Learning Walk Data: Participants with strong evidence of implementation of the workshop strategy	Strong Evidence: Some Evidence: No Evidence:	Making Proress			Time Money People

<p>instructional specialist (topics to include: small group instruction, instructional routines, science of reading).</p> <p>Updated 9/16/24: Topics to include Tier 1 &amp; 2 instruction, system-wide work such as Lesson Design, SBRC, Instructional online platforms</p>		<p>Update: Data to be collected in Cycle 2</p>				
<p>Academic Enrichment Period: To prepare for high school and advance their academic pathways, 7th and 8th grade students will have the opportunity to select from a range of robust elective courses.</p>	<p>Pre/Post Student Feedback Survey regarding elective enrollment</p>	<p>NEW TBD: 24/25</p> <p>Update: Data was not collected</p>	<p>No data collected. Action discontinued.</p>			<p>Time Money People</p>
<p>Teachers will work with small groups to best meet the needs of individual students and specific student groups such as our Black or African American group by using materials from base and supplemental curriculum.</p>	<p>Learning Walk Data: % of teachers showing strong evidence of targeted small group instruction.</p>	<p>Strong Evidence: 25% Some Evidence: 55% No Evidence: 20%</p>	<p>No Progress Has Not Been Made Will need to refine our efforts in providing small group instruction.</p> <p>Strong Evidence: 25% Some Evidence: 55% No Evidence: 20%</p>			<p>Time Money People</p>

### Progress Monitoring 24-25

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

<p><b>Cycle 1:</b> Based on data from Cycle 1, we show that the actions we have implemented are effective in supporting students to continue to progress toward meeting grade-level standards.</p> <p>We will use our Fall 2024 NWEA Map data as the baseline for the school year to monitor overall progress toward our SMART goal. Our three-year goal is for 70% of students to meet their growth projections. By the end of Year 1, we aim for 50% of students in each grade level to meet their growth projections. The current percentages are as follows: 2nd grad: 65%, 3rd grade: 62%, 4th grade: 46%, 5th grade: 73%, 6th grade: 74%, 7th grade: 55%, 8th grade: 71%</p>	<p>Based on the action items outlined above, we have gathered the following data to demonstrate the effectiveness of our efforts.</p> <p>The intervention teacher administered the Just Words WIST assessment to identify students eligible for the Just Words Intervention Group. Most students in the Just Words Intervention Group are meeting the 80% benchmark for each unit. However, there are a few students in each group who are not meeting the benchmark, and we are closely monitoring their progress.</p> <p>The Instructional Specialist collaborates with teachers to ensure Foundations is implemented effectively. Learning Walks have been carried out with an emphasis on Foundations, and teachers have been informed about the metrics used to track our progress. Base on the learning walk data that has been collected in Cycle 1 we have found that 1 teacher has strong evidence, 4 teachers have some evidence and 3 teachers have no evidence of full implementation. The grade level that has no evidence has been a focus for the instructional specialist.</p> <p>We currently have a teacher providing afterschool intervention for 2nd grade students who need additional support with foundational reading skills. However, attendance and motivation for these tutorials have been a concern. Baseline data for these 2nd grade students who are in Afterschool Tutorial: Out of the 9 students attending the tutorial all 9 students are not Oral Readers which is a benchmark for the EOY of 1st grade.</p> <p>The instructional specialist has introduced workshops for the SBRC, as this is new for the teachers. In Trimester 2, she will be adding workshops to help support teachers with instructional routines. She has also provided professional development in</p>	<p>Our Instructional Specialist will continue to support our 2-3 grade teachers in effectively implementing Foundations by modeling lessons and providing training and follow-up sessions.</p> <p>With the completion of T1 and teachers gaining a stronger understanding of the SBRC, we will now be planning workshops specific to literacy.</p> <p>Updated 9/16/24: Instructional Workshops Topics to include Tier 1 &amp; 2 instruction, system-wide work such as Lesson Design, SBRC, Instructional online platforms</p> <p>Base on our learning walk data, we have identified a new targeted area to support students acquiring foundational reading skills. New Action: Our 3rd grade teachers need additional support in implementing Foundations. An INR has been submitted for Foundations coaching.</p> <p>The teacher conducting the second-grade tutorial is actively planning incentives to motivate students to attend tutorial.</p> <p>Refine Tutorial Action and Metric:</p>	<p>Add new action item</p>
--	--	---	----------------------------

	<p>Fundations, which has aided in the implementation of the program. There remains a need to focus on fully implementing support for 3rd grade.</p> <p>We currently do not have data on grade-level monthly plans, as our ILT decided to pause the collection of monthly goals from grade-level teams. This decision was made to prioritize focus on the SBRC and allow time for calibrating proficiency levels.</p> <p>In Cycle 1 we did not collect official learning walk data on evidence of small group instruction but will have data for Cycles 2 &amp; 3</p> <p><a href="https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/EZlvBlzuXrRPjx2FRByR_GABY41DcUTL9tfATnaJMY4hFw?e=hUIPvC">https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/EZlvBlzuXrRPjx2FRByR_GABY41DcUTL9tfATnaJMY4hFw?e=hUIPvC</a></p>	<p>We only had one teacher interested in hosting an afterschool intervention; therefore, we had the teacher focus on 2nd grade students who need additional support acquiring foundational reading skills. Teacher is using the Foundations curriculum with students and will be using NWEA Map Reading Fluency data as a metric.</p> <p>Action Items TBD (Data will be available in Cycle 2 and Cycle 3 for actions that are implemented): EPIC: we are still awaiting for the program to be approved Field trips &amp; assemblies Summer Academy</p>	
<p><b>Cycle 2:</b> Data from Cycle 2, indicates that the actions we have implemented are effective in supporting students to continue to progress toward meeting grade-level standards.</p> <p>Fall to Winter 2025 NWEA Map data: 2nd grade: 48% 3rd grade: 37% 4th grade: 44% 5th grade: 54% 6th grade: 38% 7th grade: 49% 8th grade: 37%</p>	<p>Our Cycle 2 data showed a slight decline compared to Cycle 1 overall; however, we observed notable gains in targeted interventions. All students in the 4th grade Just Words group, working closely with our intervention specialist, increased their achievement percentiles—demonstrating the strong effectiveness of this support. While our 5th/6th grade Just Words group did not show the same level of overall growth, 3 out of 8 students still made gains, which is encouraging. We will continue to implement the Just Words pull-out intervention, as it is proving beneficial for many students.</p> <p>To further motivate student growth, we introduced an after-school incentive program. During Cycle 2, 177 students demonstrated measurable growth in both Reading and Math—an exciting milestone that reinforces the impact of our ongoing efforts.</p>	<p>New Action: Students who meet their growth projections in both Reading and Math on their NWEA MAP assessments, as well as demonstrate strong performance on state testing, will be rewarded with incentives such as gift cards.</p>	<p>Add new action item</p>

<p><b>Cycle 3:</b> Data from Cycle 3, indicates that the actions we have implemented are effective in supporting students to continue to progress toward meeting grade-level standards.</p> <p>Winter to Spring 2025 NWEA Map data: 2nd grade: 56% 3rd grade: 46% 4th grade: 44% 5th grade: 38% 6th grade: 51% 7th grade: 43% 8th grade: 48%</p>	<p>Our end-of-year goal was for at least 50% of students to meet their projected growth. While several grade levels reached this benchmark, others fell short. Notably, 5th grade experienced a significant decline compared to Cycle 2's 54%. One possible contributing factor is test fatigue, as students were also engaged in CAASPP testing during this time. To mitigate this in the future, we will need to strategically schedule testing windows and continue fostering a positive, sustainable testing culture.</p> <p>The 4th grade Just Words pull-out intervention group continued to show steady improvement in achievement percentiles. In the 5th/6th grade group, 4 out of 8 students demonstrated growth—an increase from the previous cycle. We plan to continue this intervention next year and will incorporate MAP testing for these students to better monitor progress.</p> <p>Our instructional specialist has collaborated closely with 2nd grade teachers through Foundations lesson studies, leading to greater implementation fidelity and promising results. Third grade is gradually progressing, and additional support from the instructional specialist is planned for next year to help build momentum.</p>	<p>In response to our data and observations, we have identified several strategic next steps to support continued student growth:</p> <p>Expand Intervention Access: We will integrate Just Words into our Access time to increase exposure and provide more consistent support for students who need targeted literacy intervention in grades 4th-6th. (refine action)</p> <p>Professional Development on Engagement: 6th-8th grade teachers will receive training from Kagan to strengthen student engagement through cooperative learning strategies. (new action)</p> <p>Junior High Support &amp; Collaboration: Our junior high team will partner with district TOSAs to focus on student engagement, skill-building strategies, and conduct instructional observations at the high school level to align practices and improve vertical articulation. (new action)</p> <p>Instructional Design &amp; Small Group Support: We will place a stronger emphasis on effective lesson design and small</p>	<p>Add new action item</p>

