



## 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.

## **French Camp Elementary School**

39685936042311

## **Manteca Unified School District**

39685930000000

### **School Site Vision**

Manteca Unified School District, in partnership with our diverse communities, is dedicated to all students achieving their academic and personal potentials. We are committed to providing a safe environment where quality education establishes the foundation for life-long learning.

### **School Site Mission**

French Camp Elementary will be a 21st Century learning community comprised of students, staff and families. Students will be responsible, productive, confident members of the community who will be lifelong learners. They will have strength of character and be prepared to achieve personal success in high school and beyond.

### **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

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.

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

### **School Site Description**

French Camp serves a diverse community encompassing approximately forty square miles and parts of four cities: Manteca, Lathrop, Stockton, and French Camp. French Camp School is a K-8 school within MUSD serving a population of over 600 students. French Camp School operates as a School Based Coordinated Program to facilitate the diverse needs of our K-8 student population. It also serves to coordinate general and categorical resources with maximum flexibility and effect, and to promote operational efficiency in support of learning and teaching.

School Vision: French Camp Elementary will be a 21st Century learning community comprised of students, staff, and families. Students will be responsible, productive, confident members of the community who will be lifelong learners. They will have strength of character and be prepared to achieve personal success in high school and beyond.

During the 2021-22 school year (post-COVID), our full day kindergarten program was reinstated, and it has continued since. This offers our students more time with the teacher and their peers to learn English as well as master the numerous kindergarten standards. French Camp has implemented access time (Eagle Time) at all grade levels, K-8. Access time (Eagle Time) is a dedicated 30-minute block, where all grade levels teach concepts to specific groups of students, based on an assessed need, which supports an essential standard at that grade level. Bilingual aides support the classroom teachers during this time. A master schedule was developed to ensure that all teachers had an aide to assist them during Eagle Time. PLCs meet regularly to review data and plan learning cycles as a grade level. We make decisions on programs and interventions based on a review of data points throughout the year. Data points are used to determine the effectiveness of the program and determine if spending is justified. We work closely with our migrant families and Migrant Education through San Joaquin County Office of Education to provide learning opportunities for students in this demographic. A Migrant Independent Study Program along with a Migrant Extended Day Program were implemented during the 2020-21 school year and has continued since. The Migrant Independent Study program has expanded, and the district has offered to employ a second teacher for this program. The addition of this program is in hopes to better ready our students coming into kindergarten.

French Camp's continued success is a direct result of the many supports we have put in place, as well as our highly trained, dedicated teachers providing strong academic curriculum design in a safe and caring environment. You will find French Camp School to be an excellent school with a positive reputation.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

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

### Classroom Observations

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

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



## **Analysis of Current Instructional Program**

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

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

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

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

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

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

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

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

## Staffing and Professional Development

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

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

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

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

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

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

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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
604	82.6	52.5	0.3
Total Number of Students enrolled in French Camp 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
600	90.2%	52.3%	0.3%
Total Number of Students enrolled in French Camp 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	317	52.5
Foster Youth	2	0.3
Homeless	48	7.9
Socioeconomically Disadvantaged	499	82.6
Students with Disabilities	61	10.1

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	314	52.3%
Foster Youth	2	0.3%
Homeless	51	8.5%
Socioeconomically Disadvantaged	541	90.2%
Students with Disabilities	52	8.7%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1
American Indian	1	0.2
Asian	7	1.2
Filipino	1	0.2
Hispanic	530	87.7
Two or More Races	9	1.5
Pacific Islander	1	0.2
White	49	8.1

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.8%
American Indian	1	0.2%
Asian	5	0.8%
Filipino	1	0.2%
Hispanic	526	87.7%
Two or More Races	13	2.2%
Pacific Islander	3	0.5%
White	40	6.7%

#### Conclusions based on this data:

- Over 80% of French Camp students are considered Socioeconomically Disadvantaged. The student population identified as Socioeconomically Disadvantaged increased during the 2022-2023 school year and has since remained steady, hovering in the 90% range. This student population is dynamic and includes other subgroups such as, Migrant, English Learners, Students with Disabilities, and Homeless (TSSP). The French Camp Learning community has collaborated with our families and other stakeholders to ensure our SED students come to school every day. During the school year, the attendance rate for this group has been 92.51 % and the chronic absenteeism rate has been 16.62%. We have made steady growth in this area, but the 16.62% chronic absenteeism rate is still high. French camp Elementary School has also worked with other stakeholders to ensure SED students learn standards at high levels. In the Spring of 2024, the percentage of SED students who were in the MAP red band was 43%. During the 2024-2025 school year, this percentage was reduced to 40%. A similar trend has been observed in Reading and Language Usage.

2. Over 50% of all students are English Learners or emerging bilinguals, which is a term that is taking steam across the state and country. The Power Bi end-of the-year report shows that during the 2024-2005 school year, 49.5% of our students are classified as emerging bilinguals. Even though emerging bilinguals have been clustered into one single group for statistical purposes, this group is also highly dynamic, and its composition includes Migrant, SED, SWD, and Homeless. The EL Migrant population has a total of 122 students. This number represents 41% of the EL population and 21% of the entire school. Most Migrant Students leave the country in late November or early December and return to the country the following year. There is a wide returning range based on family needs and/or preferences, but most return to our area when the Migrant Housing units reopen during the second week in March. French Camp Elementary School has created a teaching program and modality titled Eagles Abroad. This is distance learning that allows a limited number of Migrant students to continue learning while they are abroad. Migrant students who sign up for this program take their district-provided computers and they meet with our migrant teachers for at least one hours during the day. In addition to live sessions, students are assigned schoolwork that has to be submitted to their teachers on a daily and weekly basis depending on the complexity of the work. When students return from Mexico, they consistently stay enrolled at French Camp. This continuity allows our teachers and support members to provide the academic support and intervention our students need to be successful in school. The rests of students who are Emerging Bilinguals reside consistently in our area. Some of them have parents or grandparents who were French Camp students. These families have made substantial efforts to maintain their home language, mostly Spanish, and are also committed to their children growing up totally bilingual.
3. 87% of all students are Hispanic. During the 2024-2025 school year, 502 students were identified as Hispanic. This number represents 88% of our student population. The Hispanic population at French Camp Elementary School closely mirrors the dynamic historical trends that have shaped the French Camp township and the San Joaquin Valley over the last century and a half. Most Hispanic students are of Mexican origin. Some of our Hispanic families have lived in the area for generations, and therefore, attending French Camp Elementary School has become a highly valued and cherished family affair. Other French Camp Hispanic families arrived in the area at different stages during the migration waves that have shaped the Central Valley. There are also significant linguistic variations within the Hispanic population in the area. Most families who arrived within the last three decades have maintained Spanish as their home language, whereas families who arrived before having remained predominantly English-speaking.



# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

All students and families will have equitable access to core curriculum and effective tier 1 instruction to meet grade level standards in ELA/Reading and Math as measured by local and state assessments. Furthermore, parents will be offered the opportunity to learn how to best support their children in gaining access to the grade level standards.

## CAASPP Results

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2351.	2342.	2359.	11.67	5.66	7.04	5.00	11.32	12.68	30.00	26.42	19.72	53.33	56.60	60.56
Grade 4	2382.	2413.	2355.	5.88	11.11	1.67	14.71	14.29	13.33	14.71	25.40	13.33	64.71	49.21	71.67
Grade 5	2453.	2425.	2444.	8.06	2.90	6.15	17.74	15.94	30.77	29.03	24.64	12.31	45.16	56.52	50.77
Grade 6	2483.	2488.	2453.	4.92	6.15	7.14	19.67	24.62	8.57	37.70	32.31	34.29	37.70	36.92	50.00
Grade 7	2477.	2513.	2511.	1.75	3.45	6.56	24.56	31.03	29.51	28.07	32.76	34.43	45.61	32.76	29.51
Grade 8	2512.	2489.	2528.	2.94	3.45	5.00	26.47	25.86	31.67	30.88	25.86	36.67	39.71	44.83	26.67
Grade 11															
All Grades	N/A	N/A	N/A	5.85	5.46	5.68	18.09	20.49	20.67	28.19	27.87	25.06	47.87	46.17	48.58

**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	2373.	2343.	2359.	3.28	1.85	5.48	19.67	12.96	6.85	27.87	18.52	34.25	49.18	66.67	53.42
Grade 4	2382.	2419.	2380.	0.00	3.13	5.08	5.88	20.31	6.78	35.29	35.94	18.64	58.82	40.63	69.49
Grade 5	2427.	2420.	2443.	4.84	4.11	7.69	4.84	4.11	12.31	25.81	24.66	20.00	64.52	67.12	60.00
Grade 6	2450.	2458.	2418.	1.64	3.08	1.41	14.75	10.77	1.41	24.59	33.85	28.17	59.02	52.31	69.01
Grade 7	2423.	2449.	2444.	0.00	0.00	1.56	0.00	9.84	9.38	29.82	24.59	17.19	70.18	65.57	71.88
Grade 8	2439.	2415.	2463.	1.49	1.72	1.64	2.99	0.00	4.92	19.40	10.34	24.59	76.12	87.93	68.85
All Grades	N/A	N/A	N/A	1.86	2.40	3.82	7.98	9.60	6.87	27.13	25.07	24.17	63.03	62.93	65.14

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

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	23.94	25.96
Female	32.45	33.52
Male	15.43	18.95
American Indian or Alaska Native	0.00	--
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	22.80	26.09
Native Hawaiian or Pacific Islander	0.00	0
Two or More Races	--	--
White	37.04	30.00
English Learners	8.15	3.66
Foster Youth	0.00	--
Homeless	19.23	20.34
Military	--	0.00
Socioeconomically Disadvantaged	24.48	23.96
Students Receiving Migrant Education Services	15.49	10.53
Students with Disabilities	6.38	9.76



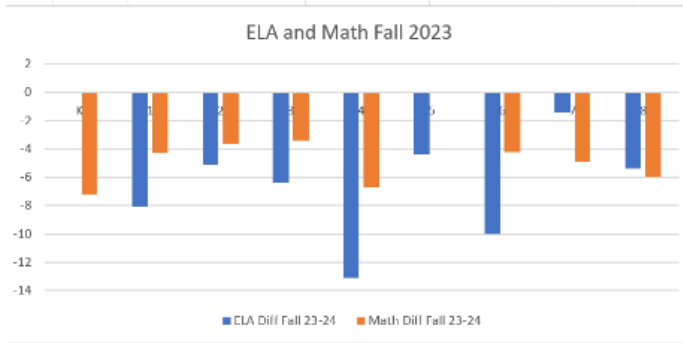
**CAASPP Results  
Mathematics (All Students)**

<b>CAASPP Student Groups</b>	<b>22-23 CAASPP Percent Met or Exceeded</b>	<b>23-24 CAASPP Percent Met or Exceeded</b>
All Students	9.84	12.00
Female	10.16	11.24
Male	9.52	12.69
American Indian or Alaska Native	0.00	--
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	9.42	11.18
Native Hawaiian or Pacific Islander	0.00	0
Two or More Races	--	--
White	14.81	23.33
English Learners	4.35	4.00
Foster Youth	0.00	--
Homeless	13.46	9.68
Military	--	8.33
Socioeconomically Disadvantaged	9.76	10.34
Students Receiving Migrant Education Services	7.04	7.69
Students with Disabilities	4.26	12.20

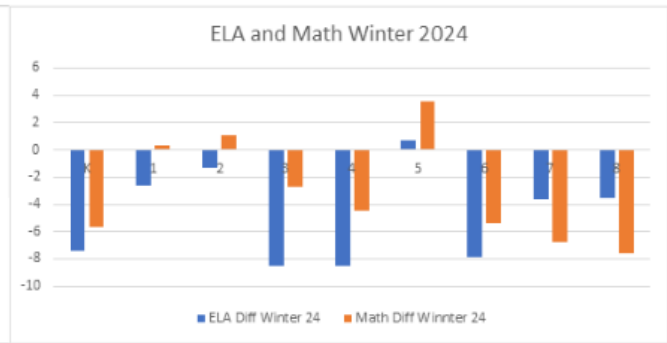
**Data**

## Comparison of French Camp Mean RIT to MUSD Mean RIT by Grade Level

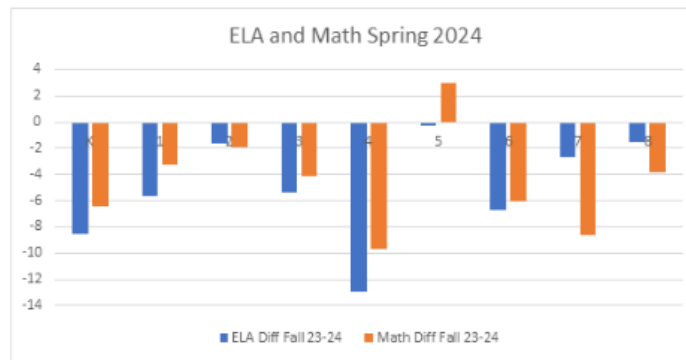
Fall 2023:



Winter:



Spring:



### Achievement by Grade

French Camp Elementary | Math K-12

Grade ↑	Achievement Fall 2023-2024 Median and Distribution					Sort by -- select an option --	Number of Students
K	26th	43%	16%	21%	9%	11%	44
Grade 1	30th	43%	22%	28%	3%	4%	58
Grade 2	20th	53%	12%	16%	17%	2%	64
Grade 3	20th	52%	29%	10%	3%	6%	63
Grade 4	16th	51%	25%	10%	6%	8%	49
Grade 5	34th	30%	28%	30%	9%	3%	57
Grade 6	23rd	45%	37%	8%	10%		71
Grade 7	26th	39%	36%	18%	5%	2%	56
Grade 8	30th	33%	37%	25%	5%		57
Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th							
Rostered Spring 2023-2024 Tested Fall 2023-2024							

## Achievement by Grade

French Camp Elementary | Math K-12

Grade ↑	Achievement Winter 2023-2024 Median and Distribution	Sort by -- select an option --	Number of Students
K	31st 43% 25% 7% 20% 5%		40
Grade 1	34th 31% 32% 8% 19% 10%		59
Grade 2	35th 38% 14% 14% 21% 13%		63
Grade 3	21st 47% 20% 20% 7% 6%		70
Grade 4	17th 56% 12% 10% 14% 8%		50
Grade 5	38th 30% 21% 26% 19% 4%		57
Grade 6	22nd 47% 32% 13% 6% 2%		68
Grade 7	25th 38% 38% 15% 5% 4%		60
Grade 8	36th 30% 35% 30% 5%		57

School Profile

### Achievement Overview

French Camp Elementary | Math K-12

Grade	Achievement Winter 2024-2025 Median and Distribution	Number of Students
All Grades	32nd 36% 23% 20% 13% 8%	532

Percentiles Key: 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

Registered Winter 2024-2025  
Tested Winter 2024-2023

[More information about this chart.](#)

## Achievement by Grade

French Camp Elementary | Math K-12

Grade ↑	Achievement Winter 2024-2025 Median and Distribution	Sort by -- select an option --	Number of Students
K	52nd 26% 20% 19% 15% 20%		65
Grade 1	30th 39% 18% 21% 14% 8%		51
Grade 2	57th 29% 6% 21% 21% 23%		62
Grade 3	36th 39% 16% 25% 15% 5%		61
Grade 4	28th 38% 37% 11% 8% 6%		63
Grade 5	26th 44% 18% 28% 8% 2%		50
Grade 6	37th 27% 30% 20% 21% 2%		56
Grade 7	22nd 48% 30% 16% 8%		69
Grade 8	29th 31% 31% 24% 9% 5%		55



