



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.

Stella Brockman Elementary School

39685936109532

Manteca Unified School District

39685930000000

School Site Vision

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

School Site Mission

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

Purpose and Description

➤ Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more support (Tier 2) and students who need intensive support (Tier 3). All students, UTK-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)

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
717	51.9	27.1	0.1
Total Number of Students enrolled in Stella Brockman Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
808	70%	28.8%	0.2%
Total Number of Students enrolled in Stella Brockman Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	194	27.1
Foster Youth	1	0.1
Homeless	13	1.8
Socioeconomically Disadvantaged	372	51.9
Students with Disabilities	81	11.3

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	233	28.8%
Foster Youth	2	0.2%
Homeless	39	4.8%
Socioeconomically Disadvantaged	566	70%
Students with Disabilities	92	11.4%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	4
American Indian	4	0.6
Asian	102	14.2
Filipino	22	3.1
Hispanic	387	54
Two or More Races	36	5
Pacific Islander	9	1.3
White	128	17.9

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	3.1%
American Indian	6	0.7%
Asian	128	15.8%
Filipino	22	2.7%
Hispanic	433	53.6%
Two or More Races	42	5.2%
Pacific Islander	11	1.4%
White	141	17.5%

Conclusions based on this data:

1. More than half of the student body comes from socioeconomically disadvantaged backgrounds. Strengthening community outreach and engagement is essential to ensure that all families feel included and actively participate in school life and activities.
2. Stella Brockman has a large population of Hispanic students. Families would benefit from translated communication home.
3. Foster Youth and Homeless students make up the smallest percentage of the student population. With this small population, we need to closely monitor this group's progress and fulfill their needs to help them be successful.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

Every student will be supported to meet/exceed grade level standards in ELA, Math, and Science. Students will be given access to grade level standards by qualified staff and will be provided supports based on individual student need to support their progress toward grade level standards.

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly 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	2365.	2393.	2388.	4.94	15.00	6.67	20.99	18.75	26.67	20.99	28.75	25.33	53.09	37.50	41.33
Grade 4	2440.	2424.	2454.	16.22	10.00	23.61	24.32	15.71	19.44	17.57	21.43	22.22	41.89	52.86	34.72
Grade 5	2509.	2454.	2436.	24.18	8.54	7.14	28.57	17.07	15.71	21.98	34.15	20.00	25.27	40.24	57.14
Grade 6	2485.	2505.	2502.	2.94	10.23	11.94	22.06	30.68	25.37	38.24	27.27	32.84	36.76	31.82	29.85
Grade 7	2540.	2498.	2514.	5.88	7.53	9.38	40.00	20.43	29.17	32.94	33.33	27.08	21.18	38.71	34.38
Grade 8	2543.	2520.	2508.	10.99	0.00	4.26	31.87	31.40	21.28	30.77	40.70	39.36	26.37	27.91	35.11
Grade 11															
All Grades	N/A	N/A	N/A	11.22	8.42	10.13	28.37	22.65	23.21	26.94	31.26	28.27	33.47	37.68	38.40

**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	2364.	2383.	2398.	3.70	6.41	6.67	14.81	17.95	22.67	24.69	28.21	32.00	56.79	47.44	38.67
Grade 4	2429.	2410.	2445.	5.41	1.43	9.72	17.57	18.57	23.61	37.84	30.00	31.94	39.19	50.00	34.72
Grade 5	2467.	2450.	2407.	8.70	8.64	1.43	13.04	11.11	8.57	31.52	25.93	10.00	46.74	54.32	80.00
Grade 6	2475.	2488.	2467.	4.41	9.09	8.82	10.29	12.50	17.65	35.29	34.09	14.71	50.00	44.32	58.82
Grade 7	2483.	2459.	2468.	3.53	2.15	2.08	9.41	8.60	17.71	45.88	23.66	31.25	41.18	65.59	48.96
Grade 8	2518.	2485.	2473.	8.99	3.57	5.26	14.61	9.52	6.32	40.45	38.10	26.32	35.96	48.81	62.11
All Grades	N/A	N/A	N/A	5.93	5.26	5.46	13.29	12.75	15.76	35.99	29.96	25.00	44.79	52.02	53.78

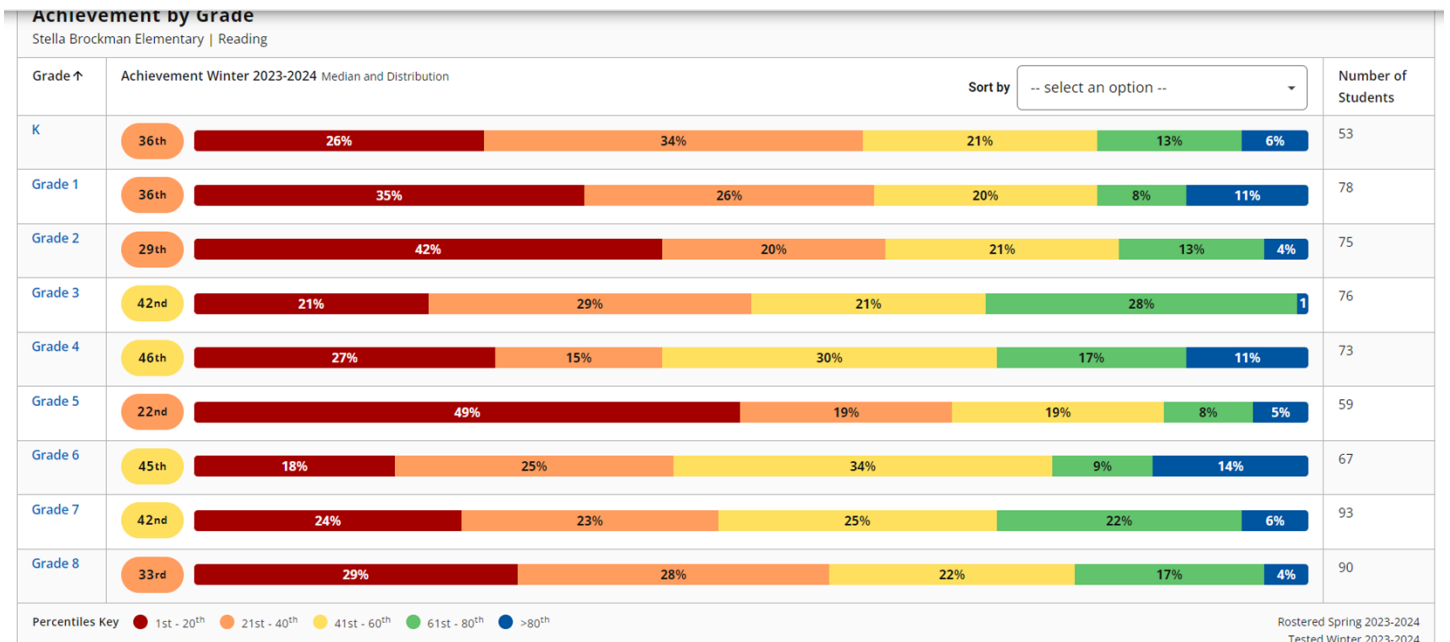
**CAASPP Results
English Language Arts/Literacy (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	39.59	31.06
Female	39.04	36.19
Male	40.17	25.11
American Indian or Alaska Native	--	0
Asian	63.16	34.72
Black or African American	29.63	30.43
Filipino	50.00	50.00
Hispanic or Latino	35.85	28.25
Native Hawaiian or Pacific Islander	--	--
Two or More Races	41.67	44.00
White	36.46	29.47
English Learners	13.27	8.13
Foster Youth	--	--
Homeless	--	28.00
Military	--	--
Socioeconomically Disadvantaged	32.18	27.42
Students Receiving Migrant Education Services	0.00	--
Students with Disabilities	4.92	4.69

CAASPP Results Mathematics (All Students)

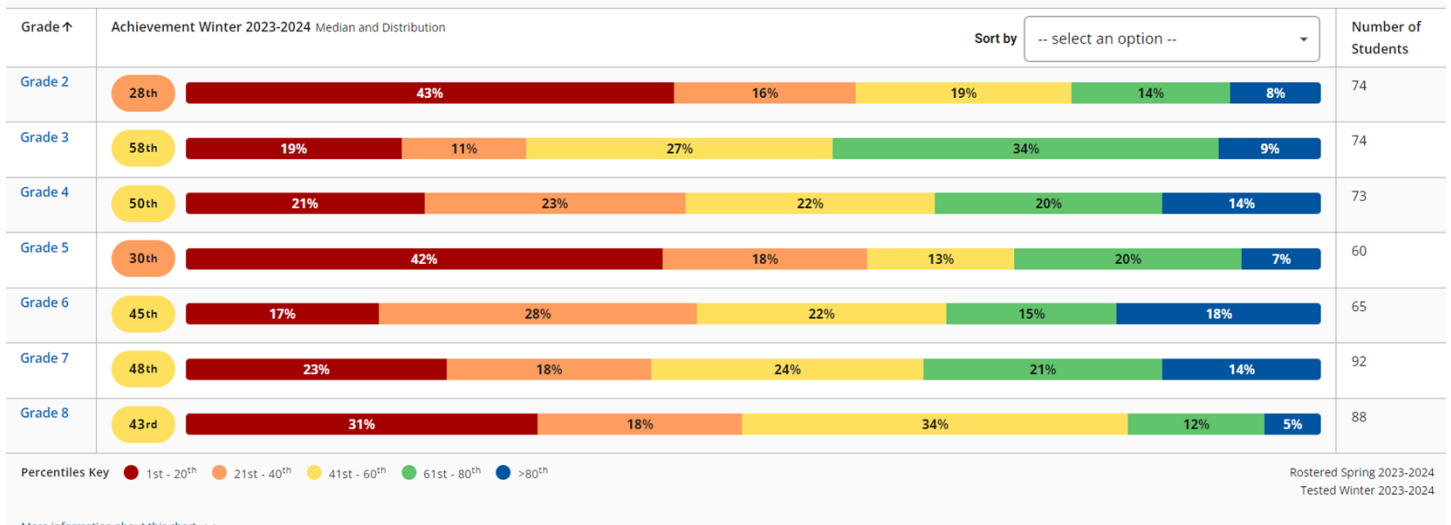
CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	19.22	18.02
Female	15.20	15.41
Male	23.43	21.05
American Indian or Alaska Native	--	0
Asian	42.11	30.56
Black or African American	11.11	18.18
Filipino	8.33	25.00
Hispanic or Latino	14.77	13.21
Native Hawaiian or Pacific Islander	--	--
Two or More Races	16.67	24.00
White	20.83	18.95
English Learners	6.19	4.07
Foster Youth	--	--
Homeless	--	24.00
Military	--	--
Socioeconomically Disadvantaged	13.61	13.73
Students Receiving Migrant Education Services	0.00	--
Students with Disabilities	8.33	6.45

Data








Achievement by Grade






Stella Brockman Elementary | Language Usage








KINDERGARTEN

 Exceeds	3.2%	3.3%
 Meets	0%	0%
 Approaching	0%	0%
 Below	0%	0%
 No Expectation	0%	0%






1ST GRADE

 Exceeds	2.6%	16%
 Meets	0%	3.7%
 Approaching	0%	0%
 Below	0%	0%
 No Expectation	0%	0%






2ND GRADE

 Exceeds	13.8%	3.1%
 Meets	6.9%	17.2%
 Approaching	0%	15.6%
 Below	0%	7.8%
 No Expectation	0%	0%






3RD GRADE

 Exceeds	56.4%	13.6%
 Meets	25.5%	59.1%
 Approaching	3.6%	11.4%
 Below	0%	4.5%
 No Expectation	0%	0%






KINDERGARTEN

 Exceeds	4.8%	23%
 Meets	30.6%	27.9%
 Approaching	17.7%	18%
 Below	43.5%	27.9%
 No Expectation	0%	0%






1ST GRADE

 Exceeds	0%	0%
 Meets	28.2%	40.7%
 Approaching	26.9%	19.8%
 Below	42.3%	19.8%
 No Expectation	0%	0%

2ND GRADE

 Exceeds	0%	0%
 Meets	27.6%	25%
 Approaching	27.6%	18.8%
 Below	24.1%	12.5%
 No Expectation	0%	0%





















3RD GRADE

 Exceeds	0%	0%
 Meets	7.3%	9.1%
 Approaching	5.5%	0%
 Below	1.8%	2.3%
 No Expectation	0%	0%

Phonological Awareness:






Fall 23-24

Winter 23-24






KINDERGARTEN		
 Exceeds	29%	31.1%
 Meets	22.6%	29.5%
 Approaching	45.2%	13.1%
 Below	0%	23%
 No Expectation	0%	0%
1ST GRADE		
 Exceeds	28.2%	0%
 Meets	25.6%	34.6%
 Approaching	17.9%	23.5%
 Below	25.6%	22.2%
 No Expectation	0%	0%
2ND GRADE		
 Exceeds	0%	0%
 Meets	0%	0%
 Approaching	24.1%	0%
 Below	55.2%	56.3%
 No Expectation	0%	0%
3RD GRADE		
 Exceeds	0%	0%
 Meets	0%	0%
 Approaching	0%	0%
 Below	14.5%	11.4%
 No Expectation	0%	0%

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






KINDERGARTEN

 Exceeds	6.5%	3.3%
 Meets	0%	0%
 Approaching	0%	0%
 Below	0%	0%
 No Expectation	0%	0%






1ST GRADE

 Exceeds	3.8%	12.3%
 Meets	14.1%	17.3%
 Approaching	82.1%	70.4%
 Below	0%	0%
 No Expectation	0%	0%






2ND GRADE

 Exceeds	0%	0%
 Meets	13.8%	31.3%
 Approaching	31%	0%
 Below	55.2%	68.8%
 No Expectation	0%	0%






3RD GRADE

 Exceeds	0%	0%
 Meets	78.2%	86.4%
 Approaching	0%	0%
 Below	21.8%	13.6%
 No Expectation	0%	0%






KINDERGARTEN

 Exceeds	22.6%	32.8%
 Meets	22.6%	23%
 Approaching	16.1%	8.2%
 Below	35.5%	32.8%
 No Expectation	0%	0%






1ST GRADE

 Exceeds	0%	0%
 Meets	43.6%	45.7%
 Approaching	20.5%	16%
 Below	33.3%	18.5%
 No Expectation	0%	0%

2ND GRADE

 Exceeds	0%	0%
 Meets	34.5%	37.5%
 Approaching	27.6%	10.9%
 Below	17.2%	7.8%
 No Expectation	0%	0%

3RD GRADE

 Exceeds	0%	0%
 Meets	10.9%	4.5%
 Approaching	1.8%	2.3%
 Below	1.8%	4.5%
 No Expectation	0%	0%

Summative
ELA
Export

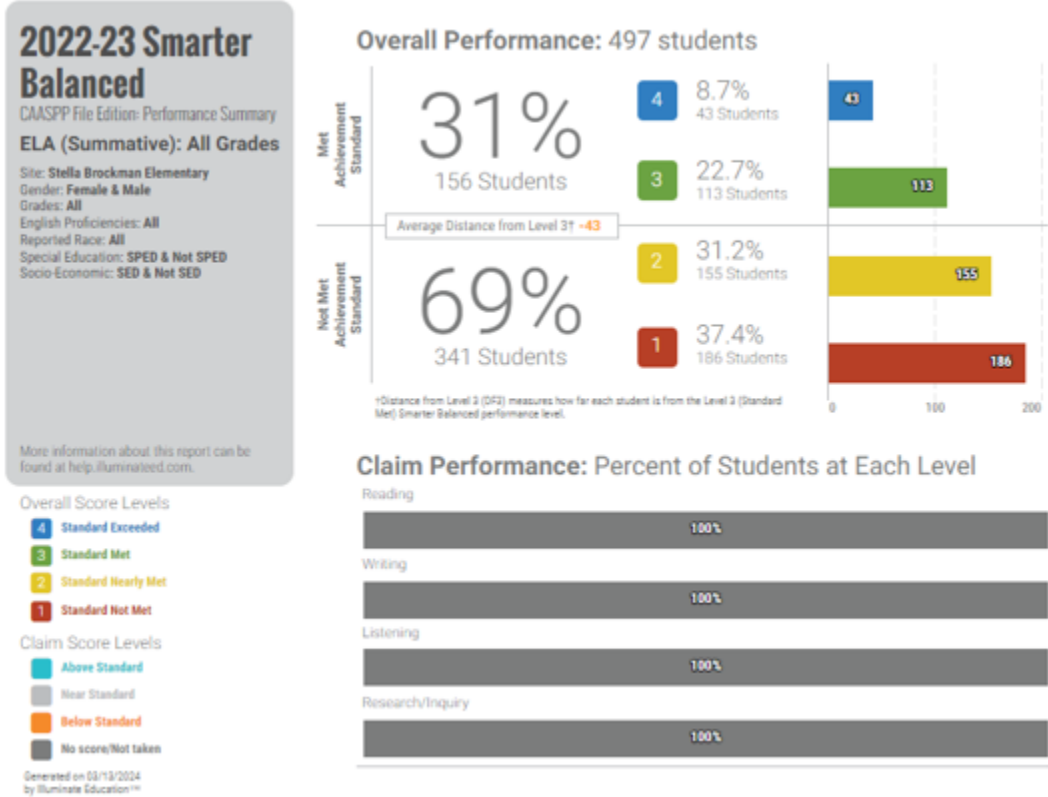
Column Order

Organization
Assessment Grade
Academic Year
Subgroup

empty rows
Display value as
Achievement level

Show
Hide
Percent
Number
All
Grouped

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



Data Analysis

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

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

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

NWEA Reading Fluency Oral Reading Rate (Image 3):

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

NWEA Reading Fluency Listening Comprehension (Image 4):

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

NWEA Reading Fluency Phonological Awareness (Image 5):

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

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

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

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

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

Student Need 1:

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

SMART Goal 1

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

https://musd-my.sharepoint.com/:b:/g/personal/hgutierrez_musd_net/EVgx-y4jtGBNrZw4BHpb-8QB_MMIZ6bRVrwotwczUllig?e=PFw5o6

https://musd-my.sharepoint.com/:p:/g/personal/hgutierrez_musd_net/EZ_KFfNOuIVCv3EbSkLqdGsBg-sw1Ntt-bl83m0Am0Vxdg?e=tcoUPR

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
The site instructional specialist will support all teachers implementation of base/supplemental curriculum (FUNdations) and provide interventions (FUNdations and/or Just Read) to students to support students' reading fluency.	NWEA MAP Reading Fluency (Term Comparison Report)- Percentage of students meeting or exceeding standards. NWEA MAP Reading Growth- School Profile Report Percentage of students meeting or exceeding standards.	NWEA MAP Reading Growth (Winter): K 6% blue, 13% green 1st 11% blue, 8% green 2nd 4% blue, 13% green 3rd 1% blue, 28% green NWEA Reading Fluency (Spring) Phonological Awareness- UTK 33.7% exceeding, 16.3% meeting Kinder 25% exceeding, 31.3% meeting 1st 0% exceeding, 0% meeting 2nd 0% exceeding, 0% meeting Listening comprehension- UTK 45.9% exceeding, 15.3% meeting	Making Progress NWEA MAP Reading Growth (Spring): K 20% blue, 14% green 1st 11% blue, 4% green 2nd 20% blue, 5% green 3rd 1% blue, 10% green NWEA Reading Fluency (Spring): Phonological Awareness: UTK 33.3% Exceeds, 21.8% Meets K 28.2% Exceeds, 21.1% Meets 1st 0% Exceeds, 2.6% Meets 2nd 0% Exceeds, 0% Meets Listening Comprehension:			People

		<p>Kinder 23.4% exceeding, 35.9% meeting 1st 0% exceeding, 50% meeting 2nd 0% exceeding, 38.6% meeting</p> <p>Phonics/Word Recognition- UTK 14.3% exceeding, 57.1% meeting Kinder 17.2% exceeding, 35.9% meeting 1st 0% exceeding, 0% meeting 2nd 0% exceeding, 0% meeting</p>	<p>UTK 32% exceeds, 16.3% meets K 39.4% exceeds, 25.4% meets 1st 0% exceeds, 21.1% meets 2nd 0% exceeds, 21.1% meets</p> <p>Phonics/Word Recognition: UTK 18.4% exceeds, 58.5% meets K 22.5% exceeds, 32.4% meets 1st 0% exceeds, 0% meets 2nd 0% exceeds, 1.3% meets</p>			
All UTK-3rd grade teachers will be trained on FUNdations. Update 5.14.25-site administration will participate in a training to support FUNdations instruction.	Number of teachers trained in FUNdations	<p>UTK: 5/5 teachers trained</p> <p>K: 3/4 teachers trained (1 sub)</p> <p>1st: 3/3 teachers trained</p> <p>2nd: 3/3 teachers trained</p> <p>3rd: 3/3 teachers trained</p> <p>1 RSP teacher trained</p>	<p>Making Progress</p> <p>7/8 UTK teachers trained</p> <p>3 K teachers trained</p> <p>3 1st grade teachers trained</p> <p>3 2nd grade teachers trained</p> <p>1 1st-3rd grade SDC teacher trained</p> <p>3 3rd grade teachers trained</p>			Time Money People
UTK-3rd grade teachers/staff will attend professional development on	Teachers will complete a self-assessment before and after the training to determine their	17/18 classrooms showed some evidence of FUNdations as	Making Progress			People Money Time

FUNdations and/or early literacy instruction during school and/or before/after school.	level of comfortability with the program. Metric discontinued 12/2/24. Administration complete learning walks looking for strong evidence of FUNdations instruction.	measured by the 23-24 school year protocol.				
All UTK-3rd grade teachers will utilize FUNdations with fidelity during daily instruction.	Administration complete learning walks looking for strong evidence of FUNdations usage.	17/18 classrooms showed some evidence of FUNdations usage as measured by the 23-24 school year protocol.	Making Progress			Time Money People
UTK-3rd grade teachers will participate in grade level/span pull out days at least twice a year to support fluency/early literacy instruction.	NWEA MAP Reading Fluency (Term Comparison Report)- Percentage of students meeting or exceeding standards. NWEA MAP Reading Growth- School Profile Report Percentage of students meeting or exceeding standards.	NWEA MAP Reading Growth (Winter): K 6% blue, 13% green 1st 11% blue, 8% green 2nd 4% blue, 13% green 3rd 1% blue, 28% green NWEA Reading Fluency (Spring) Phonological Awareness- UTK 33.7% exceeding, 16.3% meeting Kinder 25% exceeding, 31.3% meeting 1st 0% exceeding, 0% meeting 2nd 0% exceeding, 0% meeting Listening comprehension- NWEA Reading Fluency (Spring) Phonological Awareness- UTK 33.3% Exceeds, 21.8% Meets K 28.2% Exceeds, 21.1% Meets 1st 0% Exceeds, 2.6% Meets 2nd 0% Exceeds, 0% Meets	Making Progress NWEA MAP Reading Growth (Spring): K 20% blue, 14% green 1st 11% blue, 4% green 2nd 20% blue, 5% green 3rd 1% blue, 10% green NWEA Reading Fluency (Spring): Phonological Awareness: UTK 33.3% Exceeds, 21.8% Meets K 28.2% Exceeds, 21.1% Meets 1st 0% Exceeds, 2.6% Meets 2nd 0% Exceeds, 0% Meets			Time Money People

		<p>UTK 45.9% exceeding, 15.3% meeting Kinder 23.4% exceeding, 35.9% meeting 1st 0% exceeding, 50% meeting 2nd 0% exceeding, 38.6% meeting</p> <p>Phonics/Word Recognition- UTK 14.3% exceeding, 57.1% meeting Kinder 17.2% exceeding, 35.9% meeting 1st 0% exceeding, 0% meeting 2nd 0% exceeding, 0% meeting</p>	<p>Listening Comprehension: UTK 32% exceeds, 16.3% meets K 39.4% exceeds, 25.4% meets 1st 0% exceeds, 21.1% meets 2nd 0% exceeds, 21.1% meets</p> <p>Phonics/Word Recognition: UTK 18.4% exceeds, 58.5% meets K 22.5% exceeds, 32.4% meets 1st 0% exceeds, 0% meets 2nd 0% exceeds, 1.3% meets</p>			
ELOP: UTK-8th grade teachers will request and implement after school interventions in the area of essential standards and current student need to meet grade level standards in ELA.	The number of students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.	<p>_____ showed mastery on targeted standard(s) from pre/post assessment.</p> <p>Interventions have not begun-12/6/24</p>	<p>Didn't Meet No interventions were held during the 24-25 school year.</p> <p>Teachers will continue to be encouraged to provide after school interventions based on standards. An interest survey will be sent to staff at the end of this school year.</p>			Time Money People
The site Instructional	Discontinued (Dec 2024) Evaluation of	Baseline: July 2024 K, 2nd,	Making Progress.			Time Money

Leadership Team will meet monthly to discuss site professional development opportunities and to plan/guide individual/site Professional Learning Communities.	Monthly/Weekly Milestone Planning Document to show evidence of PLC best practices and protocols. 12.6.24 Update: Evaluation of PLC minutes/collaboration using the Stages of Team Development to evaluate collaboration time.	3rd, 5th, 7th, 8th grades are in the filling the time stage. UTK, 1st grade, and 4th grade are in the sharing personal practices stage and 6th grade is in the analyzing student learning stage.				People
Students will be provided the opportunity to participate in educational experiences and hands on activities that support the development of background knowledge and reinforce the ELA early literacy standards.	Number of students who showed growth from the pre to post activity assessing the standards covered during the educational experience.	12/6/24 Has not started. _____ showed mastery on targeted standard(s) from pre/post assessment.	Didn't Meet. Grade levels will be encouraged to incorporate more educational experiences and hands-on activities to teach grade level standards.			Money People
Teachers will meet with their grade level team/Professional Learning Community regularly to review, identify, and support student learning around ELA grade level standards.	Discontinued (Dec 2024) Evaluation of Monthly/Weekly Milestone Planning Document to show evidence of PLC best practices and protocols (data analysis, creation of Common Formative Assessments, interventions) 12.6.24 Update: Evaluation of PLC minutes/collaboration using the Stages of Team Development to evaluate collaboration time. Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and	Baseline: July 2024 K, 2nd, 3rd, 5th, 7th, 8th grades are in the filling the time stage. UTK, 1st grade, and 4th grade are in the sharing personal practices stage and 6th grade is in the analyzing student learning stage. 12.5.24 Baseline: 35 Learning Walks Monitored: 5 ELA lessons, 3 with strong evidence, 14	Making Progress.			

	tier 1 strategies for ELA	with some evidence. Tier 1 Strategies: 3 with strong evidence, 19 with some evidence.				
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data collected during learning walks and PLC discussions, all classrooms are receiving FUNdations instruction daily. The instructional specialist has provided FUNdations instruction for classrooms with substitutes due to a late hire and a teacher on leave. Some classrooms have evidence of effective reading instruction. Ongoing learning walks show that all teachers have some evidence of FUNdations with several teachers with strong evidence. Teachers with strong evidence have their FUNdations area set up correctly, follow the lesson plans and use all components of FUNdations appropriately.	https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=wdeQuS Most students who attended UTK scored meeting or exceeding standard on the Fall Reading Growth and Fall Reading Fluency assessments. More than 40% of students are showing proficiency in phonological awareness and phonics/word recognition in kindergarten and 1st grades. Kindergarten has achieved 45% proficiency on the NWEA MAP Reading Growth Assessment.	The next steps are to continue to focus on early literacy instruction and use the data collected from NWEA assessments and CFAs to differentiate reading instruction. Although, many grade levels showed growth on the NWEA MAP Reading assessment in grades K-3, the percentage of students meeting or exceeding standards continues to be lower than the district. Learning Walk form will be updated to collect stronger evidence to inform next steps.	Continue
Cycle 2: Based on data collected during cycle two, our teachers have shown to have a deeper understanding of the grade level standards and professional learning community (PLC) protocol as measured by	https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=3f8aKe Recent Reading Fluency data shows UTK students have shown growth with listening comprehension. Kindergarten students demonstrated growth with	Based on the current data collected throughout cycle 2, the next steps are to work with my Instructional Leadership team and create a rubric to identify areas of focus when looking at FUNdations instruction	Continue

<p>observations and learning walks. Although, more work needs to be done focusing on early literacy instruction and using FUNdations with fidelity. The site instructional specialist has worked with all teachers and supported the implementation of FUNdations. She taught two classes who did not have a credentialed teacher for a period of time. Based on learning walk observations, all teachers UTK through 3rd grade, teach FUNdations daily. All teachers in UTK-3rd grade are trained on FUNdations and using it in their daily instruction. Professional development on FUNdations has been offered. Teachers who attended have shown growth in their instruction as measured by learning walk data. Additionally, site administration has participated in one round of FUNdations training learning how to identify best practices when visiting classrooms and how to support teachers with implementation of the program.</p>	<p>phonological awareness and listening comprehension. First grade showed growth in phonological awareness and listening comprehension. Only second grade showed growth on the recent NWEA MAP Reading assessment moving from 26% to 27% of students in the green/blue bands. This data suggests current instruction develops phonological awareness and listening comprehension skills and teachers must focus on skills that support picture vocabulary and phonics/word recognition.</p> <p>Based on current learning walk data and scoring, our data shows out of 6 classrooms, 5 teachers showed strong evidence of FUNdations (materials correct, lesson card followed) and 1 classroom showing some evidence. This evidence shows that FUNdations instruction is taking place daily but more clear expectations of what strong evidence is needs to be determined by the leadership team.</p>	<p>at the site. In collaboration with our teachers, we need to refine literacy instruction and ensure instruction is taking place daily following the curriculum. Additionally, a discussion took place with 2nd and 3rd grade teachers regarding giving the NWEA Reading Fluency assessment. Beginning next school year, they will give the NWEA Fluency assessment throughout the school year to monitor progress. This data will be used to plan instruction and monitor student progress.</p>	
<p>Cycle 3: Throughout this school year, the site prioritized grade-level standards-based instruction and the development of Professional Learning Communities (PLCs). Implementation of the core curriculum and FUNdations was closely monitored, with support provided by the</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EdIAcNSY-6pBo27UScBxzG0BJhy4_U9WfbyfVlyl_ZDi2w?e=4GJbiw</p> <p>Reading Fluency Data/Analysis: The number of 1st and 2nd grade students who had an oral reading rate increased from fall to spring from 41 students to 59 students. Phonological Awareness:</p>	<p>Based on the data collected from fall of 2024 to spring of 2025, the next steps will be to further provide support around early literacy instruction. Current reading instruction is ineffective with most students declining in proficiency from fall to spring. The site</p>	<p>Continue</p>

<p>instructional specialist and administrative team. Grade-level teams met weekly to assess student progress and plan instruction. However, data collected by administration and the instructional specialist revealed that teams rarely used common formative assessment data to plan targeted interventions. Additionally, after-school intervention programs were not implemented, as no teachers opted to take on that responsibility.</p>	<p>The number of students who scored in the exceeded range increased from fall to spring from 36 to 49. The number of students who scored in the meets range increased from 0 to 32 from fall to spring.</p> <p>Kindergarten showed a decrease in the number of students in the exceeded range, a slight increase in the meets range and a decrease in the approaching range.</p> <p>1st grade had a decrease in the number of students in the exceeds and meets range but an increase in the number of students in the approaching and below range.</p> <p>2nd grade had 35 students in the below range.</p> <p>Phonics/Word Recognition: UTK showed growth from Fall to Spring from 30.6% of students meeting/exceeding to 76.9% meeting/exceeding. All other grade levels did not show growth from Fall to Spring.</p> <p>Listening Comprehension: UTK and Kindergarten showed growth from Fall to Spring with UTK going from 29% to 48.3% meeting or exceeding. Kinder scores increased from 42.8% to 64.8% meeting or exceeding. 1st and 2nd grade had a slight decline in proficiency.</p> <p>NWEA MAP Reading Growth: Looking at the data from Fall to Spring, Kinder-2nd grade students showed a slight decrease in performance from Fall to Spring. No grade levels met the goal of at least 40% proficiency (green/blue).</p> <p>This MAP Reading Fluency and MAP Reading Growth data shows the FUNdations instruction may not be happening with fidelity in grades k-2nd. All UTK-3rd grade classrooms need to focus on early literacy instruction.</p>	<p>instructional specialist along with the principal are scheduled to attend the UnBound Ed Standards Institute in June. This institute will focus on leading standards-based instruction. Additionally, next school year, all site administrators will be aware of the expectation of FUNdation instruction. Frequent learning walks will take place to monitor implementation. Finally, the third grade team will be administering the Reading Fluency assessment along with UTK-2nd.</p>	
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Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP- Students who are not meeting ELA grade level standards will have access to before and/or after school intervention provided by teachers. Teachers will submit intervention request forms to administration with pre/post assessment information. This pre/post data will be collected and submitted to administration.	The number of students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.	12.6.24 Interventions have not begun. showed mastery on targeted standard(s) from pre/post assessment. Not started as of 2/16/25.	Didn't Meet No interventions were held during the 24-25 school year. Teachers will continue to be encouraged to provide after school interventions based on standards. An interest survey will be sent to staff at the end of this school year.			Time Money People
Teachers will have access to professional development training around effective tier 1 ELA/reading instruction and implementation of the ELA base curriculum/standards during the school day before school, after school and during summer. Update 5.14.25 Teachers, site administration and the instructional specialist will have access to professional development training around	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELA	12.5.24 Baseline: Current learning walk protocol showed all classrooms UTK-8th grade had evidence of use of the base curriculum. 56% of lessons had some evidence of Tier 1 strategies.	Making Progress.			Time Money People

effective tier 1 ELA/reading instruction and implementation of the ELA base curriculum/standards during the school day before school, after school and during summer (for example: UnboundEd Standards Institute).						
Teachers will meet with their grade level team/Professional Learning Community regularly to review, identify, and support student learning around ELA grade level standards. Grade level teams will analyze data and determine disproportionate groups of students such as male students' achievement on standards. Interventions and supports will be put in place to support their access to grade level standards.	<p>Evaluation of Monthly/Weekly Milestone Planning Document to show evidence of PLC best practices and protocols (data analysis, creation of Common Formative Assessments, interventions)</p> <p>12.6.24 Update: Evaluation of PLC minutes/collaboration using the Stages of Team Development to evaluate collaboration time.</p> <p>Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELA</p>	<p>Baseline: July 2024 K, 2nd, 3rd, 5th, 7th, 8th grades are in the filling the time stage. UTK, 1st grade, and 4th grade are in the sharing personal practices stage and 6th grade is in the analyzing student learning stage.</p> <p>12.5.24 Baseline Current learning walk protocol showed all classrooms UTK-8th grade had evidence of use of the base curriculum. 56% of lessons had some evidence of Tier 1 strategies.</p>	Making Progress.			People Time
Teachers will participate in at least two pull out	Learning Walk Rubric data collection: Teachers with strong	12.5.24 Current learning walk	Making Progress.			Time Money People