		<p>group instruction across all grade levels, ensuring differentiated support that meets students where they are.</p> <p>These initiatives are designed to enhance instructional quality, increase student engagement, and drive academic achievement across the board.</p>	
--	--	---	--

**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

- Tier 1 goal is to model, teach, and acknowledge positive social, emotional, and behavioral skills.
- Tier 2 goal is to have a system that provides targeted support for students who are not successful with Tier 1 support alone.
- Tier 3 goal is to collaborate with all essential staff members to identify barriers, antecedents, and needs of the individual student to create a plan to ensure success.

#### Climate

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.89	2.63	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

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

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

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

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

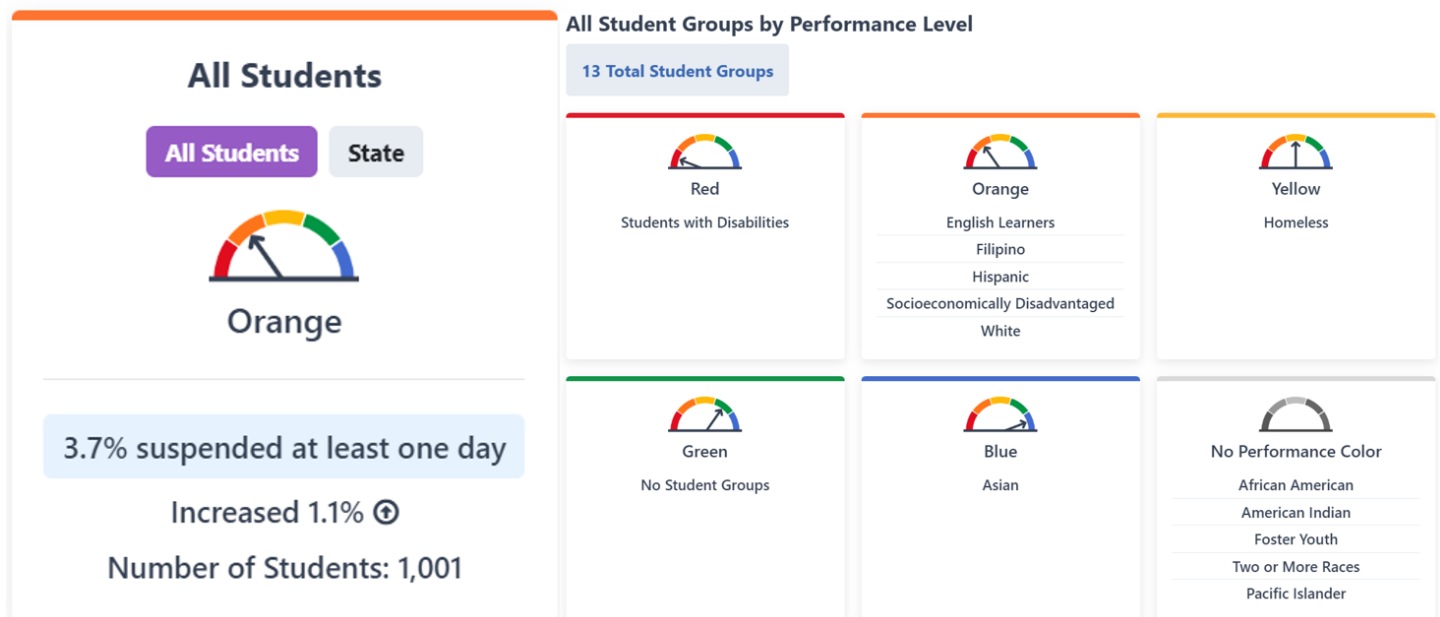


<b>Attendance 8/3/23-11/3/23 (61 days of school)</b>	<b>Grade Level</b>	<b>Actual Present % Enrollment</b>
Regular	TK	90.77
Regular	K	91.79
Regular	1ST	93.50
Regular	2ND	94.35
Regular	3RD	94.79
Regular	4TH	94.07
Regular	5TH	94.99
Regular	6TH	94.96
Regular	7TH	94.76
Regular	8TH	95.47
Special Education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

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

## Chronic Absenteeism 8/3/23 – 2/23/24

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



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

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



## Data Analysis

### ATTENDANCE RATE DATA

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

### CHRONIC ABSENTEEISM DATA

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

### SUSPENSION DATA

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

### Student Need 1:

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

## SMART Goal 1

By June 2027, each grade level will have a monthly attendance rate of 95% as measured by Q Information Systems. The year-by-year targets are:

- Year 1: 92%
- Year 2: 93%
- Year 3: 95%

## Implementation Plan

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

families to recognize barriers and devise a plan for improving attendance. SART members will closely monitor these student's attendance.						
Schoolwide Attendance Recognition and Incentive Program which includes individual recognition, class, and grade level competitions.	Number of grade levels with an average attendance rate of 95%+	April 2024: 8th: 96.16%				Time Money People
During the school day, students will have the opportunity to attend academic extension activities to learn how things they study in class connect to real life, which will strengthen their understanding the importance of school.	Pre & Post data from teacher created assessments/surveys for all academic enrichment/extension activities: Number of students exhibiting improved comprehension of the particular standard linked with the enrichment/extension activity.	# ___/___ NEW TBD: 24/25  Update: Cycle 2 & 3				Time Money People
Increase connectedness opportunities for students through events, activities, and educational excursions outside of the instructional school day.	1) # of opportunities for students  2) # of students attending opportunities as measured by QR code/sign-in sheets	1) TBD in 24/25  2) TBD in 24/25  Update: Cycle 2 & 3				Time Money People
Students in grades TK-8th with perfect will have the opportunity to attend an after-school activity and earn incentives (monthly, per trimester, yearly).	Number of students who have perfect attendance	April 2024: 184				Time Money People
A certificate and classified staff member will support our TSSP students. Initial	Number of TSSP students with improved attendance	TSSP students: 33 TSSP Attendance				Time Money People

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

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> Based on our data, our efforts have been somewhat successful in achieving an average daily attendance rate of 95%. We will continue to strengthen and refine our actions to reach our goal.</p> <p>We will use our Cycle 1 data as a baseline for the school year. By the end of Year 1, we aim for each grade level to have an increase in their overall average daily attendance.</p> <p>Attendance Data from 8/1/24-10/25/24</p> <p>TK: 91.1% K: 93.66% 1st: 93.42% 2nd: 94.35% 3rd: 93.89% 4th: 93.16% 5th: 94.16%</p>	<p>Based on the action items outlined above, we have gathered the following data to demonstrate the effectiveness of our efforts.</p> <p>As of 10/31/24, the vice principal has scheduled 39 SART Meetings with families to discuss the importance of attendance and identify any barriers. Only nine families attended the meetings, and each family that did not attend received a follow-up letter explaining the importance of attendance.</p> <p>The 5 TSSP students who are chronically absent come from 3 families. We have been working with Health services and our SRO with one of our families. The two other families have been working with our Outreach assistant and Nurse.</p> <p>We have hosted after-school events with family participation in Cycle 1; however, we did not track family attendance. Moving forward, we will</p>	<p>We will continue to have SART Meetings; however, our Outreach Assistant now makes reminder phone calls home to parents.</p> <p>Actions TBD (Data will be available in Cycle 2 and Cycle 3): We need to plan our after-school student incentives, field trips, and assemblies.</p>	Refine