## Student Growth Summary Report

### Aggregate by School

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

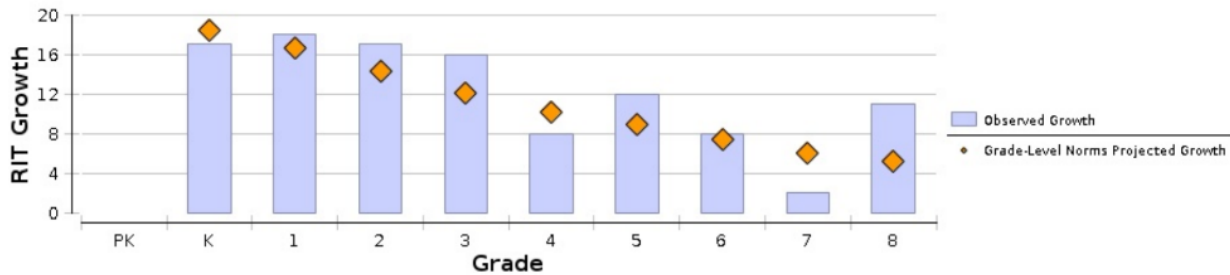
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Spring 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 32 (Spring 2024)  
Grouping: None  
Small Group Display: No

### French Camp Elementary

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
PK	0	**			**			**					**		
K	44	133.4	10.9	13	150.4	11.4	10	17	1.3	18.4	-0.64	26	44	21	48
1	61	151.0	11.8	6	169.2	14.5	12	18	1.2	16.6	0.64	74	61	39	64
2	65	164.0	13.4	3	181.0	14.6	9	17	1.3	14.3	1.18	88	65	37	57
3	63	176.1	15.0	2	191.6	15.4	7	16	0.9	12.0	1.65	95	63	40	63
4	50	187.0	14.8	3	195.4	17.8	2	8	1.2	10.2	-0.90	19	50	20	40
5	58	201.3	13.7	14	213.0	17.0	25	12	0.9	8.9	1.21	89	58	36	62
6	70	201.5	12.1	4	209.8	14.6	6	8	0.9	7.4	0.42	66	70	37	53
7	57	209.8	11.5	11	212.2	13.4	6	2	1.1	6.1	-1.79	4	57	19	33
8	56	214.2	10.6	13	224.8	15.8	29	11	1.8	5.2	2.23	99	56	37	66

### Math: Math K-12



#### School Profile

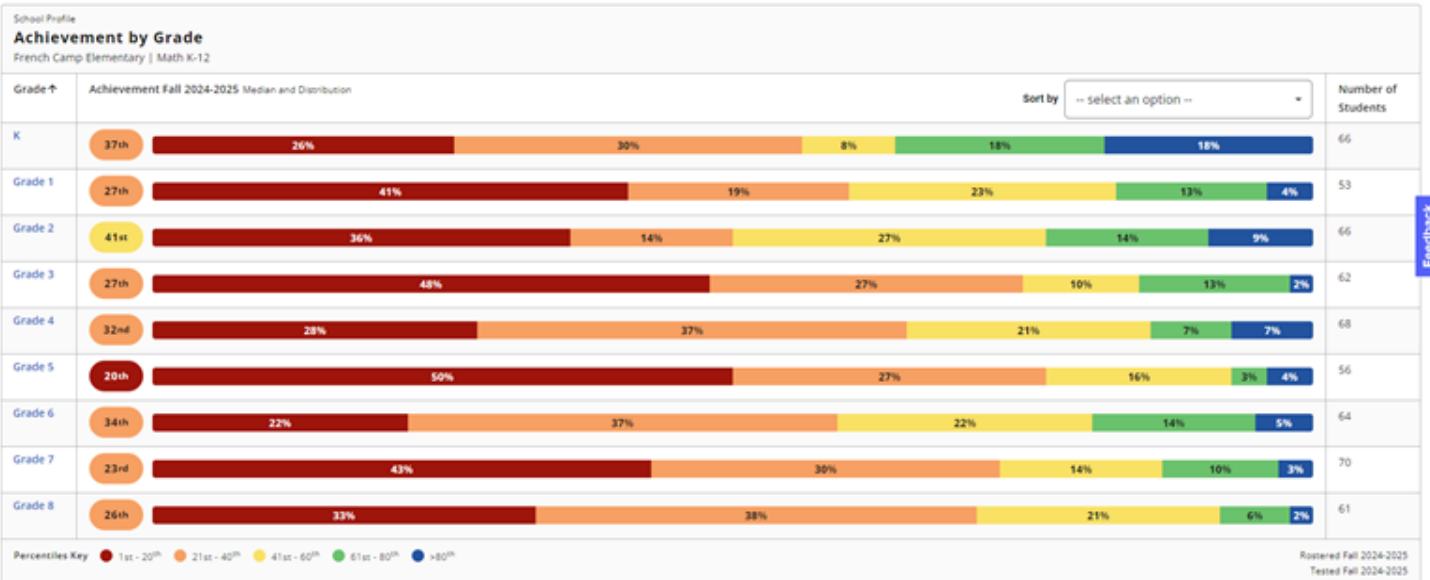
#### Achievement by Grade

French Camp Elementary | Math K-12

Grade ↑	Achievement Spring 2023-2024 Median and Distribution					Sort by	Number of Students
K	31st	35%	22%	25%	14%	4%	49
Grade 1	37th	39%	21%	22%	9%	9%	67
Grade 2	34th	40%	19%	20%	18%	3%	68
Grade 3	24th	43%	21%	18%	11%	7%	72
Grade 4	16th	55%	12%	19%	7%	7%	58
Grade 5	37th	35%	19%	18%	22%	6%	65
Grade 6	22nd	47%	26%	16%	8%	3%	70
Grade 7	20th	57%	19%	16%	6%	2%	62
Grade 8	40th	27%	24%	31%	8%	10%	59

Percentiles Key: 1st - 20th (Red), 21st - 40th (Orange), 41st - 60th (Yellow), 61st - 80th (Green), >80th (Blue)

Rostered Spring 2023-2024  
Tested Spring 2023-2024



Feedback



## Student Growth Summary Report

Aggregate by School

Term: Fall 2024-2025  
District: Manteca Unified School District

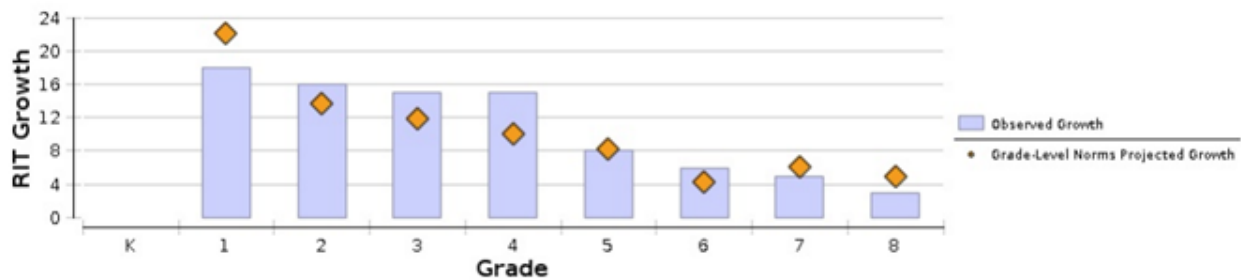
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Fall 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 2 (Fall 2024)  
Grouping: None  
Small Group Display: No

### French Camp Elementary

Math: Math K-12

		Comparison Periods							Growth Evaluated Against							
Grade (Fall 2024)	Total Number of Growth Events	Fall 2023			Fall 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	47	132.7	10.9	10	150.5	11.4	8	18	1.5	22.1	-1.57	6	47	15	32	28
2	59	151.5	11.2	7	167.9	14.6	16	16	1.1	13.8	1.14	87	59	40	68	61
3	58	162.8	13.5	2	177.9	11.8	5	15	1.2	11.9	1.84	97	58	41	71	58
4	62	176.2	14.6	2	191.2	13.4	13	15	0.9	10.0	3.32	99	62	45	73	70
5	48	187.3	15.0	3	195.1	14.4	3	8	1.1	8.2	-0.34	37	48	23	48	44
6	56	201.7	13.8	16	207.9	12.6	21	6	1.0	4.2	1.12	87	56	34	61	59
7	69	201.9	12.2	5	207.2	14.2	7	5	1.1	6.1	-0.45	33	69	28	41	41
8	55	209.5	11.8	11	212.0	13.4	10	3	1.0	4.9	-1.54	6	55	23	42	40

Math: Math K-12





## Student Growth Summary Report

Aggregate by School

Term: Winter 2024-2025  
District: Manteca Unified School District

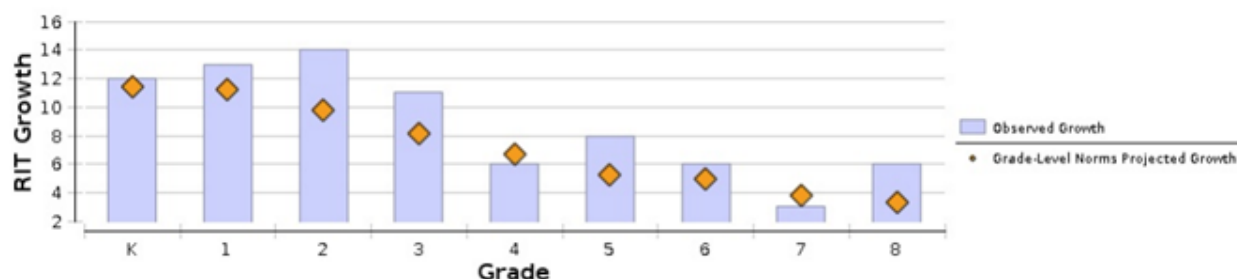
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2024 - Winter 2025  
Weeks of Instruction: Start - 2 (Fall 2024)  
End - 19 (Winter 2025)  
Grouping: None  
Small Group Display: No

### French Camp Elementary

Math: Math K-12

Grade (Winter 2025)		Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
			Fall 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
			Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	61	138.0	13.5	49	149.8	14.8	52	12	1.8	11.4	0.27	61	61	23	38	32	
1	51	149.6	13.1	6	162.5	13.0	12	13	1.8	11.2	1.12	87	51	28	55	54	
2	62	167.5	14.7	14	181.7	15.9	38	14	1.2	9.8	3.18	99	62	43	69	76	
3	60	178.1	11.7	6	189.4	11.4	15	11	1.2	8.2	2.44	99	60	40	67	67	
4	63	191.1	13.2	13	197.1	13.0	11	6	0.7	6.7	-0.59	28	63	32	51	47	
5	47	196.3	13.7	5	204.4	14.1	10	8	0.8	5.3	1.98	98	47	31	66	65	
6	55	207.9	13.0	21	213.6	13.2	24	6	0.8	5.0	0.55	71	55	27	49	44	
7	69	207.7	13.6	8	210.8	11.4	7	3	1.1	3.8	-0.57	28	69	30	43	33	
8	55	213.0	13.4	12	218.9	14.0	18	6	1.3	3.4	1.73	96	55	35	64	56	

Math: Math K-12



#### Explanatory Notes

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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nwea

### Data Analysis

The comparison chart shows the discrepancy between French Camp and MUSD in terms of average NWEA RIT in Reading and Math by grade level. NWEA MAP testing occurs each trimester. Student results yield individual learning plans. Individual student progress is monitored each trimester. Results from the assessment allow for effective small group instruction. Teachers can identify the assessed skills that each student needs. They collaborate as grade level PLCs to develop a plan to address these learning needs.

Historically, the largest discrepancy between French Camp students and MUSD as a whole is in the area of ELA-Reading. This remains consistent when looking at Kindergarten through 6th grade. In junior high, math is the area which is furthest from the district average.

Teachers at each grade span made commitments to student learning at the beginning of the school year. TK-3 committed to implementing Foundations with fidelity to address the deficiency with our youngest students in mastering foundational skills. Teachers in grades 4-6 chose to focus on Math Thinking Strategies for their students. Teachers in grades 7-8 chose cross-curricular writing as their focus. As a whole, the staff feels strongly that their grade level is following the commitment they made for the year. Based on a staff survey, teachers expressed an interest in having more time to implement the PLC process. A waiver was voted on and approved for 2024-25 school year to allow for

Early Release Collaboration time. Professional Development in the area of the PLC process will continue in 2024-25 to ensure sound PLC practices within grade levels and grade spans.

When looking at percentage of students in each quintile for MAP Math, the majority of students fall in the bottom 2 quintiles.

4th Grade Fall: 76% in the bottom 2 quintiles

4th Grade Winter: 68% in the bottom 2 quintiles

4th Grade Spring: 67% in the bottom 2 quintiles

5th Grade Fall: 58% in the bottom 2 quintiles

5th Grade Winter: 51% in the bottom 2 quintiles

5th Grade Spring: 54% in the bottom 2 quintiles

6th Grade Fall: 82% in the bottom 2 quintiles

6th Grade Winter: 79% in the bottom 2 quintiles

6th Grade Spring: 73% in the bottom 2 quintiles

While each grade level reduced the percentage of students in the bottom two quintiles, the majority of students are still in the red or orange bands.

When looking at student growth in MAP from Fall to Winter, grades 1, 2, 3, 4, 5, 6, and 8, had at least half of their students meet their projected learning targets. Kinder and 7th grade students had less than half of their students meet learning targets.

MAP growth from Fall to Spring shows that grades 1,2,3,5,6, and 8 had at least half of their students meet their projected learning targets.

NWEA MAP Math testing occurs in August / September, January, and April. Student results yield individual learning plans. Individual student progress is monitored each trimester. Results from the assessment allows for informed instruction. Teachers have access to information on the specific skills that student need based on their assessment performance. Professional Learning Communities will meet to review data and plan targeted instruction.

In looking at the CAASPP data, our English Learners and our Migrant population had the biggest discrepancy when it came to meeting or exceeding standards. We will continue to refine our Eagles Abroad program to meet the needs of our Migrant students when they are out of the country. Furthermore, we will continue to refine the extended day program with targeted support for our students daily during their time after regular school hours. Our English Learners will continue to receive designated ELD support daily. We will also have a focus on Learning Walks designed to provide feedback on integrated ELD taught throughout the school day at all grade levels.

In order to address the needs based on the data:

PEBC coaching will continue in 2024-25 in grades 4-6 to enhance the rich tasks and math thinking strategies at the intermediate grades.

ILT will meet monthly to analyze data and propose academic decisions schoolwide.

Students will have access to manipulatives, supplies, and technology, in Math.

Tutoring will be available outside of the regularly contracted day. Students will be chosen to meet with teachers outside of the teacher's contractual day. The goal of these tutoring services will be based on data and measured for the duration of the tutoring sessions. Student enrollment will be fluid, based on need.

During the instructional day, teachers will use small group instruction and varied teaching strategies to differentiate instruction based on student need. If Tier 1 instruction is not yielding the desired academic result, Tier 2 interventions will be implemented to meet the assessed learning needs of the students.