<p>days with their grade level team/PLC, instructional specialist, and administration to plan and design standards-based lessons using the base and supplemental curriculum to support students' understanding of the English Language Arts standards.</p>	<p>evidence of use of the base curriculum and tier 1 strategies for ELA</p> <p>Update March 2025-Learning Walk Data Collection Form</p>	<p>protocol showed all classrooms UTK-8th grade had evidence of use of the base curriculum. 56% of lessons had some evidence of Tier 1 strategies.</p> <p>March 2025 Strategies Observed: Sentence Stems/Frames Think-Pair-Share Strategic Questioning Paired Response Frames</p> <p>50% of the classrooms had students doing more talking than teachers</p> <p>Grouping: 52% of classrooms had whole group instruction 20% had small group 17% individual work 11% Partner work</p>				
<p>The site instructional specialist will support all teachers' implementation of base/supplemental curriculum for ELA and provide small group intervention (Just</p>	<p>Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELA</p> <p>Updated March 2025-pre/post assessment will be given to</p>	<p>12.5.24 Current learning walk protocol showed all classrooms UTK-8th grade had evidence of use of the base curriculum.</p>	<p>Making Progress.</p>			<p>People Time</p>

Words) to students who are not meeting grade level expectations.	students in the Just Words intervention to measure progress.	56% of lessons had some evidence of Tier 1 strategies. March 2025- No baseline, intervention in progress.				
Site admin, teachers, Instructional Leadership Team, and the instructional specialist will work with David LaRose to support the development and fidelity of site Professional Learning Communities (PLCs).	Evaluation of Monthly/Weekly Milestone Planning Document to show strong evidence of PLC best practices and protocols. 12.6.24 Update: Evaluation of PLC minutes/collaboration using the Stages of Team Development to evaluate collaboration time.	Baseline: July 2024 K, 2nd, 3rd, 5th, 7th, 8th grades are in the filling the time stage. UTK, 1st grade, and 4th grade are in the sharing personal practices stage and 6th grade is in the analyzing student learning stage.	Making Progress.			Time Money People
The site Instructional Leadership Team will meet monthly to discuss site professional development opportunities and to plan/guide individual team Professional Learning Communities. Added March 2025- The site's Instructional Leadership Team (ILT) will identify Tier 1 instructional strategies to focus on, provide training on the strategy(ies), and create rubrics to use during learning walks.	Evaluation of Monthly/Weekly Milestone Planning Document to show strong evidence of PLC best practices and protocols. 12.6.24 Update: Evaluation of PLC minutes/collaboration using the Stages of Team Development to evaluate collaboration time. March 2025: Rubric will be created for each site focus looking for strong evidence of the strategy.	Baseline: July 2024 K, 2nd, 3rd, 5th, 7th, 8th grades are in the filling the time stage. UTK, 1st grade, and 4th grade are in the sharing personal practices stage and 6th grade is in the analyzing student learning stage. March 2025: Rubric will be used after it is completed.	Making Progress.			Time Money People

Students will be provided the opportunity to participate in educational experiences and hands on activities that support the development of background knowledge and reinforce the ELA standards.	Pre/Post activity assessment of the standards covered during the field trip (# of students who showed growth)	Not started as of 12/6/24 showed mastery on targeted standard(s) from pre/post assessment. Not started as of 2/16/2025	Didn't Meet. Grade levels will be encouraged to incorporate more educational experiences and hands-on activities to teach grade level standards.			Time Money
Students in 7th and 8th grade will have access to interventions and electives that support their understanding of the ELA standards and the development of 21st century skills. (Genius Hour, Computer Literacy, Yearbook, etc.)	NWEA Reading Growth % of students meeting/exceeding proficiency	NWEA MAP Reading Growth Spring 2024 % of students in green/blue: 7th grade: 20% 8th grade: 21%	Making Progress. NWEA MAP Reading Growth Spring 2025 % of students in green/blue: 7th Grade: 22% 8th Grade: 31%			Money People
Teachers will implement the base curriculum for PE, Science, and Social Studies to support reading, writing, speaking and listening and increase proficiency in the areas of Informational Text and Vocabulary.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum for PE, Science, and/or Social Studies	12.6.24 5/35 learning walks used base curriculum for science.	Making Progress. 6/52 Documented learning walks used base curriculum for Science/SS			People Money Time

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: During the beginning of the 24-25 school year, site professional development and Professional Learning	https://musd-my.sharepoint.com/:w:/g/personal/hgu_tierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=wdeQuS	Based on the current data collected from assessments, learning walks, and surveys, the site needs to continue to	Continue

<p>Communities (PLCs) focused on standards-based instruction, assessing student progress toward standards, and designing lessons that meet the needs of all students. Some of the action items have yet to be implemented such as interventions and educational experiences to reinforce ELA standards. Learning walks are taking place regularly. As of now, learning walks consist of administration and the site's instructional specialist. The instructional specialist has assessed fourth grade students to determine need for Just Words intervention. The Instructional Leadership Team (ILT) is meeting monthly to review site data and discuss how to improve instruction. As a leadership team, we have identified a Tier 1 focus strategy, oral language and vocabulary, and agreed on what learning targets look like at the site. These strategies were reviewed at a staff PD in November with the expectation that the strategies are implemented into daily instruction.</p>	<p>Kindergarten has 45% of students in the blue/green band. Sixth grade has 18% of students meeting/exceeding standard on Reading and 21% meeting/exceeding standard on Language Usage. Sixth grade had the lowest performance on the NWEA MAP Reading and Language Usage assessments. All other grade levels scored above 20% proficiency in Growth Reading and above 30% proficiency in Language Usage.</p> <p>Professional Learning Communities met expectations on PLC minutes. Most teams are in the "Filling the Stage or Sharing Personal Practices Stage" of PLCs based on an admin review of the Stages of Team Development completed in early November. (Located in the Collaborative Teams binder in the office)</p> <p>The pre-assessment completed after the site-based PD on Tier 1 strategies showed 5 teachers had a strong level of understanding of Oral Language and Vocabulary strategies, 20 had some knowledge and 4 had little knowledge. Seven teachers are very comfortable with the strategies. A post-assessment will be completed during the next staff PD.</p>	<p>focus on evidence based instructional strategies to meet the needs of all learners. The evidence shows we are not effectively supporting our students who are not meeting grade level standards. Our PLCs and professional development need to focus on strategies that support all learners. Daily intervention (WIN) time must address students who are not meeting standards. This will be accomplished by reviewing data in grade level teams and planning interventions to address the learning gaps. Learning walk survey updated to collect stronger evidence of metrics.</p>	
<p>Cycle 2: Based on current NWEA MAP data from the Winter window, only one grade level, kindergarten, has met the goal for achievement as determined by the assessment. With that being said, only three grade levels (2nd, 5th, 6th) showed growth on the NWEA MAP Reading assessment from fall to</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EdIAcNSY-6pBo27UScBxzG0Bh07YRXTKyyZDqTIEm4RfTQ?e=h9gSQC https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZI6u9Acky6Q?e=VstgJg</p> <p>Current MAP data shows kindergarten has met the goal of over 40% of their</p>	<p>The next steps to continue to support our students meeting grade level ELA standards is to continue to focus on building strong professional learning communities (PLCs). Based on the data, when teams are collaborating regularly and following the PLC process, students benefit.</p>	<p>Refine</p>

<p>winter. All other grade levels (K, 1st, 3rd, 4th, 7th, 8th) declined in achievement from fall to winter.</p> <p>After school interventions have not started at the site. Teachers have been offered the opportunity to run an after-school intervention, but none have expressed interest to date.</p> <p>Administration is working on training the site's resident substitutes to provide after-school interventions.</p> <p>In November, all teachers participated in a site professional development focused on Tier 1 strategies, specifically oral language and vocabulary strategies. This focus was determined by the site's Instructional Leadership team. The site professional development training was developed by the principal and instructional specialist. Our Tier 1 instructional strategy focus was Oral Language and Vocabulary. a survey was created to monitor strategies observed after an initial professional development focusing on 4 core strategies. In early February, all grade levels participated in pull out days where each grade level went on learning walks at the site looking for oral language and vocabulary development strategies. Additionally, the site's instructional specialist created an exemplar lesson to include Tier 1 strategies.</p>	<p>students in the green/blue bands (42%) on the reading assessment. Second grade, 5th grade, and 6th grade showed growth on the NWEA MAP Reading Assessment.</p> <p>Learning Walk Data collected during the school year shows that 16 out of 49 classrooms visited had evidence of strong usage of the base curriculum. Evidence of Tier 1 strategies was measured, out of the 49 classrooms, 3 had strong evidence, 19 had some, 12 had little. Specifically looking at ELA, 2 classrooms had strong evidence and 7 had some evidence.</p> <p>The survey created to measure Oral Language and Vocabulary strategies observed during learning walks found out of 177 entries: 95 observations took place during ELA, the top two strategies observed were sentence stems/frames and think-pair-share. Out of the 177 observations, 50% (88) showed that students did the majority of the talking, and 52% of the observations had students participating in whole group instruction. Based on this evidence, teachers are regularly implementing oral language opportunities in their daily instruction. Additionally, most classrooms are using the base curriculum to facilitate each lesson. The grade levels that showed growth on the most recent MAP assessments show evidence of regular PLC collaboration.</p>	<p>Furthermore, to provide teachers with clear expectations, the site instructional leadership team with input from teachers, will create rubrics to determine what strong, some, little or no evidence of each strategy is.</p> <p>Finally, our site instructional specialist is using Just Words as an intervention with our fourth-grade students. This intervention will continue this school year. Next school year, additional groups will be targeted to participate in this intervention.</p>	
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<p>Cycle 3:</p> <p>At the end of the school year, there were no grade levels that met the goal of 40% of students in the green/blue band for NWEA MAP Reading. During this cycle, grade level teams met weekly to analyze data, create common formative assessments, and plan instruction.</p> <p>After school interventions were not held during this school year. Although administration asked for teachers to run interventions after school, there were no teachers interested in it. On the end of the year survey, teachers were asked if they were interested in facilitating interventions next school year, several of them said there are. We will plan after school interventions next school year and monitor progress.</p> <p>The instructional specialist worked with a select group of 4th graders using Just Words. Based on a pre/post assessment given to the students in the intervention, many benefited from this additional support. The students participated in this during WIN time.</p> <p>The ILT continues to meet monthly. We review data, discuss and improve on the PLC process and create rubrics to support site learning walks and clearly communicate expectations to the teams.</p> <p>Students had the opportunity to go on field trips during this school year. No grade levels</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6</p> <p>NWEA MAP Reading Growth Data (% of students in green/blue bands)</p> <p>All Students- 22%</p> <p>Kinder- 34%</p> <p>1st- 14%</p> <p>2nd- 25%</p> <p>3rd- 11%</p> <p>4th- 20%</p> <p>5th- 15%</p> <p>6th- 24%</p> <p>7th- 22%</p> <p>8th- 31%</p> <p>Based on current MAP Reading data, only 6th grade has shown growth from Fall to Spring. All other grades showed a decline in the percentage of students in the green/blue bands.</p> <p>Learning walk data showed most classrooms using the base curriculum for ELA. Additionally, all K-3rd grade classrooms are using FUNdations daily. Most classrooms had some evidence of the use of base curriculum. Most classrooms had some evidence of Tier 1 strategies. Additionally, learning walk data collected during site pull out days showed evidence of teachers using the following strategies: sentence frames/stems, paired response frames, think-pair-share, and strategic questioning. During these learning walks, 50% of the observers saw students doing more of the talking in the classroom. Additionally, the most frequent student grouping observed was whole group instruction.</p> <p>This data shows a need for continued professional development to support the needs of all learners. Students are not making sufficient progress toward grade level standards. More attention needs to be paid to reading instruction</p>	<p>Based on the data analysis, actions need to be taken to improve daily instruction inside of the classroom.</p> <p>Teachers are teaching and assessing standards, but the focus needs to shift to the delivery of the instruction and meeting the needs of all students. Based on teacher surveys, they want more training on instructional practices.</p> <p>During the 25-26 school year, administration will work with the instructional specialist to create a professional development plan and share that plan with teachers. Additionally, more professional development will be imbedded into staff meetings.</p> <p>Administration and the site instructional specialist will attend Unbound Ed Standards Institute in June (2025). This institute focuses on leadership. The goal is to have a better understanding of how to lead our teams and support student learning.</p> <p>A focus for next school year will be on WIN time. Teachers will be provided support during this time to ensure interventions and extensions are taking place within this access time. We will provide professional development and model expectations.</p>	<p>Refine</p>
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<p>requested educational experiences. We will continue to look for ways to support student learning and provide hands on experiences.</p> <p>Our 7th/8th grade teachers took a step toward fully implementing WIN in middle school. During WIN, students were placed in classes that they needed additional support in, such as math intervention.</p> <p>Learning walks support the data that teachers are using the base curriculum to teach social studies, science and PE. This year, teachers began the work of cross curricular instruction, using the social studies or science text to support ELA instruction. Many grade level teams have been observed planning instruction this way.</p>	<p>and teaching students at the proficient level.</p>	<p>On the end of the year survey, teachers were asked if they were interested in facilitating interventions next school year, several of them said there are. We will plan after school interventions next school year and monitor progress.</p> <p>Finally, the Instructional Leadership Team (ILT) has begun the process of building rubrics to guide site instructional practices. Two rubrics have been created for learning objectives and oral language strategies. The team will continue to create the rubrics during their first meeting before the school year begins. We will bring the rubrics to the grade level teams to gather feedback.</p>	
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Progress Monitoring 25-26

Progress Monitoring

Data

2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary

Math (Summative): All Grades

Site: Stella Brockman Elementary

Gender: Female & Male

Grades: All

English Proficiencies: All

Reported Race: All

Special Education: SPED & Not SPED

Socio-Economic: SED & Not SED

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

Overall Score Levels

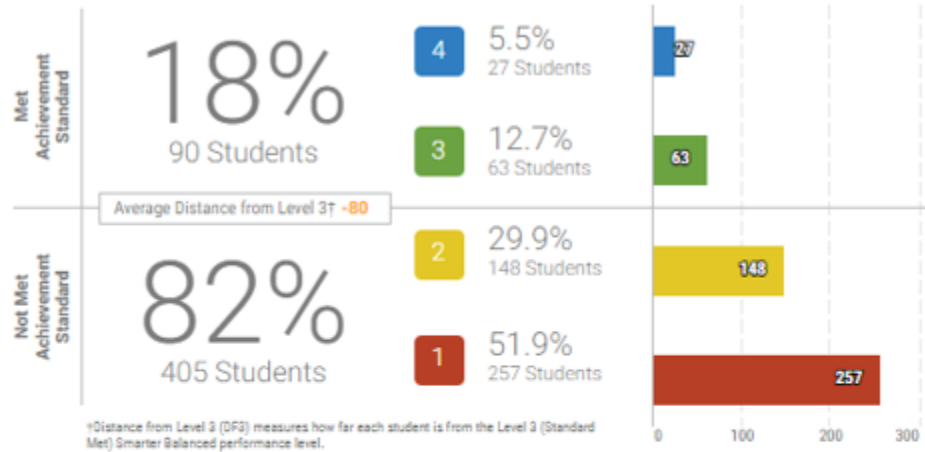
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

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

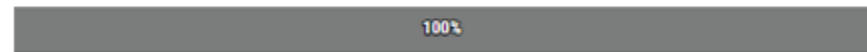
Generated on 03/13/2024
by Illuminate Education™

Overall Performance: 495 students

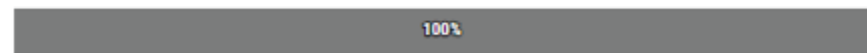


Claim Performance: Percent of Students at Each Level

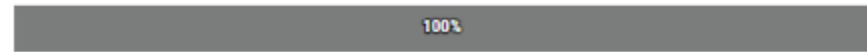
Concepts & Procedures



Problem Solving & Modeling/Data



Communicating Reasoning



Summative Math Export

Column Order

Organization Assessment Grade Academic Year Subgroup

empty rows Display value as Achievement level

Show Hide Percent Number All Grouped

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

Student Growth Summary Report

Aggregate by School

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

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Stella Brockman Elementary

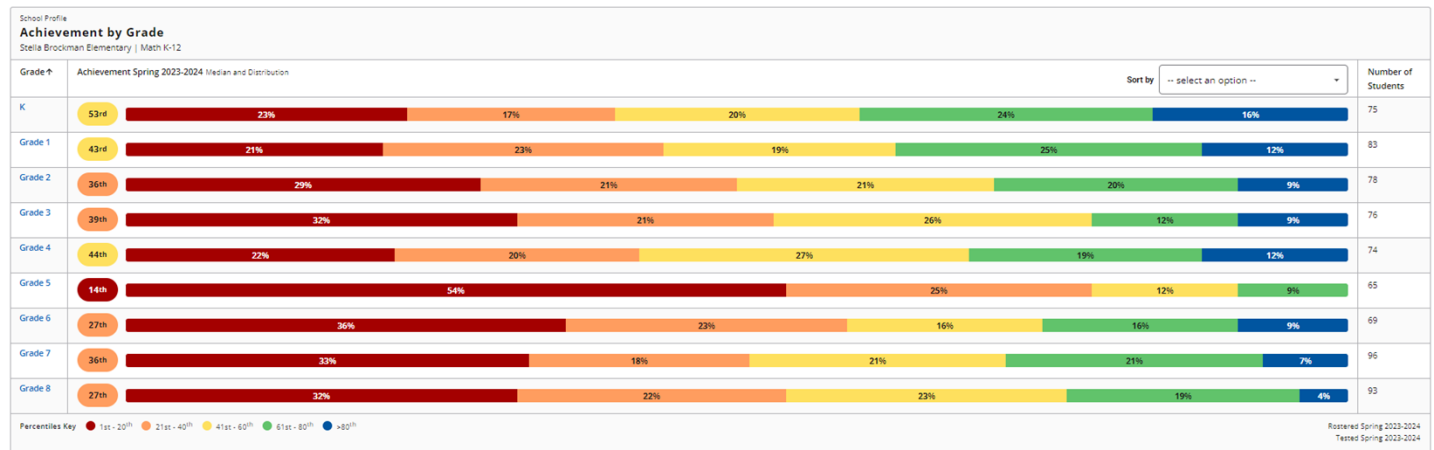
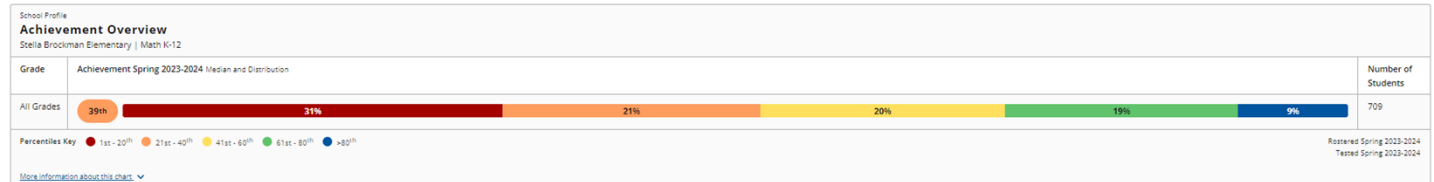
Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against					
		Fall 2023			Spring 2024			Growth			Grade-Level Norms		
		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	Student Norms
													Number of Students With Growth Projections
PK	0	**			**			**					**
K	58	137.3	11.9	34	156.3	13.4	44	19	1.3	17.9	0.50	69	58
1	77	154.2	13.4	16	175.5	13.0	44	21	1.0	16.5	1.91	97	77
2	75	165.6	13.7	5	184.4	15.6	21	19	1.2	14.3	1.97	98	75
3	72	182.8	11.6	17	196.5	12.5	24	14	0.9	12.3	0.64	74	72
4	74	192.9	14.5	16	206.4	15.7	29	14	0.9	10.5	1.49	93	74
5	61	197.5	13.9	6	203.0	14.7	3	6	1.0	8.5	-1.30	10	61
6	66	206.7	13.0	15	215.1	17.3	18	8	1.2	7.7	0.33	63	66
7	90	212.9	16.0	20	219.9	17.8	23	7	0.8	6.2	0.39	65	90
8	85	213.7	15.7	12	222.2	17.1	21	8	0.8	5.2	1.36	91	85

Math: Math K-12



Stella Brockman Elementary



Data Analysis

Image 1: CAASPP Performance on the Math Assessment

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

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

Image 2: CAASPP Performance by Grade Level on the Math Assessment
 All grade levels have over 60% of students not meeting standard. Third grade had the most students meeting standard with 23% of students meeting grade level standards. Compared to district achievement, almost all grade levels fall below the district average on this assessment.

Image 3: MAP Math Student Growth Report
 Based on the Spring 2024 MAP assessments, all grade levels met their projected growth except fifth grade. The average percentage of students who met their growth projection was over 60%. Grades five, six, and seven have the lowest percentage of students who met their growth projection.

Image 4: MAP Spring Achievement
 This data indicates a need for 5th grade to have interventions to improve their understanding of grade level standards. 79% of students are not meeting standards. Kindergarten, first grade, and fourth grade are in the yellow percentile range (41st-60th percentile).

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP- Students who are not meeting math grade level standards will have access to before and/or after school intervention provided by teachers. Teachers will submit intervention request forms to administration with pre/post assessment information. This pre/post data will be collected and	The number of students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.	_____ showed mastery on targeted standard(s) from pre/post assessment. 12/6/24 Has not begun.	Didn't Meet No interventions were held during the 24-25 school year. Teachers will continue to be encouraged to provide after school interventions based on standards. An interest survey will be sent to staff at the end of this school year.			Time Money People

submitted to administration.						
Teachers will have access to professional development training around effective tier 1 math instruction, PEBC Workshop Model, and implementation of the math base curriculum during the school day before school, and after school.	<p>Number of teachers working with the PEBC coach.</p> <p>Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for math</p> <p>12.6.24 Post-survey will be given after professional development. Looking for strong understanding of the topic.</p>	<p>4 teachers- kinder, 1st, 3rd, 4th</p> <p>12.6.24 Learning Walks: 6 teachers were observed using MyMath to facilitate a lesson. 56% of lessons had some evidence of Tier 1 strategies</p> <p>12/9/2024 Survey will be created. To be completed during cycle 2</p>	<p>Making progress.</p> <p>Learning walks: Out of the 52 documented learning walks, 11 classrooms were observed having a math lesson/using the base curriculum. 56% of teachers had evidence of using the base curriculum and tier 1 strategies.</p> <p>Post survey was created but not utilized. One teacher went to math training. 5 teachers worked with our PEBC math coach.</p>			Time Money People
Teachers will meet with their grade level team/Professional Learning Community regularly to review, identify, and support student learning around math grade level standards. Grade level teams will analyze data and determine disproportionate groups of students such as female students'	<p>Evaluation of Monthly/Weekly Milestone Planning Document to show strong evidence of PLC best practices and protocols.</p> <p>12.6.24 Update: Evaluation of PLC minutes/collaboration using the Stages of Team Development to evaluate collaboration time.</p> <p>NWEA MAP Math Growth- School Profile Report</p> <p>Percentage of students meeting or</p>	<p>Baseline: July 2024 K, 2nd, 3rd, 5th, 7th, 8th grades are in the filling the time stage. UTK, 1st grade, and 4th grade are in the sharing personal practices stage and 6th grade is in the analyzing student learning stage.</p> <p>NWEA MAP Math Growth:</p>	Making progress.			Time

achievement on standards. Interventions and supports will be put in place to support their access to grade level standards.	exceeding standards (green/blue band). May 2025- Teachers will be surveyed throughout the year to monitor PLCs.	Kinder: 20% blue, 24% green 1st: 9% blue, 17% green 2nd: 5% blue, 19% green 3rd: 4% blue, 17% green 4th: 4% blue, 16% green 5th: 3% blue, 9% green 6th: 4% blue, 18% green 7th: 2% blue, 18% green 8th: 5% blue, 10% green				
Teachers will participate in at least two pull out days with their grade level team/PLC, instructional specialist, and administration to plan and design standards-based lessons using the base and supplemental curriculum to support students' understanding of the mathematics standards.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for math. Evaluation of Monthly/Weekly Milestone Planning Document to show evidence of PLC best practices and protocols. 12.6.24 Update: Evaluation of PLC minutes/collaboration using the Stages of Team Development to evaluate collaboration time.	12.6.24 Learning Walks: 6 teachers were observed using MyMath to facilitate a lesson. 56% of lessons had some evidence of Tier 1 strategies Baseline: July 2024 K, 2nd, 3rd, 5th, 7th, 8th grades are in the filling the time stage. UTK, 1st grade, and 4th grade are in the sharing personal practices stage and 6th grade is in the analyzing student learning stage.	Making progress.			Time Money People
The site instructional specialist will support all	Number of teachers who are working with the instructional specialist.	8 teachers working with the IS	Making progress.			Time People

teachers' implementation of base/supplemental curriculum for mathematics.	Observed instructional growth as determined by Learning Walk data collection for targeted teachers: teachers with strong evidence of use of the base curriculum and tier 1 strategies for math	12.6.24 Learning Walks: 6 teachers were observed using MyMath to facilitate a lesson. 56% of lessons had some evidence of Tier 1 strategies	6 teachers had ongoing support from the site instructional specialist. Out of the 52 documented learning walks, 11 classrooms were observed having a math lesson/using the base curriculum. 56% of teachers had evidence of using the base curriculum and tier 1 strategies.			
Teachers will have the opportunity to work with a PEBC coach to support the implementation of the Workshop Model/Math Thinking Practices. This work will take place during the school day and/or after school.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum, the workshop model, and tier 1 strategies for math	12.6.24 Learning Walks: 6 teachers were observed using MyMath to facilitate a lesson. 56% of lessons had some evidence of Tier 1 strategies	Making progress. Out of the 52 documented learning walks, 11 classrooms were observed having a math lesson/using the base curriculum. 56% of teachers had evidence of using the base curriculum and tier 1 strategies.			Time Money People
Site admin, teachers, Instructional Leadership Team, and the instructional specialist will work with David LaRose to support the development and fidelity of site Professional	Evaluation of Monthly/Weekly Milestone Planning Document to show evidence of PLC best practices and protocols. 12.6.24 Update: Evaluation of PLC minutes/collaboration using the Stages of	Baseline: July 2024 K, 2nd, 3rd, 5th, 7th, 8th grades are in the filling the time stage. UTK, 1st grade, and 4th grade are in the sharing personal practices stage	Making progress. 49% of teams during weekly PLCs were in the Sharing Personal Experiences stage. 29% were observed in the			Time Money People

Learning Communities (PLCs).	Team Development to evaluate collaboration time.	and 6th grade is in the analyzing student learning stage.	Developing Common Assessments stage and 11% were observed in the Reflecting on Instruction stage.			
Students in 7th and 8th grade will have access to interventions and electives that support their understanding of the math standards and the development of 21st century skills. (STEM, Financial Literacy, etc.)	Number of electives offered to 7th/8th grade students.	5 Total: STEM, Genius Hour (2 periods), Math Intervention (2 periods)	Making progress. Electives offered during 24-25 STEM/Robotics, Bridge to Success, Strategy Games, Leadership Media, Computer Literacy, PBIS Partners, Leadership.			Time Money People
Certificated staff will have the opportunity to attend conferences/workshops to improve Tier 1 math instruction/standards based instruction.	Staff will complete a self-assessment before and after the training to determine their level of comfortability with the program. 12.12.24 Update: Post assessment will be completed after conferences/workshops to measure growth in practices/understanding.	12.6.24 No conferences/workshops attended.	Not met. Survey was created. Survey was not completed after trainings.			Time Money People
Added March 2025- The site's Instructional Leadership Team (ILT) will identify Tier 1 instructional strategies to focus on, provide training on the strategy(ies), and create rubrics to	March 2025: Rubric will be created for each site focus looking for strong evidence of the strategy.	March 2025: No baseline. Will begin after completion of rubric	Making progress.			

use during learning walks.						
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: All teachers have attended PEBC math training or district math training to support instruction. Teachers were trained on best practices and how to find resources in the curriculum to support instruction.</p> <p>Last school year, all teachers were trained by PEBC trainers to support implementation of math workshops. Four teachers in various grades worked with the PBEC math coach at the site to implement math workshops in their instruction. Additionally, site PD focused on components of math workshops and designing engaging math lessons. Of the four teachers who worked with the coach last school year, two continued this school year. Additionally, two new teachers are participating in the coaching opportunity.</p> <p>Our jr. high students have various elective options such as STEM, Strategy Games, and Math Intervention to support student understanding of grade level standards. Interventions outside of the instructional day have not</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=wdeQuS</p> <p>Learning walk data was collected during weekly observations. The data showed 56% of lessons had some evidence of Tier 1 strategies and 55% of lessons with some evidence of base curriculum use. 10% of lessons had strong evidence of base curriculum and 9% with strong evidence of Tier 1 strategies. 12.6.24 Learning Walk survey updated to collect stronger evidence of metrics.</p> <p>PLC minutes demonstrate knowledge of the PLC process and PLC conversations. Evaluation of the PLC teams showed growth from last school year based on the Stages of Team Development criteria.</p>	<p>The next steps are to provide more opportunities for professional development at the site to address trends recognized during learning walks. The MAP data and learning walk data show that most students' needs are not being addressed during daily instruction. Teachers need to continue to work in their grade level teams with support from administration and the site's instructional specialist to differentiate instruction. Upon returning from winter break, teachers will review what students need to know before entering their grade level. Vertical articulation will happen between grade levels to work toward preparing students for the next grade level.</p>	Continue

been provided by teachers yet.			
<p>Cycle 2:</p> <p>During cycle 2, PEBC math coaching continued with teachers who opted to participate in the coaching program. These teachers are provided with support lesson planning and the PEBC coach helps facilitate lessons. Additionally, two teachers are participating in lab classes and have had several opportunities to observe lab classes and facilitate their own lab class. Teachers who are using math workshop techniques have not yet seen an impact on MAP assessment scores, but the students have a deeper understanding of mathematical practices based on observational data.</p> <p>The site has yet to implement after school interventions. Teachers have not submitted intervention requests. Teachers have participated in two rounds of pull out days. The first round focused on standards based report cards and teachers had the opportunity to observe other classrooms. The second round focused on instruction and instructional strategies such as implementing oral language and vocabulary strategies into daily instruction. During the second round of pull out days, the site instructional specialist created and reviewed a lesson with the</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=UiMo2K</p> <p>Winter MAP data shows some regression in grades 1, 2, 3, 4, and 7. Kindergarten, fifth and eighth grades maintained their scores and sixth grade showed growth. The grade level that showed growth, sixth grade, has a strong PLC team. It is evident that the teachers use data to respond to student needs. Current MAP data is an indication that more professional development is needed to support math instruction.</p> <p>Learning walk data shows continued use of the base curriculum to facilitate lessons. Some tier 1 strategies are observed. In classrooms that are participating in PEBC coaching, students can be observed communicating their learning and engaged in lessons.</p>	<p>The next steps to support math instruction are to provide teachers with additional professional development opportunities focusing on math instruction. This will be accomplished by working with the site's instructional specialist to plan professional development opportunities for math. We will use the Minds on Mathematics book to support this professional development. Additionally, the instructional leadership team will work to create a rubric and gather input from teachers to determine what math instruction should look like at the site and during learning walks. This rubric will focus on a specific strategy.</p>	<p>Add new action item</p>

