

## 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.

### **George Y. Komure School**

39685936120505

### **Manteca Unified School District**

39685930000000

### School Site Vision

Every student is supported to achieve grade level standards and individual goals within a safe and positive community.

### School Site Mission

Through informed actions and decisions, Komure teachers will collaborate using meaningful, measurable, and aligned data for all students to achieve mastery of grade level standards based on their individual goals in a safe and supportive environment.

### **Purpose and Description**

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

Schoolwide Program  
Additional Targeted Support and Improvement  
Chronic Absenteeism - Two or more races

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

George Komure Elementary's plan for student success aligns with the Manteca Unified School District's goals for student growth and success. Komure's plan includes measurable goals which are designed to address student safety, support students in acquiring grade level standards, and support our emerging students as they strive to obtain their individual goals. Through PBIS we work as a community to create a positive school climate where students feel safe and parents are an integral part in promoting a positive school culture. We recognize that we must address the needs of our emerging students and their families, particularly our English Language Learners, and Socioeconomically Disadvantaged Students, as these represent the majority of our population. All students have access to core curriculum to meet grade level standards in the content areas through base and supplemental services.

## School Site Description

At George Y. Komure Elementary, we are dedicated to providing every student with equitable access to a high-quality education. Our commitment to maintaining a safe and positive learning environment is at the core of our philosophy. We believe in the potential of every student to succeed, and we are committed to supporting them in achieving their goals. As we adapt to the changing landscape of education, particularly with the implementation of the Common Core State Standards, our teachers and support staff engage in ongoing professional development. This ensures that our instruction is rigorous and relevant, preparing our students for success in the new assessments and beyond. We take great pride in fostering a safe and welcoming school atmosphere for all students. This achievement is a testament to the dedication of our staff and the hard work of our students. At Komure, we are all committed to the continual growth and development of every student. Our school, named after a respected local farmer, George Y. Komure, opened in 2002 to accommodate the growing Weston Ranch area. Since then, we have expanded to include Kindergarten through 8th Grade. Located in Stockton, California, our school serves a middle-class commuter community. At Komure, we are committed to staying ahead in educational models. We have made significant strides in integrating technology into our curriculum to enhance the learning experience. Our goal is to remain at the forefront of technological advances that benefit our students' learning. Komure's vision is to support every student in achieving grade-level standards and individual goals within a safe and positive school community. Our mission is to collaborate as teachers, using meaningful and measurable data, to ensure that all students master grade-level standards and reach their individual goals in a supportive environment. We aim to create a school that students are proud to call their own, where the community, parents, staff, and students all recognize and support the exceptional education our children receive. Together with the Manteca Unified School District, we are committed to ensuring that every student works towards grade-level standards, feels safe, and is supported in achieving individual success.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

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

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



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

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

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

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

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

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

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

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

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



## Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

### Intervention TOSA

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

### Restorative Practices

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

### Suicide Prevention

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

### Yellow Ribbon Suicide Prevention Program

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

### Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

#### Elevate Mentoring

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

#### Journey Mentoring

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

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

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

#### Positive Behavioral Interventions and Supports

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

#### Valley Community Counseling

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

## Social Emotional Learning

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

### Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Parental Engagement**

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

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

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

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

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

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

## **Funding**

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

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

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

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

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

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

#### Fiscal support (EPC)

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

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

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



# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
752	74.2	22.7	0.7
Total Number of Students enrolled in George Y. Komure 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
763	82.7%	22.7%	1.3%
Total Number of Students enrolled in George Y. Komure 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	171	22.7
Foster Youth	5	0.7
Homeless	9	1.2
Socioeconomically Disadvantaged	558	74.2
Students with Disabilities	71	9.4

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	173	22.7%
Foster Youth	10	1.3%
Homeless	53	6.9%
Socioeconomically Disadvantaged	631	82.7%
Students with Disabilities	82	10.7%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	115	15.3
American Indian	5	0.7
Asian	102	13.6
Filipino	61	8.1
Hispanic	380	50.5
Two or More Races	44	5.9
Pacific Islander	18	2.4
White	27	3.6

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	113	14.8%
American Indian	9	1.2%
Asian	113	14.8%
Filipino	63	8.3%
Hispanic	388	50.9%
Two or More Races	42	5.5%
Pacific Islander	18	2.4%
White	17	2.2%

**Conclusions based on this data:**

1. George Komure has a Socioeconomically Disadvantaged population of 74.2%
2. English learners represent 22.7% of the George Komure population.
3. The largest race/ethnicity subgroup is our hispanic population with 50.5%.



# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

All students will participate in core academic instruction in English Language Arts and Mathematics, utilizing district-approved curriculum and supplemental materials. By the conclusion of the 2026-2027 academic year, there will be a 30% increase in the number of students meeting or exceeding their projected RIT growth as assessed by the NWEA MAP Assessment in both ELA and Math compared to the 2023-2024 school year.

## 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	2322.	2347.	2371.	2.63	8.00	6.33	6.58	14.67	15.19	25.00	18.67	30.38	65.79	58.67	48.10
Grade 4	2397.	2388.	2392.	4.90	6.59	6.33	12.75	7.69	15.19	23.53	23.08	20.25	58.82	62.64	58.23
Grade 5	2459.	2454.	2418.	10.00	3.88	3.37	25.71	24.27	14.61	25.71	30.10	21.35	38.57	41.75	60.67
Grade 6	2492.	2478.	2476.	16.67	7.25	4.21	17.86	21.74	26.32	28.57	33.33	26.32	36.90	37.68	43.16
Grade 7	2502.	2506.	2483.	6.41	11.63	4.76	25.64	26.74	26.98	28.21	20.93	19.05	39.74	40.70	49.21
Grade 8	2529.	2505.	2504.	4.95	9.09	5.68	30.69	19.48	21.59	34.65	29.87	27.27	29.70	41.56	45.45
Grade 11															
All Grades	N/A	N/A	N/A	7.44	7.58	5.07	19.96	19.16	19.88	27.79	25.95	24.34	44.81	47.31	50.71

**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	2346.	2356.	2388.	2.60	2.67	2.53	11.69	13.33	26.58	19.48	30.67	24.05	66.23	53.33	46.84
Grade 4	2397.	2404.	2397.	2.97	4.35	1.27	6.93	10.87	15.19	33.66	28.26	24.05	56.44	56.52	59.49
Grade 5	2422.	2433.	2417.	1.41	4.76	0.00	8.45	7.62	10.00	26.76	24.76	23.33	63.38	62.86	66.67
Grade 6	2462.	2453.	2466.	12.94	4.35	6.19	9.41	13.04	16.49	20.00	27.54	23.71	57.65	55.07	53.61
Grade 7	2469.	2467.	2464.	2.60	7.06	3.17	15.58	10.59	17.46	32.47	27.06	20.63	49.35	55.29	58.73
Grade 8	2467.	2481.	2460.	3.00	6.49	7.95	7.00	12.99	4.55	25.00	15.58	18.18	65.00	64.94	69.32
All Grades	N/A	N/A	N/A	4.31	4.97	3.63	9.59	11.13	14.72	26.42	25.65	22.38	59.69	58.25	59.27

**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	27.40	26.75
Female	32.92	29.44
Male	22.39	24.44
American Indian or Alaska Native	--	--
Asian	37.14	41.33
Black or African American	12.37	9.09
Filipino	53.49	38.89
Hispanic or Latino	24.05	24.80
Native Hawaiian or Pacific Islander	36.36	--
Two or More Races	29.63	41.67
White	45.45	44.44
English Learners	13.56	10.38
Foster Youth	--	--
Homeless	16.67	23.08
Military	53.85	31.58
Socioeconomically Disadvantaged	24.23	26.05
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	0.00	3.70

**CAASPP Results  
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	13.89	16.10
Female	14.05	15.58
Male	13.75	16.54
American Indian or Alaska Native	--	--
Asian	21.43	27.63
Black or African American	3.13	6.82
Filipino	32.56	34.29
Hispanic or Latino	10.92	12.50
Native Hawaiian or Pacific Islander	18.18	--
Two or More Races	22.22	20.83
White	22.73	27.78
English Learners	4.17	4.59
Foster Youth	--	--
Homeless	8.33	7.69
Military	23.08	10.53
Socioeconomically Disadvantaged	13.23	14.62
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	1.96	3.70

**Data**

CAASPP ELA Cohort Data								
	21/22 Exceeds	21/22 Meets	Total		22/23 Exceeds	22/23/Meets	Difference	Gains or Losses
3rd Cohort to 4th	2.63	25	27.63		6.59	28.26	34.85	7.22
4th Cohort to 5th	4.9	23.53	28.43		3.88	24.76	28.64	0.21
5th Cohort to 6th	10	25.71	35.71		7.25	27.54	34.79	-0.92
6th Cohort to 7th	16.67	28.57	45.24		11.63	27.06	38.69	-6.55
7th Cohort to 8th	6.41	28.21	34.62		9.09	15.58	24.67	-9.95

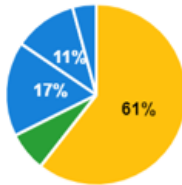
# George Y. Komure

## Kindergarten Fall 2023

### Foundational Skills Performance Breakdown

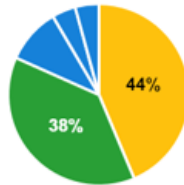
#### DECODING

Phonological Awareness ?



- Level 0: 61%
- Level 1: 7%
- Level 2: 17%
- Level 3: 11%
- Level 4: 4%
- Level 5: 0%

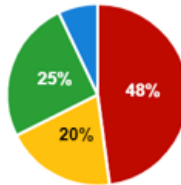
Phonics / Word Recognition ?



- Level 0: 44%
- Level 1: 38%
- Level 2: 10%
- Level 3: 4%
- Level 4: 4%
- Level 5: 0%

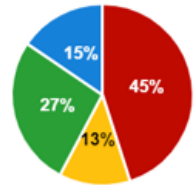
#### LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 48%
- Approaching: 20%
- Meets: 25%
- Exceeds: 7%

Picture Vocabulary ?



- Below: 45%
- Approaching: 13%
- Meets: 27%
- Exceeds: 15%

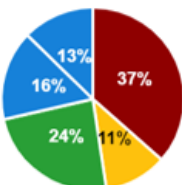
# George Y. Komure

## Kindergarten Winter 2024

### Foundational Skills Performance Breakdown

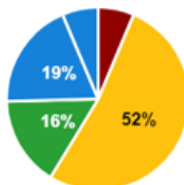
#### DECODING

Phonological Awareness ?



- Level 0: 37%
- Level 1: 11%
- Level 2: 24%
- Level 3: 16%
- Level 4: 13%
- Level 5: 0%

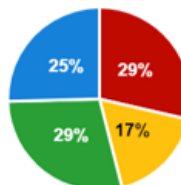
Phonics / Word Recognition ?



- Level 0: 6%
- Level 1: 52%
- Level 2: 16%
- Level 3: 19%
- Level 4: 6%
- Level 5: 0%

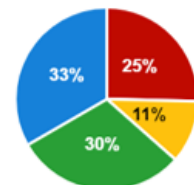
#### LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 29%
- Approaching: 17%
- Meets: 29%
- Exceeds: 25%

Picture Vocabulary ?



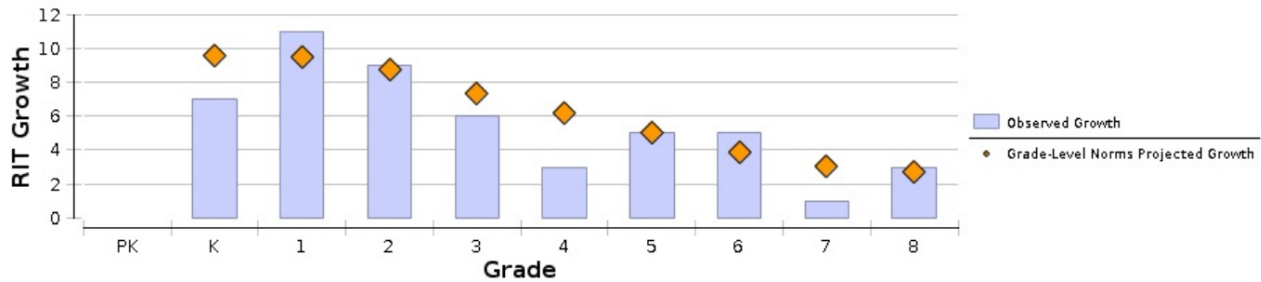
- Below: 25%
- Approaching: 11%
- Meets: 30%
- Exceeds: 33%

### George Komure Elementary

Language Arts:  
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	29	137.8	8.4	59	145.2	10.7	42	7	1.1	9.6	-1.55	6	29	10	34	36
1	70	147.2	11.9	5	158.3	13.1	10	11	1.0	9.5	1.13	87	70	37	53	51
2	71	164.9	15.6	13	174.1	17.7	15	9	1.0	8.7	0.33	63	71	35	49	40
3	80	183.0	13.6	31	188.7	13.7	23	6	0.8	7.4	-1.38	8	80	39	49	42
4	79	186.2	15.0	7	189.3	16.5	3	3	1.0	6.2	-2.59	1	79	25	32	36
5	84	192.6	17.5	5	197.5	16.2	5	5	1.2	5.0	-0.09	47	84	43	51	50
6	89	203.7	13.2	18	208.7	14.0	23	5	0.8	3.9	1.15	87	89	54	61	57
7	60	206.8	15.7	15	207.6	17.5	9	1	1.0	3.1	-2.27	1	60	21	35	31
8	76	211.0	16.0	19	213.6	15.9	19	3	0.9	2.7	-0.09	46	76	42	55	53

### Language Arts: Reading



### Data Analysis

CAASPP data shows:

- 3rd Grade Cohort entering 5th grade in 2024/2025 showed the most gains in ELA (7.22 points).
- 4th Grade Cohort entering 6th grade in 2024/2025 gained .21 points in ELA.
- 5th Grade Cohort entering 7th grade in 2024/2025 showed a loss of 0.92 points in ELA.
- 6th Grade Cohort entering 8th grade in 2024/2025 showed a loss of 6.55 in ELA.
- 7th Grade Cohort entering 9th grade in 2024/2025 showed the least gains in ELA.

The average percent of met or exceeded CAASPP ELA/Literacy is 26.75% There is disproportionality with our Black or African American's with 9.09% meeting or exceeding , English learners with 10.38% meeting or exceeding and students with disabilities with 3.7% meeting or exceeding.

The average percent of met or exceeded CAASPP Mathematics is 16.10% There is disproportionality with our Black or African American's with 6.82% meeting or exceeding , English learners with 4.59% meeting or exceeding, homeless with 7.69% and students with disabilities with 3.7% meeting or exceeding.

The NWEA Map data shows:

In Language Arts: Reading

Kindergarten: In the Fall 2023, there were 29 students with growth projections and the mean RIT score was 137.8. By Winter 2024, the mean RIT score increased to 145.2. The observed growth was 7, and the projected growth was 9.6. There were 10 students (34%) that met their growth projection.



Grade 1: In the Fall 2023, there were 70 students with growth projections and the mean RIT score was 147.21. By Winter 2024, the mean RIT score increased to 158.3. The observed growth was 11, and the projected growth was 9.5. There were 37 students (53%) that met their growth projection.

Grade 2: In the Fall 2023, there were 71 students with growth projections and the mean RIT score was 164.9. By Winter 2024, the mean RIT score increased to 174.1. The observed growth was 9, and the projected growth was 8.7. There were 35 students (49%) that met their growth projection.

Grade 3: In the Fall 2023, there were 80 students with growth projections and the mean RIT score was 183.0. By Winter 2024, the mean RIT score increased to 188.7. The observed growth was 6, and the projected growth was 7.4. There were 39 students (49%) that met their growth projection.

Grade 4: In the Fall 2023, there were 79 students with growth projections and the mean RIT score was 186.2. By Winter 2024, the mean RIT score increased to 189.3. The observed growth was 3, and the projected growth was 6.2. There were 25 students (32%) that met their growth projection.

Grade 5: In the Fall 2023, there were 84 students with growth projections and the mean RIT score was 192.6. By Winter 2024, the mean RIT score increased to 197.5. The observed growth was 5, and the projected growth was 5.0. There were 43 students (51%) that met their growth projection.

Grade 6: In the Fall 2023, there were 89 students with growth projections and the mean RIT score was 203.7. By Winter 2024, the mean RIT score increased to 208.7. The observed growth was 5, and the projected growth was 3.9. There were 54 students (61%) that met their growth projection.

Grade 7: In the Fall 2023, there were 60 students with growth projections and the mean RIT score was 206.8. By Winter 2024, the mean RIT score increased to 207.6. The observed growth was 1, and the projected growth was 3.1. There were 21 students (35%) that met their growth projection.

Grade 8: In the Fall 2023, there were 76 students with growth projections and the mean RIT score was 211.0. By Winter 2024, the mean RIT score increased to 213.6. The observed growth was 3, and the projected growth was 2.7. There were 42 students (55%) that met their growth projection.

**Student Need 1:**

George Komure students need access to fundamental reading standards through high-quality tier 1 and tier 2 instruction utilizing core curriculum that aligns with these standards.
--

**SMART Goal 1**

By 2027, our school aims for an increase from 26.74 to 56.74% (increase of 24 students per grade level) of students achieving proficiency or above in the CAASPP ELA assessment, as measured by meeting or exceeding the state's performance standards.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Provide teacher training in Essential Standards in Reading, the implementation of the Core Curriculum, and strategies to	Training Pre/Post Assessment: # of teachers reporting understanding of Reading Essential Standards teaching strategies on post assessment.	Learning Walk ILT Rubric: # of teachers showing strong evidence of essential standards teaching practices	Learning Walk ILT Rubric: # of teachers showing strong evidence of essential standards teaching practices			Time People Money

increase student achievement.	<p>Learning Walk ILT Rubric: # of teachers showing strong evidence of essential standards teaching practices during instruction</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of Foundations</p>	<p>during instruction Strong Evidence 0/27 Some Evidence 7/27 No Evidence 20/27</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of Foundations Strong Evidence 0/13 Some Evidence 2/13 No Evidence 11/13</p>	<p>during instruction Strong Evidence 2/27 Some Evidence 9/27 No Evidence 16/27</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of Foundations Strong Evidence 6/14 Some Evidence 8/14 No Evidence 0/14</p> <p>Continue</p>			
The ILT will guide the PLCs in unpacking standards, instructional specialist will provide support, evaluating the alignment of essential standards of the ELA curriculum and coherence across grade levels to ensure it effectively addresses the skills and knowledge assessed in the state standard.	<p>Teacher needs assessment survey # of teachers proficient in identifying and calibrating skills within standards.</p> <p>PLC agenda/minutes review # of PLCs showing strong evidence of unpacking the standard and addressing each skill within the standard.</p>	<p>Teacher needs assessment survey Proficient 10 Approaching 12 Beginning 2</p> <p>PLC agenda/minutes rubric Strong Evidence 5/9 Some Evidence 4/9 No Evidence 0/9</p>	<p>Teacher needs assessment survey Proficient 18 Approaching 6 Beginning 4</p> <p>PLC agenda/minutes rubric Strong Evidence 6/9 Some Evidence 3/9 No Evidence 0/9</p> <p>Continue</p>			Time People Money
Teachers will engage in collaboration outside of their workday and receive release time for planning	# of teachers participating in collaboration activities outside of their workday, including planning and peer observation.	2 out of 31 teachers participated in outside collaboration activities.	6 out of 31 teachers participated in outside collaboration activities.			Time People Money

and peer observation to support the implementation of teaching strategies and increase student learning.			Continue			
Engage families and the community in supporting student learning in ELA. Provide resources and workshops for parents on how to support their children's literacy development at home. Collaborate with community organizations to provide additional support outside of school.	Sign in sheets will be used to identify students whose families attended. # of families attending workshops  Parent Survey post workshop # of parents reporting that workshop was effective in helping support their students literacy development at home.	Attendance sheets  Parent Survey	6 out of 31 teachers participated in outside collaboration activities.  The school newsletter now includes a dedicated section for each grade level, highlighting the current ELA standards and providing linked resources to support learning at home. This ensures families have access to tools and information that reinforce classroom instruction and strengthen home-school collaboration around ELA.  Continue			Time People Money
Parent engagement: provide resources/workshops to support student literacy development	Sign in sheets will be used to identify students whose families attended. # of families attending workshops  Parent Survey post workshop	Attendance sheets  Parent Survey	We held one night with science, technology, engineering, art and mathematics. Feedback was positive, We tallied 61			Time Money People