Learning walks will be utilized at various times of the day, with particular attention paid to Eagle Time in order to best support the teacher. Feedback will be given to teachers in terms of lesson design, lesson delivery, and focus on standards. Administrators will start the process in September. The learning walk form will be shared with the ILT and adjusted based on their input. Teachers will be given the option to have other teachers observe them. The data that is collected will be anonymous but sorted by grade span and observable traits during the lesson. Roving subs will be used to cover teachers' classrooms on designated learning walk days.

PLC Commitments were put into place during the 2023-24 school year. These will be continued and used as a focus area for grade level collaboration during common planning and collaboration days. Action plans will be developed. Students will be targeted. Data will be collected. Adjustments to the plan will be made based on data.

**Student Need 1:**

Students need access to tier I instruction through district adopted base and supplemental curriculum and effective instruction to ensure progress toward proficiency in grade level math standards.

**SMART Goal 1**

By June 2027, 60% of students at each grade level will achieve growth projections in Math as measured by MAP from Fall to Spring annually.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Select students in 4th-6th Grade in Red / Orange MAP band for Math will be given the opportunity to attend after school tutoring to support targeted grade level Math skills. This will take place with our Migrant students during extended day from Aug-Dec. Tutoring will continue for others from Dec-May.	Percentage of students in red / orange band as determined by NWEA MAP School Profile	Spring 2024:	Spring 2025:			Time People
	4th Grade Red: 28% Orange: 37%	4th Grade Red: 55% Orange: 12%	4th Grade-All Students Red: 38% Orange: 32%			
	5th Grade Red: 50% Orange: 27%	5th Grade Red: 35% Orange: 19%	Migrant Red: 45% Orange: 30%			
	6th Grade Red: 22% Orange: 38%	6th Grade Red: 47% Orange: 26%	5th Grade-All Students Red: 53% Orange: 24%			
			Migrant Red: 63% Orange:25%			
	Cycle 2:		6th Grade-All Students Red: 23% Orange: 25%			
	4th Grade Red: 38 % Orange: 37%					
	5th Grade Red: 44 %		Migrant Red: 43%			



	<p>Orange: 18%</p> <p>6th Grade Red: 27 % Orange: 31 %</p> <p>During trimester two and going into trimester 3, 4th and 5th grade students in the red and orange bands are participating in after school tutoring programs to support targeted grade level math skills. The two fourth grade teachers have set up their own math tutoring program. Attendance reports have been added.</p> <p>One sixth grade teacher has also established an after-school tutoring targeting math skills. A total of 19 students are taking advantage of this opportunity. These tutoring groups were established right after MAP winter data became available. Tutoring will continue until the end of the school year.</p>		<p>Orange:14%</p> <p>The IS has been tasked with creating intervention/tutoring lists targeting 4-6 grade students that are in the red and orange bands based on MAP Spring 2025 data. These data, including specific skills and/or standards will be available at the beginning of the school year and tutoring groups will begin immediately. The principal will meet with the new 4-6 grade teams during their first grade-level collaboration meeting to go over the data and to plan the tutoring sessions.</p>			
Professional Development in Rich Math Tasks and Thinking Strategies through PEBC for certificated staff in grades 4-6 will continue in 2024-25 to support teacher proficiency in Math Thinking Strategies. The IS collaborates with	Staff Levels of Proficiency Rubric used to monitor staff proficiency in each category of the Math Thinking Strategies.	Fall 2023 to Spring 2024 PD Levels of Proficiency Survey indicate that teachers feel most proficient with Gradual Release and Speaking/Listening. They are least proficient with Intention and Task.	Professional Development in Rich Math Tasks and Thinking Strategies through PEBC for certificated staff in grades 4-66 was implemented during the 2024-25 to support teacher			

the PEBC coach and the admin team to set dates and organize coaching sessions.			proficiency in Math Thinking Strategies. The IS collaborated with the PEBC coach and the admin team to set dates and organize coaching sessions.			
Implement Math Rich Tasks and Thinking Strategies with fidelity, using varied strategies to assist concrete and abstract learners in achieving grade level math standards. The IS collaborates with the PEBC coach and the admin team to set dates and organize coaching sessions. They will also provide in-class support.	Learning Walks to monitor evidence of Math Rich Tasks in grades 4-6.	<p>3/7 teachers in grades 4-6 implementing Rich Tasks with evidence as of 8/2024</p> <p>Data was first collected and recorded on November 13th, 2024.</p>	<p>During the last Learning Walk, we observed 5/6 teachers implementing Rich Tasks. These data will be monitored more efficiently and consistently during the 2025-2026 school year. The Learning Walks Rubric developed at the end of the 2024-2025 school year will be used to collect these data:</p> <p><a href="https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/ETzyLfksyrRNrIKvFDfEPYsByepsGKnaxJqlqTKBUU12nA?e=3hqYyX">https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/ETzyLfksyrRNrIKvFDfEPYsByepsGKnaxJqlqTKBUU12nA?e=3hqYyX</a></p>			
Grade Level PLCs will analyze student data, make decisions based on student need, and design learning experiences for improved student outcomes.	PLC Goal Sheets / Agendas to monitor student data at specified checkpoints throughout the trimester.	<p>In T2 of 2023-24, 100% of grade levels set trimester-long goals with progress checkpoints along the way. In T3 of 2023-24, 75% of</p>	<p>During the 2025-2026 school year, PLC teams will be responsible for creating their own agendas. These agendas will be shared</p>			

		grade levels set trimester-long goals with progress checkpoints along the way.	with the administration team and immediate feedback will be provided. The administration team will continue collaborating with Mr. David LaRose to revise and refine the PLC implementation.			
Implement the Math base curriculum using varied materials and supplies to meet the needs of all learners.	Learning Walks to monitor evidence of varied materials and supplies when implementing math in grades 4-6.	7/7 teachers in grades 4-6 using varied materials and supplies when implementing math as of 8/2024  Data was first collected and recorded on November 13th, 2024	6/6 teachers in grades 4-6 using varied materials and supplies when implementing math as of 5/2025. All teachers were using based curriculum.  Data was first collected and recorded on November 13th, 2024			
Acknowledge growth in Math each trimester with incentives or rewards.	# of students identified in Illuminate MAP Growth Fall to Winter and Fall to Spring as meeting growth projections in MAP Math.  Kindergarten: N/A 1st Grade: 15 2nd Grade: 39 3rd Grade: 41 4th Grade: 45 5th Grade: 23 6th Grade: 34 7th Grade: 27 8th Grade: 23  Cycle 2:	Total number of students meeting growth projections Fall to Spring 2023-24: 289	MAP Fall to Spring 2025 data:  Kindergarten: 17 1st Grade: 31 2nd Grade: 37 3rd Grade: 34 4th Grade: 21 5th Grade: 27 6th Grade: 42 7th Grade: 26 8th Grade: 39  Students were recognized consistently for meeting			

	Kindergarten: 23 1st Grade: 28 2nd Grade: 43 3rd Grade: 40 4th Grade: 32 5th Grade: 31 6th Grade: 27 7th Grade: 30 8th Grade: 35		their projected goals three times during the school year.			
Acknowledge students achieving the blue and green bands in MAP Math each trimester with incentives or rewards. The IS will be responsible for pulling and disseminating MZAP data after each test implementation window.	# of students identified in MAP School Profile Report for Blue Band in Math:  Green Band: 65 students  Blue Band: 34 students  Cycle 2:  Green Band: 69 students  Blue Band: 43 students	Total number of students in the Blue Band (highest quintile) in MAP Math is 32	Spring 2025 MAP Math Data:  Green Band: 79  Blue Band: 55  Students were recognized consistently three times during the school year. Parental participation during the assemblies was very high. Including green band in addition to blue was successful. More students were able to participate, and their confidence level and motivation were increased.			

### 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><b>Cycle 1:</b> By June 2027, 60% of students at each grade level will achieve growth projections in Math as measured by MAP from Fall to Spring annually. Based on August MAP scores annually.</p> <p>The data collected during the MAP Fall implementation is inconclusive but shows French Camp in on track to meet this smart goal in 2027. Based on the MAP data collected, four grade levels met our projected growth goal of 60%. This data did not include kindergarten because there was no math data to be compared to prior to Fall 2024. French Camp students will take the MAP winter test in January. Once new data is available, we will be able to determine if the action items have yielded the expected results. It is also important to note that winter data for migrant students who return to Mexico and take the assessments remotely is not 100 reliable. There are multiple factors that make relying on this data challenging: Internet connection may not be as stable in Mexico as it is in the United States. We have also noticed that some students' results are disproportionately higher during the winter implementation. We have addressed this issue during SST meetings. We encourage parents to allow their students to do their</p>	<p>Note: MAP Fall data reports have been added above.</p> <p>French Camp students took the MAP assessment (Math) at the beginning of the school year. According to these data, second, third, fourth, and sixth grade levels have met the growth projection in accordance with this Smart goal. the data produced during the spring of 2024 shows the same number of grade levels meeting this goal. However, the grade levels that met this goal in spring were not the same as in the Fall: 1st, 3rd, 5th, and 8th. The MAP report that was used to analyze these data does not show kindergarten because these is not data to compare prior to this fall. The achievement report for kindergarten shows that 36% of students in this grade level have either met or exceed standards as measured by the MAP Fall implementation. This achievement data suggests that kindergarten is likely to meet the 60% projected goal when students take the MAP in winter.</p> <p>Action item 1: Select students in 4th-6th Grade in Red / Orange MAP band for Math will be given the opportunity to attend after school tutoring to support targeted grade level Math skills. This will take place with our Migrant students during extended day from Aug-Dec. Tutoring will continue for others from Dec-May.</p> <p>This action item will need refinement. After school tutoring has not been implemented for non-migrant students yet. The principal had a meeting with the fourth and fifth grade level teams. We had a discussion about our Strategic Plan and this particular action item. We have agreed to start tutoring for 4th grade students who are in red or orange in math as measured by the winter MAP implementation. Migrant students in grades 4-6 have been</p>	<p>The grade level with the lowest achievement percentage during the MAP Fall implementation was first grade. When this grade level took the MAP Spring test, they were at the 48% projected percentage. Action item added T2.</p> <p>The admin team will be more consistent with learning walks through the remained of the school year. Strategic and timely data will be collected and shared with individual teachers and/or grade levels in an effort to refine our pedagogical practices. Additionally, the California Dashboard data shows that French Camp is in the red in mathematics. Moreover, our school's math achievement had a 9.7-point decline as compared with the previous school year. These subgroups are in the read according to the Dashboard:</p> <p>English learners Hispanic Homeless Socially Disadvantaged Students with disabilities</p> <p>These data shows that we also need to pay close attention to Integrated ELD practices for emerging bilinguals and math pedagogical practices across grade levels.</p>	<p>Refine</p>
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<p>best on the MAP assessments entirely on their own.</p>	<p>receiving math tutoring during the Migrant Education Extended Day program. However, this tutoring will need refinement because the teachers who deliver instruction have done a combination of Math and ELA. After migrant students return from Mexico, the focus will be on math. The principal will also have a meeting with sixth grade level teachers to ensure math tutoring is offered to other students while migrant students are in Mexico. As measured by the Fall MAP implementation, these are the number of students who were in either Red or Orange in math:</p> <p>4th Grade Red: 19 Orange: 25 Yellow: 14</p> <p>5th Grade Red: 28 Orange: 15 Yellow: 9</p> <p>6th Grade Red: 14 Orange: 24 Yellow: 14</p> <p>Action Item 2: Professional Development in Rich Math Tasks and Thinking Strategies through PEBC for certificated staff in grades 4-6 will continue in 2024-25 to support teacher proficiency in Math Thinking Strategies. The first PEBC PD days took place in early November. All 4-6 teachers were able to participate. Attached is the agenda for the day days Asheley Kelly was at French Camp: <a href="https://musd-my.sharepoint.com/:w:/r/personal/mmassella_musd_net/Documents/PEBC%20Schedules.docx?d=w372c3cb3686c4a128de9f7e9b270894f&amp;csf=1&amp;web=1&amp;e=Oq0tml">https://musd-my.sharepoint.com/:w:/r/personal/mmassella_musd_net/Documents/PEBC%20Schedules.docx?d=w372c3cb3686c4a128de9f7e9b270894f&amp;csf=1&amp;web=1&amp;e=Oq0tml</a>.</p> <p>This action item needs refinement. During the learning walks, we observed</p>	<p>The admin team is committed to schedule learning walks on a weekly basis. These learning walks will be aimed at improving pedagogical practices in the area of math and integrated ELD during math. Additionally, data will be collected and shared with all stakeholders</p>	
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	<p>4 out of six teachers teaching Math Thinking Strategies or using the Workshop Model to teach or reinforce a math concept. This area will be a focus during the rest of the school year during our learning walks. Additionally, we have created a Learning Walks log to document our observations and to collect data. The form is attached: <a href="https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/EQ3WXaTIKuNgTEqYF1dqwS0BEYjOI7rvs0qMltJTSrkNXQ?e=ZSIE6u">https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/EQ3WXaTIKuNgTEqYF1dqwS0BEYjOI7rvs0qMltJTSrkNXQ?e=ZSIE6u</a></p> <p>Action Item 3: Implement Math Rich Tasks and Thinking Strategies with fidelity, using varied strategies to assist concrete and abstract learners in achieving grade level math standards. This action item is linked to Action Item 2.</p> <p>Action item 4: Grade Level PLCs will analyze student data, make decisions based on student need, and design learning experiences for improved student outcomes. This action item needs refinement as well. PLC teams have met consistently, but the primary focus has been ELA.</p> <p>Action item 5: Implement the Math base curriculum using varied materials and supplies to meet the needs of all learners. This action item also needs to be refined. No base curriculum data was collected during cycle one. That column has been added to the Learning Walks log that will be used to record data and to analyze trends moving forward.</p> <p>Action item 6: Acknowledge growth in Math each trimester with incentives or rewards. This action item has been fully implemented during trimester one. Two students per class in grades K-6 were recognized for Math achievement during our Honors/Attendance/Character assemblies conducted in November. We</p>		
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	<p>will continue this practice for the remainder of the school year.</p> <p>Action item 7: Acknowledge students achieving the blue band in MAP Math each trimester with incentives or rewards. This action item has been fully implemented as well. In addition to Blue Band, French Camp recognized students who achieved Green Band status during the Fall MAP implementation:</p> <p>Number of students who achieved at least one area Blue: 75  Number of students who were Blue in all areas: 7  Number of Students who were at the Green band in at least one area: 98  Number of students who were Green in all areas: 9</p> <p>Action Item 8: First grade... tutors, migrant, IT base curriculum tier 2. This action item will have to be refined.</p>		
<p><b>Cycle 2:</b></p> <p>Smart Goal:</p> <p>By June 2027, 60% of students at each grade level will achieve growth projections in Math as measured by MAP from Fall to Spring annually.</p> <p>Based on the MAP data collected during the spring implementation, four grade levels met our projected growth goal of 60%:</p> <p>2nd Grade: 69%  3rd Grade: 67%  5th Grade: 66%  8th Grade: 64%</p> <p>During the MAP winter implementation, 4 out of 8 grade levels were able to</p>	<p>Cycle 2</p> <p>Smart Goal:</p> <p>By June 2027, 60% of students at each grade level will achieve growth projections in Math as measured by MAP from Fall to Spring annually.</p> <p>Based on the MAP data collected during the spring implementation, four grade levels met our projected growth goal of 60%:</p> <p>2nd Grade: 69%  3rd Grade: 67%  5th Grade: 66%  8th Grade: 64%</p> <p>Of the grade levels that did not meet this goal three were positioned above the 50% rate and two rates below 50%. Kindergarten was the grade level that had the lowest percentage followed by seventh grade.</p>	<p>Cycle 2:</p> <p>The grade levels with the lowest achievement percentage during the MAP Winter implementation were kindergarten and seventh grade. The IS and the admin team will collaborate with the kindergarten teachers during their PLC time. Student performance will be closely analyzed during trimester 3 using report card and formative assessment data in addition to MAP.</p> <p>Seventh grade math data will also be closely monitored during T3. Thus far, we have met with all 8th grade</p>	<p>Refine</p>