<p>strategies embedded. Additionally, teachers went with administration on learning walks. Observations were collected and shared with all teaching staff. The instructional leadership team had time to complete learning walks in all grade levels. The discussion after the learning walks focused on observed concerns and next steps. This time was valuable and provided teams opportunities to collaborate and share strategies.</p> <p>Site PLCs continue to happen weekly. Teachers work with their teams focusing their work around the 4 questions. PLC monitoring has shown teams progressing in their understanding of PLCs. A recent survey shows that teams value the time they have together.</p>			
<p>Cycle 3:</p> <p>Overall, math instruction has improved as evidenced by the MAP data and site learning walks. We had 5 teachers working with the PEBC coach. They met with her 3 times over the school year and attended training. We had two third grade teachers who hosted lab classes for teachers around the district. Although the teachers use the Workshop Model regularly, the data does not show it had an impact on student learning. Our 1st-3rd grade SDC teacher attended a training at the San Joaquin County Office of Education. This</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguterrez_musd_net/EVkXOlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6</p> <p>Winter MAP data: The percentage of students in green/blue increased by 1% from Fall to Spring. We are not yet meeting the goal of 40%. Currently, there are 26% of students in green/blue bands. Sixth grade showed the most growth from Fall to Spring moving from 8% to 25%. Second grade showed growth moving from 28% to 34%. Kinder has met the goal of 40% in green/blue but that is a decrease from the beginning of the school year where they had 50% of students in the green/blue bands. There has been a focus on math</p>	<p>To continue to support math instruction, we will strengthen teacher capacity in implementing the math workshop model and small group instruction. We will continue to work with PEBC to support the math workshop model. Targeting teachers who are ready to implement these strategies and teachers who are new to the site. We will focus on consistent use of math thinking strategies in all grade levels. We will do this by providing ongoing professional</p>	<p>Continue</p>

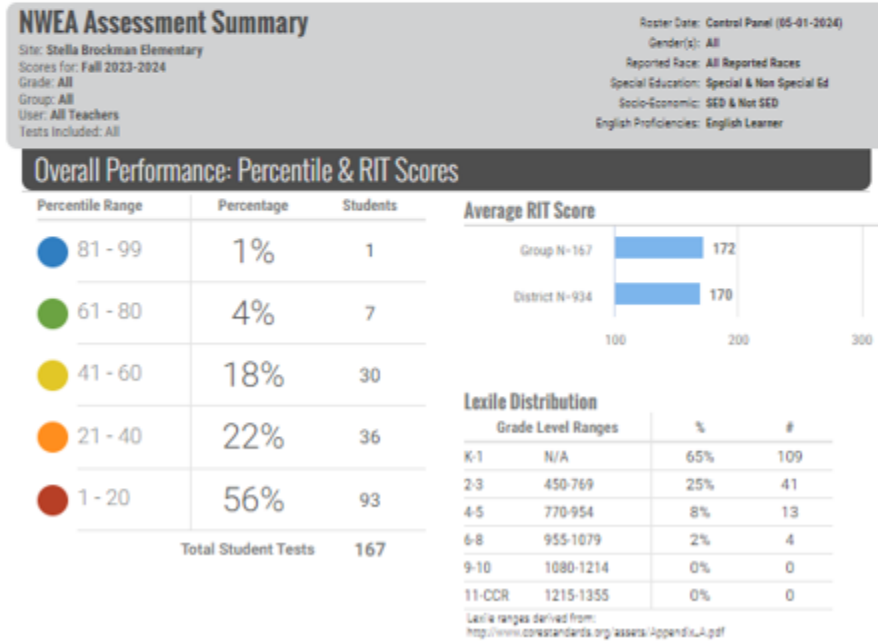
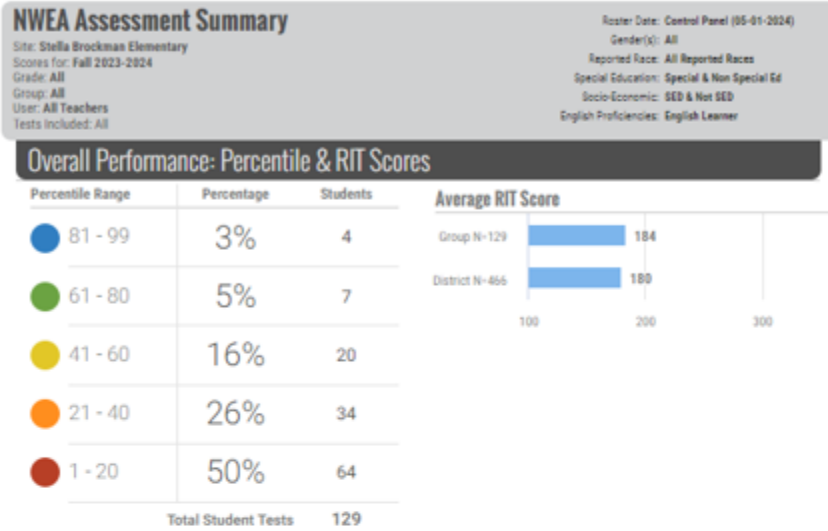
<p>training focused on instructional strategies that support students with special needs. Based on classroom observations, the teacher is using some strategies in daily instruction.</p> <p>Weekly PLCs continue to take place. Teams have shown growth and have more meaningful conversations during weekly PLC meetings. Teams discuss student progress and create/determine common formative assessments based on the standard(s) they are teaching within the learning cycle. Teachers were surveyed throughout the year and results from that survey show teams having confidence in the work they are doing and making progress. This school year, teachers did not implement interventions.</p>	<p>instruction over the past two school years with the implementation of the math workshop model and a deeper focus on mathematical practices and math thinking strategies. There is a need for incorporating similar instructional practices into other content areas.</p> <p>Learning walk data indicates teachers are using the base curriculum effectively and incorporating strategies like sentence stems and anchor charts. There is evidence of implementation of the math workshop model and mathematical thinking strategies across some classrooms, but more consistency is needed schoolwide.</p>	<p>development to teachers during staff meetings and optional professional development throughout the school year. Grade levels who showed growth will be used as model PLCs, sharing their success with other grade levels. Additionally, will focus on WIN time as a school site ensuring all teachers feel confident during this designated time. We will do this by modeling expectations and working with teachers to implement WIN time. Furthermore, we will work with grade level teams to share students during this time to narrow the focus of the interventions/extensions.</p>	
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Progress Monitoring 25-26

Progress Monitoring

Data

Fall



NWEA Assessment Summary

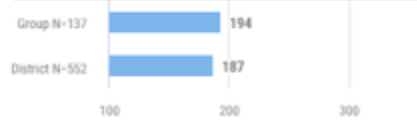
Site: Stella Brockman Elementary
Scores for: Spring 2023-2024
Grade: All
Group: All
User: All Teachers
Tests Included: All

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

Overall Performance: Percentile & RIT Scores

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

Average RIT Score



NWEA Assessment Summary

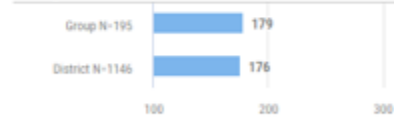
Site: Stella Brockman Elementary
Scores for: Spring 2023-2024
Grade: All
Group: All
User: All Teachers
Tests Included: All

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

Overall Performance: Percentile & RIT Scores

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

Average RIT Score



Lexile Distribution

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

Lexile ranges derived from:
<http://www.corestandards.org/lexiles/AppendixA.pdf>

Summative

ELPAC

Export

Column Order

0 empty rows

Display value as

Organization

Assessment Grade

Academic Year

Claim/Domain

Subgroup

Show

Hide

Percent

Number

Organization	Assessment Grade	Academic Year	Claim	Subgroup	Students Tested	Achievement Comparison	Proficient to Develop	Summative to Develop	Summative Developed
Stella Brockman ...	KG	2022-23	Listening	Overall	31	<div><div></div></div>	6%	64%	29%
			Speaking	Overall	31	<div><div></div></div>	19%	61%	19%
			Reading	Overall	31	<div><div></div></div>	9%	61%	29%
			Writing	Overall	31	<div><div></div></div>	9%	48%	21%
	1	2022-23	Listening	Overall	28	<div><div></div></div>	7%	50%	40%
			Speaking	Overall	28	<div><div></div></div>	14%	61%	17%
			Reading	Overall	28	<div><div></div></div>	30%	40%	22%
			Writing	Overall	28	<div><div></div></div>	14%	81%	3%
	2	2022-23	Listening	Overall	26	<div><div></div></div>	6%	68%	22%
			Speaking	Overall	26	<div><div></div></div>	10%	68%	18%
			Reading	Overall	26	<div><div></div></div>	31%	43%	20%
			Writing	Overall	26	<div><div></div></div>	10%	26%	31%

Summative

ELFAC

Export

Column Order

Organization

Assessment Grade

Academic Year

Claim/Domain

Subgroup

0 empty rows

Display value as

Show

Hide

Percent

Number

Organization	Assessment Grade	Academic Year	Claim	Subgroup	Students Tested	Achievement Comparison	Students to Develop	Summative to Develop	Summative Developed
	3	2022-23	Listening	Overall	21	<div><div></div></div>	23%	33%	23%
			Speaking	Overall	21	<div><div></div></div>	14%	21%	22%
			Reading	Overall	21	<div><div></div></div>	37%	38%	4%
			Writing	Overall	21	<div><div></div></div>	19%	32%	18%
	4	2022-23	Listening	Overall	22	<div><div></div></div>	12%	68%	18%
			Speaking	Overall	22	<div><div></div></div>	4%	34%	20%
			Reading	Overall	22	<div><div></div></div>	65%	35%	0%
			Writing	Overall	22	<div><div></div></div>	20%	69%	13%
	5	2022-23	Listening	Overall	23	<div><div></div></div>	12%	64%	17%
			Speaking	Overall	23	<div><div></div></div>	0%	21%	78%
			Reading	Overall	23	<div><div></div></div>	17%	69%	13%
			Writing	Overall	23	<div><div></div></div>	17%	65%	17%
	6	2022-23	Listening	Overall	20	<div><div></div></div>	5%	80%	15%
			Speaking	Overall	20	<div><div></div></div>	10%	20%	60%

Summative

ELPAC

Export

Column Order

0 empty rows

Display value as

Organization

Assessment Grade

Academic Year

Claim/Domain

Subgroup

← →

Show

Hide

Percents

Number

Organization	Assessment Grade	Academic Year	Claim	Subgroup	Students Tested	Achievement Comparison	Students to Develop	Summative to Develop	Summative Developed
	6	2022-23	Listening	Overall	22	<div><div></div></div>	17%	62%	17%
			Speaking	Overall	22	<div><div></div></div>	0%	40%	60%
			Reading	Overall	22	<div><div></div></div>	30%	33%	30%
			Writing	Overall	22	<div><div></div></div>	3%	73%	20%
	7	2022-23	Listening	Overall	22	<div><div></div></div>	18%	29%	20%
			Speaking	Overall	22	<div><div></div></div>	4%	22%	70%
			Reading	Overall	22	<div><div></div></div>	45%	45%	9%
			Writing	Overall	22	<div><div></div></div>	12%	50%	36%
	8	2022-23	Listening	Overall	14	<div><div></div></div>	14%	50%	35%
			Speaking	Overall	14	<div><div></div></div>	14%	14%	70%
			Reading	Overall	14	<div><div></div></div>	35%	35%	18%
			Writing	Overall	14	<div><div></div></div>	14%	78%	7%

2022-23 Smarter Balanced

Performance Summary

ELA (Summative): All Grades

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

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

Overall Score Levels

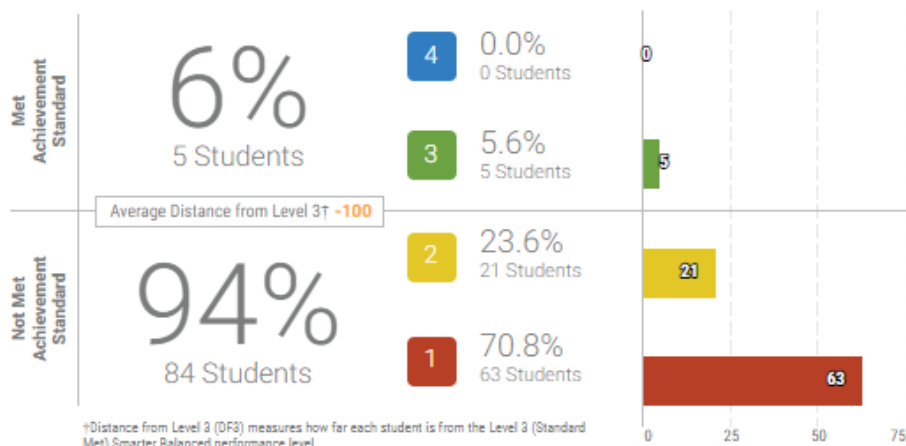
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

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

Generated on 05/01/2024
 by Illuminate Education™

Overall Performance: 89 students



ADDITIONAL FILTERS APPLIED: Students: All Students Add'l Student Group: All Students English Proficiencies: English Learner

NWEA Assessment Summary

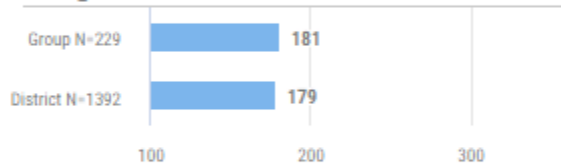
Site: Stella Brockman Elementary
 Scores for: Spring 2023-2024
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

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

Overall Performance: Percentile & RIT Scores

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

Average RIT Score



2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary

Math (Summative): All Grades

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

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

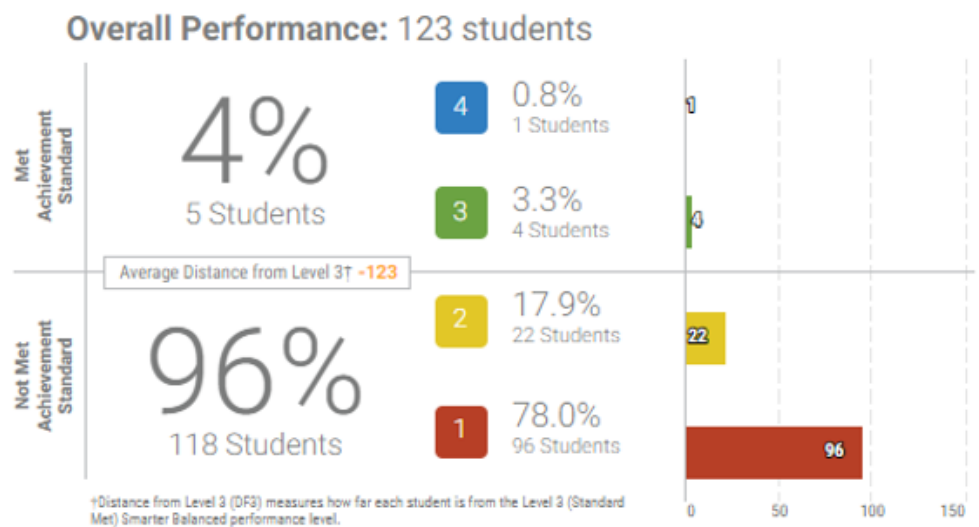
Overall Score Levels

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

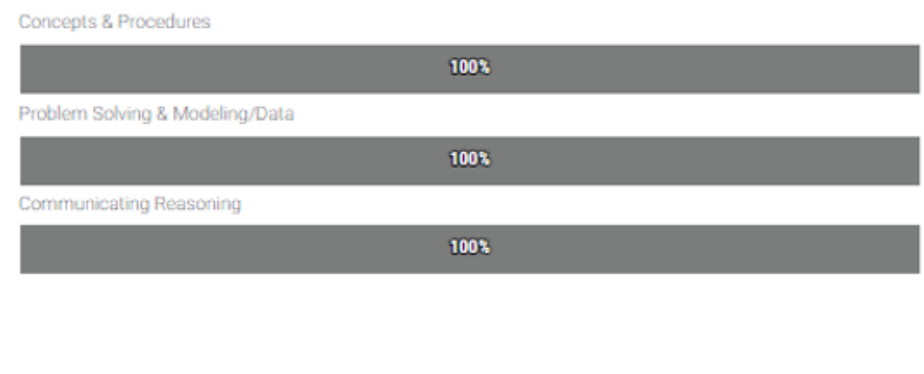
Claim Score Levels

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

Generated on 03/13/2024 by Illuminate Education™



Claim Performance: Percent of Students at Each Level



Data Analysis

Image 1: Fall MAP Reading and Language Usage Achievement

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

Image 2: Spring MAP Reading and Language Usage Achievement

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

Image 3: Summative ELPAC Scores by Domain

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

Image 4: CAASPP ELA Proficiency English Learners

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

Image 5: NWEA MAP Math Growth Assessment

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

Image 6: CAASPP Math Proficiency English Learners

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

Student Need 3:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional development on effective ELD instruction will be provided to UTK-8th grade teachers before school, after school or during the school day.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELD	12.12.24 4 documented ELD lessons were observed during learning walks. 56% of lessons had some evidence of Tier 1 strategies.	Making progress. Documented learning walks: Designated ELD lessons observed- 4 Tier 1 Instructional strategies observed- 4 78% of observations had some evidence of Tier 1 strategies for ELA/ELD. 22% had strong evidence.			Time Money People
Teachers will meet with their grade level team/Professional Learning Community regularly to review, identify,	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELD	12.12.24 4 documented ELD lessons were observed during learning walks. 56% of lessons had some evidence	Making progress. Documented learning walks: Designated ELD lessons observed- 4			People Time

and support student learning around ELD and ELA standards.	<p>NWEA MAP Reading Growth- School Profile Report Percentage of students meeting or exceeding standards.</p> <p>NWEA MAP Language Usage Growth- School Profile Report Percentage of students meeting or exceeding standards.</p>	<p>of Tier 1 strategies.</p> <p>NWEA Reading Growth English Learners: 1% Blue, 4% Green</p> <p>NWEA Language Usage English Learners: 1% Blue, 8% Green</p>	<p>Tier 1 Instructional strategies observed- 4 78% of observations had some evidence of Tier 1 strategies for ELA/ELD. 22% had strong evidence.</p> <p>NWEA MAP Reading Growth for ELs: Fall- 8% in green/blue Winter- 7% in green/blue Spring 5% in green/blue</p> <p>NWEA MAP Language Usage for ELs: Fall- 10% in green/blue Winter- 9% in green/blue Spring- 8% in green/blue</p>			
Base curriculum resources for designated and integrated ELD will be used to plan and design lessons.	Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and strategies for ELD	12.12.24 4 documented ELD lessons were observed during learning walks. 56% of lessons had some evidence of Tier 1 strategies.	<p>Making progress.</p> <p>Documented learning walks: Designated ELD lessons observed- 4 Tier 1 Instructional strategies observed- 4 78% of observations had some evidence of Tier 1 strategies for ELA/ELD. 22% had strong evidence.</p>			People Time

May 2025: The instructional leadership team will create rubrics to clarify expectations during ELD instruction. Rubric will be used during site learning walks.	Learning walks using rubric to collect efficacy data.	Will begin during the 2025-2026 school year.				
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Before the school year began, each teacher participated in ELD training. Some teachers opted to participate in BeGLAD training during the school year. During learning walks and information evaluations, several classrooms have had some evidence of BeGLAD strategies (visuals, color coding, vocabulary instruction). Most grade levels share students during designated ELD instruction. This provides students with focused instruction at their ELPAC level. Ongoing conversations during weekly collaboration and monthly Instructional Leadership Team (ILT) meetings focus on sharing students and providing instruction to the various levels of students.	https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=wdeQuS Based on the Fall NWEA MAP Reading Growth, our English Learner students are far below grade level standards. The grade level with the highest percentage of students in the green/blue bands was kindergarten. Fifth grade and eighth grade did not have any students who scored in the green/blue bands for Reading Growth. Third grade had the highest percentage at 21% for the Language Usage assessment. Fifth, sixth and eighth grades did not have any students in the green/blue bands. Learning walk data did not reflect strong Designated ELD instruction. Only 4 lessons focused on ELD instruction.	ELD instruction needs to be a focus of the site. Professional development will support strong designated ELD instruction. Teachers will be provided the opportunity to attend training. TOSA support will be requested to support our practices. Additionally, teachers are strongly encouraged to use the ELPAC Interim Assessment. 12.6.24 Learning walk survey updated to collect stronger evidence of metrics.	Continue
Cycle 2: During cycle 2, each grade level team participated in a site pull out day. During that time, teachers had the opportunity to plan using the base curriculum and	https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=wdeQuS During learning walks, observational	As stated above, ELD instruction continues to be a need of the site. Teachers must implement strategies to support English Learners ability to access the	Continue

<p>support from the site's instructional specialist. Additionally, the site instructional specialist planned and reviewed a lesson/unit she created that incorporated ELD strategies. The EL coordinator conducted learning walks looking for evidence of BeGlad strategies. During the walks, there was no evidence of BeGlad strategies used although all teachers who began the school year were provided professional development focused on supporting English Learners. During weekly grade level PLCs, teachers design lessons to support all students including English Learners. Additionally, some grade levels are sharing students during designated ELD time to better support the various levels of English Learners and English only students. More grade levels have begun discussing how to share students during designated ELD time.</p>	<p>data has shown that teachers are using the base curriculum to facilitate designated ELD lessons. Minimal BeGlad strategies have been observed in classrooms that have participated in the multi-day BeGlad training.</p> <p>Winter MAP data shows that English Learners in 3rd, 5th, and 6th grades had growth on the Winter MAP Reading assessment. All other grade levels showed regression from Fall to Winter. Additionally, 4th, 6th, and 8th grades showed growth on the Language Assessment with 2nd grade maintaining proficiency.</p> <p>This data suggests that additional support needs to be provided to our English Learners during both integrated and designated instruction.</p>	<p>grade level standards. BeGlad strategies must be implemented into daily instruction in ELA. To do this, more professional development will need to be provided to teachers. Additionally, the site instructional leadership team along with input from teachers, will create a rubric to determine what strong evidence of ELD instruction looks like.</p>	
<p>Cycle 3: Weekly PLC meetings continued during cycle 3. Conversations around ELD instruction took place during those meetings. Teachers used resources from the base curriculum to facilitate daily designated ELD instruction. During lesson planning, teachers were shown how to teach and assess ELD standards within the core lessons. Teachers continued to build</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6 MAP Reading Growth (Green/Blue Band):</p> <p>Fall: 1% Winter: 7% Spring: 5%</p> <p>MAP Language Usage Growth (Green/Blue Band):</p>	<p>Based on current data, the school will need to prioritize strengthening Tier 1 ELD instruction and ensuring consistent implementation of strategies across all classrooms (K-8). Next steps include providing ongoing, targeted professional development focused on integrated and designated ELD, increasing the use of</p>	<p>Add new action item</p>

<p>on this lesson design by using social studies and science curriculum to teach and assess ELD and ELA standards. Additionally, the ELPAC assessment was given to EL students starting in February. Teachers prepared students for the assessment by looking at the practice assessments.</p>	<p>Fall: 10% Winter: 9% Spring: 9%</p> <p>Learning Walk Data:</p> <p>4 designated ELD lessons documented. 56% of lessons showed some evidence of Tier 1 instructional strategies. 78% of all observed lessons showed some Tier 1 strategy use for ELA/ELD.</p> <p>While the school has seen initial growth in EL achievement from Fall to Winter, a slight decline in Spring suggests the need for sustained instructional consistency and deeper implementation of ELD strategies such as BeGlad strategies. Learning walks indicate that while teachers are beginning to use Tier 1 strategies, fewer lessons demonstrate strong implementation—indicating a need for further professional development and support.</p>	<p>ELD curriculum materials with fidelity, and deepening collaboration in PLCs to align instruction with ELD and ELA standards. Learning walk feedback will be used to guide coaching and support, with a focus on increasing the percentage of lessons demonstrating strong evidence of effective ELD strategies. Additionally, the school will use MAP data to identify EL students needing intervention and provide targeted supports to ensure sustained academic growth. Regular progress monitoring and reflection will guide adjustments and ensure accountability toward meeting the long-term goal. The instructional leadership team will work on creating rubrics for designated and integrated ELD instruction to guide our teams and clarify expectations during this time.</p>	
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Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers/administration/instructional specialist will have access to professional development training around effective tier 1 math instruction, PEBC Workshop Model, and implementation of the math base curriculum/standards during the school day before school, after school and during summer.	<p>Number of teachers working with the PEBC coach.</p> <p>Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for math</p> <p>Staff will complete a self-assessment before and after the training to determine their level of comfortability with the program.</p> <p>12.6.24 Discontinued. Post-assessment will be given after professional development to measure level of understanding of the concept.</p>	<p>4 teachers- kinder, 1st, 3rd, 4th</p> <p>12.12.24 4 documented ELD lessons were observed during learning walks. 56% of lessons had some evidence of Tier 1 strategies.</p> <p>12.6.24 Survey has not been given after site training yet. Future math training will incorporate a survey to measure level of understanding.</p>	<p>Making progress.</p> <p>5 teachers worked with PEBC coach</p> <p>2 3rd grade 1 4th grade 1 5th grade 1 7th/8th grade</p> <p>Documented learning walks: Designated ELD lessons observed- 4 Tier 1 Instructional strategies observed- 4 78% of observations had some evidence of Tier 1 strategies for ELA/ELD. 22% had strong evidence.</p> <p>Survey created. Not administered during 24-25 school year.</p>			Money Time People
Base curriculum resources for designated and integrated ELD will be used to plan and design lessons.	<p>Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and strategies for ELD</p>	<p>12.12.24 4 documented ELD lessons were observed during learning walks. 56% of lessons had some evidence of Tier 1 strategies.</p>	<p>Making progress.</p> <p>Documented learning walks: Designated ELD lessons observed- 4 Tier 1 Instructional strategies observed- 4 78% of observations had some evidence of Tier 1 strategies for</p>			Time People

			ELA/ELD. 22% had strong evidence.			
Teachers will meet with their grade level team/Professional Learning Community regularly to review, identify, and support student learning around ELD and math standards.	<p>Learning Walk Rubric data collection: Teachers with strong evidence of use of the base curriculum and tier 1 strategies for ELD</p> <p>NWEA MAP Math Growth- Illuminate-Achievement by Group</p> <p>Percentage of EL students meeting or exceeding standards.</p>	<p>12.12.24</p> <p>4 documented ELD lessons were observed during learning walks. 56% of lessons had some evidence of Tier 1 strategies.</p> <p>NWEA Math Growth English Learners: 5% Blue, 11% Green</p>	<p>Making progress. Documented learning walks: Designated ELD lessons observed- 4 Tier 1 Instructional strategies observed- 4 78% of observations had some evidence of Tier 1 strategies for ELA/ELD. 22% had strong evidence.</p> <p>NWEA Math Growth ELs: Fall- 12% in green/blue Winter-9% in green/blue Spring- 13% in green/blue</p>			Time People
May 2025: The instructional leadership team will create rubrics to clarify expectations during ELD instruction. Rubric will be used during site learning walks.	Learning walks using rubric to collect efficacy data.	Will begin during the 2025-2026 school year.				

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on the current data collected for this goal, our English Learners are not	https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-	The data from the most recent MAP scores show a need for more professional	Continue

meeting grade level standards. Teachers are meeting with their grade level teams each week to review data collected from their Common Formative Assessments (CFAs) and to create standards-based lessons. Four teachers are currently working with the PEBC math coach. At the beginning of the school year, teachers were pulled out for half-days to look at base curriculum resources and determine proficiency for grade level standards.	23zUeQZl6u9Acky6Q?e=wdeQuS Learning walk data did not show strong evidence of supports of English Learner students. Data from Fall MAP showed 44% of students scored in the red band, below grade level. 11% of students met or exceed grade level. This number decreased from the previous year.	development around effective math instruction. Strategies such as color coding and vocabulary instruction will be revisited during staff PD. The district EL TOSAs will be requested to support site PD. 12.6.24 Learning Walk survey updated to collect stronger evidence of metrics.	
Cycle 2: Current NWEA MAP data shows that no grade levels have met the goal of 40% of students in the blue/green bands. The grade level that is closest to this goal is kindergarten with 34% of students in the green/blue bands. Teachers were offered to work with the PEBC math coach this school year. We have five teachers who volunteered to participate. The coach has worked with them to plan and co-teach math workshop lessons. Teachers meet weekly with their grade level PLCs to design lessons and look at student progress toward standards. Observational data suggests teachers are focusing on vocabulary instruction for each subject.	https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=wdeQuS Learning walks show minimal integrated ELD strategies implemented into daily instruction. Strategies such as manipulatives, visuals, and vocabulary instruction has been observed. Winter MAP data shows EL students in 1st grade, 3rd grade, and 4th grade showed growth from Fall to Winter on their MAP math assessment. All other grade levels showed regression in achievement on the assessment. Based on this data, there is a need for more supports for our English Learners during math instruction.	Integrated ELD instruction continues to be a need of the site. Teachers must implement strategies to support English Learners ability to access the grade level standards. BeGlad strategies must be implemented into daily instruction in math. To do this, more professional development will need to be provided to teachers. Additionally, the site instructional leadership team along with input from teachers, will create a rubric to determine what strong evidence of integrated ELD instruction looks like.	Continue
Cycle 3: Current NWEA MAP Math data shows that no grade levels have met the goal of 40% of students in the green/blue bands yet.	https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6	Based on the data, more attention must be paid to instructional practices targeting our English Learner population. To meet our goal, we will	Add new action item

<p>Grade levels that have showed growth include 2nd grade, 4th grade, 6th grade, and 8th grade. This data is consistent with overall school MAP data. During this school year, we had 5 teachers work with the PEBC math coach, two teachers facilitated learning labs for other teachers across the district. We had teachers in 3rd, 4th, 5th, and 7/8 grades participate in PEBC coaching. Professional development has focused on using the base curriculum to plan lessons. Teachers had the opportunity with support from the IS and admin to look through the curriculum and identify resources to use during instruction. Additionally, district PD included base curriculum resources and supports. Teachers continue to meet with their PLCs weekly. During this time, they review data, create common formative assessments and plan instruction. Teachers agree this time is valuable based on surveys given throughout the school year.</p>	<p>Learning walk data shows that 56% of observed ELD/math lessons had some evidence of Tier 1 instructional strategies, with only 22% of those demonstrating strong evidence. Participation in professional development has increased, with five grade levels (including UTK-8) engaging with the PEBC coach to implement effective math strategies such as the Workshop Model. However, post-training survey data has not yet been collected to assess the effectiveness or comfort level of staff with the new instructional approaches.</p> <p>MAP Math Growth data for English Learners shows gradual improvement over the school year:</p> <p>Fall: 12% in green/blue Winter: 9% in green/blue Spring: 13% in green/blue</p> <p>While Spring results reflect a slight rebound, the school remains significantly below the 40% target, underscoring the need for intensified support and targeted instructional shifts for our English Learners.</p>	<p>continue providing focused professional development on math instruction using the PEBC Workshop Model, emphasizing strategies that increase student engagement and conceptual understanding. Ensure that follow-up coaching and peer modeling are embedded to reinforce learning. This follow-up coaching will be provided by the site's instructional specialist. During PLCs, teachers will use MAP and learning walk data to reflect on their practice and adjust instruction. PLCs will incorporate regular data reviews to identify EL students who need intervention and adapt lesson plans accordingly. Additionally, teams will consistently use the base curriculum and ELD resources within the curriculum to plan and design lessons. Finally, site learning walks will be calibrated by using rubrics created by ILT to provide real-time, actional feedback.</p>	
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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

