



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.

Brock Elliott Elementary School

39685936108237

Manteca Unified School District

39685930000000

School Site Vision

"All Brock Elliott CHAMPions will achieve grade level academic standards while demonstrating positive Character, Honesty, Accountability, Mindfulness, and Perseverance in a safe and supported learning environment!"

School Site Mission

Provide a safe, rigorous, collaborative, and blended learning environment where students, parents, and staff are all stakeholders who use meaningful, measurable data to support mastery of grade level standards in preparation for secondary education leaning to college and career readiness.

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Homeless-Suspension

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

Brock Elliott School has goals for academic success under three areas aligned to our district needs of Standards, Safety, and Emerging Students. These areas address individual, class, and schoolwide needs to support growth and achievement within our school community.

School Site Description

Brock Elliott School, a K-8 traditional school, located in Manteca, California and services a school community West of Union Road, North of the 120 bypass, East of Airport Way, and South of Yosemite Avenue, as well as an overflow school to outlying areas of impacted schools. The school opened in 1989 and has grown to accommodate approximately 770 students. Brock Elliott School, “Home of the Champions” was named after the first Vietnam War casualty from Manteca. Our school prides itself on the level of commitment and involvement that we enjoy from the community.

Administrative staffing includes a principal and a vice principal. There are 27 classroom teachers, 4 special day class teachers, 1 resource specialists, 1 instructional specialist, 2 bilingual aides, and a music/fine arts specialist. Our teacher/student ratio is 1:34 in grades 4-8, 1:26 in grades 1-3, and 1:24 in UTkK. In addition, we have 1 psychologist and 1.5 speech therapist. We have 2 counselors contracted through MUSD.

Brock Elliott receives federal Title I and state LCAP funding and operates under an integrated and coordinated program that facilitates a collaborative community, that takes ownership for Success, through a data-driven instructional process to meet the three targets of Standards, Safety, and Emerging Students set forth by the Manteca Unified School Board and District Leadership team.

The top demographics for Brock Elliott School are 60.9% Hispanic, 20.2% White, 8.3% Asian, and 2.9% Black/African American. Brock Elliott has 48.9% Socially-Economically Disadvantaged students, 20.2% English Learners, 12.8% Students with Disabilities, 4.2% Homeless, and 0.9% Foster students.

Brock Elliott School focuses on student's academic, behavioral, and social-emotional needs using school-wide curriculum as well as the utilization of the RtI process through collaborative intervention with a Universal Design Access model (AMP Up!), a Coordination of Services Team (COST), Student Success Teams (SST), and special education instruction and support guided by the goals established by the Individual Education Plan (IEP) teams. Brock Elliott also has a strong focus on (ELA/ELD) English Language Arts and English Language Development, (SW-PBIS) School-Wide Positive Behavior Interventions and Supports (CHAMP: Character, Honesty, Accountability, Mindfulness, and Perseverance), NGSS, and Mathematics.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
808	55.1	19.3	0.1
Total Number of Students enrolled in Brock Elliott Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
789	66.5%	18.3%	0.0%
Total Number of Students enrolled in Brock Elliott Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	156	19.3
Foster Youth	1	0.1
Homeless	18	2.2
Socioeconomically Disadvantaged	445	55.1
Students with Disabilities	101	12.5

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	144	18.3%
Foster Youth	0	0.0%
Homeless	27	3.4%
Socioeconomically Disadvantaged	525	66.5%
Students with Disabilities	109	13.8%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	3.3
American Indian	5	0.6
Asian	92	11.4
Filipino	28	3.5
Hispanic	482	59.7
Two or More Races	19	2.4
Pacific Islander	12	1.5
White	142	17.6

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	3.9%
American Indian	4	0.5%
Asian	85	10.8%
Filipino	34	4.3%
Hispanic	471	59.7%
Two or More Races	23	2.9%
Pacific Islander	11	1.4%
White	130	16.5%

Conclusions based on this data:

1. Enrollment of Hispanic and White ethnicities remain the majority of the school's population.
2. Brock Elliott's Socioeconomically Disadvantaged (SED) student population is holding at almost 50% of our population.
3. Brock Elliott's highest subgroup populations are SED, English Language Learners (ELL), and (SWD).



Grade Level Standards

District Goal

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

Site Tier 1 Goal

Brock Elliott will provide effective instruction through that is aligned to the standards at each grade level as measured through ongoing formative and summative assessment that demonstrates individual growth in all core subjects.

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	2380.	2382.	2371.	9.59	11.39	5.26	13.70	17.72	11.84	32.88	27.85	35.53	43.84	43.04	47.37
Grade 4	2432.	2401.	2431.	12.20	10.98	15.56	25.61	10.98	14.44	17.07	14.63	23.33	45.12	63.41	46.67
Grade 5	2486.	2470.	2438.	13.95	7.06	7.95	26.74	31.76	18.18	31.40	23.53	17.05	27.91	37.65	56.82
Grade 6	2493.	2492.	2496.	9.89	3.41	10.20	21.98	27.27	23.47	34.07	38.64	31.63	34.07	30.68	34.69
Grade 7	2526.	2531.	2537.	6.59	8.82	10.11	34.07	35.29	31.46	27.47	28.43	33.71	31.87	27.45	24.72
Grade 8	2561.	2556.	2544.	16.83	11.36	12.90	28.71	28.41	27.96	35.64	40.91	30.11	18.81	19.32	29.03
Grade 11															
All Grades	N/A	N/A	N/A	11.64	8.78	10.49	25.57	25.76	21.54	29.96	29.20	28.46	32.82	36.26	39.51

**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	2396.	2392.	2399.	5.48	11.69	3.95	27.40	18.18	31.58	27.40	25.97	26.32	39.73	44.16	38.16
Grade 4	2423.	2407.	2428.	2.44	3.66	4.40	17.07	15.85	21.98	37.80	26.83	32.97	42.68	53.66	40.66
Grade 5	2448.	2444.	2418.	6.98	4.76	1.14	9.30	10.71	9.09	32.56	26.19	15.91	51.16	58.33	73.86
Grade 6	2470.	2467.	2476.	7.69	2.27	3.03	14.29	11.36	11.11	23.08	40.91	44.44	54.95	45.45	41.41
Grade 7	2477.	2493.	2495.	4.40	6.86	3.37	8.79	15.69	19.10	34.07	27.45	32.58	52.75	50.00	44.94
Grade 8	2496.	2495.	2507.	8.91	6.82	7.53	10.89	5.68	17.20	30.69	35.23	27.96	49.50	52.27	47.31
All Grades	N/A	N/A	N/A	6.11	5.95	3.92	14.12	12.86	17.91	30.92	30.52	30.41	48.85	50.67	47.76

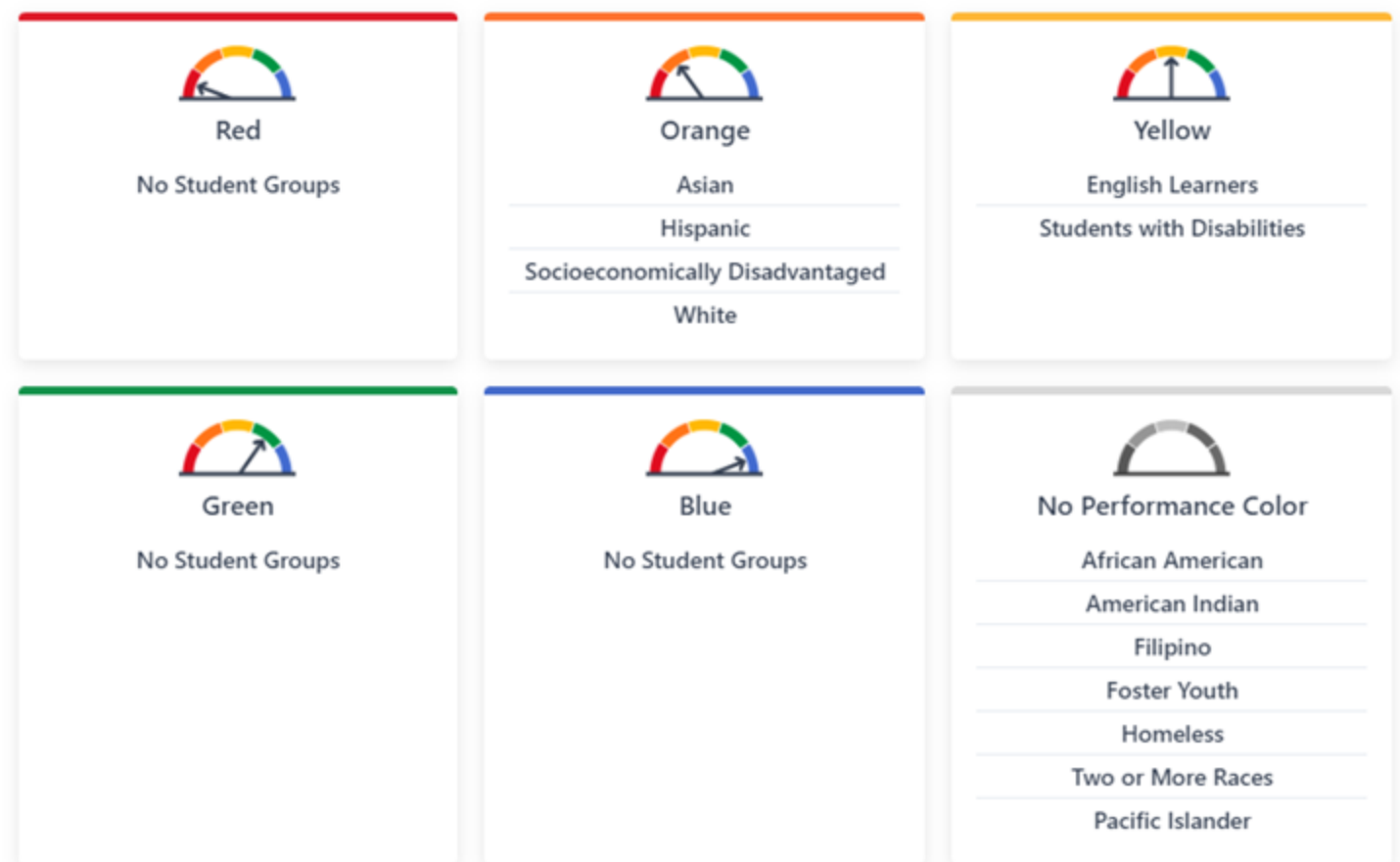
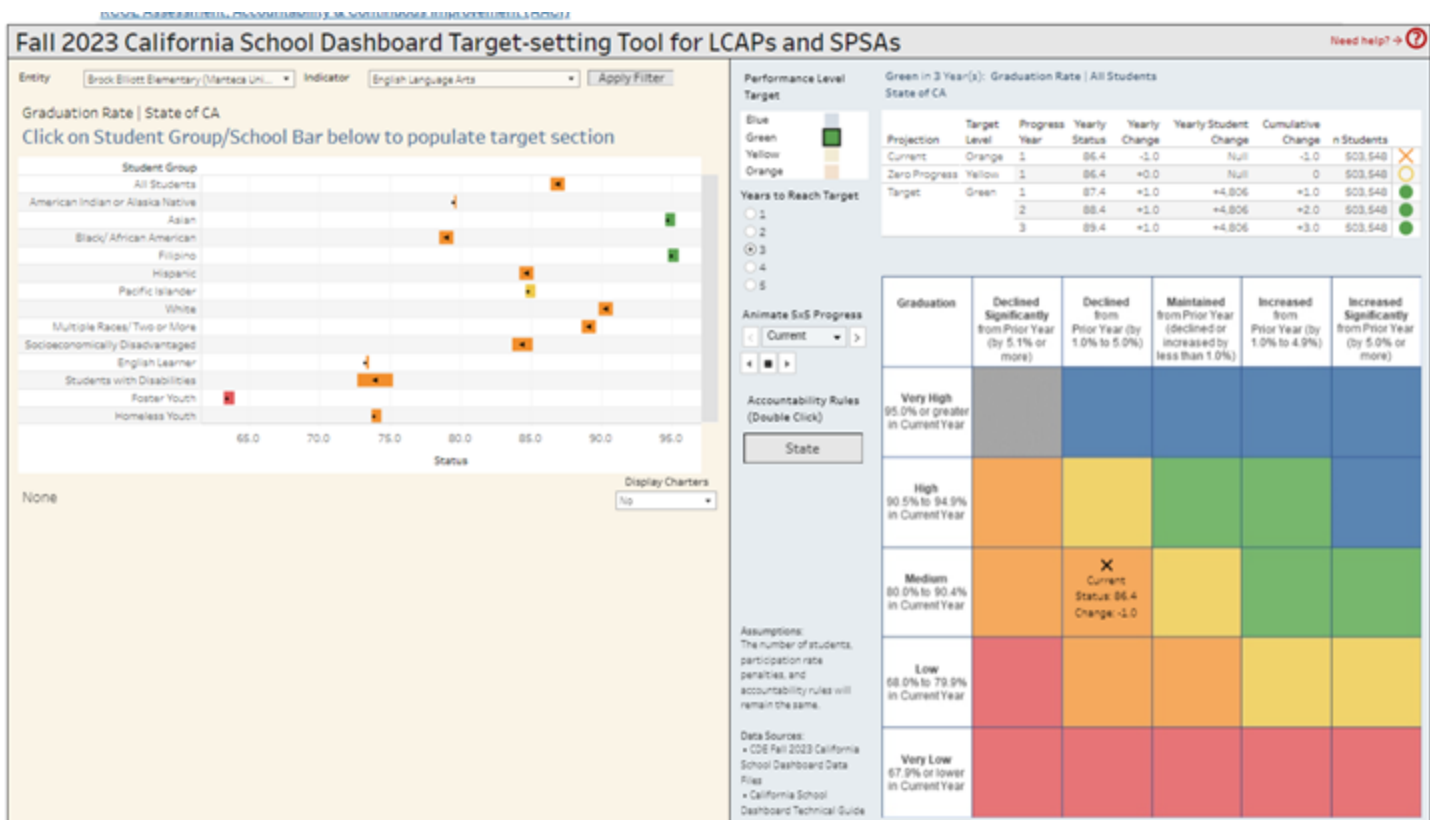
**CAASPP Results
English Language Arts/Literacy (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	36.45	34.38
Female	35.36	34.08
Male	37.50	34.67
American Indian or Alaska Native	--	--
Asian	52.00	38.18
Black or African American	35.29	43.75
Filipino	61.11	65.00
Hispanic or Latino	30.57	28.32
Native Hawaiian or Pacific Islander	--	--
Two or More Races	58.82	72.73
White	38.53	38.46
English Learners	9.38	17.78
Foster Youth	--	0
Homeless	29.17	21.43
Military	--	28.57
Socioeconomically Disadvantaged	32.72	29.33
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	4.88	18.57

**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	20.00	18.77
Female	15.21	16.54
Male	24.63	20.96
American Indian or Alaska Native	--	--
Asian	30.00	35.19
Black or African American	0.00	6.25
Filipino	33.33	47.37
Hispanic or Latino	17.52	14.20
Native Hawaiian or Pacific Islander	--	--
Two or More Races	29.41	36.36
White	22.02	18.68
English Learners	5.21	5.68
Foster Youth	--	0
Homeless	4.17	7.14
Military	--	14.29
Socioeconomically Disadvantaged	16.54	15.10
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	8.54	8.57

Data



Asian

Student Group

State



Orange

20.3 points below standard

Declined 4.3 Points ⬇️

Number of Students: 50

Hispanic

Student Group

State



Orange

46.9 points below standard

Declined 6.8 Points ⬇️

Number of Students: 323

Socioeconomically Disadvantaged

Student Group

State



Orange

41.8 points below standard

Declined 8.3 Points ⬇️

Number of Students: 291

White

Student Group

State



Orange

24 points below standard

Declined 7.3 Points ⬇️

Number of Students: 89

Reading MAP Fall-Spring 2024



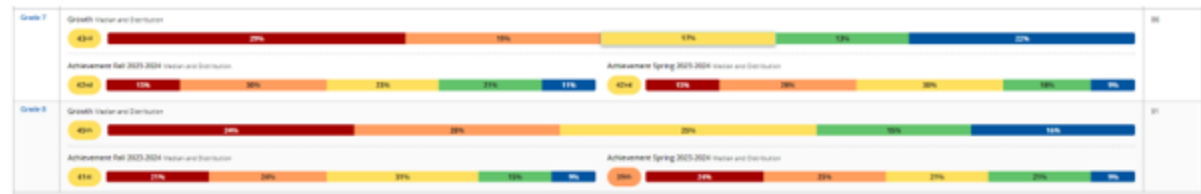
K-3



4-6



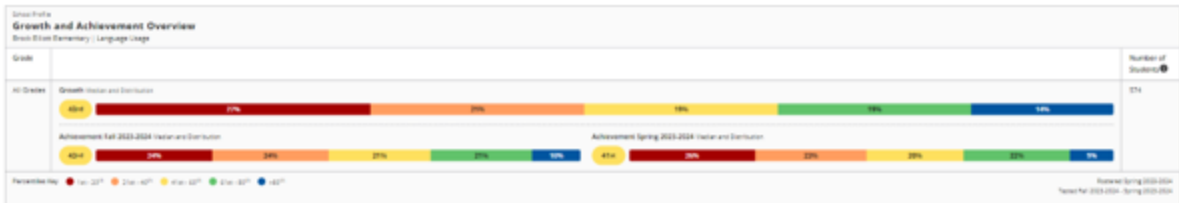
7-8



Spring 2024 Reading	Current Growth	Fall Achievement	Spring Achievement	Growth Below Proficiency	Growth Above Proficiency	Fall Achievement Below Proficiency	Fall Achievement Above Proficiency	Spring Achievement Below Proficiency	Spring Achievement Above Proficiency
	%ile	%ile	%ile	%	%	%	%	%	%
School-Wide	42	41	38	69	31	64	26	73	27
K:	90	64	91	32	68	28	72	28	72
1:	34	23	17	75	25	83	17	79	21
2:	45	19	21	69	31	87	14	81	19
3:	38	30	29	66	34	77	23	72	28
4:	26	44	34	71	29	66	34	72	28
5:	36	28	21	77	23	76	24	83	17
6:	45	39	34	69	31	68	34	72	28
7:	43	42	42	65	35	68	32	64	27
8:	45	41	39	76	24	76	24	70	30

Spring 2024 Language	Current Growth	Fall Achievement	Spring Achievement	Growth Below Proficiency	Growth Above Proficiency	Fall Achievement Below Proficiency	Fall Achievement Above Proficiency	Spring Achievement Below Proficiency	Spring Achievement Above Proficiency
	%ile	%ile	%ile	%	%	%	%	%	%
School-Wide	43	43	41	67	33	69	31	69	31
K:	-----	-----	-----	-----	-----	-----	-----	-----	-----
1:	-----	-----	-----	-----	-----	-----	-----	-----	-----
2:	46	27	32	62	38	76	24	72	26
3:	41	32	31	71	29	70	30	73	27
4:	34	34	34	67	33	69	31	60	40
5:	42	31	33	65	35	70	30	75	25
6:	37	41	41	73	27	69	31	60	40
7:	43	46	40	72	28	62	38	70	30
8:	56	43	48	55	45	65	35	60	40

Language MAP Fall-Spring 2024



2-3



4-6



7-8



1st Fluency (Winter 2024 MAP)

Phonological Awareness | 1st Grade

Show Students and Resources

----- Spring expectation is oral reading -----

TOTAL	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 and Above Phonemic Manipulation
	8 students	9 students	16 students	31 students

Phonics/Word Recognition | 1st Grade

Show Students and Resources

----- Spring expectation is oral reading -----

TOTAL	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 and Above Decodable: One-syllable
	12 students	5 students	21 students	26 students

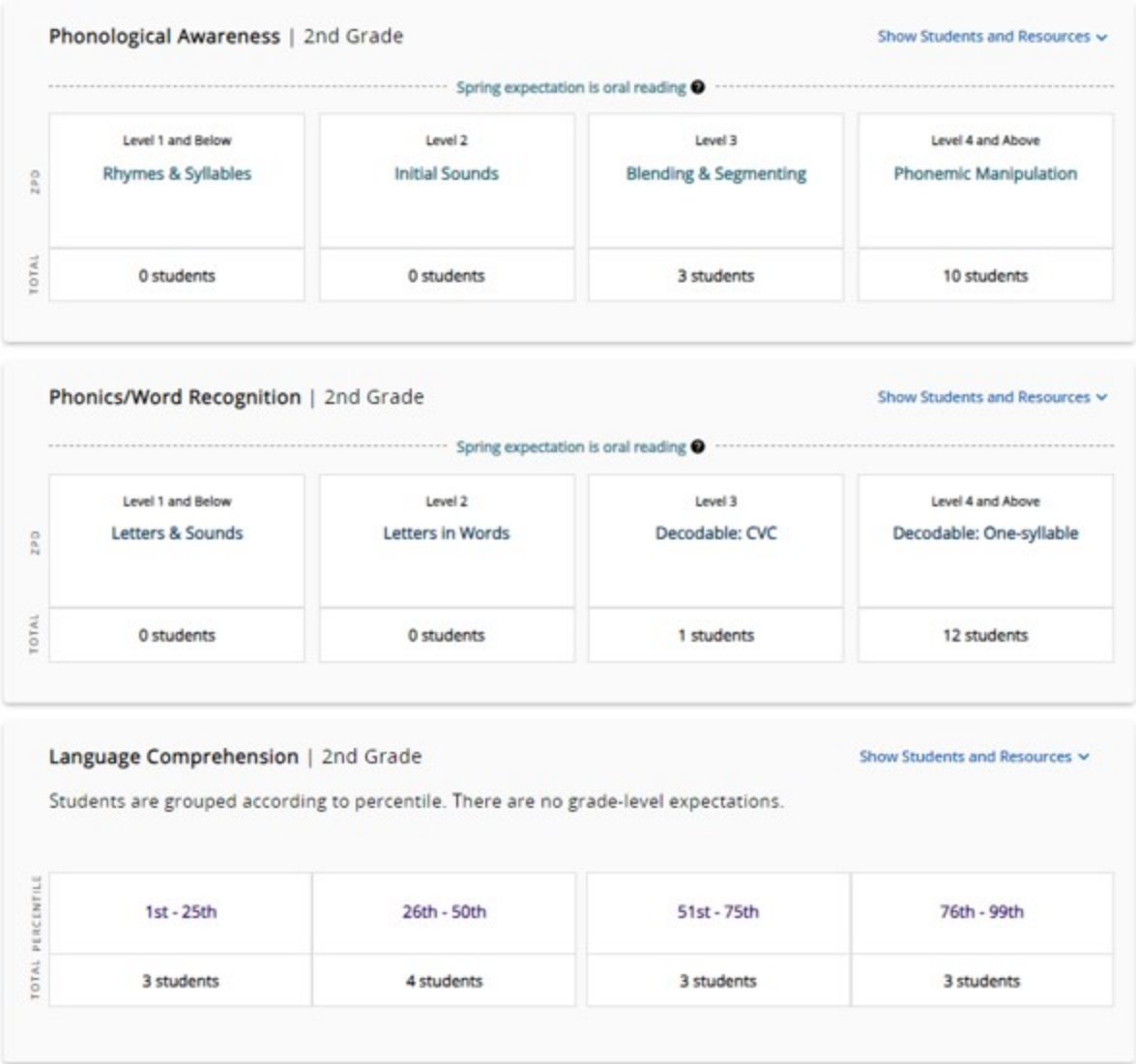
Language Comprehension | 1st Grade

Show Students and Resources

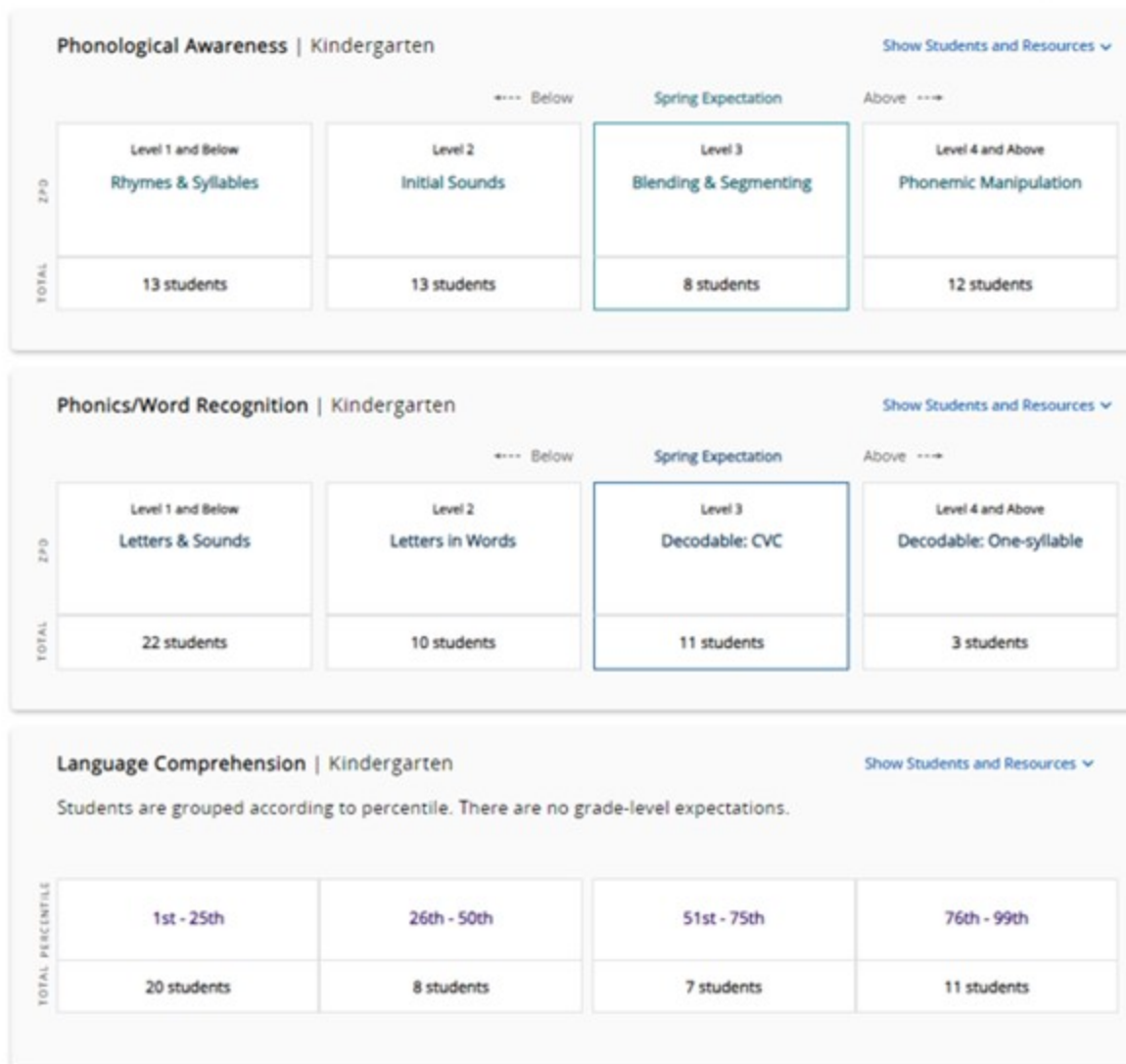
Students are grouped according to percentile. There are no grade-level expectations.

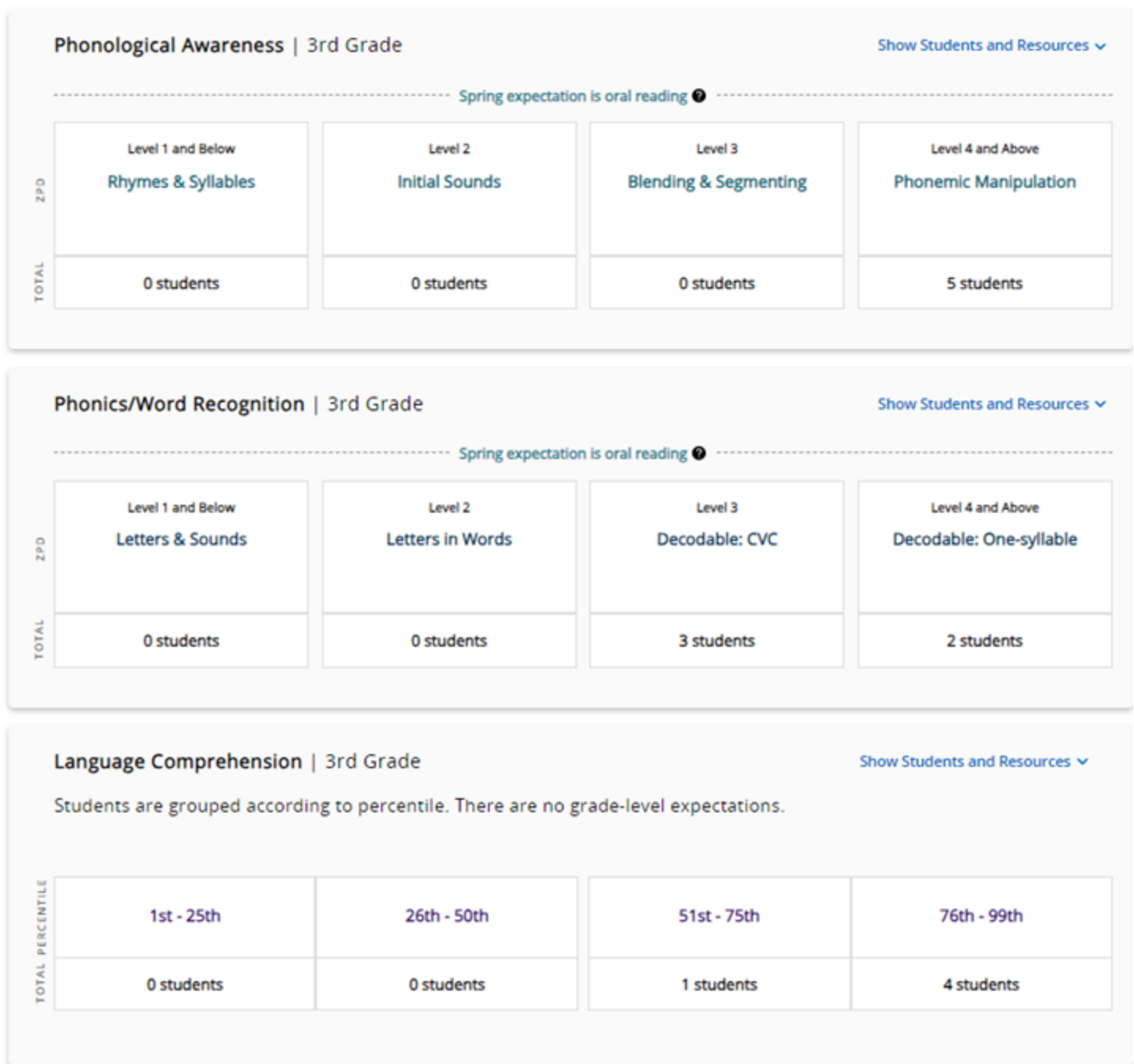
TOTAL PERCENTILE	1st - 25th	26th - 50th	51st - 75th	76th - 99th
	22 students	16 students	11 students	15 students

2nd Fluency (Winter 2024 MAP)



K Fluency (Winter 2024 MAP)





Data Analysis

CAASPP ELA Dashboard: (Image 1)

The California Dashboard for CAASPP assessment results shows Brock Elliott's ELA progress in the orange performance level for all 3-8 students at a decrease of -7.7 to -34.4% with a need for an annual growth of +9.8.