6th: 94.81% 7th: 95.09% 8th: 94.52%	implement a system for tracking attendance during Cycles 2 and 3.  <a href="https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjIY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA">https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjIY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA</a>		
<b>Cycle 2:</b> Our average daily attendance in the upper grades has remained relatively steady. However, we experienced a significant decline in the primary grades this cycle. Unfortunately, flu season impacted our school, which affected our overall attendance.	Attendance Data from 10/28/24 - 2/21/25 TK: 88.62% K: 89.82% 1st: 90.28% 2nd: 92.24% 3rd: 91.63% 4th: 92.60% 5th: 94.16% 6th: 91.82% 7th: 91.99% 8th: 92.73%  <a href="https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjIY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA">https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjIY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA</a>	We will enhance communication by incorporating more messaging in our monthly parent newsletter. Additionally, we will collaborate with teachers to share important updates with their students' families.	Continue
<b>Cycle 3:</b> We are encouraged to see improvement in ADA from Cycle 2 to Cycle 3.  Attendance Data from 2/24/25-5/8/25 TK: 92.93% K: 91.67% 1st: 93.4% 2nd: 93.23% 3rd: 94.18% 4th: 93.75% 5th: 92.95% 6th: 93.01% 7th: 94.68% 8th: 95.47%	From Cycle 2 to Cycle 3, we saw a positive trend in average daily attendance (ADA) across nearly all grade levels. Notably, TK improved by 4.31%, 1st grade by 3.12%, and 8th grade by 2.74%, reflecting the impact of our continued outreach efforts and increased communication with families. Seven additional grade levels also showed modest but meaningful gains, ranging from +0.99% to +2.69%. The only decline occurred in 5th grade, which dropped slightly by 1.21%—an area we will explore further. Overall, the data indicates progress toward our long-term ADA goal and highlights the effectiveness of our attendance initiatives.  We continue to prioritize student attendance through consistent outreach and family engagement. Our team holds regular SART meetings with families, and our Outreach Liaison actively connects with parents to	We will continue to strengthen our efforts through proactive communication, family partnerships, and a schoolwide culture that values attendance.	Continue



	identify and address barriers preventing students from attending school. Additionally, we've begun sharing monthly attendance data in our parent newsletter to promote transparency and awareness.		
--	--	--	--

### Progress Monitoring 25-26

### SMART Goal 2

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

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Outreach Assistant will collaborate with families to enhance awareness of the importance of attendance and its connection to academic development and achievement.	Number of TK-2nd grade students who have improved attendance	TBD 24/25  Update: End this action as it is a repeat of action 2.	Action Ended			Time Money People
Outreach Assistant will identify students that begin to show irregular attendance, identify barriers, collaborate with all necessary parties to decrease the percentage of TK-2nd grade students identified as chronically absent.	Number of TK-2 grade students who have improved attendance	TK: 36/120 students/30% K: 15/77 students/19% 1st: 25/118 students/21% 2nd: 10/86 students/12%	Making Progress			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
<p><b>Cycle 1:</b> Based on our data, we must continue prioritizing the reduction of chronic absenteeism in the primary grades. Our efforts are producing positive results, and we are making steady progress toward our goal of decreasing chronic absenteeism among students in grades TK-2.</p> <p>TK Baseline: 47% Year 1 Outcome: 35% Year 2 Outcome: 31% Year 3 Outcome: 28%</p> <p>Kindergarten Baseline: 38% Year 1 Outcome: 35% Year 2 Outcome: 31% Year 3 Outcome: 28%</p> <p>1st Grade Baseline: 22% Year 1 Outcome: 18% Year 2 Outcome: 16% Year 3 Outcome: 12%</p> <p>2nd Grade Baseline: 23% Year 1 Outcome: 18% Year 2 Outcome: 15% Year 3 Outcome: 13%</p>	<p>Based on the action items outlined above, we have gathered the following data to demonstrate the effectiveness of our efforts.</p> <p>CYCLE 1 TK: 31% (36 students) K: 20% (15 students) 1ST: 21% (25 students) 2ND: 11% (10 students)</p> <p>When comparing the percentage of chronically absent students in T1 of the 24/25 school year to those in the 23/24 school year, we have seen overall improvement.</p> <p>Our Outreach Assistant has been reaching out to parents via phone calls to identify any barriers preventing students from attending school.</p> <p>In November, we hosted our first attendance workshop for families. Out of the 213 families invited, only 12 attended. To increase participation, additional outreach efforts are needed. Another workshop is scheduled for Cycle 2.</p> <p><a href="https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjLY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA">https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjLY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA</a></p>	<p>Action one will end as it is a repeat action.</p> <p>We need to further refine our strategies and strengthen our outreach efforts for the workshops. To enhance this, our outreach assistant will increase the frequency of workshop promotions.</p>	Refine
<p><b>Cycle 2:</b> During Cycle 2, we saw an increase in chronic absenteeism among our TK-2nd grade students. As our student numbers continue to grow, we remain committed to maintaining strong communication with</p>	<p><a href="https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjLY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA">https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjLY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA</a></p>	<p>We will enhance communication by incorporating more messaging in our monthly parent newsletter. Additionally, we will collaborate with teachers to share</p>	Refine

<p>families to support consistent attendance.</p> <p>TK: 38% (45 students) K: 31% (23 students) 1st: 30% (36 students) 2nd: 16% (14 students)</p>		<p>important updates with their students' families.</p>	
<p><b>Cycle 3:</b> With our final Cycle</p> <p>TK: 33% (39 students) K: 35% (26 students) 1st: 25% (30 students) 2nd: 14% (12 students)</p>	<p>As we reflect on our chronic absenteeism data for the final cycle, we see encouraging progress alongside areas that warrant continued focus:</p> <p>TK: 33% (Goal: 35%) – Met goal</p> <p>Kindergarten: 35% (Goal: 35%) – Met goal</p> <p>1st Grade: 25% (Goal: 18%) – Did not meet goal</p> <p>2nd Grade: 14% (Goal: 18%) – Exceeded goal</p> <p>While TK and Kindergarten met their Year 1 targets, the percentage of students chronically absent in both grades remains high, which is concerning—especially given the critical role these early years play in building strong academic and social-emotional foundations. Early attendance habits have a lasting impact, and we must continue addressing the barriers our youngest learners face.</p> <p>Looking ahead, we are committed to early identification of at-risk students and ongoing collaboration with families. Through timely outreach, supportive interventions, and consistent communication, we aim to lower chronic absenteeism across all early grade levels and ensure every student gets a strong start.</p>	<p>At the start of the new school year, we will prioritize early monitoring of students who were identified as chronically absent in the previous year. This proactive approach will help us intervene sooner and provide targeted support to families in need. Additionally, we plan to:</p> <ul style="list-style-type: none"> <li>• Host more attendance workshops for families to build awareness and offer strategies for supporting regular school attendance.</li> <li>• Partner with the district office to hold individualized meetings with students who show severe or ongoing attendance concerns.</li> <li>• Embed attendance messaging</li> </ul>	<p>Refine</p>

		<p>into our back-to-school orientation to reinforce the importance of consistent attendance, especially in the foundational TK–2 years.</p> <p>By strengthening our outreach, increasing family engagement, and collaborating with district supports, we aim to reduce chronic absenteeism and foster a stronger school culture around daily attendance.</p>	
--	--	--	--

#### Progress Monitoring 25-26

#### SMART Goal 3

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

Updated goal: By June 2027, incidents involving physical contact will decrease by 50% as measured by Q Information Systems.

#### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Coordination of Services Team will create a plan to support student needs and monitor progress.	Number of students on a COST plan with improved behavior	7/17	5/13			Time Money People
Strengthening our Tier 1 Positive Behavior Supports and Interventions	Staff Needs Assessment Survey:	April 2024 Promoters: 41% Passives: 13%	Making Progress Promoters: 61%			Time Money People

System: Increase the fidelity and use of PBIS related strategies, rubrics, language on campus, reinforcement and recognition of positive behaviors.	Percentage of "Promoters" of PBIS bucks	Detractors: 46%	Passives: 17% Detractors: 22%			
Continue developing our Tier 2 Positive Behavior Supports and Interventions System: Students will be referred to a CICO mentor for behavior support.	Number of students who receive CICO services with improved behavior	11 students	8/16			Time Money People
Students will have the opportunity to attend an after-school activity and earn incentives for positive behavior.	1) Number of opportunities for students  2) Number of students attending opportunities as measured by QR code/sign-in sheets	1) TBD in 24/25  2) TBD in 24/25  Update: Cycle 2 & 3	Data was not collected			Time Money People
Instructional Workshop series offered at the school site facilitated by admin and/or instructional specialist focused SEL, PBIS and/or Restorative Practices.	Learning Walk Data: Participants with strong evidence of implementation of the workshop strategy	Restorative Practices participants: Strong Evidence: 2 teachers Some Evidence: 1 teacher No Evidence: 2 teachers	Making Progress Restorative Practices participants: Strong Evidence: 3 teachers Some Evidence: 1 teacher No Evidence: 1 teacher			Time Money People
6th-8th grade students will engage in Point Break workshops to support and increase student's resiliency, build social competence, critical thinking skills, personal responsibility, and a sense of purpose	Pre/Post Survey Data: Number of students exhibiting improved comprehension of the particular focus linked with the enrichment workshop.	New TBD in 24/25  Update: workshop scheduled for Cycle 2	Action discontinued			Time Money People

and hope for the future.						
--------------------------	--	--	--	--	--	--

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> Based on our data our actions are making small improvements to the number of physical incidents. When comparing data from T1 of the 23/24 school year to T1 of the 24/25 school year, there is a slight reduction in incidents of physical contact, though the improvement is not yet significant. Continued focus is needed on providing support for students involved in these incidents, as well as implementing preventative measures to address and reduce these behaviors.</p>	<p>Based on the action items outlined above, we have gathered the following data to demonstrate the effectiveness of our efforts.</p> <p>We currently have 11 students in our CICO program. As of 11/27/24, 4 students have demonstrated significant behavioral improvement and have successfully exited the program.</p> <p>During our ILT meeting on 10/23/24, we conducted an Audit to Action. We identified a trend related to a need for social-emotional learning (SEL). Each grade span will meet with their team to decide on daily SEL activities and classroom community-building activities.</p> <p><a href="https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjIY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA">https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/Edkcp0wHiABOjIY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA</a></p>	<p>We are actively working to enhance our Tier 1 PBIS implementation. One key area of focus is increasing the distribution of Warrior Bucks across various occasions, such as library time, assemblies, and walking to lunch.</p> <p>We have implemented structured recess for students who require additional support with behavior management. Initial feedback suggests that students enjoy participating in the organized games. Administration has had discussions about expanding these structured activities during recess to further support student engagement and behavior.</p> <p>Actions TBD (Data will be available in Cycle 2 and Cycle 3): There are a few actions that have not yet been initiated. Our Point Break assembly is scheduled for January 2025, and we are still in the process of establishing positive</p>	Refine

		incentives for after-school activities.	
<b>Cycle 2:</b> We have refined our SMART goal to focus specifically on reducing incidents involving physical contact, such as fights, assaults, pushing, and shoving—behaviors that are the most impactful when it comes to suspensions. We recognized that "unsafe behavior" encompasses a wide range of minor incidents, so we updated our goal to more effectively address the behaviors with the greatest consequences.	<p>We decided to shift our data collection focus from involvement to incidents when tracking physical contact. Additionally, we revised our SMART goal to align with this change.</p> <p>For Cycle 2 we had 14 incidents that included physical contact. When comparing these incidents to last school year we have more pushing and shoving this school year. We will continue to work with students on how to deal with conflict.</p> <p>We are committed to continually enhancing our Tier 1 PBIS system. Our mid-year staff check-in revealed that 82% of staff actively (promoters) support distributing Warrior Bucks, while 18% remain detractors. Moving forward, we will continue working with staff to strengthen our approach to encouraging positive behaviors.</p> <p><a href="https://musd-my.sharepoint.com/:x/g/personal/atillotson_musd_net/Edkcp0wHiABOjLY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA">https://musd-my.sharepoint.com/:x/g/personal/atillotson_musd_net/Edkcp0wHiABOjLY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=3QtnFA</a></p>	<p>We will continue to work on implementing on Tier 2 PBIS supports and ensure that we are referring students who need behavior support to COST.</p> <p>New Action: We need to engage with our SSA staff more frequently and provide enhanced training on de-escalation techniques and proactive supervision strategies to create a safer and more supportive environment on the yard.</p>	Add new action item
<b>Cycle 3:</b> We are making steady progress in reducing the number of incidents involving physical contact, reflecting the impact of our ongoing behavioral supports and interventions.	<p>Cycle 3 Data – Behavior</p> <p>During Cycle 3, there were six reported incidents involving physical contact.</p> <p>Additionally, 16 students participated in our Check-In/Check-Out (CICO) program, with 8 students demonstrating significant behavioral improvement and successfully exiting the program.</p> <p>Year 1 Outcome: While we did not meet our Year 1 goal, there was a notable decrease in physical contact incidents compared to the 2023–2024 school year. The positive outcomes from the CICO program also reflect the effectiveness</p>	<p>We need to improve with our Tier 1 &amp; 2 PBIS.</p> <p>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.</p>	Continue

	of targeted behavioral interventions and support systems currently in place.		
--	--	--	--