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

Climate

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

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

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

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

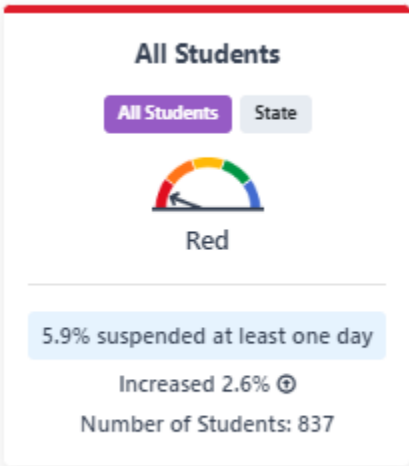
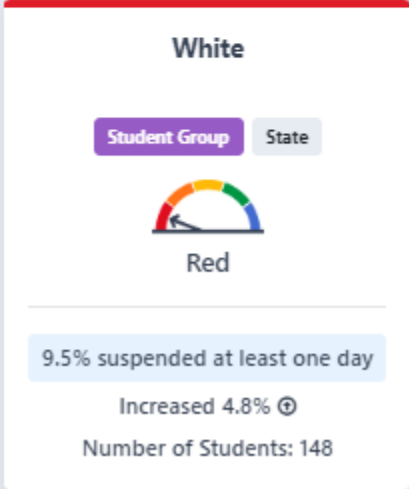
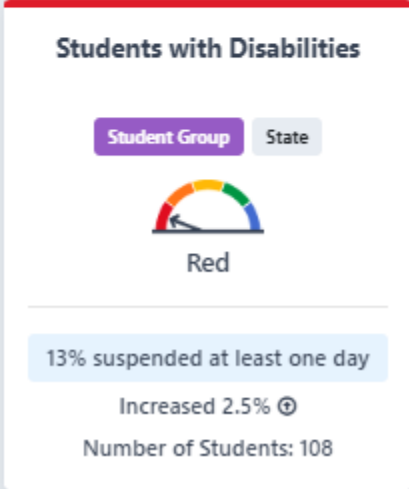
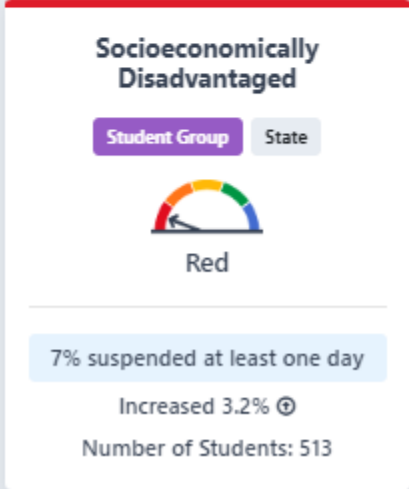
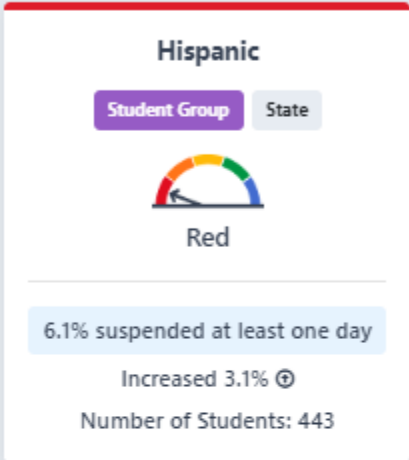
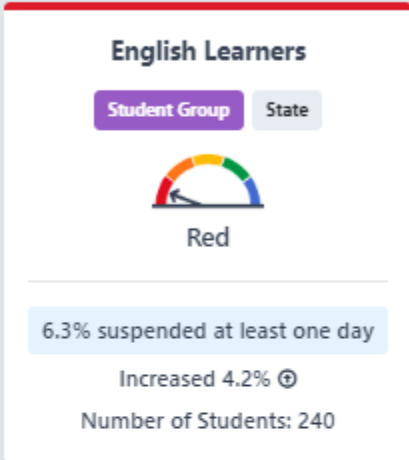
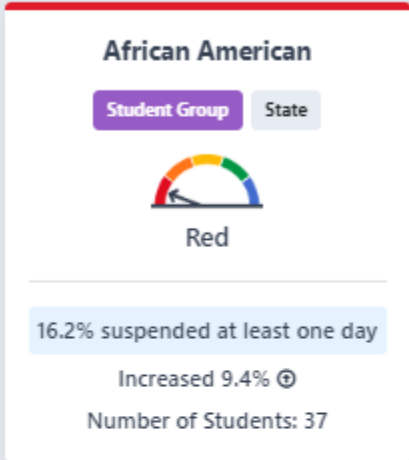
Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	5.85	4.96	3.60
Expulsions	0.60	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

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

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

Explore Groups By Performance Level

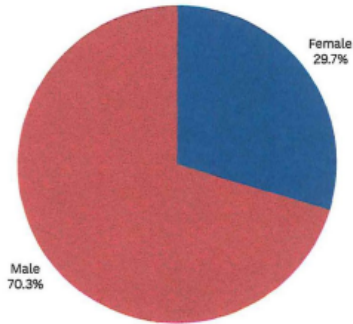




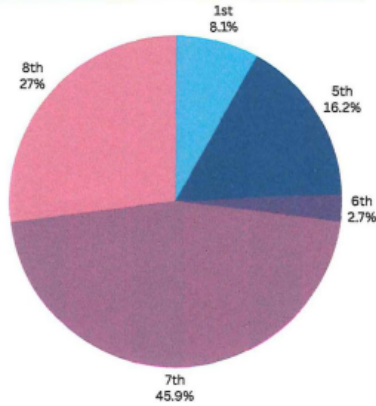
STELLA BROCKMAN SUSPENSION DATA



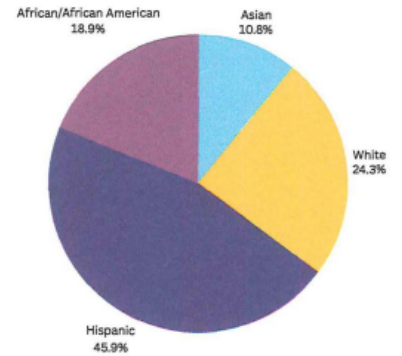
UNDUPLICATED GENDER



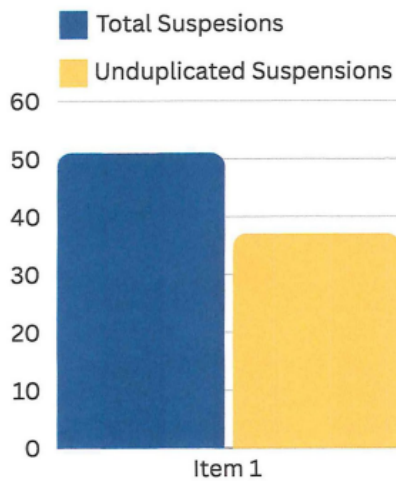
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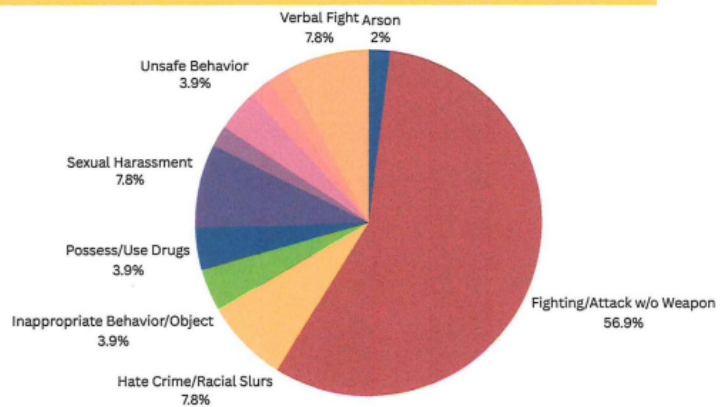
UNDUPLICATED ETHNICITY



STELLA BROCKMAN SUSPENSION DATA



TOTAL INCIDENTS



Data Analysis

CA School Dashboard (Images 1 and 2):

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

23-24 School Year Suspension Data Aug.-March (Image 3):
The data shows that 70% of suspensions are of male students. In contrast, only 30% of female students were suspended this school year. Based on incidents, this shows that more males are engaging in physical altercations than females. Additionally, 72.9% of students suspended are in grades 7 and 8. As of March of 2024, 18.9% of suspensions were African American students, 45.9% of suspensions were Hispanic students, 10.8% of suspensions were Asian students and 24.3% of suspensions were White students.

23-24 School Year Suspension Data Aug.-March (Image 4)
Based on current suspension data, 59.9% of incidents were considered fighting/attack without a weapon. Other incidents included 7.8% verbal fights, 7.8% sexual harassment, 7.8% hate crime/racial slurs, 3.9% inappropriate behavior/object, 3.9%possess/use drugs, 3.9% unsafe behavior and 2% arson. This information demonstrates a need for interventions and prevention to lessen the amount of physical altercation incidents that occur in all grade levels.

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Tier 1 recess/unstructured time supports will be put in place to support all behavior at recess and teach essential skills needed to reduce the number of behavior incidents during unstructured time. (Peaceful Playground)	Behavior Incident Report in Q: The percentage of behavior incidents during unstructured time (not in the classroom) by month compared to the previous school year. Suspension Report in Q: The percentage of suspensions during unstructured time (not in the classroom) compared to the previous school year.	Incidents during unstructured time (not in the classroom): 308/540 57% Suspensions during unstructured time (not in the classroom): 20/57 35%	Making progress. Incidents during unstructured time (locations outside of the classroom): 332/468 (71%) Suspensions during unstructured time (locations outside of the classroom):			Time Money People

Positive Behavior Interventions and Supports (PBIS): Tier 1, 2, and 3 teams will meet regularly to plan, analyze data, determine inequities and respond by implementing procedures and protocols to decrease school wide behavior incidents, proactively teach school-wide expectations, implement restorative practices, and monitor effectiveness of programs.	<p>PBIS Meeting Notes (monthly) showing the behavior for each month, total incidents, incidents per day, incidents per ethnicity. Ethnicity report- discontinued metric (covered in next goal)</p> <p>PBIS Tiered Fidelity Tool Inventory</p>	<p>Aug. 2023 (19 days) - 74 total- 26 inappropriate behavior/ 10 fighting 3.9 incidents per day</p> <p>Sept. 2023 (20 days)- 62 total- 20 inappropriate behavior/ 9 fighting 3.15 incidents per day</p> <p>Oct. 2023 (17 days)- 72 total- 18 inappropriate behavior/ 9 fighting 4.2 incidents per day</p> <p>Nov. 2023 (19 days)- 74 total- 12 inappropriate behavior/ 12 fighting 3.9 incidents per day</p> <p>Dec. 2023 (11 days)- 38 total- 12 inappropriate behavior/ 9 fighting 3.45 incidents per day</p> <p>Jan. 2024 (19 days)- 48 total- 11 inappropriate behavior/ 4 fighting 2.5 incidents per day</p> <p>Feb. 2024 (19 days)- 81 total- 12</p>	<p>Making progress.</p> <p>Month (instructional days)</p> <p># of Incidents (24-25)</p> <p>August (22 days) 50</p> <p>2.27/day</p> <p>September (20 days) 45</p> <p>2.25/day</p> <p>October (18 days) 59</p> <p>3.27/day</p> <p>November (18 days) 80</p> <p>4.44/day</p> <p>December (15 days) 35</p> <p>2.5/day</p> <p>January (16 days) 33</p> <p>2.06/day</p> <p>February (18 days) 61</p> <p>3.38/day</p> <p>March (16 days) 44</p> <p>2.75/day</p> <p>April (20 days) 68</p> <p>3.4/day</p> <p>May (17 days) 26</p> <p>1.5/day</p> <p>Total 508</p> <p>TFI Fidelity Tool Inventory: 9/9/24</p> <p>Tier 1 21/30 70%</p> <p>Tier 2 19/26 73%</p> <p>4/8/2025</p> <p>Tier 1 73%</p> <p>Tier 2 77%</p>			Time Money People
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		<p>inappropriate behavior/ 7 fighting 4.3 incidents per day</p> <p>March 2024 (11 days **before meeting)- 26 total- 2 inappropriate behavior/ 6 fighting 2.4 incidents per day</p> <p>Tier 1 Sept. 2024 TFI Score: 21/30 Tier 2- March 2024 TFI Score: 23/26 Tier 3- _____/34 12.6.24 Tier 3 training not started.</p>				
<p>The site Coordination of Services Team (COST) will meet weekly to discuss general education students who are not responding to tier 1 supports. The team will support the classroom teacher and student by putting in place tier 2 and tier 3 supports to improve academic achievement, behavior and/or attendance.</p>	<p>Number of students referred and exited.</p> <p>12.6.24 Post survey for teachers to complete after referring a student to the COST program to track improvement/no improvement in behavior/academics/attendance.</p>	<p>Number of referrals: 17</p> <p>12.6.24 Survey not completed yet. No students have exited COST.</p>	<p>Making progress.</p> <p>Number of COST referrals: 26</p> <p>2 students exited due to change of placement. No survey completed.</p>			<p>People Time</p>
<p>Peer Resource program will be put in place and monitored by a credentialed teacher. Seventh</p>	<p>Number of 1st-6th grade students who meet with the peer resource students. Update: March 2025- Number of 7th/8th</p>	<p>12.6.24 Survey not completed. Program has not started.</p>	<p>Making progress.</p> <p>Survey was created. Students met</p>			<p>Time People Money</p>

<p>and eighth grade students will be trained to support student conflict resolution for minor conflicts (disagreements during recess, mentoring). This program will target 1st-6th grade students.</p> <p>Update March 2025: Sierra High Link Crew will send 10 students to support our 7th/8th grade students who need additional support with behavior/grades. They will also train our students to facilitate peer resource at our site.</p>	<p>grade students who met with high school Link Crew students</p> <p>12.6.24 Post survey for teachers to complete after referring a student to the Peer Resource program to track improvement/no improvement behavior/social skills.</p>		<p>with Link Crew for 5 sessions. Minimal impact on student behavior seen.</p>			
<p>Learning experiences will be provided to students such as assemblies that address positive behavior and social emotional learning.</p>	<p>PBIS Meeting Notes (monthly) showing the behavior for each month, total incidents, incidents per day Ethnicity report-discontinued metric (covered in next goal)</p>	<p>Aug. 2023 (19 days) - 74 total- 26 Inappropriate behavior/ 10 fighting 3.9 incidents per day</p> <p>Sept. 2023 (20 days)- 62 total- 20 inappropriate behavior/ 9 fighting 3.15 incidents per day</p> <p>Oct. 2023 (17 days)- 72 total- 18 inappropriate behavior/ 9 fighting 4.2 incidents per day</p>	<p>Making progress. Month (instructional days) # of Incidents (24-25) August (22 days) 50 2.27/day September (20 days) 45 2.25/day October (18 days) 59 3.27/day November (18 days) 80 4.44/day December (15 days) 35 2.5/day January (16 days) 33 2.06/day February (18 days) 61 3.38/day</p>			<p>Time Money People</p>

		<p>Nov. 2023 (19 days)- 74 total- 12 inappropriate behavior/ 12 fighting 3.9 incidents per day</p> <p>Dec. 2023 (11 days)- 38 total- 12 inappropriate behavior/ 9 fighting 3.45 incidents per day</p> <p>Jan. 2024 (19 days)- 48 total- 11 inappropriate behavior/ 4 fighting 2.5 incidents per day</p> <p>Feb. 2024 (19 days)- 81 total- 12 inappropriate behavior/ 7 fighting 4.3 incidents per day</p> <p>March 2024 (11 days **before meeting)- 26 total- 2 inappropriate behavior/ 6 fighting 2.4 incidents per day</p> <p>Ethnicity Report beginning 24/25 school year. (Discontinued Metric)</p> <p>August: By perpetrator:</p>	<p>March (16 days) 44 2.75/day</p> <p>April (20 days) 68 3.4/day</p> <p>May (17 days) 26 1.5/day</p> <p>Total 508</p> <p>TFI Fidelity Tool Inventory: 9/9/24</p> <p>Tier 1 21/30 70%</p> <p>Tier 2 19/26 73%</p> <p>4/8/2025</p> <p>Tier 1 73%</p> <p>Tier 2 77%</p>			
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		African American- 39% Asian-Asian Indian- 6.25% Hispanic/Latino- 42% Pac. Islander- Other- 1.56% White- 11% School Enrollment: African American- 6.09% Asian-Asian Indian- 15.41% Hispanic/Latino- 57.25% Pac. Islander- Other- White- 17.75%				
Valley Community Counselors will meet with students that are referred to them by a referral form. Goals will be made and progress toward the goal will be monitored by the counselor. Counselors will meet with administration to determine whether the student needs more support or if they are ready to exit.	Number of students who were referred and who met their goal that was created on the referral form.	28 students were referred, 7 students met goals in 3-6 sessions. Remaining students are open on the caseload.	Making Progress. Aug.-Dec.- 46 students on caseloads Dec.- Feb.- 43 students on caseloads Goals met- 20 Mar.-May- 52 students on caseloads Goals met- 39			Time Money People
Valley Community Counselors will work with small groups of students referred to by the Coordination of Services Team using the Smart Start program to decrease behavior incidents.	Number of students who complete the SEL group. Post intervention survey will be given to teachers to determine effectiveness of the intervention and if they notice improvement in targeted behavior(s). 12.6.24 first round of SEL groups ongoing.	October 17 students participated: Kinder - 2 1st - 2 2nd - 1 3rd - 0 4th -1 5th - 2 6th - 3 7th - 2 8th -4	Making Progress. 9 groups held # of students: TK- 1 K- 6 1st- 2 2nd- 8 3rd- 1 4th- 2 5th- 3 6th- 3 7th- 1 8th-1			People Time

		<p>March 7 students participated: Kinder -0 1st - 1 2nd - 1 3rd - 1 4th - 0 5th - 3 6th - 0 7th - 0 8th -1</p> <p>12.6.24 Post survey not completed yet. SEL groups are ongoing.</p>	<p>Post survey created. Teachers noticed increased empathy, but majority did not notice a decrease in behavior incidents.</p>			
<p>Students who have repeated behaviors and suspensions in 3rd-8th grade will have the opportunity to work with the Elevate program. Priority will be given to males, African American students, Hispanic students, English Learners, students with disabilities, white students, and socioeconomically disadvantaged students. 3rd-5th grade students will participate in the Explorer program to help select students monitor their emotions, gain social skills and grow executive functioning. 6th-8th grade students will participate in a mentorship program called Basecamp.</p>	<p>The percentage of major behavior incidents and suspensions will be monitored for students who participate in the program.</p> <p>Discontinue- March 2025</p>	<p>Baseline: 0</p> <p>12.6.24 Elevate has not started.</p>	<p>Action item removed.</p>			<p>Time Money People</p>

Students will work with a mentor-coach in small groups to create goals and work on problem solving skills. Action Item Removed- March 2025.						
Positive Behavior Interventions and Supports (PBIS): Tier 1, 2, and 3 teams will attend training with Stanislaus County Office of Education to improve the school's PBIS program. Teams will plan, analyze data, and implement procedures and protocols to decrease school wide behavior incidents, proactively teach school-wide expectations and monitor effectiveness of programs.	PBIS Implementation with fidelity for Tiers 1, 2, and eventually 3 using the Tiered Fidelity Checklist to monitor progress.	Tier 1 Sept. 2024 TFI Score: 21/30 Tier 2- March 2024 TFI Score: 23/26 Tier 3- ____/34 12.6.24 Tier 3 training not started.	Making progress. 4/8/2025 Tier 1 73% Tier 2 77%			Time Money People
Staff will participate in ongoing PD that supports social emotional learning, PBIS, and de-escalation strategies.	Pre/Post survey will be given to staff who participate in the PD/training to determine how comfortable they are with the new strategy/SEL support. (Discontinued Metric 12.6.24) 12.6.24 Update: Reduction of number of total office managed behavior incidents will be monitored.	12.12.24 2024-2025 August: 48 September: 45 October: 53 November: 81	Making progress. August- 50 September- 45 October- 50 November- 80 December- 35 January-33 February- 61 March- 44 April- 68			Time Money People
Staff will be given the opportunity to	Pre/Post survey will be given to staff who	12.12.24	Making progress.			Time Money

attend conferences and workshops that support the reduction of behavior incidents and promote restorative practices and de-escalation strategies. (ex. Restorative Practice Circle Training)	participate in the PD/training to determine how comfortable they are with the new strategy (12.6.24 Discontinue metric) 12.6.24 The average # of incidents will be monitored.	2024 School Year Aug. 2.2 Sept. 2.25 Oct. 2.72 Nov. 4.55	August 2.27 September 2.25 October 3.27 November 4.44 December 2.5 January 2.06 February 3.38 March 2.75 April 3.4			People
Added May 2025- The administrative team will read "Behavior Solutions" by John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, Austin Buffum to support student behavior and reduce incidents	Reduction of the number of behavior incidents (Q behavior)	24-25 school year: 508 incidents				Money Time People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: This school year, with the implementation of restorative practices and additional training for site staff, there has been a reduction in the number of suspensions in comparison to the previous school year though we have to continue to reduce the number of incidents that result in suspension. To do this, we will continue to train SSAs, teachers, and other staff members on de-escalation techniques, structure recess, and implement more social emotional	https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=Q4UAXl August: Incidents outside of the classroom- 42/48, 87.5% Suspensions: 0 September: 33/45, 73.3% Suspensions: 6 (6th-8th grades) 3- Fighting/Attack 3- Threat of Attack October: 35/53, 66% Suspensions: 4 (7th/8th grades) Fighting/Attack and pushing/shoving	The PBIS team is new and refocusing on Tier 1. Beginning in January, they will have all students go through Passport Days to review the expectations of the site. Peaceful Playground was purchased and has been delivered to the site. The program will begin Trimester 2. This program will further structure recess and create opportunities for both staff and students to learn about conflict resolution.	Continue

<p>learning lessons into daily instruction. Social Emotional groups led by the VCC counselors began this year. Teachers recommended students to participate in the SEL groups. This school year, our site began to recognize trimester behavior by recognizing students during the trimester award assembly and inviting students without major referrals to our trimester PBIS dances. Additionally, students are going to the Stella Store each week to use the Dolphin Dollars they earned during the school day.</p> <p>Teachers were trained on the PBIS matrix and flowchart in order to distinguish between major and minor referrals. Teachers use Classroom Behavior to document minor behaviors. Teachers have access to send major behavior referrals to administrators to Q.</p>	<p>November: 51/81, 63% Suspensions: 12 (1st, 2nd, 6th-8th grades) Threat of attack (4) and Fighting/attack w/out weapon (8)</p> <p>TFI (PBIS) 9/9/24 Tier 1 21/30 70% Tier 2 19/26 73%</p> <p>COST August referrals: 5 September referrals: 1 October referrals: 14 November referrals: 5</p> <p>All suspensions that have taken place are for hands on altercations or threats of violence toward the school/staff/students.</p> <p>November was the most active month with an increase of about 30 incidents. Most of the suspensions took place in November. There was a large increase in threats of harm against the school and specific students. Based on the PBIS Tiered Fidelity Tool, Tier 1 PBIS needs to be revisited.</p> <p>Suspensions have lessened this school year in comparison to last school year, but we are not on track to meet our goal. There has been an increase in African American suspensions which needs to be addressed through staff training.</p>		
<p>Cycle 2: We continue to see a reduction in overall incidents this school year due to using alternatives to suspension such as structured day and various restorative practices. The vice principal was sent to a two-day Restorative Practice training where she learned how to implement restorative circles. Since the training in February, the</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=Q4UAxl</p> <p>Based on the evidence collected during cycle 2, there has been a slight decrease in overall incidents averaging 2.9 incidents a day. Current suspension rate is 2.5% which meets our goal of having a suspension rate under 3%. Most of the behavior incidents are still occurring during unstructured time (outside of</p>	<p>To continue to decrease suspensions, the site PBIS team must focus on implementing tier 1 with fidelity. All staff and students must be taught expectations, and all staff should have common language around the expectations of the site. Dolphin Dollars will continue to be used to reward positive behavior.</p>	<p>Refine</p>

<p>vice principal has facilitated one restorative circle. Additionally, this school year, teachers have been trained at least twice on how to use Q Class Behavior to monitor minor infractions. Major infractions are documented using Q referrals. Upon returning from Winter Break, grades UTK-8 participated in Passport Days where each class walked campus learning about the expectations in each location. Various school staff participated such as admin, custodians, VCC and our behavior support team. Beginning at the end of March, Sierra High School Link Crew students will be visiting our school once a week to work with 10 7th and 8th grade students who have been identified by administration and teachers. This program will be a peer mentoring/resource program. Additionally, the high school students will train our 7th/8th grade leadership students to run a peer resource program at our site. During Spring Break, custodial staff and administration will begin painting the recess area using the Peaceful Playground program. Staff will be trained on implementation with full implementation of the program beginning next school year when the entire playground area can be painted.</p>	<p>the classroom), with an average of 73. 8% of the behavior incidents during unstructured time. This data shows that there is a need for more structured recess games, which will be addressed through Peaceful Playground, and training for staff who are outside with students.</p>	<p>Peaceful Playground will be slowly introduced by teaching staff each game, then teaching students the games. Finally, Link Crew from SHS will begin to meet weekly with a select group of 7th and 8th grade students. Link Crew will work with students to resolve conflicts. They will also work with our middle school students to facilitate conflict resolution.</p>	
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<p>Cycle 3: During spring break, some areas of the campus were painted using the Peaceful Playground materials. All SSAs were trained and provided with directions for 5 recess activities. All administrators attended Restorative Practice training provided by the San Joaquin County Office of Education. Administration has begun using restorative circles with students. Restorative practices and SEL activities have been incorporated into staff trainings. The PBIS team meets monthly to review school-wide data. The COST team meets weekly to monitor students on COST and determine next steps. The PBIS team meets monthly to analyze student discipline data and review trends. They review data such as where the most discipline takes place on campus. Once the data is analyzed, they offer strategies to decrease the number of behavior incidents. This school year, positive incentives such as PBIS dances have been put in place. Overall, we have seen a decrease in student behavior. Additionally, during trimester awards for T1 and T2, behavior is recognized. The VCC counselors work with groups of students during SEL groups. Students are determined based on current behavior data. The target students need additional support with peer relationships and</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6</p> <p>As of May 7, 2025, the suspension rate stands at 2.9%, demonstrating that the target has already been met. Additional data points—1.8% on November 29, 2025, and 1.1% on March 10, 2035—suggest a continued and sustained decline in suspension rates over time. This downward trend provides strong evidence that interventions and supports put in place are effectively contributing to improved student behavior and school climate. Continued monitoring will be important to ensure the rate remains below the 3% threshold through 2027 and beyond.</p>	<p>Based on the current suspension data, the goal has been met. To continue to meet this goal, we need to continue implementing schoolwide PBIS with consistent expectations, routines, and positive reinforcement to encourage appropriate behavior in all settings. Additionally, based on a staff survey at the end of the school year, teachers are interested in more SEL strategies and restorative practice training. There is a need to continue to integrate SEL lessons into daily instruction to help students develop emotional regulation, empathy, and problem-solving skills. Volunteers will be trained on restorative circles beginning in July. The teachers trained in these strategies will support the implementation of these practices school-wide. To further support students, the administrative team will read "Behavior Solutions" by John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, Austin Buffum. Strategies from the book will be used to reduce student behavior.</p>	<p>Add new action item</p>
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<p>coping strategies. Based on surveys given to teachers, some have seen some improvement in student empathy. Individual counseling sessions are ongoing. Students can be referred from any adult on campus. The focus of these sessions depends on student needs.</p> <p>For five weeks, students from Sierra High School Link Crew class visited weekly to support 10 7th/8th grade students. They created goals and facilitated team building activities. We hope to continue this next school year.</p>			
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Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Tier 1 recess/unstructured time supports will be put in place to support student behavior at recess and teach essential skills needed to reduce the number of behavior incidents during unstructured time. (Peaceful Playground)	Power BI Student Discipline Report by Ethnicity Percentage of AA students suspended	Number of African American students suspended: 7 Total students suspended: 45 15.5% of suspensions were African American students	Making progress. AA suspensions- 10 Total unique suspensions- 33 24% of suspensions were African American students			Time Money People
Positive Behavior Interventions and Supports (PBIS):	Power BI Student Discipline Report by Ethnicity	Number of African American	Making progress.			Time Money People

Tier 1, 2, and 3 teams will meet regularly to plan, analyze data, determine inequities and respond by implementing procedures and protocols to decrease school wide behavior incidents, proactively teach school-wide expectations, and monitor effectiveness of programs.	Percentage of AA students suspended	students suspended: 7 Total students suspended: 45 15.5% of suspensions were African American students	AA suspensions- 10 Total suspensions- 33 24% of suspensions were African American students			
The site Coordination of Services Team (COST) will meet weekly to discuss general education students who are not responding to tier 1 supports. The team will support the classroom teacher and student by putting in place tier 2 and tier 3 supports to improve academic achievement, behavior and/or attendance.	Number of students referred to COST by ethnicity (AA).	Number AA students referred 23/24 school year: 2	Making progress. African American students in COST- 6			People Time
Peer Resource program will be put in place and monitored by a credentialed teacher. Seventh and eighth grade students will be trained to support student conflict resolution for minor conflicts (disagreements during recess, mentoring). This program will	Power BI Student Discipline Report by Ethnicity Percentage of AA students suspended	Number of African American students suspended: 7 Total students suspended: 45 15.5% of suspensions were African American students	Making progress. AA suspensions- 10 Total unique suspensions- 33 24% of suspensions were African American students			Time Money People

<p>target 1st-8th grade students.</p> <p>Update March 2025: Sierra High Link Crew will send 10 students to support our 7th/8th grade students who need additional support with behavior/grades. They will also train our students to facilitate peer resource at our site.</p>						
<p>Students who have repeated behaviors and suspensions in 3rd-8th grade will have the opportunity to work with the Elevate program. Priority will be given to African American students, Hispanic students, English Learners, students with disabilities, white students, and socioeconomically disadvantaged students. 3rd-5th grade students will participate in the Explorer program to help select students monitor their emotions, gain social skills and grow executive functioning. 6th-8th grade students will participate in a mentorship program called Basecamp.</p>	<p>The percentage of major behavior incidents and suspensions by ethnicity will be monitored for students who participate in the program.</p> <p>Discontinued Action Item- March 2025</p>	<p>Baseline: 0</p> <p>12.6.24 Elevate has not begun. Discontinued Action Item- March 2025</p>	<p>Action item discontinued.</p>			<p>Time Money People</p>

Students will work with a mentor-coach in small groups to create goals and work on problem solving skills. Discontinued Action Item- March 2025						
Added March 2025- The Instructional Leadership Team (ILT) will participate in a book study using the book, A Framework for Understanding Poverty by Ruby Payne, to support staff understanding of the needs of our students.	Reduction of the percentage of AA students identified as perpetrators in Q Behavior.	Aug. 2024-Feb. 2025 Involvements where an AA student was the "Perpetrator"- (105/474) 22%	Making progress. Involvements where an AA student was the "Perpetrator" 212/508 (42% of incidents involved AA student)			Money People Time
Added May 2025- The administrative team will read "Behavior Solutions" by John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, Austin Buffum to support student behavior and reduce incidents.	Reduction of incidents where AA students are identified as perpetrators in Q behavior.	24-25 School Year: Involvements where an AA student was the "Perpetrator" 212/508 (42% of incidents involved AA student)				Money People Time

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We are not currently meeting our goal. Forty-one percent (9/22) of our current suspensions have been African American students. Students who	https://musd-my.sharepoint.com/:w/g/personal/hgu tierrez_musd_net/EVkXOIlgYOPFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=UDG868 As of 12.6.24, African American	Interventions need to be put in place such as further SSA training and staff training. Peaceful Playground will be started and implemented during	Continue

<p>have been suspended are monitored through COST and/or have IEP meetings to discuss the behavior concerns. Interventions have been put in place such as referrals to Point Break, behavior services and goals put in place to support behavior. The Elevate program and peer resource has not begun at the site. However, the PBIS team has Check-in/out in place and we have set up several students with buddies on campus in an attempt to build relationships and encourage connectiveness.</p>	<p>suspensions make up 9/22 of our overall suspensions. Our African American student population is low, but the incidents and suspensions make up a large percentage of our discipline. This data shows a need for more training and awareness from our staff. We are over referring specific students to the office. This is a cause for concern showing there are inequities in identification of students who are having behaviors.</p>	<p>Trimesters 2 and 3. Additionally, the PBIS team will routinely send out data updates to teachers and SSAs to monitor incidents and suspensions. The Instructional Leadership Team including the Vice Principals will participate in a book study of the book Understanding Poverty by Ruby Payne.</p>	
<p>Cycle 2: During this cycle, suspensions of African American students have significantly dropped to zero suspensions during the months of December to February. The COST team has worked to quickly respond to behavior concerns, create a plan, and support teachers and staff in implementation. The PBIS team started the new calendar year with a Passport Day. All students participated in this activity where they were taught the expectations for each location on campus. Finally, one vice principal at the site participated in a two-day training on Restorative Practices. Since the training, she has begun to implement restorative circles. All of these action steps have led to a decrease in overall behaviors and suspensions, specifically for</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguterrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=UDG868 Suspensions of African American students have declined during cycle 2. Zero African American students have been suspended since November. Out of 178 incidents, 25 (15.7%) of them involved African American students as the perpetrator. This is a decrease from the 27% from August to November. Based on the current data, there is evidence to suggest that the action steps have led to an overall decrease in behavior incidents at the site. To further decrease behavior incidents, more structured activities need to be put in place. Furthermore, more emphasis on social emotional learning inside of the classroom and explicitly teaching expectations could have a positive impact on the behavior data.</p>	<p>During cycle 2, we have seen a decrease in overall suspensions and behavior incidents involving African American students. To continue to improve and decrease overall behavior incidents, we need to ensure all staff are being equitable when addressing student behavior. Additionally, including the PBIS team in the book study will further support staff understanding</p>	<p>Add new action item</p>

our African American population.			
<p>Cycle 3:</p> <p>We currently are not meeting the goal of decreasing African American suspensions and behavior incidents. Although suspensions have significantly decreased since the beginning of the school year, we have a higher number of African American students being suspended. Peaceful Playground was introduced to students and staff. The ground was painted during Spring break. Full implementation will begin in the fall with teachers being trained on the activities and a full rollout of the playground activities. PBIS continues to meet monthly. They review data and plan next steps. This school year, we held trimester PBIS dances and recognized PBIS during assemblies. More engaging activities will be planned with students during the next school year. The COST team continues to meet to discuss supports for students referred based on attendance, academics or behavior concerns. Sierra High's Link Crew students provided peer resource to 10 select 7/8 grade students who were identified by teachers and admin. The Link Crew students worked with students for 5 weeks, 30min/week to create goals and support team building activities.</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6</p> <p>Unduplicated: 8/33 (24% of suspensions were AA) Involvements where an AA student was the "Perpetrator" 212/508 (42% of incidents involved AA student) Enrollment: 57 AA 869 total (UTK-8) Suspension rate: 3.8% AA Suspension rate: 14%</p> <p>Suspensions of African American students increased during the 24-25 school year. This increase in suspensions is due to several factors that include many of the suspensions involving students new to the school. This shows there is a need supports for new students. Furthermore, African American students are identified as the perpetrator 42% of the time. This shows the adults on campus more frequently report incidents involving African American students. There is a desperate need for professional development surrounding equitable disciplinary practices.</p>	<p>There are several next steps that need to be taken to reduce the amount of African American suspensions. These steps include training staff on equitable behavior interventions and supports, structuring recess to support students during unstructured time, and putting supports in place for new students such as check in/out with an adult or a mentoring program to ensure all students are successful at the site. All current administrators have been trained on Restorative Practices. To further support students, the administrative team will read "Behavior Solutions" by John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, Austin Buffum. Strategies from the book will be used to reduce student behavior.</p>	<p>Add new action item</p>