CAASPP Demographics: (Image 2 and 3)

Our Asian, Hispanic, and White populations fell below proficiency as subgroups. Of those subgroups, Asian students declined 4.4 points to 20.3 points below standard, Hispanic students declined 6.8 points placing them 46.9 points below standard, and white students declined 7.3 points leaving them at 24 points below standard.

Spring MAP: (Image 4-6)

Reading: Brock Elliott is at the 38th percentile in Reading with an achievement decrease from the 41st%ile showing a mean growth at the 42nd%ile. Of those students, growth is at 69% below proficiency with 31% above. Current achievement is at 72% below proficiency and 27% above.

Language: Brock Elliott is at the 41st percentile in Language with an achievement decrease from the 43rd%ile showing a mean growth at the 43rd%ile. Of those students, growth is at 67% below proficiency with 33% above. Current achievement is at 69% below proficiency and 31% above.

K-2 MAP Fluency: (Image 7-9)

Brock Elliott K-2 MAP reading data from fall to winter growth and winter achievement is showing 17/35 (49%) kindergarteners, 19/80 (24%) 1st graders, and 18/76 (24%) 2nd graders and were found to be in the 61st to above the 80th %ile. Growth from fall to winter MAP for kindergarten was in the 54th%ile, 1st grade in the 30th%ile, and 2nd grade in the 50th%ile. In language usage, 35/69 2nd graders showed growth was at or above the 61st%ile with improved achievement from fall to winter at the 31st%ile to the 40th%ile. Reading fluency data showed that there was lower %ile for phonological awareness and language comprehension in kindergarten. In 1st and 2nd grades, %ile's were lower for language comprehension. 3rd grade showed 5 students who were at the level 3 or higher.

Student Need 1:

Based on the data above, we see a need to articulate foundational skills implementation between kindergarten and 1st grade as students' level of proficiency look to decrease from K to 1st but then increase again from 1st to 3rd with 3rd grade reaching a level 3 or greater. In looking at the school as a whole, there was a decrease of a 3%ile difference between Fall to Spring MAP testing which appears to show no movement for students' growth which aligns to the previous CAASPP although CAASPP is 3-8 while MAP is K-8.

When reviewing our demographic subgroups, we need to remember to be intentional with our instruction especially with our Asian, Hispanic, and White students who fell below proficiency as subgroups inclusive of our SED, SWD, and English Learners who also were below proficiency in ELA.

When drilling down deeper, we see growth in grades K(27%iles) and 2, minimal movement in grades 3 and 7 with a decline(1-10(Gr4) %iles in 1, 4, 5, 6, and 8. In Language, our school as a whole, there was a decrease of a 2%ile difference between Fall to Spring MAP testing which appears to show no movement for students' growth. We do see growth in grades 2(5%iles), 5, and 8(5%iles), minimal to no movement in grades 3(1%ile), 4, and 6 with a decline (6%iles) in grade 7.

Grade 1, 4-6, and 8th grade (Reading) and 7th (Language) have a need as a whole for ELA Tier I supports, but as an ILT, and Grade Level PLC teams, we need to take a closer look at what is working or may not be working in individual classrooms based on the MAP reports (Growth and Achievement, Number of growth targets met, if the class %ile was above or below the median school's %ile) then utilize the data to intentionally design learning around our essential standards utilizing best practices and CFA's to guide our lesson design across grade levels and in grade spans.

SMART Goal 1

By the end of the 2026-2027 school year, all students in grades 3-8 will demonstrate annual gains on the CAASPP with a yearly school change of +9.8 points as measured on the CA Dashboard, and all grade levels will meet projected growth in addition to 80% of all K-8 students meeting or exceeding individual growth targets for achievement in Reading and Language as measured by NWEA MAP assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, consultation, IS coaching, and other professional offerings such as conferences and workshops will focus on lesson design for the implementation of ELA essential standards under Tier I Instruction. In addition, (New: March 2025) New Teachers (including long term subs) will receive increased support from IS and admin in grades (K,3,4, and 8) in ELA.	<p>The number of classrooms demonstrating strong evidence of Tier 1 ELA lesson design during Learning Walks:</p> <p>(LW rubric: No Evidence, Some Evidence, Strong Evidence)</p> <p>Evidence of lesson design components:</p> <ul style="list-style-type: none"> • Opening • Instruction • Work Session • Closing <p>Pre/Post Assessment of Understanding for Lesson Design</p>	<p>Learning Walks: (No Evidence, Some Evidence, Strong Evidence)</p> <p>K-3: 1N, 6S, 3SE of 10 4-6: 5S, 4SE of 9 7-8: 3S 3SE of 6</p> <p>Revised 12/24 # of Teachers (Pre/Post) Understanding of Lesson Design. (August 2024) Beginning: 38% Approaching: 34% Proficient: 29%</p> <p>K-3: 3 of 10 4-6: 2 of 9 7-8: 2 of 6</p> <p>NWEA MAP (Fall, Winter, Spring) Growth Targets Met and 80%ile or above: Spring Reading, Language K: 21/75% 24/56% N/A 1 30/39% 17/21% N/A 2 30/43% 17/19% 33/48% 20/26% 3 35/45% 21/27% 36/47% 21/27% 4 33/38% 26/27% 39/46% 33/35%</p>	<p>Making Progress</p> <p>Learning Walks: PPT Data P. 14, 15, and 16</p> <p>Understanding of Lesson Design: PPT Data P. 14, 15, and 16</p> <p>NWEA MAP: PPT Data P. 2-12</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlblWL</p>			Time Money People

		5 28/31% 17/18% 42/49% 23/24% 6 42/44% 17/18% 35/36% 24/25% 7 38/43% 27/26% 36/40% 26/26% 8 40/43% 29/30% 52/56% 38/40%				
Teachers and support staff will convene weekly in a Professional Learning Community (PLC) Achievement Teams to design learning utilizing the Tier I Inclusive Academic Instructional Cycle for ELA instruction.	Through agendas and minutes, PLC teams will demonstrate an understanding of lesson design within a learning cycle. (LW rubric: No Evidence, Some Evidence, Strong Evidence) Evidence of lesson design within a learning cycle: <ul style="list-style-type: none"> Identify Assess Reflect Respond Target Act Pre/Post Assessment Understanding of Lesson Design within a Learning Cycle Stages of Development	4 of 9 PLCs showing strong evidence of an understanding of lesson design within a learning cycle. K-3: 3 of 10 4-6: 2 of 9 7-8: 2 of 6 Revised 12/24 # of Teachers (Pre/Post) Understanding of Lesson Design. (August 2024) Beginning: 38% Approaching: 34% Proficient: 29%	Making Progress PLCs showing strong evidence of an understanding of lesson design: PPT Data P. 15 Understanding of Lesson Design. PPT Data P. 14 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbIWL			Time Money People
Teachers will implement PE (SPARK), (Science) AMPLIFY, (SS) My World/Impact, and VAPA curriculum to integrate literacy supports	The number of classrooms demonstrating strong evidence of integrated literacy supports in the area of informational text and vocabulary during	Learning Walks: (No Evidence, Some Evidence, Strong Evidence)	Making Progress Learning Walks: PPT Data P. 14, 15, and 16			Time Money People

for listening, speaking, reading, and writing especially in the area of Informational Text and Vocabulary. In addition, (New March 2025), administration will support the 6-8 grade ELA Integration into social studies.	<p>Learning Walks:</p> <p>(LW rubric: No Evidence, Some Evidence, Strong Evidence)</p> <p>Evidence of Implementation and ELA Support:</p> <ul style="list-style-type: none"> • PE (SPARK) • Science (AMPLIFY) • SS (My World/Im pact) • VAPA <p>Pre/Post Understanding of integrated literacy supports.</p> <p>NWEA MAP number of students met or exceeded in the area of Informational Text and Vocabulary</p>	<p>K-3: 2N, 5S, 3ES of 10</p> <p>4-6: 2N, 6S,1ES of 9</p> <p>7-8: 5S, 1ES of 6</p> <p># of Teachers (Pre/Post) Understanding of integrated literacy supports (August 2024)</p> <p>K-3: 2 of 10</p> <p>4-6: 2 of 9</p> <p>7-8: 0 of 6</p> <p>Beginning:19%</p> <p>Approaching: 59%</p> <p>Proficient: 22%</p> <p>NWEA MAP:(Grades 2-8)</p> <p>156 of students meeting or exceeding in Informational Text.</p> <p>171 of students meeting or exceeding in Vocabulary.</p>	<p>Understanding of Lesson Design.PPT Data P. 14</p> <p>NWEA MAP: PPT Data P. 2-12</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL</p>			
Students will improve language and vocabulary skills for fluency and comprehension through the access of books and other reading material that is diverse, has a variety of Lexile levels, and embedded motivational resources and activities	NWEA MAP number of students meeting or exceeding in the area of Language and Vocabulary.	<p>161 of students meeting or exceeding in Language.</p> <p>171 of students meeting or exceeding in Vocabulary.</p>	<p>Making Progress</p> <p>NWEA MAP: PPT Data P. 4, 6-8, 12</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL</p>			Time Money People

specifically targeting our Hispanic, White, and Asian subgroups.			=LbiWL			
Lesson Design in ELA will encompass scaffolding to support student subgroups that show disproportionality specifically with Hispanic, White, and Asian subgroups.	# of students in our targeted subgroups showing growth on CFA's and MAP ELA	<p>___ of ___ students showed growth in each subgroup in reading.</p> <p>Hispanic 119/424 28%</p> <p>White 48/124 39%</p> <p>Asian 33/82 40%</p> <p>___ of ___ students showed growth in each subgroup in language.</p> <p>Hispanic 113/365 31%</p> <p>White 40/109 37%</p> <p>Asian 25/67 37%</p>	<p>Making Progress</p> <p>Growth in Subgroups: PPT Data P. 8</p> <p>https://musd-my.sharepoint.com/:p/g/person/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=LbiWL</p>			Time Money People
ELOP: K-8 students below the 60th%ile on the NWEA MAP ELA assessment will attend before or after school tutoring to support ELA foundational skills.	# of students showing growth on a pre/post ELA skills assessment.	<p>___ of ___ showed growth on a pre/post ELA skills assessment. (August 2024)</p> <p>No baseline data collected due to no ELOP tutorials in Cycle 1.</p>	<p>Didn't Meet: Refinement needed: Tutorials this year were minimal due to lack of staffing availability. Tracking for student progress also needs refinement as much of the tracking was based on attendance and not performance.</p>			Time Money People
New 2025-2026: Early Literacy Intervention Teacher will meet	# of students showing growth on MAP reading and the % of students below or	% of students below or approaching	<p>New for 2025-2026</p> <p>NWEA MAP:</p>			Time Money People

with students in grades 1-4 who are in the intensive range on the MAP assessment in reading and/or language, and who are below proficiency on the Fluency Assessment as a "Bridge" between our Tier I instructional gaps in foundational skills as we build in IS and Administrative supports for solid Tier I Instruction. https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/Ef1CHKpIQ5FoxFESMgtevwB2PGLuYhxt14J_TPtULB8iw?e=Xcw9ix	approaching on the foundational skills test assessment for Decoding and Language Comprehension in addition to the number of students who are ready for oral fluency.	<p>foundational skills test</p> <p>K: 65</p> <p>Students 35</p> <p>31 43 38</p> <p>1: 44</p> <p>Students 47</p> <p>45 45 43</p> <p>2: 6</p> <p>Students 100</p> <p>100 17 34</p> <p>3: 13</p> <p>Students 84</p> <p>89 69 53</p> <p># Assessed with Oral Fluency:</p> <p>K: 1</p> <p>1 :7</p> <p>2: 0</p> <p>3: 7</p> <p># of students currently below the 20%ile on the MAP reading assessment (Winter 25)</p> <p>1: 23</p> <p>2: 34</p> <p>3: 32</p> <p>4: 26</p>	PPT Data P. 7, 8, 13 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: In reviewing our progress towards our ELA goal, we have shown gains of +10 in reading and +12 in language when comparing Spring 2024 to Fall 2024 NWEA MAP achievement scores.	<p>Based on the evidence collected, progress is occurring at different levels of growth. Evidence collected needs to be more targeted in the areas of lesson design so that we can be more specific with our plans moving forward.</p> <p>Refer to the attached ppt slides for data collected. Data will continually be uploaded now that we have a system for organizing our data in a presentable way for progress monitoring.</p>	We want to continue with our action items but refine our agendas/minutes for our PLC's, refine our learning walks to focus separately on key aspects of lesson design for Reading/Language instruction and learning, and seek out those interested in ELOP	Continue

	https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=mc91	before or afterschool tutorials for our students below the 60th%ile. We also will begin to collect scaffolding data for our subgroups (Hispanic, White, and Asian) showing disproportionality as we did not collect data during this cycle.	
Cycle 2: In reviewing our progress towards our ELA goal, we have shown gains of between 1 and 11 points in reading and 2 to 11 points in language depending upon grade level RIT but with school conditional growth targets showing 5 grade levels showing growth targets met in both reading and language when comparing Spring 2024 to Fall 2024 NWEA MAP achievement scores.	<p>Based on the evidence collected, progress continues to occur at different levels of growth. Data collection shows a need for increased supports for not only student support, but also through tier I instructional support in K, 3, 4, and 6 in ELA. Some of the need is due to new teaching staff and having a revolving door of substitutes in grade 4. 6th grade has a long-term substitute, but the need is more with the collaboration between reading and language alignment during their PLC.</p> <p>Our subgroups are showing percentages of proficiency between 28% and 40% with Hispanic students performing lower than the others, but all in line with our general population at each grade level showing a need for scaffolds embedded in our tier I instruction.</p> <p>Tutorials will continue but are minimally being successful due to the lack of opportunities offered.</p> <p>Literacy Intervention: https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/Ef1CHKplQt5FoxFESMgtevwB2PGLuYhxt14JTptULB8iw?e=7gZxRC</p>	Moving forward we will continue current implementation of best practices with a continued focus on tier I instruction specifically with lesson design and embedded scaffolding. Refinement will occur with grades K, 3, 4, and 6 with increased support. Integration of subject content areas will be encouraged to support an increase in time for reading, writing, listening, and speaking instruction. PLC's will be visited regularly by the IS and Administration to support the stages of development, and collaboration amongst the team focusing on ELA implementation. <p>Consultation and coaching for our ILT and teaching teams will continue for designing learning through lesson design. What has been presented by our consultant has aligned and enriched each step of the lesson design process presented by our district TOSA's.</p>	Add new action item

		<p>In looking forward (2025-2026), for increased support of Tier I instruction, collaboration, and the sharing of students, between K-1, and 2-3 we will be planning for implementation during AMP and ELD30.</p> <p>New 2025-2026: Early Literacy Intervention Teacher will meet with students in grades 1-4 who are in the intensive range on the MAP assessment in reading and/or language, and who are below proficiency on the Fluency Assessment as a "Bridge" between our Tier I instructional gaps in foundational skills as we build in IS and Administrative supports for solid Tier I Instruction.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/Ef1CHKplQt5FoxFESMgtevwB2PGLuYhxt14J_TPtULB8iw?e=Xcw9jX</p>	
<p>Cycle 3: In reviewing our progress towards our ELA goal, gains on MAP show Fall 2024-Spring 2025 gains in reading from 3-22 points with 4 grade levels meeting their projected growth, while language growth ranged from 4-17 points showing, again, 4 grade levels meeting projected growth. In reviewing the year, as a</p>	<p>Based on the evidence collected, progress continues, but ELA needs are still seen across grade levels with higher needs in grades 1, 3, 4, 6, and 8. Of those, three grade levels continue to not be meeting projected MAP growth as there remains a need for new teacher support and staff consistency due to having substitutes all year in lieu of permanent teachers.</p> <p>Our Hispanic subgroup grew 1% from fall to spring in reading but maintained</p>	<p>For the 2025-2026 school year, our plan focuses on sustaining and refining best practices in Tier I instruction by emphasizing embedded scaffolding and intentional lesson design, with particular attention to grades K, 3, 4, and 6.</p>	Continue

<p>school, we met our growth targets in fall and winter but missed it by 3% in the spring in reading and 4% in language. Proficiency remains below our projected target by 18% in reading and 16% in language.</p>	<p>a years growth in language with our White and Asian subgroups declining 1-2% in reading and gaining 6% in language. Reviewing this, our subgroups need additional supports such as with scaffolding during tier I instruction through lesson design. This is also evidence that we need to look at when comparing our subgroups to our English language learners and designing for them during integrated and designated ELD.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilyeira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=Q179g4</p>	<p>We will encourage integration of subject content areas to maximize instructional time for reading, writing, listening, and speaking.</p> <p>The Instructional Specialist and administration will conduct regular PLC visits to support collaboration, monitor instructional development, and ensure effective ELA implementation.</p> <p>Ongoing consultation and coaching from our ILT and external consultants will continue to enrich lesson design aligned with district TOSA frameworks.</p> <p>To further strengthen Tier I instruction, we will implement collaborative planning and student sharing between K-1 and 2-3 cohorts during AMP and ELD30 time blocks.</p> <p>Additionally, a new Early Literacy Intervention Teacher will provide targeted support to students in grades 1-4 who require intensive assistance in foundational skills, bridging instructional gaps as the IS and administration deepen their Tier I support and coaching.</p> <p>https://musd-my.sharepoint.com/:w/</p>	
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Progress Monitoring 25-26

SMART Goal 2

By the end of the 2026-2027 school year, 80% of our K-3 students are expected to reach a level 3 or greater annually for Phonological Awareness, Phonics/Word Recognition, and Language Comprehension as measured by the NWEA MAP Reading Fluency Assessment Instructional Planning report.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development for early literacy through district, site, consultation, IS coaching, and other professional offerings will be available for supporting implementation of ELA essential standards under Tier I Instruction.	<p>The number of classrooms demonstrating strong evidence of Tier 1 early literacy lesson design during Learning Walks:</p> <p>(LW rubric: No Evidence, Some Evidence, Strong Evidence)</p> <p>Evidence of Early Literacy Components and Strategies during:</p> <ul style="list-style-type: none"> • Opening • Instruction • Work Session • Closing 	<p>ELA Learning Walks: (No Evidence, Some Evidence, Strong Evidence)</p> <p>K-3: 1N, 6S, 3SE of 10</p>	<p>Making Progress</p> <p>ELA Learning Walks: PPT Data P. 15</p> <p>https://musd-my.sharepoint.com/:p/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbIWl</p>			Time Money People
PLC: K-3 teachers and support staff will convene weekly in a Professional Learning Community (PLC) Achievement Teams to utilize the Tier I Inclusive	<p>K-8th will complete PLC Learning Cycle that target essential standards and CFA's.</p> <p>Revised 11/24 K-8 will complete PLC minutes that show collaboration with design learning</p>	<p>6 out of 9 PLC teams are completing the PLC Learning Cycle document.</p>	<p>Making Progress</p> <p>PLC: PLC Learning Cycle document was discontinued and not utilized in Cycle 2 or 3.</p>			Time Money People

Academic Instructional Cycle for Learning to teach, assess, and intervene based on the essential standards and skills needed for developing early literacy.	utilizing the Tier I Inclusive Academic Instructional Cycle for literacy instruction.		PLC minutes were collected instead and will continue as a data point. P. 15 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL			
Fundations will be implemented daily in a central gathering location having all components as shown in examples displayed and used with fidelity with ongoing articulation K-3 supported by our IS and Administration team.	The number of classrooms demonstrating strong evidence of Tier 1 ELA lesson design during Learning Walks: (LW rubric: No Evidence, Some Evidence, Strong Evidence) Evidence of Foundations Fidelity: <ul style="list-style-type: none"> • Foundations Components • Student Engagement • Central Gathering Location 	ELA Learning Walks: (No Evidence, Some Evidence, Strong Evidence) K: 2N, 1SE, 0ST 1: 1N, 1SE, 0ST 2: 2N, 1SE, 0ST 3: 2N, 1SE, 0ST	Making Progress ELA Learning Walks: PPT Data P. 15 and 18 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL			Time Money People
New March 2025: Our Instructional Specialist will support teachers in implementing Tier I early literacy instruction and support through in class coaching, collaboration, observation, etc. in grades K-3.	Learning walks and agenda/minutes	(Data collected cycle 3) ELA Learning Walks: (No Evidence, Some Evidence, Strong Evidence) 6S, 4ST	Making Progress ELA Learning Walks: PPT Data P. 15 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL			Time Money People

			oybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbIWL			
ELOP: K-3 students scoring low in the foundational skills or below the 61st%ile in reading or vocabulary will attend before or after school tutoring to support early literacy skills.	# of students showing growth on a pre/post literacy skills assessment.	13 of 14 showed growth on a pre/post literacy skills assessment. (August 2024)	<p>Making Progress</p> <p>Tutorials: PPT Data P. 19 (No data for Cycle 3)</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbIWL</p>			Time Money People
Our IS will facilitate literacy groups for 20% of their time designed around the individual students need at the time during 2nd grade AMP and ELD30.	# of students showing growth on a pre/post literacy skills assessment.	9 of 10 showed growth on a pre/post literacy skills assessment. (August 2024-November 2024)	<p>Making Progress</p> <p>IS Literacy Groups: PPT Data P. 59-63</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbIWL</p>			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on our data, our K-3 students remain below the 80% goal in the areas of Phonemic Awareness,	Kindergarten continues to have greater need in Phonemic Awareness (14% Level 3 or Higher) and Phonics/Word Recognition (8% Level 3 or Higher), 1st and 3rd grade's greatest need in	We want to continue with our action items but refine our agendas/minutes for our PLC's in K-3 to include a	Continue

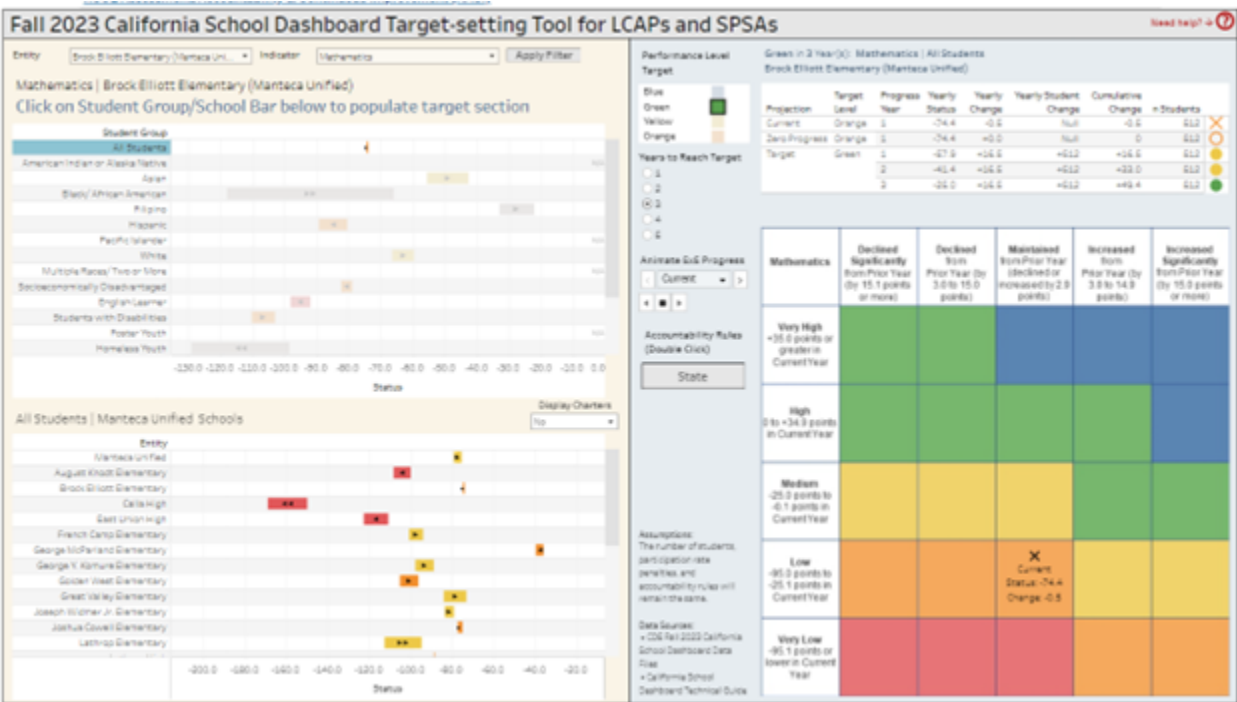
Phonics/Word Recognition, and Language Comprehension.	<p>Language Comprehension (32% Grades 1 and 43% Grade 3 Level 3 or Higher), with both Phonemic Awareness and Phonics/Word Recognition achieving 86% Level 3 or Higher.</p> <p>Refer to the attached ppt slides for data collected. Data will continually be uploaded now that we have a system for organizing our data in a presentable way for progress monitoring. There was no data for grade 2.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilyeira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=mc91</p>	<p>target area of focus for Foundations, refine our learning walks to focus specifically on the components of Foundations, and continue to support the fidelity of Foundations with our IS support. Our IS will also continue literacy groups for grade 2 based on need from scores in K and 1st with a focus on 2nd grade CORE assessments. Our RS will pull a 3rd grade group to support Language Comprehension.</p>	
<p>Cycle 2:</p> <p>Based on our data, our K-3 students remain well below the 80% goal in reading and language including the areas of Phonemic Awareness, Phonics/Word Recognition, and Language Comprehension.</p>	<p>In reviewing the data collected, our K-3 students showed strengths in K and 2 with a need for improvement in grades 1 and 3. In saying this, K has the majority of students still within the foundational skills leaving a misconception of reading proficiency. In reviewing foundational skills in grades K-3, gains have been made but still show low percentages of those students assessed for Phonemic Awareness, Phonics/Word Recognition, and Language Comprehension. When reviewing the total number of students in K and 1, who still have a need for foundational skills, there is a definite need for continued support under tier I instruction with a need for intervention to create a bridge toward success. Tier II intervention is also seen as a need for 9 students in grades 2 and 3 who remain nonreaders.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilyeira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=g86kGB</p>	<p>Moving forward we will continue current implementation of best practices with a continued focus on tier I instruction specifically with lesson design and embedded scaffolding. Refinement will occur with grades K and 3 with increased support. Integration of subject content areas will be encouraged to support an increase in time for reading, writing, listening, and speaking instruction. PLC's will be visited regularly by the IS and Administration to support the stages of development, and collaboration amongst the team focusing on ELA implementation.</p> <p>K-3 Foundations will be a key focus of improvement for the integrity of the program and the foundational skills development of</p>	Refine

		<p>our learners. Teacher teams will be involved in observation of grade level peers, IS and district support (coaching), and additional PD.</p> <p>New March 2025: Our Instructional Specialist will support teachers in implementing Tier I early literacy instruction and support through in class coaching, collaboration, observation, etc. in grades K-3.</p> <p>An intervention teacher will be hired to support Tier II intervention needs (2025-2026) while our IS and administration will focus more intensively on Tier I instructional support and guidance in grades K-1, and 3.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/Ef1CHKplQt5FoxFESMgtevwB2PGLuYhxt14J_TPtULB8iw?e=x3For7</p>	
<p>Cycle 3: Based on our data, 80% of our K-3 students were expected to reach a level 3 or greater annually for Phonological Awareness, Phonics/Word Recognition, and Language Comprehension. Grade 2 hit 99%, 3rd 100% with room to grow still in K with 52%, and 35% in grade 1.</p>	<p>Our data indicates overall positive growth, with two grade levels meeting or exceeding their projected growth targets on the MAP assessment from fall to spring. While grade 3 did not fully meet its projected growth target, the data shows a closing of the gap from fall, reflecting meaningful gains in classroom instruction, especially considering the presence of new teachers in that grade.</p> <p>In foundational literacy areas—</p>	<p>For the 2025-2026 school year, we will focus on strengthening Tier I early literacy instruction with a targeted focus on lesson design and embedded scaffolding, especially in grades K and 3.</p> <p>We will maintain and deepen the implementation of the</p>	Refine

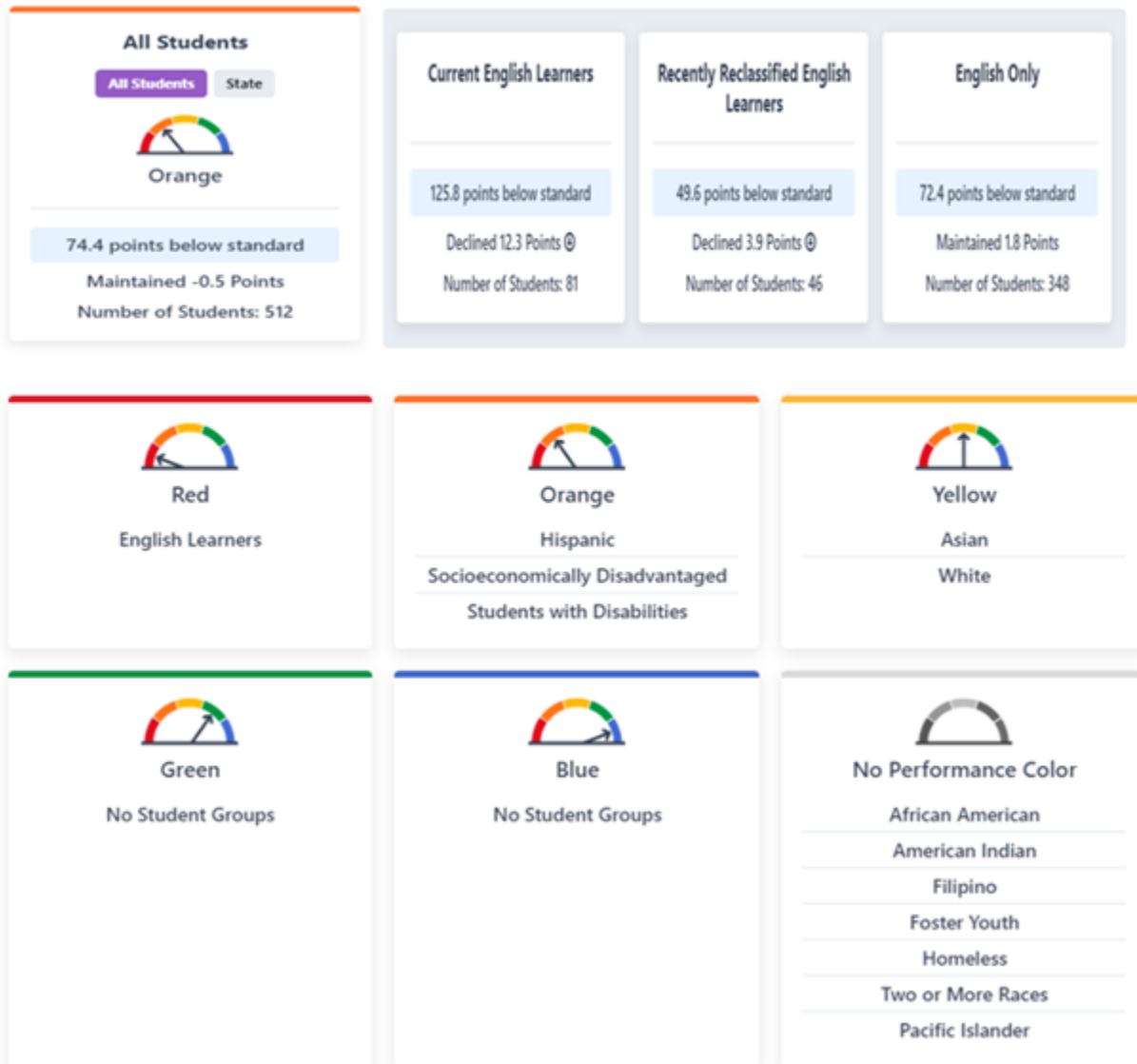
	<p>Phonemic Awareness, Phonics/Word Recognition, and Language Comprehension—grade 3 demonstrated strong growth on the MAP Foundational Skills Assessment, achieving a notable milestone where 100% of students reached fluency in these key areas.</p> <p>Despite these successes, there remains a significant need for intensified Tier I support in foundational skills for grades K and 1, as current data shows many students are not yet meeting proficiency levels (Level 3 or higher), indicating a continued priority for early literacy instruction.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>Foundations curriculum to ensure foundational skill development and program fidelity, supported by ongoing professional development, peer observations, and coaching from our Instructional Specialist (IS) and district TOSAs.</p> <p>Regular PLC visits by IS and administration will foster collaboration, monitor progress, and guide instructional refinement. To address gaps in foundational skills, particularly in grades K and 1, we will intensify Tier I support through in-class coaching and co-planning.</p> <p>Additionally, an intervention teacher will be dedicated to Tier II supports for students needing targeted interventions, allowing IS and administration to concentrate on reinforcing Tier I instruction.</p> <p>Integration of content areas will be encouraged to increase instructional time in reading, writing, listening, and speaking, ensuring comprehensive literacy development for all learners.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/EVL4NVh0uYJOITB5FWquwycBnJWXPjHI</p>	
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Progress Monitoring 25-26

Progress Monitoring

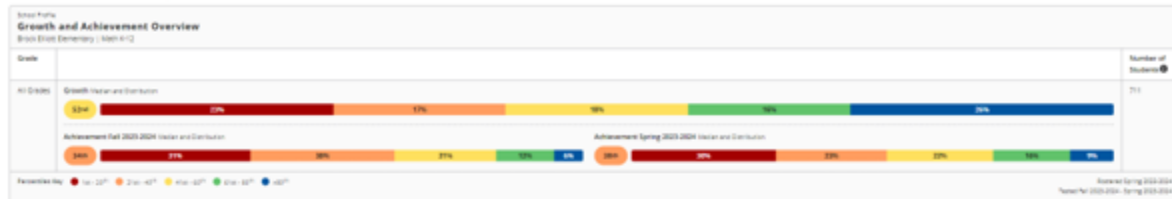


CAASPP 2023 Math/ELL



Math MAP Fall-Spring 2024

Brock Elliott Elementary



2-3



4-6



7-8



Data

Spring 2024 Math	Current Growth %ile	Fall Achievement %ile	Spring Achievement %ile	Growth Below Proficiency %	Growth Above Proficiency %	Fall Achievement Below Proficiency %	Fall Achievement Above Proficiency %	Spring Achievement Below Proficiency %	Spring Achievement Above Proficiency %
School-Wide	52	34	38	58	42	82	18	75	25
K:	60	60	59	50	50	48	52	46	54
1:	40	31	24	80	40	82	18	84	16
2:	47	24	34	86	14	86	14	78	22
3:	83	17	40	35	65	89	11	70	30
4:	59	25	32	42	18	82	18	74	26
5:	25	23	16	82	18	86	14	88	12
6:	49	32	35	50	50	88	12	80	20
7:	41	34	30	67	33	83	17	79	21
8:	59	38	48	51	49	79	21	68	32

Data Analysis

CAASPP Math Dashboard: (Image 1)

The California Dashboard for CAASPP assessment results shows Brock Elliott's Math progress in the orange performance level for all 3-8 students as they maintained with a -0.5 to a -74.4% with a need for an annual growth of +16.5.