<p>meet our SMART goal of 60%. Three grade levels showed 50% growth or above. Two grade levels showed growth below 50%. Based on the most current data available, we can conclude that French Camp has a long way to go to meet the Math SMART goal set forth in this plan. We have observed improvement and strong pedagogical practices across campus, but these practices have not been consistent.</p>		<p>students who are at risk of not being promoted, but we have not met with any of the 7th grade students to discuss their grades.</p> <p>We are planning to continue our collaboration with PBEC during the 2025-2026 school year. During our learning walks, we have observed evidence of Math Rich Tasks being used in 5 of the six classrooms that have committed to implement them. Moreover, students in these five classrooms have been able to identify and make reference to the Math tools available for them in the classroom.</p> <p>French Camp is planning to add PBEC coaching/PD to grades K-3 during the 2025-2026 school year. Additionally, parents have expressed interest in attending Math informational sessions (ELAC). We have scheduled an additional ELAC meeting in March and one of our teachers will teach a math lesson to our parents.</p>	
<p><b>Cycle 3:</b> By June 2027, 60% of students at each grade level will achieve growth projections in Math as</p>	<p>By June 2027, 60% of students at each grade level will achieve growth projections in Math as measured by MAP from Fall to Spring annually.</p>	<p>The grade levels with the lowest achievement percentage during the MAP Spring</p>	<p>Refine</p>

<p>measured by MAP from Fall to Spring annually.</p> <p>After MAP Spring MAP data became available, we can conclude that French Camp is on track to meeting Smart Goal #2 (Math). These data shows that 3 grade levels were able to meet the 60% Growth projection goal, and two grade levels were off by one and two points.</p>	<p>This is the Spring MAP Data: for Math:</p> <p>Kindergarten: 26%</p> <p>First Grade: 62%</p> <p>Second Grade: 59%</p> <p>Third Grade: 58%</p> <p>Fourth Grade: 31%</p> <p>Fifth Grade: 50%</p> <p>Sixth Grade: 68%</p> <p>Seventh Grade: 39%</p> <p>Eighth Grade: 66%</p> <p>During the MAP Spring testing window, three grade levels were able to reach the 60% goal and two were very close at 58% and 59%. There are three grade levels that will need intensive attention: Kindergarten, fourth, and seventh. 50% of students in 5th grade were able to meet their projected growth. Therefore, this grade level will also need attention and support.</p> <p>Backcasting Form:<a href="https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/EYAzCq5GxppPgvlCpzT7iUEBcXIRRG8HLvoeiVZkStx1Rw?e=r6G8NC">https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/EYAzCq5GxppPgvlCpzT7iUEBcXIRRG8HLvoeiVZkStx1Rw?e=r6G8NC</a></p>	<p>implementation were kindergarten, forth, and seventh. The IS, Intervention teacher, and the administration team will collaborate with the kindergarten and forth grade teachers during their PLC time. Moreover, the IS has been tasked with conducting a deep MAP analysis using spring data to isolate all students in the lowest quintiles and identify the specific skills and standards they need. These data will be shared with the ILT team and with all grade levels during the first collaboration Wednesday in August. French Camp has also made significant certificated-grade level changes (Kindergarten, 4th, 5th, and 7th) we believe were needed to support our PLC teams and therefore, our students.</p> <p>The administration and the intervention team (IS and Intervention teacher) have established academic portfolios for all migrant students. These portfolios will include math data and will be shared with the migrant education teachers. The data will be used to design Tier 1 and 2 sessions to be implemented during the school day and the Expanded Migrant Education program.</p>	
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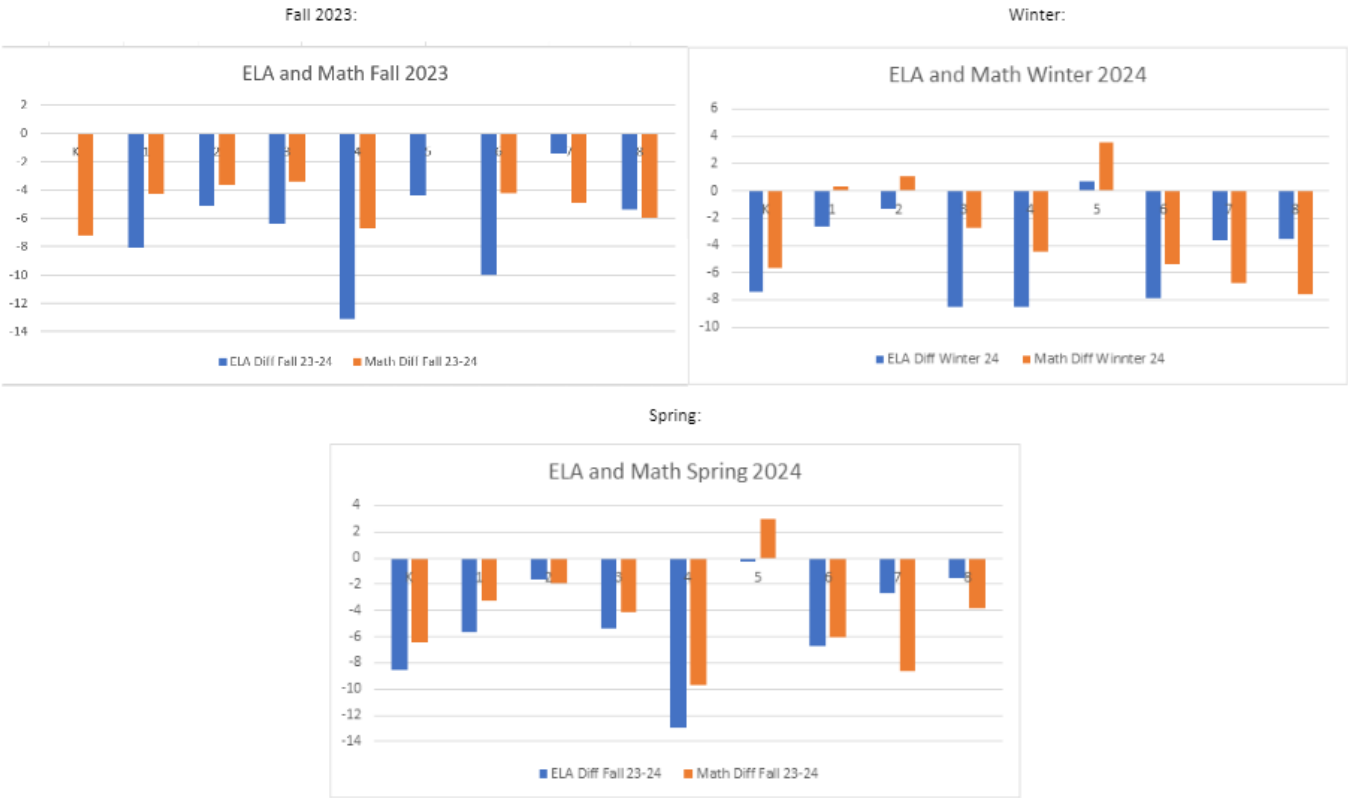
		<p>Thus far, French Camp has not had a systematic data plan to track the migrant students' academic progress. This is an area of great need, and it will be implemented as soon as the new school year begins.</p> <p>Seventh grade math data will also be closely monitored in collaboration with the junior high team, specifically the new junior high math teacher. The principal and the new math teacher had a few meetings before the end of the school year to discuss our students' needs and to devise a plan to support all junior high students. Special emphasis will be place on the group of incoming 8th grade students.</p> <p>We are planning to continue our collaboration with PBEC during the 2025-2026 school year. During our learning walks, we have observed evidence of Math Rich Tasks being used in 5 of the six classrooms that have committed to implement them. Moreover, students in these five classrooms have been able to identify and make reference to the Math tools available for them in the classroom. French Camp is planning to add</p>	
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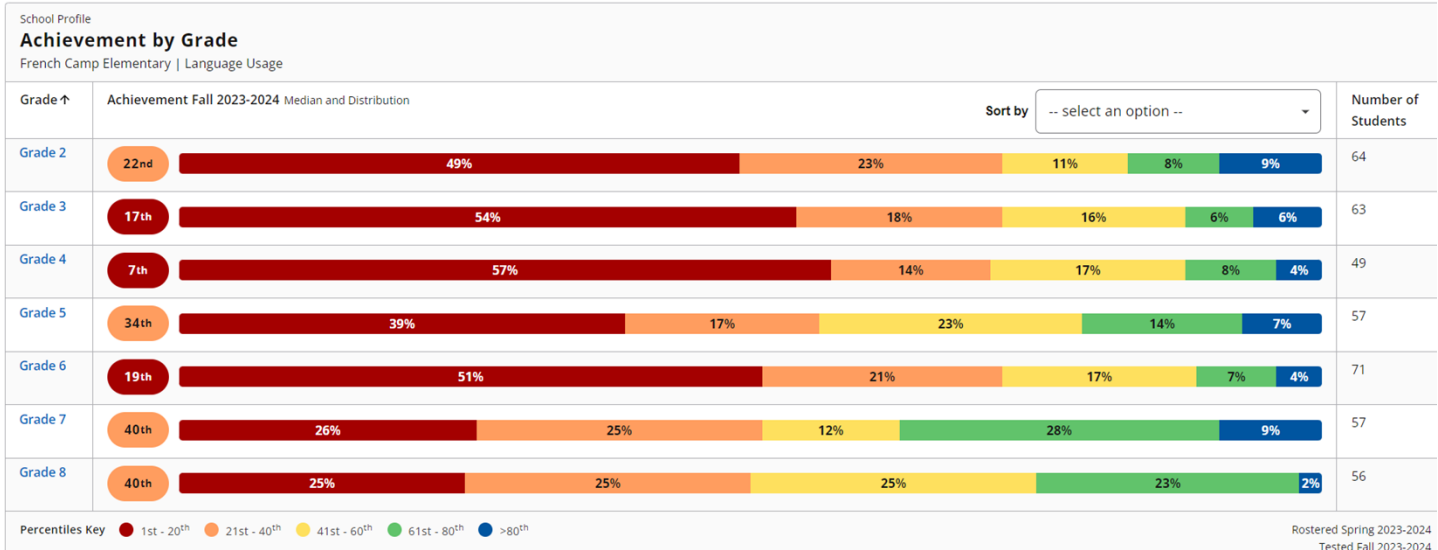
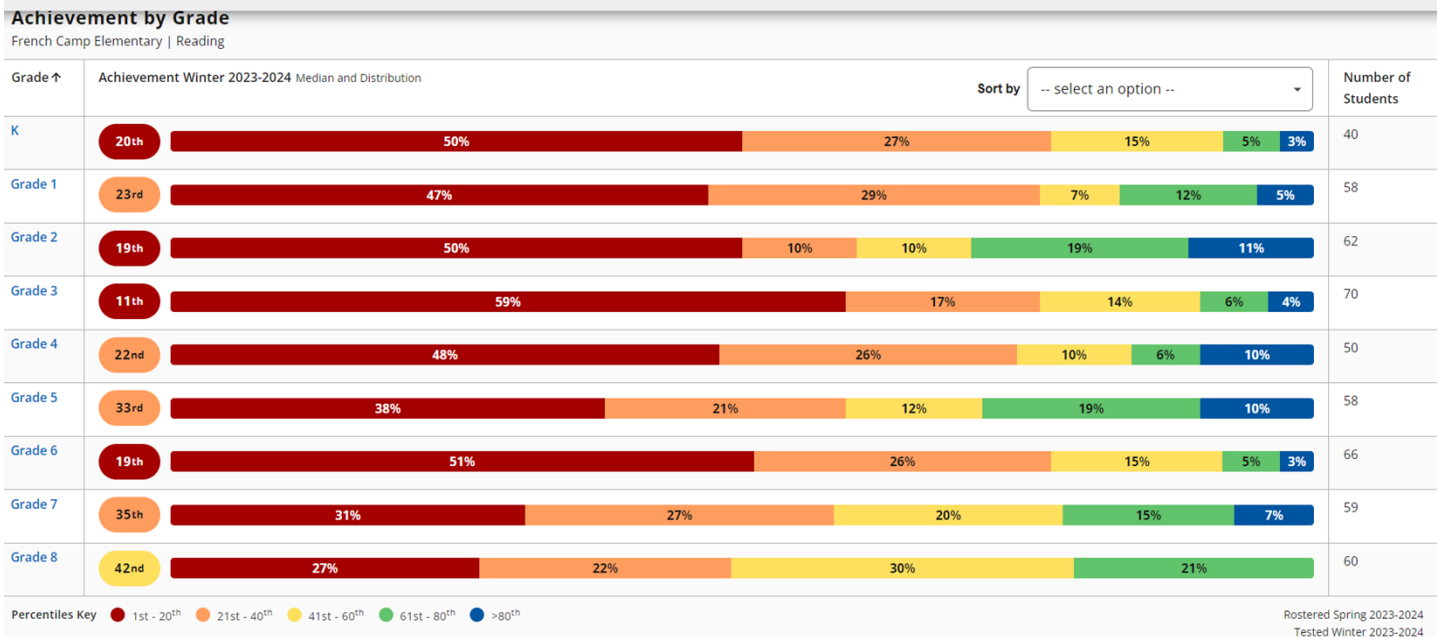
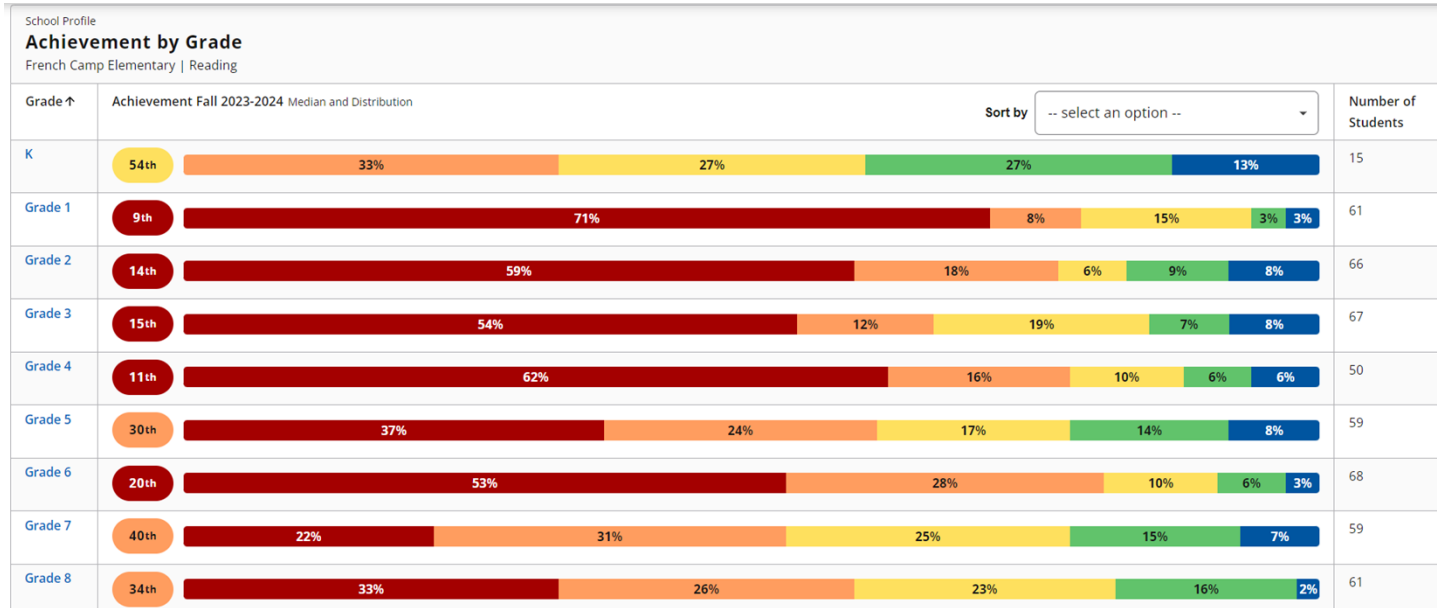
		PBEC coaching/PD to grades K-3 during the 2025-2026 school year.	
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**Progress Monitoring 25-26**