	# of parents reporting that workshop was effective in helping support their students literacy development at home.		families in attendance, but did not identify the specific family. Feedback was all verbal and extremely positive  Continue			
Year 2:  Teachers will participate in coaching session for FUNdations to increase student literacy skills.	Year 2:  # of teachers showing strong evidence, some evidence or no evidence of FUNdations implementation  # of classes showing student engagement showing strong evidence, some evidence, or no evidence during FUNdations lessons.		Strong Evidence 6/14 Some Evidence 8/14 No Evidence 0/14  Continue			Time People Money
Year 2:  Instructional specialist will utilize Leveled Literacy Intervention Curriculum with 4th-6th grade students who are not at grade level.	Pre Assessment from LLI	Data from Pre Assessment from LLI given in Aug 2025	Baseline TBD Aug 2025			

#### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Early data indicates improvement in teacher understanding and partial implementation of essential standards in reading and	Baseline data collection revealed that understanding of Reading Essential Standards and strategies was low across staff. Post-training data is pending and will be crucial to measure improvement.	Provide follow-up training sessions tailored to areas where "no evidence" is still prevalent.	Continue

<p>the Core Curriculum. Pre/post assessments show increasing teacher comprehension of instructional strategies aligned with the Reading Essential Standards. Learning walks reveal gains in evidence of teaching practices aligned with the essential standards and the implementation of Foundations, though full mastery remains a work in progress.</p>	<p>Learning Walk ILT Rubric Results for Essential Standards Practices: Baseline Data: Strong Evidence: 0/27 Some Evidence: 7/27 No Evidence: 20/27</p> <p>Increased use of essential standards strategies observed, though the majority of teachers still show limited evidence of strong implementation. Learning Walk ILT Rubric Results for Foundations Implementation: Baseline Data: Strong Evidence: 0/13 Some Evidence: 2/13 No Evidence: 11/13</p> <p>11/13 teachers have implemented an identifiable Foundations setup (some evidence). 6/13 are teaching Foundations at the designated time. 2/13 teachers show strong evidence of full implementation. Analysis: The data suggests that while initial training and action plans have begun to shift teacher practices, a significant gap remains in achieving full implementation of essential standards teaching practices and Foundations. Teachers demonstrate emerging familiarity with the Core Curriculum and instructional strategies but require additional support to deepen their understanding and consistency of implementation.</p> <p>Data Binder Available in school office.</p>	<p>Incorporate modeling and peer observation of effective instructional practices during learning walks.</p> <p>Ensure consistent coaching and feedback cycles to help teachers move from "some evidence" to "strong evidence." Focus on helping all teachers consistently schedule and deliver Foundations lessons at designated times.</p> <p>Continue learning walks to track progress and identify teachers needing individualized support. Include self-reflection tools for teachers to self-assess and track their growth.</p> <p>Foster Professional Learning Communities (PLCs) to share best practices, review student data, and co-create solutions for challenges in implementation.</p> <p>Begin tracking early indicators of student achievement gains in reading assessments aligned with essential standards and Foundations implementation.</p>	
<p><b>Cycle 2:</b> Teachers are continuing to develop effective literacy instruction practice through the</p>	<p>Learning Walk ILT Rubric Results for Essential Standards Practices: Baseline Data: Strong Evidence: 2/29 Some Evidence: 14/29</p>	<p>Continue learning walks and provide coaching and feedback support where "no evidence" is shown in the areas of</p>	<p>Continue</p>

<p>continued use of unpacking essential standards as supported by district and site TOSA professional development, along with focused pull-out days.</p> <p>Several teachers (especially new teachers) continue to observe each other (with support from coaches on and off-site) and debriefing about personal next steps</p> <p>Ongoing work with instructional specialist and intervention teacher during ACCESS time</p>	<p>No Evidence: 13/29</p> <p>Learning Walk ILT Results for Literacy Implementation: Baseline Data: Strong Evidence: 4/29 Some Evidence: 14/29 No Evidence: 11/29</p> <p>14/14 teachers have implemented an identifiable Foundations setup (some evidence) 12/14 are teaching Foundations at the designated time 7/14 teachers show strong evidence of full implementation</p> <p>The data suggests that teachers are shifting practices as they are gaining familiarity with best practices, the Core Curriculum and are continuing to need support to deepen their understanding and consistency of implementation.</p> <p>Data Binder Available in School Office</p>	<p>Foundations and/or Essential Standards to include sub time, when available</p> <p>Provide self-reflection opportunities for teachers to self-assess and track their growth.</p> <p>Reminder staff of district PD available on weekly newsletter</p> <p>Continue supporting PLC protocol where teachers are reviewing CFA data and recording their understanding about next steps in the learning cycle.</p>	
<p><b>Cycle 3:</b> During Cycle 3, George Komure Elementary has continued making measurable progress toward increasing student proficiency in ELA as outlined in our 2027 goal. We saw notable growth in both teacher implementation of essential standards and the FUNdations program, with strong evidence of essential standards teaching practices rising from 0/27 to 2/27 teachers and strong implementation of FUNdations increasing from 0/13 to 6/14. Our PLC work also shows a positive trend, with more teachers now proficient in unpacking and calibrating standards.</p>	<p>Evidence from Learning Walks indicates gradual improvement in the use of essential standards-aligned instruction. Initially, only 7 out of 27 teachers demonstrated “some evidence” of effective practices, while Cycle 3 shows 11 teachers (2 strong, 9 some) implementing these strategies, and a reduction in teachers with “no evidence” from 20 to 16. This points to a positive trajectory, although the majority of classrooms remain in the “developing” phase.</p> <p>The FUNdations program saw stronger growth. Initial data showed 0/13 teachers with strong evidence and 11/13 with no evidence of full implementation. Cycle 3 now reports 6/14 teachers demonstrating strong implementation, and no teachers falling in the “no evidence” category—a clear sign of successful coaching and follow-up.</p> <p>PLC evidence further reinforces</p>	<p>Deepen Tier 1 Implementation: Continue targeted coaching and support for teachers to fully integrate essential standards-based instruction and FUNdations across all classrooms. Focus on classrooms still demonstrating “no evidence” or “some evidence” to move them toward full implementation.</p> <p>Strengthen PLC Processes: Facilitate additional calibration sessions to ensure all grade-level PLCs are consistently unpacking standards with precision</p>	Continue

<p>Parent engagement made strides through well-attended family events, although further work is needed to align attendance tracking and collect specific feedback. While early data shows encouraging gains in teacher practice and collaboration, we recognize that full implementation across all classrooms is still in progress, and targeted support will be essential in sustaining momentum.</p>	<p>progress: the number of teachers proficient in identifying and calibrating standards increased from 10 to 18, and the number of PLCs showing strong unpacking of standards rose slightly (from 5/9 to 6/9). This suggests continued deepening of collaboration and understanding of essential standards.</p> <p>Collaboration outside of the school day rose modestly, from 2 to 6 participants, showing some improvement but still indicating a need to foster stronger teacher engagement in peer learning. Parent engagement, while enthusiastic, remains an area to strengthen. We achieved higher attendance (61 families), but sign-in tracking did not capture specific student-family links, and feedback was gathered informally rather than via structured surveys, limiting actionable insights.</p> <p>Progress Monitoring can be found at the folloiwng link: <a href="https://musd-my.sharepoint.com/:p:/g/personal/cnewman_musd_net/EShbfqMyXGVEi5QF87RokYoBV6fQgmV4Qo-cXdLfVKA02A?e=lfjEwz">https://musd-my.sharepoint.com/:p:/g/personal/cnewman_musd_net/EShbfqMyXGVEi5QF87RokYoBV6fQgmV4Qo-cXdLfVKA02A?e=lfjEwz</a></p>	<p>and aligning instructional strategies. Explore having PLC leads engage in peer walkthroughs to share strong practices.</p> <p>Increase Teacher Engagement in Collaboration: Identify barriers to outside-of-school collaboration and or continue to provide opportunities to encourage greater participation.</p> <p>Refine Parent Engagement: Formalize tracking at family events to connect attendance data to student progress. Develop and distribute post-event surveys to collect actionable feedback, and continue embedding monthly standards updates in newsletters to reinforce home-school connections.</p> <p>Progress Monitoring: Conduct another cycle of Learning Walks early next year to reassess growth and provide differentiated support based on data. Celebrate progress publicly to maintain momentum and reinforce shared goals.</p>	
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### Progress Monitoring 25-26



## SMART Goal 2

By the end of the Spring 2027 the percentage of Komure students meeting their growth projections in Language Arts: Reading across all grades will increase from an average of 45% to 60% as measured by the NWEA Map assessment.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Grade level teams will conduct a thorough analysis of NWEA Map assessment data from Spring 2024 to identify trends and areas for improvement in student growth. This data analysis will be used to set specific, measurable targets for student growth in Language Arts: Reading for each grade level.	PLC agenda minutes review # of grade level teams showing strong evidence of data analysis of NWEA Map Assessment	PLC agenda minutes review Strong Evidence 5/9 Some Evidence 4/9 No Evidence 0/9	PLC minutes review Strong Evidence 6/9 Some Evidence 3/9 No Evidence 0/9  Continue			Time People Money
Provide professional development opportunities and coaching from instructional specialists and/or interventionist for teachers focused on effective literacy instruction strategies and techniques for supporting student growth (including book studies) in Language Arts: Reading. Include training on data analysis and interpretation to inform instructional decision-making.	Training Pre/Post Assessment: # of teachers reporting understanding of effective literacy instruction strategies and techniques for supporting student growth in ELA  Learning Walk ILT Rubric: # of teachers showing strong evidence of effective literacy instruction strategies and techniques  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making	Learning Walk ILT Rubric: # of teachers showing strong evidence of effective literacy instruction strategies and techniques Strong Evidence: 0/27 Some Evidence: 7/27 No Evidence: 20/27  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence 5/9	Learning Walk ILT Rubric: # of teachers showing strong evidence of effective literacy instruction strategies and techniques Strong Evidence: 0/27 Some Evidence: 7/27 No Evidence: 20/27  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making			Time People Money

		Some Evidence 4/9 No Evidence 0/9	Strong Evidence 5/9 Some Evidence 4/9 No Evidence 0/9  Continue			
Develop and implement afterschool targeted intervention and support programs for students who are below proficiency levels in Language Arts: Reading. Provide additional instruction, resources, and support to help these students meet their growth projections.	Pre/Post assessment  % of students showing proficiency of identified standards targeted during tutorial.	Pre/Post assessment Proficient 0% Approaching 0% Beginning 100%	Pre/Post assessment Proficient 51% Approaching 31% Beginning 18%  Continue			Time People Money
Access time will be used to target specific student needs. Students who are disproportionately below proficiency levels will be provided additional support in ELA through small group instruction, or targeted interventions.	PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making	PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence: 0/27 Some Evidence: 7/27 No Evidence: 20/27	Strong Evidence: 0/27 Some Evidence: 11/27 No Evidence: 16/27  Continue			Time People Money
Teachers will have access to supplemental curriculum and materials including Wilson language (Foundations) to increase student achievement in reading.	Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of Foundations	Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of Foundations Strong Evidence 0/13 Some Evidence 2/13	Strong Evidence 6/14 Some Evidence 8/14 No Evidence 0/14  Continue			Time People Money

		No Evidence 11/13				
Year 2: Intervention teacher will utilize Foundations Intervention Curriculum with K-1 for students not at grade level	Pre Assessment from Foundations Intervention Curriculum	Data from Pre Assessment from Foundations Intervention Curriculum given in Aug 2025	Baseline TBD Aug 2025			Time People Money
Year 2: Intervention teacher will utilize Foundations and Wonders curriculum for 2-3 students not at grade level	PreAssessment from Foundations curriculum and Wonders	PreAssessment from Foundations curriculum and Wonders	Data from PreAssessment from Foundations curriculum and Wonders			Time People Money
Year 2: Instructional specialist will utilize Leveled Literacy Intervention Curriculum with 4th-6th grade students who are not at grade level.	Pre Assessment from LLI	Data from Pre Assessment from LLI given in Aug 2025	Baseline TBD Aug 2025			Time People Money

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Through the strategic implementation of professional development and collaboration cycles, teachers have shown improvement in using effective literacy instruction strategies and data-informed instructional decision-making. Ongoing work with the instructional	Professional Development Opportunities: Training Pre/Post Assessment Results: Teachers have participated in multiple training sessions on effective literacy strategies, unpacking standards, and interpreting data. Pre-assessments showed low confidence and knowledge, while post-assessments indicate moderate improvement in teacher-reported understanding. Book Studies and Collaborative Work: Professional book	Refine Professional Development: Offer ongoing workshops on advanced data analysis techniques and differentiated instruction for diverse learners.  Conduct targeted coaching sessions to address specific gaps	Continue

<p>coach and intervention teacher during ACCESS time, alongside focused teacher pull-out days, is further enhancing teacher capacity and alignment with essential standards.</p>	<p>studies have been well-received, with teachers engaging in discussions to refine their instructional approaches. Learning Walk ILT Rubric Strong Evidence: 0/27 Some Evidence: 7/27 No Evidence: 20/27</p> <p>Emerging evidence suggests teachers are incorporating effective strategies into their classrooms. For example, increased student engagement during ACCESS time and the integration of modeled techniques were noted. Updated rubric evaluations are needed to quantify progress.</p> <p>PLC Agenda Notes Teachers' use of data to inform decisions has shown improvement. PLC documentation indicates: A deeper focus on unpacking standards. Collaborative development of essential skill progression for students. The intervention teacher's insights are helping tailor lessons to student needs.</p> <p>Instructional Support Collaboration with instructional coaches has provided targeted guidance in planning lessons and analyzing student data, improving teacher effectiveness in literacy instruction.</p> <p>Data Binder Available in school office.</p>	<p>identified during learning walks.</p> <p>Expand Monitoring and Feedback: Schedule additional learning walks and use the ILT rubric to evaluate progress systematically.</p> <p>Ensure timely feedback to teachers with actionable suggestions. Strengthen PLC Cycles:</p> <p>Focus upcoming PLCs on aligning ACCESS time interventions with observed student needs.</p> <p>Incorporate discussions on evidence-based practices to maintain momentum and teacher accountability.</p> <p>Engage in Data Review Cycles: Conduct MAP growth data reviews mid-year to identify trends and adjust interventions.</p> <p>Share progress data with staff to reinforce the importance of instructional practices and motivate continuous improvement.</p>	
<p><b>Cycle 2:</b> Teachers at Komure are showing improvement in using effective literacy instruction strategies and data-informed instructional decision-making. They are continuing to identify</p>	<p>Professional Development Opportunities: Training Pre/Post Assessment Results: Teachers have participated in multiple training sessions on unpacking standards and interpreting data.</p>	<p>Fine tune the ILT rubric to identify what “no evidence means”</p> <p>Continue targeted coaching sessions to address specific gaps identified during</p>	<p>Continue</p>

<p>strategies to utilize ACCESS time effectively.</p> <p>Three teachers are now teaching after school tutoring and analyzing data to refine instruction.</p>	<p>Learning Walk ILT Rubric – Effective literacy instruction Strong Evidence: 8/29 Some Evidence: 16/29 No Evidence: 4/29</p> <p>1 teacher has provided reading instruction utilizing Just Words after school for grades 5/6th. Her data shows an average MAP RIT increase of 4 points in both reading and language usage, which is at the 50th percentile. (2 additional teachers have just started tutoring in 1st and 2nd grades).</p> <p>9 out of 9 Teams are utilizing data from MAP and CFAs data to identify student needs and planning accordingly.</p> <p>K-8th unpacked winter MAP data together by homeroom to identify areas they can support / target literacy instruction across content areas.</p> <p>Data Binder Available in school office.</p>	<p>learning walks, PLCs, or upon teacher request.</p> <p>Schedule additional learning walks and use ILT rubric to evaluate progress systematically.</p> <p>Incorporate discussion on evidence-based practices to maintain momentum and teacher accountability.</p>	
<p><b>Cycle 3:</b> While GYK did not meet the Year 1 target of 50% of students meeting their NWEA MAP Reading growth projections (ending at 46.88%), the school demonstrated improvement in overall reading achievement levels. The percentage of students meeting or exceeding grade-level standards rose from 20% in Spring 2024 to 25% in Spring 2025. Additionally, there was a noticeable reduction in students performing in the “red” (from 39% to 35%) and an increase in students scoring “green” (from 12% to 18%), indicating a positive shift in student</p>	<p>Student Growth Data (NWEA MAP): The baseline for growth was 45%, with a Year 1 target of 50%. Mid-year data (Fall to Winter) showed promise with 48.75%, but final Spring results fell slightly to 46.88%, narrowly missing the goal. This suggests that while students made some gains, sustained growth over the full year remains an area for improvement.</p> <p>The percentage of students meeting or exceeding grade-level standards increased from 20% to 25%, indicating a 5-point gain in overall reading proficiency. This is supported by movement out of the lowest performance band (red decreased from 39% to 35%) and increases in both green (12% to 18%) and maintenance of yellow levels (18%), showing that more students are reaching and sustaining progress.</p>	<p>Refine Growth Strategies for Spring Outcomes: Conduct root-cause analysis on the drop in growth from Winter to Spring. Focus professional development on instructional stamina and closing out the year with strong Tier 1 instruction.</p> <p>Increase Fidelity and Depth of Instructional Practice: Continue instructional coaching cycles focused on effective literacy strategies. Provide exemplars and peer observation</p>	Continue

<p>proficiency. Although growth outcomes slightly declined from Winter to Spring, instructional strategies, tiered interventions, and data-informed practices are beginning to impact achievement</p>	<p>Instructional Practice and Data Use: Learning Walks revealed limited change in classroom instructional practices tied to effective literacy strategies: strong evidence remained at 0/27, but “some evidence” rose from 7 to 11 teachers, and “no evidence” declined from 20 to 16. This suggests gradual uptake of training but also underscores the need for deeper implementation.</p> <p>PLC Engagement: PLC data shows consistency in usage of MAP results: 6/9 teams demonstrated strong evidence of data analysis, with the rest showing some. This reflects a stable understanding and engagement with student performance data but also an opportunity to move more teams toward high-level instructional planning based on that data.</p> <p>Afterschool Intervention: After targeting our beginning-level students, interventions were highly effective—resulting in 51% of intervention students reaching proficiency and 31% approaching. This suggests that targeted support can dramatically improve student outcomes when implemented with fidelity.</p> <p>Foundations Implementation: Progress continued here, with all 14 teachers now demonstrating some or strong evidence of implementation—a major gain from the prior year when 11 of 13 teachers showed no evidence.</p> <p>Data Binder available in school office</p>	<p>opportunities to accelerate adoption among the 16 teachers still showing “no evidence.”</p> <p>Build on Afterschool Intervention Success: Expand access to high-impact interventions. Aligning intervention content more tightly with MAP goal-setting.</p> <p>Accelerate Movement from Red/Orange Bands: Use achievement band data to identify students on the cusp of moving up and provide targeted support during access time and guided reading.</p> <p>Strengthen End-of-Year PLC Planning: Support grade-level teams in refining how data is used for both short- and long-term planning. Ensure all teams are setting instructional goals tied directly to essential standards and effectively using MAP indicators.</p>	
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### Progress Monitoring 25-26

### Progress Monitoring

## Data

### CAASPP Math Cohort Data

	21/22 Exceeds	21/22 Meets	21/22 Total	22/23 Exceeds	22/23/Meets	22/23 Total	Gains or Losses
3rd Cohort to 4th	2.6	19.48	22.08	4.35	28.26	32.61	10.53
4th Cohort to 5th	2.97	33.66	36.63	4.76	24.76	29.52	-7.11
5th Cohort to 6th	1.41	26.76	28.17	4.35	27.54	31.89	3.72
6th Cohort to 7th	12.94	20	32.94	7.06	27.06	34.12	1.18
7th Cohort to 8th	2.6	32.47	35.07	6.49	15.58	22.07	-13