The ILT started a book study using the book "A Framework for Understanding Poverty" by Ruby Payne. We did not get to finish the book study this school year, but it will be continued next school year.			
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Progress Monitoring 25-26

Progress Monitoring

Data

22-23 School Year:

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

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

23-24 School Year:

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

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

All Students

All Students

State

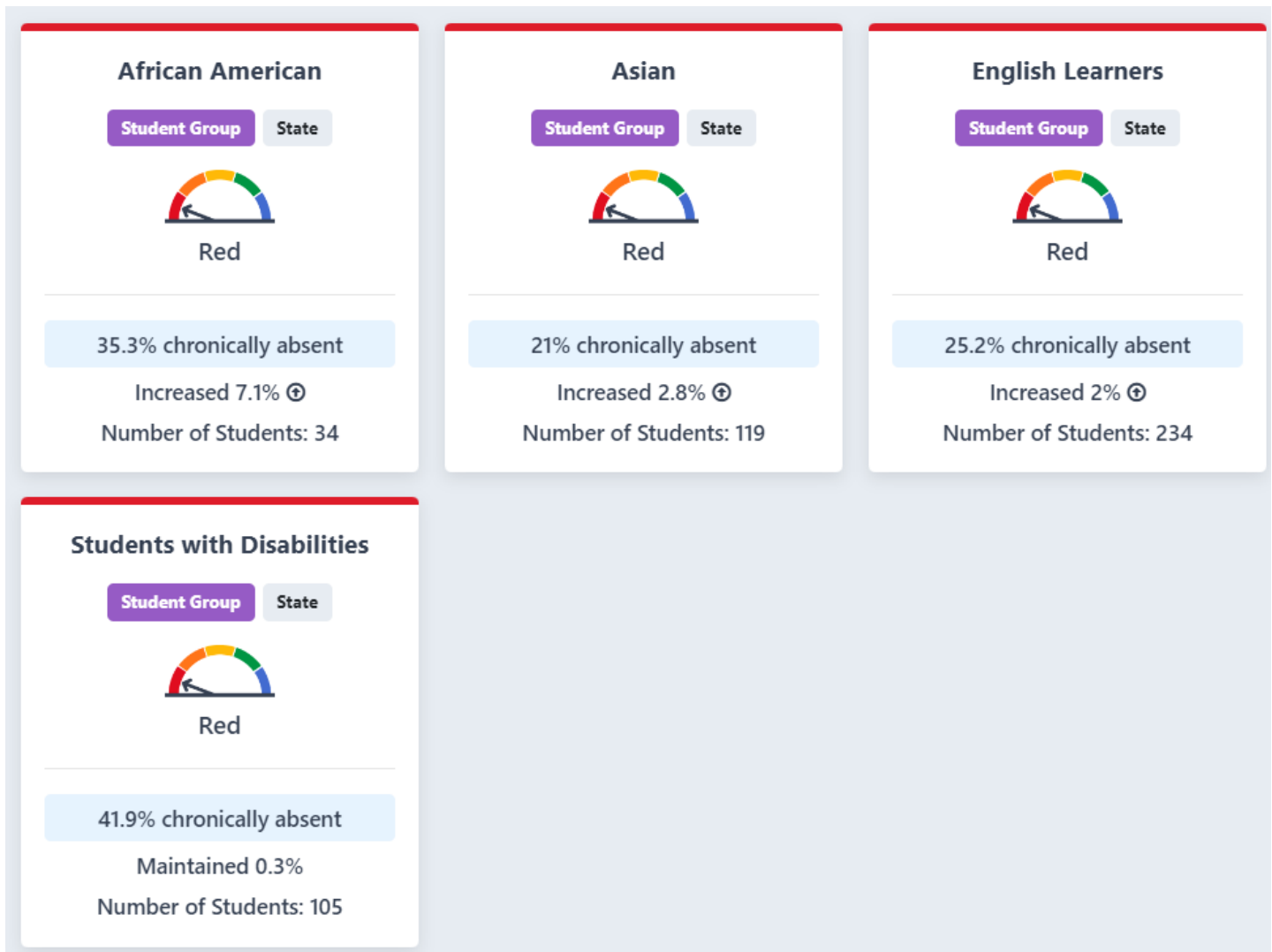


Yellow

28.8% chronically absent

Declined 6.1% ↕

Number of Students: 799



Data Analysis

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

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Community Outreach Assistant to reach out to families to provide resources and gather information about students who are truant including our ATSI group, African American students.	<p>The number of contacts made by the Community Outreach Assistant to students who are considered truant will be monitored each month using Q Visits.</p> <p>Number of students monitored by COA with outcome (made improvement, no improvement) 12.6.24 Discontinue Metric</p>	<p>23/24 School Year 5 visits were entered by the Community Outreach Assistant.</p> <p>12.6.24 13 Visits entered by the COA. COA resigned early in the school year. Position has yet to be filled.</p>	<p>Not met.</p> <p>Outreach Assistant resigned early in the school year, we have yet to fill this position.</p>			Time Money People
Attendance Incentives will be implemented such as BBQs, cinnamon roll breakfast, prizes, etc. to increase school-wide attendance.	<p>Percentage of students that earn the cinnamon roll perfect attendance incentive every three months.</p> <p>Percentage of students attending school each month using the Monthly Average Attendance Rate in Power BI</p>	<p>11/16/23 74/802 9.2% 2/15/24 69/800 8.6%</p> <p>Monthly Attendance Percentage: Aug. 93.52% Sept. 92.42% Oct. 91.47% Nov. 87.22% Dec. 84.86% Jan. 88.67% Feb. 85.9% Mar. 85.23%</p>	<p>Making progress.</p> <p>21 students had perfect attendance the whole school year.</p> <p>126- Aug-Nov. 41- Nov-Feb.</p> <p>Monthly Attendance Percentage: August: 93.8% September: 93.25% October: 92.4% November: 89.4% December: 91.27% January: 91.24% February: 90.01% March: 91.24% April: 93.21% May: 92.16%</p>			Time Money People

Staff (Certificated and Classified) will create informational documents in all required languages and provide informational meetings to parents focusing on the importance of regular attendance.	Percentage of students attending school each month using the Monthly Average Attendance Rate in Power BI.	Monthly Attendance Percentage: Aug. 93.52% Sept. 92.42% Oct. 91.47% Nov. 87.22% Dec. 84.86% Jan. 88.67% Feb. 85.9% Mar. 85.23%	Making progress. August: 93.8% September: 93.25% October: 92.4% November: 89.4% December: 91.27% January: 91.24% February: 90.01% March: 91.24% April: 93.21% May: 92.16%			Time Money People
Certificated and Classified staff will monitor truant students and hold SART (School Attendance Review Team) meetings with parents to support positive attendance and provide resources to improve attendance.	Number of SART meetings held before SARB hearings.	SART meetings held by grade level: 2nd- 2 5th-1 6th- 1 7th- 3 8th- 2 Students with active SARB contracts: 10	Making progress. SART-2 meetings held SARB- 8			Time People
Enrichment opportunities such as STEM club, Math Olympiad, PBIS activities and dances before, during, and after school will be offered to students to increase their school connectiveness and attendance.	Percentage of students attending school each month using the Monthly Average Attendance Rate in Power BI	Monthly Attendance Percentage: Aug. 93.52% Sept. 92.42% Oct. 91.47% Nov. 87.22% Dec. 84.86% Jan. 88.67% Feb. 85.9% Mar. 85.23%	Making progress. August: 93.8% September: 93.25% October: 92.4% November: 89.4% December: 91.27% January: 91.24% February: 90.01% March: 91.24% April: 93.21% May: 92.16%			Time Money People

Students in grades 7-8 will have the opportunity to participate in enrichment electives such as leadership, leadership media, Bridge to Success, Visual and Performing Arts (choir, band, classroom music) to increase school connectiveness and increase attendance.	Percentage of 7th and 8th graders attending school each month using the Monthly Average Attendance Rate in Power BI	Month 7th 8th Grade Grade Aug. 7.2% 12% Sept. 13.4% 17.5% Oct. 16% 22% Nov. 20% 21% Dec. 20% 20% Jan. 18.24% 20.93% Feb. 18.75% 21.8% Mar. 24.3% 27.1%	Making progress.			Time Money People
Certificated and/or classified staff will support our Homeless population by making contact and ensuring students have access to transportation and resources they need to be successful at school.	The number of contacts made by the TSSP Liaison will be monitored each month using Q Visits.	12.6.24 Entries have not been made by TSSP. Access requested by admin.	Making progress. TSSP liaison changed mid-year. No entries in Q.			Time Money People
The Community Outreach Assistant will work with administration, COST, and PBIS to put incentives and supports in place to increase overall attendance on campus.	Percentage of students attending school each month using the Monthly Average Attendance Rate in Power BI	Monthly Attendance Percentage: Aug. 93.52% Sept. 92.42% Oct. 91.47% Nov. 87.22% Dec. 84.86% Jan. 88.67% Feb. 85.9% Mar. 85.23%	Making progress. August: 93.8% September: 93.25% October: 92.4% November: 89.4% December: 91.27% January: 91.24%			Time Money People

			February: 90.01% March: 91.24% April: 93.21% May: 92.16%			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: This school year, we continued incentives such as the perfect attendance cinnamon roll breakfast and the grade level challenge. Our site Outreach Liaison resigned at the beginning of the school year leaving us with a vacancy for a few months. Daily attendance calls, tardy text messages, truancy meetings and SART meetings are interventions that are put in place to improve attendance and decrease chronic absenteeism. SART meetings have been held for our students with high rates of absenteeism focusing on grades 1st-8th. The TSSP contact has not began entering visits in Q. A transition was made when our COA resigned as she was also the TSSP point of contact. New TSSP point of contact will get access to document contact in Q.	https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkJXOlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=Q4UAxI Outreach Assistant resigned at the beginning of the school year. Unable to fill position until December. Home Visits- 2 Trimester 1: 126 students w/Perfect Attendance Average Attendance Rate: August: 93.79% September: 93.25% October: 92.43% November: 89.4% *Attendance Information included in monthly newsletter Since the beginning of the school year, the average attendance rate has decreased each month with November having the lowest percentage. Winter months often do show a decrease in attendance due to illness. During trimester 1, our UTK classrooms had the lowest attendance percentage with 87.22%. The other grade levels, K-8, had over 92% average attendance.	In order to increase attendance, we will continue to schedule T2 and SART meetings to determine the barrier and how to support families. We need to hire a new Community Outreach Liaison to increase school connectiveness. Parenting Partners will begin during Trimester 2/3. These workshops will target parents of at-risk students with both behavior and attendance concerns. Ongoing information will be sent to parents via weekly calls (Monday Messages) and the Dolphin Tides newsletter. Teachers will be asked to participate in supporting positive attendance by encouraging their class to have regular attendance to earn the BBQ at the end of the trimester and attend the perfect attendance cinnamon roll breakfast.	Continue
Cycle 2: We have yet to reach our goal of a daily attendance	https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkJXOlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=Q4UAxI	Based on current data that includes chronic absenteeism rates and	Continue

<p>rate around 95%. Compared to last school year, the average monthly attendance rate has increased. The Outreach Liaison position has yet to be filled. Attendance incentives such as a perfect attendance cinnamon roll breakfast and the grade level challenge BBQ has happened every 3 months. During our last perfect attendance cinnamon roll breakfast, 41 students qualified to attend. Two different grade levels have had the opportunity to have a BBQ for their attendance percentage. To support positive attendance and provide information to parents, each monthly newsletter includes information about the importance of positive attendance and information about contacting the office to excuse absences. One vice principal oversees attendance. She runs reports regularly and works with the attendance clerk to schedule truancy meetings and SART meetings for those who do not show improvement. Additionally, the attendance clerk and/or vice principal join weekly COST meetings to update the team on students who have attendance concerns.</p>	<p>htMV3MBF0xR-23zUeQZl6u9Acky6Q?e=MMSEJO</p> <p>During cycle 2, the monthly average attendance rate has been over 90% which is an increase compared to last school year. The number of students with perfect attendance has decreased. SART meetings have decreased this school year, which has had an impact on our chronically absenteeism which is an average of 21% each month.</p>	<p>monthly attendance percentages, the next steps are to increase the number of T2 and SART meetings to determine what supports students need to be at school regularly. Additionally, more information needs to be provided to parents that highlight the importance of regular attendance. This information will continue to be shared in our monthly newsletter and will be added to our ongoing parent group meetings.</p>	
<p>Cycle 3: While we have not yet reached our goal of maintaining a daily attendance rate near 95%, we have seen an improvement in the</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6</p> <p>21 students had perfect attendance the</p>	<p>To improve overall attendance at our UTK–8th grade elementary school, we will build on current strategies while implementing new, targeted actions. While</p>	<p>Continue</p>

<p>average monthly attendance rate compared to last school year. The Outreach Liaison position remains unfilled, but attendance incentives—such as the quarterly perfect attendance cinnamon roll breakfasts and grade-level BBQ challenges—have been consistently implemented. At the most recent breakfast, 21 students qualified, and three grade levels have won the BBQ reward for having the highest attendance percentage during a period of time (happens during each trimester). To promote positive attendance and inform families, each monthly newsletter includes messaging about the importance of regular attendance and instructions for reporting absences. One vice principal oversees attendance efforts, regularly reviewing reports, coordinating truancy meetings, and collaborating with the attendance clerk. The attendance clerk is new to the position but quickly learning the site and the position. Both also participate in weekly COST meetings to provide updates on students with attendance concerns.</p>	<p>whole school year. 126- Aug-Nov. 41- Nov-Feb.</p> <p>Monthly Attendance Percentage: August: 93.8% September: 93.25% October: 92.4% November: 89.4% December: 91.27% January: 91.24% February: 90.01% March: 91.24% April: 93.21% May: 92.16%</p> <p>The current attendance data shows that while some progress has been made, the school has yet to reach its goal of maintaining a 95% or higher attendance rate. Monthly attendance percentages have ranged from 89.4% to 93.8%, consistently falling short of the target. Attendance was strongest at the beginning and end of the year, with notable declines during the mid-year months, particularly November through February. This trend is further reflected in the drop in students with perfect attendance—from 126 in the fall to just 41 in the winter, and only 21 for the full year. These patterns suggest that seasonal factors, student engagement, and potential family challenges may be impacting attendance. To address this, we need to focus on re-engagement strategies during this target months.</p>	<p>average attendance has shown some improvement, we have not yet reached our 95% daily attendance goal. Next steps include filling the Outreach Liaison position to strengthen family partnerships and conduct home outreach. We will expand incentive programs by recognizing classrooms with the highest monthly attendance and offering weekly drawings for students with perfect attendance. Additionally, we will increase family engagement through culturally relevant events and consistent, multilingual communication about the impact of attendance on academic success. Ongoing efforts will be supported by regular data monitoring, deeper collaboration during COST meetings, and clear intervention steps for students with chronic absenteeism (regular SART meetings). These combined actions aim to build a stronger culture of attendance across all grade levels.</p>	
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Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Community Outreach Assistant to reach out to families to provide resources and gather information about students who are truant including our ATSI group, African American students and our students who are in the red on the CA Dashboard. The Community Outreach Assistant will monitor chronically absent students and put interventions in place to increase their attendance.	Q Visit Entries: Number of students monitored by COA. Q Visit Entries: Number of AA students monitored by COA.	12.10.24 2 AA students out of 13 students have Q visits from the COA.	Not met. Outreach Assistant resigned early in the school year, we have yet to fill this position.			Time Money People
Certificated and Classified staff will monitor truant students and hold SART (School Attendance Review Team) meetings with parents to support positive attendance.	Number of SART meetings held prior to SARB referral.	SART meetings held by grade level: 2nd- 2 5th-1 6th- 1 7th- 3 8th- 2 Students with active SARB contracts: 10	Making progress. SART Meetings Held: 6th- 1 8th- 1 Students with active SARB contracts: 8			Time People Money
Tier 2 and 3 supports (home visits, COST meetings, SSTs, etc.) will be put in place to support chronically absent students including the ATSI group,	Chronic Absenteeism Rate by month (10% or more total absences of their total days enrolled) African American Absenteeism Rate by month	Chronic Absenteeism Rate by Month: Aug. 11% Sept. 17.2% Oct.21% Nov. 21% Dec. 22% Jan. 20%	Making progress. Aug. 22.18% Sept. 18.78% Oct. 19.16% Nov. 20.8% Dec. 24.2% Jan. 22.34% Feb. 21.1% Mar. 22.8%			Time People

African American students.		Feb. 21% Mar. 25.3%	April 18.4% May 24.4%			
		African American: Sept. 21.33% Oct. 26.47% Nov. 21.36% Dec. 42.05% Jan. 22.01% Feb. 20.53% Mar. 22%	African American: Aug: 25.97 Sept: 17.14 Oct: 20.32 Nov: 21.73 Dec: 21.67 Jan: 22.14 Feb: 20.37 Mar: 27.68% April: 21% May: 29.97%			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Our absence rate is around 17%. Our Community Outreach Liaison (formerly assistant) resigned two months into the school year. She set up many incentives prior to resigning. We have yet to fill the position. A vice principal is pulling attendance reports every two weeks and scheduling T2 meetings in an attempt to address attendance concerns. Home visits have been done for students who we are unable to make contact with. After multiple attempts to improve attendance, SART meetings are held. Currently, one student has a SART contract.	The school wide absence rate (UTK-8th grades) has ranged from 17%-25%. The month of September had the lowest absence rate of 18.79% for all students and 17.14% for AA students. https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=metNau	The next steps are to continue to monitor and attempt to make contact with students who are not attending or who have irregular attendance. Ongoing communication with these families will continue. More SART meetings need to be held for our students considered chronically absent. If resources are needed, the administration will work to give parents resources.	Continue
Cycle 2: We have made progress toward our goal but have	https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=metNau	Based on the minimal improvement in chronic absenteeism rates, the	Continue

<p>yet to meet the goal. Chronic absenteeism for all students averages over 20% each month. Chronic Absenteeism for African American students has decreased slightly as compared to last school year (baseline). The site's Outreach Liaison resigned early in the school year. The vacancy has yet to be filled. This has impacted our ability to make connections with families who are not attending regularly. The site's attendance clerk and vice principal monitor attendance data and schedule truancy meetings but these meetings are often not attended by parents. The vice principal and attendance clerk attend COST meetings each week to review students who need additional support. When attendance is brought up, the team determines a plan to address attendance concerns such as scheduling a home visit or meeting with parents.</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkJXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=cXnU9s</p> <p>Monthly chronic absenteeism rates for all students are over 20% which is comparable to last school year. There has been a slight decrease in rates for African American students. High chronic absenteeism rates continue to be an area of concern. Students who are missing high numbers of days are not being provided the supports they need to be successful in school and they are missing out on key instruction. Although, communication is sent home via mail and email, there is a need for more interventions from the school site.</p>	<p>next steps are to increase monitoring of students who are chronically absent. Meetings need to be scheduled with families to provide them with the support they need to ensure students improve their attendance.</p>	
<p>Cycle 3: Overall, we have made progress toward our goal this school year but there is a lot of improvement still that needs to be made. This school year, we continued to have attendance incentives for perfect attendance and the grade level with the highest attendance percentage. The site's Outreach Liaison resigned early in the school year. We have attempted to</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkJXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6</p> <p>Year totals: Average attendance rate: 91.8% Chronic Absenteeism rate: 17.53% Chronic Absenteeism rates per month: Making progress. Aug. 22.18% Sept. 18.78% Oct. 19.16% Nov. 20.8%</p>	<p>To address Chronic Absenteeism rates, we need targeted interventions and attendance campaigns specifically during the months of December, March and May. African American students are well above both the school average and the goal, signaling a need for culturally responsive engagement strategies such as mentoring</p>	<p>Refine</p>

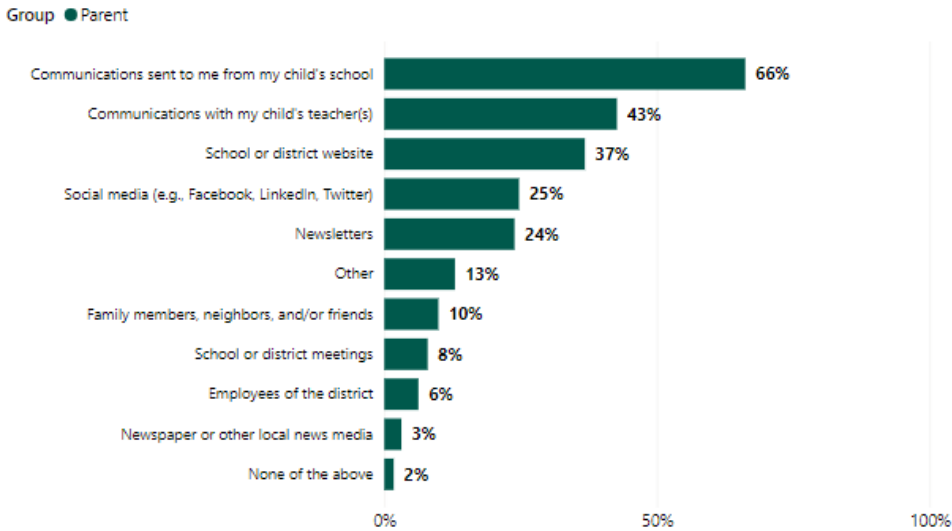
<p>hire twice, but neither candidate accepted the position. We will continue to try to fill the position. Truancy meetings were held throughout the school year. With the addition of two new vice principals and a new attendance clerk, tracking of truancy and scheduling of SART meetings was inconsistent. During this school year, the principal made 5 home visits for students who are chronically absent. As a result of these visits, one student was enrolled in Independent Study. Another student was in Home Hospital Instruction and not making contact with the teacher. Attendance improved after the visit. Students who were chronically absent, were added to the COST list. Their attendance was monitored during weekly meetings. Little improvement shown as a result of being added to the COST list.</p>	<p>Dec. 24.2% Jan. 22.34% Feb. 21.1% Mar. 22.8% April 18.4% May 24.4%</p> <p>African American: Aug: 25.97 Sept: 17.14 Oct: 20.32 Nov: 21.73 Dec: 21.67 Jan: 22.14 Feb: 20.37 Mar: 27.68% April: 21% May: 29.97%</p> <p>The month with the highest chronic absenteeism was May and the month with the lowest was April. An identified pattern: Chronic absenteeism increases in winter and end-of-year months, indicating potential seasonal or event-related spikes. African American student has consistently higher absenteeism rates than the overall average.</p>	<p>programs (pairing staff with a chronically absent student) and increase recognition of improved attendance. Additionally, administration needs to make connecting with chronically absent families a priority by monitoring truancy and scheduling SART meetings.</p>	
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Progress Monitoring 25-26

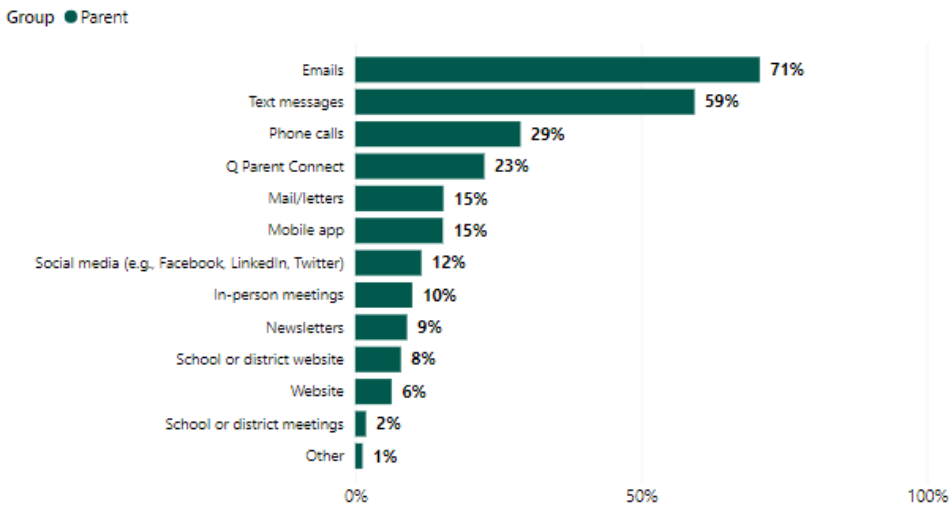
Progress Monitoring

Data

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



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





Clear All Filters

School Year

All

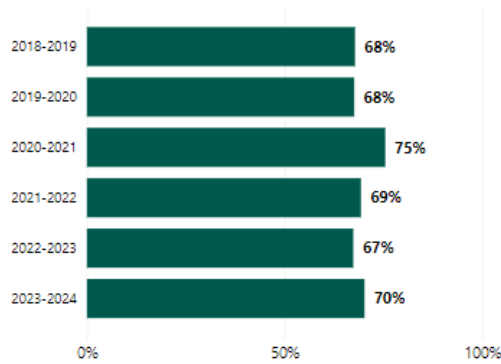
Chart Segment

Role

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

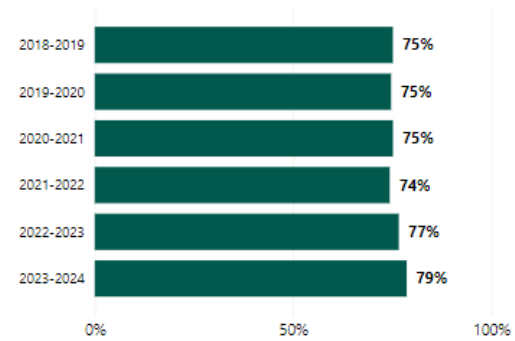
Teachers keep me well-informed about my child's progress.

Group ● Parent



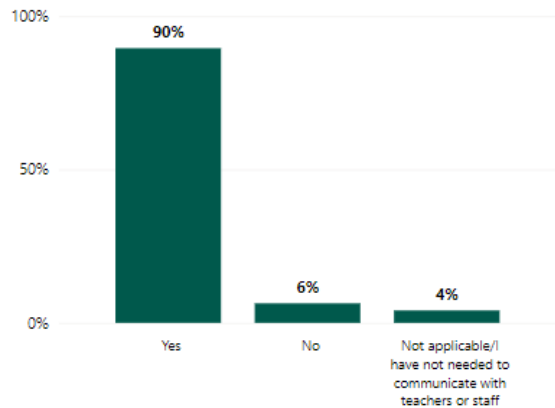
The school keeps me well-informed about events and activities.

Group ● Parent



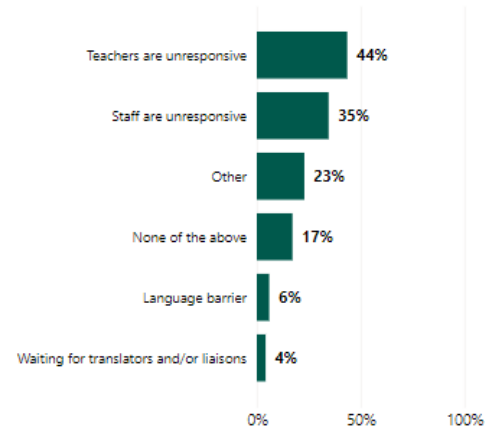
Are you able to communicate with teachers and staff when you need to?

Group ● Parent



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

Group ● Parent




[Clear All Filters](#)

School Year

All

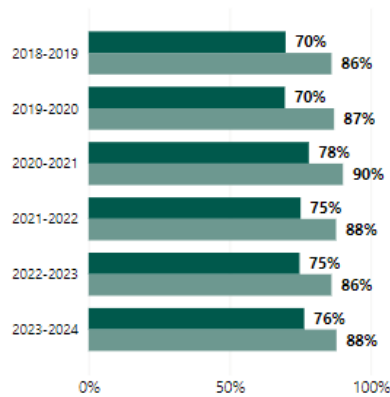
Chart Segment:

Role

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

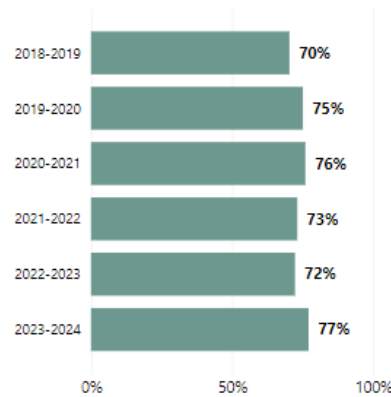
...effectively communicate(s) with parents regarding their child's progress.

Group ● Parent ● Staff



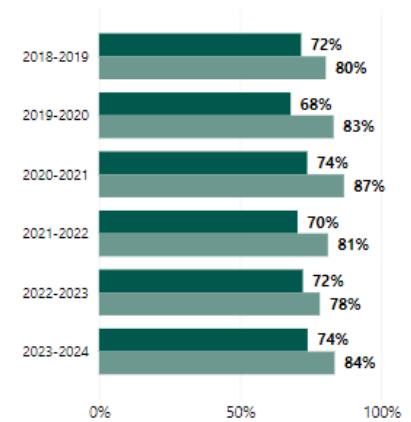
...encourage(s) involvement from community members and organizations.

Group ● Staff



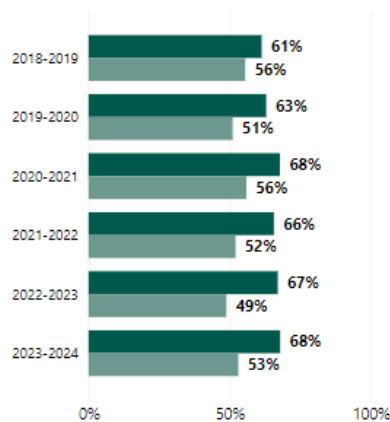
...encourage(s) parental involvement.

Group ● Parent ● Staff



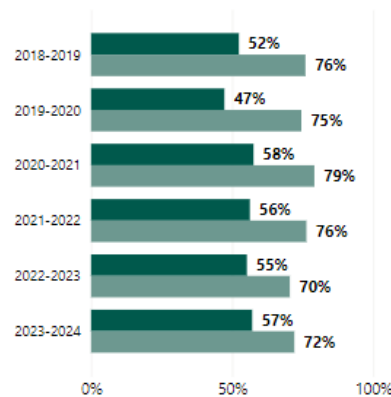
...has/have parents who are highly involved.

Group ● Parent ● Staff



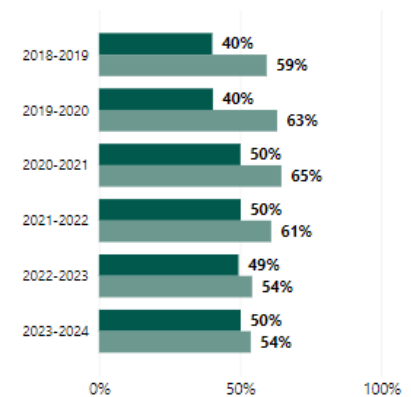
...offer(s) parents a say in the decision-making process at my school.

Group ● Parent ● Staff

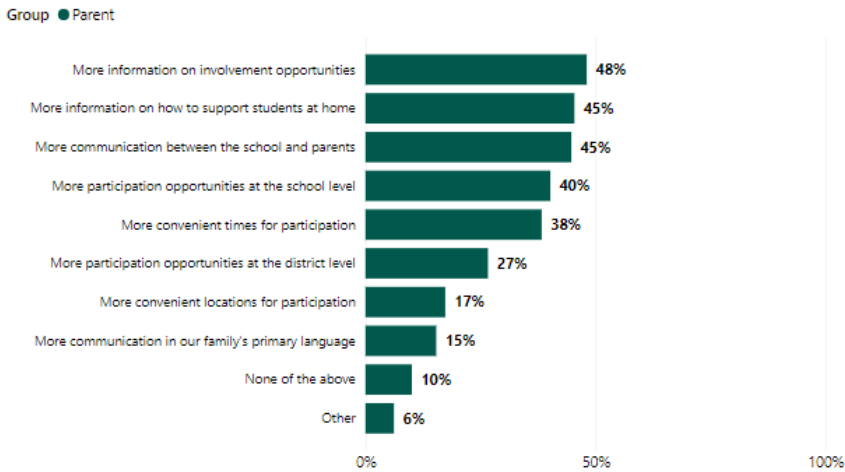


...offer(s) parents a say in the decision-making process at the district level.