CAASPP Demographics: (Image 2)

Our Asian, Hispanic, and White populations fell below proficiency as subgroups. Of those subgroups, Asian students declined 4.4 points to 20.3 points below standard, Hispanic students declined 6.8 points placing them 46.9 points below standard, and white students declined 7.3 pints leaving them at 24 points below standard.

Spring MAP: (Image 3 and 4)

Math: Schoolwide: Brock Elliott is at the 38th percentile in Math with achievement increase from the 34th%ile showing a mean growth at the 52nd%ile. Of those students, growth is at 58% below proficiency with 42% above. Current achievement is at 75% below proficiency and 25% above.

Student Need 2:

Based on the data gathered for Math, we see a need for growth as school-wide our math scores from last year's CAASPP are not moving. Looking at the Fall to Spring MAP data, Math did grow by 4%iles with a median score of 52%iles. In reviewing grade level percentiles, grades 2, 3, 4, 6, and 8 showed percentile growth between 7 and 23(Gr3) %ile gains and grades K, 1, 5, and 7 declining between 1 and 7(Gr5) %iles.

When reviewing our demographic subgroups, we need to remember to be intentional with our instruction especially with our Asian, Hispanic, and White students who fell below proficiency as subgroups inclusive of our SED, SWD, and English Learners who also were below proficiency in Math. We also need to focus on our disproportionate groups of African American and Female students.

Grades K, 1, 5, and 7 have a need as a whole for Math Tier I supports, but as an ILT, and Grade Level PLC teams, we need to take a closer look at what is working or may not be working in individual classrooms based on the MAP reports (Growth and Achievement, Number of growth targets met, if the class %ile was above or below the median school's %ile) then utilize the data to intentionally design learning around our essential standards utilizing best practices and CFA's to guide our lesson design across grade levels and in grade spans.

We have been working as a math cadre with PEBC in grades 3-8. Based on the data, we have seen success with grades 3, 4, 6, and 8 with grade 5 instruction focused on a stronger need of prerequisite skills. In addition, we will need to place a focus on grades K and 1 instructional design including scheduling needs for a longer Kindergarten Day.

SMART Goal 1

By the end of the 2026-2027 school year, all students in grades 3-8 is expected to show yearly progress on the CAASPP, with a school-wide annual improvement of +16.5 points as tracked by the CA Dashboard. Furthermore, each grade level is anticipated to achieve its growth projections, with at least 80% of all K-8 students meeting or surpassing their personal growth objectives in Mathematics, as evaluated by the NWEA MAP assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, consultation (PBEC), IS coaching, and other professional offerings will focus on designing learning across the grade levels in K-3 and in our Math cadre 4-8 for the implementation of the Workshop Model, Thinking Strategies, Math Practices and Rich Tasks for learning the Math essential standards under Tier I Instruction .In addition, (New: March 2025) New Teachers (including long term subs) will receive increased support from IS and admin in grades (K,3,4, and 8) in Math.	Math Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of: Math Workshop Model <ul style="list-style-type: none"> Opening Mini Lesson Work Time Sharing and Reflection Thinking Strategies Math Practices Rich Tasks NWEA MAP (Fall, Winter, Spring) Growth Targets Met:	Math Learning Walks:(No Evidence, Some Evidence, Strong Evidence) K-3: 2N, 4S, 4SE of 10 4-6: 5S of 5 7-8: 2S of 2 NWEA MAP (Fall, Winter, Spring) Growth Targets Met and 80%ile or above: Spring Math K 31/66% 26/53% 1 30/38% 13/16% 2 34/51% 19/24% 3 59/77% 23/30% 4 59/70% 23/25% 5 23/26% 12/13% 6 53/55% 12/13% 7 42/47% 20/19% 8 58/63% 31/33%	Making Progress Math Learning Walks: PPT Data P. 29 NWEA MAP Math: PPT data P. 21-27 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL			Time Money People

Teachers and support staff will convene weekly in a Professional Learning Community (PLC) Achievement Teams to design learning utilizing the Tier I Inclusive Academic Instructional Cycle for Math instruction.	K-8 will complete our Regional PLC Learning Cycle that targets essential standards and CFA's. Revised 11/24 K-8 will complete PLC minutes that show collaboration with design learning utilizing the Tier I Inclusive Academic Instructional Cycle for Math instruction.	3 of 9 PLC leads will upload Learning Cycle form at beginning and after completion. (August 2024) Revised 11/24 3 of 9 PLC leads will upload minutes at beginning and after completion. (August 2024)	Making Progress PLC: PLC Learning Cycle document was discontinued and not utilized in Cycle 2 or 3. PLC minutes were collected instead and will continue as a data point. P. 29 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LblIWL			Time Money People
ELOP: K-8 students below the 60th%ile on the NWEA MAP Math assessment will attend before or after school tutoring to support Math skills.	# of students showing growth on a pre/post Math skills assessment.	11 of 15 showed growth on a pre/post Math skills assessment. (August 2024-November 2024)	Making Progress No Math Tutorials were held but will continue to be offered based on need if staff are available. https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LblIWL			Time Money People
Lesson Design in Math will encompass	# of students in our targeted subgroups	___ of ___ students showed	Making Progress			Time Money People

scaffolding to support student subgroups that show disproportionality specifically with Female, African American, Hispanic, White, English Learners, SWD, and Homeless students.	showing growth on CFA's and MAP Math.	<p>growth in each subgroup.</p> <p>Female 73/344 21% African American 1/16 6% Hispanic 81/415 20% White 35/124 28% English Learners 10/138 7% SWD 7/87 8% Homeless 17/83 20%</p> <p>Data collected in Cycle 1 (Fall).</p>	<p>Subgroups: PPT data P. 27</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL</p>			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: In reviewing our progress towards our math goal, we have shown a loss of -2% when comparing Spring 2024 to Fall 2024 NWEA MAP achievement scores.</p>	<p>Based on the evidence collected, including self-assessment and PLC minutes, progress is occurring at different levels of growth. Evidence collected needs to be more targeted in the areas of lesson design so that we can be more specific with our plans moving forward.</p> <p>Refer to the attached ppt slides for data collected. Data will continually be uploaded now that we have a system for organizing our data in a presentable way for progress monitoring. There is a need for continued math supports and coaching.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=mtcn91</p>	<p>We want to continue with our action items but refine our agendas/minutes for our PLC's, refine our learning walks to focus separately on key aspects of lesson design for Math instruction and learning, and seek our those interested in ELOP before or afterschool tutorials for our students below the 60th%ile (Grades 2,3,5, and 6). We also will begin to collect scaffolding data for our subgroups (Female, African American, Hispanic, White, English Learners, SWD, and Homeless) showing</p>	Continue

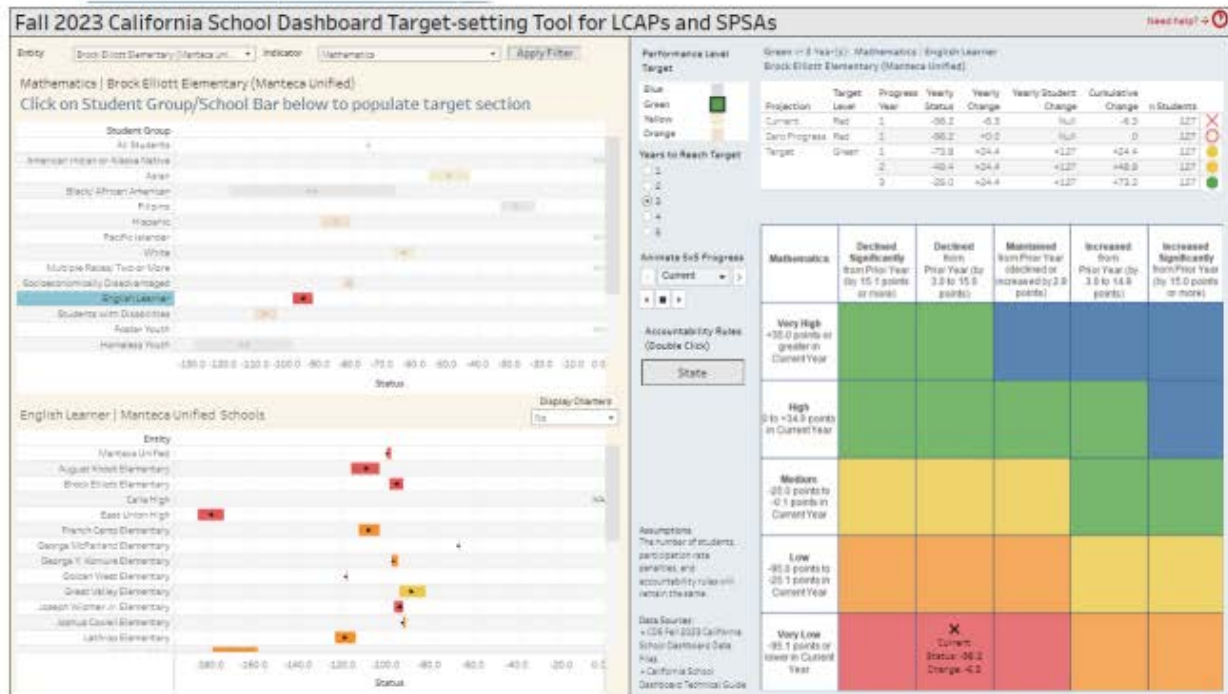
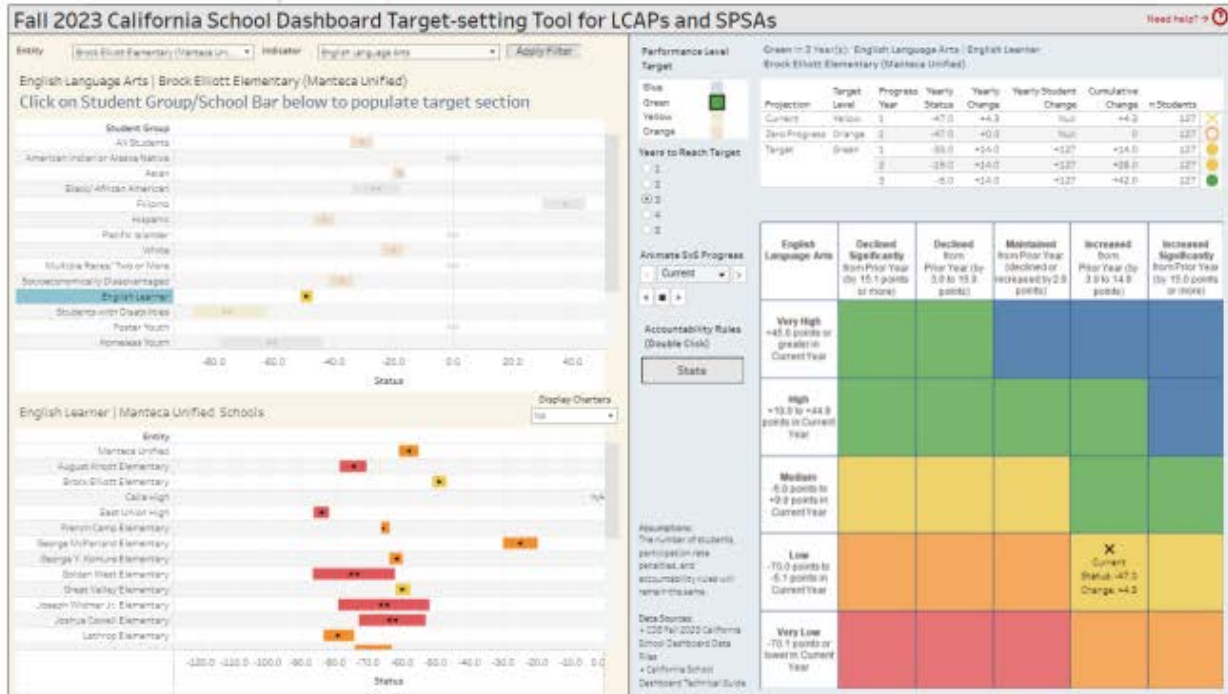
		<p>disproportionality as we did not collect data during this cycle.</p> <p>Math coaching through PEBC will be continued with a greater focus on professional development with peer learning modeling.</p>	
<p>Cycle 2: In reviewing our progress towards our math goal, we have shown gains with all grade levels and minimal losses in grades 1 and 4, projecting growth on the CAASPP this spring. Growth projections showed percentages of 49%-78% students who met their growth targets but with proficiency levels remain low in all grades ranging from 14% in grade 5 to a high of 57% in grade K.</p>	<p>Evidence collected during this cycle shows significant growth amongst teachers as learners and student learners. PEBC has been a support for much of the attained growth. Teachers have participated in learning labs on site and off site, have implemented the workshop model, and have collaborated with each other and with our PEBC coach.</p> <p>Although proficiency levels remain low, growth targets on MAP were met in 6/8 grade levels with the highest percentage of gains from fall to winter in 2nd and 7th grade which is something to review as one was part of the PEBC support while the other was not.</p> <p>Proficiency of our subgroups of African American, ELL, SWD, and Homeless students still are significant lower to other subgroups and our general student population.</p> <p>Only 11 students have received tutorials with 9 showing success.</p> <p>PLC's still remain at a mixed level of consistency in regard to the stages of development.</p> <p>https://musd-my.sharepoint.com/:p/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>We will continue our action items as planned with continued support for math practices and the math workshop model through PEBC, our IS and district TOSA's, as well as through peer observation and continued collaboration. Math tutorials are not being supported and the one that is occurring will end just before state assessment.</p> <p>Continued scaffolding is needed for our subgroups so we will continue to lean on our PEBC coach for support.</p> <p>Additional support for math will be planned for fall implementation in all grades (specifically on grades 1 and 4) to be supported through implementing additional participation as cohorts across grade level, and the implementation of a double AMP time in grades 7-8 to accommodate those students who still need math support.</p>	Continue

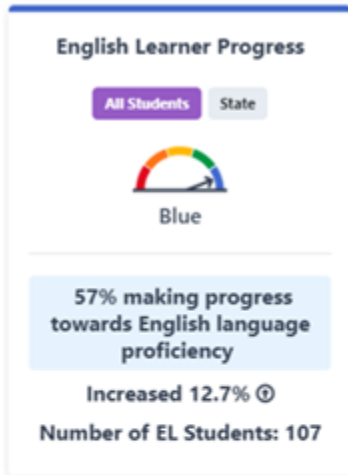
<p>Cycle 3: In reviewing our progress towards our math goal, each grade level was anticipated to achieve its growth projections, with at least 80% of all K-8 students meeting or surpassing their personal growth objectives in Mathematics</p>	<p>We are proud of the significant math gains achieved this year, largely driven by the dedication of our cadre members and participating teachers. Despite facing challenges and discomfort with change, these educators embraced leadership roles and collaborated closely with PEBC facilitators, TOSAs, our Instructional Specialist, peers, and administration.</p> <p>This collective effort has resulted in notable growth, especially in grades K, 2, 3, 5, 6, and 8.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=g86kGB</p>	<p>For the 2025-2026 school year, we are proud to build on the strong foundation established this year, thanks to the commitment of cadre members and participating teachers who embraced change and took on leadership roles in collaboration with PEBC facilitators, TOSAs, our Instructional Specialist, peers, and administration.</p> <p>We will continue to implement our current action plan, sustaining robust support for math practices and the math workshop model through PEBC, our IS, and district TOSAs, complemented by peer observations and collaborative professional learning.</p> <p>To address ongoing needs, targeted scaffolding for subgroups will be a key focus, supported by ongoing coaching from PEBC.</p> <p>We will also introduce a double AMP time in grades 7-8 to provide intensified math support for students who need it most if not in ELD30.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/EVL4NVh0uYJOITB5FWquwycBnJWXPjHIUMfZ1Gtu9_1ndg?e=FTzQWk</p>	<p>Continue</p>
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Progress Monitoring 25-26

Progress Monitoring

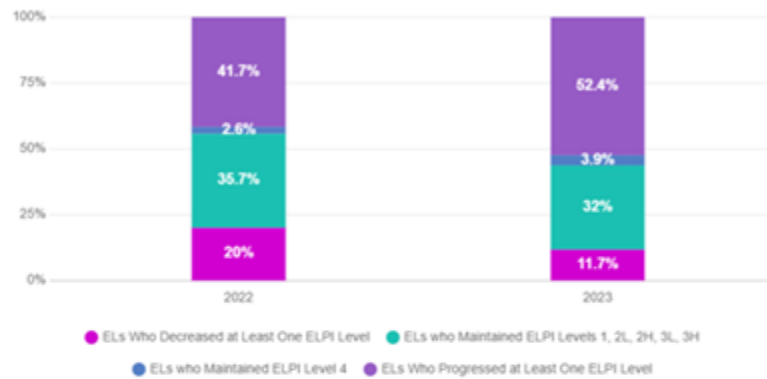
English Language Learners





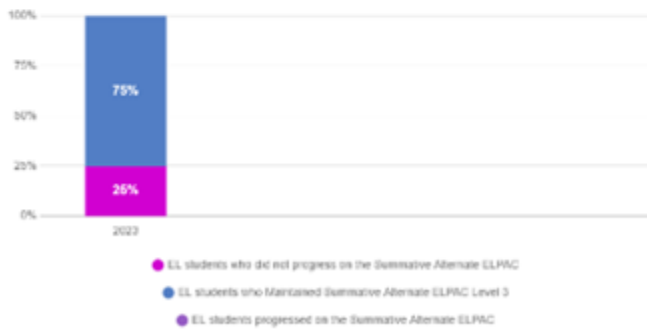
Summative ELPAC

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.



Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

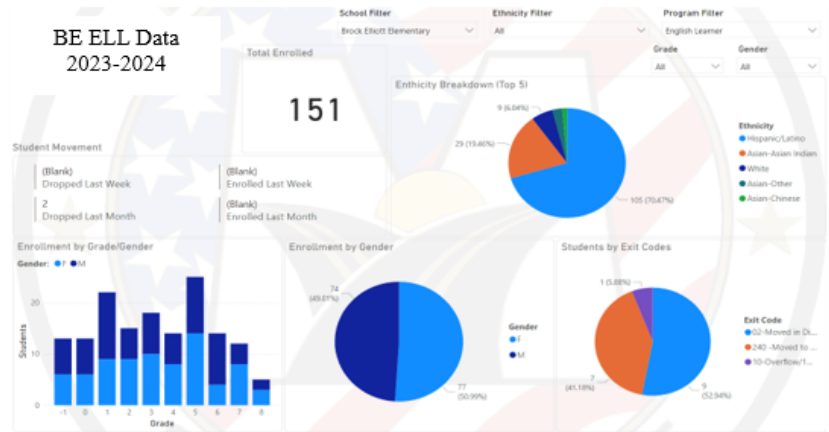


Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
KN	107	68.2%	1.9%	28.0%	0.0%	1.9%
01	80	76.3%	0.0%	23.8%	0.0%	0.0%
02	79	66.7%	11.5%	19.2%	2.8%	0.0%
03	83	77.1%	7.2%	14.5%	1.2%	0.0%
04	90	64.4%	3.3%	26.7%	5.6%	0.0%
05	86	64.0%	2.3%	16.3%	17.4%	0.0%
06	94	67.0%	1.1%	16.0%	16.0%	0.0%
07	101	66.3%	3.0%	11.9%	16.8%	0.0%
08	89	62.9%	3.4%	16.9%	16.9%	0.0%

Report Totals

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
Brock Elliott Elementary	808	66.2%	3.6%	19.3%	6.7%	0.2%
Maricopa Unified	24,667	56.7%	3.3%	22.0%	15.9%	0.1%
San Joaquin County	152,956	60.4%	3.5%	20.2%	15.7%	0.2%
State	5,852,544	60.1%	4.0%	16.0%	15.9%	0.3%

BE ELL Data 2023-2024



English Learner Students by Language by Grade

Brock Elliott Elementary (3968593-6108237)

2022-23

Subgroup: All Students, Gender: All

Language Code	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Percent of Total
01	Spanish	22	13	12	9	21	11	13	8	13	0	0	0	0	0	122	78.21%
28	Punjabi	4	4	2	2	1	1	1	2	1	0	0	0	0	0	18	11.54%
11	Arabic	1	1	0	0	0	1	0	1	0	0	0	0	0	0	4	2.56%
16	Farsi (Persian)	1	0	0	0	1	1	0	0	0	0	0	0	0	0	3	1.92%
22	Hindi	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1.28%
02	Vietnamese	0	0	0	0	0	0	0	1	1	0	0	0	0	0	2	1.28%
03	Cantonese	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2	1.28%
05	Filipino (Pilipino or Tagalog)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0.64%
35	Urdu	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0.64%
62	Telugu	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0.64%
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	
Brock Elliott Elementary	All Languages	30	19	15	12	24	14	15	12	15	0	0	0	0	0	156	

Data

MAP 2023-2024 Fall-Spring ELL

Reading



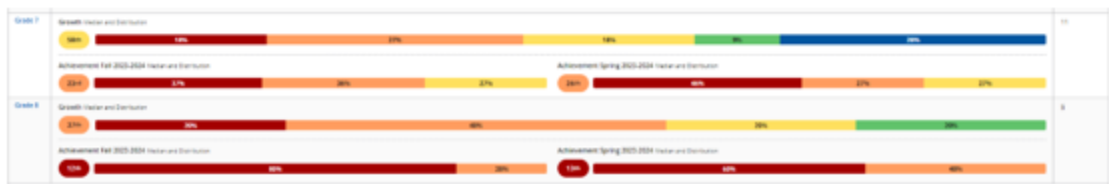
K-3



4-6



7-8



MAP 2023-2024 Fall-Spring ELL

Language:



2-3



4-6



7-8



MAP 2023-2024 Fall-Spring ELL

Math:



K-3



4-6



7-8



Data Analysis

CAASPP Dashboard: (Image 1 and 2)

Based on the 2022-2023 CAASPP Dashboard, our ELL (107 students) Progress showed a significant increase by +12 to 57% (Performance Color of Blue).

In ELA are ELL are performing at the yellow level which is 47% below the standard with an increase of +4.3 points. Our ELL students' performance in Math is in the red level -98.2% points below standard showing -6.3 points. To show gains in achieving proficiency (Green Level), we will need to grow +14 points each year for the next three years in ELA and +24 points yearly in Math to reach proficiency by the end of the 2026-2027 school year.

Demographics: (Image 3)

19.3% of our students are ELL according to the 2022-2023 (Equivalent to the State of CA) with the highest number of ELL based on 2023-2024 enrollment, shows the least amount of ELL in grade 8 at 11.9% with the highest % over 23.8%

being in grades 1, 2, and 5. Of our ELL students, the top 3 languages spoken are: Spanish (78.21%/122), Punjabi (11.54%/18), and Arabic (2.56%/4).

ELPAC: (Image 2)

52.4% of our ELL progressed at least one ELPI level, 35.9% of our ELL students maintained their level, and 11.7% decreased at least one ELPI level. Summative Alternate ELPAC results showed that 75% ELL students maintained a level 3 with 25% showing no progress.

Spring MAP: (Image 4-6)

Reading: Brock Elliott's ELL students are at the 15th percentile in Reading with an achievement decrease from the 17th%ile showing a mean growth at the 42nd%ile. Of those students, growth is at 71% below proficiency with 29% above. Current achievement is at 94% below proficiency and 6% above.

Language: Brock Elliott's ELL students are at the 20th percentile in Language with an achievement increase from the 19th%ile showing a mean growth at the 51st%ile. Of those students, growth is at 62% below proficiency with 37% above. Current achievement is at 94% below proficiency and 6% above.

Math: Brock Elliott's ELL students are at the 19th percentile in Math with an achievement Increase from the 17th%ile showing a mean growth at the 47th%ile. Of those students, growth is at 62% below proficiency with 38% above. Current achievement is at 93% below proficiency and 7% above.

Student Need 3:

Our ELL showed significant growth in English language progress based on CAASPP. 54.4% of our students grew at least one level on the ELPAC with ELL students' acquisition and transfer to the academic learning showed a decrease on the Fall to Spring MAP assessment in Reading, with growth in Language (1%ile) and Math (2%ile). Based on this data, Integrated and Designated ELD needs support with strategies for instruction of ELL under Tier I.

SMART Goal 1

By the end of the 2026-2027 school year, all ELL students in grades 3-8 will demonstrate annual gains on the CAASPP with a yearly school change of +14 points in ELA and +24 points in Math as measured on the CA Dashboard, and all grade levels will meet projected growth in addition to 80% of all K-8 students meeting or exceeding individual growth targets for achievement in Reading and Language as measured by NWEA MAP assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, consultation, IS Support, and other professional offerings will focus on utilizing GLAD (Guided Language Aquisition Design) strategies when designing learning	ELD Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of: GLAD Strategies used in Lesson Design <ul style="list-style-type: none"> Opening Instruction Work Session Closing 	ELD ELA Learning Walks: (No Evidence, Some Evidence, Strong Evidence) K-3: 5 of 10 4-6: 2 of 9 7-8: 0 of 6	Didn't Meet: Refinement Needed: PD was provided through our district but not continued on site. Emphasis this year needs to be ongoing with embedded			Time Money People

to best meet the needs of our English Language Learners in Reading, Writing, Listening, and Speaking during Integrated and Designated ELD under Tier I. In addition, (New: March 2025) New Teachers (including long term subs) will receive increased support from IS and admin in grades (K,3,4, and 8) to include strategies and scaffolds that support our ELL students.			GLAD strategies when designing lessons.			
Teachers, Bilingual Paras, and Instructional Specialist will collaborate to support Integrated and Designated ELD instruction and support for all ELL students in language acquisition and access to the essential standards.	# of ELL students meeting or exceeding their growth targets on the NWEA MAP in ELA/Math.	<p>NWEA MAP (Fall, Winter, Spring)</p> <p>NWEA MAP (Fall, Winter, Spring) Growth Targets Met and 80%ile or above:</p> <p>Spring Reading, Language</p> <p>K: N/A</p> <p>N/A</p> <p>1 6/33%</p> <p>N/A</p> <p>2 7/58%</p> <p>6/50%</p> <p>3 5/29%</p> <p>6/35%</p> <p>4 3/27%</p> <p>4/40%</p> <p>5 9/385</p> <p>11/50%</p> <p>6 5/42%</p> <p>5/42%</p> <p>7 6/55%</p> <p>6/55%</p> <p>8 N/A N/A</p>	<p>Making Progress</p> <p>NWEA MAP: PPT Data P. 31-32, 34</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL</p>			Time Money People

		Math K: 5/42% 1 8/40% 2 6/55% 3 13/76% 4 8/73% 5 5/22% 6 6/50% 7 4/36% 8 N/A				
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: In reviewing our progress towards our ELL goal, we have shown gains of +3 in reading and -1 in language with a +1 in Math when comparing Spring 2024 to Fall 2024 NWEA MAP achievement scores.	<p>Evidence is showing that we need to gather more teaching and learning data. What we have is showing a need for additional support for our ELL students as the data is not showing significant growth in student performance nor in teaching strategy use. Discussion and collaboration are not placing emphasis on ELD instruction.</p> <p>Refer to the attached ppt slides for data collected. Data will continually be uploaded now that we have a system for organizing our data in a presentable way for progress monitoring.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=mc91</p>	<p>We want to continue with our action items but refine our agendas/minutes for our PLC's to monitor our ELL students in Math in grades 4-8 as there were 0 ELL students proficient or higher on the fall NWEA MAP assessment, refine our learning walks to focus on key aspects of lesson design with embedded ELD strategies for scaffolding ELL student instruction and learning.</p> <p>Staff will be trained in additional GLAD strategies in grades 3-5 with a school-wide focus on specific ELD practices as determined by our ILT.</p>	Continue
Cycle 2: In reviewing our progress towards our ELL goal, students are not growing as planned with percentages ranging from 0% to 25%, showing more growth in	<p>Data continues to show the same results as in cycle 1. Continue support is needed for our students and our teachers. In 3 grade levels, there were no ELL students in the proficient range in math which is interesting and needs further reflection.</p>	<p>We will continue to focus on our above actions and steps but will hold off on the GLAD strategies until the 2025-2026 school year unless there are staff ready to move forward.</p>	Refine

math than in reading or language.	<p>PLC evidence does not show discussions of ELD, and learning walks show some evidence in grades K-6 with a stronger need of ELD in 7-8.</p> <p>Correlations are evident from scores on the MAP assessment and instruction. Additional support is needed for the classroom tier I instructional practices for ELD both for designated and integrated ELD.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilyeira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>Our goal is to solidify lesson design so that we can embed GLAD strategies once we have the tier I needs met for instruction. Our ILT will need to meet and discuss moving forward determining what needs are necessary for designated instruction as well as integrated instruction.</p> <p>We will continue to embed scaffolds for all learners in lesson design between now and the end of the school year.</p>	
<p>Cycle 3:</p> <p>In reviewing our progress towards our ELL goal, students showed growth on the MAP test in either or both, Language and Math, but regressed overall in reading.</p>	<p>The evidence gathered highlights an ongoing need to strengthen support for our English Language Learners, as reflected in both assessment results and learning walk observations.</p> <p>MAP scores showed growth in language for grades 2, 3, 5, 6, and 7, and in math for grades 2, 3, 6, and 8. While reading scores remained steady in grade 2, declines were noted in other grades.</p> <p>Learning walks revealed that scaffolding is present across grade levels but inconsistent, indicating a need for additional instructional tools and dedicated time during both integrated and designated ELD.</p> <p>Although designated ELD time was generally observed being implemented with small group instruction, the use of GLAD strategies remains uneven and requires greater emphasis to ensure consistent application.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilyeira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>For the 2025-2026 school year, we will continue to focus on strengthening Tier I instruction by embedding scaffolds for all learners within lesson design.</p> <p>GLAD strategies will be intentionally integrated as part of our plan, with support and professional development provided to staff to ensure consistent and effective implementation.</p> <p>Our Instructional Leadership Team will convene to evaluate and plan for the specific needs of both designated and integrated ELD instruction, ensuring targeted support for English Language Learners.</p>	Continue

		<p>We recognize the importance of dedicated time and instructional tools to enhance scaffolding practices across all grade levels, especially during both integrated and designated ELD blocks.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/EVL4NVh0uYJOITB5FWquwycBnJWXPjHIUMfZ1Gtu9_1ndg?e=FTzQWk</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

Brock Elliott will provide a safe, welcoming educational environment that focuses on social, emotional, and physical behaviors that support academic success as measured by attendance, participation, referrals, and collaboration based on observation, rubrics, and survey results.