### Student Growth Summary Report

Aggregate by School

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

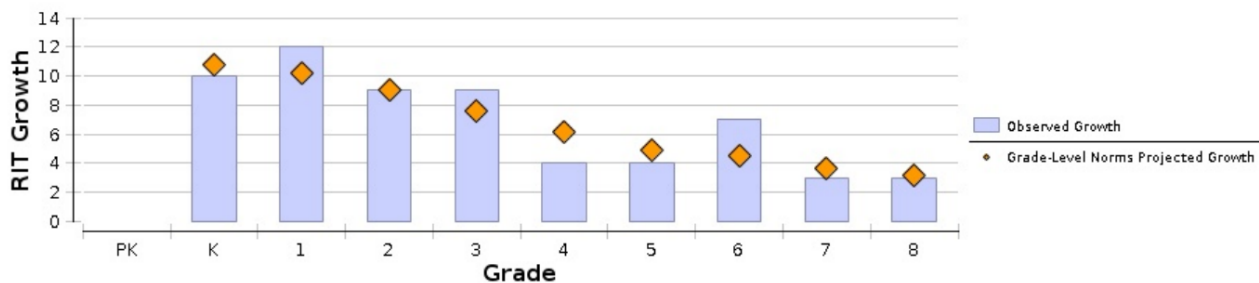
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Winter 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 20 (Winter 2024)  
Grouping: None  
Small Group Display: No

### George Komure Elementary

Math: Math K-12

		Comparison Periods						Growth Evaluated Against										
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms					
Grade (Winter 2024)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		PK	0	**		**			**					**				
		K	63	136.9	11.5	31	146.8	10.6	26	10	0.8	10.8	-0.69	24	63	29	46	42
		1	70	152.8	11.2	11	164.5	12.8	17	12	1.0	10.2	1.02	85	70	43	61	66
		2	71	167.9	13.9	11	176.9	14.1	11	9	1.0	9.0	0.00	50	71	36	51	47
		3	80	181.0	12.4	10	189.5	11.9	14	9	0.7	7.6	0.78	78	80	44	55	52
		4	78	189.2	15.4	6	193.0	14.6	3	4	1.0	6.1	-2.06	2	78	24	31	24
		5	83	197.3	13.5	5	201.6	13.8	5	4	0.6	4.9	-0.47	32	83	36	43	39
		6	90	205.9	9.7	13	212.6	12.8	20	7	0.7	4.5	1.73	96	90	55	61	64
		7	60	214.4	15.0	25	217.7	17.3	24	3	1.0	3.7	-0.33	37	60	25	42	36
8	79	217.1	16.9	21	220.4	18.1	22	3	0.9	3.1	0.12	55	79	40	51	50		

### Math: Math K-12



## Data Analysis

CAASPP data shows:

3rd Grade Cohort entering 5th grade in 2024/2025 showed the most gains in math (+10.53 points)

4th Grade Cohort entering 6th grade in 2024/2025 showed regression of 7.11 points in math.

5th Grade Cohort entering 7th grade in 2024/2025 showed a gain of 3.72 points in math.

6th Grade Cohort entering 8th grade in 2024/2025 showed a gain of 1.18 points in math.

7th Grade Cohort entering 9th grade in 2024/2025 showed the least gains in math.

### NWEA Math

Kindergarten: In the Fall 2023, there were 63 students with growth projections and the mean RIT score was 136.9. By Winter 2024, the mean RIT score increased to 146.8. The observed growth was 10, and the projected growth was 10.8. There were 29 students (46%) that met their growth projection.

Grade 1: In the Fall 2023, there were 70 students with growth projections and the mean RIT score was 152.8. By Winter 2024, the mean RIT score increased to 164.5. The observed growth was 12, and the projected growth was 10.2. There were 43 students (61%) that met their growth projection.



Grade 2: In the Fall 2023, there were 71 students with growth projections and the mean RIT score was 167.9. By Winter 2024, the mean RIT score increased to 176.9. The observed growth was 9, and the projected growth was 9.0. There were 36 students (51%) that met their growth projection.

Grade 3: In the Fall 2023, there were 80 students with growth projections and the mean RIT score was 181.0. By Winter 2024, the mean RIT score increased to 189.5. The observed growth was 9, and the projected growth was 7.6. There were 44 students (55%) that met their growth projection.

Grade 4: In the Fall 2023, there were 78 students with growth projections and the mean RIT score was 189.2. By Winter 2024, the mean RIT score increased to 193.0. The observed growth was 4, and the projected growth was 6.1. There were 24 students (31%) that met their growth projection.

Grade 5: In the Fall 2023, there were 83 students with growth projections and the mean RIT score was 197.3. By Winter 2024, the mean RIT score increased to 201.6. The observed growth was 4, and the projected growth was 4.9. There were 36 students (43%) that met their growth projection.

Grade 6: In the Fall 2023, there were 90 students with growth projections and the mean RIT score was 205.9. By Winter 2024, the mean RIT score increased to 212.6. The observed growth was 7, and the projected growth was 4.5. There were 55 students (61%) that met their growth projection.

Grade 7: In the Fall 2023, there were 60 students with growth projections and the mean RIT score was 214.4. By Winter 2024, the mean RIT score increased to 217.7. The observed growth was 3, and the projected growth was 3.7. There were 25 students (42%) that met their growth projection.

Grade 8: In the Fall 2023, there were 79 students with growth projections and the mean RIT score was 217.1. By Winter 2024, the mean RIT score increased to 220.4. The observed growth was 3, and the projected growth was 3.1. There were 40 students (51%) that met their growth projection.

#### Student Need 2:

George Komure students need access to fundamental mathematical standards through high-quality tier 1 and tier 2 instruction utilizing core curriculum that aligns with these standards.

#### SMART Goal 1

By 2027, our school aims for an increase from 16.10 to 46.10% (increase of 15 students per grade level) of students achieving proficiency or above in the CAASPP Math assessment, as measured by meeting or exceeding the state's performance standards.

#### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will be provided professional development opportunities (PEBC Coach and instructional specialist) to deepen their understanding of the core math curriculum and essential standards. This	Training Pre/Post Assessment: # of teachers reporting understanding of Math Essential Standards and the workshop model on post assessment.  Learning Walk ILT Rubric: # of teachers showing strong evidence of essential standards teaching	Pre/Post Assessments: 12 of 27 reporting understanding.  Learning Walk ILT Rubric: # of teachers showing strong evidence of essential standards teaching	Pre/Post Assessments: 8 of 27 reporting understanding .  Learning Walk ILT Rubric: # of teachers showing strong evidence of essential			Time People Money

training will focus on the use of the mathematical workshop model and effective instructional strategies, differentiation, and data analysis to better support student growth and achievement.	<p>practices during instruction</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of math workshop model</p> <p>PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making</p>	<p>practices during instruction</p> <p>Strong Evidence: 0/27 Some Evidence: 7/27 No Evidence: 20/27</p> <p>Learning Walk ILT Rubric: # of teachers showing strong evidence of full implementation of math workshop model</p> <p>Strong Evidence 0/27 Some Evidence 3/27 No Evidence 24/27</p> <p>PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making</p> <p>Strong Evidence 5/9 Some Evidence 4/9 No Evidence 0/9</p>	<p>standards teaching practices during instruction</p> <p>Strong Evidence: 6/30 Some Evidence: 15/30 No Evidence: 9/30</p> <p>Learning Walk ILT Rubric: # of teachers teams showing strong evidence of full implementation of math workshop model</p> <p>Strong Evidence 2/27 Some Evidence 3/27 No Evidence 24/27</p> <p>PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making</p> <p>Strong Evidence 5/9 Some Evidence 4/9 No Evidence 0/9</p> <p>Continue</p>			
Teachers will engage in collaboration outside of their workday with support from instructional	# of teachers participating in collaboration activities outside of their workday, including planning and peer observation.	2 out of 31 teachers participated in outside collaboration activities.	6 out of 31 teachers participated in outside collaboration activities.			Time People Money

specialist and receive release time for planning and peer observation to support the implementation of teaching strategies and increase student learning.			Continue			
Foster a collaborative partnership with parents and guardians to support math learning at home. Provide resources, workshops, and communication channels to help parents understand the core curriculum and ways to reinforce math skills outside of school.	<p>Sign in sheets will be used to identify students whose families attended. # of families attending workshops</p> <p>Parent Survey post workshop # of parents reporting that workshop was effective in helping support their students math skills at home.</p>	<p>Attendance sheets</p> <p>Parent Survey</p>	<p>After feedback from SSC and ELAC, The school newsletter now includes a dedicated section for each grade level, highlighting the current math standards and providing linked resources to support learning at home. This ensures families have access to tools and information that reinforce classroom instruction and strengthen home-school collaboration around math.</p> <p>Continue</p>			Time People Money
The ILT will guide the PLCs in unpacking standards, evaluating the alignment of essential standards of the Math curriculum and coherence	<p>Teacher needs assessment survey # of teachers proficient in identifying and calibrating skills within standards.</p> <p>PLC agenda/minutes review</p>	<p>Teacher needs assessment survey Proficient 10 Approaching 12 Beginning 2</p>	<p>Teacher needs assessment survey Proficient 18 Approaching 6 Beginning 4</p> <p>PLC agenda/minutes rubric</p>			Time People Money

across grade levels to ensure it effectively addresses the skills and knowledge assessed in the state standard.	# of PLCs showing strong evidence of unpacking the standard and addressing each skill within the standard.	PLC agenda/minutes rubric Strong Evidence 5/9 Some Evidence 4/9 No Evidence 0/9	Strong Evidence 6/9 Some Evidence 3/9 No Evidence 0/9 Continue			
Parent engagement: provide resources/workshops to support student math development	Sign in sheets will be used to identify students whose families attended. # of families attending workshops  Parent Survey post workshop # of parents reporting that workshop was effective in helping support their students math skills at home.	Attendance sheets  Parent Survey	Following feedback from ELAC and SSC regarding low attendance at family nights, the school shifted its approach to increase parent engagement. The school newsletter now features a section for each grade level that outlines the current math standards and includes links to resources for families. This strategy provides accessible support to help parents reinforce math development at home and promotes ongoing communication between school and families.  continue			Time People Money

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> Our school has made progress toward implementing action plans designed to increase student mastery of essential standards, the number of teachers reporting an understanding of math essential standards and the math workshop model increased from 8 to 17 out of 27. Additionally, the number of teachers implementing the math workshop model increased from 2 to 8 classrooms. While this demonstrates a positive trajectory, there is significant work ahead to ensure full implementation across all classrooms.</p>	<p>Pre/Post Training Assessment Baseline: 8/27 teachers reported an understanding of math essential standards and the workshop model. 17/27 teachers now report a good understanding, indicating an improvement. The professional development and collaboration with the PEBC math coach have effectively increased teacher comprehension, although further work is needed to translate this understanding into instructional practices.</p> <p>Learning Walk ILT Rubric on Essential Standards Teaching Practices Strong Evidence: 0/27 Some Evidence: 7/27 No Evidence: 20/27 Training outcomes show an improvement.</p> <p>Learning Walk ILT Rubric on Math Workshop Model Implementation Strong Evidence: 0/27 Some Evidence: 3/27 No Evidence: 24/27 8/27 teachers now utilize the math workshop model, up from 2 classrooms previously. This indicates steady implementation but highlights the need for additional support to achieve broader implementation.</p> <p>Data-Informed Instruction (PLC Agenda Notes) Strong Evidence: 5/9 Some Evidence: 4/9 No Evidence: 0/9 Analysis: PLC teams are demonstrating early success in using data to inform instructional decision-making. The challenge is to expand this practice consistently across all grade levels.</p> <p>Data Binder Available in school office.</p>	<p>Continue offering targeted professional development on the math workshop model and essential standards, with additional coaching for teachers requiring support in implementation.</p> <p>Use ILT Learning Walks to provide actionable feedback to teachers, focusing on enhancing evidence-based practices related to essential standards and the workshop model. Monitor and share progress in rubric metrics to reinforce accountability and celebrate successes.</p> <p>Expand PLCs' capacity to use data analysis by sharing best practices from high-performing teams and embedding data-driven discussions into ongoing collaboration cycles.</p> <p>Leverage the 8 teachers already implementing the math workshop model to serve as observable classrooms for their colleagues.</p> <p>Establish specific benchmarks for the next learning cycle, such as increasing the number of teachers with "strong evidence" in workshop implementation to at</p>	Continue

		least 15/27 and improving data-informed instruction metrics.	
<p><b>Cycle 2:</b> Teachers are continuing to develop effective math instruction practice through the continued use of unpacking essential standards as supported by district and site TOSA professional development, along with focused pull-out days.</p> <p>Ongoing work with instructional specialist and intervention teacher during ACCESS time</p> <p>Komure continues to make progress towards implementing the workshop model in math with continued modeling from TOSA and PEBC coach.</p>	<p>4/29 teachers (especially new teachers) observed each other teach this cycle (with support from coaches on and off-site) and debriefing about personal next steps.</p> <p>1stand 3rd grades were targeted during the first semester and 4th/5th are the current focus.</p> <p>Learning Walk ILT Rubric – Workshop Model during math Strong Evidence: 0/29 Some Evidence: 5/29 No Evidence: 24/29</p> <p>Teacher self-assessment of Workshop Model during math (I have utilized workshop model in class) No: 1 Some Parts: 18 Whole Model: 6 Whole Model more than once:4</p> <p>Junior High unpacked winter MAP data together by homeroom to identify areas they can support / target math instruction across content areas.</p> <p>We are continuing the practice of unpacking essential standards as supported by district and site TOSA professional development</p> <p>Data Binder Available in school office.</p>	<p>We will continue with regular learning walks, focusing on math instruction, where feedback and coaching will be provided to support teachers in areas that need improvement.</p> <p>We will provide professional development (PD) targeting effective math instruction, formative assessments, and differentiation strategies. This PD will be tied directly to the data and needs identified in our MAP and CFA review, ensuring that all teachers are equipped with the tools necessary to improve student outcomes.</p> <p>To strengthen collaboration, we will maintain structured PLC meetings where teachers will analyze student data and plan instructional next steps based on CFA and other formative assessments.</p> <p>We will engage families in this process by offering a math family night which includes resources to help parents/guardians support their student's math learning at home.</p>	Continue

<p><b>Cycle 3:</b> GYK has made initial progress toward its goal of increasing math proficiency, although Year 1 outcomes indicate that full implementation of instructional strategies and professional development remains in the early stages. While student outcome data is not yet available for CAASPP, improvements in instructional practices, PLC collaboration, and teacher understanding of standards show that foundational work is underway. Growth in strong evidence of math essential standards instruction (0 to 6 teachers), improved PLC performance, and increased teacher engagement in collaboration and planning signal a positive trajectory. However, continued development in implementing the math workshop model and increasing teacher confidence is necessary to fully realize our 2027 target.</p>	<p>Learning Walk data revealed growth in teachers demonstrating strong evidence of essential standards-based instruction—from 0/27 to 6/30 teachers—with a significant increase in the “some evidence” category (from 7 to 15 teachers). This shift indicates a growing application of training, though nearly one-third of classrooms still showed “no evidence,” highlighting the need for ongoing support.</p> <p>Despite training, the implementation of the math workshop model remains limited. Only 2 out of 27 teachers showed strong evidence of using the model, and 24 still showed no evidence which is identical to baseline levels. This suggests a need for deeper coaching and modeling to integrate this framework into daily instruction.</p> <p>PLC work continues to be a strength, with all nine grade-level teams showing at least some evidence of using data to inform instruction. Additionally, more teachers are proficient in identifying and calibrating math standards (from 10 to 18 teachers), and PLC minutes reflect increased clarity and purpose when unpacking standards. This consistency is crucial in ensuring coherence across grade levels.</p> <p>Our post-assessment responses on understanding math essential standards dropped from 12 to 8 teachers. This may reflect the addition of new staff, a deeper awareness of instructional gaps, or the need for differentiated PD. This discrepancy will be used to guide PD planning.</p> <p>Teacher participation in after-hours collaboration and planning grew from 2 to 6 participants, which is still modest but trending in the right direction. Additional opportunities will be</p>	<p>Increase Support for Math Workshop Model: Provide sustained, hands-on professional development with lesson modeling, co-teaching, and observation cycles to help teachers integrate the math workshop structure into their instruction.</p> <p>Target Teachers Needing Deeper Instructional Shifts: Focus coaching cycles on the 9 teachers still demonstrating “no evidence” of essential standards-based instruction. Set short-term goals to move these teachers into the “some evidence” category by mid-year next year.</p> <p>Revisit Professional Development Reflection Process: Investigate the drop in post-assessment scores on teacher understanding. Use surveys to determine where clarity or confidence may be lacking and refine PD content accordingly.</p> <p>Expand PLC Impact: Reinforce and sustain the strong PLC data culture by providing cross-grade collaboration time and inviting PLC leads to share successful</p>	Continue

	<p>provided to encourage broader participation.</p> <p>While attendance at math-focused events remained low, valuable feedback from ELAC and SSC prompted a shift toward embedding math standards in the school newsletters. This ensures parents are receiving consistent information, though additional outreach may be needed to increase workshop attendance and survey response rates.</p>	<p>practices. Aim to increase the number of PLCs showing strong unpacking of standards.</p> <p>Strengthen Parent Engagement Pathways: Create brief, targeted math tip sheets for families aligned to current units of study and include QR codes in newsletters. Pilot one additional parent math workshop per trimester and collect structured feedback to refine future offerings.</p> <p>Monitor Instruction and Student Achievement Closely: As CAASPP results become available, compare growth against implementation data to identify patterns and refine the action plan accordingly.</p>	
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### Progress Monitoring 25-26

### SMART Goal 2

By the end of the Spring 2027 the percentage of Komure students meeting their growth projections in Math across all grades will increase from an average of 49% to 64% as measured by the NWEA Map assessment.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Access time will be used to target specific student needs. Students who are below proficiency levels	Pre/Post CFA Assessment % of students showing proficiency of identified standards	PLC Agenda Notes # of teachers using data analysis to inform	PLC Agenda Notes # of teachers teams using data analysis to inform			People Money Time



will be provided additional support in Math through small group instruction, or targeted interventions.	targeted during Access time.  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making	instructional decision-making Strong Evidence: 5/9 Some Evidence: 4/9 No Evidence: 0/9	instructional decision-making Strong Evidence: 6/9 Some Evidence: 3/9 No Evidence: 0/9  continue			
Grade level teams will conduct a thorough analysis of NWEA Map assessment data from Spring 2024 to identify trends and areas for improvement in student growth. This data analysis will be used to set specific, measurable targets for student growth in Math for each grade level.	PLC agenda minutes review # of grade level teams showing strong evidence of data analysis of NWEA Map Assessment	PLC agenda minutes review Strong Evidence: 5/9 Some Evidence: 4/9 No Evidence: 0/9	PLC agenda minutes review Strong Evidence: 7/9 Some Evidence: 3/9 No Evidence: 0/9  continue			Time People Money
Provide professional development opportunities for teachers with the support of instructional specialist and PEBV coach focused on effective Math instructional strategies and techniques for supporting student growth (including book studies) in Mathematics. Include training on data analysis and interpretation to inform instructional decision-making.	Training Pre/Post Assessment: # of teachers reporting understanding of effective math instructional strategies and techniques for supporting student growth in math.  Learning Walk ILT Rubric: # of teachers showing strong evidence of effective math instruction strategies and techniques.  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making	Learning Walk ILT Rubric: # of teachers showing strong evidence of effective math instruction strategies and techniques. Strong Evidence 0/27 Some Evidence 3/27 No Evidence 24/27  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence: 5/9	Learning Walk ILT Rubric: # of teachers showing strong evidence of effective math instruction strategies and techniques. Strong Evidence 6/30 Some Evidence 15/30 No Evidence 9/30  PLC Agenda Notes # of teachers teams using data analysis to inform instructional decision-making			Time People Money