**Progress Monitoring**

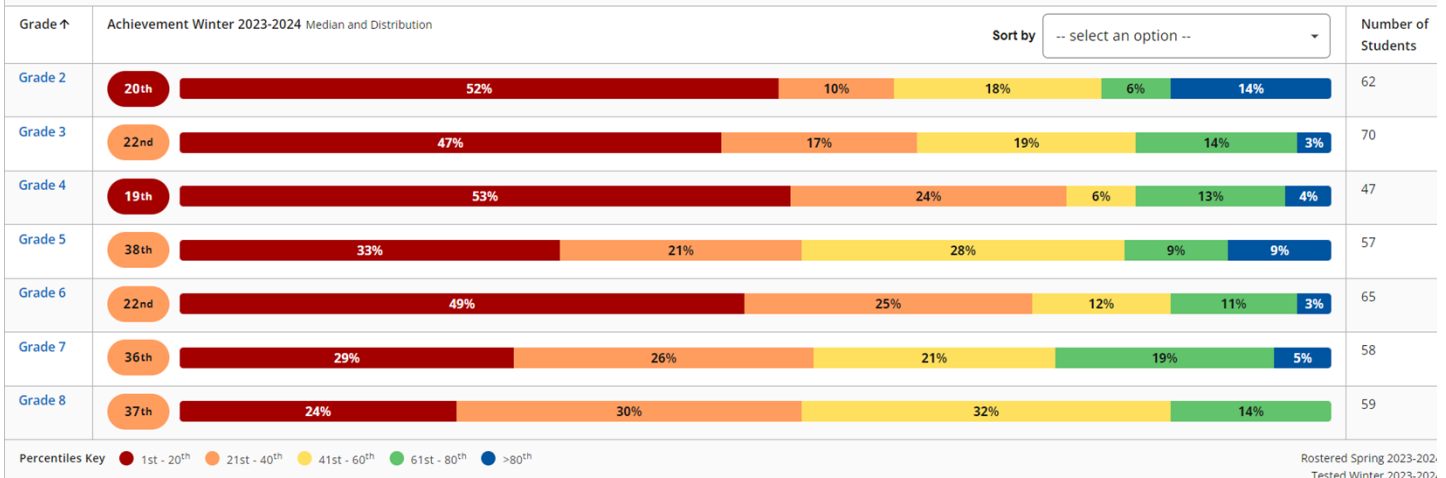
Comparison of French Camp Mean RIT to  
 MUSD Mean RIT by Grade Level





## Achievement by Grade

French Camp Elementary | Language Usage

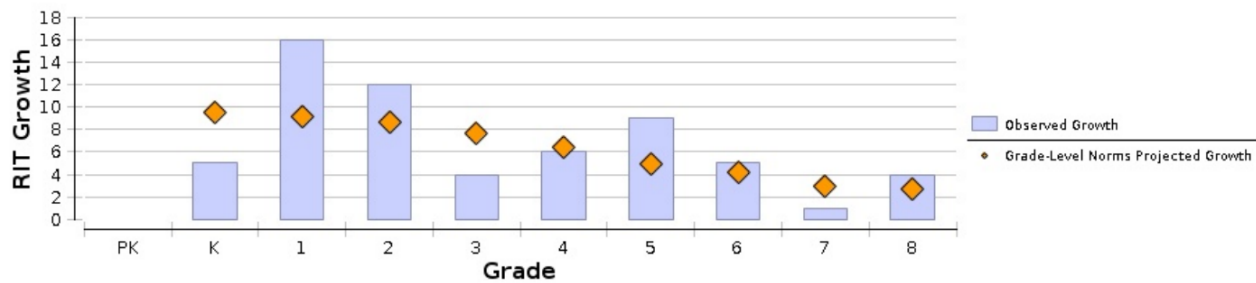


## French Camp Elementary

Language Arts:  
Reading

		Comparison Periods						Growth Evaluated Against										
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms					
Grade (Winter 2024)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		PK	0	**		**			**					**				
		K	14	137.6	6.3	57	142.9	10.4	26	5	2.0	9.6	-3.07	1	14	5	36	13
		1	54	140.8	12.7	1	156.4	13.7	5	16	1.3	9.1	4.48	99	54	37	69	77
		2	61	160.6	14.8	4	172.5	18.3	10	12	1.7	8.6	2.27	99	61	30	49	45
		3	60	174.0	16.8	4	178.0	17.1	1	4	1.4	7.6	-2.97	1	60	17	28	18
		4	43	179.4	18.8	1	185.6	19.5	1	6	1.4	6.4	-0.16	44	43	18	42	39
		5	54	194.5	19.1	8	203.4	15.4	21	9	1.3	4.9	3.50	99	54	39	72	66
		6	65	195.4	14.2	2	200.0	13.3	2	5	1.1	4.1	0.46	68	65	33	51	50
		7	53	209.5	11.6	26	210.5	14.5	18	1	1.3	3.0	-2.00	2	53	26	49	46
8	56	211.4	11.5	20	215.3	10.5	25	4	1.2	2.7	1.04	85	56	30	54	54		

## Language Arts: Reading





## Student Growth Summary Report

### Aggregate by School

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

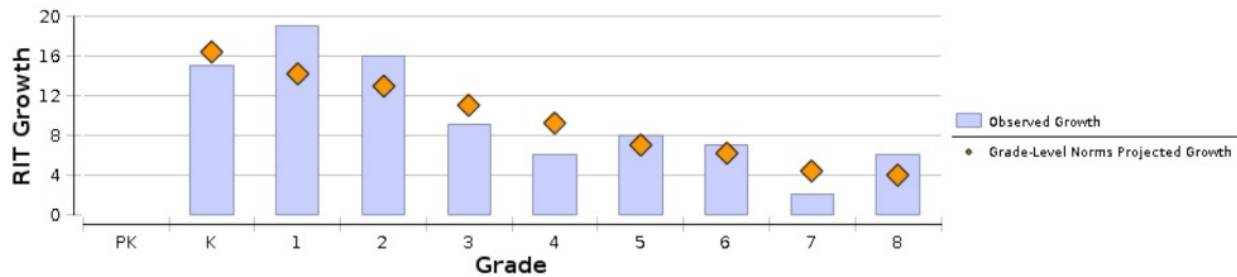
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Spring 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 32 (Spring 2024)  
Grouping: None  
Small Group Display: No

### French Camp Elementary

Language Arts:  
Reading

		Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	14	137.6	6.3	57	152.1	10.3	43	15	1.9	16.3	-0.76	22	14	5	36	25
1	57	141.3	12.5	1	159.9	14.7	4	19	1.2	14.1	1.76	96	57	35	61	62
2	65	160.5	14.5	3	176.0	16.5	9	16	1.3	12.9	1.05	85	65	37	57	57
3	62	174.4	16.7	4	183.1	18.7	3	9	1.3	11.0	-1.10	13	62	28	45	42
4	50	178.0	18.4	1	183.5	20.2	1	6	1.3	9.2	-1.79	4	50	14	28	24
5	57	194.4	19.1	8	202.6	18.2	12	8	1.2	7.0	0.59	72	57	28	49	47
6	69	194.1	14.8	1	201.5	13.1	2	7	1.1	6.1	0.73	77	69	36	52	50
7	58	209.2	12.2	25	210.7	12.5	14	2	1.1	4.4	-1.64	5	58	21	36	37
8	57	211.0	11.8	19	216.9	10.9	27	6	1.1	4.0	0.94	83	57	38	67	58

### Language Arts: Reading



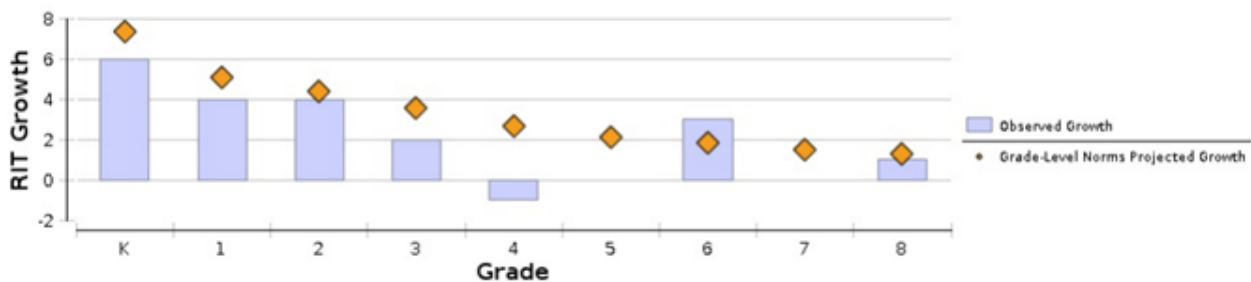
Small Group Display: No

### French Camp Elementary

Language Arts:  
Reading

		Comparison Periods							Growth Evaluated Against							
		Winter 2025			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	57	139.9	9.9	13	145.6	11.0	8	6	0.9	7.3	-1.42	8	57	25	44	42
1	52	153.5	13.0	2	157.0	14.5	1	4	1.0	5.1	-1.46	7	52	22	42	35
2	62	172.2	16.1	10	176.0	15.2	9	4	1.1	4.4	-0.55	29	62	29	47	44
3	60	182.2	19.9	5	184.3	20.2	4	2	1.0	3.6	-1.46	7	60	23	38	35
4	63	189.8	18.9	4	189.0	19.5	1	-1	1.2	2.7	-3.54	1	63	19	30	25
5	50	197.4	17.9	5	197.8	18.1	3	0	1.1	2.1	-1.85	3	50	23	46	40
6	56	206.4	15.0	15	209.0	15.3	18	3	1.0	1.8	0.95	83	56	32	57	55
7	69	206.9	12.3	8	206.4	14.7	5	0	1.1	1.5	-2.38	1	69	31	45	44
8	55	215.7	11.6	27	216.2	11.7	24	1	0.9	1.3	-0.83	20	55	30	55	54

### Language Arts: Reading



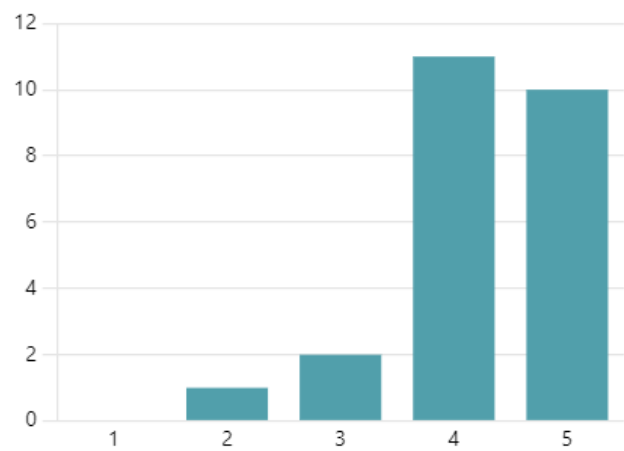
Data

7. COMMITMENTS: TK-3 committed to implementing Foundations with fidelity, 4-6 committed to developing and implementing rich math tasks, 7-8 committed to a cross-curricular focus on the writing process.

How do you feel your GRADE LEVEL is doing in following the commitments? (1=low, 5=high)