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	1.82	4.23	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	3.46	4.96	3.60
Expulsions	0.00	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

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

All Students	897	862	254	29.5
Female	438	427	127	29.7
Male	459	435	127	29.2
American Indian or Alaska Native	5	5	0	0.0
Asian	108	99	31	31.3
Black or African American	34	31	14	45.2
Filipino	34	32	5	15.6
Hispanic or Latino	529	517	155	30.0
Native Hawaiian or Pacific Islander	12	12	5	41.7
Two or More Races	21	20	5	25.0
White	153	145	39	26.9
English Learners	195	185	59	31.9
Foster Youth	2	2	1	50.0
Homeless	36	35	20	57.1
Socioeconomically Disadvantaged	522	505	169	33.5
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	131	125	46	36.8

Suspension Rate

All Students

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

All Students

All Students State



Yellow

3.5% suspended at least one day

Declined 0.8% ↴

Number of Students: 897

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

English Learners

Homeless

Students with Disabilities



Green

Asian

White



Blue

No Student Groups



No Performance Color

African American

American Indian

Filipino

Foster Youth

Two or More Races

Pacific Islander

Entity

Brook Elliott Elementary (Manteca Unified)

Indicator

Suspension Rate

Apply Filter

Suspension Rate | Brook Elliott Elementary (Manteca Unified)

Click on Student Group/School Bar below to populate target section

Student Group

All Students

American Indian or Alaska Native - No Data

Asian

Black/African American

Hispanic

Pacific Islander

White

Multiple Races/Two or More

Socioeconomically Disadvantaged

English Learner

Students with Disabilities

Former Youth In Care

Homeless Youth

0.0

1.0

2.0

3.0

4.0

5.0

6.0

7.0

8.0

9.0

10.0

11.0

12.0

Status

All Students | Manteca Unified Schools

Entity

Brook Elliott Elementary

Joshua David Elementary

Lathrop Elementary

Lathrop High

Lincoln Elementary

Manteca High

Manteca Online Academy - No Data

Missouri Elementary

Northway Elementary

Northway Elementary

Northway High

Northway Elementary

Reynolds Elementary

Reynolds High

Reynolds Elementary

Shasta Elementary

0.0

1.0

2.0

3.0

4.0

5.0

6.0

7.0

8.0

9.0

10.0

11.0

12.0

Status

Performance Level

Target

Blue

Green

Yellow

Orange

Years to Reach Target

1

2

3

4

5

Assess Risk Progress

Current

Static

Assumptions:

The number of students participating on rate percentages and accountability rules will remain the same.

Data Sources:

• CDE Fall 2023 California School Dashboard Data File

• California School Dashboard Technical Guide

Green in 3 Year(s): Suspension Rate - All Students

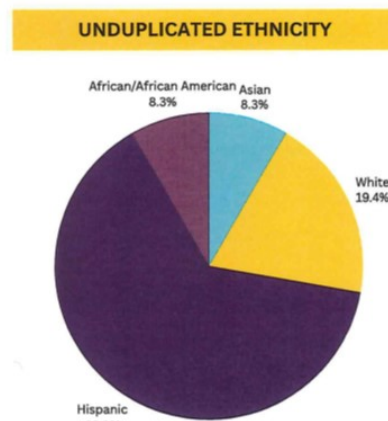
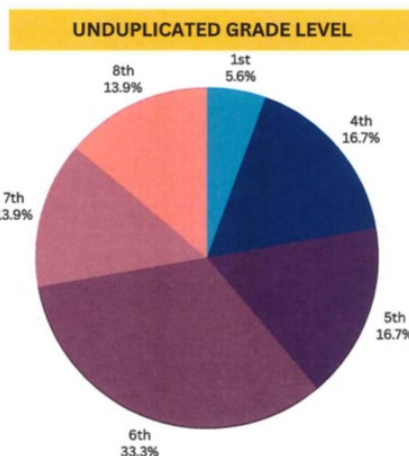
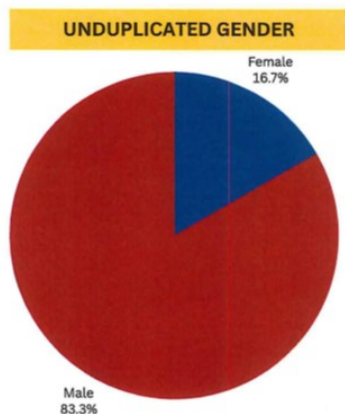
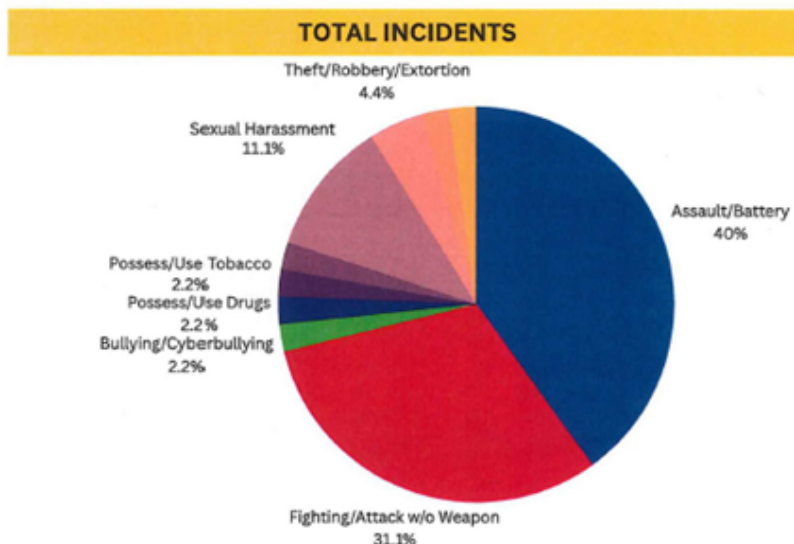
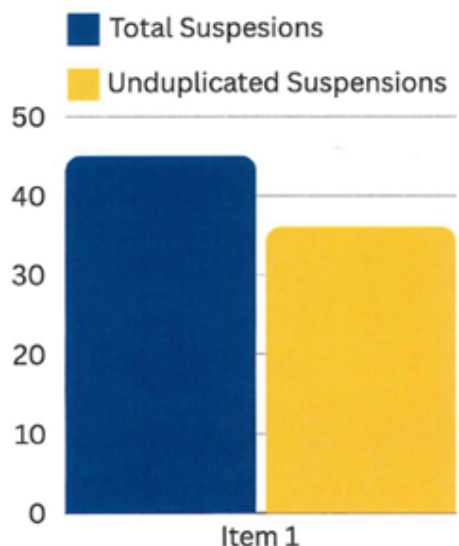
Brook Elliott Elementary (Manteca Unified)

Projection	Target	Progress	Yearly	Yearly	Yearly Student	Cumulative	n Students
Current	Value	5	2.5	-0.5	Not	-0.5	500
Zero Progress	Orange	5	2.5	+0.0	Not	0	500
Target	Green	5	2.5	-0.5	-0	-0.5	500
		5	2.5	-0.5	-0	-0.5	500
		5	2.5	-0.5	-0	-0.5	500

Suspension Elementary School	Increased Significantly from Prior Year (By 2.1% or more)	Increased from Prior Year (By 0.2% to 2.0%)	Maintained from Prior Year (Stabilized or Increased by 0.2%)	Declined from Prior Year (By 0.2% to 0.2%)	Declined Significantly from Prior Year (By 1.0% or more)
Very Low 0.0% or less in Current Year					
Low 0.0% to 0.0% in Current Year					
Medium 1.1% to 2.0% in Current Year					
High 3.1% to 4.0% in Current Year					
Very High 5.1% or more in Current Year					

BE Behavior Analysis 8/3/23-3/25/24

Penalty	Incident	00	01	02	03	04	05	06	07	08	Grand Total
Alternative Placement	Inappropriate Behavior/Object							1			1
	Unsafe Behavior						1				1
Alternative Placement Total							1	1			2
Conference, Parent	Assault/Battery		1								1
	Defiance						1				1
	Inappropriate Behavior/Object			2			1				3
	Possess/Use Drugs								1		1
	Unsafe Behavior				1						1
Conference, Parent Total			1	2	1		2		1		7
Conference, Student	Profrntly								1		1
	Pushing/Shoving							2			2
	Unsafe Behavior							1			1
Conference, Student Total								1	2	1	4
Contract, Behavior	Pushing/Shoving				1	1					2
Contract, Behavior Total					1	1					2
Contract, DRB	Assault/Battery							1			1
	Possess/Use Drugs								1		1
	Threat of Attack - w/ Firearms/Explosive							1			1
Contract, DRB Total								2		1	3
COST	Assault/Battery							2			2
	Fighting/Attack - w/o Weapon							2	2		4
	Possess/Use Drugs									1	1
	Sexual Harassment					1					1
	Threat of Attack - w/ Firearms/Explosive							1			1
COST Total								1	5	2	8
Detention	Assault/Battery							1			1
	Defiance						1				1
	Profrntly						1				1
	Pushing/Shoving				1	1	1	1			4
	Sexual Harassment							1			1
	Theft/Robbery/Extortion					2	1				3
	Unsafe Behavior							2		1	3
Detention Total						1	5	6	1	1	14
Loss of Privileges	Assault/Battery		1								1
	Electronic Device								1		1
	Pushing/Shoving						2				2
	Unsafe Behavior						1	2			3
Loss of Privileges Total			1				3	2	1		7
Loss of Recess	Defiance							1			1
	Violation of Contract					1					1
Loss of Recess Total						1		1			2
No Action Taken	Assault/Battery				1		3				4
	Bullying/Cyberbullying								2		2
No Action Taken Total					1		3	2			6
Refer to Counselor	Assault/Battery							4			4
	Defiance							1			1
	Disruptive				1						1
	Fighting/Attack - w/o Weapon				3		2				5
	Inappropriate Behavior/Object						1				1
	Sexual Harassment				2						2
	Threat of Attack - w/ Firearms/Explosive							1			1
Refer to Counselor Total						6		9			15
Suspension	Assault/Battery		1		1	3	11	2			18
	Bullying/Cyberbullying							1			1
	Fighting/Attack - w/o Weapon				7	1	4	2			14
	Possess/Use Drugs								1		1
	Possess/Use Tobacco								1		1
	Pushing/Shoving		1								1
	Sexual Harassment					2	1	2			5
	Theft/Robbery/Extortion							1	1		2
	Threat of Attack - w/ Firearms/Explosive							1			1
Suspension Total			2		8	6	17	6	5		44
Teacher Suspension	Defiance							3			3
	Disruptive							1			1
	Threat of Attack - w/o Weapon								1		1
Teacher Suspension Total								4	1		5
Warning	Damage School/Personal Property						1				1
	Dangerous Object		1								1
	Disruptive					1	3				4
	Electronic Device								1		1
	False Criminal/Al Stare								1		1
	Inappropriate Behavior/Object				2	1	1				4
	Profrntly				1	4		1	1		7
	Pushing/Shoving						1				1
	Unsafe Behavior				1						1
Warning Total			1		4	6	3	4	1	2	21
Work Detail	Damage School/Personal Property							1			1
	Defiance								1		1
	Disruptive								1		1
Work Detail Total								1	1		2
Written Consequence	Assault/Battery							1			1
	Defiance							2			2
	Disruptive								1		1
	Inappropriate Behavior/Object								4		4
	Unsafe Behavior								1		1
Written Consequence Total								4	5		9
Grand Total			1		4	6	25	21	62	22	153



Data Analysis

CAASPP Suspension Dashboard: (Image 2)

The California Dashboard for CAASPP assessment results shows Brock Elliott's Suspensions in the yellow performance level for all 3-8 students at a decrease of -0.8 to 3.5% with a need for an annual growth of -0.3.

CAASPP Demographics: (Image 1)

Our Hispanic, SED, Homeless, SWD, and ELL populations fell below proficiency as subgroups. Of those subgroups, Hispanic students maintained with no change of 4.0%, SED students maintained at a 3.8%, Homeless maintained at 2.8%, SWD decreased by -1.6 to 4.6%, and our ELL decreased -0.4 to 3.1%.

Q Behavior Analysis Report: (Image 3) Behavior incidents across campus are highest with assault, unsafe behaviors, and defiance/disruption. Behavior referrals increase at the 4th grade level with the highest incidents (fighting), 5th grade (assault, pushing/shoving), 7th grade (fighting, inappropriate behavior/objects, theft), 8th grade (sexual harassment), with 6th grade having the highest referrals of incidents (defiance, assault/battery, fighting), almost 50% greater than 7th grade and 36% of the total referrals.

Suspensions: (image 4)

Of the total incidents, 83.3% are male, Hispanic and White students with most incidents occurring in 4th-8th grade. To date, there are 42 suspensions with 27 being Hispanic and 7 White.

Student Need 1:

Based on the above data, we have a strong need for behavior and SEL interventions at grades 4-8 to reduce the number of incidents that occur because of defiant and disruptive behaviors, and peer interactions. Most of our incidents are with male students and students who are Hispanic or White. Brock Elliott has been implementing the "CHAMAP)" PBIS (Positive Behavior Interventions and Supports as well as SEL curriculum in all grades. The data above supports the discussions that have been ongoing with our PBIS and ILT teams and the need for consistency for the implementation of preventative measures as well as interventions and consequences that affect learning the expectations for behavior in a school environment, and within our community. Incidents and penalties, including suspensions, need to be reduced.

SMART Goal 1

By the end of the 2026-2027 school year, Brock Elliott School will have an annual reduction in behavioral incidents, including a -0.3 decrease in school suspensions as reported on the California School Dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development, collaboration, informational meetings through district, site, STCOE, and other professional offerings will focus on "AMPing Up" the implementation of PBIS "CHAMP" expectations across our school campus (Certificated/Classified).	Learning Walks for CHAMP (PBIS) implementation both in the classroom and in shared spaces (yard, halls, cafe, library, etc.); (No Evidence, Some Evidence, Strong Evidence) Evidence of Implementation: <ul style="list-style-type: none"> Accountability Mindfulness Perseverance 	Learning Walks to measure CHAMP (PBIS) implementation both in the classroom and in shared spaces. 11/11 of K-3 Classrooms Shared 6/8 of 4-6 Classrooms Shared 4/8 of 7-8 Classrooms Shared (Not Collected) # of Adults Data collected in Cycle 2.	Making Progress Learning Walks: PPT Data P. 39 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=LlbiWL			Time Money People
Our PBIS team will meet as a PLC monthly to utilize the learning cycle to plan and monitor the	The team will utilize the PBIS Fidelity Tool to monitor implementation.	PBIS Fidelity Tool Pre/Post Results (August 2024) https://docs.g	Making Progress PBIS Fidelity Tool: PPT Data P. 37 and 38			Time Money People

implementation of CHAMP expectations involving tiered supports and restorative practices for behavior across all grade levels with an emphasis on grades 4-8 and reducing suspension rates for our Hispanic, SED, and male students.		oogle.com/doc ument/d/1CEJ PsZKo8hbcK 6 nOoWhRYgVFK QAwG64/edit? usp=drive_link &ouid=112614 940668382129 200&rtpof=tru e&sd=true	https://musd- my.sharepoint .com/:p:/g/per sonal/dsilveira _musd_net/E Q1caoV3qBNC oybExohfAZ0B mIfCs9DRq79q UNq0su7nIA?e =LlbiWL			
Staff, including Valley Community Counselors, will communicate regularly with parents, teachers, and administration about student progress. (Collaboration)	VCC will use a communications log to record daily/weekly communications.	(August 2024) 23 communicatio ns with parents 9 communicatio ns with teachers. 7 of communicatio ns with administration 4 of communicatio ns with other (nurse, CPS, etc.)	Making Progress VCC: PPT Data P. 51-53 https://musd- my.sharepoint .com/:p:/g/per sonal/dsilveira _musd_net/E Q1caoV3qBNC oybExohfAZ0B mIfCs9DRq79q UNq0su7nIA?e =LlbiWL			Time Money People
VCC will be present daily during unstructured time, (K-5) to support students' interactions, while meeting with group sessions (K-8) of students who have elevated incidents of behavior or "like" social emotional needs with individual sessions referred by COST.	VCC will use an interactions log to record daily/weekly interactions with students. VCC will monitor students showing a decrease of incidents against the total number of referrals.	(August 2024) 1 interaction during unstructured time (K-5) 3 of interactions during scheduled group sessions (K-8) 51 interactions during scheduled individual sessions (K-8)	Making Progress VCC: PPT Data P. 51-53 https://musd- my.sharepoint .com/:p:/g/per sonal/dsilveira _musd_net/E Q1caoV3qBNC oybExohfAZ0B mIfCs9DRq79q UNq0su7nIA?e =LlbiWL			Time Money People

		0 students showing a decrease in incidents following counseling.				
Class meetings will be held weekly in every classroom as a preventive measure through collaborative conversation about SEL needs and CHAMP expectations.	<p>Learning Walks for CHAMP (PBIS)(PBIS) implementation both in the classroom and in shared spaces (yard, halls, cafe, library, etc.); (No Evidence, Some Evidence, Strong Evidence) Evidence of Implementation:</p> <ul style="list-style-type: none"> • Character • Honesty • Accountability • Mindfulness • Perseverance <p># of classroom implementing meetings</p>	<p>Learning Walks to measure CHAMP (PBIS) implementation both in the classroom and in shared spaces. 11/11 of K-3 Classrooms Shared 6/8 of 4-6 Classrooms Shared 4/8 of 7-8 Classrooms Shared (Not Collected) # of Adults</p> <p>Data collected in Cycle 2.</p>	<p>Not Meeting: Refinement Needed: Classrooms have not been meeting consistently across the campus. The importance and value behind holding structured class meetings have not been seen as productive use of time. Additional PD, and emphasis needs to be placed on the purpose. This would be an area that we could use our VCC counselors to help coordinate discussions around SEL, behavior, and peer interactions as they do in their sessions as interventions, but from a proactive approach in the classroom.</p> <p>Learning Walks: PPT Data P. 39</p> <p>https://musd-</p>			Time Money People

			my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL			
Increase consistency of CHAMP language and positive behavioral interventions and supervision across grades 4-8 with a focus on a reduction of incidents of disruption and defiance while maintaining the level of consistency in grades K-3, 4-6, and 7-8 specifically targeting SED and Hispanic males.	<p>Learning Walks for CHAMP (PBIS)(PBIS) implementation both in the classroom and in shared spaces (yard, halls, cafe, library, etc.); (No Evidence, Some Evidence, Strong Evidence) Evidence of Actions or Language for:</p> <ul style="list-style-type: none"> • Accountability • Mindfulness • Perseverance <p>Q Behavior Report for monitoring (Reduction of Incidents, Penalty)</p>	<p>Learning Walks to measure CHAMP (PBIS) implementation both in the classroom and in shared spaces.</p> <p>11/11 of K-3 Classrooms Shared</p> <p>6/8 of 4-6 Classrooms Shared</p> <p>4/8 of 7-8 Classrooms Shared</p> <p>(Not Collected) # of Adults</p> <p>Data collected in Cycle 2.</p> <p>Q Behavior Report of Incidents</p> <p>0 K Incidents</p> <p>0 Penalties</p> <p>2 1 Incidents</p> <p>3 Penalties</p> <p>7 2 Incidents</p> <p>8 Penalties</p> <p>2 3 Incidents</p> <p>0 Penalties</p> <p>26 4 Incidents</p> <p>8 Penalties</p> <p>23 5 Incidents</p> <p>7 Penalties</p> <p>72 6 Incidents</p> <p>18 Penalties</p> <p>39 7 Incidents</p> <p>9 Penalties</p> <p>19 8 Incidents</p> <p>8 Penalties</p>	<p>Making Progress</p> <p>Learning Walks: PPT Data P. 39</p> <p>https://my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL</p>			Time Money People

		<p>Total 196 Incidents 53 Penalties</p> <p>106 Hispanic Incidents 34 Suspensions 537 SED Incidents 33 Suspensions 106 Male Students 36 Suspensions All Students 53 Suspensions</p>				
<p>New March 2025: CHAMP Rewards will be implemented for earning points related to behavior and increasing to account for attendance, and academic growth including family and community engagement.</p>	<p>Number of points earned.</p> <p>Post survey results from March-May pilot.</p> <p>Q Behavior Report for monitoring (Reduction of Incidents, Penalty)</p>	<p>Data collected in cycle 3 to be reported in cycle 1 of 2025-2026.</p>	<p>New: No Data to report.</p>			<p>Time Money People</p>
<p>New March 2025: Students will have options during recess and breaks to do alternative activities that incorporate SEL activities such as board or yard games, art, reading, etc. that encourage peer interaction and inclusivity.</p>	<p>Student survey (Post implementation)</p>	<p>Data to be collected 2025-2026.</p>	<p>New: No Data to report.</p>			<p>Time Money Money</p>

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
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<p>Cycle 1: In reviewing our progress, implementation of PBIS "CHAMP" expectations across our school campus is still being planned and communication continues to be refined. Behavior currently is not being reduced and suspensions the first month of school were much higher than prior.</p>	<p>Evidence is showing that we have a need to continue our work on PBIS as we do not see reductions in referrals, suspensions, nor is there appropriate measures in place to assess implementation progress with staff and outcomes for students. Targeted subgroups were not measured in cycle 1.</p> <p>Refer to the attached ppt slides for data collected. Data will continually be uploaded now that we have a system for organizing our data in a presentable way for progress monitoring.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=mc91</p>	<p>The PBIS CHAMP team will continue to attend professional development with STANCOE and review their fidelity tool to develop plans of action for moving CHAMP forward. Our VP will continue to take the lead and revise the timelines in place while creating new timelines for targeted areas of need. Behavior support and communication will be refined for timeliness collaborative effort. The plan will be linked in when developed.</p>	<p>Continue</p>
<p>Cycle 2: In reviewing our progress, behavior referrals continue to be higher than they potentially should, but suspensions have seen a significant reduction.</p>	<p>Suspensions were the result of ongoing behavior of harassment, unsafe behavior and creating a hostile educational environment. Incidents involved a 2nd grader and a 5th grader who continue to have interventions.</p> <p>Additional evidence has been ongoing, and an accumulation of data collected through our COST team, VCC, Outreach Liaison, Special Education, PBIS CHAMP team, ILT, MEA representation, and administration. PBIS and restorative practices, including alternatives to historical past practices for discipline need continued research and development for our school s implementation in the classroom and in shared spaces.</p> <p>We have also seen the need for increase communication with our families of those students who have ongoing behavioral concerns that interfere with their own learning and others. In this also is the need to teach parents why these interventions are needed and how their decisions can also have a positive or negative affect</p>	<p>The PBIS CHAMP team and ILT will continue to plan and implement school wide efforts for improving the SEL and behavioral climate of our students and staff as our current action items and cycle 1 steps reflect.</p> <p>VCC will continue to work with our COST team for Tier 2 and 3 support providing continued counseling through individual and group sessions.</p> <p>New March 2025: The added action item that incorporates our CHAMP Rewards store and point system as an engagement tool for increasing positive outcomes. This store will be piloted from March-May with full</p>	<p>Add new action item</p>

	<p>on their child's success.</p> <p>COST meetings need to involve all stakeholders that are working with students in need of intervention.</p> <p>Increased CHAMP language, incentives, and positive reinforcement is a continued need, both seen by staff and surveyed 6th-8th grade students and parents. Positives were reported but also were additional suggestions and needs.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=g86kGB</p>	<p>implementation beginning in August 2025 with the possibility of a house system to create competition to increase engagement, links to attendance, academics, and more as behaviors improve.</p> <p>New March 2025: Students will have options during recess and breaks to do alternative activities that incorporate SEL activities such as board or yard games, art, reading, etc. that encourage peer interaction and inclusivity.</p>	
<p>Cycle 3:</p> <p>In reviewing our progress towards reducing behavioral incidents and school suspensions, we had an unusually high incidents at the beginning of the year, saw a decrease but now, the numbers have decreased in K-3 but very little change in grades 4-8. Our ATSI subgroup area is now homeless suspensions.</p>	<p>Our data collected shows a whole school picture of discipline, so there needs to be a refinement to look at specific areas and reasons before moving forward. We know that there have been few students causing most of the incidents, and know where and what the causes are, but there needs to be a better plan for intervention with a stopping point when we know that we have exhausted what we can do and seek out next steps. With incidents school-wide, especially in 4-8, according to data collected from Q and our EOY survey, there needs to be an increase in interventions and consequences that support improved behavior. We are still suspending and having incidents of behavior with our Hispanic and African American students. Demographics related to culture needs to be revisited as possible part of our PBIS focus.</p> <p>According to our data, we have not suspended any homeless students this school year.</p>	<p>For the 2025-2026 school year, we will implement a comprehensive, data-informed plan to improve student behavior and support social-emotional learning school-wide.</p> <p>This plan will focus on targeted interventions for students responsible for the majority of behavior incidents, particularly in grades 4-8, with clear intervention protocols and defined stopping points to ensure timely escalation when needed. Increased, tiered interventions and appropriate consequences will address behavioral concerns, with a focused</p>	Refine

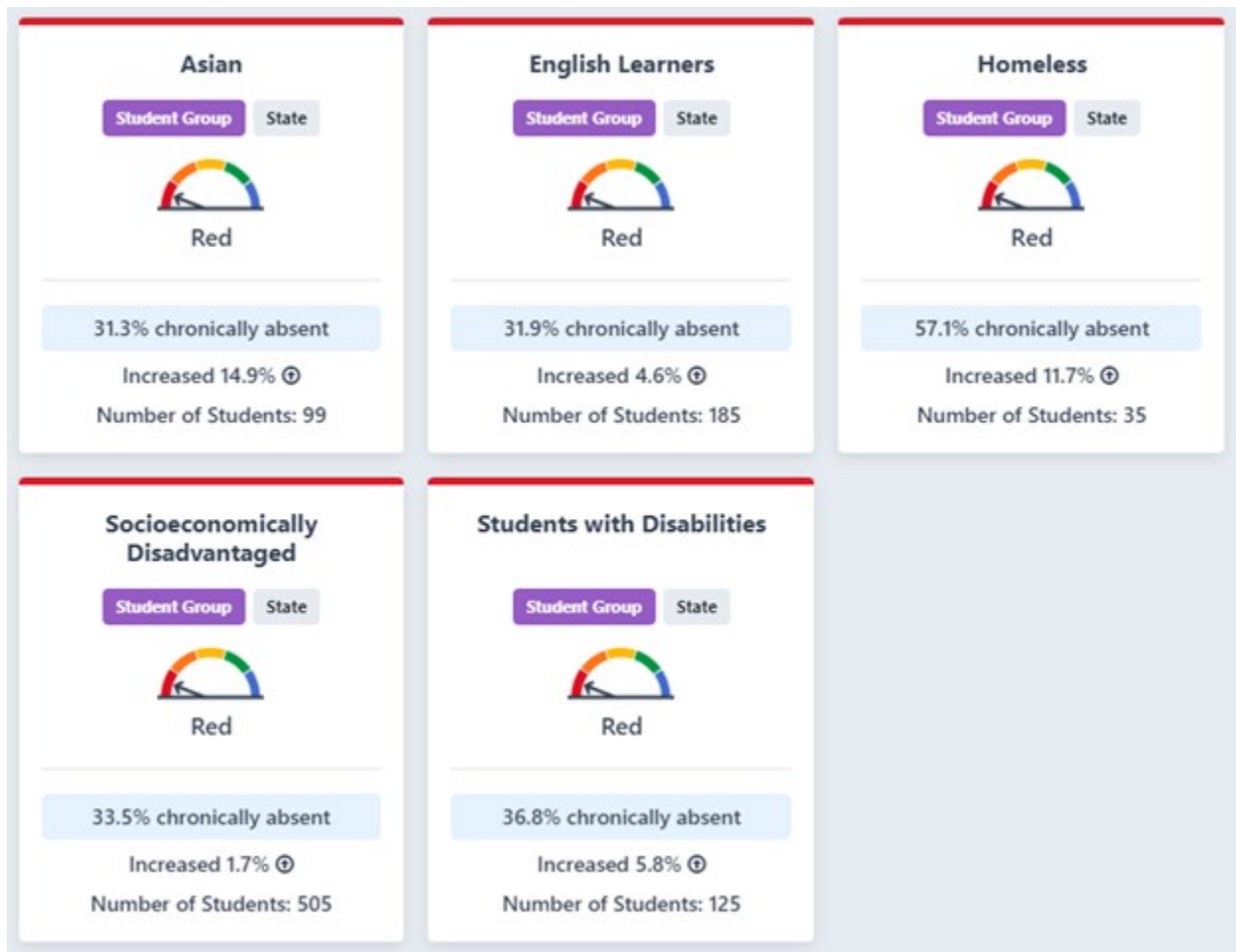
	<p>There is also a need for additional PD when it comes to responding to behaviors in the classroom or on the yard, and when it is handled there or at the administrative level. The information is there, but somewhat practiced causing an influx of discipline to the office and a loss of focus on the implementation and facilitation of PBIS.</p> <p>Rewards systems are in place with the CHAMP Rewards program and students are responding well to it, but it has only recently started. The goal is to expand it next school year.</p> <p>The support that VCC has provided has increased in the manner that there are more group sessions that are making a difference. These will need refining due to the lack of meeting spaces for next school year.</p> <p>Class meetings for those that have done them on a regular basis, have ben productive in the teaching and learning of the CHAMP expectations as well as building relationships and a more social-emotional balanced classroom environment. This needs additional focus and support so that we are consistently meeting in every classroom.</p> <p>Some students continue to have difficulties on the yard at recess. In developing peer interactions and play through SEL and PBIS, there was an action item added to add games and other opportunities for interaction during recess including structured play as a restorative practice, but this still is in the infant stage of implementation.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=g86kGB</p>	<p>effort on reducing disproportions among Hispanic and African American students through culturally responsive practices integrated into our PBIS framework.</p> <p>Professional development will be provided to support staff in managing behaviors effectively in both classroom and playground settings, reinforcing consistent PBIS implementation and reducing office referrals.</p> <p>The CHAMP Rewards program will expand to be fully implemented in August. This system will also evolve into a house system, fostering positive competition and linking behavior improvements to attendance, academics, and school culture, building upon relationships for a positive climate and culture.</p> <p>Structured play and restorative practices during recess will be enhanced, offering alternative SEL-focused activities—such as yard games, art, and reading—that promote peer interaction and inclusivity.</p> <p>VCC will continue partnering with the COST team to provide Tier 2 and 3 counseling</p>	
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		<p>support through individual and group sessions, with adjustments made to address limited meeting spaces.</p> <p>Consistent class meetings will be emphasized to reinforce CHAMP expectations, build relationships, and support a positive classroom environment across all grade levels.</p> <p>https://musd-my.sharepoint.com/:w/g/personal/dsilveira_musd_net/EVL4NVh0uYJOITB5FWquwycBnJWXPjHIUMfZ1Gtu9_1ndg?e=FTzQWk</p>	
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Progress Monitoring 25-26