		Some Evidence: 4/9 No Evidence: 0/9	Strong Evidence: 6/9 Some Evidence: 3/9 No Evidence: 0/9  continue			
Develop and implement afterschool targeted intervention and support programs for students who are below proficiency levels in Mathematics. Provide additional instruction, resources, and support to help these students meet their growth projections.	Pre/Post assessment  % of students showing proficiency of identified standards targeted during tutorial.	Pre/Post assessment Proficient 0% Approaching 0% Beginning 100%	Pre/Post assessment Proficient 43% (19 students) Approaching 22% (10 students) Beginning 34% (15 students)  continue			Time People Money
Access time will be used to target specific student needs. Students who are Students who are disproportionately below proficiency levels will be provided additional support in Math through small group instruction, or targeted interventions.	Pre/Post CFA Assessment % of students showing proficiency of identified standards targeted during Access time.  PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making	PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence: 5/9 Some Evidence: 4/9 No Evidence: 0/9	PLC Agenda Notes # of teachers using data analysis to inform instructional decision-making Strong Evidence: 7/9 Some Evidence: 2/9 No Evidence: 0/9  continue			Time People Money

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Professional development and targeted interventions have led to measurable	Teachers with a good understanding of instructional strategies: 17/27. Expansion of the Math Workshop model to 8 classrooms, providing	Continue partnering with the PEBC math coach to increase teacher proficiency in	Continue

<p>improvements in instructional practices and student outcomes. 17 out of 27 teachers report a good understanding of utilizing instructional strategies to master essential standards. The Math Workshop model, initially implemented in two classrooms, has expanded to eight classrooms, enhancing differentiated instruction. PLCs are effectively leveraging data analysis to inform Access groups and interventions, with small-group instruction targeting disproportionately below-proficiency students.</p>	<p>students with structured, differentiated support.</p> <p>Baseline Data (PLC Agenda Notes): Strong Evidence: 5/9 Some Evidence: 4/9 No Evidence: 0/9 Teachers are now actively creating Access groups and working collaboratively to unpack standards, identify essential skills, and document progress.</p> <p>Student Proficiency on Standards: Pre/Post CFA assessments indicate improvements in proficiency for essential standards targeted during Access time, with additional support provided for students below proficiency levels.</p> <p>Data binder available in school office</p>	<p>the Math Workshop model and instructional strategies. Provide additional training for teachers with "Some Evidence" or "No Evidence" ratings to build their capacity for effective math instruction.</p> <p>Enhance PLC time to deepen teachers' analysis of student data, focusing on identifying trends and tailoring interventions. Develop a standardized approach for documenting progress toward essential standards, ensuring consistency across grade levels.</p> <p>Refine Access groups based on CFA and MAP assessment data to further target student needs. Monitor the effectiveness of small-group interventions by analyzing growth trends and adjusting strategies as necessary.</p> <p>Implement mid-year and end-of-year reviews to track progress on Learning Walk ILT Rubrics, CFA results, and student growth on MAP assessments. Celebrate teacher and student successes to maintain momentum and motivation.</p>	
<p><b>Cycle 2:</b> Professional development and targeted interventions</p>	<p>22 out of 27 teachers demonstrate a strong understanding of using effective</p>	<p>The data reflects continued progress in instructional practices</p>	<p>Continue</p>

<p>have led to noticeable improvements in instructional practices and student outcomes. A majority of teachers (22 out of 27) demonstrate a solid grasp of instructional strategies to support mastery of essential standards. The Math Workshop model has expanded from two to eight classrooms, enhancing differentiated instruction. PLCs are effectively working toward understanding and utilizing data to inform Access groups and interventions, with a focus on providing targeted support for students performing below proficiency.</p>	<p>instructional strategies to support student learning.</p> <p>The Math Workshop model has now expanded to 8 classrooms, providing structured and differentiated support to meet diverse student needs.</p> <p>Data (PLC Agenda Notes):  Strong Evidence: 6/9  Some Evidence: 3/9  No Evidence: 0/9  Teachers are actively creating Access groups and collaborating to unpack standards, identify essential skills, and track student progress.</p> <p>Pre- and post-CFA assessments show measurable gains in student proficiency for essential standards addressed during Access time, with additional interventions provided for students performing below proficiency levels.</p> <p>Data binder available in school office</p>	<p>and student outcomes. With 22 out of 27 teachers demonstrating a solid understanding of instructional strategies, there is strong evidence of improved capacity to support student learning. The successful expansion of the Math Workshop model into 8 classrooms has enhanced differentiated instruction, allowing more students to receive targeted support.</p> <p>PLC agenda notes indicate that teachers are effectively collaborating to create Access groups, unpack standards, and identify essential skills. This structured approach has led to improved student proficiency on essential standards, as shown by pre- and post-CFA assessments. Additional interventions have been provided to address the needs of students performing below proficiency, contributing to overall growth.</p> <p>Continue supporting teachers with resources and professional development to further expand the Math Workshop model across additional classrooms.</p> <p>Enhance PLCs' use of data to refine Access groups and identify targeted interventions, ensuring continued focus on students</p>	
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		<p>performing below proficiency.</p> <p>Provide ongoing coaching and feedback to ensure all teachers achieve a high level of proficiency in implementing instructional strategies.</p> <p>Regularly assess the effectiveness of interventions and instructional practices to ensure continuous improvement in student achievement.</p>	
<p><b>Cycle 3:</b></p> <p>While GYK did not meet its Year 1 growth target of 54% of students meeting their NWEA MAP Math growth projections (ending at 50.88%), progress is evident in both student achievement and instructional practice. Although growth performance dipped mid-year (44.25% from fall to winter), spring results rebounded and surpassed the baseline of 49%. Moreover, overall student achievement improved, with a reduction in students scoring in the lowest performance band (“red” dropped from 39% to 33%) and an increase in students scoring at or above grade level (from 21% to 25%). These gains suggest that tiered supports and data-informed instruction are beginning to take root, setting a foundation for accelerated growth in the years ahead.</p>	<p>The baseline percentage of students meeting their growth projection was 49%. Year 1 fell short of the 54% target, closing at 50.88%. Although the fall-to-winter results were concerning (44.25%), the spring rebound shows that adjustments to instruction and targeted support had a positive effect. The near miss signals strong potential for meeting future growth goals.</p> <p>From Spring 2024 to Spring 2025, there was a measurable improvement in student achievement: Students in the “red” band decreased from 39% to 33%, Students in the “blue” (highest) band increased from 7% to 11%, The percentage of students meeting/exceeding standards grew from 21% to 25%. These shifts reflect the impact of improved instruction and intervention.</p> <p>There were significant improvements in classroom practice. Teachers demonstrating strong evidence of effective math instruction increased from 0 to 6 out of 30, and “some evidence” rose from 3 to 15. Only 9 teachers remained in the “no evidence” category, down from 24, indicating real progress in classroom implementation.</p>	<p>Close the Gap in Growth Outcomes: Analyze Winter-to-Spring rebound trends to identify what instructional or structural changes contributed to the improvement. Build these strategies into early-year planning and replicate effective intervention practices.</p> <p>Accelerate Movement from “Some” to “Strong” Evidence in Instruction: Use peer observation, video modeling, and coaching cycles to help the 15 teachers currently showing “some evidence” transition into consistent, strong instructional practices.</p> <p>Leverage Successful Intervention Models: Expand afterschool and access-time</p>	Continue

	<p>PLC data usage remained strong, with all teams showing at least some evidence of data-informed planning. The number of teams showing strong evidence increased from 5/9 to 7/9.</p> <p>The afterschool intervention program was highly effective. Of 45 students initially performing at the “beginning” level: 43% (19 students) reached proficiency, 22% (10 students) were approaching, Only 34% (15 students) remained at the beginning level</p> <p>Access time also contributed to improvement, with the number of grade-level teams using data analysis to inform instruction rising from 5/9 to 7/9.</p> <p>Learning Walk data reflects growing implementation of instructional strategies. However, continued support is needed to move more teachers from “some evidence” to “strong evidence,” especially with newly trained or less experienced staff.</p> <p>Data binder available in school office</p>	<p>interventions to include additional grade levels or cohorts. Monitor pre/post data and refine target skills to maximize impact.</p> <p>Continue Strengthening PLC Data Practices: Provide additional support and facilitation tools to the two remaining PLC teams in the “some evidence” category to build toward universal strong implementation.</p> <p>Monitor Progress Early in the Year: Use early MAP benchmark data to intervene proactively with students below growth projections. Monitor progress by subgroups to ensure equity in access and support.</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

All Komure students will attend school daily, in a safe (social & emotional) environment to pursue their individual academic success.

### Climate

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.70	5.58	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	6.70	4.96	3.60
Expulsions	0.12	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
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<b>All Students</b>	836	803	316	39.4
<b>Female</b>	409	396	159	40.2
<b>Male</b>	427	407	157	38.6
<b>American Indian or Alaska Native</b>	9	8	3	37.5
<b>Asian</b>	113	111	30	27.0
<b>Black or African American</b>	134	126	50	39.7
<b>Filipino</b>	62	61	18	29.5
<b>Hispanic or Latino</b>	425	405	174	43.0
<b>Native Hawaiian or Pacific Islander</b>	19	19	12	63.2
<b>Two or More Races</b>	45	44	18	40.9
<b>White</b>	29	29	11	37.9
<b>English Learners</b>	210	200	72	36.0
<b>Foster Youth</b>	10	9	4	44.4
<b>Homeless</b>	33	25	16	64.0
<b>Socioeconomically Disadvantaged</b>	643	617	256	41.5
<b>Students Receiving Migrant Education</b>	0	0	0	0.0
<b>Students with Disabilities</b>	96	93	42	45.2



#### Attendance All Students

<b>756</b>	<b>91.43%</b>	<b>64.76</b>	<b>28.20</b>	<b>54.24</b>
Average Enrol...	AVG Att. Rate	Avg. Excused ...	Avg. Unexcus...	Avg. Tardies P...

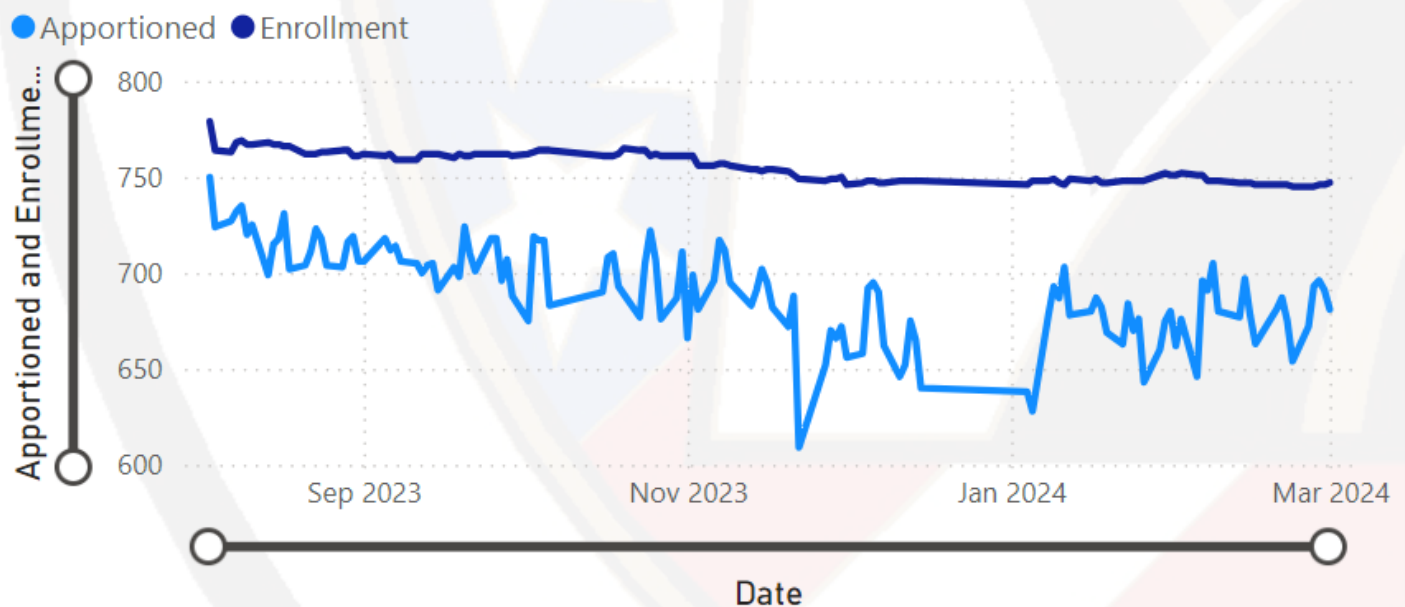
#### Females

<b>376</b>	<b>91.67%</b>	<b>31.31</b>	<b>13.26</b>	<b>27.99</b>
Average Enrol...	AVG Att. Rate	Avg. Excused ...	Avg. Unexcus...	Avg. Tardies P...

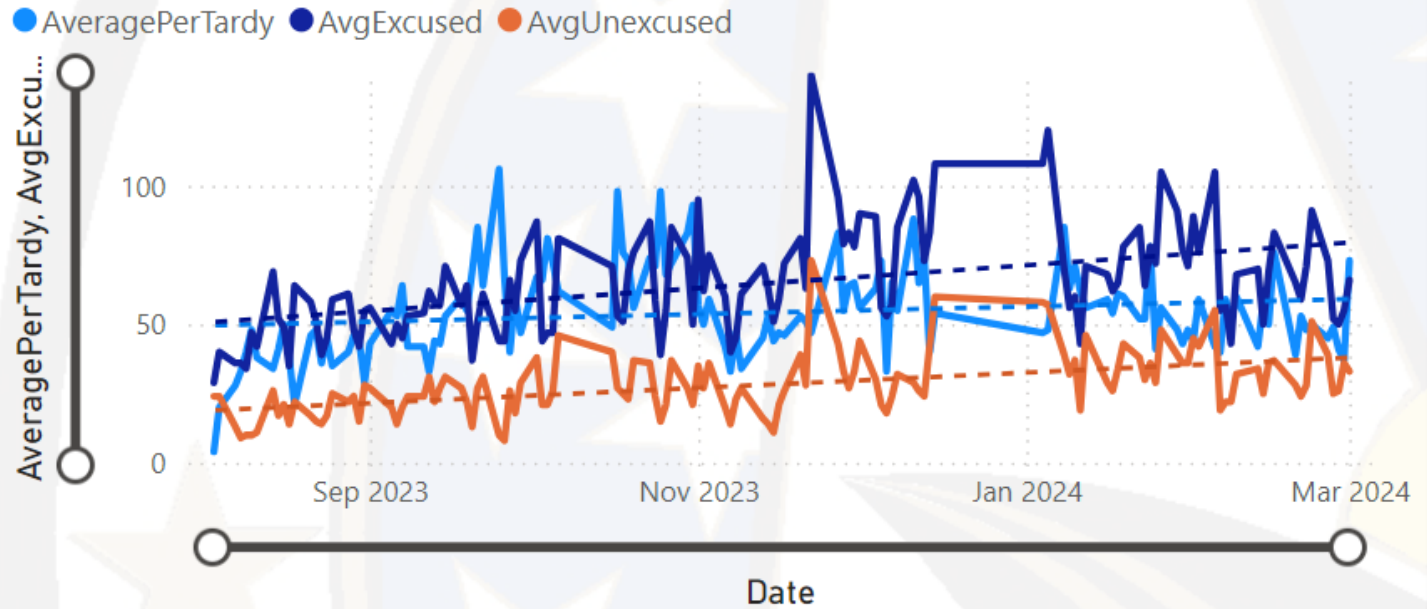
#### Males

<b>380</b>	<b>91.19%</b>	<b>33.45</b>	<b>14.94</b>	<b>26.25</b>
Average Enrol...	AVG Att. Rate	Avg. Excused ...	Avg. Unexcus...	Avg. Tardies P...

#### Daily Attendance vs Enrollment



## Attendance Trends



### Asian

Student Group State



Red

27% chronically absent

Increased 3.8% ⓘ

Number of Students: 111

### English Learners

Student Group State



Red

36% chronically absent

Maintained -0.2% ⓘ

Number of Students: 200

### Filipino

Student Group State



Red

29.5% chronically absent

Increased 4.9% ⓘ

Number of Students: 61

### Two or More Races

Student Group State



Red

40.9% chronically absent

Increased 12.6% ⓘ

Number of Students: 44

### Students with Disabilities

Student Group State



Red

45.2% chronically absent

Increased 5.4% ⓘ

Number of Students: 93

## Chronic Absenteeism

All Students

State



Orange

39.4% chronically absent

Declined 0.8% ⬆️

### Data Analysis

Average daily enrollment 756, average daily attendance rate 91.43%, 64.76 average daily excused absences, 28.20 average daily excused absences, 54.24 average daily tardies

Female attendance daily Average daily enrollment 376, average daily attendance rate 91.67%, 31.31 average daily excused absences, 13.26 average daily excused absences, 27.99 average daily tardies

Maile attendance daily Average daily enrollment 380, average daily attendance rate 91.19%, 33.45 average daily excused absences, 14.94 average daily excused absences, 26.25 average daily tardies.

Disproportionality is apparent in our student groups with the most significant chronic absenteeism, which include students with Disabilities with 45.2% chronically absent an increase of 5.4%, Two or More Races 40.9% an increase of 12.6%, Filipino 29.5% an increase of 4.9%, English Learners which maintained at 36% and Asian at 27% chronically absent an increase of 3.8%. Our Two or More Races have fallen into the ATSI category.

### Student Need 1:

All Komure students will have access, feel connected, and share Coyote Pride in a safe learning environment on a daily basis.