Group ● Parent ● Staff

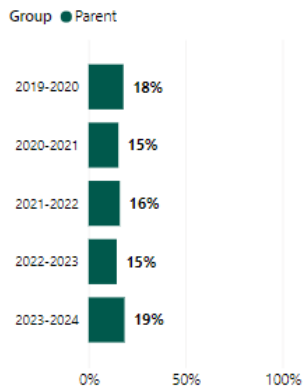


What would help parents become more involved in Manteca USD?

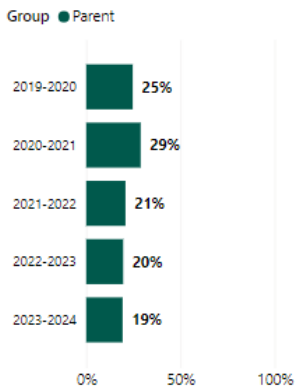


During the past 30 days, how many times did you... (% 4 to 5 Times + % More than 5 Times)

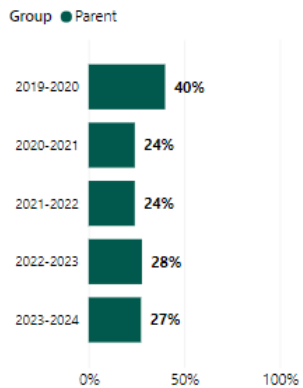
...communicate with your child's school (e.g., via email, phone, in-person)?



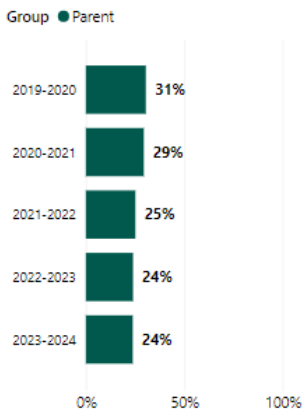
...communicate with your child's teachers (e.g., via email, phone, in-person)?



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



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



Data Analysis

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

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

Image 3: LCAP Survey- Expectations

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

Image 4: LCAP Survey- Parental Involvement

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

Student Need 3:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Certificated and classified personnel will be trained and will facilitate Parenting Partners sessions at least twice a year. Classified staff will provide student supervision to allow parents to attend the sessions.	Number of parents who complete the program by attending all sessions.	Fall 23/24 School Year: Number of parents who completed the workshop: 3 Spring 23/24: Number of parents who completed the workshop: 0	Not Met. Parenting Partners did not take place during the 24-25 school year. Will continue during the 25-26 school year.			Time Money People
Certificated and classified staff will participate in School Site Council meetings, and English Learner Advisory Committee meetings to increase connectiveness.	Number of attendees for School Site Council each month. Number of attendees for ELAC meetings (4 times a year).	SSC April: 8 March: 4 Feb.: 4 Jan.: 4 Dec.: 6 Nov.: 5 Oct.: 5 Sept.: 4	Making progress. Sept: 5 staff, 4 parents Oct: 5 staff, 6 parents Nov: 4 staff, 4 parents Dec: 5 staff, 2 parents Jan: 5 staff, 4 parents Feb: March: May: 4 staff, 3 parents ELAC:			Time People Money

			Sept: 11 Nov: 7 Feb: 7			
Community engagement events- Cultural Celebration, Fall Festival, Spring Fling, Book Fair, B2SN	Attendance measured by sign in sheets, QR codes and/or surveys.	2024 Fall Festival: 525 wristbands sold (student entry) Back to School Night: 426 families signed in	Making progress. Fall Festival: 525 wristbands sold (student entry) Back to School Night: 426 families signed in			Time Money People
Staff will provide academic engagement opportunities such as clubs (academic and enrichment), STEM Night and Literacy Night to engage students and families.	Attendance measured by sign in sheets, QR codes and/or surveys.	12.12.24 Fall Festival: 525 wristbands sold (student entry) Back to School Night: 426 families signed in	Making progress. STEM Night- attendance not tracked Parent Information Night: 10 attendees			Time Money People
Provide opportunities for students to participate in events, activities, and educational excursions during and outside of the instructional day to increase student connectiveness to school. (Artist in Residence, Science Camp, etc.)	Pre/Post survey to measure connectiveness after an event/activity/educational excursion. 12.6.24 Metric discontinued. 12.6.24 Attendance for each activity will be monitored. # of classes participating.	12.6.24 Artist in Residence: 20 classrooms, 4 times a year Science Camp: 49 students	Making progress. Artist in Residence: 4 visits/5 classrooms per visit Science Camp: 49			Time People Money
Teachers will meet with families twice a year during Goal Setting Conferences to communicate students' progress on grade level standards.	Number of conferences held during trimesters 1 and 2 Goal Setting Conferences.	Trimester 1 Conferences Held: 876 Trimester 2 Conferences Held: 728	Making progress. Trimester 1: 656 Goal Setting Conferences held in preschool-8th grades Trimester 2: 755 Goal Setting Conferences			Time People

			held PK-8th grades			
Staff (Certificated and Classified) will create monthly newsletters in all required languages to increase school to home communication and connectiveness.	Number of views for each newsletter will be tracked.	# of Views: Aug. 1967 Sept. 1292 Oct. 1531 Nov. 1481 Dec. 1396 Jan. 1756 Feb. 1486 Mar. 1602 April 412	Making progress. August- 2085 September- 1733 October- 1640 November- 1626 December- 1684 January- 1545 February- 1596 March- 1452 April- 1453 May- 1581			Time Money
The Outreach Assistant will work with staff and admin to reach out to families to increase attendance at committee meetings and events.	The number of calls/contacts made by the OA will be monitored in Q Visits.	23/24 School Year 5 visits were entered by the Community Outreach Assistant.	Not met. Outreach Assistant resigned early in the school year, we have yet to fill this position.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: This school year, our Back to School Night took place before the first day of school which made the first day of school run smoothly. In addition to Kite Night and Fall Festival, this school year our students will have the opportunity to attend a PBIS dance. In grades UTK-2nd, parents are invited to attend the dance. The monthly newsletter has several views each month. To further increase	Parenting Partners will be offered in Spring of 2025 Fall Festival: 525 wristbands sold (student entry) Back to School Night: 426 families signed in Attendance for events has been monitored by sales and sign in sheets. 656 Goal Setting Conferences held in preschool-8th grades # of Newsletter Views August- 2085 September- 1733	In collaboration with the Parent Teacher Booster Club, we will continue to partner with our families to encourage participation in event and represent our school community on committees. Attendance at school events will be monitored by sign in sheets and sales.	Continue

<p>communication, weekly messages are sent every Monday evening with upcoming events and safety reminders. Finally, our Parent Teacher Booster Club has been approved. They attended Fall Festival and have had their first meeting to start fundraising. Both School Site Council and English Learner Advisory Committee have regular members who attend each meeting providing input. Outreach Assistant resigned at the beginning of the school year. Unable to fill position until December.</p>	<p>October- 1640 November- 1626</p> <p>The number of views has consistently stayed around 1600 views with the most views happening at the beginning of the school year. Attendance for events has been high with over 525 wristbands sold to students. Parents entered without purchasing a wristband. Based on attendance sheets, 426 parents attended Back to School Night.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=OJDD1h</p>		
<p>Cycle 2: The goal to increase participation in school committees and events has yet to be met. Although several engagement opportunities have been offered, attendance still continues to be low. During cycle 2, we have held 2 PBIS dances, a STEAM night, Science Camp information night, eighth grade information night and eighth grade celebration committee meeting. The PBIS dances were well attended by students in the lower grades (UTK-2nd). All other events and information nights had low attendance. A survey will be sent out to gather information about previous school events to get an estimate of attendance. For upcoming events, QR codes will be put out to collect attendance information.</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=cXnU9s</p> <p>The evidence collected during cycle 2 shows a slight increase in School Site Council attendance from last school year. Goal setting conferences attendance has increased from Trimester 1 to Trimester 2. Additionally, more families attended STEAM night this year. The evidence shows that ongoing communication efforts and increased school events, have a positive impact on community attendance during events.</p>	<p>The next steps to increase parent engagement at the site is to continue to communicate with families via the monthly newsletter and weekly phone call. Additionally, implementing at least one round of Parenting Partners classes will help increase parent engagement by educating parents on the importance of being present at school events. Finally, the site will continue to foster relationships between the school and families by sending Positive Postcards home each week.</p>	<p>Continue</p>

<p>Parenting Partners has yet to begin. Staff will be trained in April with the goal of having at least 1 session of classes before the end of the school year. Attendance during trimester 2 goal setting conferences significantly increased. Our 7th and 8th grade teachers took on student led conferences. Students prepared to communicate with their families about their progress leading up to conference week. Monthly Newsletters continue to have over 1000 views. Additionally, each week a Monday Message is sent out to the school community. The message includes upcoming events and reminders that have to do with attendance and safety. The increased communication has helped increase attendance during school events.</p>			
<p>Cycle 3: This goal has not yet been met but progress has been made to increase parent/community engagement. We now have an established parent teacher booster club. They attend community events and meet with administration monthly. Attendance at events such as goal-setting conferences and after school events has increased. Parents are attending ELAC and SSC meetings more frequently. Finally, events such as parent information nights</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZI6u9Acky6Q?e=bC6LG6</p> <p>Here's a rephrased version of your statement:</p> <p>Evidence from Cycle 3 indicates a slight increase in School Site Council attendance compared to last school year. Additionally, this year saw a higher turnout for events such as STEAM Night, Spring Fling, and Open House/Cultural Celebration. These findings suggest that consistent communication efforts and a greater number of school events are positively influencing community attendance at</p>	<p>In order to continue to increase community participation, we will work with the newly established parent teacher booster club to increase participation. The site will host more opportunities for parents/community members to be on campus such as lunch on the lawn or donuts with dads/muffins with moms, etc. At back to school night, we will target and highlight parent engagement opportunities by sharing</p>	<p>Continue</p>

<p>and STEM night has a higher attendance rate. Parenting Partners was not held during this school year due to the staff that were trained moving to other positions. New staff members were trained and it will take place next school year, at least twice during the school year. Finally, monthly newsletters are sent out. Based on views, they are frequently visited by the community. Additionally, the principal sends out weekly phone calls home with information about upcoming events and important reminders.</p>	<p>school activities.</p>	<p>upcoming parent committee meeting dates and involvement opportunities. The weekly phone call home and newsletter will continue. Finally, Parenting Partners will be planned and implemented targeting families with younger children to engage them in the school community.</p>	
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Progress Monitoring 25-26

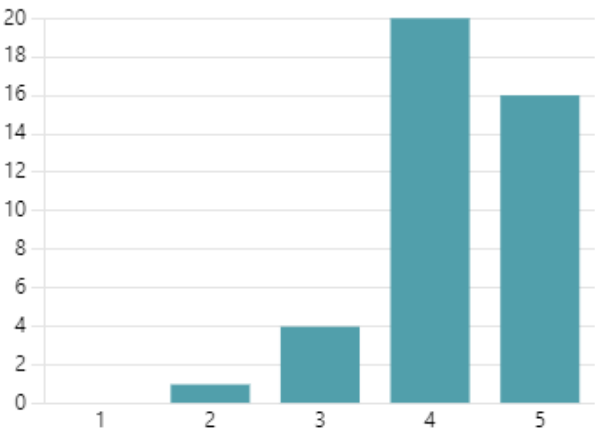
Progress Monitoring

Data

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

[More Details](#) [Insights](#)

4.24
Average Rating



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

[More Details](#) [Insights](#)

Yes	34
No	1
Somewhat	6



SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Manteca Unified School District		COUNTY San Joaquin
SCHOOL SITE Stella Brockman Elementary		SCHOOL TYPE (GRADE LEVELS) Elementary K-8
INSPECTOR'S NAME Bartlett, Elbert		NUMBER OF CLASSROOMS ON SITE 39
INSPECTOR'S TITLE Supervisor of Maintenance		NUMBER OF RESTROOM ON SITE 7
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 0		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Elbert Bartlett
TIME OF INSPECTION 06/30/2023 09:16 AM - 06/30/2023 01:46 PM		SITE ENROLLMENT 0
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: 19.39 acres		WEATHER CONDITION AT TIME OF INSPECTION Fair
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 67,350		

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/POUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS-LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS GATES/FENCES
	Number of "✓"'s	71	71	71	69	71	71	71	71	71	71	71	71	71	71	71
	Number of "0's"	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
	Number of "X's"	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
71	Number of "N/A's"	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓"'s divided by (Total Areas - "N/A's")		100.00%	100.00%	100.00%	97.18%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			97.18%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle One) Good = 90%-100% Fair = 75%-99.99% Poor = 0%-74.99%		GOOD FAIR POOR			GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR	

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

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

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

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

WORK ORDER SUBMITTED FOR EACH IDENTIFIED DEFICIENCY.

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

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS GATES/FENCES
	Number of "A"s	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
	Number of "B"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "C"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29	Number of "D"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Percent of Systems in Good Repair Number of "A"s divided by (Total Areas - "NA"s)		100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%		100.00%		100.00%		100.00%		100.00%		100.00%	
Rank (Circle One) Good = 100%-100% Fair = 75%-89.99% Poor = 0%-74.99%		GOOD FAIR POOR			GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR	

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

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

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

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

WORK ORDER SUBMITTED FOR EACH IDENTIFIED DEFICIENCY:

Data Analysis

Images 1 and 2: Site Staff Safety Survey

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

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

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

Student Need 4:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Site Safety Team will meet at least four times a year to review data, plan for upcoming drills and discuss the needs of the school site to continue creating a safe and clean environment.	Pre/Post survey on staff's perception of safety on campus.	12.6.24 Sept. 2024 4.32/5 rating on comfortability on site safety procedures Site reasonably secure? 21 yes, 1 no, 3 somewhat Facility is safe for students and staff? 20 yes, 5 somewhat Admin responsiveness to safety- 4.32/5 rating	Making progress.			Time Money People
Staff will participate in professional development through district, site and other offerings such as conferences and workshops that focus on school safety and preparedness.	Pre/post survey on PD measuring perception before and after the training on comfortability with the new strategy/program/idea. a. (Discontinued 12.6.24) 12/6/24 Staff survey will be conducted at least twice a year to evaluate staff's comfortability with safety procedures and perception of site safety.	12.6.24 Sept. 2024 4.32/5 rating on comfortability on site safety procedures Site reasonably secure? 21 yes, 1 no, 3 somewhat Facility is safe for students and staff? 20 yes, 5 somewhat Admin responsiveness to safety- 4.32/5 rating	Making progress.			Time Money People
Regular safety drills will be conducted in compliance with the state and district requirements.	Number of drills completed for each drill type. (Catapult)	Drills as of 5/1/24: Fire: 8 Earthquake: 2 Shelter in Place: 1 Lockdown: 3 Secure Campus: 1	Making progress. May 2025 Fire: 8 Earthquake: 1 Shelter in Place: 1 Secure Campus: 2 Lockdown: 3			Time People

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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: The school facility has continued to meet expectations. There are upcoming improvements being made to the site such as paint updates and implementing Peaceful Playground. Custodial staff meets monthly to review site procedures and discuss cleanliness. Drills are completed regularly using both the site alarms and Catapult. Staff was trained at the beginning of the year on site procedures. Each group of staff had beginning of the year meetings/training with admin to review site procedures and safety. Training is provided based on observed need. Teaching staff were trained again in September on how to respond to safety concerns and how to use Catapult. Overall, based on the survey, most staff feel safe on campus and feel they are trained to respond to an incident. The data from the survey was shared with the Instructional leadership team and the Site Safety Team.	https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=7uTC9a Safety Drills August: Fire drill- 1 September: Fire Drill- 1 Lockdown- 1 Secure Campus- 1 October: Earthquake- 1 Evacuation/Fire Drill- 1 November: Lockdown- 1 Shelter in Place- 1 Fire Drill- 1 Drills have been completed regularly each month. Catapult is used for each drill. The staff are surveyed in the beginning and toward the end of the year. Overall, staff feel safe and prepared on campus. There were concerns over student behavior but overall the survey had positive results.	The next steps are to send out the safety survey again to all staff and survey our families and students. This data will help guide our Site Safety team during their ongoing meetings. Additionally, feedback is being gathered on upcoming facility projects. Administration will continue to monitor progress during drills and observations while walking campus. Safety concerns will be addressed and professional development provided as needed.	Continue
Cycle 2: The school facility continues to meet expectations as measured	https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-	Based on the current analysis, the next steps are to send out the site safety survey again to	Continue

<p>by the FIT report which is conducted yearly. Monthly meetings with custodians and office staff take place to ensure the facilities are clean and procedures are in place to enhance safety on campus.</p> <p>The site safety team which includes classified staff, certificated staff, law enforcement and administration continues to meet at least 4 times a school year. During these meetings, the team reviews data and safety concerns. The team uses this information to communicate with all staff and train staff as needed. Safety drills are conducted regularly using Catapult. Each month the site has a fire drill. Other drills are spread out throughout the school year. During the last lockdown drill completed in February, our School Resource Officer was present during the drill to provide the site with feedback. Staff are trained on procedures at the beginning of the year, and they are provided with information from the site's safety book before each drill. Additionally, substitute staff have access to the information in their substitute folders.</p> <p>The safety survey sent at the beginning of the school year will be sent out again in May. This survey guides our site safety team and the actions we take.</p>	<p>23zUeQZl6u9Acky6Q?e=cXnU9s</p> <p>The FIT Report was provided to the site in December. It is located in the office. The report showed that the site continues to meet expectations with an exemplary rating at both the annex and main site. Drills are completed regularly as required by the district using Catapult. Finally, the site safety team has met three times this school year.</p>	<p>staff. That data will be used to determine next steps and prepare for next school year. Additionally, a survey needs to be created for students and parents to measure their feelings regarding school safety. The site safety team and administration will continue to monitor site needs and address them.</p>	
<p>Cycle 3:</p>	<p>https://musd-my.sharepoint.com/:w/g/personal/hgu</p>	<p>The next steps to continue to meet this</p>	<p>Continue</p>

<p>The school continues to meet expectations as measured by the annual FIT report. In order to maintain this rating, we have had monthly custodial meetings to review current procedures and address concerns. Additionally, the Site Safety Team meets 4 times a year to create the Comprehensive School Safety Plan and review/monitor data. Surveys are sent out to staff to determine site safety needs, and this data is reviewed by the Site Safety Team. All staff wear badges while on campus and there are sign in/out procedures. Drills are practiced monthly. Students are aware of the procedures; staff review them frequently and information is shared with the community regarding site safety procedures. Overall, the staff feel that site safety is a priority.</p>	<p>tierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6</p> <p>The FIT report showed the site meets expectations. Data from monthly drills shows staff and students are confident in procedures and remain committed to improving each drill. Additionally, data from staff surveys shows that staff feel safety is a priority at the site.</p>	<p>goal is to train new staff on site procedures, ensure all staff have proper identification and continue to improve on communication so all staff feel safe and are prepared to address situations. Additionally, during the upcoming school year, we will work with the modernization team to finalize plans for site improvements.</p>	
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Progress Monitoring 25-26

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

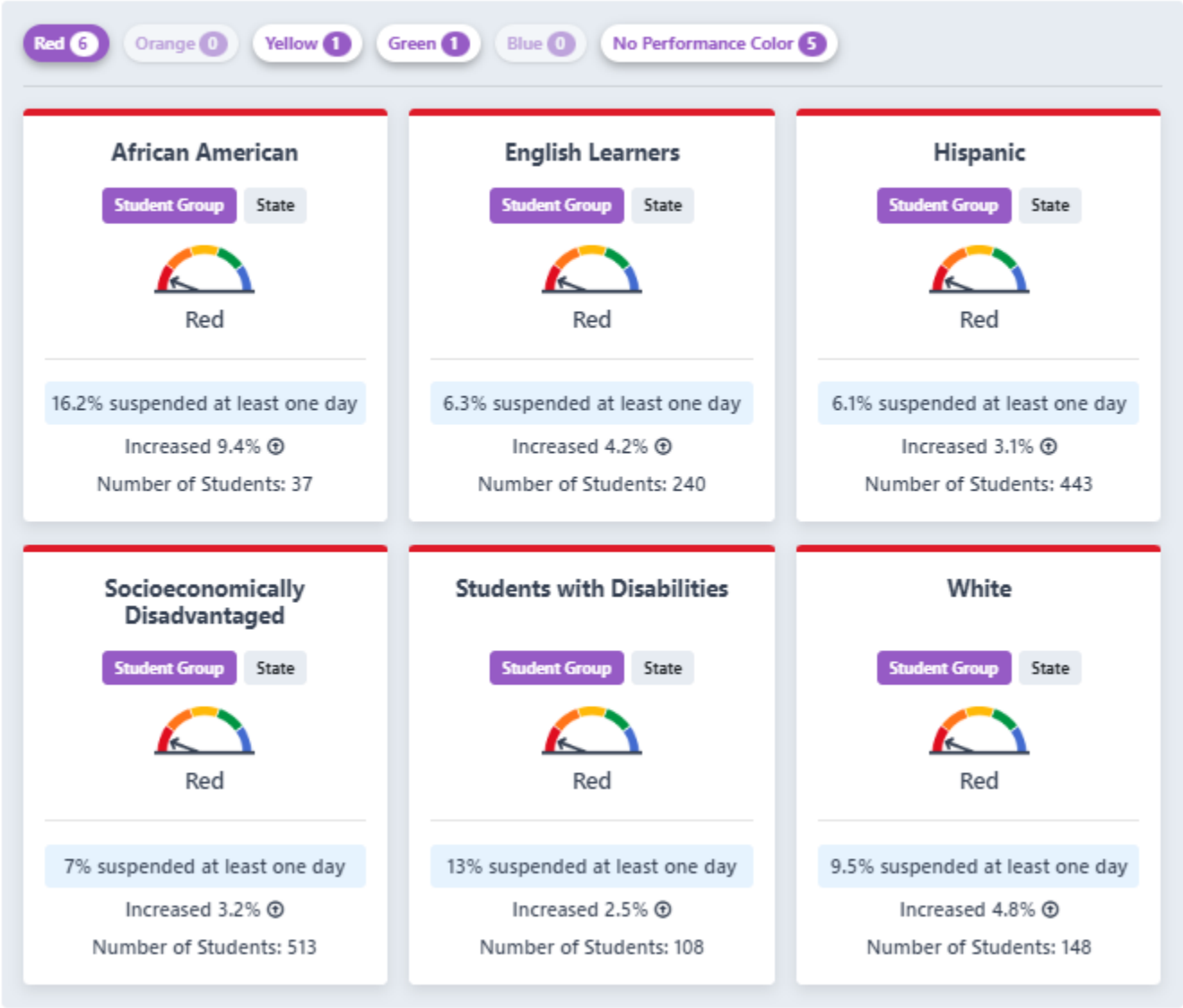
Every student will be supported to meet grade level standards in ELA and math through targeted intervention supports. Students will be assessed throughout the year and data will be collected and analyzed to support individual student need.

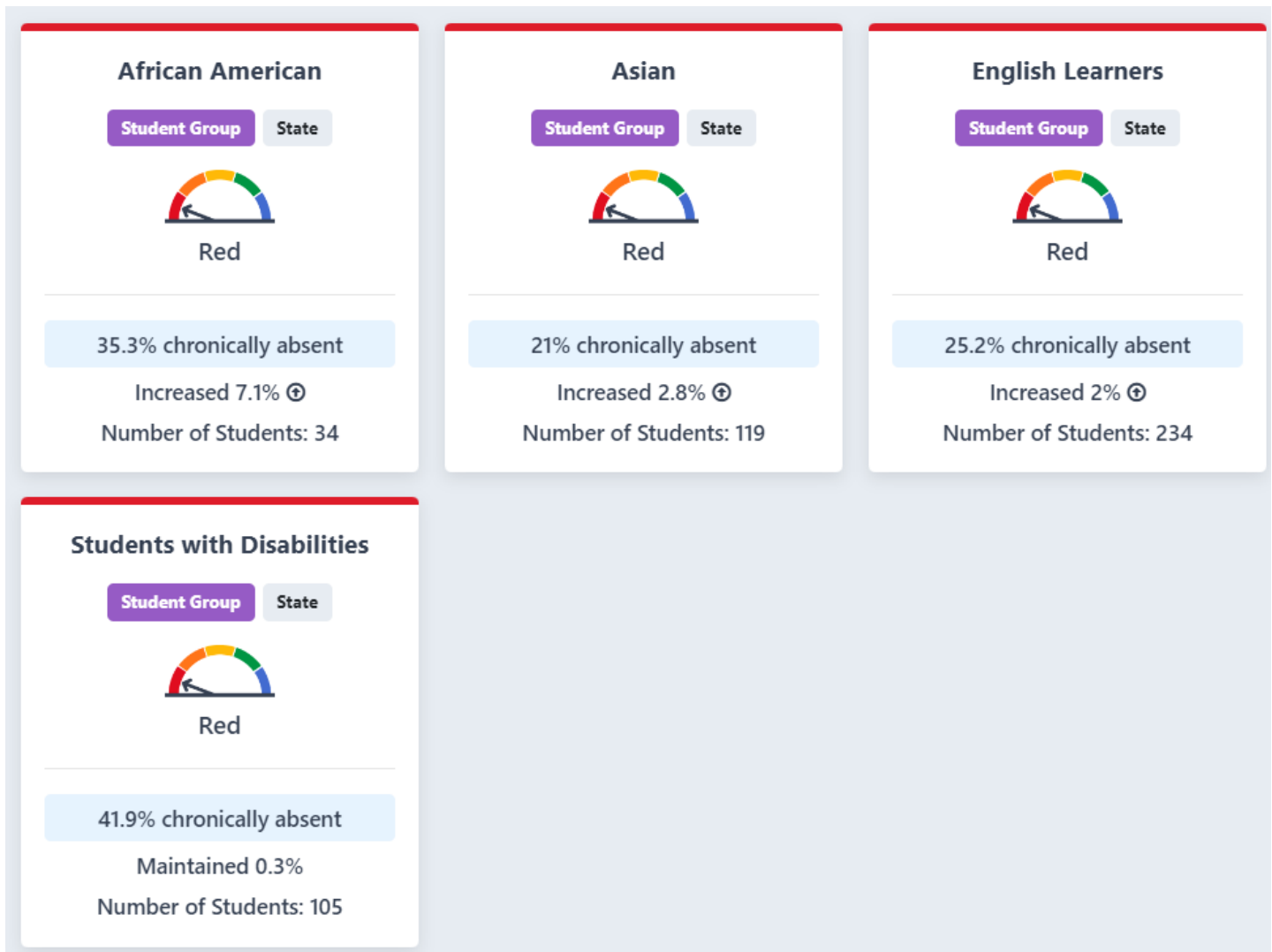
Student Group	Color	Status Level	Change Level	Current Chronic Absenteeism Rate	Current Number of Students Chronically Absent	Current Number of Eligible Students	Prior Chronic Absenteeism Rate
All Students	Yellow	Very High	Declined Significantly	28.8%	230	799	34.9%
English Learners	Red	Very High	Increased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

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

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

Explore Groups By Performance Level





Resource Inequities

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

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

Comprehensive Needs Assessment

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

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

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	185	194	233	24.1%	24.9%	28.8%
Fluent English Proficient (FEP)	99	116	98	13.5%	13.3%	12.1%
Reclassified Fluent English Proficient (RFEP)				4.7%		

Mathematics Data Comparisons: English Learners

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



English Learner Progress Indicator

All English Learner Students

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

LEARN MORE English Learner Progress

All Students State



Yellow

51.3% making progress towards English language proficiency

Maintained 0.6%

Number of EL Students: 152

[View More Details](#) →

2022-23 Smarter Balanced

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

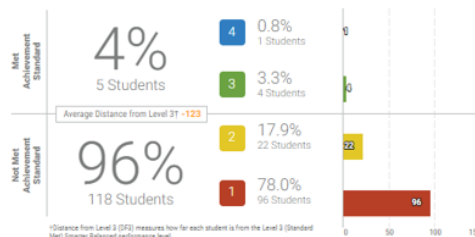
More information about this report can be found at help.illuminateed.com.

Overall Score Levels
4 Standard Exceeded
3 Standard Met
2 Standard Nearly Met
1 Standard Not Met

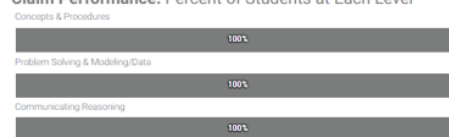
Claim Score Levels
Above Standard
Near Standard
Below Standard
No score/Not taken

Generated on 03/13/2024
by Illuminate Education™

Overall Performance: 123 students



Claim Performance: Percent of Students at Each Level



2022-23 Smarter Balanced

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

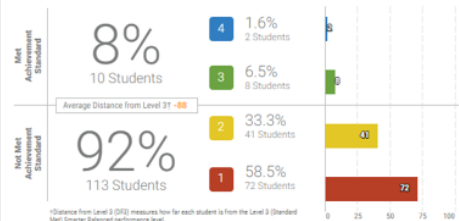
More information about this report can be found at help.illuminateed.com.

Overall Score Levels
4 Standard Exceeded
3 Standard Met
2 Standard Nearly Met
1 Standard Not Met

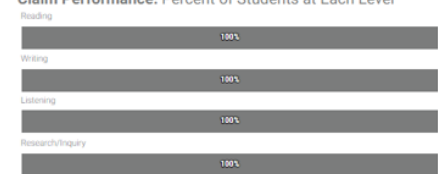
Claim Score Levels
Above Standard
Near Standard
Below Standard
No score/Not taken

Generated on 03/13/2024

Overall Performance: 123 students



Claim Performance: Percent of Students at Each Level



Subgroup filters have been disabled to protect student privacy.

View Data As: ☐ Numbers ☒ Percents

[Glossary of Terms for EL Reports](#)

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

Report Totals

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

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

Language Usage

NWEA Assessment Summary

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

Roster Date: Control Panel (03-13-2024)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Non SED
 English Proficiency: English Learner

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	2%	3
61 - 80	5%	7
41 - 60	16%	20
21 - 40	26%	34
1 - 20	50%	65
Total Student Tests		129

Average RIT Score



Math

NWEA Assessment Summary

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

Roster Date: Control Panel (03-13-2024)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Non SED
 English Proficiency: English Learner

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	1%	2
61 - 80	9%	16
41 - 60	12%	23
21 - 40	23%	43
1 - 20	55%	102
Total Student Tests		186

Average RIT Score



Reading:

NWEA Assessment Summary

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

Roster Date: Control Panel (03-13-2024)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Non SED
 English Proficiency: English Learner

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	1%	2
61 - 80	5%	8
41 - 60	18%	30
21 - 40	22%	37
1 - 20	55%	94
Total Student Tests		171

Average RIT Score



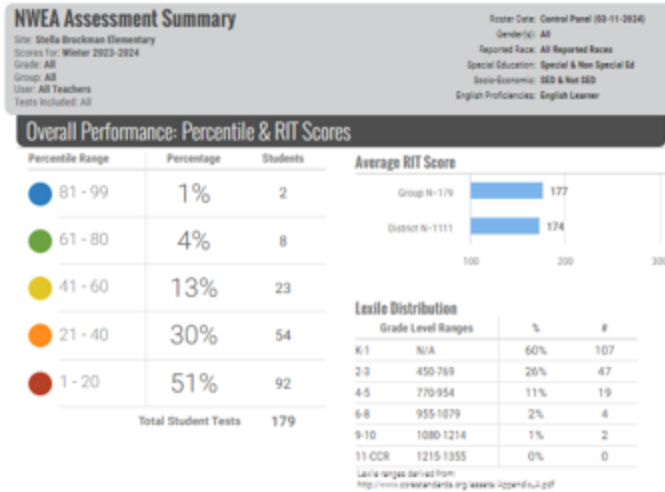
Lexile Distribution

Grade Level	Grade Level Ranges	%	#
K-1	N/A	65%	111
2-3	450-769	25%	43
4-5	770-954	8%	13
6-8	955-1079	2%	4
9-10	1080-1214	0%	0
11-CCR	1215-1355	0%	0

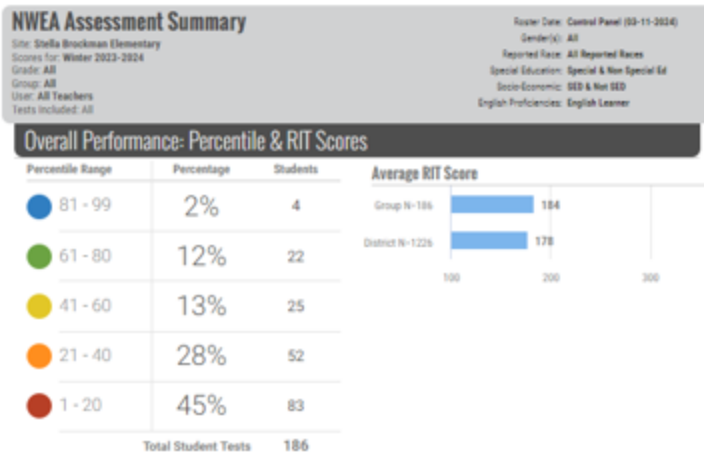
Lexile ranges derived from:
<http://wwwLexia.com/lexia.org/lexia/appendix.pdf>

English Learner Winter 23-24

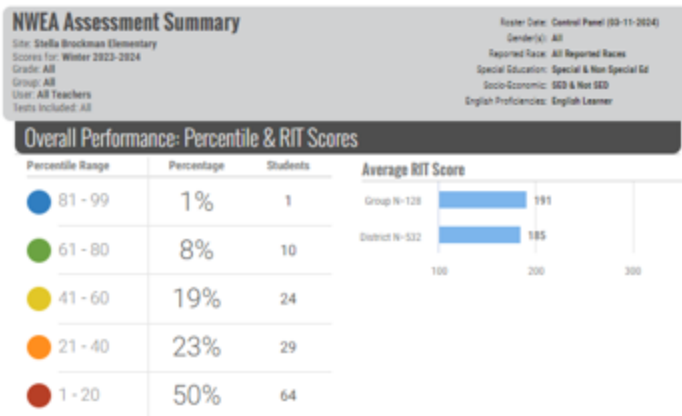
Reading:



Math:



Language Usage:



English Language Arts Data Comparisons: English Learners

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

Current English Learners	Recently Reclassified English Learners	English Only
79.6 points below standard	4.4 points above standard	35.2 points below standard
Declined 11.1 Points ⬇️	Declined 32.7 Points ⬇️	Maintained -1.5 Points
Number of Students: 99	Number of Students: 56	Number of Students: 246

Data Analysis

Image 1 CAASPP Math English Learner Achievement

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

Image 2 All English Learner progress towards English Language proficiency

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

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

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

Image 5 At Risk and Long-Term English Learners

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

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

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

Image 8 English Language Arts English Learner Achievement CAASPP

The 22/23 CAASPP assessment results for English Language arts show English Learners declined 11.1 points and are 79.6 points below standard. This is significantly better than the math results but still indicate a need for more focused

instruction on ELA standards. Recently reclassified English Learners scored 4.4 points above standard but showed a decline by 32.7 points. English Only students maintained at 35.2 points below standard. Once again significantly higher than math.