Progress Monitoring

Attendance 23-24	August	September	October	November	December	January	February	March
UTK	93.5	94.5	93.6	89.9	87.8	86.6	85.5	90
Kinder	89	94.5	95.4	88.1	88.6	93.4	91.8	94.3
1st	97.4	96.1	93.6	93.8	93.8	92.8	91.2	95
2nd	96	95	94	92.8	90.2	92.1	92.4	93.3
3rd	96.2	96	94	94.9	94.1	94	94.2	96.3
4th	94.4	94.4	95.5	94.9	92.7	93.2	93	92
5th	94.6	94	95	93.2	93.3	94.6	94.2	94
6th	97	95.1	93.1	94.7	92.1	93	94.9	94.7
7th	96.8	96	95.2	95.5	94.4	93.1	92.2	95
8th	97.1	94.4	94.4	94.4	93	95.1	93.5	94.2
Total	95.2	95	94.4	93.2	92.5	93.2	93.2	94



Fail 2023 California School Dashboard Target-setting Tool for LCAPs and SPASs

Entity: **Brook Elliott Elementary (Manteca Unified)** Indicator: **Chronic Absenteeism Rate** Apply Filter

Chronic Absenteeism Rate | Brook Elliott Elementary (Manteca Unified)

Click on Student Group/School Bar below to populate target section

Student Group
All Students

Chronic Absenteeism Rate | Brook Elliott Elementary (Manteca Unified)

Asian
Black/African American
Hispanic
Pacific Islander
Multiple Races/Two or More
Nonconformant Gender/Assigned
English Learner
Students with Disabilities
Former Youth in Foster Care

Status: 0.0 10.0 20.0 30.0 40.0 50.0 60.0 70.0

All Students | Manteca Unified Schools

Display: Chart

Entity: Manteca Unified
August/First Elementary
Brook Elliott Elementary
Fremont Oaks Elementary
George W. Sherman Elementary
Gordon Lewis Elementary
Great Valley Elementary
Joaquin Junior High Elementary
Juniper Elementary
Manteca High Academy

Status: 20.0 25.0 30.0 35.0 40.0 45.0 50.0

Performance Level Target

Green = 5 Year(s) Chronic Absenteeism Rate: All Students
Brook Elliott Elementary (Manteca Unified)

Target	Current	Progress	Yearly Status	Yearly Change	Yearly Student Change	Cumulative Change	n Students
Target	Green	1	25.0	-5.0	-0.0	-5.0	892
Current	Orange	1	25.0	-5.0	-0.0	-5.0	892
Zero Progress	Red	1	25.0	-5.0	-0.0	-5.0	892
Target	Green	1	25.0	-5.0	-0.0	-5.0	892
Current	Orange	1	25.0	-5.0	-0.0	-5.0	892
Zero Progress	Red	1	25.0	-5.0	-0.0	-5.0	892

Years to Reach Target

Target	Current	Yearly Status	Yearly Change	Yearly Student Change	Cumulative Change	n Students	
Target	Green	1	25.0	-5.0	-0.0	-5.0	892
Current	Orange	1	25.0	-5.0	-0.0	-5.0	892
Zero Progress	Red	1	25.0	-5.0	-0.0	-5.0	892

Assessments End Progress

Current

Assessability Rates (Double Click)

Status

Assessments

The number of students participating in assessments and assessability rates will remain 100%.

Data Sources:

- 2023 Fall 2023 California School Dashboard Data File
- California School Dashboard Technical Guide

Chronic Absenteeism

Chronic Absenteeism	Increased Significantly from Prior Year (by 3.1% or more)	Increased from Prior Year (by 0.0% to 3.0%)	Maintained from Prior Year (declined or increased by 0.0%)	Declined from Prior Year (by 0.0% to 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 0.0% or less in Current Year					
Low 2.0% to 5.0% in Current Year					
Medium 5.1% to 10.0% in Current Year					
High 10.1% to 20.0% in Current Year					
Very High 20.1% or more in Current Year					

Current Status: 25.0 Change: -5.0

Fall 2023 California School Dashboard Target-setting Tool for LCAPs and SPAS

Entity: Brook Elliott Elementary (Manteca Unified) Indicator: Chronic Absenteeism Rate Apply Filter

Chronic Absenteeism Rate | Brook Elliott Elementary (Manteca Unified)

Click on Student Group/School Bar below to populate target section

Student Group

All Students

American Indian or Alaska Native

Asian

Black or African American

Hispanic

Pacific Islander

White

Multiracial Two or More

Socioeconomically Disadvantaged

English Learner

Students with Disabilities

Homeless Youth

Homeless Youth | Manteca Unified Schools

Display Chart

Entity

Manteca Unified

August Frost Elementary

Brook Elliott Elementary

French Camp Elementary

George Y. Johnson Elementary

Golden State Elementary

Spaulding Elementary

James W. Jones Jr. Elementary

Jerusha Quisenberry Elementary

Lathrop Elementary

Union Elementary

Manteca Online Academy

Performance Level Target

Green in 2 Year(s): Chronic Absenteeism Rate: Homeless Youth

Brook Elliott Elementary (Manteca Unified)

Target	Progress	Yearly Status	Yearly Change	Yearly Student Count	Cumulative Change	n Students	
Green	5	47.3	+13.7	5	+13.7	28	
Yellow	5	37.5	+0.0	5	0	28	
Orange	5	41.4	-13.7	5	-13.7	28	
Red	5	28.7	-13.7	5	-28.7	28	
Target	Green	5	41.4	-13.7	5	-13.7	28

Years to Reach Target

Target	Progress	Yearly Status	Yearly Change	Yearly Student Count	Cumulative Change	n Students
Green	5	47.3	+13.7	5	+13.7	28
Yellow	5	37.5	+0.0	5	0	28
Orange	5	41.4	-13.7	5	-13.7	28
Red	5	28.7	-13.7	5	-28.7	28

Assessments & Accountability Rules (Click to Expand)

Current

Accountability Rules (Click to Expand)

State

Chronic Absenteeism Rate	Increased Significantly from Prior Year (by 3.1% or more)	Increased from Prior Year (by 0.6% to 3.0%)	Maintained from Prior Year (declined or increased by 0.6%)	Declined from Prior Year (by 0.6% to 3.0%)	Declined Significantly from Prior Year (by 3.1% or more)
Very Low 2.0% or less in Current Year					
Low 2.6% to 5.0% in Current Year					
Medium 5.1% to 10.0% in Current Year					
High 10.1% to 20.0% in Current Year					
Very High 20.1% or more in Current Year					

Assumptions: The number of students participating rate (PERF) and accountability rates will remain the same.

Data Sources: 2022-23 California School Dashboard Data File
California School Dashboard Technical Guide

Data Analysis

Site attendance overall fluctuated between 92.5 and 95.5. The highest percent of attendance at the beginning of the year was in grades 1, 7, and 8 with the highest most current being 96.3% grade 3 with 94.2-7% in grades K, 6, and 8. The lowest percentage month was December.

Based on the California Dashboard our Chronic Absenteeism rate was at a 29.5% In March based on site numbers, we were at 20%. Of those students, demographics represented an increase in absenteeism for Asian, ELL, Homeless, SED,

and SWD, all of which were in the red performance level. Homeless was at 57.1% which was noted to be our ATSI group. Filipino students showed disproportionality.

Brock Elliott needs a change of -6.5 to decrease annually our chronic absenteeism as it currently in the orange performance level overall. Homeless (ATSI) students need a change of -15.7 to show a decrease for improvement with other subgroups in the red performance level needing changes from Asian (-7.1), SED (-7.8), and SWD (-8.9)

Student Need 2:

Data shows a need to increase our overall student attendance with an increase of supports for our Homeless (ATSI) chronically absent students as well as within subgroup areas that are showing increases chronic absenteeism. Current practices are not showing improvement. Our HERO (Here Everyday Ready and On-Time) promotion has not been consistently shared by all across the campus in the way of classroom involvement. Classrooms that have reachable goals and consistency have shown success with improved attendance. Our OA has been meeting with our students, setting individual goals, and communicating with parents. Our OA is also part of COST. Connectedness needs to be increased by all to increase proactive measures and interventions. Students improving and showing excellent attendance needs to be celebrated.

SMART Goal 1

By the end of the 2026-2027 school year, Brock Elliott School will raise annual school-wide attendance by 1.5% and decrease chronic absenteeism by -6.5 -, with a -15.7 decrease in our homeless population (ATSI), as indicated on the California School Dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP: 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)	ADA report (Q-SIS) # of students meeting criteria each trimester to attend	Fall: 642/770 students had less than 3 unexcused absences.	Didn't Meet: Needs Refinement: Wasn't planned as an celebration this year but could be this next school year.			Time Money People
Revised March 2025: Points will be earned for daily attendance and redeemed at our CHAMP Rewards store. HERO (Here Everyday, Ready and On-Time) and	Q Attendance ADA at Trimester (How many students showed Improved, Excellent and Perfect) Classroom Attendance Calendars with goals met monthly.	Revised 12/24 Individual Attendance met by Trimester (August 2024) K-3: 91 Students Perfect	Making Progress Attendance: PPT Data P. 43-47 https://musd-my.sharepoint.com/:p/g/per			Time Money People

Excellent Attendance will be recognized with additional points and a certificate, support will be provided through individual goal setting with our Outreach Assistant, class goals, and school-wide goals.	Schoolwide Attendance goals met by Trimester.	<p>251 Students Excellent N/A of Students Improved. 4-6: 81 Students Perfect 244 Students Excellent N/A Students Improved. 7-8: 91Students Perfect 147 Students Excellent N/A Students Improved.</p> <p>Class Attendance (Goals Met) monthly: (Yr. 1: 95.2%, Yr. 2: 96.7%, Yr.3: 98.2%) April 2024 K-3: 9 /10 4-6: 4 / 9 7-8: 4 / 6 SDC:1/ 3</p> <p>School Attendance (Goals Met) by Trimester (May 2024) May 2024 T1 95/98% T2 92.7/98% T3 93.5/98%</p> <p>8/2023 95.2% - 4/2024 93.5%</p>	sonal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL			
An Outreach Assistant will provide support for students and their families who are lacking attendance and in need of removing barriers,	<p>Q Attendance ADA Monthly # of students showed improvement in attendance.</p> <p>Outreach Portfolio/Student Log</p>	<p>August-April 2024: 1 Chronically Absent Students Parents were met with in grades K-3, and 1 showed</p>	<p>Making Progress</p> <p>Attendance: PPT Data P. 43-47</p> <p>https://musd-my.sharepoint</p>			Time Money People

assistance, increased communication, and providing connectedness between home and school for all students inclusive of SWD, SED, Homeless/Foster, Filipino, and others at risk.		<p>improvement in attendance.</p> <p>10/40 Chronically Absent Students were met with in grades 4-6, and 3 showed improvement in attendance.</p> <p>7/23 Chronically Absent Students were met with in grades 7-8, and 1 showed improvement in attendance.</p>	.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: In reviewing our progress, school wide attendance has not shown an increase, but chronic absenteeism has decreased.</p>	<p>39% of our attendance goals are being met in the classroom, up from 29% in August yet some need to adjust their class goals as they are set for 100%. Overall school attendance has declined since August but are maintaining between 92-95%. Chronic absenteeism remains a concern. Our OA has met with 92 parents of which 44 chronically absent students (48%) have shown improvement.</p> <p>Refer to the attached ppt slides for data collected. Data will continually be uploaded now that we have a system for organizing our data in a presentable way for progress monitoring.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=m</p>	<p>Our OA and Administration will work with our attendance team to continue planning for improvement by updating the timeline for action items discussed during this cycle for implementation in the next cycle. Our OA will continue to meet with parents in grades K-2, while adding on the next steps of meeting with parents and students in grades 3-5, and with students in grades 6-8 for intervention. Additional support for the classroom will be</p>	Continue

	ctn91	researched and provided. Additional visuals for attendance, for motivation, will be purchased and displayed. Parent education for taking down barriers will also be tried again as the first one was not responded to well. Evidence for our subgroups and our ATSI will be gathered under cycle 2.	
Cycle 2: In reviewing our progress, our ATSI is no longer focused on chronic absenteeism for our homeless population. Attendance still has not decreased.	<p>Efforts have been made to increase attendance in the classroom on a daily basis. Much more emphasis and classroom discussion need to occur when tracking daily attendance goals. Our Outreach Liaison has been working effortlessly to collect the data each month and coach staff on how to use our attendance charts.</p> <p>Outreach, SART, and COST need to realign supports and processes for increased efficiency and effectiveness.</p> <p>Attendance school wide remains below our target and has declined over time from a high of 95.1% to 92%. 5th, 7th, and 8th are the grade levels with the highest rate of attendance at above 93%, K, 1, and 6 are the lowest at 90%. With this data, the need for parent education also seems to be a factor in the lower grades.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>We will continue the action items and steps already planned.</p> <p>In addition, we will increase peer coaching during PD/Collaboration time to increase the success of our monthly attendance charts.</p> <p>Our Outreach Liaison will continue to work with our families of our K-2 students, our families and their children in grades 3-5, and our students in grades 6-8. Our students on IEP's with attendance concerns will have attendance goals.</p> <p>Points will be earned for daily attendance and redeemed at our CHAMP Rewards store. HERO (Here Everyday, Ready and On-Time) and Excellent Attendance will continue to be recognized with additional points and a</p>	Refine

		certificate. No more perfect attendance.	
<p>Cycle 3: In reviewing our progress, attendance improved to 94% but still below our school-wide goal and our August data of 95.1% with chronic absentee students still not decreasing overall. Our homeless population is no longer an ATSI subgroup.</p>	<p>Evidence gathered showed that students in grades 4-6 have increased their perfect attendance numbers from the beginning of the school year while others showed a decrease. Excellent attendance, 3 or fewer absences, showed a gain across the grade levels. Classroom goals being met are ending where they began with an increase of goals met between November and March. Classroom goals are set by the teacher so the data gathered from class to class is not the same and needs to be refined for better tracking.</p> <p>Our Outreach has worked with both students and their families, but in reviewing the number of students served in this manner, there needs to be a better way to reach more overtime through increased check-ins, parent meetings, incentives, contracts, etc.</p> <p>Outreach has done a great job with reaching out to the community for our FaCE activities as they seemed to be well attended and represented. We can increase involvement with increase timing and communication.</p> <p>VCC has improved the manner in which they support our students by increasing the group sessions and being more visible. (Still gathering March/April Data).</p> <p>Overall, attendance practices beyond what our OA does to intervene at a tier I level, such as through COST, SART, and SARB needs refinement as students are discussed, but not always followed up with a process. Only two students who could have benefited from the SARB process were SARBed this school year.</p> <p>https://musd-</p>	<p>For the 2025-2026 school year, we will implement a comprehensive attendance improvement plan focused on refining current practices, increasing student and family engagement, and strengthening accountability measures. Building on existing action items, we will enhance Tier I interventions and streamline processes for Tier II and III supports, ensuring consistent follow-through from COST, SART, and SARB meetings. Attendance data tracking will be refined, including more consistent and measurable classroom goals, to provide clearer insights and better monitor progress across all grade levels.</p> <p>Our Outreach Liaison will continue to provide targeted support by focusing on families with students in K-2, collaborating with families and students in grades 3-5, and directly supporting students in grades 6-8. Students with IEPs who have attendance concerns will also have individualized attendance goals to</p>	Refine

	my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=q86kGB	<p>support their progress.</p> <p>To further motivate students, we will link attendance to our CHAMP Rewards store and a house system, where individual students will earn points for daily attendance and their house, and redeem them for incentives. Recognition programs such as HERO (Here Everyday, Ready, and On-Time) and Excellent Attendance (three or fewer absences) will continue.</p> <p>We will also increase peer coaching opportunities during professional development and collaboration time to strengthen the implementation of monthly attendance charts and classroom strategies. Outreach will expand efforts to engage families through increased check-ins, parent meetings, contracts, and improved communication around attendance initiatives. Additionally, community involvement through FaCE activities will be further developed by enhancing timing, outreach, and participation strategies.</p> <p>VCC will maintain their support through visible and accessible group sessions, continuing to play a key role in fostering student</p>	
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		engagement and attendance success. https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/EVL4NVh0uYJOITB5FWquwycBnJWXPjHIUMfZ1Gtu9_1ndg?e=FTzQWk	
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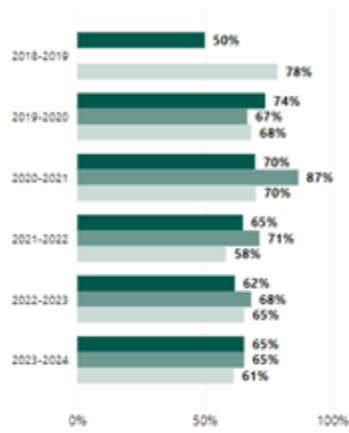
Progress Monitoring 25-26

Progress Monitoring

Scores by School Year		2021-2022			2022-2023			2023-2024		
Construct & Sub-constructs		Parent	Staff	Student	Parent	Staff	Student	Parent	Staff	Student
▢ Academic Environment		3.56	3.74	3.78	3.21	3.55	3.62	3.39	3.31	3.56
	English Learners	3.67	4.00		4.08	3.90		4.29	3.29	
	Expectations	3.76	4.06	3.77						
	Foster Youth		4.00			3.78			3.57	
	Learning Environment	4.05	3.91	3.77	3.86	3.54	3.52	3.82	3.31	3.33
	Special Education	3.38	4.16			4.05		3.37	3.76	
	Student Support	3.23	2.87	4.00	2.78	3.18	3.78	3.11	3.11	3.88
▢ General Perceptions		3.57			3.84					
	General Perceptions		3.57		3.84					
▢ Social Environment		4.06	3.98	3.75	3.96	4.11	3.82	3.78	3.62	3.71
	Bullying and Harassment	4.31	4.00	4.38	4.37	4.13	4.27	4.19	3.69	4.05
	Social Climate	4.01	3.98	3.63	3.88	4.10	3.73	3.68	3.61	3.64
▢ Stakeholder Engagement		3.53	4.03		3.41	4.47		3.40	3.79	
	Communication with Parents	4.20			3.95			3.76		
	Parental Involvement	3.38	3.86		3.28	4.25		3.32	3.55	
	Staff Engagement		4.13			4.67			3.92	
▢ Stakeholder Satisfaction		4.04	3.57	4.17	3.73	3.69	3.98	3.55	3.14	3.65
	Overall Satisfaction	4.04		4.17	3.73		3.98	3.55		3.65
	Satisfaction with Leadership		3.57			3.69			3.14	
▢ Standards and Staffing		3.72			3.80			3.64		
	Staff Support		3.78			3.76			3.52	
	Staffing and Professional Development					3.76			3.58	

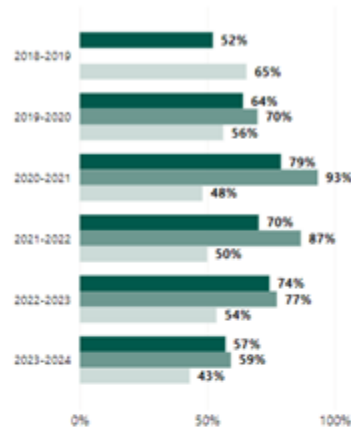
All staff are treated fairly.

Group ● Parent ● Staff ● Student



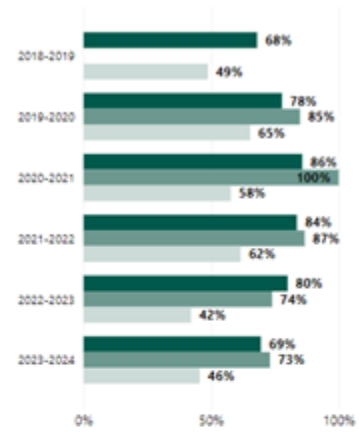
All students are treated fairly.

Group ● Parent ● Staff ● Student



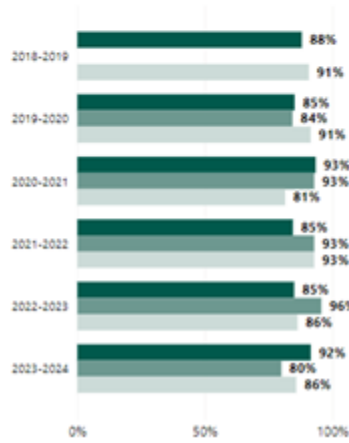
School rules are fair.

Group ● Parent ● Staff ● Student



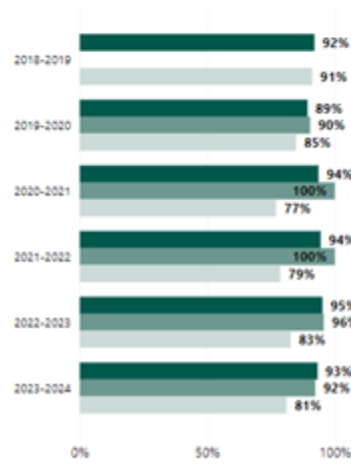
Students from different cultural backgrounds become friends.

Group ● Parent ● Staff ● Student



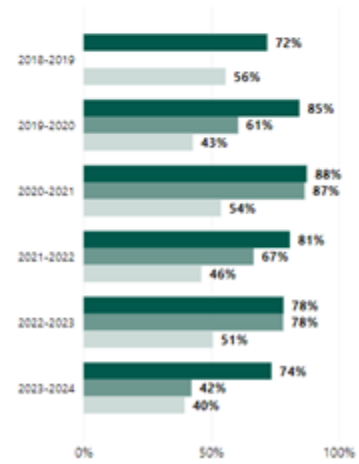
Students have friends at school.

Group ● Parent ● Staff ● Student



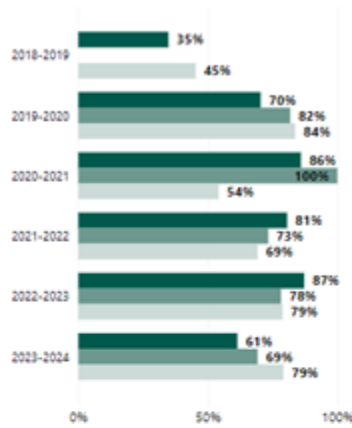
Students respect the teachers and staff.

Group ● Parent ● Staff ● Student



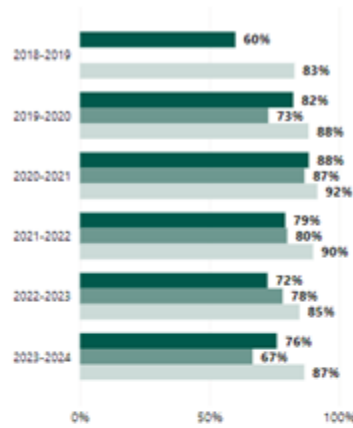
Bullying will not be tolerated.

Group ● Parent ● Staff ● Student



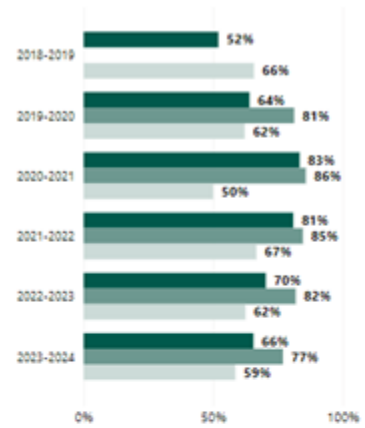
Staff feel safe at school.

Group ● Parent ● Staff ● Student



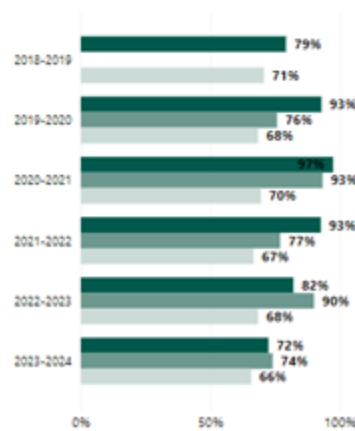
Students are comfortable talking to school staff.

Group ● Parent ● Staff ● Student



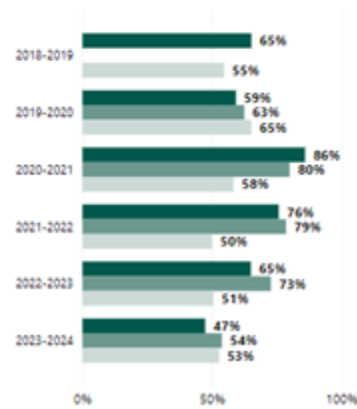
Students feel safe at school.

Group ● Parent ● Staff ● Student



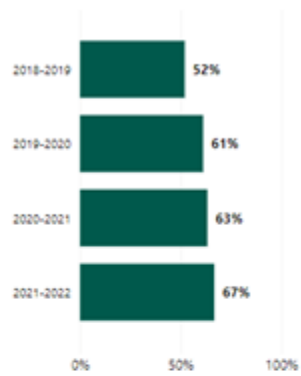
Students get along with each other and respect their differences.

Group ● Parent ● Staff ● Student



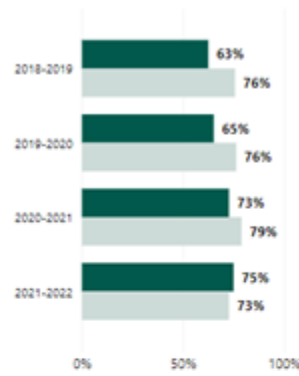
The district-level leadership

Group ● Parent



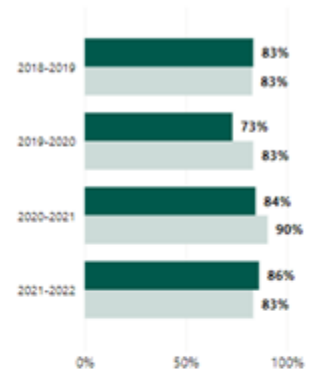
The school-level leadership

Group ● Parent ○ Student



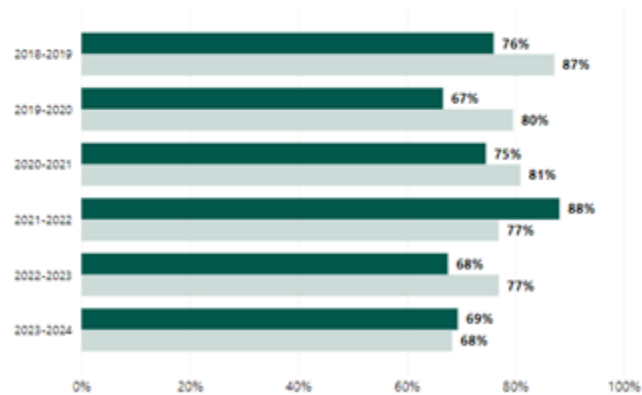
The teachers

Group ● Parent ○ Student



Please indicate how much you disagree or agree with the following statement: I feel the school is effectively educating me/my child. (% Agree + % Strongly Agree)

Group ● Parent ○ Student

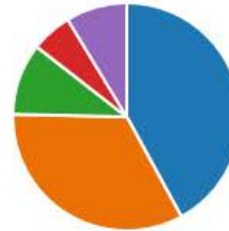


2023-2024 Annual Brock Elliott Needs Assessment

1. Brock Elliott Staff strive to support the school's vision, "WE are CHAMPions where students will achieve grade level academic standards while demonstrating positive Character, Honesty, Accountability, Mindfulness, and Perseverance in a safe and supported learning environment!"

[More Details](#)

Strongly Agree	29
Agree	23
Neutral	7
Disagree	4
Strongly disagree	6

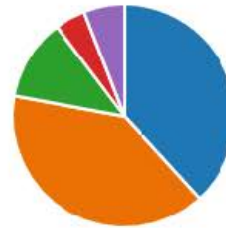


2. Brock Elliott Families strive to support the school's vision, "WE are CHAMPions where students will achieve grade level academic standards while demonstrating positive Character, Honesty, Accountability, Mindfulness, and Perseverance in a safe and supported learning environment!"

[More Details](#)

[Insights](#)

Strongly Agree	26
Agree	27
Neutral	8
Disagree	3
Strongly disagree	4

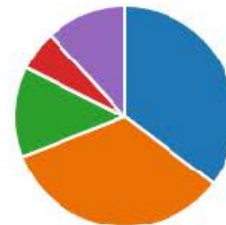


3. In looking at Safety (Design, Climate, Security), the Brock Elliott School Community is doing what it can to create a safe learning environment.

[More Details](#)

[Insights](#)






Strongly Agree	24
Agree	23
Neutral	9
Disagree	4
Strongly disagree	8

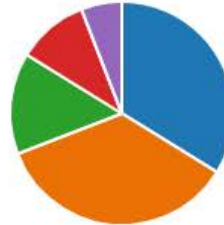


4. In looking at Academic Standards, what is expected of our students at each grade level, the Brock Elliott School Community is doing what it can to produce successful individuals with strong academic skills.

[More Details](#)

 Insights



 Strongly Agree	23
 Agree	24
 Neutral	10
 Disagree	7
 Strongly disagree	4



5. In looking at Emerging Students, students who struggle with academics, English Learners, or Special Education students, the Brock Elliott School Community is doing what it can to intervene and support their individual needs for academic growth.

[More Details](#)

 Insights

 Strongly Agree	23
 Agree	21
 Neutral	16
 Disagree	4
 Strongly disagree	4



Data

Data Analysis

Hanover Report: (image 1)

Hanover Research data was collected as a district from 65% of our students, 13% of staff, and 22% of parents. Of the results gathered for Brock Elliott in the Hanover report, construct scores ranged from 3.14 from staff in stakeholder satisfaction which was a difference of .31 with parents and even greater with students. The highest construct was by staff in Stakeholder Engagement with the highest from parents and students in Social Environment.