**Progress Monitoring 25-26**

**Progress Monitoring**



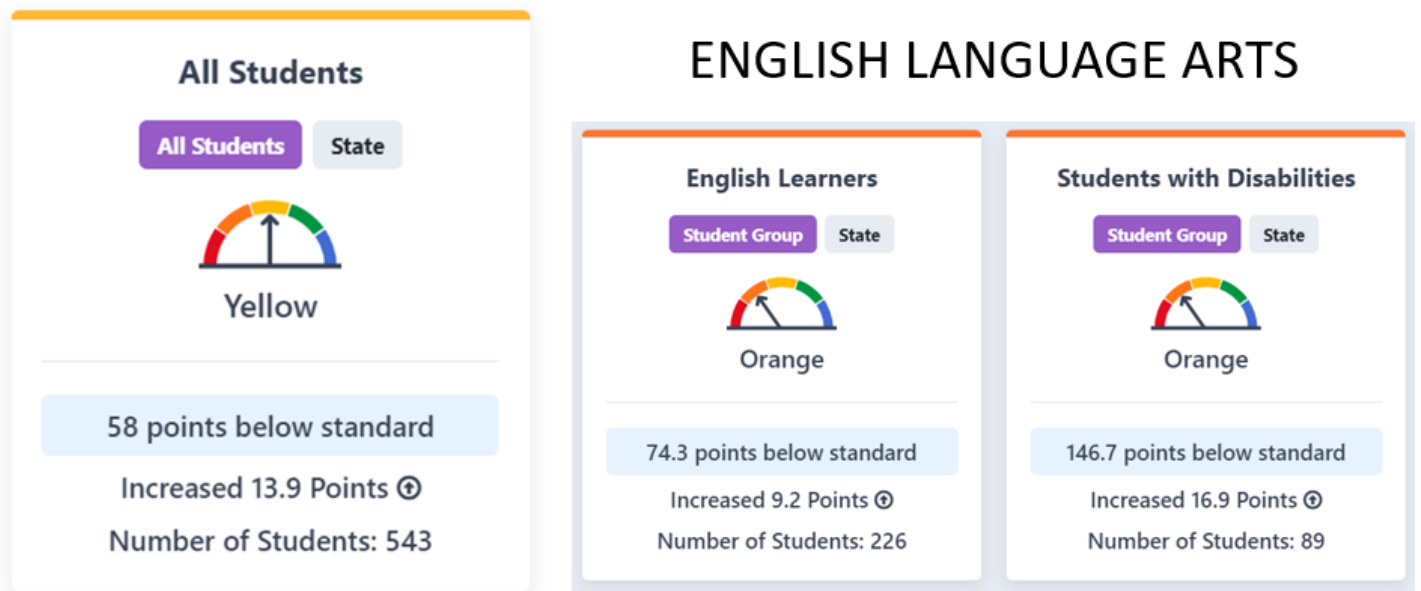


### District Goal

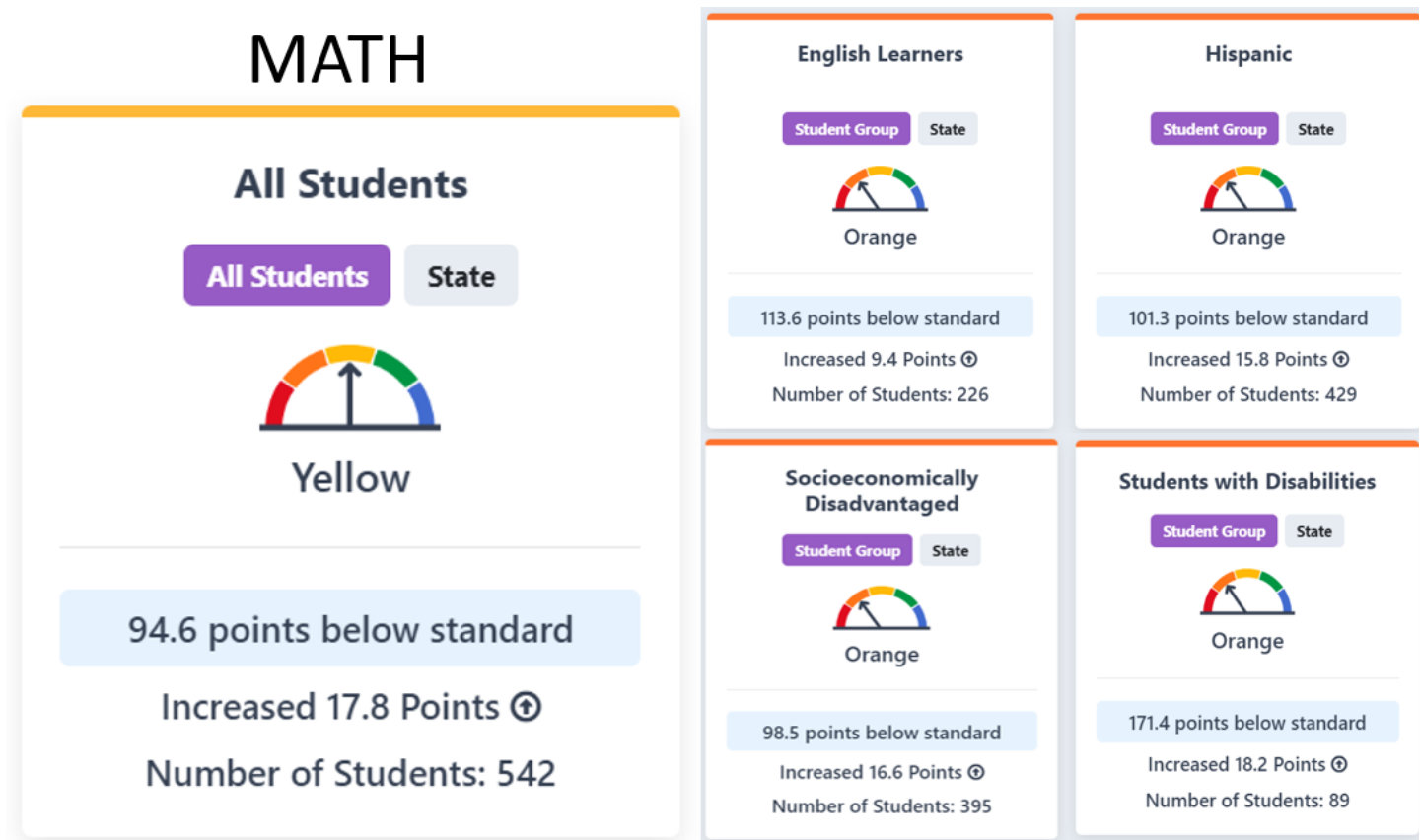
Every student is supported within a multi-tiered system to realize their individual success.

### Site Tier 2 and 3 Goals

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



# MATH



## Resource Inequities

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

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

## Comprehensive Needs Assessment

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

Lathrop Elementary California School Dashboard indicators are based on our 3rd-8th graders' performance on the Smarter Balanced Summative Assessment.

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

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

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

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	304	310	296	34.4%	36.1%	31.7%
Fluent English Proficient (FEP)	95	108	129	14.1%	11.3%	13.7%
Reclassified Fluent English Proficient (RFEP)				2.1%		

## 23-24 LONG-TERM ENGLISH LEARNERS(LTEL)



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









### CA DEPT OF ED 2022-2023 SUMMATIVE ELPAC RESULTS

#### Number and Percentage of Students at Each Performance Level









##### Overall Performance

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

## Oral Language Performance


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

## Written Language Performance


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

## Number and Percentage of Students by Domain





### Listening

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





### Speaking

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

## Reading

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

## Writing

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

## Data Analysis

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

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

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

- 305 students in grades K-8 took the 22/23 Summative ELPAC test
- The majority of EL students' Overall Performance was in Level 2 and 3
- 53 students' (17.38%) Overall Performance was a Level 4 which is one of the criteria for EL reclassification
- Students in grades 5th-8th who are identified as "At-Risk" or LTELs Overall Performance of Level 4:
- 5th Grade: 10/37 students (27%)

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

#### Student Need 1:

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

#### SMART Goal 1

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

#### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
English Learners will receive 30 minutes daily of designated ELD instruction within the classroom combined with integrated ELD throughout the day.	Learning Walking Data: Strong evidence of designated and integrated ELD instruction in the classroom.	Designated ELD: Strong Evidence: 5 Some Evidence: 22 No Evidence: 0  Integrated ELD: Strong Evidence: 10 Some Evidence: 15 No Evidence: 0	Designated ELD: Strong Evidence: 8 Some Evidence: 19 No Evidence: 0  Integrated ELD: Strong Evidence: 15 Some Evidence: 10 No Evidence: 0			Time Money People
Grade Level Collaborative Teams will meet monthly to review data, identify student needs, discuss instructional practices and plan accordingly to meet EL students' needs. (subs may be needed to	GL Team's monthly plans to be reviewed with administration to ensure plans include strong evidence of data analysis, student need, smart goal, and actions specific to English Learners. (Total of 9 grade levels K-8th)	Strong Evidence: 0 Some Evidence: 0 No Evidence: 9	This action was placed on hold for the 24/25 school year. No Data collected.			Time Money People



review plans with administration)						
Student Data Chats: 5th- 8th grade teachers will meet with their EL students to increase their student's awareness of the ELPAC test and MUSD reclassification criteria.	Number of EL students who had a data chat with their teacher a minimum of three times per school year	#106/106  Update: Teachers are working on getting their chats complete. We will have 106 complete by Cycle 2.	We will continue holding our EL Data Chats with students to enhance their understanding of the reclassification process and monitor their progress toward reclassification .			Time Money People
Encourage staff to attend professional development offered by MUSD on Guided Language Acquisition Design (GLAD) to increase their knowledge of strategies to meet the needs of our English Language Learners.  Revised 9/16/24: ELD workshops	1) Number of teachers trained in GLAD  2) Strong evidence of GLAD strategies being implemented in classrooms with teachers who have been trained. (currently have 4 teachers in training now)	1)11/24 (k-6)  2) Strong Evidence: 3 Some Evidence: 8 No Evidence: 0	We will continue to encourage teachers to participate in EL professional development opportunities; however, we will no longer track participation, as most of these trainings are voluntary.  Action discontinued.			Time Money People
LTEL students will have the opportunity to attend an after-school tutorial targeted to a specific ELPAC domain.  Update: Currently, there is a limited interest from teachers in hosting tutorials.	Pre & Post data from teacher-created assessments: Number of students who met the targeted domain skill (TBD on the target once we make a final decision on the focus of the tutorial)	#__/_/ TBD: When tutorial begins  Update: No tutorials	No data was collected as we did not have staff available to host afterschool tutorials.			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
<p><b>Cycle 1:</b> We do not yet have enough data to evaluate the effectiveness of our actions. We will continue gathering data and provide a detailed report in Cycle 2.</p>	<p>Based on the action items outlined above, we have gathered the following data to demonstrate the effectiveness of our efforts.</p> <p>Our learning walk data highlights the need for a focused, school-wide emphasis on designated ELD. While many teachers are demonstrating evidence of integrated ELD, there is a specific need to strengthen its integration, particularly in the upper grades.</p> <p>We currently do not have data on grade-level monthly plans, as our ILT decided to pause the collection of monthly goals from grade-level teams. This decision was made to prioritize focus on the SBRC and allow time for calibrating proficiency levels.</p> <p>We had limited interest from teachers in hosting after-school tutorials; therefore, we do not have data to analyze.</p> <p><a href="https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/EVt0CUx01wlKjH8jMRyvtQ0BS9Wfam_qoDRjWpUGieLlyQ?e=1G27jr">https://musd-my.sharepoint.com/:x:/g/personal/atillotson_musd_net/EVt0CUx01wlKjH8jMRyvtQ0BS9Wfam_qoDRjWpUGieLlyQ?e=1G27jr</a></p>	<p>Additional support for students: Administration has discussed holding a meeting with our EL students to review their data chats, emphasize the importance of doing their best, and explain the reclassification process.</p> <p>Our teachers have not completed their EL Student Data chats and will have them done before December 20th.</p> <p>Revised action to include ELD workshops. Workshops are being planned for Cycle 2.</p> <p>TBD Actions: At this time we do not have teachers interested in conducting afterschool tutorials.</p>	<p>Refine</p>
<p><b>Cycle 2:</b></p>	<p>Our Learning Walk data for ELD continues to show that our primary grade teachers are stronger in delivering designated and integrated ELD compared to our intermediate teachers. To support professional growth in this area, our Instructional Specialist hosted two ELD workshops, which were attended by approximately 12 out of 30 teachers. Following each session, administration conducted walkthroughs to observe the implementation of learned strategies in classrooms and provide feedback. These efforts will continue as we aim to build greater</p>	<p>We will no longer collect data on if teachers are attending GLAD training.</p>	<p>End</p>