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

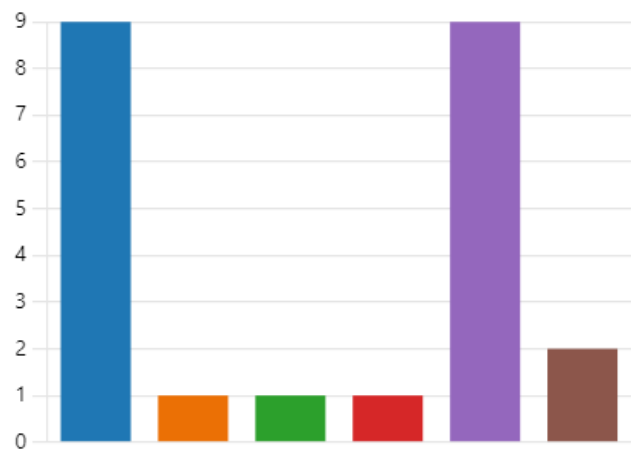
4.25  
Average Rating



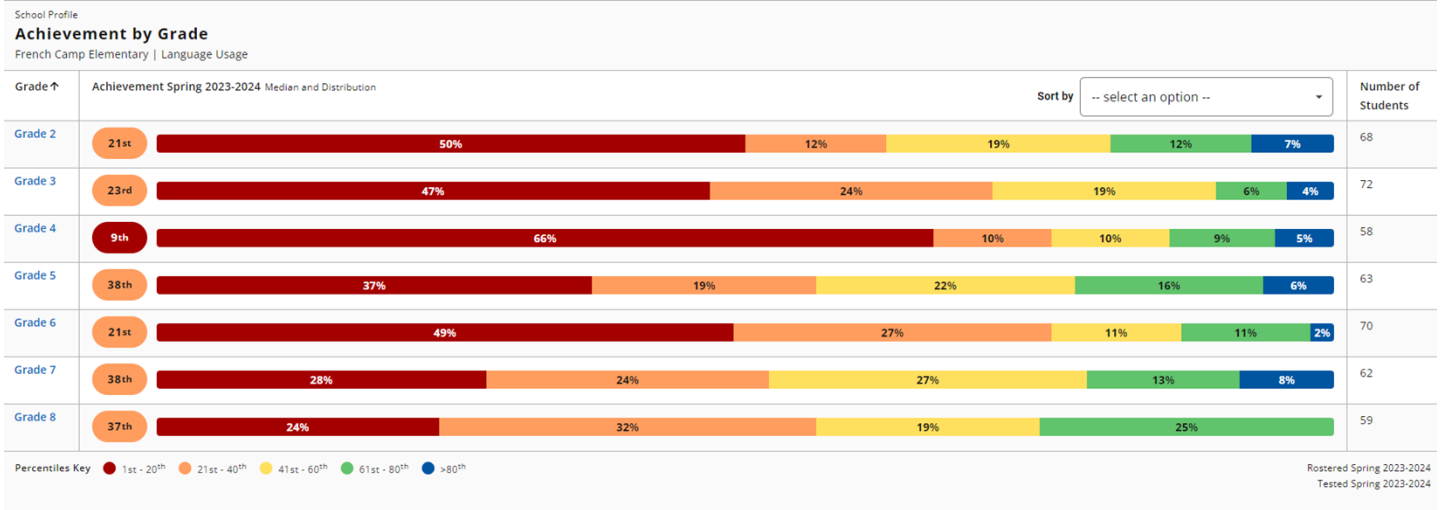
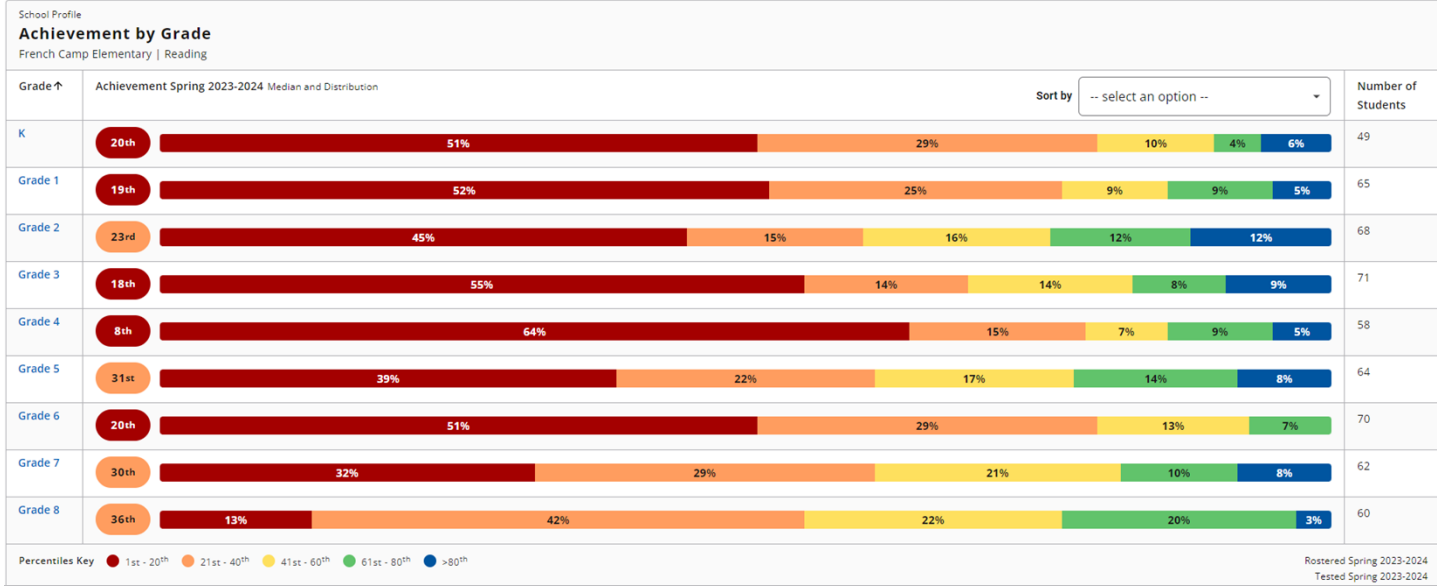
5. What do you need MORE OF to improve the PLC process at your grade level? (if you choose "other" please type in your response)

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

- TIME to meet 9
- RESOURCES to fund base materi... 1
- TRAINING on the PLC Process (E... 1
- FEEDBACK on PLC Protocols (Da... 1
- NOTHING. I'm comfortable wit... 9
- Other 2









## Student Growth Summary Report

Aggregate by School

Term: Winter 2024-2025  
District: Manteca Unified School District

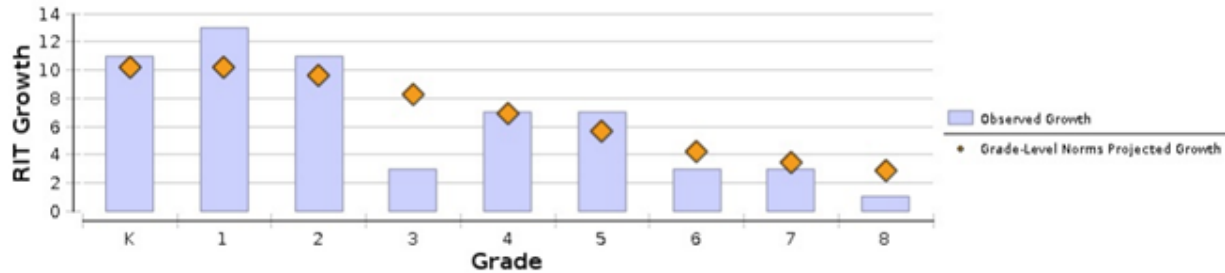
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2024 - Winter 2025  
Weeks of Instruction: Start - 2 (Fall 2024)  
End - 19 (Winter 2025)  
Grouping: None  
Small Group Display: No

### French Camp Elementary

Language Arts:  
Reading

Grade (Winter 2025)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	21	137.1	8.8	63	147.7	8.2	65	11	1.2	10.2	0.28	61	21	14	67	51
1	51	140.6	12.7	1	154.0	12.8	3	13	1.4	10.2	2.08	98	51	29	57	51
2	63	161.2	13.3	7	171.9	16.1	9	11	1.1	9.6	0.70	76	63	36	57	51
3	60	179.0	17.2	18	182.3	19.9	6	3	1.2	8.3	-3.87	1	60	17	28	20
4	63	183.3	18.7	4	189.8	18.9	4	7	1.4	7.0	-9.37	35	63	29	46	36
5	47	191.0	19.3	4	197.5	17.6	5	7	1.4	5.6	0.73	77	47	24	51	47
6	54	204.6	16.3	24	207.5	14.1	19	3	1.1	4.2	-1.27	10	54	20	37	36
7	69	204.3	13.8	10	206.9	12.3	8	3	1.3	3.5	-0.83	20	69	29	42	36
8	54	214.4	11.9	34	215.7	11.5	27	1	1.0	2.9	-1.30	10	54	19	35	31

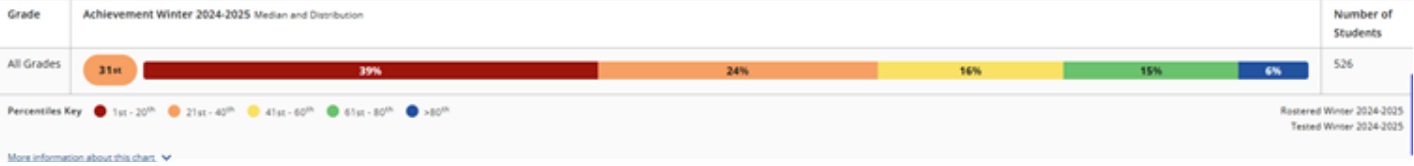
### Language Arts: Reading



School Profile

#### Achievement Overview

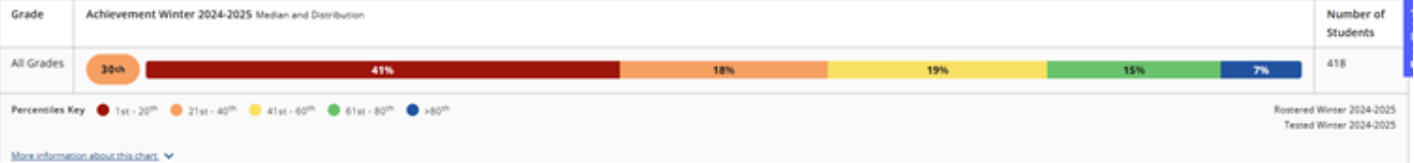
French Camp Elementary | Reading

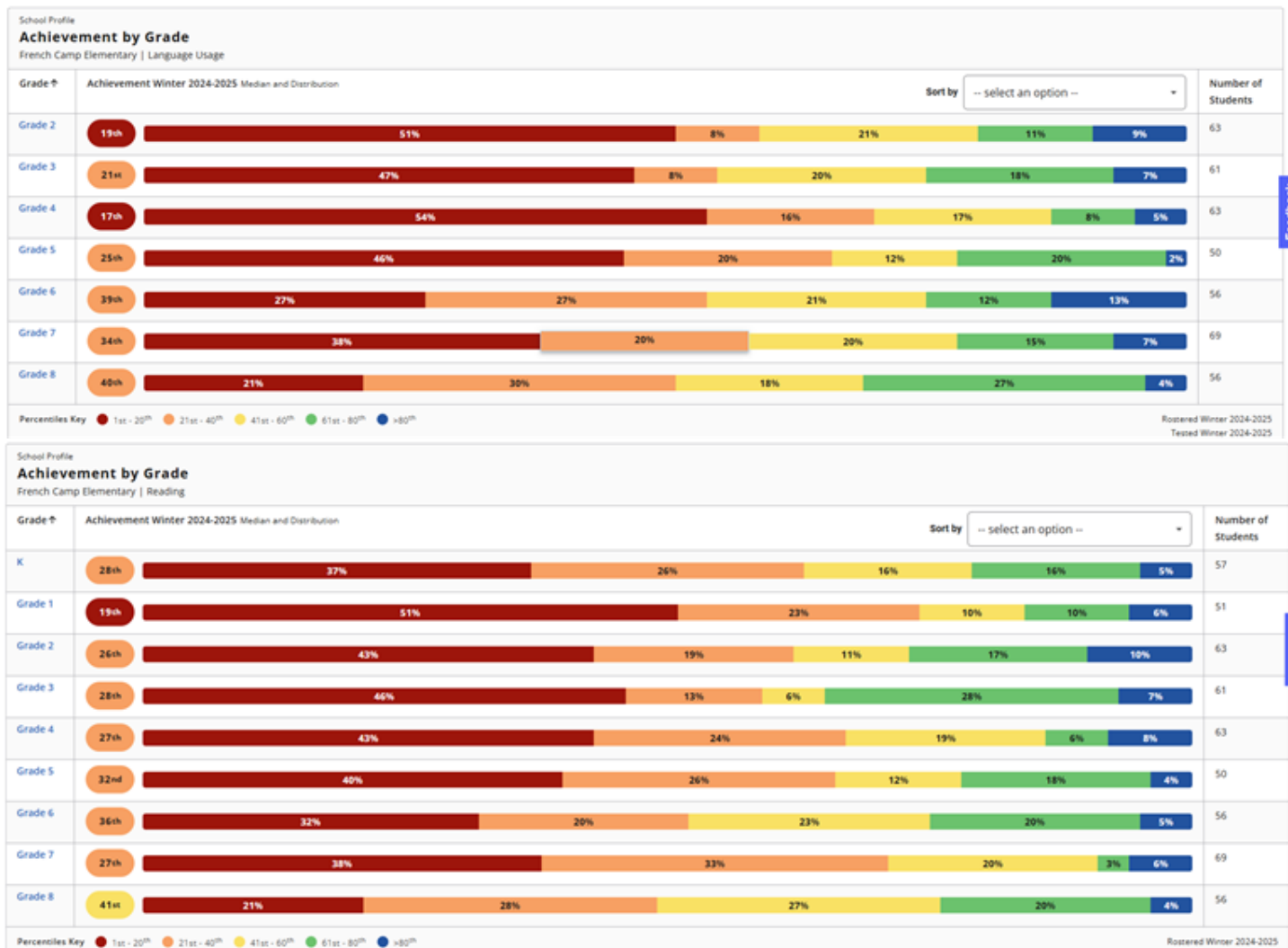


School Profile

#### Achievement Overview

French Camp Elementary | Language Usage





## Data Analysis

The comparison chart shows the discrepancy between French Camp and MUSD in terms of average NWEA RIT in Reading and Math by grade level. NWEA MAP testing occurs each trimester. Student results yield individual learning plans. Individual student progress is monitored each trimester. Results from the assessment allow for effective small group instruction. Teachers can identify the assessed skills that each student needs. They collaborate as grade level PLCs to develop a plan to address these learning needs.

Historically, the largest discrepancy between French Camp students and MUSD as a whole is in the area of ELA-Reading. This remains consistent when looking at Kindergarten through 6th grade. In junior high, math is the area which is furthest from the district average.

Teachers at each grade span made commitments to student learning at the beginning of the school year. TK-3 committed to implementing Foundations with fidelity to address the deficiency with our youngest students in mastering foundational skills. Teachers in grades 4-6 chose to focus on Math Thinking Strategies for their students. Teachers in grades 7-8 chose cross-curricular writing as their focus. As a whole, the staff feels strongly that their grade level is following the commitment they made for the year. Based on a staff survey, teachers expressed an interest in having more time to implement the PLC process. A waiver was voted on and approved for 2024-25 school year to allow for Early Release Collaboration time. Professional Development in the area of the PLC process will continue in 2024-25 to ensure sound PLC practices within grade levels and grade spans.

When looking at achievement levels for Reading in the Fall 2023, each grade level (who tested a full class) had at least 50% of students in the lower 2 quintiles. In the Winter of 2024, the bottom quintile (red) reduced for all grade levels

except for 3rd grade. In looking at the quintiles from Fall to Spring, grades 1, 2, 6, and 8, reduced the percentage of students in the red quintile.

When looking at achievement levels for Language Usage in Fall 2023, each grade level (2nd-8th) had at least 50% of students in the bottom 2 quintiles. By Winter of 2024, this remained consistent for ELA-Language Usage. Comparing Fall to Spring data in Language Usage, grades 3, 5, 6, and 8, reduced the percentage of students in the red quintile.

When looking at student growth in MAP from Fall to Winter, grades 1, 5, 6, and 8, had at least half of their students meet their projected learning targets. MAP data from fall to spring shows that 1st, 2nd, 6th, and 8th, had at least 50% of their students who met their growth projections in Reading. Kinder, 3rd, 4th, 5th, and 7th grade students had less than half of their students meet learning targets in Reading from Fall to Spring. In order to reduce the learning gap between our site and the district average in reading, our youngest students need to be adept in foundational skills. This will lead to reading for information in the intermediate grades. The junior high students need to apply their knowledge of reading to best respond to literature accurately and articulately.

In looking at CAASPP Reading data, the largest discrepancy in meeting or exceeding standards is with our English Learners. We have over 350 English Learners at French Camp. Their needs are best addressed with effective Tier 1 instruction, designated ELD for 30 minutes daily, and integrated ELD throughout the school day in all content areas. Another group whose data shows a significant discrepancy as compared to all students is our Migrant group. We will continue to fine tune and adjust our extended day program and our Eagles Abroad program to meet their learning needs.