### SMART Goal 1

We will reduce the average chronic absenteeism rate from 39.6% to less than 20% by the end of 2027 school year by implementing targeted interventions, counseling and family engagement nights to increase school connectedness.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Provide counseling services to students with chronic absenteeism to	# of students seeing the counselor for chronic absenteeism.	39.4 % of all students are chronically absent	27 % of all students are chronically absent			Time People Money

encourage positive school attendance and student engagement.			9 students seeing the counselor for chronic absenteeism.  continue			
Implement the COST Team process to identify students with chronic absenteeism and allocate appropriate services to ensure positive school attendance.	# of student referred to the COST team with chronic absenteeism.	39.4 % of all students are chronically absent	27 % of all students are chronically absent  1 student referred to the COST team with chronic absenteeism.  continue			Time People Money
Student interventions will be provided to address academic concerns that make the student feel less connected to the school community.	# of students working below grade levels standards accessing tutorials	39.4 % of all students are chronically absent	27 % of all students are chronically absent  0 of the students working below grade levels standards took part in after school tutorials  continue			Time People Money
Students in grades k-8 will attend an incentive/event after school who have had less than 3 unexcused absences in that trimester (fall, winter, spring).	# of students invited to the incentive event  # of students attending the event.	39.4 % of all students are chronically absent	27 % of all students are chronically absent  232 students qualified for incentive event trimester 1  181 students qualified for incentive event trimester 2  246 students qualified for			Time People Money

			incentive event trimester 3  continue			
Staff will communicate the importance of regular school attendance to all stakeholders through verbal and written messages in multiple languages, at least once per trimester, including during Orientations, Back-to-School Night, and Goal-setting Conferences.	# of blackboard messages sent  # of goal setting conference attendees  # of back to school attendees	39.4 % of all students are chronically absent	27 % of all students are chronically absent  342 blackboard messages sent regarding attendance  461 goal setting conference attendees in September  441 goal setting conference attendees in September  414 back to school attendees  continue			Time People Money
Monitor the students with disproportionate chronic absenteeism including "two or more races" group, which is identified as an ATSI group. Provide counseling, interventions and refer to COST when appropriate.	# of students identified as "two or more races" who are chronically absent  # of students identified as "two or more races" referred to counseling services.  # of students identified as "two or more races" referred to COST  # of students identified as "two or more races" attending interventions.	40.9% of "two or more races" are chronically absent.	31.34% (21 students) of "two or more races" are chronically absent.  7 out of 21 attended individual counseling.  9 out of 21 were part of group counseling  1 out of 21 students were referred to COST		t	Time People Money

			0 out of 21 attended afterschool interventions  continue			
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.	# of students that complete the program	Baseline Year	18 students signed up for the journey mentoring program.			Time Money People

#### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> We have made progress during the first part of the year toward reducing the chronic absenteeism rate to less than 20% by the end of the 2027 school year. Based on trimester 1 data, the chronic absenteeism rate has decreased from a baseline of 39.4% in the 2023 dashboard to 21.6% in	Action Taken: Student conferences and goals setting sessions were implemented to address academic concerns that impact connectedness. Staff communicated the importance of regular attendance through verbal and written messages in multiple languages during key events, including Back-to-School Night and Goal-setting Conferences.	Expand family engagement nights to include workshops on strategies to overcome attendance barriers, such as transportation or health-related challenges. Collect qualitative feedback from families on barriers and how the	Continue

<p>the first trimester of the current school year. This demonstrates the effectiveness of targeted interventions and stakeholder communication strategies in fostering a stronger sense of school connectedness.</p>	<p>Chronic absenteeism rate as tracked by trimester data. Baseline: 39.4% of students were chronically absent according to the 2023 dashboard. Trimester 1 data shows the rate decreased to 21.6%.</p> <p>The significant drop in chronic absenteeism reflects the positive impact of implemented strategies. Targeted interventions likely helped address barriers to attendance by engaging students academically and socially. Messaging efforts during family-oriented events likely increased awareness among stakeholders, highlighting the importance of regular attendance. However, maintaining this momentum will require sustained efforts and additional focus on the remaining challenges contributing to absenteeism.</p> <p>Data Binder Available in school office.</p>	<p>school can support attendance further.</p> <p>Identify and monitor students at risk of becoming chronically absent based on early indicators (e.g., missed days in Cycle 1). Provide personalized follow-ups with families of at-risk students through one-on-one meetings.</p> <p>Increase frequency of communication about attendance importance, integrating positive reinforcements (e.g., celebrating improved attendance).</p> <p>Track patterns in absenteeism by subgroup (e.g., grade levels, socio-economic status) to tailor interventions more effectively. Compare absenteeism rates across subsequent cycles to ensure continued improvement aligns with long-term goals.</p>	
<p><b>Cycle 2:</b> We have continued to make progress on reducing the chronic absenteeism rate to less than 20% by the end of 2027. While there has been an increase in the number of students who are chronically absent, the percentage continues to decline from previous years. The data through cycle two shows 26.2% of students are chronically</p>	<p>Student conferences and goals setting sessions continued in trimester 2 to address academic concerns that impact connectedness. Staff communicated the importance of regular attendance through verbal and written messages in multiple languages. Attendance meetings and truancy meetings were held with the parent/guardian and principal to discuss barriers and the importance of attendance.</p> <p>Chronic absenteeism rate as tracked by trimester data.</p>	<p>Student socials for attendance as well as family engagement nights are planned for the spring. Sign in sheets and survey data will be collected from attendees after each event.</p> <p>We will continue to communicate about the importance of attendance and</p>	<p>Continue</p>

absent. The targeted interventions and stakeholder communication continues to be effective.	<p>Baseline: 39.4% of students were chronically absent according to the 2023 dashboard.</p> <p>Trimester 1 data shows the rate decreased to 21.6%.</p> <p>Trimester 2 data shows the rate increased from trimester 1 to 26.2%</p> <p>There continues to be a significant drop from the baseline data. There has been a positive response to the implemented strategies and targeted interventions to help address barriers to attendance.</p>	<p>continue integrating positive reinforcements.</p> <p>We will continue to track patterns in absenteeism by subgroup (e.g., grade levels, socio-economic status) to tailor interventions more effectively.</p> <p>Identify and monitor students at risk of becoming chronically absent based on early indicators (e.g., missed days in Cycle 2). Provide personalized follow-ups with families of at-risk students through one-on-one meetings.</p> <p>Compare absenteeism rates across subsequent cycles to ensure continued improvement aligns with long-term goals.</p>	
<p><b>Cycle 3:</b></p> <p>GYK has made strong foundational progress toward its goal of reducing chronic absenteeism. The chronic absenteeism rate declined from 39.4% to 27% in Year 1, demonstrating that interventions, outreach, and incentive systems are beginning to yield results. Multiple strategies were implemented, including counseling, COST referrals, attendance incentives, and stakeholder engagement. Notably, the school held consistent outreach efforts and recognized students for</p>	<p>The school reduced chronic absenteeism from 39.4% to 27%, a 12.4 percentage point improvement. This suggests that systemic and student-level interventions have begun to take hold and are positively influencing attendance behaviors.</p> <p>An increased number of students with chronic absenteeism accessed counseling services this year. The COST team process was activated, resulting in a structured referral system for identifying and supporting chronically absent students. Among students identified as “two or more races” (ATSI group), 7 received individual counseling, 9 were in group counseling, and 1 was referred to COST.</p>	<p>Strengthen Tiered Intervention Systems: Increase COST team referrals for all chronically absent students, especially those not responding to Tier 1 strategies. Ensure that all referred students receive case management and follow-up support.</p> <p>Improve Academic Support Access: Establish clear protocols to connect students performing below grade level to academic interventions. Use</p>	Continue



<p>strong attendance, yet gaps remain in connecting students, especially those performing below grade level to academic support outside the school day. While the school is on track toward its 2027 goal, targeted refinements will be needed to reach all subgroups equitably and increase the impact of intervention services.</p>	<p>Despite clear academic needs, 0 students identified as working below grade level participated in after-school academic tutorials. This disconnect between identification and service access suggests the need for better referral, tracking, and follow-up systems to ensure these students receive academic support that could improve both learning and attendance.</p> <p>Trimester incentives for students with fewer than 3 unexcused absences were implemented with strong participation. Trimester 1: 232 students qualified. Trimester 2: 181 students qualified. Trimester 3: 246 students qualified. These events visibly reinforced positive attendance and helped build a sense of belonging among students with strong attendance.</p> <p>Efforts to engage families around attendance were consistent and robust throughout the year. A total of 342 attendance-related Blackboard messages were sent, reinforcing key messages in multiple languages. Family participation was strong, with 461 and 441 attendees at goal-setting conferences and 414 families attending Back-to-School Night. These actions fulfilled the goal of delivering multilingual, communication and helped emphasize the importance of regular attendance across the school community.</p> <p>Chronic absenteeism among the ATSI student group identified as “Two or More Races” decreased from 40.9% to 31.34%, showing progress in overall attendance. Of the 21 students in this group, 7 received individual counseling and 9 participated in group counseling. However, only one student was referred to the COST team, and none accessed afterschool academic interventions. While access to counseling improved, the limited participation in more intensive academic and behavioral supports</p>	<p>progress monitoring tools to track access and effectiveness, particularly for students identified as chronically absent.</p> <p>Deepen Equity Focus on ATSI Group: Provide targeted outreach, academic supports, and after-school intervention invitations to students in the “two or more races” group. Leverage mentoring and counseling to transition them into structured academic or enrichment opportunities.</p> <p>Stakeholder Feedback: Gather student and parent feedback on attendance supports, incentives, and interventions. Use this data to refine strategies and ensure they are student-centered and culturally responsive.</p> <p>Journey Mentoring: While 18 students enrolled in the Journey Mentoring Program, participation has started to decline, and there is currently no data available to determine its effectiveness in improving student outcomes such as attendance or behavior. To ensure the program is meeting its intended goals, it will be important to monitor and evaluate the progress of participating students.</p>	
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	<p>suggests a gap in intervention that may have hindered further progress for this subgroup.</p> <p>18 students signed up for this small-group mentoring program. Although completion data is pending, participation indicates declining interest, and the program holds little evidence that it is promoting Tier 2 or 3 support for students needing stronger connections to school.</p>		
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### Progress Monitoring 25-26

### SMART Goal 2

By the end of the 2026-2027 academic year, increase the percentage of families reporting positive engagement with the school and students reporting a strong sense of feeling safe and connectedness to the school community by 50%.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase connectedness opportunities for students through academic enrichment events/nights held including STEAM and Literacy Nights.	# of blackboard messages sent # of goal setting conference attendees # of back to school attendees	37 Blackboard messages sent 461 Goal Setting Conferences 441 families attended back to school night	84 Blackboard messages sent 461 Goal Setting Conferences 441 families attended back to school night Baseline year			Time Money People
Families will be invited and encouraged to attend parent workshops, school site council meetings, ELAC and other activities to promote student and family connectedness.	# of blackboard messages sent Sign in sheets for SSC, ELAC, and Parent Workshops	# of SSC attendees 7 # of ELAC attendees 10 # of Blackboard message sent 8	9 SSC attendees 10 ELAC attendees 10 of Blackboard message sent			Time People Money

Students will be provided opportunities for educational excursions to enhance their knowledge and school connectedness.	# of students attending educational excursions  # of excursions/opportunities provided.	7 excursions	8 excursions			Time People Money
Students in K-8 will attend incentive/events after school for MAP growth/attendance growth.	# of students invited to the incentive event  # of students attending the event.	79 students invited to Winter MAP incentive.  180 students invited to SPRING MAP incentive.	124 students invited to Winter MAP incentive.  244 students invited to SPRING MAP incentive.			Time People Money
PBIS branding materials will be posted to align with our school's PBIS plan to promote safety and school connectedness.	# of items labeled with school message	2 items labeled with school message	31 items labeled with school message			Time People Money
PBIS incentives will be provided to students who show Positive Behavior and Coyote pride in and outside of the classroom.	# of Coyote Cash books (50 per book) handed out  # of coyote cash processed at PBIS store.	6,800 of coyote cash books handed out  4,350 coyote cash processed at PBIS store.	8,100 of coyote cash books handed out  6,125 coyote cash processed at PBIS store.			Time People Money
Classified personnel will be used to monitor students before and after school that require extended time on campus for busing.	# of students needing supervision for busing	4 TSSP students have extended time on campus before and after school  5 SPED students have extended time on campus before and after school  4 Overflow students that require	2 TSSP students have extended time on campus before and after school  6 SPED students have extended time on campus before and after school  1 Overflow students that require			Time Money People

		extended time on campus before or after school.	extended time on campus before or after school.			
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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
<b>Cycle 1:</b> Progress toward increasing family engagement and student connectedness to the school community have included hosting consistent ELAC and School Site Council (SSC) meetings, with regular attendance and active parent input. Additionally, students participated in two assemblies focusing on school connectedness, and plans for an engaging Science/STEAM night in partnership with a University of the Pacific student are underway. These actions align with our strategic goals and metrics for fostering a stronger sense of safety and connectedness among students and families.	<p>ELAC and SSC: Increased consistency and regular participation from parents. Attendees have engaged in discussions on progress monitoring and provided valuable input to community needs assessments.</p> <p>Blackboard Messages, calendar invites and flyers have enhanced communication efforts with a focus on encouraging attendance and engagement.</p> <p>Student Opportunities: Two assemblies addressed school connectedness, reinforcing resilience and community values.</p> <p>Collaboration with a University of the Pacific student to plan a Science/STEAM night will create additional opportunities for academic enrichment and foster family engagement.</p> <p>Data Binder Available in school office.</p>	<p>Efforts to improve family and student connectedness are gaining traction, as evidenced by active parent participation in meetings and planned academic enrichment events. The assemblies provided foundational support for the goal of fostering connectedness, and ongoing partnerships signal a commitment to expanding engagement opportunities. However, quantitative growth in attendance at meetings and workshops remains an area for continued focus.</p> <p>Next Steps: Increase the frequency and targeting of Blackboard messages to encourage greater participation in workshops, ELAC, and SSC meetings. inclusive of multilingual messaging to reach diverse family demographics effectively.</p> <p>Enhance Family Engagement: Implement a survey to</p>	Continue

		<p>identify barriers to attendance and tailor workshops to meet families' needs and interests.</p> <p>Broaden Student Opportunities: Finalize and promote the upcoming Science/STEAM night to ensure strong student and family turnout.</p> <p>Plan additional events such as Literacy Night or cultural celebrations to diversify engagement opportunities.</p> <p>Data Tracking and Reflection: Collect and analyze sign-in sheet data to monitor changes in participation over time.</p> <p>Regularly solicit feedback from families and students to guide future initiatives and adjustments.</p>	
<p><b>Cycle 2:</b> As part of our ongoing efforts to enhance family engagement and student well-being, we continue to make progress toward our goal of increasing the percentage of families reporting positive engagement with the school and students feeling safe and connected to the school community by 50% by the end of the 2026-2027 academic year. Current data from Cycle 2 indicates positive</p>	<p>We continue to have regular participation of parents in ELAC and SSC meetings. Attendees have actively engaged in discussions on progress monitoring and have provided valuable input for community needs assessments, contributing to a more collaborative decision-making process.</p> <p>Communication efforts including Blackboard messages, calendar invites, and flyers, have played a key role in improving outreach, encouraging attendance, and fostering greater family engagement.</p>	<p>We will continue to expand parent engagement efforts by increasing outreach through multiple communication platforms, including personalized invitations, multilingual messaging, and interactive engagement strategies such as surveys and feedback sessions. Offering flexible meeting times and virtual participation options will help accommodate</p>	Continue

<p>movement toward this target, with measurable improvements in family participation, student perceptions of safety, and overall school connectedness. Continued implementation of targeted strategies and initiatives will further support progress in these areas.</p>	<p>For students, three assemblies focused on school connectedness, resilience, and community values have reinforced a positive school climate. These efforts align with our SMART goal by fostering a sense of safety and belonging while strengthening partnerships between families and the school.</p>	<p>diverse family schedules, while creating more opportunities for parents to take on leadership roles within ELAC and SSC to strengthen stakeholder involvement.</p> <p>Enhancing student connection and safety initiatives is also a priority. The school will organize additional student-led assemblies and discussion forums focused on belonging, inclusion, and mental well-being. Expanding peer mentorship programs and increasing extracurricular and leadership opportunities will further foster a stronger sense of community.</p> <p>To ensure ongoing progress monitoring and feedback, the school will send out an end of year survey to gauge student perceptions of engagement and school connectedness. Insights from ELAC and SSC meetings will be used to refine strategies and address specific community concerns.</p> <p>Encouraging cross-collaboration between ELAC, SSC, and other school committees will help align efforts and maximize the overall impact. We strive to implementing these actions, to continue making meaningful progress toward</p>	
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		increasing family engagement and ensuring students feel safe, supported, and connected to the school community.	
<p><b>Cycle 3:</b> GYK made encouraging strides toward increasing student and family connectedness in Year 1. Through expanded academic events, more PBIS-aligned incentives, and improved communication efforts, the school took clear steps to strengthen a sense of belonging for both students and families. Key metrics show increases in event attendance, family engagement, and student participation in recognition programs. Efforts such as more frequent enrichment events, increased Coyote Cash use, and visible PBIS branding signal a positive cultural shift. However, continued work is needed to ensure these efforts are sustained and linked directly to measurable increases in feelings of safety and engagement.</p>	<p>Blackboard messages increased from 37 to 84, signaling stronger communication with families. Goal-setting conferences and Back-to-School Night attendance was a baseline year. These results show stable engagement, with some areas of increased family responsiveness.</p> <p>Participation in SSC increased modestly (from 7 to 9 attendees), while ELAC attendance remained steady at 10. Blackboard outreach related to these meetings increased from 8 to 10 messages. Although participation remains limited, the infrastructure for consistent outreach and engagement is in place.</p> <p>Student access to enrichment through educational excursions expanded from 7 to 8 experiences this year. These opportunities contribute to school connectedness and support learning beyond the classroom, especially when tied to curricular content.</p> <p>Incentive-based events tied to MAP growth and attendance continue to motivate students. Winter MAP incentive participation increased from 79 to 124 students, and Spring MAP incentive participation grew from 180 to 244 students—demonstrating a strong response to recognition and reward systems.</p> <p>PBIS branding items grew significantly from 2 to 31 visible items labeled with school messaging, reinforcing positive behavior expectations across campus. Coyote Cash distribution increased from 6,800 to 8,100, with PBIS store transactions increasing from 4,350 to 6,125. This data reflects strong growth</p>	<p>Gather Perception Data to Establish Outcome Baseline: Administer student and family connectedness and safety surveys to establish Year 1 perception data, which will be used to measure the 50% increase by 2027.</p> <p>Increase Active Participation in SSC and ELAC: Expand outreach beyond Blackboard to include personal invitations, translated flyers, and student-led segments that may encourage higher parent turnout.</p> <p>Strengthen Connections Between Events and Belonging: Collect feedback after academic nights and student incentive events to ensure these experiences are promoting lasting feelings of connectedness. Include exit surveys or family feedback forms to guide planning.</p> <p>Expand Visibility and Recognition in PBIS System: Continue scaling up PBIS visibility with student-</p>	Continue

	<p>in schoolwide PBIS implementation and student participation in recognition systems.</p> <p>The number of students needing before- and after-school supervision slightly declined, with targeted support still provided to TSSP, SPED, and overflow students. Classified staff continue to support safety during these critical times.</p>	<p>created signage, class shout-outs, and hallway branding. Consider a “Coyote of the Week” feature to celebrate behavior aligned with school values.</p> <p>Enhance Supervision and Engagement Before/After School: Provide structured activities or routines for students with extended time on campus to turn those transition moments into meaningful connections, especially for students with limited access to other supports.</p> <p>Integrate Events and Incentives with SEL Goals: Ensure that events, incentives, and excursions are intentionally linked to social-emotional learning outcomes, creating a cohesive framework for building safety, pride, and connection.</p>	
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### Progress Monitoring 25-26