	consistency in ELD instruction across all grade levels.		
<b>Cycle 3:</b> This school year, we did not meet our goal of increasing reclassification rates for LTEL students by 15%. Moving forward, we will refine our strategies to more effectively address the needs of our English learners.	Although we did not meet this goal this year.	We have identified several important next steps to enhance our efforts. We will continue conducting EL Data Chats with students, ensuring these take place within the first few weeks of school. Additionally, our 8th-grade teacher will pilot a new ELD curriculum to provide targeted language support. School-wide, we plan to implement a monthly GLAD strategy focused on integrated ELD, which will be featured in our weekly staff newsletter and serve as a focus during Learning Walks. Beginning in August, we will develop a schedule for teachers to use the Interim ELPAC assessment effectively. Lastly, we recognize the importance of early communication with parents about reclassification criteria to increase awareness and gain their support in this process.	Refine

### Progress Monitoring 25-26

### Data

**Chronic Absenteeism 8/3/23 – 2/23/24**  
**ATSI Group: Asian**

<b>Total # of students enrolled as of 2/23/24</b>	<b># &amp; % of Students Chronically Absent</b>
All Students: 60	23 students/38.33%
TK: 15 students	6 students/40%
Kinder: 6 students	6 students/100%
1st Grade: 7 students	4 students/57.14%
2nd Grade: 3 students	0
3rd Grade: 5 students	3 students/60%
4th Grade: 3 students	0
5th Grade: 3 students	1 student/33.33%
6th Grade: 3 students	0
7th Grade: 9 students	3 students/33.33%
8th Grade: 6 students	0

**Data Analysis**

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

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

**Student Need 2:**

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

**SMART Goal 1**

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

**Implementation Plan**

<b>Action</b>	<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>	<b>Resources</b>
Outreach Assistant will identify barriers and work with all necessary	Number of Asian students with improved attendance	Cycle 1: 18 students chronically absent	Progress Not Made			Time Money People

parties (students, families, staff, outside sources, etc.) to decrease the percentage of Asian students identified as chronically absent.						
Monthly meetings with admin, attendance clerk, and Outreach Assistant to review attendance data for our chronically absent Asian students.	Number of Asian students with improved attendance	Cycle 1: 18 students chronically absent	Progress Not Made			Time Money People

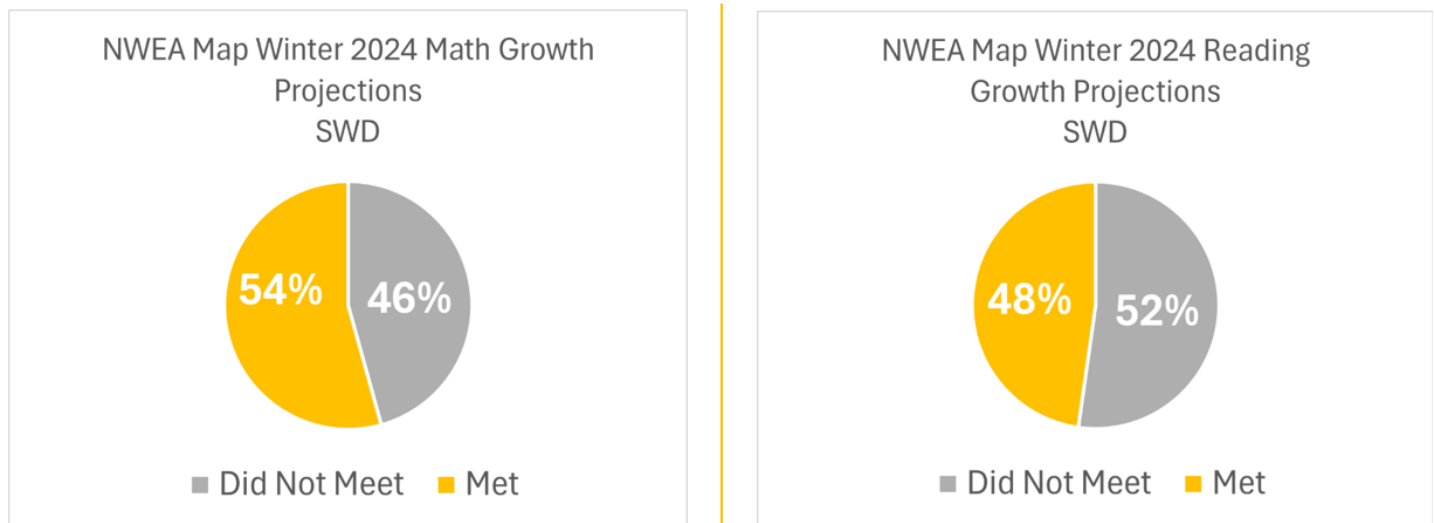
### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> We do not yet have enough data to evaluate the effectiveness of our actions. We will continue gathering data and provide additional data in Cycle 2.	Based on the action items outlined above, we have gathered the following data to demonstrate the effectiveness of our efforts.  We currently have 69 Asian students. As of 11/1/24 18 students have been identified as chronically absent. When reviewing student visits it was noted that there was not any outreach for several students.  <a href="https://musd-my.sharepoint.com/:x:/g/personal/atillon_musd_net/Edkcp0wHiABOjLY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=iXaseb">https://musd-my.sharepoint.com/:x:/g/personal/atillon_musd_net/Edkcp0wHiABOjLY8Eje8HRUBAcSJ1BrRmAzq9_aXgUQzPg?e=iXaseb</a>	Administration met with the Outreach Assistant to discuss the importance of monitoring the attendance of our chronically absent Asian students.  During the monthly meetings between the VP and attendance clerk, special attention will be given to these 18 students.	Continue
<b>Cycle 2:</b> We are not making progress toward meeting our attendance goals; however, this is not due to a lack of effort on our part. Despite persistent outreach—including phone calls, SART meetings, attendance workshops, and additional	As of February 25, 2025, a total of 22 students have been identified as chronically absent, with 12 of them being TK students. Despite our continued efforts—including outreach calls from our Outreach Assistant, SART meetings led by our Vice Principal, and attendance workshops—the number of chronically absent students has not improved. While participation in these	Moving forward, we will enhance our communication by providing families with more attendance data to increase awareness and encourage improvement	Continue

support for families—the number of chronically absent students remains unchanged.	initiatives has been low, we remain committed to engaging families and finding new ways to support consistent student attendance. Our efforts will persist, even if parents are unresponsive, as we strive to improve student attendance and academic success.		
<b>Cycle 3:</b> We did not meet our attendance goal this school year. Chronic absenteeism remains a challenge, particularly among our Asian students in Transitional Kindergarten (TK).	We ended the year with 21 Asian students identified as chronically absent. Throughout the year, administration and our outreach liaison collaborated to review individual student cases, and the liaison conducted outreach calls to families. Despite these efforts, we did not see a significant impact. We remain committed to addressing this issue and will continue our targeted support and engagement strategies into the next school year.	As we look ahead, some key next steps include initiating early conversations with the families of students who were chronically absent, to prevent a repeat of this pattern. In addition, we will continue our school-wide efforts to communicate the importance of consistent attendance and its impact on student success.	Refine