Hanover Report: (image 2)

Percentages were pretty consistent between staff and parents ranging from 57%-93% satisfaction with both staff and students around 40% with respecting teachers and staff. The highest percentages were seen with friendships.

Hanover Report: (image 3)

Percentages ranged from 47% to 79% with bullying and safety coming in second to respecting differences.

Hanover Report: (image 4)

Percentages of leadership showed almost a 10% difference between district and site with another 10% for teachers. Overall, 69% of parents and 68% of students agree that our school is educating our students effectively.

Annual Needs Assessment: (image 5)

Staff strive to support the school's vision: 76% Strongly Agree or Agree 10% Neutral 15% Disagree or Strongly Disagree

Families strive to support the school's vision: 78% Strongly Agree or Agree 12% Neutral 10% Disagree or Strongly Disagree

Safety: 80% Strongly Agree or Agree and 20% Disagree or Strongly Disagree

Annual Needs Assessment: (image 6)

Academic Standards: 69% Strongly Agree or Agree 15% Neutral 11% Disagree or Strongly Disagree

Emerging Students: 65% Strongly Agree or Agree 24% Neutral 12% Disagree or Strongly Disagree

Emerging Students and Academic Standards showed the strongest area of need.

Student Need 3:

In both surveys there was a need to focus on our academic environment which encompasses school climate and culture for learning to happen. As our vision states, "All Brock Elliott CHAMPions will achieve grade level academic standards while demonstrating positive Character, Honesty, Accountability, Mindfulness, and Perseverance in a safe and supported learning environment!" Our vision is not yet at 80% which shows an increased need for engagement from all stakeholders so that our vision fully drives all of our students' academic success.

SMART Goal 1

By the end of the 2026-2027 academic year, Brock Elliott School will engage families, community members, and all students in maximizing a climate and culture for learning potential, resulting in increased participation and enhanced feelings of inclusion, while promoting equity and access across our campus as measured by our annual needs assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, and other professional offerings will focus on building culture to promote positive relationships for an inclusive and responsive school community.	Attendance and Participation as measured by Parent Survey after, or by QR Code during the event.	Attendance and Participation: (24-25 Year) Revised 11/24 Data collected each cycle beginning in Cycle 2. ____# Event ____# Students ____# Parents	Didn't Meet: Needs Revision: There was no PD that focused this year on being inclusive and responsive so no data was collected. In looking forward, we will be implementing a house system that will focus on inclusion with responsiveness showing movement from the focus on targeted subgroups. https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbIWl			Time Money People
Our ILT will meet as a PLC monthly to monitor and refine implementation of Tier I Inclusive Instruction in ELA and Math.	The number of classrooms demonstrating strong evidence of Tier 1 Inclusive Instruction during Learning Walks: (LW rubric: No Evidence, Some Evidence, Strong Evidence) (LW rubric: No Evidence, Some Evidence, Strong Evidence)	(LW rubric: No Evidence, Some Evidence, Strong Evidence) Monthly beginning in August 2024 K-3: 3 of 10 4-6: 3 of 9 7-8: 2 of 6	Making Progress Learning Walks: PPT Data P. 15-16, 29 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbIWl			Time Money People

			=LbiIWL			
ELOP: Increase connectedness opportunities for students through events, activities, assemblies, and excursions outside the regular day.	# of opportunities for students and # of students attending opportunities as measured by QR code or sign in sheets.	41 +opportunities during 2024-2025 Data not gathered) students attending. Revised 5/25	Making Progress Opportunities: PPT Data P. 48-49 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbiIWL			Time Money People
Students will participate in events, activities, assemblies, and excursions within the school day that engage our school community with real-life lessons for making positive connections to academic, behavioral, or social-emotional learning.	# of events, activities, assemblies, and excursions # of students participating in within the school day.	# of events, activities, assemblies, and excursions K-3: 37 4-6: 33 7-8: 34 # of students participating in within the school day. (24-25) K-3: 100% 4-6: 100% 7-8: 100% Revised 5/25	Making Progress Opportunities/ Participation: PPT Data P. 48-49 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbiIWL			Time Money People
Teachers will implement the SBRC standards-based grading system in K-6 with 7-8 grade shifting the traditional grading system of past practice towards standards-based grading utilizing CFAs for the A-F marks as a 5-point scale showing behaviors separate from the learning.	Grade 7-8 Report Card samples showing a shift in grading practices and Q Grade Book analysis for standards-based grading utilizing CFAs for the A-F marks.	Report Card samples showing a shift in grading practices: (24-25) 0 of 6 Q Grade Book analysis showing standards-based grading: 0 of 6 Revised 11/24	Making Progress Standards-Based Grading: PPT Data P. 49 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbiIWL			Time Money People

		Data collected each cycle beginning in Cycle 2	=LbiWL			
Students will have daily intentional intervention of skills and extension/enrichment that support the grade level essential standards based on formative assessment implemented during AMP and ELD30 (Designated ELD).	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of: <ul style="list-style-type: none"> • Small Group Guided Instruction • Stations • Centers • Collaboration 	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) K-3: 2S, 8SE of 10 4-6: 3N, 3S, 3SE of 9 7-8: 4N, 2S of 6	Making Progress Learning Walks: PPT Data P. 50 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbiWL			Time Money People
Electives in grades 7-8 will be designed to be rigorous and relevant to the four C's of Collaboration, Critical Thinking, Communication, and Creativity building on a culture of college and career readiness through STRIAM (Science, Technology, Reading/Writing, Engineering, Art, and Mathematics)	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of: <ul style="list-style-type: none"> • Collaboration • Critical Thinking • Communication • Creativity 	Learning Walks: (No Evidence, Some Evidence, Strong Evidence) 7-8: 6S of 6	Making Progress Learning Walks: PPT Data P. 50 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LbiWL			Time Money People
Revised March 2025: Celebration of growth and achievement for academics, attendance, and CHAMP expectations in addition to family and community engagements that build on positive	# of celebrations held to engage our school community # of students recognized # of family members attending	35 celebrations held to engage our school community. # of students recognized (24-25) K-3: ____ 4-6: ____ 7-8: ____	Didn't Meet: Refinement Needed: Celebrations were done throughout the year ending the year with a new growth celebration. Data was collected but			Time Money People

relationships for an inclusive and responsive school community will align to our CHAMP Rewards implementation through points earned as incentives, reinforcement, and recognition.		<p>___# of family members attending. (24-25)</p> <p>Revised 11/24 Data collected each cycle beginning in Cycle 2 as no recognition has been done at this time.</p>	<p>not tracked. Tracking of data needs to be monitored next school year.</p>			
Conferences and workshops will be attended to gain new insight to improve learning that could be shared and duplicated within our school community.	Pre/Post Survey for staff attending the training based on the scheduled sessions.	<p># of Teachers (Pre/Post) Gained Understanding from Sessions Attended. (24-25)</p> <p>K-3: 10 of 10 4-6: 9 of 9 7-8: 6 of 6</p> <p>Revised 11/24 Data collected each cycle beginning in Cycle 2</p>	<p>Making Progress:</p> <p>15 of our 28 (54%) surveyed responded yes to improved learning.</p> <p>https://musd-my.sharepoint.com/:p:/g/person/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL</p>			Time Money People
New March 2025: Use our "Profile of a CHAMPion" (ELA, Math, Behavior) with lesson planning and home-school communications to increase awareness of skills needed for grade level success.	Lesson Plans and Parent Survey	Data collected beginning in Cycle 1 2025-2026.	<p>Making Progress: Our "Profile of a CHAMPion" was recreated but editing was not completed so it will be revised fully during the summer for release prior to the beginning of the 2025-2026 school year.</p> <p>https://musd-my.sharepoint.com/:p:/g/person/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL</p>			Time Money People

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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: In reviewing our progress, we have had successful participation with our first ever Orientation Open House and other family engagement activities that promote engagement in our school community.	Professional development is being attended, both site and district planned, our ILT meets monthly, K-6 students attended a bullying assembly with 7-8 attending Point Break. Refer to the attached ppt slides for data collected. Data will continually be uploaded now that we have a system for organizing our data in a presentable way for progress monitoring. https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=mctn91	Continue to work in PLC teams, offer up family and community engagement activities, and support our Jr. High through the transition to standards-based grading practices. Work with grade levels on professional development with our consultants, district TOSAs, and site PD/Collaboration times. Continue to gather data to support an inclusive environment.	Continue
Cycle 2: In reviewing our progress, we have had several family and community engagement activities including Parent Cafe which has been attended. In addition, we have invited parents to participate in our monthly CHAMP rally's. We have given back to the community through the Kids Heart Challenge. We successfully held our Goal Setting Conferences which showed attendance at 89%.	Professional development continues to be held monthly on site with offerings from the district being attended as evidenced by agendas and learning walks. Our ILT/PBIS have been meeting regularly with an emphasis on tier I instructional lesson design and PBIS implementation. Jason Kennedy, our consultant has provided PD to not only our ILT but also our grade spans which have been well received with evidence in the classroom of implementation. As a site, we continue to welcome our families into our school, creating a visible culture of school community.	We will continue to promote a positive climate and culture for learning that is inclusive through a continued effort of shared leadership under our ILT/PBIS teams as a model for PLC structures that not only build on the classroom but the school community as a whole by continuing our monthly meetings, involvement of our stakeholders (as with	Refine

	<p>Rallies have been monthly with a focus on our CHAMP expectations of which parents have participated. Our goal is for an increase in parent participation. Students have been selected monthly for recognition for "AMPing" it up! These students earn a celebratory activity with the principal.</p> <p>Past practice of awards ceremonies is no longer occurring due partially to the K-6 report card change. Attendance has still been recognized at the classroom level by our Outreach Liaison. Moving forward, our celebrations for behavior, attendance, and academics will be realigned to a point system with our CHAMP Rewards practices.</p> <p>Excursions have not occurred outside the district sponsored events.</p> <p>AMP/ELD30 is occurring daily but the implementation needs refinement.</p> <p>Our Jr. High is making the move to a standards-based grading system but has been challenging. Students are living the change as well as they lead their own goal setting conferences with teacher support.</p> <p>Electives have shown to not all be operating as planned in our action item and need additional review and planning moving forward.</p> <p>https://musd-my.sharepoint.com/:p/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>our committee for autism and inclusivity), monthly PD/Collaboration, consultation, and providing family and community engagement activities such as our monthly CHAMP rally's and our upcoming STREAM Night Open House.</p> <p>Revised March 2025: Celebration of growth and achievement for academics, attendance, and CHAMP expectations in addition to family and community engagements that build on positive relationships for an inclusive and responsive school community will align to our CHAMP Rewards implementation through points earned as incentives, reinforcement, and recognition.</p> <p>We will continue to refine our AMP/ELD30 blocks of time as we see small groups working with teachers but have a need to focus on what the other students are doing so that their time is beneficial. We will begin to look at planning for grade level groupings (K-1, 2-3, 4-5) for skill accessibility and time constraints of "like" needs and enrichment for the 2025-2026 school year.</p>	
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		<p>Teachers will plan and finalize ELOP excursions or assemblies by March 31.</p> <p>Electives will be refined to align to our action item for the 2025-2026 school year.</p> <p>Standards-based grading will continue to be a focus for our Jr. High as they continue their professional development in this area and begin to plan with our vice principal next school years SOP's.</p> <p>New March 2025: Use our "Profile of a CHAMPion" (ELA, Math, Behavior) with lesson planning and home-school communications to increase awareness of skills needed for grade level success.</p>	
<p>Cycle 3: In reviewing our progress, similarities were seen with cycle 2 as there was continued FaCE activities, inclusive opportunities, and so far, from our EOY community Survey, positive feedback with 83% showing that we are holding to our school's vision.</p>	<p>Professional development has been consistently provided through monthly on-site sessions, supplemented by district-level offerings. Participation is evidenced by meeting agendas and learning walks, with a strong focus on Tier I instructional lesson design and PBIS implementation. The introduction of the PBIS Rewards system has successfully engaged students in earning points for positive behaviors. Plans are in place to expand this system to recognize parent involvement in the 2025-2026 school year, further strengthening home-school connections.</p> <p>CHAMP Rallies, facilitated by the PBIS CHAMP elective, have transitioned to include parent participation. While</p>	<p>For the 2025-2026 school year, we will continue to strengthen a positive, inclusive climate and culture for learning through shared leadership, ongoing professional development, and meaningful family and community engagement. The ILT and PBIS teams will remain central to guiding these efforts, using monthly meetings, collaboration, consultation, and stakeholder involvement (such as the autism and</p>	<p>Refine</p>

	<p>attendance has been building, the goal for next year is to establish these rallies as consistently well-attended monthly events celebrating student success in behavior, academics, and attendance.</p> <p>Academic celebrations shifted this year to an End-of-Year Growth Awards Ceremony, which was well-received by families and staff. Nearly all students earned a certificate of growth, reflecting the schoolwide emphasis on continuous improvement. Attendance recognitions were maintained through monthly acknowledgments of students achieving perfect or excellent attendance. Additionally, CHAMP rallies have been leveraged to recognize students exemplifying CHAMP expectations, often paired with incentives such as treats or activities with the principal.</p> <p>Classroom-level events—such as book signings, publishing showcases, kindergarten performances, talent shows, and the STREAM Night—have provided valuable opportunities for family and community engagement, fostering a stronger school community.</p> <p>Electives have been implemented, though further refinement is needed to ensure alignment with the 4 C's of college and career readiness: Collaboration, Critical Thinking, Communication, and Creativity. These programs require additional development to increase rigor and relevance, supporting a culture of preparedness for future academic and career challenges.</p> <p>The AMP/ELD30 intervention block continues to highlight a professional development need, specifically regarding productive tasks for students not directly receiving small group instruction. Focused training and planning will be essential to maximize this instructional time for all learners.</p>	<p>inclusivity committee) to model effective PLC structures that build both classroom and schoolwide community.</p> <p>A key addition for the upcoming year will be the implementation of a house system to foster school spirit, peer connections, and positive competition. This system will be integrated with our CHAMP Rewards program, allowing students to earn points for their houses through academics, attendance, behavior, and participation in school activities. The house system will promote leadership opportunities, mentorship across grade levels, and a stronger sense of belonging, further supporting our goals of inclusivity and community building.</p> <p>The CHAMP Rewards program will expand to include incentives for students, as well as recognition for parent involvement. Points earned will be connected to academic achievement, attendance, and demonstration of CHAMP expectations, reinforcing positive behaviors and celebrating growth. Monthly CHAMP rallies will continue to highlight student and house successes, with the goal</p>	
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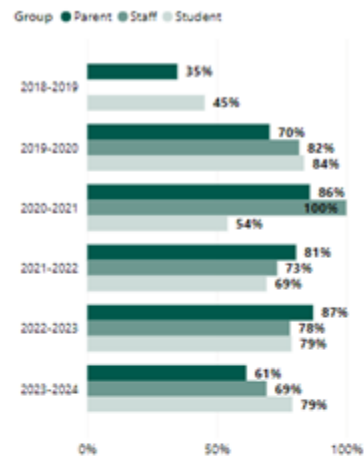
	<p>The implementation of Standards-Based Report Cards (SBRC) has shown promising progress. Both teachers and parents are developing a clearer understanding of the distinctions between traditional grading and a standards-based approach. However, grades 7-8 remain in the awareness phase, with full implementation yet to occur.</p> <p>The introduction of the "Profile of a CHAMPion" has been an important step toward clearly defining academic and behavioral expectations. However, further revisions are needed before this framework is shared broadly with the school community to ensure clarity and alignment with schoolwide goals.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilyeira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>of becoming well-attended, community-centered events. Family engagement activities like STREAM Night and open houses will further strengthen school-home connections.</p> <p>Instructionally, we will refine AMP/ELD30 time by focusing on meaningful activities for all students during small group instruction, with plans to organize grade-level groupings (K-1, 2-3, 4-5) to better address student needs and enrichment opportunities. Electives will be reviewed and restructured to align with the 4 Cs of college and career readiness: Collaboration, Critical Thinking, Communication, and Creativity.</p> <p>The "Profile of a CHAMPion" will be revised and integrated into lesson planning and home-school communication to build awareness of the academic and behavioral skills needed for grade-level success.</p> <p>The Standards-Based Report Card (SBRC) will continue to be a focus for Standards-Based Grading (SBG), with junior high staff continuing professional development and planning for full implementation of SBG with a traditional</p>	
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		<p>grading scale and report card.</p> <p>Professional development will remain ongoing, with monthly site-based sessions and participation in district offerings, focusing on Tier I instruction, lesson design, and PBIS strategies. Learning walks and agenda reviews will monitor progress.</p> <p>Finally, schoolwide celebrations will emphasize growth and achievement across academics, attendance, and behavior, culminating in an end-of-year Growth Awards celebration, while monthly recognitions will highlight excellent attendance and CHAMP expectations. Through these collective efforts, including the new house system, we aim to foster a responsive, inclusive, and achievement-oriented school community.</p> <p>https://musd-my.sharepoint.com/:w/g/personal/dsilveira_musd_net/EVL4NVh0uYJOITB5FWquwycBnJWXPjHIUMfZ1Gtu9_1ndg?e=FTzQWk</p>	
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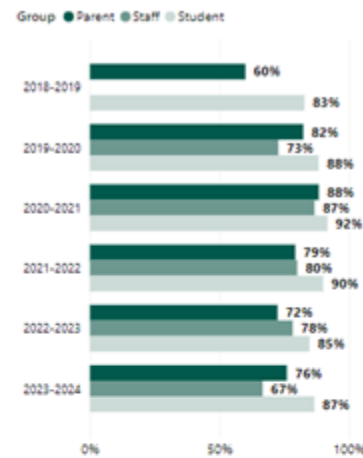
Progress Monitoring 25-26

Progress Monitoring

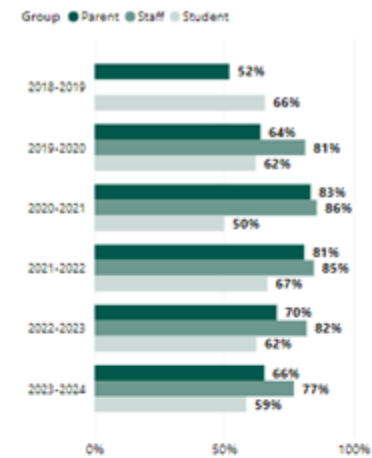
Bullying will not be tolerated.



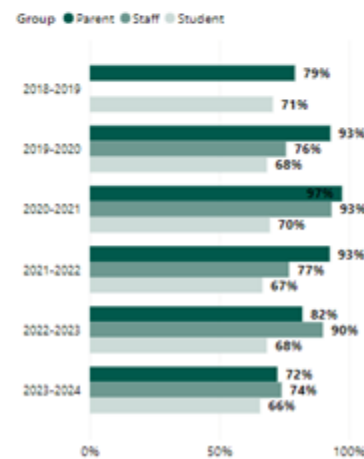
Staff feel safe at school.



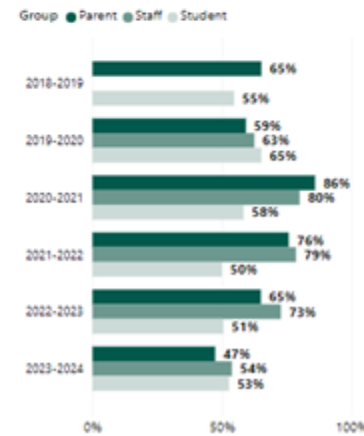
Students are comfortable talking to school staff.



Students feel safe at school.



Students get along with each other and respect their differences.



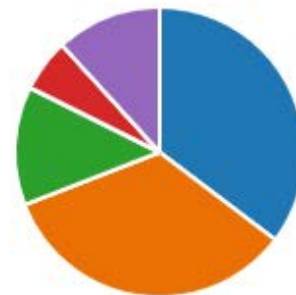
Data

3. In looking at Safety (Design, Climate, Security), the Brock Elliott School Community is doing what it can to create a safe learning environment.

[More Details](#)

Insights

● Strongly Agree	24
● Agree	23
● Neutral	9
● Disagree	4
● Strongly disagree	8



Data Analysis

Hanover Report: (image 1)

Percentages ranged from 47% to 79% with bullying and safety coming in second to respecting differences. 67% of staff feel safe at school while 66% of students feel safe. Parents feel that staff and students are above 70% safe with a 4% difference in safety.

Brock Elliott Annual Needs Assessment: (image 2)

This initiative builds upon current data, indicating that 69% of stakeholders approve of existing safety measures, with 13% expressing neutrality and 18% dissent. Parents shared a need to repair the blacktop, replace the ball chairs, decrease bullying behaviors including perceived physical and verbal harassment, accountability for parents for following the rules in the parking lot, supervision, phone use by SSA's while on duty, and awareness regarding discipline.

Not shown is the district FIT report where all areas of the campus were in OK condition with some locations needing carpet repair, or organization for safety.

Student Need 4:

Campus safety is always a priority and based on the above data and looking at the physical site (Climate and Culture are addressed in Student Need 3), there is a need for improvement across the campus.

SMART Goal 1

By the end of the 2026-2027 academic year, Brock Elliott School will address aspects of design and security for improved safety increasing overall community confidence of safety to 80% as measured by our Annual Needs Assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Our safety team will meet as a PLC monthly to plan, monitor, and refine campus safety for security, structure, supervision, and procedures including emergency preparedness.	Agenda and Minutes including After Action Reviews: Monthly Drill Log Completed Safety Walks/Drill Observations: (No Evidence, Some Evidence, Strong Evidence) Evidence of Safe: <ul style="list-style-type: none"> • Security • Structure • Supervision • Procedures 	Agenda and Minutes including After Action Reviews: 0 Agendas/ 3 Reviews Monthly Drill Log: August 2023-April 2024 completed. Safety Walks/Observations: (No Evidence, Some Evidence, Strong Evidence) (August 2024)	Making Progress PPT Data P. 50 https://musd-my.sharepoint.com/:p/g/per_sonal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbIWL			Time Money People

		SE Classrooms SE Cafeteria SE Yards SE Fields SE Arrival and Dismissal ST Emergency Drills				
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: In reviewing our progress, we are gaining ground in improving the physical structure and safety of our campus.	Our safety team has met as a PLC team, but not monthly. The team has been updating the procedures for evacuations and lock downs. Items have been ordered to increase access to safety resources in the event of a serious incident. Each staff was assigned a responsibility, but the team continues to work on descriptions and staff training. Drills are held monthly. Safety walks need revision. The team has also been meeting with district members during the planning sessions for the modernization. https://musd-my.sharepoint.com/:p/g/person/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=mc91	Continue to develop our safety procedures and responsibilities for evacuations and lock downs. Refine our safety walks and schedule them throughout the year. Continue to communicate with the modernization team for the future physical safety of our campus	Continue
Cycle 2: Our safety team has met and will continue to meet to refine our safety procedures and practices.	Our safety team met but needs additional follow up. Our plan of action in case of an emergency was refined but still have details that need to be worked out. Ordering of needed safety equipment were completed but are not yet available. Safety drills are practiced monthly. Guests have been signing in as the procedure for checking ID and	We will schedule our next safety meeting to further discuss emergency procedures and then be ready to present our revisions to our staff in August with a walk around the campus, so everyone is familiar with each location and responsibility.	Continue

	<p>signatures is being improved. An increase of awareness on campus has been observed but there is still a need for staff training.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>Monthly drills will continue with reflection for continuous improvement.</p> <p>Office personnel will have a refresher training on procedures for guests entering the school prior to the new school year.</p>	
<p>Cycle 3: 56% of parents responding to this year's EOY survey shared both positives and needs for improving aspects of design and safety.</p>	<p>Although the safety team's scheduled meeting had to be postponed, ongoing informal discussions have been used to address emerging safety concerns in real time. A formal meeting will be necessary to revisit and advance the planning initiated earlier this year to ensure readiness for the upcoming school year.</p> <p>Monthly safety drills continue consistently, providing opportunities for practice and reflection to strengthen campus-wide emergency preparedness.</p> <p>Communication with staff and the school community remains a priority. Safety reminders and updates are shared through monthly newsletters and weekly staff bulletins, with immediate alerts issued for urgent matters, particularly regarding arrival and dismissal procedures.</p> <p>Modernization is underway, with construction beginning on the parking area and gym.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>For the 2025-2026 school year, we will continue to strengthen community confidence as we prioritize a safe and secure learning environment through proactive planning, ongoing training, and clear communication. The safety team will finalize and present updated emergency procedures to staff in August, including a campus walkthrough to ensure everyone understands their roles and locations.</p> <p>Monthly safety drills will remain in place, followed by reflection to support continuous improvement. Office personnel will receive refresher training on visitor protocols to maintain a secure and welcoming entry process.</p> <p>Safety concerns will be addressed promptly, with updates shared through the CHAMPion newsletter, weekly staff communications, and</p>	Continue

		<p>timely alerts when immediate attention is needed.</p> <p>With ongoing modernization efforts on campus, including parking and gym improvements, we will remain vigilant in maintaining safe access and clear procedures during construction.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/EVL4NVh0uYJOITB5FWquwycBnJWXPjHIUMfZ1Gtu9_1ndg?e=FTzQWk</p>	
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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

Brock Elliott will provide flexible, effective, and tiered intervention/enrichment, that is aligned to individual student needs that scaffold and support essential standards acquisition within each grade span as measured through ongoing formative and summative assessment.

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.

Homeless Chronic Absenteeism was targeted for the 2024-2025 school year for Additional Targeted Support and Improvement (ATSI). Based on the California Dashboard our Chronic Absenteeism rate was at a 29.5% In March based on site numbers, we were at 20%. Of those students, demographics represented an increase in absenteeism for Asian, ELL, Homeless, SED, and SWD, all of which were in the red performance level. Homeless was at 57.1% This is due to the outside inequities of transportation, lack of communication due to movement and contact changes, and social emotional stability, while inside, we have inequities revolving around professional development for intervening with our Homeless population.

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.

Brock Elliott has the required core curriculum providing full access to our students. Inequities come from the needed lesson design that embeds scaffolds and acceleration strategies during Tier I Instruction that is consistently implemented with equity and access for all students, by removing the barriers that inhibit academic success. Students that need additional intervention, including Tier II and III supports, need caring and professional adults who will look at the individual deficits to be proactive so that individuals reach their full potential. Gaps in learning have been recognized with our Emerging Students where our ELL, SED, Homeless, SWD and Hispanic students show inequities in achieving academic and behavioral success.

ELL Reading Winter 2024: 3-5:

NWEA Assessment Summary

Site: Brock Elliott Elementary
Scores for: Winter 2023-2024
Grade: 3, 4, 5
Group: All
User: All Teachers
Tests Included: All

Router Date: Control Panel (03-26-2024)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Non SED
English Proficiency: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	0%	0
61 - 80	2%	1
41 - 60	17%	9
21 - 40	26%	14
1 - 20	55%	29
Total Student Tests		53



Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	43%
2-3	450-769	47%
4-5	770-954	8%
6-8	955-1079	2%
9-10	1080-1214	0%
11-CCR	1215-1355	0%

Lexile ranges derived from:
<http://www.illustrations.org/assets/appendix.pdf>

6-8:

NWEA Assessment Summary

Site: Brock Elliott Elementary
Scores for: Winter 2023-2024
Grade: 6, 7, 8
Group: All
User: All Teachers
Tests Included: All

Router Date: Control Panel (03-26-2024)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Non SED
English Proficiency: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	0%	0
61 - 80	9%	3
41 - 60	18%	6
21 - 40	24%	8
1 - 20	50%	17
Total Student Tests		34



Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	12%
2-3	450-769	44%
4-5	770-954	24%
6-8	955-1079	12%
9-10	1080-1214	3%
11-CCR	1215-1355	6%

Lexile ranges derived from:
<http://www.illustrations.org/assets/appendix.pdf>

ELL Language Winter 2024: 3-5:

NWEA Assessment Summary

Site: Brock Elliott Elementary
Scores for: Winter 2023-2024
Grade: 3, 4, 5
Group: All
User: All Teachers
Tests Included: All

Router Date: Control Panel (03-26-2024)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Non SED
English Proficiency: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	0%	0
61 - 80	0%	0
41 - 60	17%	9
21 - 40	32%	17
1 - 20	51%	27
Total Student Tests		53



6-8:

NWEA Assessment Summary

Site: Brock Elliott Elementary
Scores for: Winter 2023-2024
Grade: 6, 7, 8
Group: All
User: All Teachers
Tests Included: All

Router Date: Control Panel (03-26-2024)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Non SED
English Proficiency: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	6%	2
61 - 80	6%	2
41 - 60	0%	0
21 - 40	29%	10
1 - 20	59%	20
Total Student Tests		34



Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	30	0	0	0	30	0	30
01	19	0	0	0	19	0	19
02	15	0	0	0	15	2	17
03	9	3	0	0	12	1	13
04	1	16	0	7	24	5	29
05	1	4	0	9	14	15	29
06	0	0	6	9	15	15	30
07	2	0	5	5	12	17	29
08	3	0	5	7	15	15	30

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Brock Elliott Elementary	80	23	16	37	156	70	226
Manteca Unified	2,300	679	1,183	1,277	5,439	3,910	9,349
San Joaquin County	13,341	3,985	6,787	6,826	30,939	23,945	54,884
State	505,487	144,190	226,535	236,323	1,112,535	927,723	2,040,258

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	30
01	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	19
02	88.2%	0.0%	0.0%	0.0%	88.2%	11.8%	17
03	69.2%	23.1%	0.0%	0.0%	92.3%	7.7%	13
04	3.4%	55.2%	0.0%	24.1%	82.8%	17.2%	29
05	3.4%	13.8%	0.0%	31.0%	48.3%	51.7%	29
06	0.0%	0.0%	20.0%	30.0%	50.0%	50.0%	30
07	6.9%	0.0%	17.2%	17.2%	41.4%	58.6%	29
08	10.0%	0.0%	16.7%	23.3%	50.0%	50.0%	30

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Brock Elliott Elementary	35.4%	10.2%	7.1%	16.4%	69.0%	31.0%	226
Manteca Unified	24.6%	7.3%	12.7%	13.7%	58.2%	41.8%	9,349
San Joaquin County	24.3%	7.3%	12.4%	12.4%	56.4%	43.6%	54,884
State	24.8%	7.1%	11.1%	11.6%	54.5%	45.5%	2,040,258

Data Analysis

CAASPP Dashboard:(image 1)

English Learner Progress for (3rd-8th) grade 61/107 ELL increased significantly on the Fall 2023 CAASPP by +12 to a status of 57% (Blue).

Spring MAP: (image 2)

Reading: 1% (1) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 98% (66) students scoring below. The average RIT Score was 194 which was 2 points above the district.

Language:5% (3) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 96% (63) students scoring below. The average RIT Score was 196 which was 1 point above the district.

Math:3% (3) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 96% (66) students scoring below. The average RIT Score was 201 which was 3 points below the district.

English Learners: (image 3)
Brock Elliott currently has 37/132 ELL with 28% of LTEL students. Current LTEL numbers are Grade 4: 8, Grade 5: 15, Grade 6: 4, Grade 7: 7, and Grade 8: 3 but in looking at the state Data Quest report from the most current posting of 2022-2023, Brock Elliott has a several students "At-Risk" if not reclassified.