### Progress Monitoring



### African American

Student Group State



Red

15.7% suspended at least one day

Increased 2% ⓘ

Number of Students: 134

### Socioeconomically Disadvantaged

Student Group State



Red

7.2% suspended at least one day

Increased 0.7% ⓘ

Number of Students: 643

### Asian

Student Group State



Orange

3.5% suspended at least one day

Increased 2.7% ⓘ

Number of Students: 113

### English Learners

Student Group State



Orange

4.3% suspended at least one day

Increased 1.7% ⓘ

Number of Students: 210

### Filipino

Student Group State



Orange

3.2% suspended at least one day

Increased 1.7% ⓘ

Number of Students: 62

### Hispanic

Student Group State



Orange

5.2% suspended at least one day

Increased 0.5% ⓘ

Number of Students: 425

### Two or More Races

Student Group State



Orange

2.2% suspended at least one day

Increased 2.2% ⓘ

Number of Students: 45

### Students with Disabilities

Student Group State



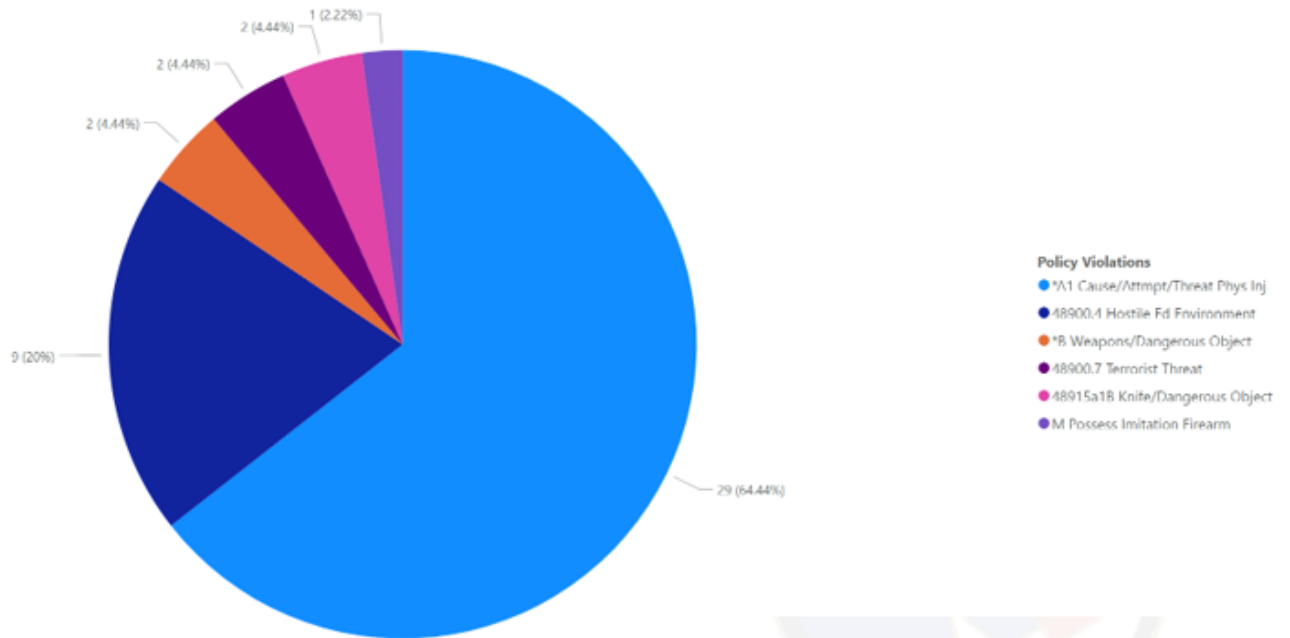
Orange

10.4% suspended at least one day

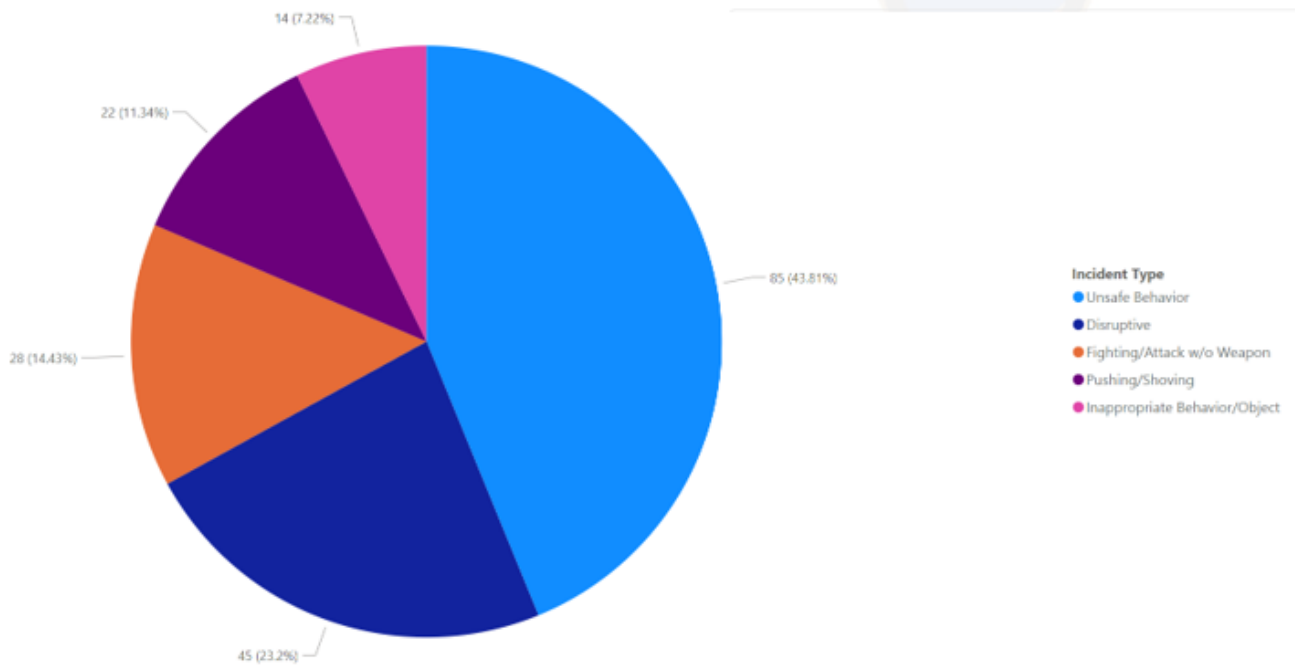
Declined 2.9% ⓘ

Number of Students: 96

#### POLICY VIOLATIONS (TOP 5)

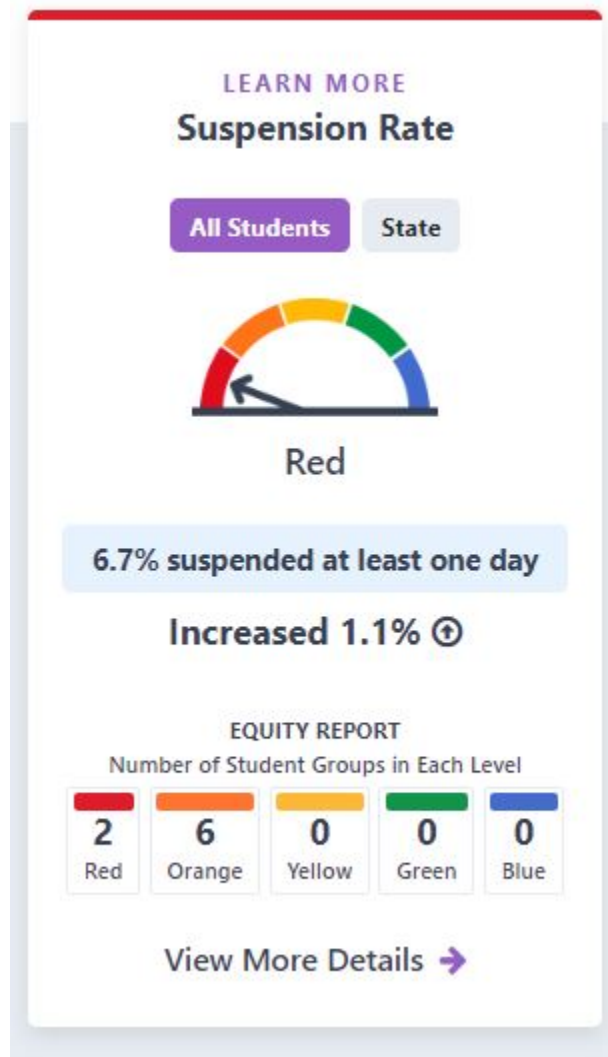


#### INCIDENT TYPES (TOP 5)



**36**  
Students Suspended

**2**  
Students Expelled



### Data

#### Data Analysis

The data shows that suspension rates for various student demographic groups at George Komure Elementary School, comparing them to state averages. African American students have the highest suspension rate at 15.7%, marking a 2% increase from the previous data point, which signals a significant area of concern. Socioeconomically Disadvantaged are at 7.2% suspended at least once, with a slight increase of 0.7%. This group also constitutes the largest student body with 643 individuals. Asian students' suspension rate stands at 3.5%, with an increase of 2.7%, which is notable given the lower starting percentage. English Learners have a suspension rate of 4.3%, with an increase of 1.7%. Filipino students have a similar pattern to English Learners, with a 3.2% suspension rate and a 1.7% increase. Our Hispanic students are at 5.2% suspension rate with a 0.5% increase, affecting a sizable population of 425 students. Two or More Races shows a low suspension rate of 2.2% but with an increase of 2.2%, which could indicate an emerging issue. Students with Disabilities have a relatively high suspension rate of 10.4% but they are the only group with a decreasing trend, declining 2.9% from the previous measurement

There are a disproportionate students groups in the area of suspension which include, African Americans with a 15.7% suspension rate, Students with disability with a 10.4% suspension rate, and socioeconomically disadvantaged with 7.2% suspension rate.

The second graphic shows "POLICY VIOLATIONS (TOP 5)" and shows the distribution of the five most frequent policy violations. The legend associates specific colors with different violations, like 'Verbal/Written Threats',

'Weapon/Dangerous Object', and 'Possess Imitation Firearm',. The largest segment, covering almost half of the chart, represents 'Verbal/Written Threats'.

The second pie chart, labeled "INCIDENT TYPES (TOP 5)", displays the proportions of the five most common types of incidents. Categories include 'Disruptive', 'Inappropriate Behavior/Object', and 'Fighting/Attack w/o Weapon'. Here, 'Disruptive' incidents make up the largest portion.

The data from the charts shows that 'Verbal/Written Threats' are the most common policy violation, while 'Disruptive' behavior is the most frequent incident type. There have been 36 students suspended and 2 students expelled, indicating disciplinary action taken in response to these incidents.

**Student Need 2:**

At George Komure Elementary School, there is a pressing need to reduce student suspensions and extreme behaviors that lead to suspensions. The current rate of suspensions is impacting the learning environment and hindering student success. There is a need for a more proactive approach to address underlying issues that contribute to student misbehavior.

**SMART Goal 1**

By the end of the 2027 academic year, George Komure Elementary School aims to reduce the number of student suspensions by 50% compared to the 2023-2024 school year, through the implementation of proactive measures and interventions to address underlying issues contributing to student misbehavior, in order to create a more positive learning environment and improve student success and well-being.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Fully implemented COST plan.	# of students referred to COST for behavior/discipline concerns	36 referrals to COST	67 referrals to COST			Time People Money
Communicate the importance of school-wide expectations to all stakeholders through oral and written communication in multiple languages at least five times per year, including orientations, back-to-school night, and goal-setting conferences.	# of blackboard messages sent  # of goal setting conference attendees  # of back to school attendees	37 Blackboard messages sent  461 Goal Setting Conferences  441 families attended back to school night	84 Blackboard messages sent  461 Goal Setting Conferences  441 families attended back to school night			Time People Money
Teachers will collaborate and participate in professional	Training pre/post assessment # of teachers understanding PBIS	Learning Walks ILT Rubric: # of teachers showing strong	Learning Walks ILT Rubric: # of teachers			Time People Money

learning on the school's focus area of PBIS (Positive Behavioral Interventions and Supports) and implement daily PBIS (Positive Behavioral Interventions and Supports) and SEL (Social-Emotional Learning) lessons.	<p>interventions and supports</p> <p>Learning Walks ILT Rubric: # of teachers showing strong evidence of PBIS strategies and supports during instruction.</p> <p>Learning Walks ILT Rubric: # of students accessing BASE in grades 6-8</p>	<p>evidence of PBIS strategies and supports during instruction. Strong Evidence 1/27 Some Evidence 15/27 No Evidence 11/27</p> <p>Learning Walks ILT Rubric: # of teachers teaching SEL Strong Evidence 3/27 Some Evidence 8/27 No Evidence 16/27</p>	<p>showing strong evidence of PBIS strategies and supports during instruction. Strong Evidence 4/27 Some Evidence 19/27 No Evidence 4/27</p> <p>Learning Walks ILT Rubric: # of teachers teaching SEL Strong Evidence 6/27 Some Evidence 11/27 No Evidence 10/27</p>			
The (COST) team will convene weekly to assess and track the progress of general education students in their behavior interventions. They will utilize strategies like check-in/check-out, structured play, and propose new behavioral interventions as needed.	<p>COST team sign in sheets</p> <p># of COST meetings held</p> <p># of students referred to COST for behavior.</p> <p># of behavior plans created for general education students.</p>	<p>28 COST meetings held</p> <p>36 students referred to COST for behavior.</p> <p>2 behavior plans created</p>	<p>32 COST meetings held</p> <p>28 students referred to COST for behavior.</p> <p>4 behavior plans created</p>			Time People Money
Counseling will be offered within the school day to students who might need access to behavioral interventions. This will be targeted support to students	# of students seeing the counselor for behavior intervention.	6.7 % of All students were suspended	6.76% of All students were suspended			Time People Money

experiencing behavioral challenges, thereby promoting a positive and inclusive school environment.						
Professional Development in the area of restorative practices and will be implemented and used for our disproportionately suspended student groups.	# of student suspensions by student group.	63 Students suspended  21 African American  31 Hispanic/Latino  7 Asian  43 SED  4 Students with disabilities	51 Students suspended  17 African American  18 Hispanic/Latino  4 Asian  44 SED  4 Students with disabilities			Time People Money
1/16/2025: Restorative Practices: Students that have been suspended will meet with an administrator for a re-entry meeting upon their return to school. Character connection presentations will be assigned as an alternative to suspension for students to make connections to the impact of their actions.	# of re-entry meetings held  # of character connection presentations held	Baseline year	47 re-entry meetings held  161 character connection/re restorative presentations held			Time People Money

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b>	PBIS Implementation (Learning Walks): Strong Evidence: 1/27 teachers	Increase Training and Support for PBIS and SEL	Continue

<p>There has been an increase in the utilization of PBIS and SEL strategies, expanded behavioral support services through the COST team, and consistent efforts to address extreme behaviors through individualized behavior plans, class consultations, and restorative practices. While progress is evident in some areas, data shows a need for increased consistency and fidelity in implementation across classrooms.</p>	<p>Some Evidence: 15/27 teachers No Evidence: 11/27 teachers The data highlights a need for more robust and consistent PBIS strategy implementation in classrooms. SEL Instruction (Learning Walks): Strong Evidence: 3/27 teachers Some Evidence: 8/27 teachers No Evidence: 16/27 teachers SEL instruction is underutilized, with most teachers showing limited evidence of implementation. There have been 28 COST Team Interventions meetings have been held, reflecting a consistent commitment to addressing behavior interventions. Student Referrals: 36 students referred for behavior issues, demonstrating identification and monitoring of high-need cases. There have been three behavior plans created, with one implemented at 83% fidelity. One is undergoing modification, while one student has exited. This shows progress but highlights the need for greater plan development and consistent implementation. Behavioral and Restorative Practices are being implemented with 97 BASE lessons assigned as part of restorative discipline, showing a significant integration of behavior-focused lessons. Introduction of "Character Connections" presentations supports accountability and social-emotional growth in students. Kindergarten class consultation addresses extreme behaviors, reflecting targeted early interventions</p> <p>Data Binder Available in school office.</p>	<p>Implementation: Provide additional professional learning focused on SEL and PBIS integration during instruction, particularly for teachers showing "No Evidence" in Learning Walks.</p> <p>Enhance Fidelity and Monitoring of Behavior Plans: Increase the number of behavior plans created and ensure at least 90% fidelity in implementation.</p> <p>Offer coaching and support to teachers for effective plan execution.</p> <p>Strengthen COST Team Effectiveness: Review and refine the COST referral and tracking process to ensure timely interventions for all students in need. Expand the range of behavioral interventions available and monitor outcomes for all referred students.</p> <p>Scale Restorative Practices and Character Connections: Evaluate the impact of BASE lessons and Character Connections presentations through student feedback and behavior incident data. Integrate restorative practices into daily classroom routines to prevent behaviors requiring discipline.</p>	
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		<p>Expand Class Consultations and Targeted Supports: Extend class consultations beyond the kindergarten level to other grades with high rates of extreme behaviors. Ensure consistent follow-up and monitoring for students receiving individual or group interventions.</p> <p>Improve Data Collection and Reporting: Establish regular data review cycles to track progress on all metrics, including teacher training outcomes, PBIS/SEL implementation fidelity, and COST intervention success rates. Use data to refine action plans and ensure alignment with the overall suspension reduction goal.</p>	
<p><b>Cycle 2:</b> There has been a notable increase in the use of PBIS and SEL strategies, along with expanded behavioral support services through the COST team. Consistent efforts have been made to address extreme behaviors through individualized behavior plans, class consultations, and restorative practices. While these efforts have led to progress in some areas, data indicates a need for greater consistency and fidelity in implementation across all classrooms.</p>	<p>PBIS Implementation (Learning Walks): Strong Evidence: 5/27 teachers Some Evidence: 17/27 teachers No Evidence: 5/27 teachers The data highlights a need for more robust and consistent PBIS strategy implementation in classrooms. SEL Instruction (Learning Walks): Strong Evidence: 7/27 teachers Some Evidence: 14/27 teachers No Evidence: 6/27 teachers SEL instruction remains underutilized, with most teachers demonstrating limited evidence of consistent implementation. A total of 39 COST Team Intervention meetings have been conducted, reflecting ongoing commitment to addressing behavioral interventions. There have been 54</p>	<p>There has been progress in addressing behavioral needs and integrating restorative practices, but gaps remain in key areas. While 39 COST Team Intervention meetings demonstrate a consistent effort to address student behavior, the limited implementation of SEL instruction suggests a missed opportunity to build essential social-emotional skills across classrooms. Similarly, although 54 student referrals indicate that</p>	Continue



	<p>student referrals for behavior issues, indicating continued identification and monitoring of high-need cases.</p> <p>Four behavior plans have been developed, resulting in three students changing placement. One plan is currently undergoing modification, and one student has successfully exited, reflecting some progress but underscoring the need for more consistent plan development and implementation.</p> <p>Behavioral and restorative practices are being integrated, with 389 BASE lessons assigned as part of restorative discipline, highlighting a stronger focus on behavior-focused instruction. Additionally, "Character Connections" presentations are supporting student accountability and fostering social-emotional growth. Targeted early interventions are also evident through kindergarten class consultations that address extreme behaviors.</p>	<p>high-need cases are being identified and monitored, the development and consistent implementation of behavior plans remain an area for improvement, with only four plans created and ongoing modifications required.</p> <p>The integration of BASE lessons within restorative practices and the use of "Character Connections" presentations reflect positive steps toward promoting accountability and social-emotional growth. Additionally, targeted interventions through kindergarten class consultations demonstrate a proactive approach to addressing extreme behaviors early. However, the overall need for increased consistency and fidelity in SEL and behavior plan implementation remains evident.</p> <p>Provide targeted professional development and coaching to support teachers in consistently implementing SEL strategies.</p> <p>Incorporate SEL instruction into daily routines to ensure it becomes an embedded part of classroom culture.</p>	
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		<p>Establish clear protocols for creating, implementing, and reviewing behavior plans to ensure consistency.</p> <p>Conduct regular progress checks and offer ongoing support for teachers managing behavior plans.</p> <p>Continue integrating BASE lessons as part of restorative discipline and provide training to ensure consistent implementation.</p> <p>Promote a school-wide restorative culture through ongoing collaboration and reflection.</p>	
<p><b>Cycle 3:</b> We made important progress in Year 1 toward reducing student suspensions by implementing proactive systems and schoolwide behavioral supports. Total suspensions dropped from 63 in the 2023–2024 school year to 44 in 2024–2025, reflecting a 30% decrease. Targeted strategies such as weekly COST meetings, increased PBIS and SEL integration, and restorative re-entry meetings contributed to this improvement. Professional development around PBIS and a stronger emphasis on schoolwide expectations also supported shifts in student behavior and</p>	<p>Suspensions declined from 63 to 44 students, representing a 30% decrease in just one year. This includes notable reductions among: African American students: from 21 to 17, Hispanic/Latino students: from 31 to 18, Asian students: from 7 to 4. This trend indicates that implemented strategies are beginning to positively affect student behavior and reduce exclusionary discipline practices.</p> <p>COST referrals for behavior nearly doubled from 36 to 67, indicating stronger systems for identifying and supporting students exhibiting behavioral concerns. Weekly meetings continue to guide progress monitoring and intervention planning, although data on behavior plan creation is still pending.</p> <p>Learning Walks revealed growth in PBIS and SEL implementation: PBIS "Strong</p>	<p>Continue Monitoring and Reducing Disproportionality: Although overall suspensions declined, disproportionality persists among African American and socioeconomically disadvantaged students. Focused intervention and monitoring will be needed to close this equity gap.</p> <p>Strengthen Behavior Intervention Plans: Review referral to intervention procedures to ensure that students referred to COST receive timely, structured behavior plans. Clarify</p>	

<p>teacher response. While progress has been made, continued attention is needed to close the gap to the 2027 goal and address persistent disproportionality in student subgroup suspension data.</p>	<p>Evidence" rose from 1/27 to 4/27 teachers, PBIS "Some Evidence" increased from 15 to 19 teachers, SEL "Strong Evidence" doubled from 3/27 to 6/27. These increases show a positive trend in embedding proactive behavioral supports into daily instruction.</p> <p>Communication about behavior expectations increased with: 84 Blackboard messages (up from 37), 461 goal-setting conferences, 441 families at Back-to-School Night, This reflects a consistent and multilingual outreach effort reinforcing positive behavior messaging to families.</p> <p>A total of 44 re-entry meetings were held with students following suspensions, helping to rebuild connections and clarify expectations upon their return. These meetings offer a critical opportunity to reflect and reset, contributing to a more inclusive reentry experience.</p>	<p>responsibilities and document outcomes.</p> <p>Expand PBIS and SEL Coaching: Continue to grow the number of classrooms showing strong PBIS and SEL implementation. Consider peer observation or co-teaching to model best practices for teachers still in the “some” or “no evidence” categories.</p> <p>Enhance Restorative Practices and Alternative Responses: Develop systems to track participation and impact of character connection presentations and other restorative alternatives to suspension. Reinforce their use before exclusionary consequences are considered.</p> <p>Maintain Strong Family Communication: Build on current communication efforts by sharing suspension trend data and how families can support students with behavior goals at home. Include student voice in behavior assemblies and parent nights when appropriate.</p> <p>Increase Group Counseling for Behavior Support: Expand access to targeted, school-day group counseling services for students</p>	
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		with repeated behavioral challenges to ensure they are receiving proactive and individualized support.	
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**Progress Monitoring 25-26**

**Progress Monitoring**



### District Goal

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

### Site Tier 2 and 3 Goals

Komure's "At Promise" students will be provided instruction by trained teachers on the MUSD base core curriculum and supplemental programs designed to provide academic differentiation and intervention.