### Progress Monitoring 25-26

#### Data



#### Data Analysis

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

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

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

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

### Student Need 3:

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

### SMART Goal 1

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

### Implementation Plan

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

TOSA will deliver professional development sessions focusing on implementing accommodations effectively in the general education classroom.	teachers exhibiting improved comprehension on implementing accommodations	Update: End Action	and it will be on a case by case basis.			People
---	---	--------------------	---	--	--	--------

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> We do not yet have enough data to evaluate the effectiveness of our actions. We will continue gathering data and provide additional data in Cycle 2.</p> <p>24/25 goal is to have 50% of our special education population meet their growth target.</p>	<p>Based on the action items outlined above, we have gathered the following data to demonstrate the effectiveness of our efforts.</p> <p>During learning walks, it was observed that our SPED teachers are effectively using both the core curriculum and supplemental materials. District TOSAs have been providing support to teachers who have sought their assistance. At this time, we have strong evidence, along with some additional indications, of comprehensive curriculum usage.</p> <p>We currently do not have data on grade-level monthly plans, as our ILT decided to pause the collection of monthly goals from grade-level teams. This decision was made to prioritize focus on the SBRC and allow time for calibrating proficiency levels.</p> <p>We did not implement Action 3 and will be removing it from the plan. If necessary, we will revisit this and discuss the possibility of reintroducing it. Currently, our SPED team meets with general education teachers to provide an IEP At-A-Glance for each student and review accommodations.</p> <p><a href="https://musd-my.sharepoint.com/:x/g/personal/atillo_tson_musd_net/EUAmparYyKZljUQ6wW">https://musd-my.sharepoint.com/:x/g/personal/atillo_tson_musd_net/EUAmparYyKZljUQ6wW</a></p>	<p>We are going to end action 3 and offer support as needed.</p> <p>Our Special Education team will continue to monitor students' progress toward meeting grade-level standards. Collaboration between general education and special education teachers will remain a priority.</p>	End



	<a href="#">gPJ-oBiHwYstwKM3yb_b6wr7gBDQ?e=sdmMTN</a>		
<b>Cycle 2:</b> We are steadily progressing toward our goal. Currently, 36% of our students with special needs have met their growth target in Reading, and 37% have met their target in Math. While our goal is to reach 50% in each subject, these results reflect meaningful growth and provide a strong foundation for continued improvement.	Based on the action items outlined above, we have gathered the following data to assess the effectiveness of our efforts.  During learning walks, it was observed that many of our SPED teachers are effectively implementing both the core curriculum and supplemental materials. For those teachers who appear to be struggling with managing instruction across three grade levels, site administration has reached out to district TOSAs to provide targeted support.	We will continue conducting learning walks to monitor instructional practices and provide ongoing support. Additionally, we will ensure that SPED teachers are regularly collaborating with general education teachers to discuss student progress and align strategies for success.	Continue
<b>Cycle 3:</b> Our students continued to make progress toward our goal. In Cycle 3, 39% of students with special needs met their growth target in Reading, and 41% met their target in Math. These gains reflect continued momentum and bring us closer to our goal of 50% in each subject.	Our sped students did not meet their goal. We will be more strategic on sped and general ed teachers collaborating. We will also make sure our sped teachers are using all base and supplemental curriculum with their students.		Continue

### Progress Monitoring 25-26

## Budget Summary

### 210 - Lathrop 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
	Foundations Afterschool Workshops		\$ 3,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - TK-3 Alignment	SN 2	
	Just Words (Target 1, SN 1/2) Refresh Materials	Wilson Language Training	\$ 1,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	SG 2
	Foundations Refresh (Target 1, SN 2) Foundations Refresh Materials	Wilson Language Training	\$ 15,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	SG 1
	Foundations Decodables - 1 set per 1st-2nd grade	Wilson Language Training	\$ 16,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	SG 1
	Foundations Fun & Focus Tier 2 Intervention	Wilson Language Training	\$ 3,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	SG 1
	Professional Development: SJCCE - Math (Target 1, SN 1) SJCCE Math Support		\$ 40,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1	SG 1
	Outreach Assistant - SALARY ONLY		\$ 35,647.00	3010 - ESSA-Title I Bas Gmts Low Inc	3900 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 2
	Outreach Assistant - Timesheet additional hours for night events if needed		\$ 1,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	3900 - Other Pupil Services	2207 - Class Support Salaries Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 2
	Outreach Assistant - Materials for parent meetings/outreach trainings		\$ 1,550.00	3010 - ESSA-Title I Bas Gmts Low Inc	3900 - Other Pupil Services	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 2
	Timesheet Certified staff TSSP (Target 3, SN 1) to promote equity and supports for emerging students		\$ 1,200.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Students	SN 1	SG 1
	Timesheet Classified staff TSSP (Target 3, SN 1) to promote equity and supports for emerging students		\$ 1,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Safety	SN 1	SG 1
Total			\$ 118,497.00								

### 210 - Lathrop 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
	Teacher Pullouts (Target 1, SN 1) Learning walks, PLC, classroom demonstrations, Lesson Design Planning (SUBS)		\$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1195 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	AND SN 2/S G.1 & 2	
	Teacher Pullout - School-Wide Systems (SUBS)		\$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	1195 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	
	Timesheet Certified Staff for ILT (Target 1, SN 1) Afterschool meetings to promote guided leadership, instruction and campus climate.		\$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1197 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	AND SN 2/S G.1 & 2	
	Supporting System wide work - Lesson Design workshops, SBRC Afterschool workshops, Conferences (Target 1, SN 1, SN 2) We don't have the particular conference/workshops picked out yet, but would like to have the ability to send either grade levels and/or ILT to conferences/workshops related to Standards ELA, Math, PLCs, Leadership, and Early Literacy (This includes admission, flight, and/or hotel fees)	TBD	\$ 15,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 2	
	Timesheet Tier 1 & 2 PBIS development (Target 2, SN 1 & 2) Afterschool or before school meetings to promote guided leadership, instruction and campus climate.		\$ 5,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	1197 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 3
	SEL/PBIS/Restorative Practices Afterschool Workshops		\$ 3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1197 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 3
	Timesheet Classified Staff for PBIS Development Our PBIS team puts out a weekly video discussing the week and celebrates students that have been selected for following the Warrior Way		\$ 500.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 3
	PBIS Materials (Target 2, SN 1) signs, posters, warrior bucks	TBD	\$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 3
	PBIS Incentives	Amazon Capital Services Inc	\$ 7,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 3
	Conflict Resolution Program/Restorative Practices Conferences (Target 1, SN 1, SN 2) We don't have the particular conference/workshops picked out yet, but would like to have the ability to send either grade levels to conferences/workshops related to PBIS (This includes admission, flight, and/or hotel fees)	TBD	\$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	GLS - System-Wide Work	SN 1/S G.1 AND SN 2/S G.1 & 2	
	Web License Fees: 5 Star (Target 2, SN 1)	TBD	\$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 3