Student Need 1:

Based on the data above, we see a need for growth with our English Learner Progress. In looking at the CAASPP data, 61/107 (57%) of our 3rd-8th grade ELL students grew significantly. Although they are not all LTEL students, there is still a need as existing ELL's that may have been in the program since kindergarten, making them "At-Risk". 28% of our students are currently LTEL. Spring MAP data shows our LTEL and "At-Risk" students needing improvement in all areas of assessment equally aligning with a district need as a whole. This data also shows the need for Tier I and II PD that will be addressed in under Tier I through the GLAD training, but there is a specific need to look at how our students are reclassified on the ELPAC to determine why students are not meeting the expectation of the assessment.

SMART Goal 1

By the end of the 2026-2027 school year, Brock Elliott School will reach 100% reclassification of all LTELs with an annual reduction by -9.3 as measured by ELPAC results.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, and other professional offerings of lesson design scaffolds for LTEL students and their reclassification will be attended.	Learning Walk evidence of scaffolding for LTEL students. (No Evidence, Some Evidence, Strong Evidence) ELPAC Assessment	LTEL Learning Walks: (No Evidence, Some Evidence, Strong Evidence) (August 2024) 4-6: 2 of 9 7-8: 0 of 6 37/132 ELL 28% LTEL Current LTEL #'s as of 1/2024: Grade 4: 8, Grade 5: 15, Grade 6: 4,	Making Progress LTEL Learning Walks: PPT Data P. 67 ELPAC Assessment: PPT Data P. 68 https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79q			Time Money People

		Grade 7: 7, and Grade 8: 3 9 RFEP out of 17 LTEL	UNq0su7nIA?e =LlbIWL			
Teachers and support staff in grades 3-8 will convene in a Professional Learning Community (PLC) Achievement Teams to discuss scaffolds and monitor progress for language development of our LTEL students.	<p>PLC Agenda for evidence of scaffolding for LTEL students. (No Evidence, Some Evidence, Strong Evidence)</p> <p># of students on the NWEA MAP (Fall, Winter, Spring) Meeting or Exceeding Proficiency</p> <p>The number of LTELs and the number of LTELs showing growth in Language Development based on CFA's and RFEP 3's.</p>	<p>PLC Agenda for evidence of scaffolding for LTEL (No Evidence, Some Evidence, Strong Evidence) (August 2024) 4-6: 0 of 9 7-8: 0 of 6</p> <p>ELD/LTEL Learning Walks: (No Evidence, Some Evidence, Strong Evidence) (August 2024) 4-6: 2 of 9 7-8: 0 of 6 Revised 11/24</p> <p>37/132 ELL 28% LTEL</p> <p>Current LTEL #'s as of 1/2024: Grade 4: 8, Grade 5: 15, Grade 6: 4, Grade 7: 7, and Grade 8: 3</p> <p>9 RFEP out of 17 LTEL</p>	<p>Didn't meet: Refinement Needed: LTEL students were not known which led to a generalization of supports needed.</p> <p>LTEL's need to be known and attention to planning and tracking needs to be ongoing conversations during our 4-8 PLC teams meetings.</p>			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
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<p>Cycle 1: In reviewing our progress with our LTEL's, the evidence shows a need to increase scaffolds and provide more professional development with English Language Development.</p>	<p>LTELS are remaining and more should be reclassifying. More support is needed in our classrooms with strategies that will provide tier 1 support for our LTEL students. Increased attention needs to be given to our LTELS in small groups.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=mc tn91</p>	<p>Revise our learning walk forms to gather more information and detail needed to support our classrooms.</p> <p>Work collaboratively to review ELPAC assessment and ELD standards with a PLC focus on LTEL student's instructional scaffolds.</p> <p>Provided professional development for integrated and designated ELD with emphasis on our LTEL supports.</p>	<p>Continue</p>
<p>Cycle 2: In reviewing our progress with our LTEL's, the evidence shows a continued need to increase scaffolds and provide more professional development with English Language Development.</p>	<p>Evidence shows conflicting numbers. MAP data shows that BE has 69 LTEL students while Q data shows 34. In seeing this, there needs to be a deeper dive into the current numbers of our LTEL students. We also need to see what our reclassification numbers were for our LTEL students.</p> <p>Learning walk data is showing only 4 classes in grades 4-8 that have evidence of some LTEL scaffolding. PLC's show no evidence of discussion.</p> <p>Either way, there was an increase in proficiency with our LTELS's on the winter MAP assessment with the highest gains in 6th-8th grade, especially in language.</p> <p>There is a need to continue to support our LTEL's in small group and with tier I scaffolds.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=q86 kGB</p>	<p>We will continue to work on the plan already in place above with the exception of providing professional development for integrated and designated ELD with emphasis on our LTEL supports. We will wait until 2025-2026 year to implement further PD.</p> <p>We will work with our PLC's to incorporate discussion about our LTEL students, their needs, and instructional strategies moving forward.</p>	<p>Refine</p>

<p>Cycle 3: Our current goal was for 70% of our LTEL's to reach reclassification, but at this time, we only achieved 35% reclassification.</p>	<p>A persistent area of need remains for our English language learners, particularly evident in the low reclassification rates of our Long-Term English Learners (LTELs).</p> <p>Observations from learning walks indicate a need to strengthen ELD instructional practices, specifically in lesson design and implementation to better support language development.</p> <p>PLC documentation has shown limited evidence of focused discussions around strategies for LTELs, and professional development in this area has been minimal. Time has not yet been dedicated to collaboratively addressing LTEL learning needs in grades 4-8, leaving a gap in targeted planning and support.</p> <p>On a positive note, students who have been reclassified expressed pride in the recognition they received through celebrations and certificates, reinforcing the importance of acknowledging their achievements.</p> <p>https://musd-my.sharepoint.com/:p/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>To address the ongoing needs of our English learners, particularly Long-Term English Learners (LTELs), we will enhance our instructional approach by integrating GLAD (Guided Language Acquisition Design) strategies that provide targeted scaffolding to support language development and content access.</p> <p>Professional development will focus on building teacher capacity to design and deliver lessons using GLAD methods that explicitly scaffold LTEL learning, such as visual supports, cooperative learning structures, and language frames. This will help deepen student engagement and accelerate language acquisition.</p> <p>PLCs, especially for grades 4-8, will allocate regular time to collaboratively plan, analyze, and refine GLAD-based lesson designs that meet LTELs' diverse needs, promoting consistent, data-driven instructional adjustments.</p> <p>Recognition of LTEL progress and reclassification will continue through celebrations and certificates, fostering student motivation and highlighting successes</p>	<p>Refine</p>
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within our school community.

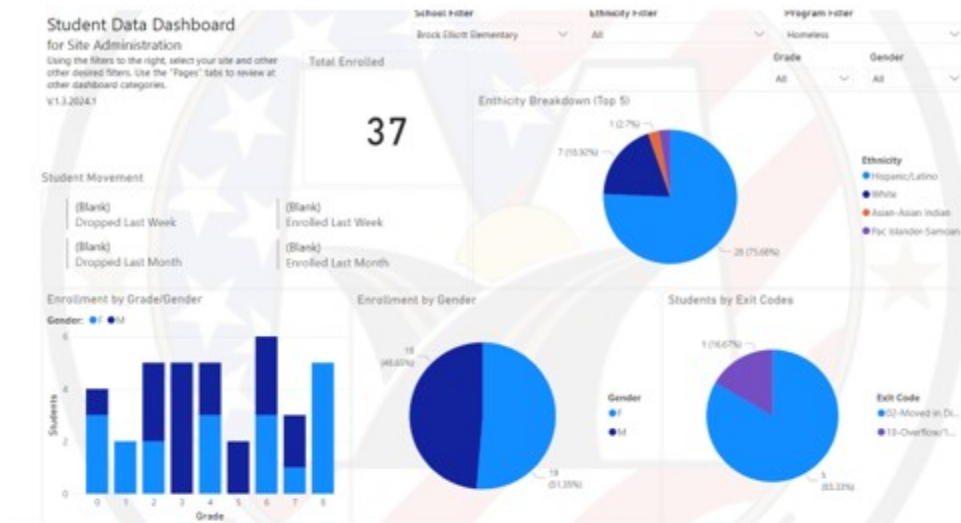
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Progress Monitoring 25-26

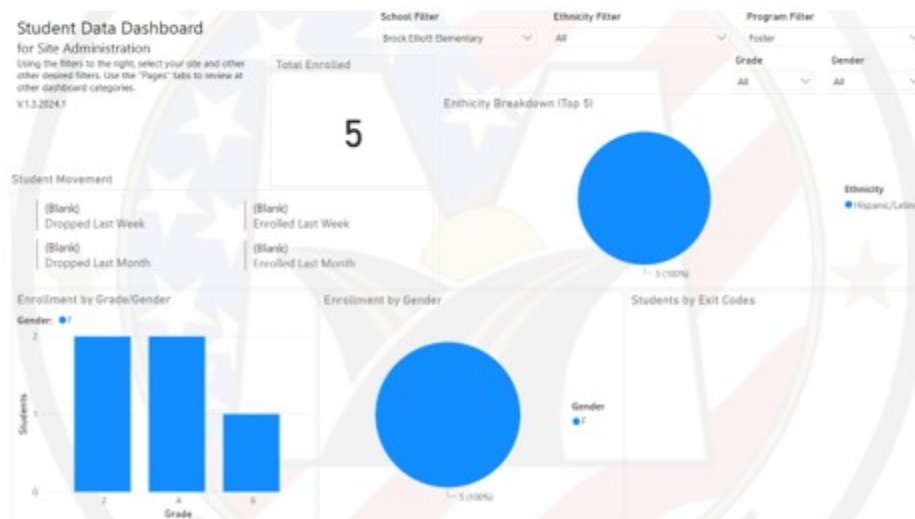


Data

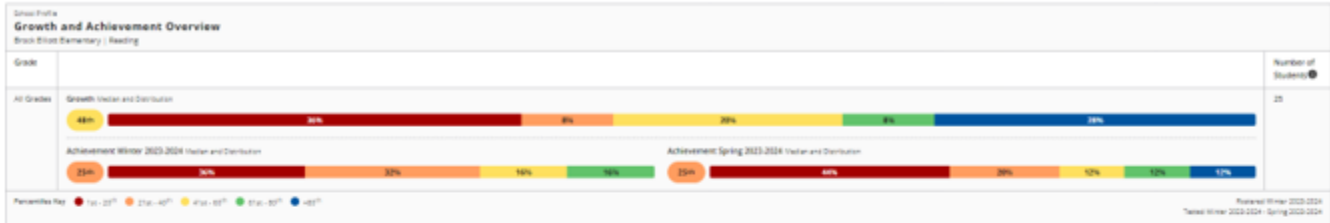
Homeless



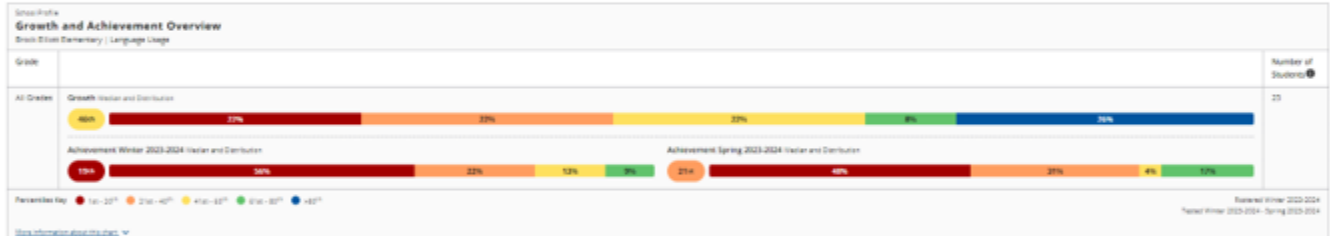
Foster



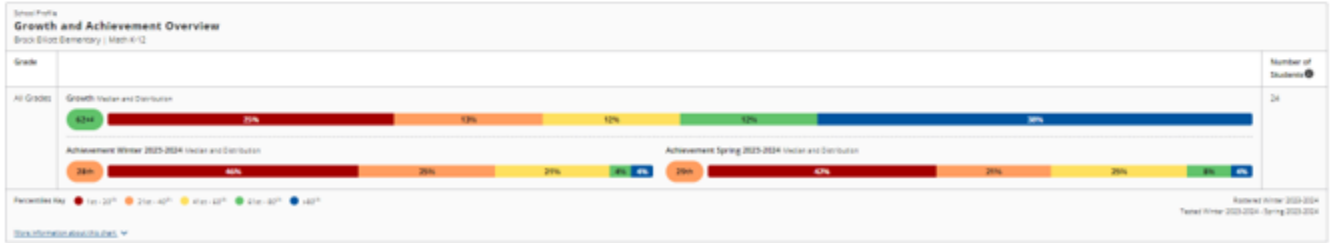
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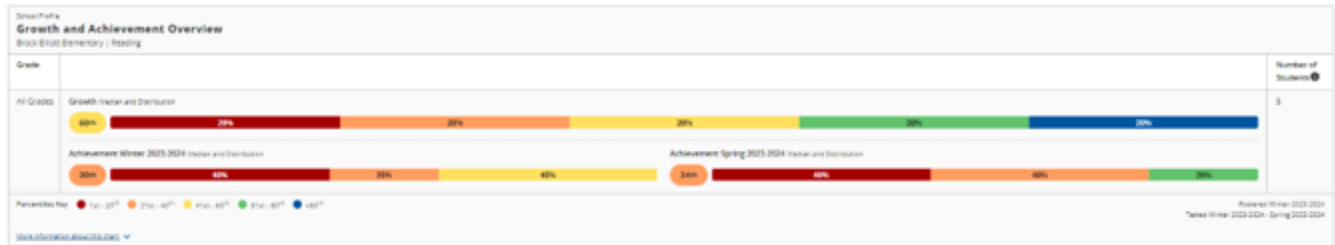
Homeless MAP Language Winter 2024



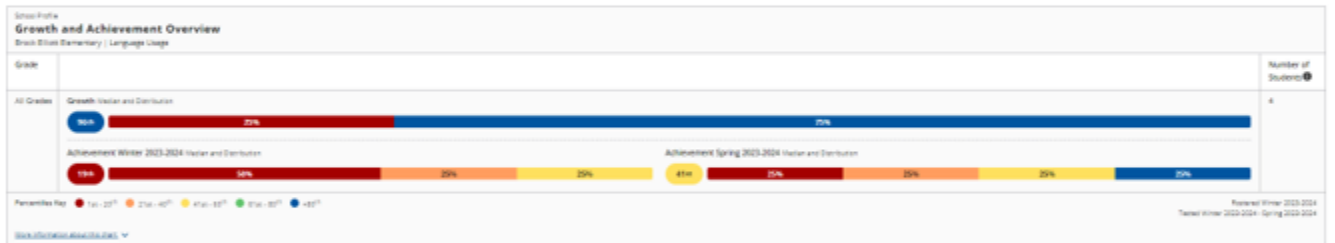
Homeless MAP Math Winter 2024



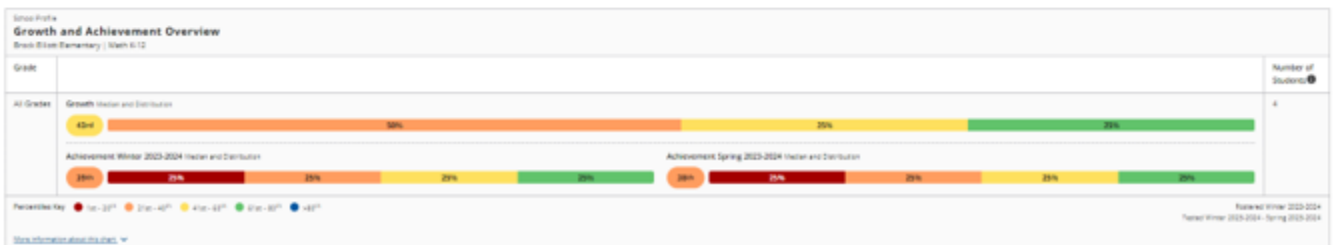
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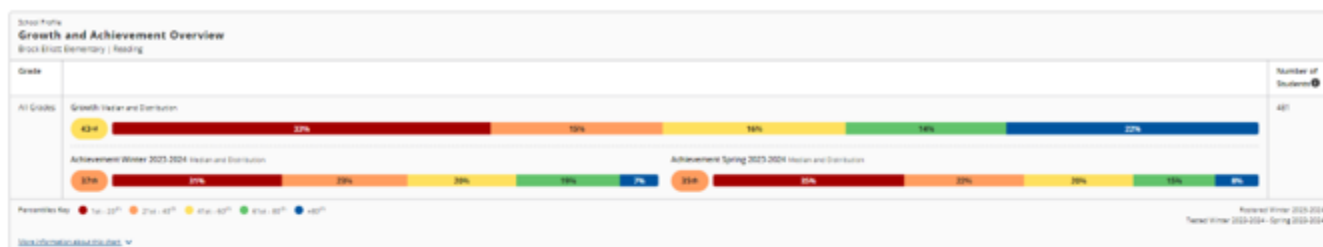
Foster MAP Language Winter 2024



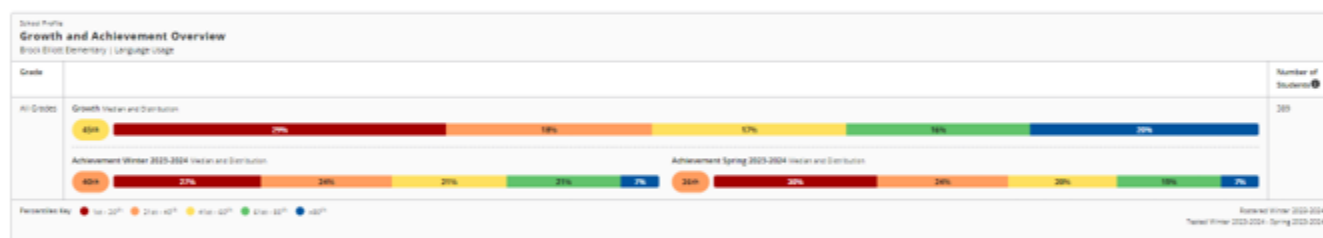
Foster MAP Math Winter 2024



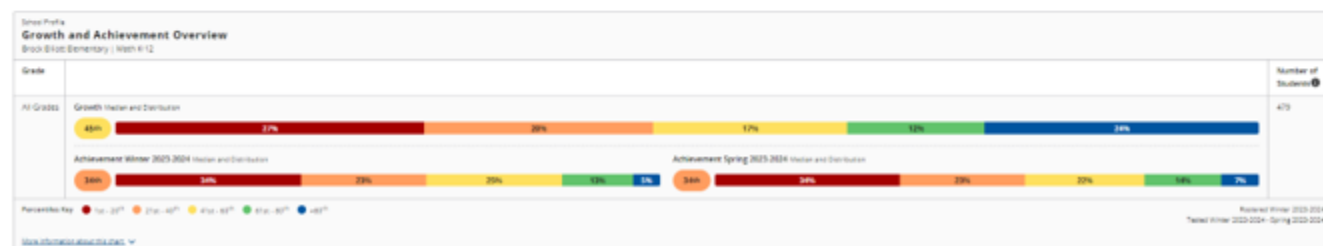
SED MAP Reading Winter 224



SED MAP Language Winter 2024



SED MAP Math Winter 2024



Data Analysis

CAASPP Dashboard: (image 1)

ELA/Math: Homeless Maintained on the Fall 2023 CAASPP by -0.7 to a status of 73.7% (Orange) in ELA with Math Declined Significantly by -30.7 to a status of -129% (Red).

ELA/Math: Foster was not a significant subgroup.

ELA/Math: SED Decreased on the Fall 2023 CAASPP by -8.3 to a status of -841.8% (Orange) in ELA with Math Decreased by -3.4 to a status of -82.2% (Orange). Demographics: (image 2)

Homeless: Hispanics are at (28)76% being the majority with the remaining subgroups being Pacific Islander, White, and Asian.

Foster: Hispanics are at (5) 100% of the subgroups.

Winter MAP: (image 3, 4, and 5)

Homeless

Reading: 36% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 64% students scoring below.

Language:34% of students on the Winter2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 66% students scoring below.

Math:50% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 50% students scoring below.

Foster

Reading: 40% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 60% students scoring below.

Language:75% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with25%students scoring below.

Math:25% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 75% students scoring below.

SED

Reading: 36% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 64% students scoring below.

Language:36% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 64% students scoring below.

Math:36% of students on the Winter 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 64% students scoring below.

Student Need 2:

Based on the data above, we see a need for growth for all subgroups of Homeless, Foster, and SED students. Demographics include in these subgroups, Hispanic, Pacific Islander, White, and Asian. These demographics have shown an overall decline in performance on the ELA CAASPP with Math showing a decline by Hispanics and increases in growth by our White and Asina populations. Based on the CAASPP results, all of our subgroups are in the orange quadrant except in the area of Math for our Homeless students where it was in the red. In looking at the Winter MAP data, we see percentages below the 80% with our foster students scoring the highest in Language at 75% proficient, our lowest in Math at 25% with our foster students, and the remaining scores ranging from 34%-50% above the 61st%ile.

SMART Goal 1

By the end of the 2026-2027 school year, all Homeless, Foster, and SED students in grades 3-8 will demonstrate annual gains on the CAASPP with a yearly school change in ELA and Math for our student groups of Homeless at +2.1, Foster at +5.6, and SED at +1 as measured on the CA Dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, and other professional offerings for equity and access of trauma informed practices, and inequities, that remove barriers to learning will be attended.	Learning Walk evidence of equity and access. (No Evidence, Some Evidence, Strong Evidence)	Equity and Access Learning Walks: (No Evidence, Some Evidence, Strong Evidence) (August 2024) K-3: ____ of 10 4-6: ____ of 9 7-8: ____ of 6 Revised 11/24 Data was not collected for learning walks	Didn't Meet: Was a planned action item but not implemented this year. Will continue as an action item for the 2025-2026 school year. We have met twice with staff and parents as a committee for autism awareness and			Time Money People

		this year and will be collected in the fall of 2025.	inclusion to help plan for the next school year.			
Our Instructional Specialist will support classroom instruction under Tier I and Tier II including strategies that target specific skills and subgroups during AMP based on ongoing CFAs.	# of Homeless, Foster, and SED students demonstrating growth on NWEA MAP (Fall, Winter, Spring) Meeting or Exceeding Proficiency.	Students demonstrating growth on grade level MAP Data. % of students on the NWEA MAP (Fall, Winter, Spring) Meeting or Exceeding Proficiency (Winter Baseline) Reading Winter Homeless: 36% Foster: 40% SED: 36% Language Winter Homeless: 34% Foster: 75% SED: 36% Math Winter Homeless: 50% Foster: 25% SED: 36%	Didn't Meet: Needs Refinement: MAP PPT Data: P. 70-72 Our IS will work with our teams to support instruction and support with our subgroups as focus has been on all students. Awareness of who are subgroups are need increased attention and focus during planning and implementation of scaffolding.			Time Money People
All Homeless/Foster/SED Youth will have access to support and services that promote academic growth and achievement from	COST/OA logs will show the # of Students (Homeless, Foster, SED) receiving support or services with the # of students on the NWEA MAP (Fall, Winter, Spring)	96 Students (Homeless, Foster, SED) receiving support or services.	Didn't Meet: Needs Refinement: COST/OA logs: PPT Data P. 64-66			Time Money People

our COST and Outreach Assistant.	Meeting or Exceeding Proficiency	<p>% of students on the NWEA MAP (Fall, Winter, Spring) Meeting or Exceeding Proficiency (Winter Baseline)</p> <p>Reading</p> <p>Winter</p> <p>Homeless: 36%</p> <p>Foster: 40%</p> <p>SED: 36%</p> <p>Language</p> <p>Winter</p> <p>Homeless: 34%</p> <p>Foster: 75%</p> <p>SED: 36%</p> <p>Math</p> <p>Winter</p> <p>Homeless: 50%</p> <p>Foster: 25%</p> <p>SED: 36%</p> <p>Total # of Students: (801)</p> <p>Homeless: 37 4%</p> <p>Foster: 5 .01%</p> <p>SED: 50 6%</p>	<p>MAP PPT Data: P. 70-72</p> <p>COST process will be refined for more involvement with teachers and increased tracking of students especially homeless, foster, and SED subgroups.</p>			
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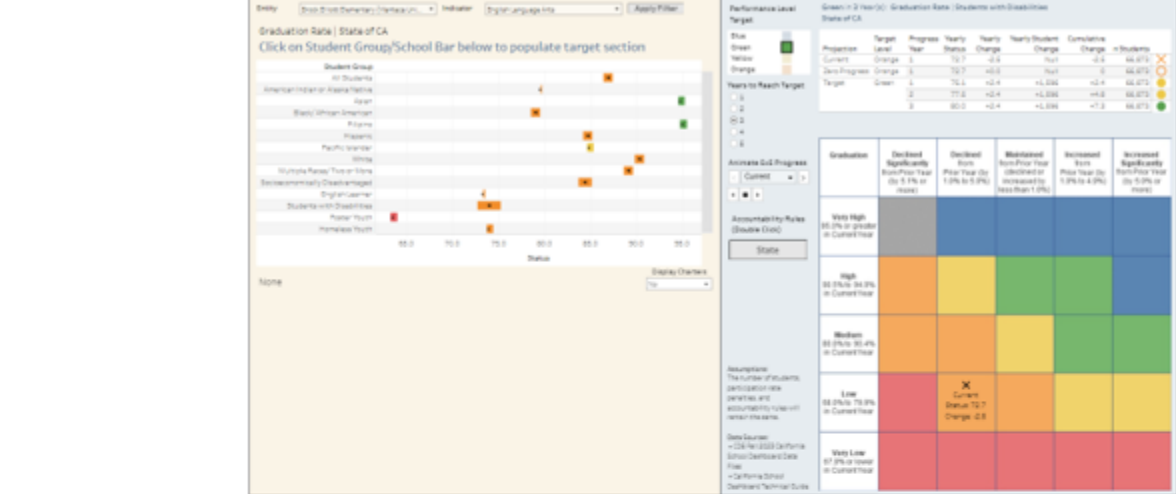
Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1:	No new evidence was gathered during this cycle.	Meety with our ILT, IS, and Admin teams to	Continue

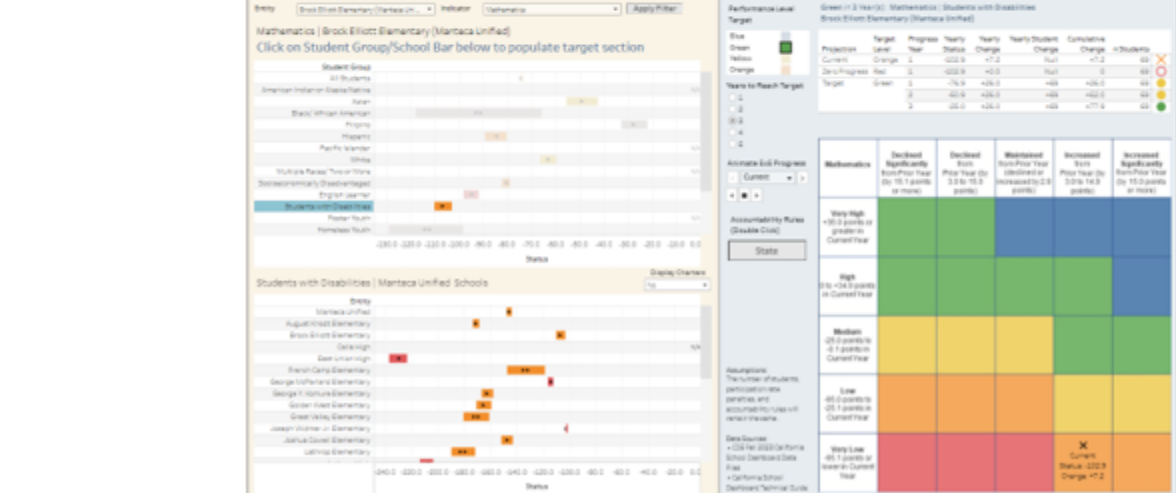
In reviewing our progress, we did not collect data specifically for our Homeless, Foster, and SED during this cycle.	https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=mc tn91	review our metrics and baseline data and develop a plan of action for gathering data needed.	
Cycle 2: We are currently still in the process of gathering additional data for our Homeless, Foster, and SED students but do have data that supports the continued need for achieving our SMART goal.	<p>Based on the data collected, we have work to do. We know that our students who are Homeless, Foster, and SED are being supported through the COST process.</p> <p>There is again a discrepancy in our numbers of homeless students as Q shows 54 students but on the winter MAP it shows we tested 86 students of which 19 were proficient in reading, with 26/78 proficient in language, and 14/89 in math. 2 students were foster falling both below proficiency. Of our 426 SED students tested, 30% were proficient in reading, 32% in language, and 26% in math.</p> <p>Each of these subgroups need attention in tier I instruction.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>In reviewing the data collected, our vice principal will meet with our grade level leads to determine who these students are and what are like needs so that we can support them, not only through the COST process, but also with our Outreach Liaison, VCC, and IS.</p> <p>Our VP will coordinate the supports needed so that each PLC understands and is communicated with for student success.</p> <p>Our vice principal will also reach out to other service providers for support.</p>	Refine
Cycle 3: Until the dashboard is released, our data collected is from MAP. Homeless has shown growth in ELA, with Foster and SED in ELA and Math, but not when comparing scores fall to spring.	<p>Our homeless, foster, and socioeconomically disadvantaged (SED) student subgroups continue to be monitored through the COST process. While the number of students receiving support has increased, academic growth from fall to spring has been minimal, with some regression observed during the winter MAP assessment.</p> <p>Outreach staff have conducted periodic check-ins with these students, but a more structured and consistent schedule of engagement is needed to provide ongoing support. Additionally, improved communication and collaboration between COST team members and classroom teachers is</p>	For the 2025-2026 school year, we will implement a support plan focused on improving outcomes for our homeless, foster, and socioeconomically disadvantaged (SED) student subgroups. This plan includes establishing a regular and structured system for our Outreach Liaison to maintain ongoing check-ins with students and families, ensuring consistent communication and	Refine

	<p>essential to effectively address student needs and implement Tier I and II interventions discussed during COST meetings.</p> <p>These subgroups would also benefit from increased participation in VCC group sessions to provide additional social-emotional support alongside academic interventions.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>support.</p> <p>We will enhance collaboration between the COST team and classroom teachers to ensure that Tier I and Tier II interventions are clearly understood, implemented, and monitored, with timely follow-up on action steps discussed during COST meetings.</p> <p>Access to VCC group counseling sessions will be expanded to address the social-emotional needs of these students, providing a critical layer of support alongside academic interventions.</p> <p>We will use ongoing assessment data to monitor student progress regularly, identify any regression early, and adjust interventions promptly to better meet individual needs.</p> <p>Targeted professional development will be provided for staff, focusing on trauma-informed practices, equity-centered instruction, and effective strategies to support homeless, foster, and SED students both in the classroom and during intervention time.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/EVL4NVh0uYJOIT</p>	
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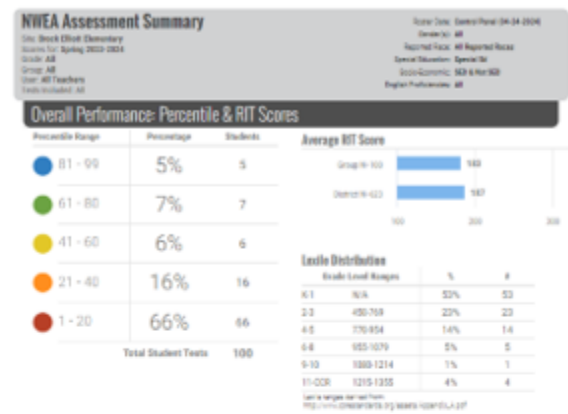
Fall 2023 California School Dashboard Target-setting Tool for L



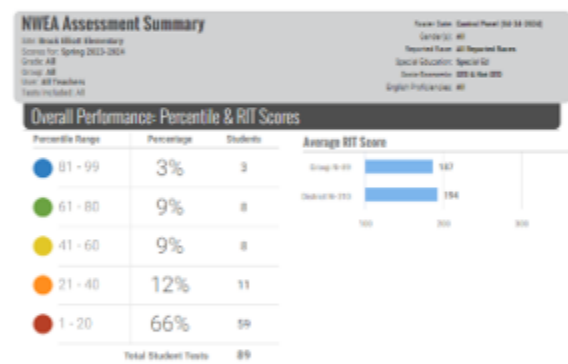
Fall 2023 California School Dashboard Target-setting Tool for L



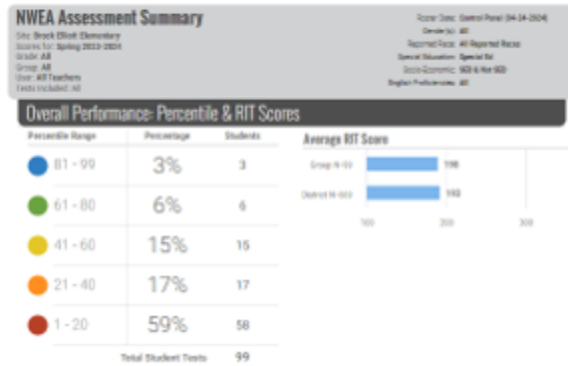
SWD ELA



SWD Language



SWD Math



Special Education Programs

Ethnicity ● African/Afri... ● Asian-Asi... ● Asian-Ca... ● Asian-Ot... ● Asian-Vi... ● Filipino/...