### 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.

Komure School is confronted with resource inequities that affect various aspects of student support and academic progress. The school recognizes the need for enhanced assistance to properly cater to the social, emotional, and academic needs of homeless, foster, and socio-economically disadvantaged students. Stakeholders have identified a crucial requirement for additional tutorials and interventions at all grade levels to facilitate individual student growth and mastery of grade-level standards. Students experiencing crises or trauma demand extra counseling time and teacher/staff training to effectively address their social-emotional well-being. Socioeconomic status, English Learner rate, and below standard marks on state testing serve as indicators of inequities that necessitate supplementary support. Komure School is committed to establishing a safe learning environment for students facing these challenges. Moreover, the school acknowledges the disproportionate impact of the COVID-19 pandemic, particularly on students with disabilities. Teachers at Komure School encounter difficulties in catering to the diverse academic needs of their students. In response, there is a collective call for supplemental curriculum, increased personnel such as community outreach assistant and an intervention specialist, as well as, opportunities for afterschool and summer learning to bridge the gaps in knowledge and skills. Complicating matters further are increased and more severe student behaviors, prompting teachers to seek behavior support strategies through PBIS, additional counseling resources, and training in implementing social-emotional learning, structured play activities and restorative circles. Enrichment opportunities are considered vital to address resource inequities at Komure School. Student incentives that promote Positive Behavioral Interventions and Supports, along with enrichment activities in art, music, and physical education, require additional support and resources. Chronic absenteeism has also been identified as a concern for all student subgroups, emphasizing the need for interventions, incentives and home visits to ensure regular attendance.

## 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.

Chronic absenteeism is a problem in all student groups, however it has been identified as an ATSI group among students of two or more races. Our English Learners need targeted designated and integrated instruction.

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	203	171	173	27.6%	26.3%	22.6%
Fluent English Proficient (FEP)	87	101	101	11.3%	11.3%	13.2%
Reclassified Fluent English Proficient (RFEP)				2.8%		

## 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.

#### English Learner Progress

All Students State



Green

51.4% making progress towards English language proficiency

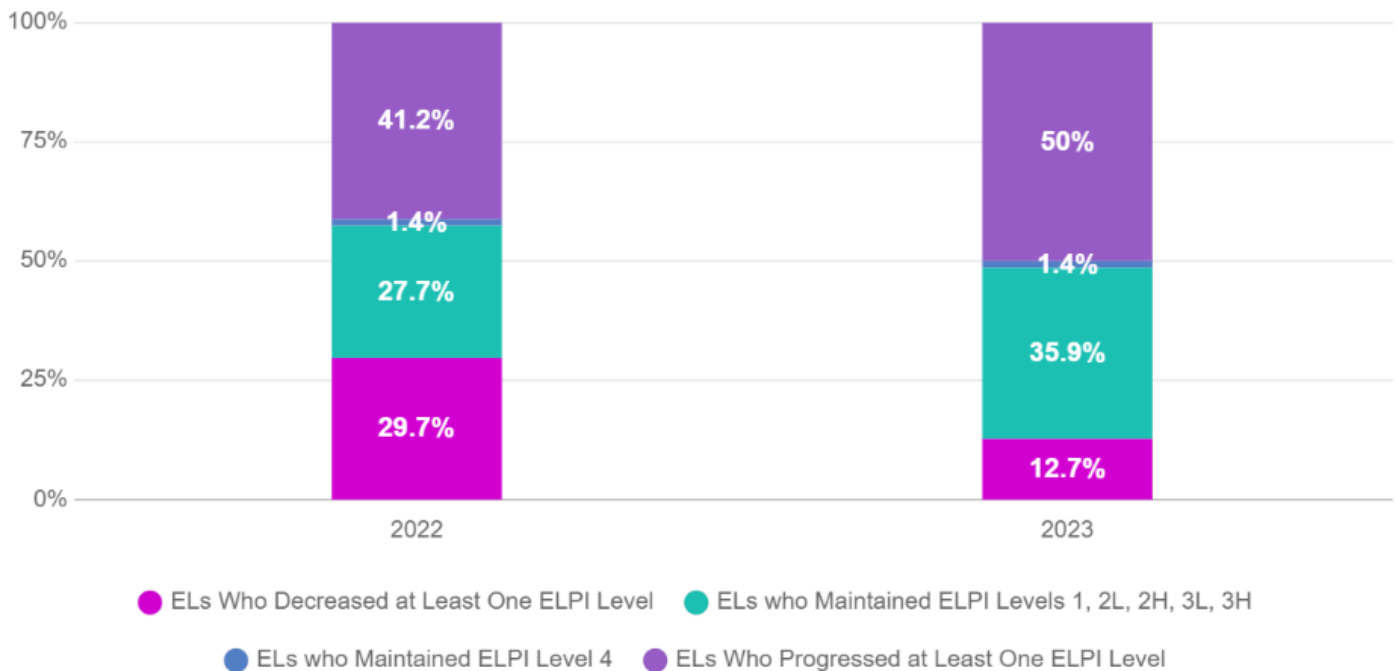
Increased 8.8% ⓘ

Number of EL Students: 142

### Student English Language Acquisition Results

#### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



### Data Analysis

The data from focuses on English Learner (EL) students' progress in acquiring English language proficiency over two years: 2022 and 2023. In 2022, 41.2% of EL students progressed in their English language skills, while 1.4% maintained their proficiency levels 4 and 27.7% maintained level 1-3. 29.7% decreased at least one level. For 2023, 50% of students progressed their proficiency levels, 1.4% maintained level 4 and 35.9% maintained level 1-3. 12.7% decreased at least one level. 51.4% of all EL students are making progress towards English language proficiency, an 8.8% increase from a previous data point, with 142 EL students enrolled.

### Student Need 1:

ELPAC data reveals a need for targeted designated and integrated instruction in all grades.

### SMART Goal 1

By the end of the Spring 2027, the percentage of Komure students Reclassified as Fluent English Proficient across all grades will increase from 13.4% to 43.4% as measured by the ELPAC assessment.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Identify EL students in grades K-8 who would benefit from after-school reading intervention program using the Foundations or Just Words Curriculum based on data analysis.	Pre/post Foundations/Just Words Screener  # of students offered after-school reading intervention  # of students accessing after-school reading intervention.  # of students gaining proficiency on Foundations/Just Words Screener.	Foundations/Just Words Screener	Pre/post Foundations/Just Words Screener  135 students offered after-school reading intervention  48 students accessing after-school reading intervention.  10 Foundations and 16 Just Words students gaining proficiency on Foundations/Just Words in targeted after school intervention.			Time People Money



<p>Utilize data from a teacher needs assessment given in April 2024 to identify the specific areas where teachers require training or need more support in ELD instruction.</p> <p>Customize training sessions to address identified teacher needs and utilize school and district TOSAs to support PD.</p>	<p>Training Pre/Post Assessment:</p> <p># of teachers reporting understanding of what to teach during designated ELD time</p> <p># of teachers reporting how to integrate ELD strategies into other content areas</p> <p># of teachers reporting understanding the levels of ELD placement</p>	<p>13/21 teachers stated they were proficient when asked the question, "I understand what to teach during designated ELD time."</p> <p>13/21 teachers stated they were proficient when asked, "I understand how to integrate ELD strategies into other content areas."</p> <p>12/21 teachers stated they were proficient when asked, "I understand the levels of ELD placement"</p>	<p>16/28 teachers stated they were proficient when asked the question, "I understand what to teach during designated ELD time."</p> <p>17/28 teachers stated they were proficient when asked, "I understand how to integrate ELD strategies into other content areas."</p> <p>17/28 teachers stated they were proficient when asked, "I understand the levels of ELD placement"</p>			Time People Money
<p>Offer monthly PLCs with paraprofessionals to identify needs, provide instructional strategies and provide hands-on practice and resources to support students in the classroom.</p>	<p># of para-professionals who participate in PD.</p> <p>Pre/post assessments to measure knowledge and understanding of effective instructional strategies.</p>	<p>0 paraprofessionals participating in PD</p> <p>Paraprofessionals self assessment of knowledge of effective instructional strategies. Strong Evidence 0 Some Evidence 3 No Evidence 6</p>	<p>6 paraprofessionals participating in PD</p> <p>Paraprofessionals self assessment of knowledge of effective instructional strategies. Strong Evidence 2 Some Evidence 5 No Evidence 2</p>			Time People Money

Translation and Interpretation will be provided to all parents to understand their students academic needs and progress.	# of Time Sheets will be collected for after hours translation services.  # of translations provided by Bilingual Aids during their scheduled hours.	26 timesheets collected for after hours translation  142 translations provided during scheduled hours.	41 timesheets collected for after hours translation  147 translations provided during scheduled hours.			Time Money People
ELAC meetings and parent workshops will be held to provide additional support to our English learners.	Sign in sheets # of parents attending ELAC meetings  # of parents attending workshops	7 parents attending ELAC meetings  0 # of parents attending workshops	10 parents attending ELAC meetings  10 parents attending ELAC meetings			Time People Money

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Current progress includes the implementation of targeted after-school reading interventions and teacher training initiatives aligned with identified needs. While initial interventions have shown limited growth, collaborative efforts are underway to refine strategies, address instructional gaps, and support student reclassification goals.	K-2 students participate in after-school reading interventions using the Foundations curriculum. Grades 3-8 students engage with Just Words to improve foundational literacy skills. District TOSAs collaborate with Grades 6-8 on interim assessments, goal setting, and reclassification readiness. Teacher Support and Development: Data from the April 2024 needs assessment revealed that 13/21 teachers felt proficient in delivering designated ELD instruction and integrating ELD strategies. Monthly Collaborative Wednesdays focus on addressing specific teacher-identified areas for growth.  Limited progress observed in after-school reading interventions may be due to insufficient program duration.	Review the effectiveness of Foundations and Just Words for the current student cohort specifically for afterschool interventions and consider alternative curricula or instructional strategies.  Continue monthly Collaborative Wednesdays with a sharper focus on practical strategies for integrating ELD into core instruction.  Offer follow-up support through coaching and peer observations to	Continue

	<p>Positive engagement with goal-setting activities for Grades 6-8 highlights the importance of student ownership in the reclassification process.</p> <p>Teacher confidence in delivering ELD instruction is improving but remains a critical area for development. Tailored training sessions are in place, though additional focus may be required to translate professional development into effective classroom practices.</p> <p>Data Binder Available in school office.</p>	<p>reinforce training outcomes.</p> <p>Strengthen Data-Driven Practices, using ELPAC and formative assessment data to monitor student progress more closely and adjust instructional strategies accordingly.</p> <p>Involve families in supporting language development through workshops or resources tailored to home use and communicate progress toward reclassification goals to families to foster shared accountability.</p>	
<p><b>Cycle 2:</b> Current progress has been observed with the implementation of after-school reading interventions. Some progress has been shown based on learning walks and self assessment by teacher based on identified needs.</p> <p>Primary interventions have focused on 1st-2nd grade EL students using FUNdations and 4th-6th grade students with Just Words.</p> <p>Our 6th-8th grade team has collaborated closely with our district ELD TOSA to enhance instructional strategies, address gaps, and support student reclassification goals.</p>	<p>Progress has been observed with the implementation of after-school reading interventions and targeted teacher training based on identified needs.</p> <p>Primary interventions have been introduced in 1st and 2nd grade for English learners using FUNdations and 4th-6th grade students with Just Words. Several 1st and 2nd grade students are accessing additional Foundations instruction , as two teachers have begun hosting after school tutoring. Data is pending for these two groups as they began after the winter break.</p> <p>1 teacher has provided reading instruction utilizing Just Words after school for grades 5/6th. Her data shows an average MAP RIT increase of 4 points in both reading and language usage, which is at the 50th percentile.</p> <p>Our 6th-8th grade team has collaborated closely with our instructional coach and district ELD TOSA to enhance instructional strategies, address gaps, and support student reclassification goals.</p>	<p>The implementation of after-school reading interventions and targeted teacher training has shown limited progress, indicating that while initial efforts have been made, measurable improvements in student outcomes remain minimal. The primary interventions, such as FUNdations for 1st-2nd grade and Just Words for 4th-6th grade, have provided foundational support, but their effectiveness has not yet translated into significant gains.</p> <p>In 6th-8th grades, collaboration with the district ELD TOSA has led to improved instructional strategies and targeted support for reclassification goals.</p>	Continue

	<p>Two meetings with para educators to identify strategies for supporting students in the classroom.</p> <p>Data from March 2025 Teacher Survey (knowledge of delivering ELD instruction and integrating strategies) 15/31 felt proficient</p> <p>Data binder available in school office.</p>	<p>However, despite these efforts, gaps in instruction and reclassification rates still need more focused intervention and monitoring.</p> <p>Implement a more robust system for tracking student progress and assessing the effectiveness of interventions.</p> <p>Conduct regular data reviews to adjust strategies and identify areas needing additional support.</p> <p>Enhance interventions to address diverse learning needs, particularly for students who require more individualized support.</p> <p>Provide ongoing professional development with a focus on practical application and follow-up coaching.</p> <p>Equip teachers with strategies to differentiate instruction effectively and tailor interventions to individual student needs.</p>	
<p><b>Cycle 3:</b> GYK made promising progress in Year 1 toward improving outcomes for English Learners, setting a strong foundation to increase reclassification rates. Teacher knowledge in designated and integrated</p>	<p>After-School Intervention with Foundations/Just Words: 135 students were offered the intervention; 48 students participated. Of those screened for Foundations pre/post, 10 students demonstrated proficiency gains for Just Words pre/post, 16 students demonstrated proficiency gains. This indicates strong outcomes</p>	<p>Increase After-School Intervention Participation: Analyze barriers to participation (scheduling, transportation, student interest), and create targeted outreach or</p>	<p>Continue</p>

<p>ELD instruction improved significantly, paraprofessionals began receiving regular PD, and language support services for families expanded. The school identified and supported 135 students for after-school reading intervention, with strong proficiency gains among participating students. ELAC meeting attendance also increased. These initial efforts are building capacity among staff and strengthening family engagement, key components in supporting EL students toward English proficiency and eventual reclassification.</p>	<p>for those who attended, but participation (35.5%) was limited relative to those offered.</p> <p>Teacher Professional Development (Designated &amp; Integrated ELD) across all three categories, teacher-reported proficiency increased: Understanding what to teach during designated ELD: from 13/21 to 16/28, Integrating ELD strategies into content areas: from 13/21 to 17/28, Understanding ELD placement levels: from 12/21 to 17/28. This growth reflects successful alignment of PD content to identified teacher needs, likely due to the targeted support from site and district TOSAs.</p> <p>Paraprofessional Training and Support had a rise in participation from 0 to 6 paraprofessionals attending PD. Self-assessment results showed improvement, Strong Evidence: 0 to 2, Some Evidence: 3 to 5, No Evidence: 6 to 2. This suggests that with training, paraprofessionals are beginning to feel more confident in supporting EL students, though continued growth is needed.</p> <p>Translation and Interpretation Services: 41 timesheets were submitted for after-hours translation (up from 26) and 147 translations were provided during school hours (up from 142). These services are vital to ensuring parents are informed and able to support their students' academic journey.</p> <p>ELAC participation increased from 7 to 10 parents.</p>	<p>incentives to improve attendance, particularly for students with the highest ELPAC needs.</p> <p>Sustain and Deepen Teacher ELD Instructional Skills: Provide differentiated follow-up PD, focusing on moving teachers from proficiency to mastery. Use classroom coaching and model lessons to reinforce integrated strategies.</p> <p>Expand and Formalize Paraprofessional Training: Offer monthly PLCs to paraprofessionals with embedded coaching or modeling to continue building confidence and capacity. Create a structured progression for paraprofessionals to grow in their instructional roles.</p> <p>Track Reclassification Indicators and hold parent meetings: Monitor ELPAC levels and provide information and resources to parents, track academic achievement, and teacher input more closely to proactively identify students approaching reclassification readiness.</p> <p>Maintain Strong Translation Access: Ensure that all critical communication is accessible in families' home languages, and</p>	
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		increase visibility of services offered by bilingual aides to support family understanding of progress and programs.	
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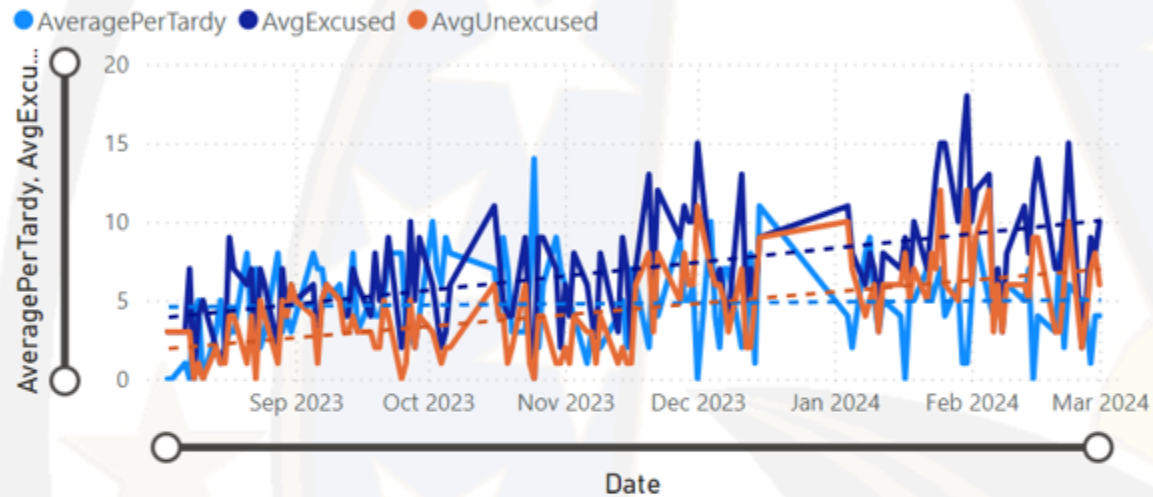
**Progress Monitoring 25-26**

**Data**

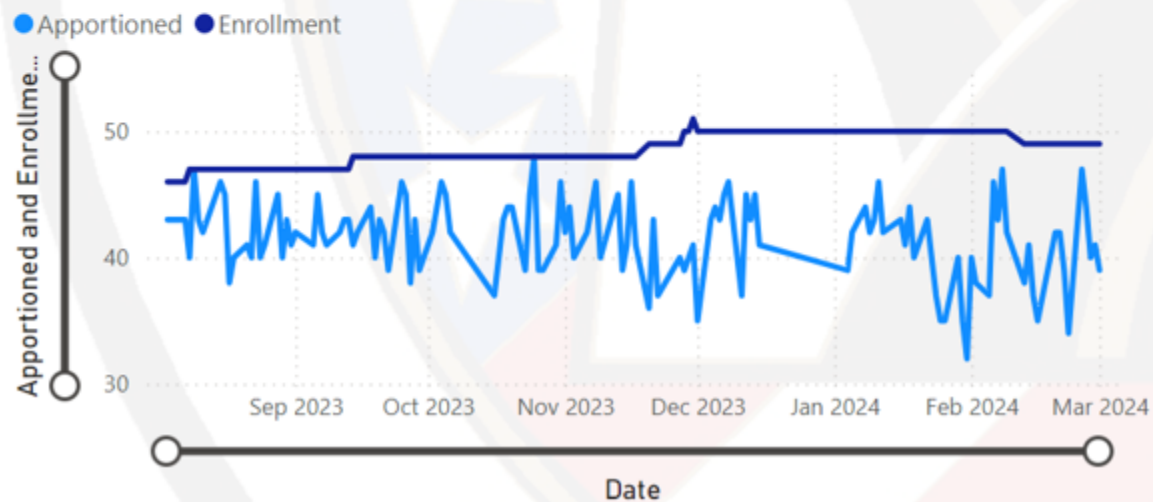
## Homeless Youth Attendance

<b>49</b>	<b>85.77%</b>	<b>6.91</b>	<b>4.38</b>	<b>4.80</b>
Average Enrol...	AVG Att. Rate	Avg. Excused ...	Avg. Unexcus...	Avg. Tardies P...