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Bilingual aides will work with English Learners under the direction of the classroom teacher during the instructional day to help students access the grade level standards.	<p>Teachers will work with their collaborative team to create common formative assessments to assess English Learner progress toward standards. % of students meeting standards will be collected. (Discontinued 12.5.24)</p> <p>Updated 12.5.24 Q-Standards Analysis for EL students by grade level (K-6th) Number of students who scored PR or EX on each standard for the grade level.</p> <p>Update 5.11.25 NWEA MAP Reading (Program- LTEL) % of students in green/blue bands</p>	<p>Update: 12.5.24 # of ELD standards w/proficient or exceeding marks</p> <p>1st grade- 2 standards 2nd grade- 6 standards 3rd grade- 6 standards 4th grade- 2 standards 5th grade- 1 standard 6th grade- 6 standards</p> <p>24-25 Spring NWEA MAP Reading (LTELs) % of students in green/blue bands</p> <p>All students: 7% 6th grade: 0% (1 student) 7th grade: 0% (14 students) 8th grade: 14% (14 students)</p>	<p>24-25 T2 # of ELD standards w/proficient or exceeding marks</p> <p>K: 46 standards 1st: 58 standards 2nd: 56 standards 3rd: 55 standards 4th: 66 standards 5th: 22 standards 6th: 37 standards</p>			Time Money People

BeGLAD training will be offered to 3rd-8th grade teachers to support daily EL instruction. Action Item Updated: 12.12.24 Teachers/Staff will have the opportunity to attend workshops/conferences during the school day or after school to support daily ELD instruction (integrated and designated).	Site Learning Walks: Strong evidence of teachers utilizing BeGLAD/ELD strategies during designated and integrated ELD instruction.	12.12.24 4/41 learning walks had evidence of Designated ELD	District learning walks found no evidence of BeGlad strategies out of the 4 classrooms that completed the training. Some evidence of 7 Hip Pocket Tools: 10/2; Color Coding; Cite your source; Signal Word; Visuals/ Gestures; Co-construct anchor chart.			Time People Money
ELOP: Before or after school academic tutorials will be offered to English Learners to support their acquisition of the English Language.	The number of EL students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.	12.6.24 Interventions have not begun	No interventions took place during the 24-25 school year.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: All teachers were trained on BeGLAD and ELD strategies at the beginning of the school year. That Action Item was updated to include additional training focusing on ELD instruction. Teachers worked with site admin and the instructional specialist to look at ELD supports within the base	https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkJXOlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=viezlf 13 students reclassified as of Nov. 2024 Learning walks did not collect strong evidence of ELD instruction. Based on the number of standards with proficient marks in each grade level, students are showing growth on the ELD standards.	Teachers will give the interim ELPAC assessments to prepare for the Summative ELPAC assessment. Additionally, teachers will participate in site-based PD focusing on Designated ELD instruction. The Learning Walk form will be updated to collect	Continue

<p>curriculum. Bilingual aides were provided a support schedule at the beginning of the school year. They visit each classroom to provide 30 minutes of support for English Learners. Additionally, the vice principal and bilingual aides monitor student progress toward reclassification.</p>	<p>Based on the current MAP scores and learning walk data, more attention needs to be given to supporting our English Learners.</p>	<p>stronger evidence on ELD instruction.</p>	
<p>Cycle 2: During cycle 2, learning walks were conducted looking for evidence of use of tier 1 strategies to support students' oral language and vocabulary development. Learning walks showed evidence of these strategies but clearer expectations need to be communicated. The site leadership team with input from teacher teams will create a rubric to determine what strong evidence of ELD strategies/instruction is. Learning walks conducted by the district EL coordinator did not find any evidence of BeGlad strategies being used during that snapshot of time. Bilingual paraprofessionals are currently giving the Summative ELPAC assessment. ELD teachers in 7th and 8th grades facilitated the assessment with their students. All other grade levels are being tested by the bilingual paraprofessionals. Bilingual paraprofessionals continue to work with our English Learners to support them during classroom instruction.</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkJXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=k9ST3E</p> <p>The most recent SBRC report cards showed most students had approaching and proficient marks in ELD standards. Based on current MAP data, students are not meeting proficiency as measured by the MAP assessments. There is a discrepancy between the marks on ELD standards and student progress on the MAP assessments.</p>	<p>Based on current data, the site needs to focus on supporting our English Learners during instruction. Additionally, during designated ELD instruction, the focus must be on language development using the base curriculum. More professional development needs to be provided to teachers, and a rubric must be created to clarify expectations. In collaboration with the site instructional specialist, administration will work on providing support to teachers around EL instruction and best practices. This will happen by imbedding professional development into staff meetings each month and working with PLC teams to plan lessons to support our EL students.</p>	<p>Continue</p>

<p>Cycle 3:</p> <p>During cycle 3, learning walks continued to look for evidence of tier 1 strategies that support oral language development. Learning walks showed little evidence of these strategies. The instructional leadership team has developed a rubric to use during site learning walks to communicate school wide expectations.</p> <p>During district BeGlad walks, some evidence of strategies were found in the 4 classrooms observed. Very little evidence of BeGlad strategies was observed. The NWEA MAP Reading (LTELs) % of students in green/blue bands will be used to monitor progress toward proficiency.</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6</p> <p>24-25 Spring NWEA MAP Reading (LTELs) % of students in green/blue bands</p> <p>All students: 7%</p> <p>6th grade: 0% (1 student)</p> <p>7th grade: 0% (14 students)</p> <p>8th grade: 14% (14 students)</p> <p>This data shows students who are considered LTELs are not making progress.</p>	<p>The next steps are to create more opportunities for professional development that supports designated and integrated ELD instruction. The site instructional specialist in collaboration with administration, will create site professional development opportunities. A survey given to teachers at the end of the school year show the need for more training on instructional strategies.</p>	<p>Continue</p>
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Progress Monitoring 25-26

Data

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

[View Detailed Data](#)

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

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

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



Student Growth Summary Report

Aggregate by School

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

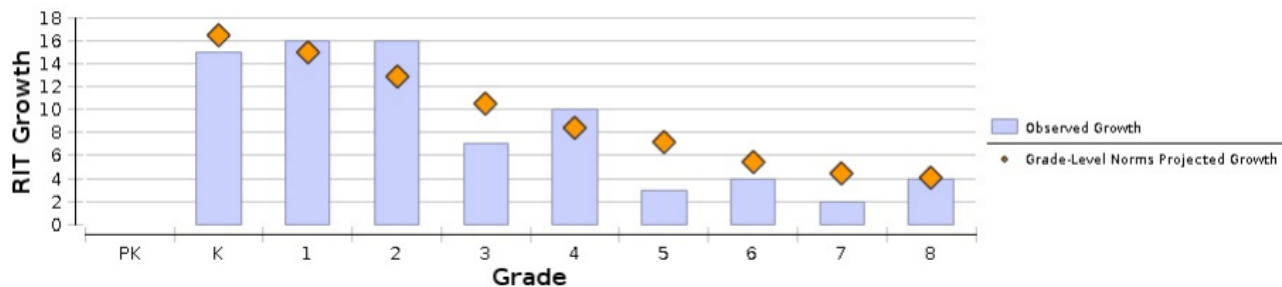
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: Ethnicity
 Small Group Display: Yes

Stella Brockman Elementary

Language Arts:
Reading

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

Language Arts: Reading



Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against						Student Norms			
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK		Statistics cannot be aggregated above the program level															
ELOP	8	133.0	7.1	24	150.3	14.4	30	17	4.7	16.8	0.20	58	8	4	50	51	
English Learner	11	133.0	7.1	24	145.3	11.8	7	12	4.0	16.8	-1.86	3	11	5	45	47	
Homeless	1	143.0		89	178.0		99	39		16.8	7.88	99	1	1	100	9	
SED	24	135.8	6.8	44	149.7	12.1	28	14	2.1	16.5	-1.08	14	24	11	46	46	
SWD	1	143.0		89	178.0		99	35		15.8	7.88	99	1	1	100	9	
1		Statistics cannot be aggregated above the program level															
ELOP	17	154.8	12.0	40	168.4	14.0	32	14	1.7	15.3	-0.81	27	17	7	41	35	
English Learner	28	141.4	10.7	1	158.1	13.8	2	17	1.9	14.2	1.01	84	28	16	57	51	
Homeless	4	145.3	13.8	2	158.8	18.1	2	14	4.8	14.5	-0.40	34	4	1	25	30	
SED	57	148.1	13.8	7	164.8	15.3	15	17	1.2	14.8	0.77	78	57	33	58	53	
SWD	4	151.0	14.0	18	160.8	8.7	5	10	3.9	15.0	-2.07	2	4	1	25	30	
2		Statistics cannot be aggregated above the program level															
ELOP	21	158.6	10.5	2	175.8	12.0	9	16	2.2	12.8	1.34	91	21	10	48	46	
English Learner	25	158.6	10.8	2	175.3	12.0	8	17	1.7	12.8	1.55	94	25	15	60	54	
Foster Youth	1	151.0		1	189.0		1	8		12.6	-1.82	3	1	0	0	0	
Homeless	6	166.5	10.3	1	171.7	10.2	3	10	3.3	12.7	0.98	84	6	3	50	54	
SED	44	158.2	10.8	2	176.0	11.6	9	17	1.3	12.8	1.58	94	44	23	52	50	
SWD	4	152.5	3.0	1	164.0	3.5	1	12	1.5	12.6	-0.45	33	4	0	0	34	
Section 504	1	148.0		1	181.0		1	13		12.5	0.20	58	1	0	0	9	
3		Statistics cannot be aggregated above the program level															

Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against						Student Norms		
		Fall 2023			Spring 2024			Growth		Grade-Level Norms						
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
ELOP	25	179.8	17.0	17	196.4	13.2	17	11	2.5	10.8	-0.10	46	25	10	40	42
English Learner	13	180.5	13.7	20	193.2	13.5	3	3	2.3	10.8	-3.81	1	13	2	15	14
Former Youth Homeless	5	182.0	6.3	99	181.0		1	-1		10.7	-3.52	1	1	0	0	9
SED	55	184.7	15.7	39	197.8	14.8	54	4	7.6	9.8	-0.71	1	5	1	20	18
SWD	4	181.8	4.2	1	193.3	15.1	24	7	1.7	10.6	-1.55	6	55	21	38	21
Section 504	1	184.0		1	179.0		1	22	8.8	11.6	4.87	99	4	2	50	60
4										11.5	-4.23	41	1	0	0	9
Statistics cannot be aggregated above the program level																
ELOP	18	188.7	20.2	14	200.4	17.8	27	12	2.3	8.5	1.49	93	18	11	61	59
English Learner	16	177.6	18.0	1	192.3	17.5	4	15	1.9	9.2	2.64	99	16	10	63	54
Homeless	3	188.0	1.7	63	208.0	4.6	67	9	3.0	8.0	0.47	68	3	1	33	41
SED	50	191.0	17.8	22	201.8	16.3	34	11	1.2	8.5	1.12	87	50	30	60	52
SWD	8	172.3	14.0	1	184.8	17.1	1	13	3.2	9.5	1.43	92	8	4	50	48
5																
Statistics cannot be aggregated above the program level																
ELOP	7	179.0	21.0	1	188.6	19.3	1	8	4.2	7.8	-0.12	45	7	2	29	18
English Learner	17	179.2	13.4	1	188.6	12.0	1	9	3.1	7.8	0.80	79	17	7	41	40
Homeless	4	182.0	7.8	4	199.0	15.9	4	7	8.8	7.2	-0.08	47	4	3	75	59
SED	42	181.2	18.9	3	194.2	18.6	1	3	2.1	7.2	-2.12	2	42	14	33	21
SWD	9	185.1	15.7	1	194.1	19.5	1	9	5.8	7.5	0.75	77	9	5	58	53
Section 504	1	223.0		99	222.0		94	-1		5.5	-3.20	1	1	0	0	9
6																
Statistics cannot be aggregated above the program level																
ELOP	8	209.4	19.3	46	208.9	21.8	18	9	2.6	5.2	-3.30	1	8	3	38	37
English Learner	21	195.3	13.7	2	200.8	13.2	2	6	1.9	6.1	-0.33	37	21	13	62	52
Homeless	5	206.8	6.9	32	203.0	12.6	4	-4	5.2	5.4	-5.29	1	5	2	40	12
SED	48	203.0	14.2	16	206.4	13.9	10	3	1.8	5.8	-1.27	10	48	21	48	42
SWD	5	188.4	14.5	1	193.0	13.0	1	5	4.0	6.5	-1.08	14	5	2	40	34

Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)		Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
			Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
			Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
Statistics cannot be aggregated above the program level																		
7																		
ELOP	2	208.5	4.9	22	210.5	14.8	14	2	7.0	4.4	-1.37	8	2	1	50	41		
English Learner	19	198.2	12.7	1	199.2	13.2	1	1	1.5	4.9	-2.20	1	19	8	32	28		
Homeless	1	191.0		1	207.0		6	16		5.2	0.17	99	1	1	100	0		
SED	4	196.8	14.8	1	203.5	12.9	2	7	3.2	4.9	1.01	84	4	1	25	40		
SWD	58	208.3	14.4	14	208.8	14.0	9	2	1.2	4.5	-1.14	13	53	22	42	38		
Section 504	6	188.7	10.9	1	187.0	11.1	1	1	3.4	5.4	-2.82	1	6	2	30	29		
Statistics cannot be aggregated above the program level																		
8																		
ELOP	2	192.5	7.8	1	213.0	1.4	13	21	4.5	4.9	7.72	99	2	2	100	96		
English Learner	13	197.1	10.9	1	202.6	8.1	1	6	2.8	4.7	0.40	88	13	8	62	74		
Homeless	1	211.0		19	218.0		23	5		4.0	0.90	89	1	1	100	0		
SED	61	210.5	14.4	17	214.5	12.9	18	4	1.1	4.0	-0.01	50	61	33	54	52		
SWD	15	195.3	14.4	1	199.7	15.7	1	5	2.8	4.8	-0.19	42	15	6	40	31		

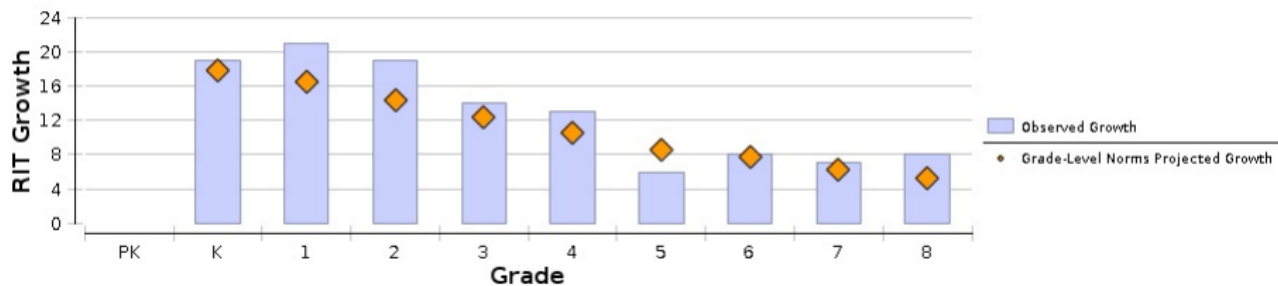
LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 15.1 points or more)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined increased by 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior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

Stella Brockman Elementary

Math: Math K-12

Grade (Spring 2024)		Total Number of Growth Events		Comparison Periods									Growth Evaluated Against					
				Fall 2023			Spring 2024			Growth			Grade-Level Norms			Student Norms		
				Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Asian	13	216.4	22.2	19	222.1	24.2	21	6	2.5	5.2	0.19	57	13	6	46	43		
Black or African American	3	217.0	11.8	21	226.7	14.3	36	10	7.5	5.3	1.84	97	3	2	67	70		
Hispanic or Latino	42	212.8	15.9	11	221.5	16.5	19	9	1.0	5.2	1.45	93	42	28	67	66		
Multi-ethnic	1	228.0		62	241.0		85	13		5.4	3.14	99	1	1	100	0		
Native Hawaiian or Other Pacific Islander	1	219.0		27	238.0		78	19		5.3	5.68	99	1	1	100	0		
White	25	212.8	12.3	11	221.4	14.9	19	9	1.4	5.2	1.41	92	25	16	64	61		

Math: Math K-12



Data Analysis

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

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

Student Growth Summary by Ethnicity Reading (Image 2)

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

Student Growth Summary by Grade Level and Ethnicity (Image 3)
 The data from the most recent MAP window indicates the percentage of students who met their growth projection by program. Fourth grade had the highest percentage of SED students who met their growth projections at 60%. Other grade levels averaged 50% or below. With over 50% of the student population at Stella Brockman considered Socioeconomically Disadvantaged, this is a significant amount of students not meeting their growth projections.

CA School Dashboard 5x5 for Math (Image 4)
 Overall, all students had low achievement on the CAASPP Math assessment. All students declined in achievement from the previous school year. English Learners, Hispanic, Asian and White students had similar achievement and declining scores. Socioeconomically Disadvantaged students maintained their scores but continue to have low achievement.

Student Growth Summary by Ethnicity Math (Image 5)
 The NWEA MAP Math data indicates 46% of Asian students, 67% of Hispanic students and 64% of white students met their growth projections from Winter 2024-Spring 2024. Based on this information, students are making progress toward grade level standards for math. The focus on math instruction and Math Thinking Strategies this school year has made a positive impact on overall math achievement.

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will participate in regular grade level Professional Learning Communities (PLC) focused on lesson design to meet the needs of all learners including SED, Asian and Hispanic students.	Learning walks looking for strong evidence of differentiation and lesson design that supports the needs of all learners. March 2025- Discontinued metric. March 2025: Percentage of SED students who met their growth projection.	As of 12.6.24 Little evidence of differentiation as measured by learning walk data. Fall 2024: % of SED, Asian, and Hispanic students who met their	Making Progress.			Time People

		<p>growth projection.</p> <p>Math:</p> <p>1st- 47, 43, 39</p> <p>2nd- 55, 60, 55</p> <p>3rd- 56, 44, 55</p> <p>4th- 63, 87, 55</p> <p>5th- 28, 54, 44</p> <p>6th- 57, 57, 58</p> <p>7th- 60, 79, 53</p> <p>8th- 52, 67, 52</p> <p>Reading:</p> <p>1st- 42, 0, 35</p> <p>2nd- 68, 79, 67</p> <p>3rd- 84, 88, 88</p> <p>4th- 63, 64, 48</p> <p>5th- 60, 69, 59</p> <p>6th- 57, 71, 67</p> <p>7th- 75, 71, 52</p> <p>8th- 60, 83, 66</p>				
<p>ELOP: Before and/or after school academic tutorials will be offered to Socioeconomically Disadvantaged, Asian, and Hispanic students to support their understanding of ELA and math grade level standards.</p>	<p>The number of SED, homeless, foster students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the intervention.</p>	<p>12.6.24 Interventions have not begun</p>	<p>Didn't Meet.</p> <p>No interventions were held during the 24-25 school year.</p> <p>Teachers will continue to be encouraged to provide after school interventions based on standards. An interest survey will be sent to staff at the end of this school year.</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>Cycle 1:</p> <p>We have shown little progress toward the SMART</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkJXOlgYOpFvCbXm</p>	<p>The next steps are to work with our site's Instructional Leadership</p>	<p>Continue</p>

<p>goal. Teachers participate in weekly Professional Learning Communities (PLCs) with their grade level teams. They review student progress toward grade level standards and work together to plan and design lessons to meet the needs of all students. Our teachers focused on common formative assessments (CFAs) and collecting evidence of standard proficiency during trimester one. The focus for Trimester 2, as determined by the site Instructional Leadership Team, teachers are focusing on oral language and vocabulary strategies such as sentence stems/frames, Think, Pair, Share, paired response frames and strategic questioning. Ongoing professional development led by administration and/or the IS will be provided to ensure lessons are designed to support all learners. Additionally, the instructional specialist and administration will continue to participate in grade level PLCs to support the PLC process.</p>	<p>htMV3MBF0xR-23zUeQZl6u9Acky6Q?e=viezlf</p> <p>Data from last school year shows a large increase in our SED population. Last school year, the SED population was 70%, almost a 19% increase from the previous year. Data shows that most students in these student groups have not meet their growth projections by 80% or higher. The data shows the need for more differentiated instruction.</p>	<p>team and grade level PLCs to provide interventions during WIN time to support students who are not meeting standards. Professional development will be created to support teachers in implementing effective interventions during WIN time.</p>	
<p>Cycle 2: This goal has yet to be met based on current MAP data. No groups have yet to reach 80% meeting growth projections. Teachers meet regularly in their PLCs to review data and design lessons. The work currently focuses on gathering evidence to assess standards. Most PLC teams are not yet intentionally planning lessons to meet the needs</p>	<p>https://musd-my.sharepoint.com/:f:/g/personal/hgutierrez_musd_net/EpSsu8mcnFJKpr-seKCpiJsBQh5OnHJnWaHdu0mJJhQZTw?e=PTbAis</p> <p>Current MAP projections show that most groups are not meeting their growth projections. The data indicates a need for more supports for students not meeting standard during daily instruction. Additionally, more intentional planning to intervene during WIN time would further support our</p>	<p>The next steps to further support our SED, Asian and Hispanic student population, is to work with our grade level teams to provide students support during daily instruction by differentiating to meet the needs of all students. Furthermore, as a site, our teams need to intentionally plan for WIN time. Teams will be supported</p>	<p>Continue</p>

of all students. Additionally, most PLC teams are not observed intentionally planning for WIN time. PLC teams have worked with administration and the site instructional specialist during pull-out days and weekly PLCs to support students. Teams are showing progress as measured by ongoing PLC evaluations.	SED, Asian and Hispanic students.	by site administration and the instructional specialist.	
Cycle 3: The current MAP data indicates that the 80% growth projection goal has not yet been achieved by any group. While teachers meet regularly in their PLCs to review data and develop lessons, the primary focus has been on collecting evidence to assess standards. Most PLC teams are still in the early stages of intentionally planning instruction to address the diverse needs of all students, including during WIN (What I Need) time. Although intentional planning for WIN has not been consistently observed, teams have collaborated with administration and the site instructional specialist during pull-out days and weekly PLC meetings. Progress is evident, as reflected in ongoing PLC evaluation data.	https://musd-my.sharepoint.com/:w:/g/personal/hgutierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6 Sixth grade had the highest percentage of students who met their growth projections at 72% for math and 74% for reading. All other grade levels were below 60%. The data demonstrated that sixth grade is the closest to meeting the 80% target. This grade level is significantly outperforming other grade levels. Based on current demographics, the Hispanic population is the largest group at our school.	The next steps for our grade level teams will be to look at the students just below the growth targets and determine interventions to move students toward the growth target.	Continue

Progress Monitoring 25-26

Data

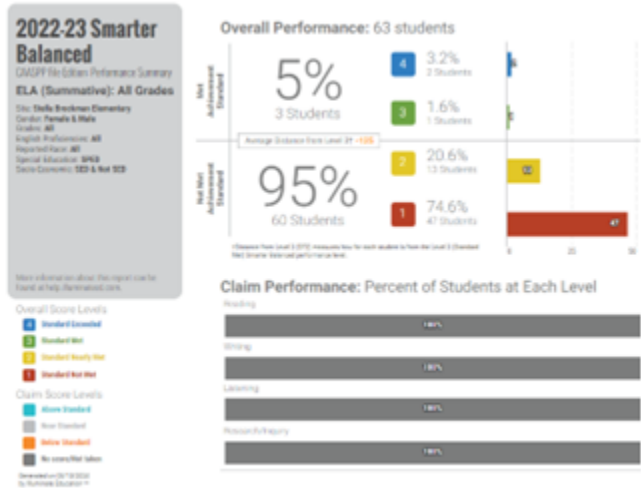
Reporting Year: 2023 Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

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

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

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





Student Growth Summary Report

Aggregate by School

Turn: Spring 2023-2024
District: Maricopa Unified School District

Norms Reference Date: 2020 Norms
Growth Comparison Period: Fall 2023 - Spring 2024
Start: 4 (Fall 2023)
End: 32 (Spring 2024)
Grouping: Program
Small Group Display: Yes

Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth			Grade-Level Norms			Student Norms			
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK	Statistics cannot be aggregated above the program level																
K	Statistics cannot be aggregated above the program level																
ELOP	8	133.0	7.1	24	150.3	14.4	30	17	4.7	16.8	0.20	58	8	4	50	51	
English Learner	11	133.0	7.1	24	145.3	11.8	7	12	4.0	16.8	-1.86	3	11	5	45	47	
Homeless	1	143.0		89	178.0		99	39		16.8	7.88	99	1	1	100	8	
SED	24	135.8	6.8	44	149.7	12.1	28	14	2.1	16.5	-1.08	14	24	11	46	46	
SWD	1	143.0		89	178.0		99	35		15.8	7.88	99	1	1	100	8	
1	Statistics cannot be aggregated above the program level																
ELOP	17	154.8	12.0	40	168.4	14.0	32	14	1.7	15.3	-0.81	27	17	7	41	35	
English Learner	28	141.4	10.7	1	158.1	13.8	2	17	1.9	14.2	1.01	84	28	16	57	51	
Homeless	4	145.3	13.8	2	158.8	18.1	2	14	4.8	14.5	-0.40	34	4	1	25	30	
SED	57	148.1	13.8	7	164.8	15.3	15	17	1.2	14.8	0.77	78	57	33	58	53	
SWD	4	151.0	14.0	18	160.8	8.7	5	10	3.9	15.0	-2.07	2	4	1	25	30	
2	Statistics cannot be aggregated above the program level																
ELOP	21	158.6	10.5	2	175.8	12.0	9	16	2.2	12.8	1.34	91	21	10	48	46	
English Learner	25	158.6	10.8	2	175.3	12.0	8	17	1.7	12.8	1.55	94	25	15	60	54	
Former Youth	1	151.0		1	189.0		1	8		12.6	-1.82	3	1	0	0	0	
Homeless	6	166.8	10.3	1	171.7	10.2	3	10	3.3	12.7	0.98	84	6	3	50	54	
SED	44	158.2	10.9	2	176.0	11.8	9	17	1.3	12.8	1.58	94	44	23	52	50	
SWD	4	152.5	3.0	1	164.0	3.5	1	12	1.5	12.6	-0.45	33	4	0	0	34	
Section 504	1	148.0		1	181.0		1	13		12.5	0.20	58	1	0	0	0	
3	Statistics cannot be aggregated above the program level																

Stella Brockman Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
ELOP	25	179.8	17.0	17	196.4	13.2	17	11	2.5	10.8	-0.10	46	25	10	40	42	
English Learner	13	180.5	13.7	20	193.2	13.5	3	3	2.3	10.8	-3.81	1	13	2	15	14	
Former Youth	1	182.0		26	181.0		1	-1		10.7	-5.52	1	1	0	0	0	
Homeless	5	202.2	6.3	99	197.8	14.8	54	-4	7.8	9.8	-8.71	1	5	1	20	18	
SED	55	184.7	15.7	39	192.0	15.1	24	7	1.7	10.6	-1.55	6	55	21	38	21	
SWD	4	181.8	4.2	1	183.3	18.7	3	22	8.8	11.8	4.87	99	4	2	50	49	
Section 504	1	184.0		1	179.0		1	11		11.8	-0.23	41	1	0	0	0	
Statistics cannot be aggregated above the program level																	
4																	
ELOP	18	188.7	20.2	14	200.4	17.8	27	12	2.3	8.5	1.48	93	18	11	61	59	
English Learner	18	177.8	18.0	1	192.3	17.5	4	15	1.9	9.2	2.64	99	18	10	63	54	
Homeless	3	198.0	1.7	63	208.0	4.8	87	9	3.0	8.0	0.47	68	3	1	33	41	
SED	50	191.0	17.8	22	201.8	18.3	34	11	1.2	8.5	1.12	87	50	30	60	52	
SWD	8	172.3	14.0	1	184.8	17.1	1	13	3.2	9.5	1.43	92	8	4	50	48	
Statistics cannot be aggregated above the program level																	
5																	
ELOP	7	179.0	21.0	1	188.6	19.3	1	8	4.2	7.8	-0.12	45	7	2	28	18	
English Learner	17	179.2	13.4	1	188.6	12.0	1	9	3.1	7.8	0.80	79	17	7	41	40	
Homeless	4	182.0	7.8	4	199.0	15.9	4	7	8.8	7.2	-0.08	47	4	3	75	59	
SED	42	181.2	18.9	3	194.2	18.6	1	3	2.1	7.2	-2.12	2	42	14	33	21	
SWD	9	185.1	15.7	1	194.1	19.5	1	9	5.8	7.5	0.75	77	9	5	56	53	
Section 504	1	223.0		99	222.0		94	-1		5.5	-3.20	1	1	0	0	0	
Statistics cannot be aggregated above the program level																	
6																	
ELOP	8	209.4	19.3	46	208.9	21.8	18	5	2.6	5.2	-3.30	1	8	3	38	37	
English Learner	21	195.3	13.7	2	200.8	13.2	2	6	1.9	6.1	-0.33	37	21	13	62	52	
Homeless	5	206.8	6.9	32	203.0	12.6	4	-4	5.2	5.4	-5.29	1	5	2	40	12	
SED	48	203.0	14.2	16	206.4	13.9	10	3	1.8	5.8	-1.27	10	48	21	48	42	
SWD	5	188.4	14.5	1	193.0	13.0	1	5	4.0	6.5	-1.08	14	5	2	40	34	

Stella Brockman Elementary

Language Arts:
Reading

		Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events	Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Statistics cannot be aggregated above the program level																
7																
ELOP	2	208.5	4.9	22	210.5	14.8	14	2	7.0	4.4	-1.37	8	2	1	50	41
English Learner	19	198.2	12.7	1	199.2	13.2	1	1	1.5	4.9	-2.20	1	19	8	32	28
Former Youth	1	191.0		1	207.0		6	16		5.2	0.17	99	1	1	100	0
Homeless	4	196.8	14.8	1	203.5	12.9	2	7	3.2	4.9	1.01	84	4	1	25	40
SED	58	208.3	14.4	14	208.8	14.0	9	2	1.2	4.5	-1.14	13	53	22	42	38
SWD	6	188.2	10.9	1	187.0	11.1	1	1	3.4	5.4	-2.82	1	6	2	30	29
Statistics cannot be aggregated above the program level																
8																
ELOP	2	182.5	7.8	1	213.0	1.4	13	21	4.5	4.9	7.72	99	2	2	100	96
English Learner	13	197.1	10.9	1	202.6	8.1	1	6	2.8	4.7	0.40	88	13	8	62	74
Homeless	1	211.0		19	218.0		23	5		4.0	0.90	89	1	1	100	0
SED	61	210.5	14.4	17	214.5	12.9	18	4	1.1	4.0	-0.01	50	61	33	54	52
SWD	15	195.3	14.4	1	199.7	15.7	1	5	2.8	4.8	-0.19	42	15	6	40	31