In order to address the needs based on the data:

Access time (Eagle Time) will continue to be offered at all grade levels during the school day. Eagle Time's focus will continue to be in English Language Arts for K-3 and 7-8. In following the PLC process and using the 10-day cycle of learning, teachers will identify essential standards, assess students for understanding of the standard, instruct students on the pre-requisite skills necessary to achieve that standard during Eagle Time, re-assess the standard, and make adjustments as necessary to their groupings during Eagle Time. In grades Kindergarten-6th, Eagle Hour backs up to ELD time and a bilingual aide is slated for each class during that time. During school hours, teachers use small group instruction and varied teaching strategies to differentiate instruction based on student need. As identified by the teacher's needs assessment, ample time is given throughout the year for teachers/grade levels/grade spans to plan and develop timelines for skill assessments. If Tier 1 instruction is not yielding the desired academic result, Tier 2 interventions are implemented to meet the assessed learning needs of the students. Teachers have access to materials, equipment, and supplies, in order to support base programs. Students who are struggling to meet grade level standards will have access to after-school tutorials with teachers outside of their contractual day and the selection process will be based on data. Student enrollment will be fluid, based on need K-3 teachers will have continuity throughout the grade levels with Foundations.

The M-Wing has a common learning area in the center of the structure. This serves as a designated literacy common space. Teachers in this building commit to creating a space for cross-curricular, multi-aged use to develop literacy skills from primary through junior high. The planning for use of this space needs to be intentional and based on student need

Learning walks are utilized at various times of the day, with particular attention paid to Eagle Time. Administrators start the process in September. The learning walk form is shared with the ILT and adjusted as needed. Teachers are given the option to have other teachers observe them. The learning walk forms are non-evaluative. They are simply designed to provide feedback to teachers on the positive instructional methods we observe and provide some feedback or ideas on what else could be done. The data that is collected will be anonymous but sorted by grade span and observable traits during the lesson. Roving subs will be used to cover teachers' classrooms on designated learning walk days.

District and site level professional learning and collaboration, institutes for ELA, and collaboration time, will be made available.

Teachers in primary, intermediate, and jr high agree that the focus area should be in Foundational Skills. There are large numbers of our students reading at least 2-3 grade levels below where they are placed. The majority of teachers indicated in a Needs Assessment Survey that an Intervention Teacher be hired for intensive Reading Instruction based on assessed learning needs.

#### Student Need 2:

Students need access to tier I instruction through district adopted base and supplemental curriculum and effective instruction to ensure progress toward foundational literacy skills and writing for information.

#### SMART Goal 1

By June 2027, 60% of students at each grade level will achieve growth projections in Reading as measured by MAP from Fall to Spring annually.

#### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Select students in the 1st-3rd Grade Red / Orange MAP band for ELA Reading will be given the opportunity to attend after school tutoring to support basic reading skills. Our Migrant students will receive support during extended day. The IS will be responsible for disaggregating MAP data, find patterns, and areas of need that will be addressed during Tier 1 instruction. These data will be shared with the admin team and teachers.	# of students demonstrating understanding from a Pre- to Post-assessments on targeted reading skills.	Pre-Assessment (TBD) 1st: 2nd: 3rd:  These Pre-Assessments need to be determined. After school tutoring as specified in this action item will begin in January.	The principal met with the IS and the Intervention Teacher at the end of the school year to discuss this action item. During the 2025-2025 school year, migrant students received consistent support during our Extended Day program. However, data was not collected in a systematic manner. The newly developed Migrant Portfolios will be used to collect and track student			Time Money People

			data consistently.			
Select students in the 7th-8th Grade Red / Orange MAP band for ELA Language Usage will be given the opportunity to attend after school tutoring to support basic Language Usage skills. The IS will be responsible for disaggregating MAP data and share it with the admin team and teachers.	# of students demonstrating understanding from a Pre- to Post-assessments on targeted reading skills.	Pre-Assessment (TBD) 7th: 8th:  These Pre-Assessments need to be determined. After school tutoring as specified in this action item will begin in January.	The principal met with the IS at the end of the school year to discuss this action item. During the 2025-2025 school year, we were not able to establish tutoring opportunities for junior high students. MAP reading data will be disaggregated during the summer break and students in the Read and Orange bands will be invited to participate in tutoring sessions beginning in August until the end of the school year. Tutoring group will be fluid and may change after new MAP data becomes available.			Time Money People
Intervention position will conduct learning lab to meet with students in grades K-3 who are in the red/orange band according to MAP Reading.	# of students demonstrating understanding from a Pre- to Post-assessments on targeted reading skills.	Pretest TBD: 1st: 2nd: 3rd:  Link to assessment data is located in the Data Analysis section below.	2024-2025 Data Summary:  73 students were assessed.  High Frequency Words: 100% of students made growth.			Time Money People

			<p>Oral Reading Fluency: 84 % made growth 14% regressed (50% were migrant) 2% maintained</p> <p>MAP Growth Assessment:</p> <p>85% made growth 15% regressed (73% were migrant) 30% met growth goal 10% moved up color band</p> <p>Hete is the complete End-of-the Year Intervention Data Analysis and Progress Monitoring:</p> <p><a href="https://musd-my.sharepoint.com/:p:/g/personal/lvazquez_musd_net/ESpXT4hbEbBAmbgx4D5PsOgBvIHZc03oNVdw9gvrxsQIA?e=hqzhBJ">https://musd-my.sharepoint.com/:p:/g/personal/lvazquez_musd_net/ESpXT4hbEbBAmbgx4D5PsOgBvIHZc03oNVdw9gvrxsQIA?e=hqzhBJ</a></p>			
<p>Acknowledge growth and achievement in Reading and Language Usage with incentives or rewards.</p> <p>Acknowledge students achieving the blue band in MAP Reading each trimester with incentives or rewards. The IS</p>	<p># of students identified in Illuminate MAP Growth Fall to Winter and Fall to Spring as meeting growth projections in MAP Reading</p> <p>1st Grade: 23% 2nd Grade: 73% 3rd Grade: 76% 4th Grade: 47% 5th Grade: 60 % 6th Grade: 70% 7th Grade: 70%</p>	<p>Total number of students meeting growth projections Fall to Spring 2023-24: 243</p> <p>Total number of students in the Spring Blue Band (highest quintile) in MAP Reading is 35.</p>	<p>Total number of students meeting growth projections Fall to Spring 2024-2025:</p> <p>Kindergarten:9 1st Grade: 25 2nd Grade: 30 3rd Grade: 9</p>			Time Money

will be responsible for pulling and disseminating MAP data after each test implementation window.	<p>8th Grade: 50% # of students identified in MAP School Profile Report for Blue and Green Bands in Reading and Language Usage:</p> <p>Reading Blue: 39 students Language Blue: 35 students Reading Green: 76 students language Green: 58 students</p>		<p>4th Grade: 22 5th Grade: 23 6th Grade: 34 7th Grade: 20 8th Grade: 19</p> <p>Total number of students in the Spring 2025 Blue Band (highest quintile) in MAP Reading is: 29</p>			
Implement base Reading curriculum with fidelity, including manipulatives, technology peripherals, and other supplies, to improve student outcomes.	Learning Walks to monitor evidence of manipulatives and technology during core Reading instruction in grades K-3 and 7-8.	<p>___/10 teachers in grades K-3 and 7-8 implementing base Reading curriculum as of 8/2024</p> <p>Data was collected on 12/05/2024. 13/15 classrooms visited were using base curriculum.</p>	<p>New data will be collected beginning in August 2025. The admin team and the ILT will use the Larning Walks Rubric created at the end of the school year to accomplish this task. Data will be collected at least once per month until the end of the school year.</p> <p><a href="https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/ETzyLfksyrRNrIKvFDfEPYsByepsGKnaxJqlqTKBUU12nA?e=EV4vlz">https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/ETzyLfksyrRNrIKvFDfEPYsByepsGKnaxJqlqTKBUU12nA?e=EV4vlz</a></p>			Time Money
Implement Foundations with fidelity in	Use Learning Walks to identify the # of teachers	___/10 teachers in grades K-3 implementing	At the end of the school year, 8/10			Time Money People



accordance to their grade level pacing guide in grades K-3 using supplies and materials necessary for the program to improve student outcomes including additional coaching and support. This additional support will be provided by the IS and the Wilson team when they are here. The IS will also model Foundations lessons in classrooms and support teachers with analyzing data and implementing the new Data Tracker.	implementing Foundations with fidelity. Using criteria as determined by grade span: <ul style="list-style-type: none"> <li>Dedicated space with an unobstructed view</li> <li>Verbiage</li> <li>Following the script</li> </ul> Data Tracker will be used with consistency at the end of each unit.	Foundations with fidelity as of 9/2024  Data was collected and recorded on 12/10/2024 and 12/11/2024. 8/9 teachers were implementing Foundations with fidelity.	teachers were implementing Foundations with fidelity. Wilson coaching will continue into the 2025-2026 school year. Implementation data will be collected during learning walks and the new Rubric will be implemented to accomplish this action item.			
LaRose training on PLCs to analyze student data, make decisions based on student need, and design targeted skill-based timelines to improve student outcomes.	# of teachers indicating "strengths of their team" according to the collaboration and intervention rating scale for PLC teams.	TBD: Rating Scale: Fall 2024 indicates ___ teachers feel the majority of indicators are a strength for their PLC team.  These data have not been collected yet.	French Camp will continue its collaboration with Mr. LaRose during the 2025-2026 school year. Mr. LaRose will be providing targeted and specific support to the administration and the ILT. Specific details will be finalized when the principal meets with Mr. LaRose in early June.			Time People Money
Offer high-interest books in the library and on SORA for students to access at all age ranges to increase	# of book reviews completed by students.	# of student book reviews in 2024: 395	A total of 91 Book Reviews were turned into the library by the end of the			Time Money People

literacy skills when visiting the library.			school year. The principal had a meeting with the Library Media clerk to discuss the action item and to plan for the next school year. Students will be introduced to the Book Review plan during their first visit to the library. The LM clerk will also discuss the incentives that will be available every time they complete a book review.			
Instructional Specialist will provide direct support for Tier 2 for implementation of the Just Words curriculum for grades 4-8. * The IS will provide 20% for direct student contact in grades 4-8 using Just Words Curriculum.	# of students in grades 4-8 demonstrating an increase in achievement from Pre- to Post-Test in targeted skills.  Data is included under the Evidence and Analysis section.	Pre-Test TBD  Data report has been added below.	Here is the Just Words data collected at the end of the school year:  <a href="https://musd-my.sharepoint.com/:x:/r/personal/mmasse@musd.net/Documents/data%20(2).xlsx?d=wf1d05d0ab37e4db19f6dc8270b622214&amp;csf=1&amp;web=1&amp;e=hIKEZ1">https://musd-my.sharepoint.com/:x:/r/personal/mmasse@musd.net/Documents/data%20(2).xlsx?d=wf1d05d0ab37e4db19f6dc8270b622214&amp;csf=1&amp;web=1&amp;e=hIKEZ1</a>			Time People
Professional Development Day for 7th-8th to support language usage / writing for information across curricular areas. *	# of teachers indicating peak performance on Language Usage and Writing self-assessment rubric.	_/4 of teachers indicating peak performance as of Aug 2024.	This action item needs to be refined. During the 2024-2025 school year, we did not			Time People

		These data have not been collected yet.	have a plan to have a Professional Development Day for junior high teachers to support language usage/writing for information across curricular areas.			
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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><b>Cycle 1:</b> Smart Goal: By June 2027, 60% of students at each grade level will achieve growth projections in Reading as measured by MAP from Fall to Spring annually.</p> <p>The data collected during the MAP Fall implementation is inconclusive but shows French Camp in on track to meet this smart goal in 2027. Based on the MAP data collected, five grade levels met our projected growth goal of 60%. This data did not include kindergarten because there was no reading data to be compared to prior to Fall 2024. French Camp students will take the MAP winter test in January. Once new data is available, we will be able to determine if the action items have yielded the expected</p>	<p>MAP Fall data for Reading and Language has been added below. Reading Fluency comparison data has also been included.</p> <p>Action Item 1: Select students in the 1st-3rd Grade Red / Orange MAP band for ELA Reading will be given the opportunity to attend after school tutoring to support basic reading skills. Our Migrant students will receive support during extended day.</p> <p>Migrant students in grades 1-3 have received intervention as part of their Extended Day time. This action item will have to be refined because during Trimester 1, non-migrant students have not been able to participate in after school tutoring.</p> <p>Action item 2: Select students in the 7th-8th Grade Red / Orange MAP band for ELA Language Usage will be given the opportunity to attend after school tutoring to support basic Language Usage skills.</p> <p>This is another action item that needs</p>	<p>There are very crucial steps that need to be taken to ensure French Camp meets the Smart goal at the end of this school year and at the end of the three-year cycle. One of the most important steps will be the refinement and faithful implementation of our Learning Walks. The admin team is committed to conduct learning walks on weekly basis and to collect timely data that will be shared with staff members in addition to being utilized for accountability and monitoring purposes. The focus on these learning walks will be primarily to improve Tier 1 pedagogical practices that will translate into higher learning levels for all students at French Camp.</p>	<p>Refine</p>