Data Analysis

CAASPP Dashboard: (image 1)

ELA/Math: SWD increased significantly on the Fall 2023 CAASPP by +23 to a status of -63.4% (Yellow) in ELA with Math increased by +7.2 to a status of -102.9% (Orange).

Spring MAP: (image 2)

Reading: 11% (11) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 90% (91) students scoring below. The average RIT Score was 181 which was 7 points below the district.

Language: 11% (10) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 89% (81) students scoring below. The average RIT Score was 187 which was 6 points below the district.

Math: 10% (10) of students on the Spring 2024 MAP assessment scored at or above the 61st%ile at proficient (green and blue) range with 92% (92) students scoring below. The average RIT Score was 186 which was 7 points below the district.

Demographics: (image 3)

Hispanics the majority of our SWD with the remaining top 3 subgroups being (in order from greatest to least) White, African American and Asian.

Student Need 3:

Based on the data above, we see a need for growth with our SWD in both ELA and Math. In looking at the CAASPP data, math is a greater area of need than in ELA. In looking at the MAP data, the need is seen in both ELA and Math equally. Our special education PLC will need to break the data down deeper, looking for specific skills in conjunction with those areas of need found during special education assessments to target during instruction and support time. There may be a need for additional professional development that would be available for both the special education teachers and their paras, as well as the general education teacher. In seeing the slight difference in the RIT scores for our site and the district, there may also be a need for district need as a whole.

SMART Goal 1

By the end of the 2026-2027 school year, all SWD will show growth with grades 3-8 will demonstrating annual gains on the CAASPP with a yearly school change in ELA of +2.4 and Math +26 as measured on the CA Dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PD: Professional Development through district, site, and other professional offerings will focus on lesson design that is inclusive with scaffolded instruction for SWD (Speech, RSP, SDC, and SDC Mainstreaming) to reach grade level ELA /Math essential standards.	Special Education Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of Lesson Design that is inclusive with scaffolded instruction.	Special Education Learning Walks: (No Evidence, Some Evidence, Strong Evidence) Evidence of Lesson Design that is inclusive with scaffolded instruction. (August 2024) K-3: 6 of 10 4-6: 2 of 9 7-8: 0 of 6 Revised 11/24 Data collected each cycle beginning in Cycle 2 RSP: 1/1 M/M: 1/1 Structured Learning Autism: 3 of 3	Making Progress Special Education Learning Walks: PPT Data P. 73 https://musd-my.sharepoint.com/:p:/g/per/sonal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL			Time Money People
The IEP team will communicate in a timely manner during implementation for individual success based on the needs of the IEP.	Progress reports will show individual growth towards the IEP goals.	Progress reports showing growth. (August 2024) 62/82 Speech ___/___# of RSP 5/7 M/M (4-6) ___/___# of Structured Learning Autism (K-6)	Making Progress: Refinement needed for gathering data on goals as progress reports all show growth, but data collected needs to represent the number of goals that progress was			Time Money People

			made per cycle. #___goals met/___goals			
New March 2024: An autism awareness team will be formed to promote autism awareness school wide with an emphasis not only on autism but inclusivity.	Agendas/Minutes and Activities	Student and Staff Surveys (Pre/Post) Implementation	<p>Making Progress</p> <p>Currently there were two meetings help with a 3rd planned but lacked attendance. Survey results were not disaggregated at this time and will be reported on in cycle 1 of 2025-2026 with another planning meeting scheduled prior to the start of the school year for those interested in attending.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=LlbiWL</p>			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
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<p>Cycle 1: In reviewing our progress, we will continue to work with our sped team as we have 5 new team members including a new PS (and one teacher who has not received clearance as of yet for her credential) to our site and we are continuing to screen and interview for Para vacancies.</p>	<p>Progress is being made based on district learning walks. Progress reports are also showing progress towards student goals. (This data has not been gathered from everyone yet.) Monthly sped PLC meetings are being held and attended. Staff are attending professional development opportunities and are being supported by our district TOSA and PS during IEP's, and by admin and our IS in the classroom. Communication with mainstreaming was rough early on but has greatly shown improvement. IEP's are held three times a week after school and during planned IEP days, or during days when the team can get together covered by our resident subs.</p> <p>https://musd-my.sharepoint.com/:p/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=mc tn91</p>	<p>The IEP team and administration will work together to revise this action as it was not clear for reporting purposes. "The IEP team will communicate in a timely manner during implementation for individual success based on the needs of the IEP."</p> <p>Learning walk tools will be refined.</p>	<p>Continue</p>
<p>Cycle 2: In reviewing our progress, SWD are making minimal progress but have shown gains with our RSP and M/M students.</p>	<p>It has been a challenge this year as we have held numerous IEP's, both after/before the school day and during the school day (which impacts not only our special education classes, but also our general education classes). We have had to pull our resident subs to cover classes to hold IEP's as there have not been enough days available for afterschool IEP's. Structured Learning classes have impacted time that would have been for instruction and leadership.</p> <p>In addition, new, and veteran staff, continue to adjust to our Structured Learning students while our new special education team adjusts to their roles as special education teachers and support staff. We have been fortunate to have had the supports of our program specialist, and TOSA, along with our behavior specialists and other support providers.</p> <p>We are now in place where there is stability, structure, and routine. Collaboration remains a need between</p>	<p>We will continue to meet monthly as a special education PLC team.</p> <p>We will continue our learning walks to measure the need for scaffolded supports of our SWD, both in the special education classrooms and our general education classrooms.</p> <p>Communication will be increased between special education and general education. Our principal will work on a plan with our team consisting of special education, support providers, and general education representation.</p>	<p>Continue</p>

	<p>sped and gened. There also remains a need for scaffolding for our special education students who are RSP or mainstreamed into the general education classrooms.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmIfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>New action item: An autism committee will be formed to address autism awareness and inclusivity school wide involvement community representation.</p>	
<p>Cycle 3: Until the dashboard is released, our data collected is from MAP. Our SWD have shown growth in ELA and Math.</p>	<p>Gains were observed with a 3% increase in reading and language, and a notable 16% growth in math. In K-3, structured learning classes primarily focused on establishing routines and addressing behavioral needs, with some students identified as having been inappropriately placed. For grades 4-6, after a period of substitute teacher turnover, classroom stability improved, leading to a positive shift from behavior management to academic focus. This has resulted in a more productive environment overall. Particularly, the 4-6 mild-moderate special education class demonstrated significant improvements, with impressive individual MAP score gains in the spring—a source of pride for the teacher and students alike.</p> <p>The RSP teacher, new to the special education role after transitioning from general education, showed considerable professional growth alongside her students, with all but one RSP student demonstrating MAP growth during the year. One RSP student even scored in the highest quadrant compared to their 8th-grade peers. Speech services experienced disruption due to maternity leave, with a substitute providing coverage for most of the year.</p> <p>Strong communication remains a cornerstone of the special education team’s success, supported by regular PLC meetings. Given the high number of autistic students on campus, a committee of staff and parents was</p>	<p>For the 2025-2026 school year, the plan for supporting students with disabilities (SWD) will focus on sustaining academic growth and fostering a positive, inclusive learning environment. Special education programs will continue to emphasize the development of routines and behavioral supports in the lower grades while shifting towards increased academic focus and classroom stability in upper grades.</p> <p>Professional growth of special education staff will be supported to enhance instructional effectiveness, and collaboration will remain strong through regular monthly PLC meetings.</p> <p>To better meet the diverse needs of SWD, ongoing learning walks will be conducted to assess and refine scaffolded supports within both special education and general education settings.</p> <p>Communication</p>	<p>Continue</p>

	<p>formed to focus on inclusion and autism awareness. This group has met twice recently to generate ideas and prepare for the upcoming school year. The “CHAMPions in Action” event, designed specifically for special education students, was well attended by the community, staff, and several classes, with SHS Link Crew students providing support and encouragement. This event is planned to become an annual tradition moving forward.</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dsilveira_musd_net/EQ1caoV3qBNCoybExohfAZ0BmlfCs9DRq79qUNq0su7nIA?e=q86kGB</p>	<p>between special education and general education teams will be strengthened.</p> <p>Recognizing the significant number of autistic students, our autism committee comprising of staff, parents, and community members will focus on promoting autism awareness and fostering inclusivity across the school.</p> <p>Building on previous success this year , the “CHAMPions in Action” event will continue as an annual celebration to engage and support our special education students and their families.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/dsilveira_musd_net/EVL4NVh0uYJOITB5FWquwycBnJWXPjHlUMfZ1Gtu9_1ndg?e=FTzQWk</p>	
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Progress Monitoring 25-26

Budget Summary

Purpose and/or Justification	Vendor	Cost Estimate (Title Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal	Implementation (Frequency)
Salary: Outreach Assistant (Continued Funding of Position Need) S.SN1.2.4 ES. SN 1.2.3.4 NO TIMESHEETING - SALARY ONLY			3010 - ESSA-Title I Bas Grnts Low Inc		2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	SG 1	Annual
Service: Family and Community Engagement: (B2SN, 6-8 Orientation, Read Across America, Kindness Week, Parenting Partners, STREAM Night, Parenting Partners, etc.) STREAM Night Open House and Hands-On Activities "STEAM Museum" ST.SN2.3.4.5 S.SN3.4 ES.SN2.3.4	TBD	\$ 6,429.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 3	SG 1	Annual
Sub: Fundations Training and PD S.SN1.2.4 S.SN3 ES.SN 1.2.3.4.6		\$ 3,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 OLS-Base	1.1	OLS - ELA	SN 1	SG 2	Annual
		\$ 9,429.00									
Sub: Middle Grades Elective Bridge to Success Release Time (Training/Collaboration)		\$ 250.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Sub: Middle Grades Elective Fitness/Nutrition		\$ 250.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Through inquiry, research, project based learning, and student collaboration.	Amplify Education	\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1003 - 1.3 Goal 1, A&S 5	1.3	Emerging Students	SN 2	SG 1	Annual
Materials & Supplies: Headphones for oral reading assessment, reviews, or other listening needs		\$ 1,800.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 2	Annual
Headsets, bag tags, pencils, bookmarks, stickers, and other items (NO GIFT CARDS)	TBD	\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Materials & Supplies: Middle Grades Elective Bridge to Success		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Materials & Supplies: Middle Grades Elective STREAM Elective	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Materials & Supplies: Middle Grades Mariachi Elective	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Materials & Supplies: Middle School Multi-Media Elective S.SN2.4.5 S.SN1.2.3.4 ES.SN 1.2.3.4.5		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Materials & Supplies: Outreach Assistant (Supplies, Resources, etc.) S.SN1.2.4 ES.SN 1.2.3.4.6	TBD	\$ 1,000.00	0709 - Prev EIALCAP	2700 - School Administration	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Standards	SN 1	SG 1	Annual
Family and community engagement, collaboration, and trainings: (Food 4 Less, Panera, Mountain Mikes, Dominoes)	Food 4 Less	\$ 1,000.00	0709 - Prev EIALCAP	2700 - School Administration	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 3	SG 1	Annual
1,2,3,4,5,6 Intervention access to tools and resources utilized during AMP.	Amplify Education	\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1003 - 1.3 Goal 1, A&S 5	1.3	Emerging Students	SN 2	SG 1	Annual
Student incentives and recognition: (Food 4 Less, Mountain Mikes, Dominoes)	Food 4 Less	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 2	SG 1	Annual
Materials & Supplies: Student Store (School branded items)	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Timesheet: Amplify (Training) Training as needed		\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1003 - 1.3 Goal 1, A&S 3	1.3	Safety	SN 3	SG 1	Annual
Materials & Supplies: VAPA supplies (art and craft materials, musical instruments, scripts, recordings, art history, paints, etc.)		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1004 - 1.4 Goal 1, A&S 4	1.4	GLS - ELA	SN 1	SG 1	Annual
Customized Services: Reading Challenge Reading Incentive ST.SN1.2.4 S.SN3.4 ES.SN1.2.3.4.5.6	TBD	\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	SN 1	SG 1	Annual
Sub: PBIS Pull Out Certificated Subs ST.SN3.4 S.SN3 ES.SN1.2.3.4.5.6		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1	Annual
education) \$1500 per grade level ST.SN1.2.3.4.5 S.SN3.4 ES.SN1.2.3.4 Enrichment providing access in creating meaning and experiences that support the standards for ELA/Math through the integration of other subject areas	TBD	\$ 15,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Conference: PD for Admin/Leadership: Conferences, Workshops, Training		\$ 6,000.00	0709 - Prev EIALCAP	2700 - School Administration	5222 - Workshops/Trainings	1008 - 1.8 Goal 1, A&S 8	1.8	Safety	SN 3	SG 1	Annual
Service: Middle Grades Elective PALS (Peer Assistance and Leadership) PD ST.SN2.3.4 S.SN1.2.3 ES.SN1.2.3.4.5	TBD	\$ 250.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual
Service: Science Camp Transportation ST.SN2.3.4.5 S.SN 1.2.3.4	TBD	\$ 7,412.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1	Annual

ST.SN3.4 S.SN3 ES.SN1.2.3.4.5.6 Site, Region, and District focused PD, Progress Monitoring, Leadership, Support, etc.		\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	SN 3	SG 1	Annual
Sub: PBIS Timesheeting Classified Subs ST.SN3.4 S.SN3 ES.SN1.2.3.4.5.6 Site, Region, and District focused PD, Progress Monitoring, PLC Achievement Teams, Leadership, Support, etc.		\$ 1,000.00	0709 - Prev EIALCAP	2700 - School Administration	2405 - Clerical And Office Sal Subs	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	SN 3	SG 1	Annual
Sub: Substitutes for Grade Level PD, Collaboration, Peer Observation, and Planning based on Grade Level/Teacher Differentiated Need (Lesson design data review, essential standards, CFA's, mathematical practices , workshop model, thinking strategies, ELO Fundations , AMP, etc.)		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1 Safety	SN 3	SG 1	Year 2
Differentiated Need (Lesson design data review, essential standards, CFA's, mathematical practices, workshop model, thinking strategies, ELO Fundations , AMP, etc.)		\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2 Safety	SN 3	SG 1	Year 2
Observation, and Planning based on Grade Level/Teacher Differentiated Need (Lesson design data review, essential standards, CFA's, mathematical practices , workshop model, thinking strategies, ELO Fundations , AMP, etc.)		\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	3001 - 3.1 Goal 3, A&S 1	3.1 Safety	SN 3	SG 1	Year 2
Timesheet: Middle Grades Elective CHAMP (PBIS)		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	SN 3	SG 1	Annual
Observation, and Planning based on Grade Level/Teacher Differentiated Need (Lesson design data review, essential standards, CFA's, mathematical practices , workshop model, thinking strategies, ELO Fundations , AMP, etc.)		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1006 - 1.8 Goal 1, A&S 8	1.8 Standards	SN 2	SG 1	Annual
ES.SN1.3.4.5.6 Binders are used for tracking attendance, academics, and behavior progress over time, informational study tools, and assignments. Agendas are for recording and tracking daily assignments.	TBD	\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1006 - 1.8 Goal 1, A&S 8	1.8 Safety	SN 3	SG 1	Annual
Timesheet: Middle Grades Elective PALS (Peer Assistance and Leadership) Release Time ST.SN2.3.4 S.SN1.2.3 ES.SN1.2.3.4.5		\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	SN 3	SG 1	Annual
Monitoring, PLC Achievement Teams, Leadership, Support, etc.		\$ 1,000.00	0709 - Prev EIALCAP	2700 - School Administration	2405 - Clerical And Office Sal Subs	1008 - 1.8 Goal 1, A&S 8	1.8 Safety	SN 3	SG 1	Annual
Progress Monitoring, PLC Achievement Teams, Leadership, Support, etc.		\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8 Safety	SN 3	SG 1	Annual
Progress Monitoring, PLC Achievement Teams, Leadership, Support, etc.		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8 Safety	SN 3	SG 1	Annual
Attendance: Certificated Timesheeting (Before/After School Reflections and Saturday School Reflections Conversations)		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	SN 3	SG 1	Annual
Timesheet: Middle Grades Elective STREAM (STREAM Day/Night Planning)		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	SN 1	SG 1	Annual
Timesheet: for additional support time during AMP (Classified/SSA)		\$ 250.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2003 - 2.3 Goal 2, A&S 3	2.3 Safety	SN 3	SG 1	Annual
		\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	2907 - Other Classified Salary Hourly	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	SN 3	SG 1	Annual
Timesheet: SSA PBIS/SEL Training S.SN1	SEL Launchpad	\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	2907 - Other Classified Salary Hourly	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	SN 1	SG 1	Annual
Service: PBIS Rewards Navigate 360 Program		\$ 3,500.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	SN 1	SG 1	Annual
Timesheet: Translation		\$ 1,000.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1 Safety	SN 3	SG 1	Annual
Timesheet: TSSP (Parent Contact, Resources, etc.) S.SN1.2.3.4 ES.SN2		\$ 250.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4 Standards	SN 2	SG 1	Annual
		\$ 123,942.00								
Service: Science Camp Attendance Cost ST.SN2.3.4.5 S.SN3 ES.SN1.2.3.4 Camp Fees \$3508 per student (60)		\$ 17,788.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	ELOP-Summer Camp	2.4 Safety	SN 3	SG 1	Annual
Materials & Supplies: ELOP Club/Tutorial Supplies		\$ 3,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7417 - ELOP-Academic Support	1.8 Safety	SN 3	SG 1	Annual
Timesheet: ELOP Before/After School Club/Tutorial Time Sheetting		\$ 10,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7417 - ELOP-Academic Support	2.4 Safety	SN 3	SG 1	Annual
		\$ 30,788.00								
ST.SN3.4 S.SN3 ES.SN1.2.3.4.5.6 Site, Region, and District focused PD, Progress Monitoring, PLC Achievement Teams, Leadership, Support, etc.		\$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2 GLS - Math	SN 2	SG 1	Annual
Training: Professional Development: PEBC Coaching ST.SN3.4 ES.SN1.2.3.4.5.6 to support K-2 Teachers and 3-8 Math Cadre with co-teaching/professional development in conjunction with our district funded PEBC coaching of 4 days as math scores show need for improvement		\$ 25,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2 GLS - Math	SN 2	SG 1	Year 2
Books: Expansion of Classroom Libraries K-5 ST.SN1.2.4 S.SN3 ES.SN1.3.4 Levelized reading material for pairs, small group, decodable, SEL and language needs, engaging with high interest, vocabulary and fluency building, comprehension, and prior knowledge acquisition		\$ 10,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1 GLS - ELA	SN 1		Year 2
Libraries 6-8 ST.SN2.3 ES.SN1.3.4.5.6 Books, magazines, etc. that support the middle grades core standards for reading and language development including access to high interest and LTEL support for non-English readers.	TBD	\$ 2,500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1 Safety	SN 1	SG 1	Year 2
Materials & Supplies: Fundations Materials and Consumable Replacement: S.SN1.2.4 S.SN1.3 ES.SN1.2.3.4.5	Wilson Language Training	\$ 12,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1 GLS - ELA	SN 1	SG 2	Annual
Materials & Supplies: Tk-3 Home to School and Cross Grade Level Buddy Reading material (We Both Read, Let's Find Out, Scholastic News, etc.)		\$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1 GLS - ELA	SN 1	SG 2	Annual
our teachers at the beginning of year and twice with ILT to focus on Tier I needs		\$ 6,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2 GLS - Math	SN 1	SG 1	Year 2
books in the hands of our teachers already, Jason has estimated \$3,000 per day (inc. travel) to meet once with all our teachers at the beginning of year and twice with ILT to focus on Tier I needs		\$ 6,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1 GLS - ELA	SN 1	SG 1	Year 2
Timesheet: Grade Level/Math Cadre Certificated Timesheeting ST.SN3.4 S.SN3 ES.SN1.2.3.4.5.6 Site, Region, and District focused PD, Progress Monitoring, PLC Achievement Teams, Leadership, Support, etc.		\$ 1,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2 GLS - Math	SN 2	SG 1	Annual
		\$ 72,500.00								

Base 2025-2026

Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Function (Type of Activity)	Object (Type of Expenditure)	Implementation (Frequency)	Adjustments	Superintendent/ Executive Administrator Notes/Questions/Feedback	Fiscal
Substitutes for IEP's (1x Month) 2 Substitutes per month as needed (Sped Case Manager/GenEd Teacher)		\$ 2,600.00	1000 - Instruction	1105 - Teachers' Salaries Subs	Annual			B
IEP Scheduling Days (1x Month) Up to 2 subs per day x 9 days		\$ 3,200.00	1000 - Instruction	1105 - Teachers' Salaries Subs	Annual			B
school so there are needs to offer additional time for SST/504's. (1 sub per month)		\$ 2,000.00	1000 - Instruction	1105 - Teachers' Salaries Subs	Annual			B
Printing Equitrac Onsite Copies	TBD	\$ 1,700.00	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	Annual			B
Printing Print Shop Staff Copies/Prints for Necessary Materials		\$ 9,200.00	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	Annual			B
Postage 30 Day Letters		\$ 150.00	1000 - Instruction	5930 - Postage	Annual			B
PO Library Supplies as needed	Amazon Capital Services Inc	\$ 500.00	2420 - Instr. Media, Library & Techno	4310 - Materials & Supplies	Annual			B
Book repairs, protection, and labeling	Demco Inc	\$ 500.00	2420 - Instr. Media, Library & Techno	5800 - Other Svcs & Oper Expenditures	Annual			B
Library (posters, storage containers, etc.)		\$ 750.00	2420 - Instr. Media, Library & Techno	4310 - Materials & Supplies	Year 3			B
Library (Books) Library book needs and organization	TBD	\$ 750.00	2420 - Instr. Media, Library & Techno	4200 - Books Other Than Textbooks	Year 3			B
IEP/SST's, excursions, family events, academic and behavior intervention, etc.		\$ 2,000.00	2700 - School Administration	1345 - Cert. Administrator Sal Subs	Annual			B
PO Admin Supplies as needed	Inc	\$ 3,000.00	Administration	4310 - Materials & Supplies	Annual			B
PO Storage shelving, tubs, containers, etc.	Home Depot	\$ 2,000.00	2700 - School Administration	4310 - Materials & Supplies	Year 2			B
PO Admin Supplies as needed	Office Depot	\$ 3,000.00	Administration	4310 - Materials & Supplies	Annual			B
Printer Ink Used for the office color printer	TBD	\$ 5,000.00	2700 - School Administration	4310 - Materials & Supplies	Annual			B
Stores (Paper, Batteries, Health Supplies, etc.) Supplies as needed		\$ 2,000.00	2700 - School Administration	4310 - Materials & Supplies	Annual			B
Diaper changing supports such as changing bench, gloves, Genie, wipes, etc.		\$ 3,000.00	2700 - School Administration	4310 - Materials & Supplies	Year 2			B
Radio replacements for staff communication and safety.		\$ 4,000.00	2700 - School Administration	4310 - Materials & Supplies	Annual			B
community engagement events and activities.			Administration	4310 - Materials & Supplies	Year 2		Submit INR \$10,000	
Volunteer Fingerprinting Fingerprinting cost for regular volunteers		\$ 250.00	2700 - School Administration	5844 - Fingerprinting				B
Custodial Supplies Supplies as needed	Waxie Sanitary Supply	\$ 1,000.00	8200 - Operations	4310 - Materials & Supplies	Annual			B
Custodial Supplies. (Veritiv) Supplies as needed	Veritiv Corp	\$ 25,000.00	8200 - Operations	4310 - Materials & Supplies	Annual			B
Feminine Products Female need for grades 4-8	TBD	\$ 200.00	8200 - Operations	4310 - Materials & Supplies	Annual			B
Home Depot Custodial Custodial needs for routine maintenance, painting, repair, etc.) Includes a 3 year plan to paint the interior of the classrooms. Paint supplied by district, but supplies through Home Depot.	Home Depot	\$ 3,000.00	8200 - Operations	4310 - Materials & Supplies	Annual			B
Stores (Virox Cleaning Etc.) Supplies as needed		\$ 2,000.00	8200 - Operations	4310 - Materials & Supplies	Annual			B
Batteries for the Auto Scrubber Batteries are aging and not keeping charge so it is time to replace	TBD	\$ 1,600.00	8200 - Operations	4400 - Non-Capitalized Equipment	Year 2			B
Equipment Repair Supplies as needed	TBD	\$ 1,000.00	8200 - Operations	5660 - Equipment Repair	Annual			B
Fuel (gas) Fuel charges for custodial equipment		\$ 200.00	8200 - Operations	5721 - Interprogram Fuel	Annual			B

Supplemental 2025-2026

Item Purpose and/or Justification	Vendor	Cost Estimate (See Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Measurement (Program Tracking)	LC/Gr Acct.	Year	Business Needs	Resource Cost	Implementation (Frequency)	Adjustments	Supervisor/Staff Consultation/Feedback	Final
ST-SNS 4.5-SNS ES-SN 1.2.3.4.5.6 Site, Region, and District-based PD, Progress Monitoring, PLC Achievement Teams, Leadership, Support, etc.		\$ 6,000.00	7401 - Learning Recovery Emer Grant	1000 - Instruction	1100 - Teachers' Salaries Sub	1002 - 1.2 Goal 1, A&S 2 QLS-Sup	1.2 QLS - Math	SN 2	SD 1	Annual				8
Training Professional Development PBEC Coaching ST-SNS 4.5-SN 1.2.3.4.5.6 to support K-2 Teachers and 3-4 Math Clubs with co-teaching/professional development in conjunction with our district-based PBEC consisting of 4 days in math spaces above need for improvement.		\$ 20,000.00	7401 - Learning Recovery Emer Grant	1000 - Instruction	8800 - Other Fees & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 QLS-Sup	1.2 QLS - Math	SN 2	SD 1	Year 2				8
Books: Expansion of Classroom Libraries K-5 ST-SN 1.2.4.5.6 SN 1.3.4.5.6 Lending, reading material for pairs, small group, individual, SEL and language needs, engaging with high interest, vocabulary and fluency building, comprehension, and other knowledge acquisition.		\$ 10,000.00	7401 - Learning Recovery Emer Grant	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 QLS-Base	1.1 QLS - ELA	SN 1		Year 2				8
Books: Expansion of Classroom Libraries K-5 ST-SN 1.2.4.5.6 SN 1.3.4.5.6 Lending, reading material for pairs, small group, individual, SEL and language needs, engaging with high interest, vocabulary and fluency building, comprehension, and other knowledge acquisition.		\$ 2,000.00	7401 - Learning Recovery Emer Grant	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 QLS-Base	1.1 Safety	SN 1	SD 1	Year 2				8
Materials & Supplies: Fundamentals Materials and Consumable Replacement: ST-SN 1.2.4.5.6 SN 1.3.4.5.6	Wilson Language Training	\$ 10,000.00	7401 - Learning Recovery Emer Grant	1000 - Instruction	4210 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 QLS-Base	1.1 QLS - ELA	SN 1	SD 2	Annual				8
Materials & Supplies: Th-3 Home to School and Cross District Level Buddy Reading material (File Room Read, Let's Find Out, Scholastic News, etc.)		\$ 8,000.00	7401 - Learning Recovery Emer Grant	1000 - Instruction	4210 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 QLS-Base	1.1 QLS - ELA	SN 1	SD 2	Annual				8
Our teachers at the beginning of year and those with 5.7 to 6.0 on Tier 1 needs.		\$ 8,000.00	7401 - Learning Recovery Emer Grant	1000 - Instruction	8800 - Other Fees & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 QLS-Sup	1.2 QLS - Math	SN 1	SD 1	Year 2				8
Books in the hands of our teachers already, Jason has estimated \$3,000 per day (no travel to meet once with all our teachers at the beginning of year and those with 5.7 to 6.0 on Tier 1 needs).		\$ 8,000.00	7401 - Learning Recovery Emer Grant	1000 - Instruction	8800 - Other Fees & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 QLS-Base	1.1 QLS - ELA	SN 1	SD 1	Year 2				8
Timekeeping: District Level Math Clubs Certified Timekeeping ST-SNS 4.5-SNS ES-SN 1.2.3.4.5.6 Site, Region, and District-based PD, Progress Monitoring, PLC Achievement Teams, Leadership, Support, etc.		\$ 1,000.00	7401 - Learning Recovery Emer Grant	1000 - Instruction	1100 - Teachers' Salaries Hours	1002 - 1.2 Goal 1, A&S 2 QLS-Sup	1.2 QLS - Math	SN 2	SD 1	Annual				8
		\$ 171,600.00												

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

Discussions were had about strengths and areas of need, both from a staff, student, and parent perspective based on the information presented from our school community. In addition, our Annual Needs Assessment and Hanover Survey were sent via Blackboard to our community where not only was there a ranking for Standards, Safety, and Emerging Students, but also areas for written feedback used as discussion for moving our school forward.

Date

SSC: 10/29/24, 2/4/25, 4/8/25

ELAC: 10/17/24, 5/8/25

ILT/PBIS: 11/28/23, 1/9/24, 4/4/24

PTO: 9/18/24, 1/22/25, 4/2/25

Parents: 5/9/25 (Annual Needs Assessment)

Staff, Students, and Parents: (Hanover 2024-2025)

Groups

(SSC) School Site Council, (ELAC) English Language Advisory Council, (ILT) Instructional Leadership Team / (PBIS) Positive Behavior Interventions and Support), (PTO) Parent-Teacher Organization, and Student Leadership

Outcome

Brock Elliott is visible, welcomes feedback for improvement, and aims to have a partnership with our stakeholders so that we can create an environment where our vision drives learning. Through this belief, we have taken input and utilized it to build the foundation of our Strategic Plan for 2024-2027 schoolyears.

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 5-22-25.

Attested:

	Principal, David L. Silveira on 5-22-25
	SSC Chairperson, Garima Dwivedi on 5-22-25