	Teacher Pullout: SEL/Restorative Practices Lemon's lemon stand members will have access to purchase food, beverages, and paper products for school activities, events, meetings, and trainings. Materials & supplies for family events such as Literacy Night, STEAM Night, Multicultural Night, Fall Festival, Back-To-School, etc.	Amazon Capital Services Inc	\$ 5,000.00	0799 - Prev EMA/CAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, AAS 2	2.2	Safety	SN 1	SG 3
	Books - Incentives (Target 2, SN 1) Book Vending machines and Spanish books		\$ 7,500.00	0799 - Prev EMA/CAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, AAS 3	2.3	Safety	SN 1	SG 2
	Honor Roll (Target 1, SN 1) Medals & Certificates presented to students at semester award ceremonies for meeting our Life Warrior requirements		\$ 5,000.00	0799 - Prev EMA/CAP	1000 - Instruction	4200 - Books Other Than Textbooks	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	SN 1	SG 3
	Junior High Electives: Supplies for electives	TED	\$ 500.00	0799 - Prev EMA/CAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	SN 1/5 G.1 AND SN 2/5 G.1 & 2	
	MUSD Base Junior High Core Electives	TED	\$ 1,000.00	0799 - Prev EMA/CAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4	2.4	Subjects	SN 1/5 G.1 AND SN 2/5 G.1	
	CSTEM Robotics Robotically Curriculum, C-STEM annual subscription	Barco Inc	\$ 500.00	0799 - Prev EMA/CAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4	2.4	Subjects	SN 1/5 G.1 AND SN 2/5 G.1	
	Band Elective: Admission Fees for band to participate in Lathrop/Manteca parades, SUCOE Honor Band		\$ 1,000.00	0799 - Prev EMA/CAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, AAS 4	2.4	Subjects	SN 1/5 G.1 AND SN 2/5 G.1	
	Assemblies to promote climate, connectedness and culture. (One per trimester)	TED	\$ 15,000.00	0799 - Prev EMA/CAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	SN 1	SG 1
	Field Trip Cost & Busing: Adventure 3rd Grade - Adventure bus	TED	\$ 500.00	0799 - Prev EMA/CAP	1000 - Instruction	5024 - Transport By Private Vendor	2004 - 2.4 Goal 2, AAS 4	2.4	Target 1	SN 2	SG 2
	Science Camp (Target 1, SN 1) Fees for students participating in Sky Mountain Science camp	TED	\$ 21,000.00	0799 - Prev EMA/CAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, AAS 4	2.4	Science	SN 2	SG 2
	Science Busing (Target 1, SN 1) The cost of Science Camp busing (this was the cost this school year)	TED	\$ 7,000.00	0799 - Prev EMA/CAP	1000 - Instruction	5024 - Transport By Private Vendor	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	SN 1	SG 1
	Field Trip Busing (MUSD busing & charter buses if MUSD is not available)	TED	\$ 20,000.00	0799 - Prev EMA/CAP	1000 - Instruction	5024 - Transport By Private Vendor	2004 - 2.4 Goal 2, AAS 4	2.4	Safety	SN 1	SG 1
	Teacher Pullouts (Target 1, SN 1) ELD PD and Conferences (SUSBS)		\$ 2,500.00	0799 - Prev EMA/CAP	1000 - Instruction	1105 - Teachers' Salaries Subs	3001 - 3.1 Goal 3, AAS 1	3.1	Students	SN 1	SG 1
	ELD Afterschool workshops		\$ 3,000.00	0799 - Prev EMA/CAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	3001 - 3.1 Goal 3, AAS 1	3.1	Students	SN 1	SG 1
	Bilingual Aide Translation to promote equity and access for Spanish speaking parents/caregivers and emerging students		\$ 1,000.00	0799 - Prev EMA/CAP	1000 - Instruction	2107 - Inst Aides Salaries Hourly	3001 - 3.1 Goal 3, AAS 1	3.1	Target 3	SN 1	SG 1
	Bilingual Aide Translation SSTs, IOLs, IEPs, conferences (Target 1, SN 1, SN 2) We don't have the particular conference/workshops picked out yet, but would like to have the ability to send either grade levels to conferences/workshops related to ELD and Early Literacy (This includes admission, flight, and/or hotel fees)	TED	\$ 1,500.00	0799 - Prev EMA/CAP	1000 - Instruction	2107 - Inst Aides Salaries Hourly	3001 - 3.1 Goal 3, AAS 1	3.1	Target 3	SN 1	SG 1
			\$ 5,000.00	0799 - Prev EMA/CAP	1000 - Instruction	5220 - Conference Expense	3001 - 3.1 Goal 3, AAS 1	3.1	OL5 - System-Wide Work	SN 1/5 G.1 AND SN 2/5 G.1 & 2	
Total			\$ 158,000.00								

## 210 - Lathrop 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
	Afterschool Incentives aligned to academic goals	TED	\$ 3,500.00	2600 - Expanded Learning Enrichment	1000 - Instruction	4310 - Materials & Supplies	7415 - ELOP-Enrichment	2.4	Safety	SN 1	SG 1
	Field Trips (Target 1, SN 1) To promote hands-on and relevant learning activities, school connectedness, engagement and culture. All grade levels will have the opportunity to attend a field trip. Any field trip needs to tie to a grade level standard	TED	\$ 15,000.00	2600 - Expanded Learning Enrichment	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7415 - ELOP-Enrichment	2.4	Subjects	SN 1/5 G.1 AND SN 2/5 G.1 & 2	
	Afterschool Incentives: One per trimester, aligned to academic goals	TED	\$ 3,500.00	2600 - Expanded Learning Enrichment	1000 - Instruction	4310 - Materials & Supplies	7415 - ELOP-Enrichment	2.4	Safety	SN 1	SG 1
	VAPA	TED		6770 - Arts & Music Prog	1000 - Instruction	4310 - Materials & Supplies	6000 - Undesignated	1.4	Subjects	SN 2	SG 2
	Artists in Residence Program with SUCOE (Target 2, SN 1) To promote integrated arts in the classroom and recontinue our partnership with the SUCOE Artists' Program		\$ 7,500.00	6770 - Arts & Music Prog	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	6000 - Undesignated	1.4	Safety	SN 1	SG 1
	ADD SUCOE Arts and Music Electives		\$ 250.00	6770 - Arts & Music Prog	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	6000 - Undesignated	1.4	Subjects	SN 2	SG 2
Total			\$ 31,550.00								

210 - Lathrop 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
	Teacher Pubs/2 (Target 1, SN 1) ELA PD and Conferences (SUBS)		\$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subst	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2 AND SN 2/S G.1 & 2	SG 1
	Teacher Interventions/Tutorials (Target 1, SN 1 & 2) Before or after school academic support (SN 1 Reading), (SN 2 Early literacy)		\$ 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 - Other Subjects	SN 2 AND SN 2/S G.1 & 2	
	Tier 1 & 2 ELA Instructional Afterschool Workshop		\$ 3,000.00	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 2 AND SN 2/S G.1 & 2	SG 1
	Instructional Supplies ELA teacher supplies that are not base	TBD	\$ 4,500.00	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 2 AND SN 2/S G.1 & 2	SG 1
	Amnicorp/Reading Corp Interventionist (Target 1, SN 2) Reading Corp interventionist provide targeted reading skill practice, primarily in the areas of phonemic awareness, phonics, and fluency to K-3 students (2 tutors)		\$ 22,500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Target 1	SN 2/S G.1	
	Teacher Pubs/2 (Target 1, SN 1) PEBC, Math PD, Math Conferences (SUBS)		\$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subst	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1 AND SN 2/S G.1 & 2	SG 1
	Teacher Interventions/Tutorials (Target 1, SN 1 & 2) Before or after school academic support (SN 1 Math), (SN 2)		\$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Other Subjects	SN 1 AND SN 2/S G.1 & 2	
	Tier 1 Instructional Sup/Small Group/Manipulatives (Target 1, SN 1-3) math teacher supplies that are not base	Amazon Capital Services Inc	\$ 4,500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4310 - Materials & Supplies	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1 AND SN 2/S G.1 & 2	
	Tier 1 & 2 Math Instructional Afterschool Workshop		\$ 3,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1	
Total			\$ 57,500.00								

## **Educational Partner Input**

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

### **Involvement Process for the Strategic Plan and Annual Review and Update**

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

#### **Date**

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

#### **Groups**

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

#### **Outcome**

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

## School Site Council Membership

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

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

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

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




**Recommendations and Assurances**

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

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

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

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


Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 5/12/25.

Attested:

	Principal, Anita Tillotson on 5/12/25
	SSC Chairperson, Roxy Valdivia on 5/12/25