Math K-12		Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms				Student Norms			
Grade (Spring 2024)	Total Number of Growth Events	Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Their Growth Projection	Student Median Conditional Growth Percentile	
PK																	
Statistics cannot be aggregated above the program level																	
Statistics cannot be aggregated above the program level																	
K																	
ELOP	10	138.0	14.1	39	157.7	15.8	55	20	2.7	17.8	0.86	81	10	7	70	58	
English Learner	17	135.8	11.1	23	156.2	11.9	43	21	1.8	18.1	1.11	87	17	13	76	64	
Homeless	2	133.0	12.7	11	136.5	13.4	1	4	18.5	18.5	-8.89	1	2	1	50	31	
SED	34	137.4	10.9	35	154.2	14.5	29	17	1.9	17.9	-0.47	32	34	18	53	57	
SWD	2	134.5	10.6	18	141.5	20.5	1	7	22.0	18.3	-5.03	1	2	1	50	46	
Statistics cannot be aggregated above the program level																	
1																	
ELOP	18	158.6	10.9	40	177.6	9.1	55	19	1.7	16.4	1.12	87	18	10	56	55	
English Learner	27	148.3	13.9	2	168.9	13.6	15	22	1.9	16.7	1.06	98	27	18	67	65	
Homeless	4	150.3	9.0	5	166.8	16.9	11	19	4.4	16.6	0.75	77	4	2	50	44	
SED	96	152.7	14.2	10	174.2	13.4	36	22	1.2	16.5	1.07	98	96	39	64	66	
SWD	4	157.3	10.9	32	173.8	9.0	34	17	1.8	16.4	0.03	91	4	2	50	46	
Statistics cannot be aggregated above the program level																	
2																	
ELOP	21	160.7	16.8	1	183.1	16.3	18	22	2.4	14.3	3.58	99	21	16	76	84	
English Learner	23	163.1	10.8	2	183.7	16.2	18	21	1.9	14.3	2.78	99	23	17	74	82	
Foster Youth	1	153.0		1	148.0		1	-8		14.3	-8.89	1	1	0	0	9	
Homeless	6	162.2	13.0	1	175.8	22.0	1	14	4.8	14.3	-3.31	38	6	3	50	48	
SED	42	163.9	13.9	3	183.4	14.1	17	20	1.7	14.3	2.29	99	42	27	64	73	
SWD	4	162.3	8.3	1	157.8	14.4	1	6	5.5	14.3	-3.86	1	4	0	0	15	
Section 504	1	154.0		1	158.0		1	1		14.3	-8.89	1	1	0	0	9	
Statistics cannot be aggregated above the program level																	
3																	

Stella Brockman Elementary

Math: Math K-12

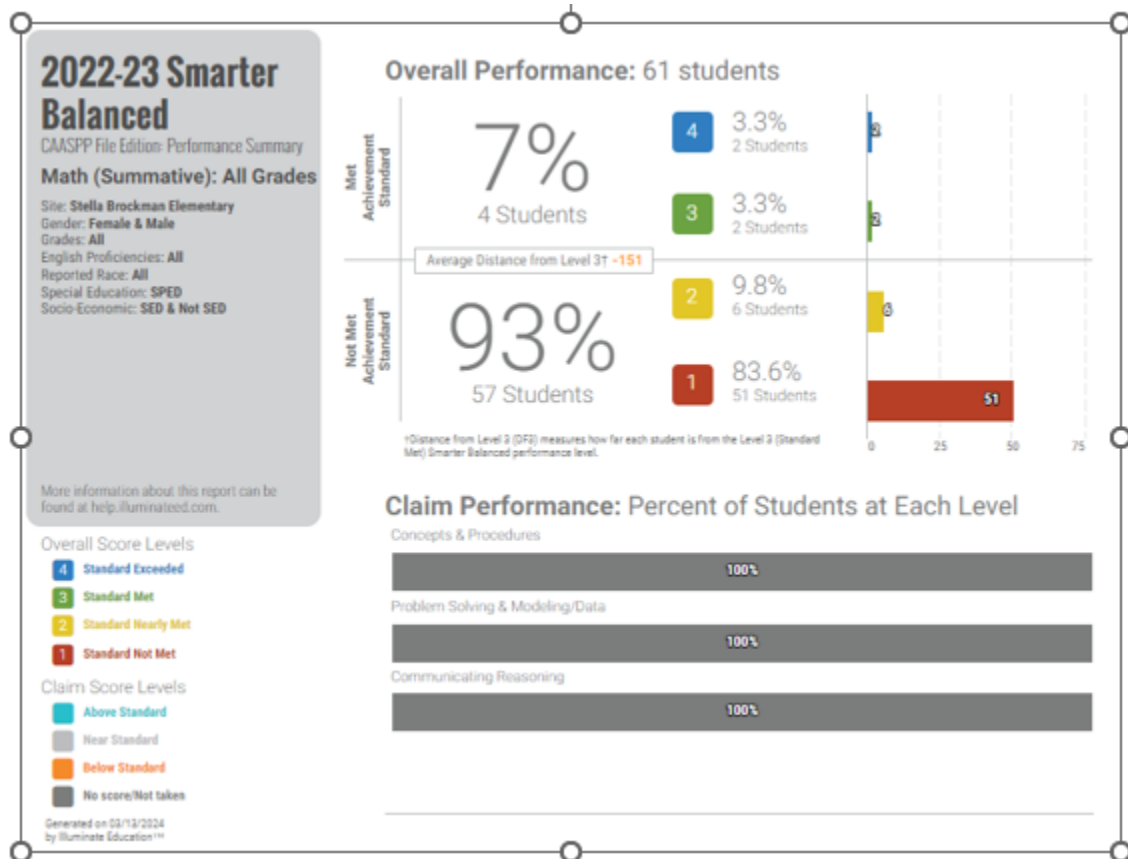
Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms				Student Norms			
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Their Growth Projection	Student Median Conditional Growth Percentile	
3	ELOP	36	180.2	10.8	9	194.7	10.7	17	15	1.3	12.2	1.38	88	36	18	69	62
	English Learner	14	179.0	8.8	6	190.9	12.5	6	12	2.3	12.2	-0.13	45	14	8	57	49
	Foster Youth	1	182.0		14	199.0		38	17		12.3	2.23	99	1	1	100	0
	Homeless	5	185.4	7.4	30	194.8	10.2	17	9	1.9	12.5	-1.45	7	5	2	40	17
	SED	96	183.1	10.9	18	195.7	12.4	21	13	1.0	12.4	0.12	55	96	32	57	52
	SWD	4	183.0	7.3	1	181.3	7.7	1	18	3.6	11.4	3.36	89	4	3	75	57
Section 504	1	172.0		1	201.0		50	25		11.8	8.15	99	1	1	100	0	
Statistics cannot be aggregated above the program level																	
4	ELOP	18	189.5	18.4	7	204.1	20.1	19	15	2.6	10.3	2.15	98	18	12	67	56
	English Learner	15	187.7	14.0	4	199.9	16.1	7	12	1.9	10.2	1.90	94	15	9	60	67
	Homeless	3	186.0	8.4	41	210.7	7.6	91	13	5.2	10.6	0.91	87	3	2	67	56
	SED	89	180.5	14.9	18	206.5	17.0	29	13	1.2	10.6	0.22	89	89	29	59	58
	SWD	9	177.5	23.5	1	194.0	27.7	1	17	5.2	9.8	3.49	99	9	4	50	55
	Statistics cannot be aggregated above the program level																
5	ELOP	6	190.5	17.5	1	197.7	13.7	1	7	5.3	7.9	-0.39	39	6	2	33	38
	English Learner	17	188.4	7.9	1	199.8	11.4	1	7	2.3	7.8	-0.98	28	17	8	47	41
	Homeless	4	201.0	4.2	13	216.3	5.6	38	15	5.0	8.9	2.77	99	4	3	75	80
	SED	43	197.6	11.6	6	203.0	14.6	3	5	1.2	8.5	-1.35	9	43	13	30	30
	SWD	9	182.3	13.0	1	199.8	16.1	1	13	3.1	7.1	2.76	99	9	5	56	53
	Section 504	1	212.0		65	223.0		89	11	9.9	0.48	68	1	1	100	0	
Statistics cannot be aggregated above the program level																	
6	ELOP	7	211.4	18.4	33	210.9	24.6	8	-1	3.8	7.9	-3.85	1	7	1	14	14
	English Learner	30	200.7	5.7	4	209.0	14.2	2	5	2.4	7.3	-0.90	18	30	10	50	46
	Homeless	5	200.8	8.3	4	204.8	13.0	2	4	3.4	7.3	-1.52	6	5	1	20	38
	SED	47	205.9	9.9	13	213.8	17.1	14	8	1.6	7.6	0.12	55	47	21	45	43
	SWD	6	193.0	9.6	1	193.9	14.9	1	5	4.6	6.9	-0.79	1	6	2	33	23
	Statistics cannot be aggregated above the program level																
7	Statistics cannot be aggregated above the program level																

Stella Brockman Elementary

Math: Math K-12

Grade (Spring 2024)		Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms				Student Norms			
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Their Growth Projection	Student Median Conditional Growth Percentile	
ELOP	2	223.0	7.1	83	227.5	2.1	53	9	6.5	6.6	-1.05	15	2	1	50	43	
English Learner	21	202.2	12.8	2	207.7	14.9	2	6	1.7	5.7	-0.12	45	21	9	43	47	
Foster Youth	1	235.0		71	237.0		91	2		8.7	-2.31	1	1	0	0	6	
Homeless	4	256.5	26.0	6	214.5	23.0	9	8	2.5	5.9	1.01	84	4	2	50	61	
SED	58	211.1	16.4	15	218.1	18.5	17	7	1.1	6.1	0.42	66	58	28	47	47	
SWD	8	193.0	25.1	1	195.5	25.5	1	3	4.0	5.3	-1.39	8	8	4	50	44	
Statistics cannot be aggregated above the program level																	
ELOP	2	192.0	9.9	1	196.5	7.8	1	7	1.5	4.9	0.68	75	2	1	50	53	
English Learner	15	203.0	19.1	1	209.2	19.8	2	6	1.9	5.0	0.48	66	15	6	53	61	
Homeless	1	244.0		98	244.0		91	0		5.7	-2.35	1	1	0	0	6	
SED	63	214.4	15.7	14	222.6	16.9	22	8	0.9	5.2	1.24	89	63	38	60	61	
SWD	15	196.9	11.4	1	202.8	11.1	1	7	1.8	4.9	0.77	76	15	6	53	61	

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



Data Analysis

Image 1 5x5 for English Language Arts CAASPP

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

Image 2 CAASP ELA Performance Students with Disabilities
 Based on the 22/23 school year CAASPP results, Students with Disabilities (SWD) showed low performance toward ELA standards. Only 5% of students met standard on that assessment, with 95% of SWD not meeting standards.

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

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

5x5 Math CAASPP (Image 5)
 Overall, all students had low achievement on the CAASPP Math assessment. All students declined in achievement from the previous school year. Students with Disabilities increased scores on CAASPP for mathematics but remain in the very low band for achievement.

CAASPP Math Performance Students with Disabilities (Image 5)
 Overall, the percentage of students meeting or exceeding standard on the CAASPP Math assessment is 18%. The percentage of students with disabilities (SWD) meeting or achieving standard on the CAASPP Math assessment is 7%.

Student Need 3:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Special Education teachers and general education teachers will participate in regular grade level Professional Learning Communities (PLC)	Evaluation of the Monthly Milestone document completed during collaboration (PLCs). 12.12.24 Update: Evaluation of PLC collaboration evaluating the grade	Baseline: July 2024 K, 2nd, 3rd, 5th, 7th, 8th grades are in the filling the time stage. UTK, 1st grade, and 4th grade are in the	Making Progress.			Time People

focused on lesson design to meet the needs of all learners.	<p>level's Stage of Team Development.</p> <p>The percentage of students with disabilities who met their growth projection will be measured by using the Student Growth Summary Report by program in NWEA for reading, math, and Language Usage.</p>	<p>sharing personal practices stage and 6th grade is in the analyzing student learning stage.</p> <p>% of students who met their growth projection (Fall to Winter 2024)</p> <p>Reading:</p> <p>K: 0</p> <p>1st: 0</p> <p>2nd: 2%</p> <p>3rd: 50%</p> <p>4th: 50%</p> <p>5th: 25%</p> <p>6th: 80%</p> <p>7th: 63%</p> <p>8th: 50%</p> <p>Math:</p> <p>K: 50%</p> <p>1st: 50%</p> <p>2nd: 0%</p> <p>3rd: 75%</p> <p>4th: 50%</p> <p>5th: 56%</p> <p>6th: 33%</p> <p>7th: 50%</p> <p>8th: 53%</p> <p>Language Usage:</p> <p>2nd: 40%</p> <p>3rd: 75%</p> <p>4th: 75%</p> <p>5th: 57%</p> <p>6th: 100%</p> <p>7th: 25%</p> <p>8th: 57%</p>				
Teachers will be provided professional development on differentiation, scaffolding, and effective Tier 1 and Tier 2 interventions for	<p>Site Learning Walks: Strong evidence of teachers utilizing scaffolds, differentiation, and following IEP accommodations to meet the needs of all learners.</p> <p>-Sentence</p>	<p>12.6.24 Little evidence of differentiation based on Learning Walk Data.</p> <p>March 2025: % of students who met their</p>	Making Progress.			Time Money People

students with disabilities.	<p>Frames/Stems</p> <p>-Vocabulary Support</p> <p>-Checks for Understanding</p> <ul style="list-style-type: none"> Visuals <p>Metric discontinued-March 2025</p> <p>March 2025: The percentage of students with disabilities who met their growth projection will be measured by using the Student Growth Summary Report by program in NWEA for reading, math, and Language Usage.</p>	<p>growth projection (Fall to Winter 2024)</p> <p>Reading:</p> <p>K: 0</p> <p>1st: 0</p> <p>2nd: 2%</p> <p>3rd: 50%</p> <p>4th: 50%</p> <p>5th: 25%</p> <p>6th: 80%</p> <p>7th: 63%</p> <p>8th: 50%</p> <p>Math:</p> <p>K: 50%</p> <p>1st: 50%</p> <p>2nd: 0%</p> <p>3rd: 75%</p> <p>4th: 50%</p> <p>5th: 56%</p> <p>6th: 33%</p> <p>7th: 50%</p> <p>8th: 53%</p> <p>Language Usage:</p> <p>2nd: 40%</p> <p>3rd: 75%</p> <p>4th: 75%</p> <p>5th: 57%</p> <p>6th: 100%</p> <p>7th: 25%</p> <p>8th: 57%</p>				
ELOP: Before or after school academic tutorials will be offered to students with disabilities to support their understanding of grade level standards.	The number of students showing mastery on targeted standard(s) from pre to post assessment created by the teacher to measure effectiveness of the interventions.	12.6.24 Interventions have not begun	<p>Not Met.</p> <p>No interventions were held during the 24-25 school year.</p> <p>Teachers will continue to be encouraged to provide after school interventions based on standards. An interest survey will be sent to staff at the</p>			Time Money People

			end of this school year.			
Special Education teachers and general education teachers will hold IEP days monthly to meet with families and share progress toward IEP goals. Having IEP days lessens the amount of time teachers are in meetings after school allowing for more collaboration and planning time.	Number of IEPs held during the day will be tracked.	35 IEPs held during monthly IEP days	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
Cycle 1: Our Students with Disabilities are still working toward this goal. Several grade levels met the goal during Fall 2024 NWEA MAP Growth assessments. Teachers participate in weekly Professional Learning Communities (PLCs) with their grade level teams. Both our general education teachers and special education teachers meet weekly. They review student progress toward grade level standards and work together to plan and design lessons to meet the needs of all students. Our teachers focused on common formative assessments (CFAs) and collecting evidence of standard proficiency during trimester one. District	https://musd-my.sharepoint.com/:w:/g/personal/hgu_tierrez_musd_net/EVkJXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=viezlf Special education teachers are joining the general education teachers and working in a special education PLC to support the needs of our special education population. Based on observations during IEP meetings and classroom observations, special education teachers are teaching grade level standards and using the base and supplemental curriculum to support learners. Based on learning walk data and current MAP data, 6th grade students met their growth goals for reading and language usage.	Attention needs to be paid to supporting students with disabilities inside the general education classroom. PLCs will focus on differentiating instruction and providing scaffolds to SWD. The next steps are to work with our site's Instructional Leadership team and grade level PLCs to provide interventions during WIN time to support students who are not meeting standards. Professional development will be created to support teachers in implementing effective interventions during WIN time.	Continue

<p>special education learning walks took place in November. During these walks, we found strong/some evidence of grade level base curriculum usage and supplemental curriculum usage. Additionally, teachers who need more support with the curriculum were identified and trainings were scheduled. Special education teachers who needed support from district TOSAs were identified by administration and requests were submitted.</p>			
<p>Cycle 2: Current Winter MAP data shows that the goal has not been met. No grade level has met 80% of students who met their growth projections. From Fall to Winter, most grade levels showed a decrease in the percentage of students who met their growth projections. Special education teachers join weekly PLC meetings with the general education teachers to review data, design lessons and plan interventions/extension activities for students. One 1st-3rd grade SDC teacher attended professional development around effective math instruction for students with disabilities. This professional development opportunity was a two-day training. Before and after school interventions have not been requested yet this school year.</p>	<p>https://musd-my.sharepoint.com/:w:/g/personal/hguierrez_musd_net/EVkXOllgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=INFi74</p> <p>Winter MAP data looking at SWD growth projections shows a decrease in the percentage of students who met their growth projections from Fall to Winter for all grade levels for Reading. Math MAP reports show that 3rd grade, 4th grade, 5th grade, and 7th grade showed an increase in the percentage of students who met their growth projections. Language Usage MAP reports show 6th grade, 7th grade, and 8th grade showed an increase in the percentage of students who met their growth projections. Based on this data, the grade levels showing progress has put supports in place to meet the needs of their students with disabilities. Grade levels showing a decrease need to put more interventions in place during instruction. Additionally, looking at specific students' and the program they are in can provide more information on what interventions they are receiving.</p>	<p>Based on the data collected during cycle 2, the next steps are to work with the special education team to provide more students with the opportunity to mainstream in the general education classrooms. Additionally, looking into which students met their growth projections and speaking with the teachers about what strategies they found successful will be the next steps for PLC teams. As mentioned in cycle 1, PLC teams need to focus on what interventions are taking place during WIN time. This time can be valuable for our learners who are not meeting grade level standards.</p>	<p>Refine</p>

Our special education teams continue to schedule IEPs during monthly IEP days. This time is valuable and has provided staff with more time after school due to the availability of IEPs during the school day.			
<p>Cycle 3:</p> <p>Spring MAP data shows that we did not meet our goal. We also did not meet the projected benchmark of reaching 60% of students meeting their growth projections. Weekly professional learning communities are taking place and our special education teachers are joining in on the meetings with general education teachers. Our special education teachers are using the base curriculum and the supplemental curriculum to support students' acquisition of grade level standards. Before and after school interventions were not provided to students during the 2024-2025 school year. Special Education teachers and paraprofessionals are provided support/training from support personnel such as the behavior analyst and district TOSAs to ensure IEP deadlines are met and curriculum is being used. Special education teams use the monthly IEP days to schedule IEPs.</p>	<p>https://musd-my.sharepoint.com/:w/g/personal/hguierrez_musd_net/EVkXOIlgYOpFvCbXmhtMV3MBF0xR-23zUeQZl6u9Acky6Q?e=bC6LG6</p> <p>Spring MAP data looking at SWD growth projections show 2nd grade has met the goal of 80% of students meeting their growth projections for math having 84% of students meeting projections. Grade levels that met the benchmark of 60% for math include- 3rd grade at 75% and 5th grade at 60%. No grade levels met 60% of students meeting growth projections for reading.</p> <p>Identified strengths in math include: The 2nd grade SWD population exceeded the 80% target, a notable achievement that may indicate effective instructional strategies or interventions. 3rd and 5th grades also performed acceptably in math, suggesting some continuity of support or instructional effectiveness in these areas.</p> <p>Based on the MAP Reading data, the following concerns have been identified: Across all grade levels, fewer than 60% of SWD met their reading growth projections, highlighting literacy instruction as an area of concern. There is a need for increased instructional supports particularly in reading.</p>	Based on the Fall to Spring data, teachers would benefit from additional training in supplemental programs that support reading instruction. The site instructional specialist will provide this training. Reading instruction will be closely monitored by learning walks and artifacts brought during PLC meetings. During PLC meetings, teams will explore what is working during math instruction and use similar strategies while teaching ELA.	Continue

Progress Monitoring 25-26

Budget Summary

010 - Stella Brockman 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
High	Parenting Partners facilitator - trained certified staff facilitate 6 sessions (2x a year)		\$ 1,500.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	2003 - 2.3 Goal 2, AAS 3		2.3	Safety	SN 3, Goal 1
High	Substitutes for Professional Development/Pullout Days Grade level/Grade span pullout days focusing on teaching grade level/essential standards		\$ 9,000.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, AAS 8		1.8	Safety	SN 3, Goal 1
High	TSSP Timetabling - To support homeless students and families (large increase in homeless population)		\$ 4,000.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, AAS 4		3.4	Safety	SN 2, Goal 1
High	Parenting Partners facilitator - trained certified staff facilitate 6 sessions (2x a year)		\$ 700.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2003 - 2.3 Goal 2, AAS 3		2.3	Safety	SN 3, Goal 1
High	Parenting Partners childcare - 2 sessions. Classified staff provide child care during Parenting Partner sessions.		\$ 495.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2003 - 2.3 Goal 2, AAS 3		2.3	Safety	SN 3, Goal 1
High	FUNhub subscription - Foundations online resources for UTK-3rd grade teachers (\$5.00 per subscription) of new consumables and supplies for UTK-3rd grade students	Wilson Language Training	\$ 1,600.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, AAS 1 GLS-Base		1.1	GLS	SN 1, Goal 1
High	Wilson Language Training Corp		\$ 13,000.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, AAS 1 GLS-Base		1.1	GLS	SN 1, Goal 1
High	Wilson Language Training Corp		\$ 2,000.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, AAS 1 GLS-Base		1.1	GLS	SN 1, Goal 1
High	Community engagement activity supplies STEM, Cultural Night, Spring Fling, Kite Night, Fall Festival, Math/Literacy Night	Amazon Business US Communities	\$ 2,000.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, AAS 3		2.3	Safety	SN 3, Goal 1
High	Food for community engagement nights/meetings	TBD	\$ 750.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, AAS 3		2.3	Safety	SN 3, Goal 1
High	Outreach Assistant to improve student engagement and connectivity (3 days/week, 3 hours/day)		\$ 13,031.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	3000 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, AAS 3		2.3	Safety	SN 2 Goal 1, 2
High	Just Words Consumables	Wilson Language Training Corp	\$ 1,800.00	3010 - ESSA-Tier 1 Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, AAS 1 GLS-Base		1.1	GLS - ELA	SN 1
Total			\$ 46,756.00								

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
High	PBIS site meetings before/after school - Certified Staff (5 teachers/15 hours)		\$ 3,375.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, AAS 2		2.2	Safety	SN 1 Goal 1, Goal 2
High	Timetabling for ILT before/after school to support instruction/Professional Learning Communities/Student achievement (13 Certified Staff/15 hours) (GLS, SN 1 G1, G2, SN 2 Q1)		\$ 8,775.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, AAS 8		1.8	Grade Level Standards	SN 1
High	Tier 1/Tier 2 professional development opportunities for teachers before/after school focused on behavior/safety		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, AAS 2		2.2	Grade Level Standards	SN 1 Goal 1, 2, SN 2 Goal 1
High	Timetabling for Tier 1/Tier 2 professional development before/after school - Essential standards, Tier 1 strategies, interventions, PLCs, base curriculum implementation		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, AAS 8		1.8	Grade Level Standards	SN 1 Goal 1, 2, SN 2 Goal 2
High	PBIS Training w/SCOE - SCOE training for Tier 1 and Tier 2 implementation (4 teachers, 4 pull out days)	SCOE	\$ 3,200.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, AAS 2		2.2	Safety	SN 1 Goal 1, 2
High	Substitutes for Professional Development/Pullout Days-Grade level/Grade span pullout days focusing on teaching grade level/essential standards (10 subs, 6 days) ELA		\$ 12,400.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, AAS 1 GLS-Base		1.1	Grade Level Standards, Emerging Students	GLS, SN 1, Goal 1, 2, SN 2 Goal 1 EM SN 3 Goal 1
High	PBIS Site Meetings - Tier 1 and Tier 2 meetings to support implementation of PBIS program (before/after school meetings, 10 hours, 2 classified staff)		\$ 650.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, AAS 2		2.2	Safety	SN 1 Goal 1, 2
High	Testing, goal setting conferences, meeting translation needs		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	2107 - Lead Aides Salaries Hourly	3001 - 3.1 Goal 3, AAS 1		3.1	Safety	SN 3 Goal 1
High	Student incentives/awards (PBIS, Attendance) Stella Store prizes, attendance prizes, PBIS awards/incentives	Amazon Business US Communities	\$ 6,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4		2.4	Safety	SN 1 Goal 1, 2, SN 2 Goal 1
High	PBIS poster/signage, awards/school engagement resources/attendance resources	Shoeb Photography	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, AAS 2		2.2	Safety	SN 1 Goal 1, 2, SN 2 Goal 1
High	Materials and supplies for 2nd/3rd grade electives	TBD	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4		2.4	Grade Level Standards	SN 1 Goal 2, SN 2 Goal 1
Low	C-STEM Robotics Elective (subscription \$1000, 8 robots and accessories \$4100)	Barco Inc	\$ 5,100.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, AAS 4		2.4	Grade Level Standards	SN 2 Goal 1
	Conferences online and travel focused on improving instruction/instructional strategies, PLC implementation/improvement, and/or safety	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, AAS 8		1.8	Grade Level Standards	GLS, SN 1 Goals 1-2, SN 2 Goal 1 Safety, SN 1 Goals 1
High	Conferences online and travel focused on improving instruction/instructional strategies, PLC implementation/improvement, and/or safety (GLS, SN 1-5, SN 1-4, ES, SN 3) Educational opportunities and experiences on and off campus to build background knowledge and further understanding of standards (field trips)	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, AAS 8		1.8	Grade Level Standards	GLS, SN 1 Goals 1-2, SN 2 Goal 1 Safety, SN 1 Goals 1
High	Transportation for educational opportunities off campus	TBD	\$ 20,000.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, AAS 4		2.4	Grade Level Standards	GLS, SN 1, Goals 1-2, SN 3, Goal 1
High	Transportation for educational opportunities off campus	TBD	\$ 11,000.00	0709 - Prev EIALCAP	1000 - Instruction	5024 - Transport By Private Vendor	2004 - 2.4 Goal 2, AAS 4		2.4	GLS - ELA	SN 1
Total			\$ 94,500.00								

010 - Stella Brockman 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
High	ELOP (S, SN 4) Extended learning opportunities and programs- before/after school clubs		\$ 3,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7415 - ELOP-Enrichment	2.4	Safety	SN 3, Goal 1	
	ELOP (S, SN 4) Extended learning opportunities and programs- before/after school interventions		\$ 1,500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7417 - ELOP-Academic Support	2.4			
High	ELOP (S, SN 4) materials and supplies for after school clubs and interventions	TBD	\$ 1,500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7415 - ELOP-Enrichment	2.4	Safety	SN 3, Goal 1	
	Field Trip: Science Camp		\$ 21,495.00	2500 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7415 - ELOP-Enrichment	2.4			
High	Artist in Residence Art lessons for 30+ classrooms (\$250/teacher)		\$ 8,000.00	6770 - Arts & Music Prop 28	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.4	Safety	SN 3 Goal 1	
High	ADD SJCOE Arts and Music Electives- Supplies		\$ 250.00	6770 - Arts & Music Prop 28	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.4	GLS - Other Subjects		
High	WAPA Supplies/instruments to enhance instruction (music sheets, stands, supplies, etc.)		\$ 10,000.00	6770 - Arts & Music Prop 28	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.4	Subjects		
Total			\$ 45,745.00								

010 - Stella Brockman 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
High	Tutoria/intervention times/teaching Tier 2 before and after school tutorial/interventions (60 hours available) ELA		\$ 3,120.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level Standards	SN 1 Goals 1-2, SN 2 Goal 1	
High	Subs for math workshop/coaching/pull out days for co-teaching/learning labs (6 subs)	PEBC	\$ 1,200.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Standards	SN 2, Goal 1	
Total			\$ 4,320.00								

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

Parent and staff groups were given the opportunity to provide input through ongoing needs assessments and discussions to guide the development of the plan. The School Site Council includes 5 parents who are elected to participate on the committee. Additionally, all parents received an invite to join each of the SSC meetings via phone and email. School Site Council meeting agendas are sent out to all families. The SSC assists in the creation of the Strategic Plan by reviewing current data and determining site needs. The SSC reviews progress towards site goals at each meeting. The English Learner Advisory Committee meets four times a year. All parents of English Learners are welcome to join the meetings. Parents are given the opportunity to review Strategic Plan progress, site data and give input each meeting. The site's Instructional Leadership Team (ILT), Site Safety Team, PBIS team, and staff receive ongoing updates on the site's progress toward the Strategic Plan goals.

Date

School Site Council (SSC)

9/19/2024- gathered input regarding safety needs, Strategic Plan progress monitored Safety and Standards, CSSP reviewed and approved

10/17/2024- adopted the Comprehensive School Safety Plan

11/21/2024- Strategic Plan progress reviewed Safety and Emerging Students

12/19/2024- Needs assessment completed by SSC, Strategic Plan progress reviewed Safety

1/16/2025- Needs assessment revisited, Strategic Plan progress reviewed Standards

2/20/2025- Reviewed LCAP Mid-Year report, LCAP input survey, Strategic Plan progress reviewed Standards

3/19/2025- Strategic Plan progress reviewed Cycle 2 progress

5/8/2025- Strategic Plan Year 1 Outcomes/Backcasting reviewed

English Language Advisory Committee (ELAC):

09/20/2024 - ELAC Responsibilities, Needs Assessment, Elections, 2023 - 2024 Summative ELPAC Results

11/22/2024 - Review MAP Data, Review School Needs Assessment, Importance of Student Attendance and Data,

02/07/2025 - Reclassification Criteria, ELPAC Assessments/Domain Sheets/Scaled Scores,

04/04/2025 - Strategic Plan Review of English Learner Goals (MAP Scores, Reclassification, Discipline and Attendance), School Needs Assessment 2025 -2026 School Year

School Committees and Professional Learning with Certificated and Classified Staff:

Instructional Leadership Team:

October 2024- Survey given to ILT

December 3, 2024- Progress Monitoring- Emerging Students

January 2025- Reviewed site data

February 2025- Implementation of Strategic Plan- Site learning walks (data collection), Survey for ILT

February 27, 2025- Data review

March 27, 2025- Implementation of Strategic Plan- rubric creation, survey reviewed

April 28, 2025- Implementation of Strategic Plan- rubric creation

Site Collaboration Meetings Reviewing Progress:

February 5, 2025- Reviewed data w/certificated staff

April 9, 2025- Created grade level goals using Strategic Plan progress monitoring data

May 7, 2025- Reviewed data w/certificated staff

PBIS Meetings:

August 5, 2024- Safety- Behavior data reviewed
October 15, 2024- Safety- Behavior data reviewed
November 4, 2024 - Behavior data reviewed
December 5, 2024 - Behavior data reviewed
January 23, 2025 - Behavior data reviewed
February 12, 2025 - Behavior data reviewed
March 4, 2025 - Behavior data reviewed
April 25, 2025 - Behavior data reviewed
May 13, 2025 - Behavior data reviewed

Site Safety Team Meetings:

September 6, 2024- Safety data reviewed, Safety survey sent to staff
September 26, 2024- CSSP reviewed and approved, Safety survey reviewed
January 17, 2025- Safety data reviewed
April 25, 2025- Safety data reviewed

COST Meetings: Weekly meetings with classified and certificated staff focusing on attendance and behavior data

Groups

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

Outcome

SSC has reviewed and approved the Title I Needs Assessment worksheets with the associated actions. Certificated and Classified staff in addition to community members gave input regarding school site needs which is reflected in the goals and actions in this plan. Staff (certificated and classified) gave input in the areas of Standards, Safety and Emerging Students.

School Site Council Membership

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

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

Name of Members	Role
Heather Gutierrez	Principal
Krista Owen	Classroom Teacher
Christina Hansen	Classroom Teacher
Iva Fitzsimmons	Classroom Teacher
Latecia Suarez Sanchez	Other School Staff
Wilma Asato	Parent or Community Member
Liliana Muniz	Parent or Community Member
Ashley Cline	Parent or Community Member
Maria Morales	Parent or Community Member
Iris Carla Jabil	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 5/8/2025.

Attested:

	Principal, Heather Gutierrez on 5/14/2025
	SSC Chairperson, Krista Owen on 5/19/2025