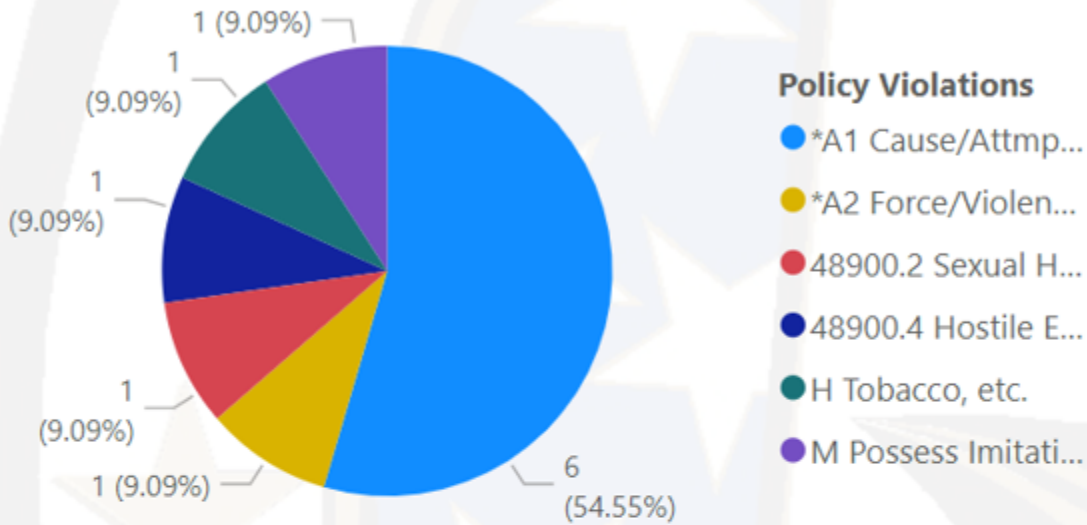
### Attendance Trends



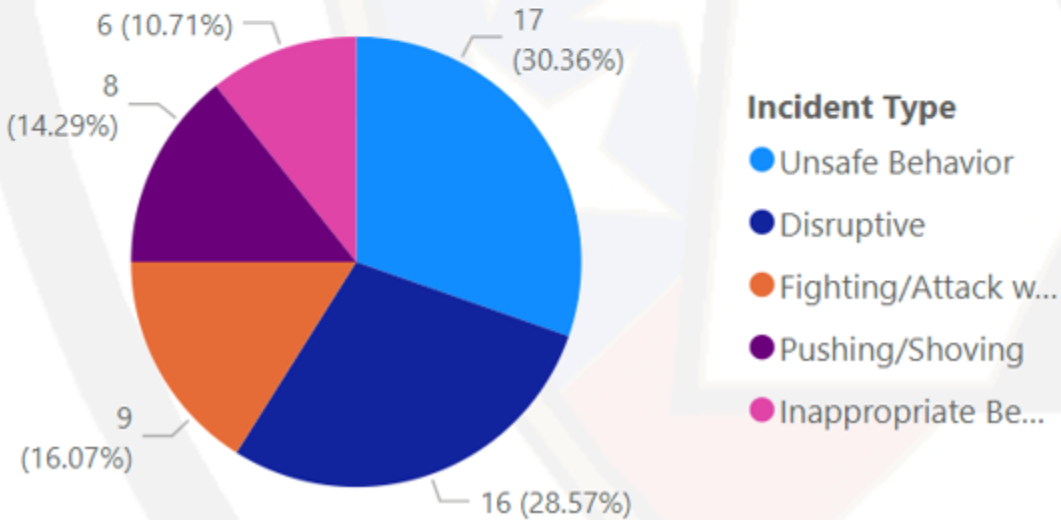
### Daily Attendance vs Enrollment



### Policy Violations (Top 5)



### Incident Types (Top 5)



5 Students Suspended (Blank) Students Expelled

#### Student Need 2:

Many students at George Komure face the challenge of homelessness, which significantly impacts their ability to succeed academically and socially. Without stable housing, these students often lack access to basic needs, including food, clothing, and consistent transportation to school. Additionally, the instability of their living situations can lead to increased stress and anxiety, hindering their ability to focus and engage in learning. It is crucial that we identify and support these students to ensure they have the resources and stability needed to thrive in school and beyond.



## SMART Goal 1

Every school year, George Komure School will identify and provide resources for 100% of our homeless student population, as identified through the McKinney-Vento Act.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
VCC counselor will meet with each identified student and provide services as needed with family support.	# of TSSP students meeting with the counselor	48 TSSP students have made contact to offer VCC services.	69 TSSP students have made contact to offer VCC services.			Time People Money
Transitional student support program (TSSP) liaison will identify students and support students and families with resources.	# of hours logged via Time sheet from TSSP # of resources offered.	50 of hours logged via Time sheet from TSSP  3 of resources offered.	82.5 of hours logged via Time sheet from TSSP  12 resources offered.			Time People Money
Admin team will implement a system to identify homeless students within two weeks of enrollment or at any point during the school year.  Teachers will be trained in the McKinney-Vento Act	# of check ins with the attendance clerk after enrollments  Pre/post assessment of teacher understanding of McKinney-Vento Act	48 students are identified as TSSP				Time People Money
Identify TSSP students in grades K-8 who would benefit from after-school reading intervention program using the Foundations or Just Words Curriculum based on data analysis.	Pre/post Foundations/Just Words Screener  # of students offered after-school reading intervention  # of students accessing after-school reading intervention.  # of students gaining proficiency on Foundations/Just Words Screener.	Foundations/Just Words Screener	Pre/post Foundations/Just Words Screener  135 students offered after-school reading intervention  48 students accessing after-school reading intervention.			Time People Money

			10 Foundations and 16 Just Words students gaining proficiency on Foundations/Just Words in targeted after school intervention.			
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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
<b>Cycle 1:</b> George Komure School is making significant progress toward identifying and providing resources for 100% of its homeless student population as mandated by the McKinney-Vento Act. As of Cycle 1, the Transitional Student Support Program (TSSP) Liaison has identified 70 students, surpassing the baseline of 48 students. The liaison has logged 50 hours identifying students and providing resource information, demonstrating a strong commitment to supporting this vulnerable population.	<p>Identification of Students: The baseline data indicated 48 students in the TSSP. As of Cycle 1, 70 students have been identified, marking a 45.8% increase. This reflects proactive efforts by the TSSP Liaison to improve identification processes and ensure students in need are recognized.</p> <p>Resource Engagement: The TSSP Liaison has logged 50 hours supporting identified students. This includes providing information on essential resources such as counseling, assistance, and academic support. These efforts align with the goal of ensuring all homeless students receive necessary resources.</p> <p>The VCC counselor's involvement ensures identified students have access to emotional and academic support tailored to their unique challenges, although metrics on the counselor's engagement have not yet been reported.</p> <p>Data binder available in school office.</p>	<p>Monitor the specific resources accessed by identified students to measure the effectiveness of support services provided.</p> <p>Increase Collaboration Hours: Ensure the VCC counselor logs hours meeting with each identified student, with reports reflecting their progress and needs.</p> <p>Training and Outreach provided for staff to identify and refer homeless students effectively, including teachers and support staff.</p> <p>Conduct periodic reviews of the program's impact by gathering feedback and monitoring academic and socio-emotional progress.</p> <p>Ensure consistent communication</p>	Continue

		between the TSSP Liaison, VCC counselor, and families to foster a network of support for students.	
<b>Cycle 2:</b> We continue to make significant progress in fulfilling the McKinney-Vento Act's mandate to identify and provide resources for 100% of its homeless student population. By the second cycle, the Transitional Student Support Program (TSSP) has dedicated numerous hours to identifying students and offering essential resource information, demonstrating a strong commitment to supporting this at-risk group.	<p>Training was provided to staff regarding students in trauma.</p> <p>The TSSP liaison has logged 73 hours supporting identified students, providing essential resources like counseling and academic support to help ensure homeless students receive the assistance they need.</p> <p>VCC counselors' involvement ensures that identified students receive tailored emotional and academic support to address their unique challenges. While this support is designed to foster both emotional well-being and academic success, metrics on the counselor's engagement in these areas have not yet been reported.</p> <p>Instructional specialist and interventionist are providing reading instruction to approximately 14 students who have been identified as TSSP during Access time.</p> <p>Data binder available in school office.</p>	<p>Continue to identify and support students identified as homeless with academic supports before and after school.</p> <p>Training and outreach to staff to identify and refer homeless students effectively.</p> <p>Conduct periodic reviews of the program's impact by gathering feedback and monitoring academic and socio-emotional progress.</p> <p>Monitor resources accessed by identified students to measure the effectiveness of support services provided.</p>	Continue
<b>Cycle 3:</b> GYK made strong progress in Year 1 toward the goal of identifying and supporting 100% of its homeless student population under the McKinney-Vento Act. The number of students identified through the Transitional Student Support Program (TSSP) increased from 48 to 64, with all students making contact with the VCC counselor to access	<p>The increase from 48 to 64 identified TSSP students demonstrates improved systems for identifying and engaging students experiencing homelessness. Every student made contact with the school's counselor, ensuring that outreach was complete and connections were offered to all families in need.</p> <p>Support from the TSSP liaison increased significantly, with logged service hours rising from 50 to 82.5 and the number of distinct resources offered growing from 3 to 12. These supports included critical items such as school supplies,</p>	<p>Track Service Impact on Student Outcomes: Begin disaggregating academic and attendance data for TSSP students receiving support to evaluate the effectiveness of services and guide future planning.</p> <p>Increase Engagement in After-School Support: Identify and address barriers to participation</p>	Continue

<p>available services. The school also expanded the types and amount of resources provided, improved staff training, and enhanced coordination across support teams. These efforts have built a solid foundation for identifying needs early and ensuring students experiencing homelessness receive consistent, targeted support.</p>	<p>hygiene kits, transportation assistance, and access to community-based resources—helping address the broader challenges these students face.</p> <p>Teacher training around the McKinney-Vento Act was successfully implemented, with all 28 teachers who participated demonstrating understanding on post-assessments. In addition, systems were in place to ensure students were checked in with the TSSP liaison after enrollment, contributing to timely support and early intervention.</p> <p>Although not exclusively serving homeless students, the school also offered academic intervention to 135 students, including TSSP-identified students. Of the 48 who participated, 26 students (10 in Foundations and 16 in Just Words) showed measurable proficiency gains, indicating the effectiveness of the intervention program for those who attended.</p>	<p>in academic interventions for TSSP students, such as transportation or scheduling conflicts.</p> <p>Expand Resource Network: Strengthen partnerships with community organizations to broaden the types of support offered to families experiencing homelessness.</p> <p>Identification and Follow-Up Systems: Continue our intake and referral checklist practices for newly enrolled TSSP students to ensure immediate support and documentation.</p> <p>Provide Ongoing McKinney-Vento Training: Offer trainings annually and include McKinney-Vento orientation for all new staff.</p> <p>Document Family Impact and Satisfaction: Informal check-ins with families receiving support to evaluate satisfaction and identify areas for improvement.</p>	
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### Progress Monitoring 25-26

## Budget Summary

Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCA/ A/S	Target	Student Needs	Smart Goal
Timesheet: for Intervention GLS SN: 1 & 2 ES SN: 1 & 2 (ELA) lessen and move \$2219 to 0709		\$ 8,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS & es	G2,(ES) SN1SG1	
Timesheet: for Intervention GLS SN: 1 & 2 ES SN: 1 & 3 (Math) lessen and move \$2219 to 0709		\$ 8,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS & es	G2,(ES) SN1SG2	
Sub: Full Day I/LT Meetings GLS SN: 1&2 ES SN: 1&2		\$ 3,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS	SN1SG1,SN2S G1	
Materials & Supplies: Additional Licenses/Supp. (Wilson Lang -Foundations Refresh) GLS SN: 1 & 2	Wilson Language Training	\$ 20,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	SN1SG2	
Materials & Supplies: Professional Learning Book Study GLS SN 1&2	TBD	\$ 1,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	GLS	SN1SG2,SN2S G2	
Training: Professional Development to address Tiered Needs GLS SN: 1&2 ES SN: 1&2	TBD	\$ 16,400.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	1008 - 1.8 Goal 1, A&S 8	1.8	GLS	SN1SG2,SN2S G2	
Transportation: Field Trip/Excursions Transportation GLS SN: 1 & 2	TBD	\$ 13,261.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5024 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	S	SN1SG2,SN2S G2	
Field Trip: Student Field Trips/Excursions/Guest Speakers/Onsite Enrichment Activities GLS SN: 1 & 2	TBD	\$ 10,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	S	SN1SG2,SN2S G2	
education) GLS SN: 1 & 2 Science Camp - District Required	TBD	\$ 20,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	S	SN1SG2,SN2S G2	
(outdoor education) GLS SN: 1 & 2 Science Camp - District Required	TBD	\$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5024 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	S	SN1SG2,SN2S G2	
Service: Journey Mentoring costs	TBD	\$ 22,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
Timesheet: for Intervention GLS SN: 1 & 2 ES SN: 1 & 2 (EL)		\$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	GLS & es	G2,(ES) SN1SG1	
Timesheet: for PD/Collaboration		\$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	System-Wide Work	SN 1	SG 1
Timesheet: TSSP ES SN: 2		\$ 3,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	ES	SN2SG1	
Materials & Supplies: Parent Involvement/Engagement Safety SN: 3	TBD	\$ 3,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	2700 - School Administration	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	S	SN2SG2	
Materials & Supplies: Parent Engagement Meetings Safety SN: 3 Light snacks for parent engagement meetings	Food 4 Less	\$ 500.00	3010 - ESSA-Title I Bas Grnts Low Inc	2700 - School Administration	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	GLS, ES	G1 (ES) SN1SG1	
Training: Foundations coaching for 2nd grade		\$ 25,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
		\$ 171,561.00								

### 200 - George Komure 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)	LCA/ A/S	Target	Student Needs	Smart Goal
	Timesheet: I/LT GLS SN: 1 & 2 ES SN: 1 & 2 3 Full Day Pull Out/Monthly 90 min. Meeting		\$ 11,750.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	GLS	SN1SG1,SN2S G1	
	Materials & Supplies: Growth Awards/Incentives GLS SN: 1 & 2	TBD	\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	S	SN1SG2	
	Materials & Supplies: PBIS Branding Safety SN: 1	TBD	\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	S	SN1SG2	
	Service: PBIS Branding Safety SN: 1	TBD	\$ 1,090.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	S	SN1SG2	
	Materials & Supplies: PBIS Incentives Safety SN: 1&2	TBD	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	S	SN1SG2	
	Timesheet: for educational/connectedness excursions		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	A&S 4	2.4	Safety	SN 1	SG 2
	Timesheet: for Translation/Interpreting etc		\$ 3,000.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	ES	SN1SG1	
	IEP's/5ST's/Conferences/504 Meetings		\$ 2,500.00	0709 - Prev EIALCAP	2700 - School Administration	Hourly	A&S 1	3.1	Students	SN 1	SG 1
	Materials & Supplies: Jr High Elective Supplies		\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	A&S 4	1.4	Safety	SN 1	SG 2
Total			\$ 28,240.00								

200 - George Komure 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)	LCA/ AIS	Target	Student Needs	Smart Goal
	Field Trip: Science Camp		\$ 11,200.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	7415 - ELOP-Enrichment	2.4	Safety	SN 1	SG 2
	Stage PRL0000577			6779 - Arts & Music Prog	1000 - Instruction	6000 - Equipment	0000 - Undesignated	1.4			
Total			\$ 11,200.00								

## 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

At George Komure Elementary School, the planning process for the Strategic Plan and Annual Review involved consultation with various educational partners including School Site Council (SSC), English Language Advisory Committee (ELAC), Instructional Leadership Team (ILT), as well as, Staff input (Certificated and Classified).

#### Date

##### School Site Council (SSC):

August 24, 2023: Vision, Mission, and Goals of the Strategic Plan.

October 4, 2023: Reviewed progress on goals in Standards and Emerging students using the NWEA School Profile Report.

December 6, 2023: Reviewed progress on goals in the area of safety, standards and emerging students.

February 7, 2024: Reviewed and discussed the winter map scores for the school, as well as safety objectives and the School Site Safety Plan.

May 1, 2024: Reviewed and reflected upon objectives outlined in the 2024-2027 Strategic Plan, offering insights and contributing suggestions for actions and services.

##### English Language Advisory Committee (ELAC):

September 13, 2023: Vision, Mission and review of strategic plan goals

November 16, 2023: NWEA Map data review Data Review Process, Standards Focus & Needs Assessment

February 22, 2024: Review standards, safety and emerging students, progress on goals and needs assessment.

April 18, 2024: Review and discuss goals for the strategic Plan & Provide Input on Actions and Services

##### Instructional Leadership Team (ILT):

August 1, 2023: Emerging Students, English Language Learners

August 30, 2023: Standards, Safety and Emerging Students

October 25, 2023: PBIS Team, Safety Focus

November 30, 2023: Site Focus and Strategic Plan Overview with New Teachers

January 12, 2024: Safety and Needs Assessment with Paraprofessionals

March 6, 2024: Standards, Safety and Emerging Students with All Staff

March 27, 2024: Standards, Safety and Emerging Student Data in Professional Learning Collaborative Teams with

##### Staff Input:

April 2, 2024: Safety and Behavior Data

April 17, 2024: Standards, Safety and Emerging students needs assessment

April 24, 2024: Review and discussion of Strategic plan goals 2024-2027

April 23, 2024: Standards, Safety and Emerging Student Data in Pull-out Day with Grades 3-6

April 30, 2024: Review and discussion of Strategic plan goals 2024-2027

#### Groups

School Site Council (SSC)

English Language Advisory Committee (ELAC)

Instructional Leadership Team (ILT)  
Staff input (Certificated and Classified)

#### **Outcome**

Through these meetings, educational partners, including the School Site Council, English Language Advisory Committee, Instructional Leadership Team, Certificated and Classified Staff contributed input to develop the 2024-2027 Strategic Plan, ensuring that it reflected the perspectives and needs of various parties involved in the educational process at George Komure Elementary School.



## 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:

School Principal

Classroom Teachers

Name of Members	Role
Christie Newman	Principal
Tammie Sessions	Classroom Teacher
Elizabeth Rivera	Classroom Teacher
Mary Grider	Classroom Teacher
Laurie Edwards	Other School Staff
Ismael Rodriguez	Parent or Community Member
Timmy Pen	Parent or Community Member
Nancy Onofre	Parent or Community Member
Sandra To-Tran	Parent or Community Member
Brenda Ortega	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Safety 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, Christie Newman on 5/8/2025
	SSC Chairperson, Ismael Rodriguez on 5/8/2025