<p>results. It is also important to note that winter data for migrant students who return to Mexico and take the assessments remotely is not 100% reliable. There are multiple factors that make relying on this data challenging:</p> <p>Internet connection may not be as stable in Mexico as it is in the United States. We have also noticed that some students' results are disproportionately higher during the winter implementation. We have addressed this issue during SST meetings. We encourage parents to allow their students to do their best on the MAP assessments entirely on their own.</p>	<p>refinement and refocusing. Only migrant students have had the opportunity to attend before or after school tutoring. One after-school tutoring opportunity has been established for junior high students, but the program began during the second half of November and student participation has been very low.</p> <p>Action item 3: Intervention position will conduct learning lab to meet with students in grades 1-3 who are in the in the red/orange band according to MAP Reading.</p> <p>Smart Goal 1: Use pre- and post- assessments on targeted reading skills.</p> <p>Data used for T1: ORF, Level 1Trick Words, HFW List 1, Core Reading Assessment and weekly progress monitoring on targeted learning skill.</p> <p>Here is the link to the Slide Deck containing Intervention Specialists' data: <a href="https://musd-my.sharepoint.com/:p:/g/personal/gguzmanrico_musd_net/EdVfds_ufgVEssHfrMU20qgBfgKhjgwzyYjENisSBofR-w?e=ddkvnW">https://musd-my.sharepoint.com/:p:/g/personal/gguzmanrico_musd_net/EdVfds_ufgVEssHfrMU20qgBfgKhjgwzyYjENisSBofR-w?e=ddkvnW</a></p> <p>Action item 4: Acknowledge growth and achievement in Reading and Language Usage with incentives or rewards. Acknowledge students achieving the Blue and Green bands in MAP Reading each trimester with incentives or rewards. This action item has been fully implemented:</p> <p>Students identified in MAP School Profile Report for Blue and Green Bands in Reading and Language Usage:</p> <p>Reading Blue: 39 students</p>	<p>In addition to learning walks, the admin team will closely monitor each action item to ensure all the people and resources are available to bring them to fruition. If any action item that involves tutoring after school is not feasible due to the lack of certificated staff available, this particular action item will be refined and revised accordingly in consultation with the ILT.</p>	
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	<p>Language Blue: 35 students Reading Green: 76 students language Green: 58 students</p> <p>Action item 5: Implement base Reading curriculum with fidelity, including manipulatives, technology peripherals, and other supplies, to improve student outcomes. This is an action item that needs refinement and improvement. During trimester 1, we conducted Learning Walks, but did not collect these types of data. This will be a focus area throughout trimesters 2 and 3. A data log has been created and will be used by the admin team every time learning walks are implemented. Our goal moving forward is to conduct Learning Walks on a weekly basis.</p> <p>Action item 6: LaRose training on PLCs to analyze student data, make decisions based on student need, and design targeted skill-based timelines to improve student outcomes.</p> <p>David LaRose has held meetings with the principal on monthly basis. The focus area has been PLC implementation, but Mr. LaRose has provided leadership support and/or recommendations on other areas such as staffing, PBIS, budget, etc. Furthermore, Mr. LaRose came in person to French Camp on September 18th, 2024. The day was structured in a manner that allowed Mr. LaRose and the admin team to meet with the ILT, grade level teams, and the whole staff after students had been dismissed.</p> <p>This is the guiding document created in collaboration with Mr. LaRose. This document has been used to guide teams during PLC days-Grade level and Grade Level Span collaboration days.</p> <p>COLLABORATIVE CONVERSATIONS THAT SOAR</p> <p>What do we need to know and be able to do to have this conversation? What</p>		
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	<p>do we need to have?</p> <ul style="list-style-type: none"> <li>• Where did the majority of our students do well? What practices do we attribute their/our success to?</li> <li>• Where did the largest % of our students struggle? What do we attribute that to?</li> <li>• Where was their variance between classrooms that we can use to learn from each other (item analysis)?</li> <li>• What is our plan for reteaching (high percentage of students were not proficient)?</li> <li>• What is our plan for intervention (some not proficient yet)?</li> <li>• What is our plan for PREVENTION (in Tier 1 and Eagle Time): Proactive supports for our most intensive students.</li> <li>• What is our goal and what evidence will we bring to our next Wednesday Collaboration Session?</li> </ul> <p>Action item 6: Offer high-interest books in the library and on SORA for students to access at all age ranges to increase literacy skills when visiting the library. This item has been fully implemented. Our library has a variety of high interest books available for all our students. A library schedule has been created and implemented in a consistent manner.</p> <p>Action item 7: Instructional Specialist will provide direct support for Tier I inclusive instruction for highly effective collaborative teams focusing on the Just Words curriculum for grades 4-8.</p> <p>The Instructional Specialist has been</p> <p>Action item 8: Professional Development Day for 7th-8th to support language usage / writing for information across curricular areas. This item has not been fully implemented and needs refinement. Thus far junior high teachers who teach ELD were given two days to plan designated ELD lessons using base curricula. However,</p>		
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	the focus was not writing.		
<b>Cycle 2:</b> Smart Goal:	Cycle 2:  Smart Goal:	Cycle 2:  The MAP Winter data indicates that we are	Refine

<p>By June 2027, 60% of students at each grade level will achieve growth projections in Reading as measured by MAP from Fall to Spring annually.</p> <p>The MAP Winter implementation data based on projected growth shows that French Camp is not nearly close to meeting our Smart goal. Even though the Smart goal is specifically tied to projected growth, we are also closely examining achievement data for all grade levels and significant subgroups. It is worth noting that approximately 21% of our student population has been identified as migrant. Most migrant students are also identified as English learners. The majority of migrant students leave the country in early December and do not return until after the spring break. Only 80 of these migrant students are able to participate in the Eagles Abroad program, which means that about 30 of them do not receive any instruction during the time they are there. Some migrant families stay in the United States and their students remained enrolled ta French Camp. Our migrant education teachers make their best effort to ensure the 80 students who are connected with them take the MAP tests during the Winter implementation. however, when our migrant students are connected from Mexico, the test-</p>	<p>By June 2027, 60% of students at each grade level will achieve growth projections in Reading as measured by MAP from Fall to Spring annually.</p> <p>Below are the reading data based on the Winter MAP implementation:</p> <p>Kindergarten: 67% 1st Grade: 57%, 2nd Grade: 57% 3rd Grade: 28% 4th Grade: 46% 5th Grade: 51% 6th Grade: 37% 7th Grade: 42% 8th Grade: 35%</p> <p>The Winter MAP report shows that one grade level (Kindergarten) was able to meet the 60% goal. Two grade levels (1st and 2nd) were very close at 57%. The greatest declined was observed in 3rd grade. They came from 73% in the Fall to 28% in the Winter. The most significant growth was observed in first grade. This grade level was at 32% during the Fall MAP implementation and came close to meeting the goal (57%) during the Winter MAP implementation. Our Intervention team has created a systematic and intentional MTSS plan to support 1st grade students. During Eagle time, all first-grade students receive based on data. The end of the year data last year indicated that this grade level students would need intensive Tiers 1 and 2 support. This need was factored in when the Strategic Plan was finalized and the MTSS plan was implemented once this school year began. The Fall implementation data confirmed that first grade would need intensive support. Although our Smart Goal is specifically tied to growth, achievement has to be taken into account when analyzing data. During the MAP Fall implementation, we had 68% of all first graders in the Red band, 5% in the Green, and 4% in the Blue. After one</p>	<p>not where we want to be in reading growth and achievement. MAP data is inconclusive due to the number of students who leave the country and stay in Mexico until the Migrant Housing units reopen. We do not have control over this factor, but there are others that will be addressed to ensure we meet our goal of 60% expected growth for each grade level:</p> <p>The MTSS support system will be extended to students in grades 2-3. We currently have a number of after-school tutoring and ELOP clubs targeting ELA and reading.</p> <p>2nd grade teacher: ELA tutoring Intervention teacher: ELOP-Literature and Drawing for 3rd grade. Books are fun for 2nd grade.</p> <p>The first action item for this Smart Goal includes migrant students. We will continue our collaboration with the County Office of Education and our migrant teachers to ensure extended day time before and after school target reading skills in addition to math. Moreover, our department of Students Programs is in the process of planning/revising our</p>	
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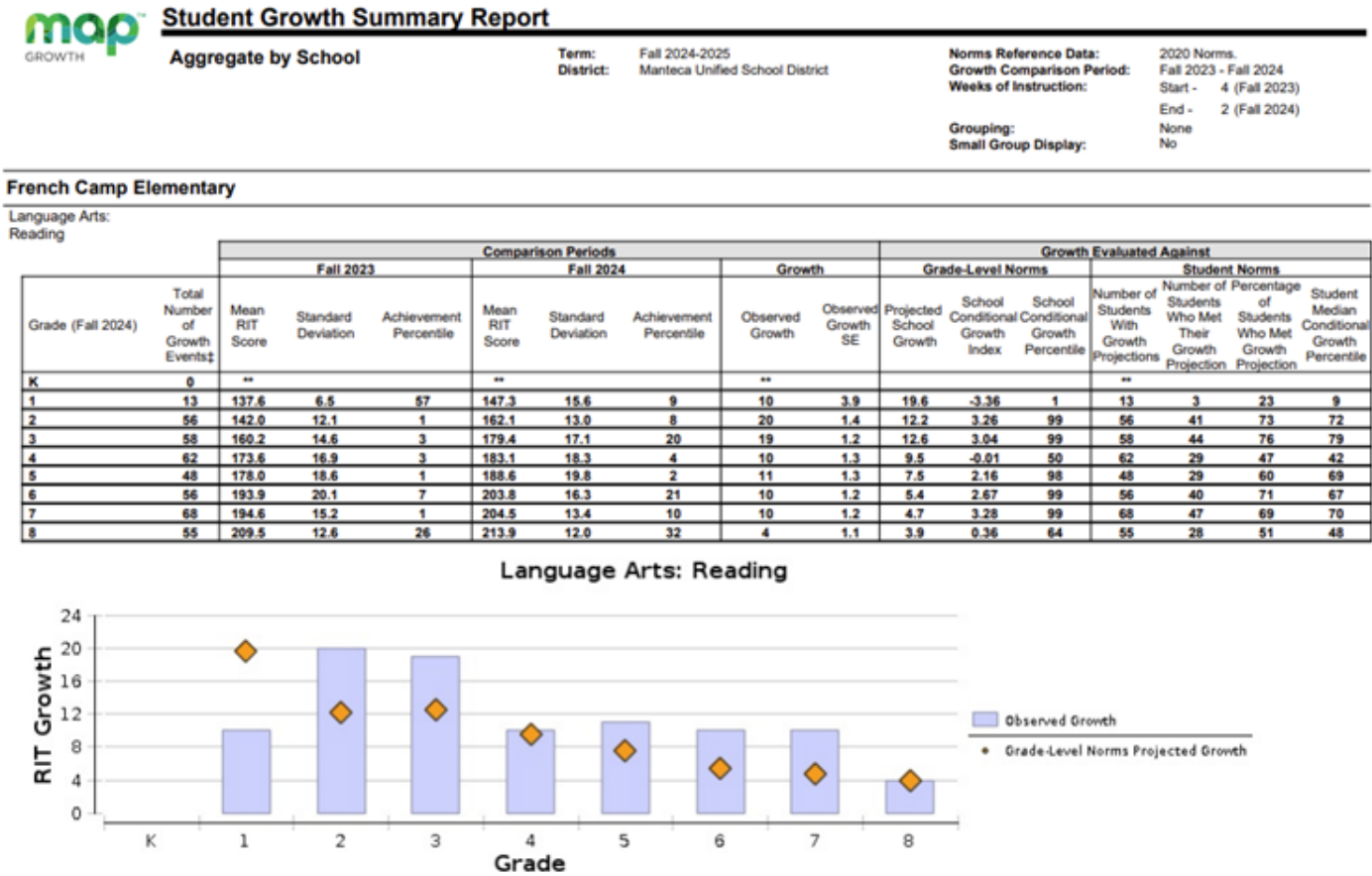
taking conditions are not optimal, and the data is not reliable.	<p>trimester of intensive MTSS support, there was a significant change in achievement numbers for first grade students. During the MAP Winter implementation, 51% of them were in the Red band, 10% in Green, and 6% in Blue. The Intervention team also supports students in grades 2-3 according to one of our action items. However, the level of support has not been as intensive as the one provided to first grade. During T3, the Intervention team will intensify the support provided to these two grade levels.</p>	<p>Migrant Education Summer School program. This year the Migrant Summer program will focus on teaching standards in addition to enrichment opportunities. Migrant Teachers will receive the same training as the other summer programs.</p>	
<p><b>Cycle 3:</b> Smart Goal:</p> <p>By June 2027, 60% of students at each grade level will achieve growth projections in Reading as measured by MAP from Fall to Spring annually.</p> <p>Based on the most current data, we can conclude that French Camp is not close to meeting our Reading Smart. None of the grade levels were able to reach the 60% projected growth target.</p>	<p>Smart Goal:</p> <p>By June 2027, 60% of students at each grade level will achieve growth projections in Reading as measured by MAP from Fall to Spring annually.</p> <p>Below are the reading data based on the Spring 2025 MAP implementation:</p> <p>Kindergarten: 39%</p> <p>1st Grade: 48%</p> <p>2nd Grade: 48%</p> <p>3rd Grade: 24%</p> <p>4th Grade: 32%</p> <p>5th Grade: 43%</p> <p>6th Grade: 54%</p> <p>7th Grade: 31%</p> <p>8th Grade: 33%</p> <p>Based on the Spring 2025 MAP data, the following conclusions can be discerned. Sixth grade (54%) was the</p>	<p>The MAP Spring Reading data indicates that we are not where we need to be in reading growth and achievement.</p> <p>The MTSS support system will be extended to support all students who need it in grades K-3.</p> <p>Approximately 1/4 of our student population are identified as Migrant. 62% of all migrant students are in the lowest quintile based on the MAP Spring 2025 report. These data were not available in the Spring of 2024 because the MAP School Profile report did not have Migrant as a filter. We requested this filter to be added so we can track MAP data for migrant students in a more effective manner. Moreover, we will</p>	Refine

	<p>only grade level that was close to the 60% goal. First and second grades were close to 50%, but not close enough to the goal.</p> <p>Backcasting Form: <a href="https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/EYAzCq5GxppPgvlCpzT7iUEBcXIRRG8HLvoeiVZkStx1Rw?e=r6G8NC">https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/EYAzCq5GxppPgvlCpzT7iUEBcXIRRG8HLvoeiVZkStx1Rw?e=r6G8NC</a></p>	<p>continue our collaboration with the County Office of Education and the district to further refine our Migrant Extended Day program. Additionally, the Migrant Students' portfolios will be readily available when students begin the new school year.</p> <p>The administration and the ILT will be more consistent with Learning Walks during the school year. The Learning Walks Rubric for grades K-6 will be finalized during the summer. Immediate feedback will be provided to all teachers visited and the data will be collected for monitoring and accountability purposes. The administration team will closely collaborate with the ILT, the IS and Intervention Teacher to ensure strong pedagogical, Tier 1 practices are implemented in every classroom during Eagle Time and throughout the day.</p> <p>The administration team is committed to increase its efforts to establish after-school tutoring sessions targeting students who are in the red and orange quintiles. During the 2024-2025 school year, a few teachers preferred to do ELOP clubs after</p>	
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		school instead of academic tutoring.	
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Progress Monitoring 25-26

Progress Monitoring





## Student Growth Summary Report

Aggregate by School

Term: Fall 2024-2025  
District: Manteca Unified School District

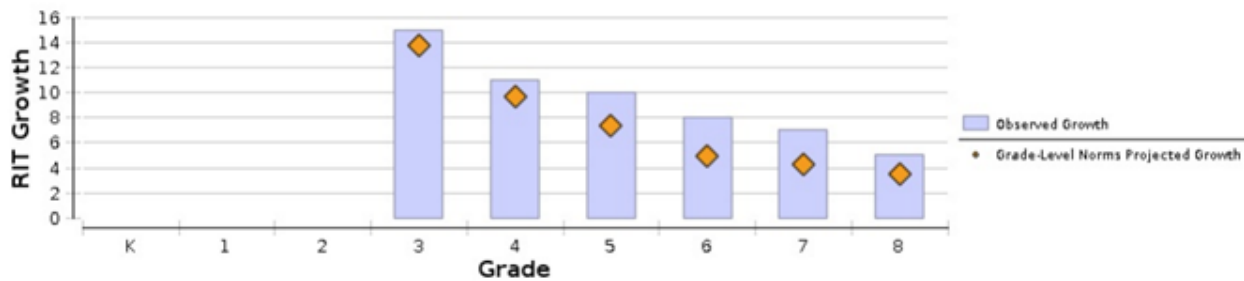
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Fall 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 2 (Fall 2024)  
Grouping: None  
Small Group Display: No

### French Camp Elementary

Language Arts:  
Language Usage

		Comparison Periods						Growth Evaluated Against								
		Fall 2023			Fall 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Fall 2024)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	58	161.6	15.2	3	176.8	18.6	7	15	1.3	13.8	0.65	74	58	31	53	56
4	62	173.2	17.7	1	184.4	17.0	4	11	1.1	9.7	0.87	81	62	39	63	60
5	48	178.6	19.6	1	188.6	19.6	1	10	1.3	7.4	1.67	95	48	28	58	60
6	56	195.1	17.2	8	203.0	17.4	17	8	1.0	4.9	1.87	97	56	38	68	64
7	69	195.7	16.7	1	203.1	17.1	9	7	1.2	4.3	2.27	99	69	41	59	53
8	54	207.6	15.2	23	213.0	13.4	37	5	1.2	3.5	1.52	94	54	37	69	64

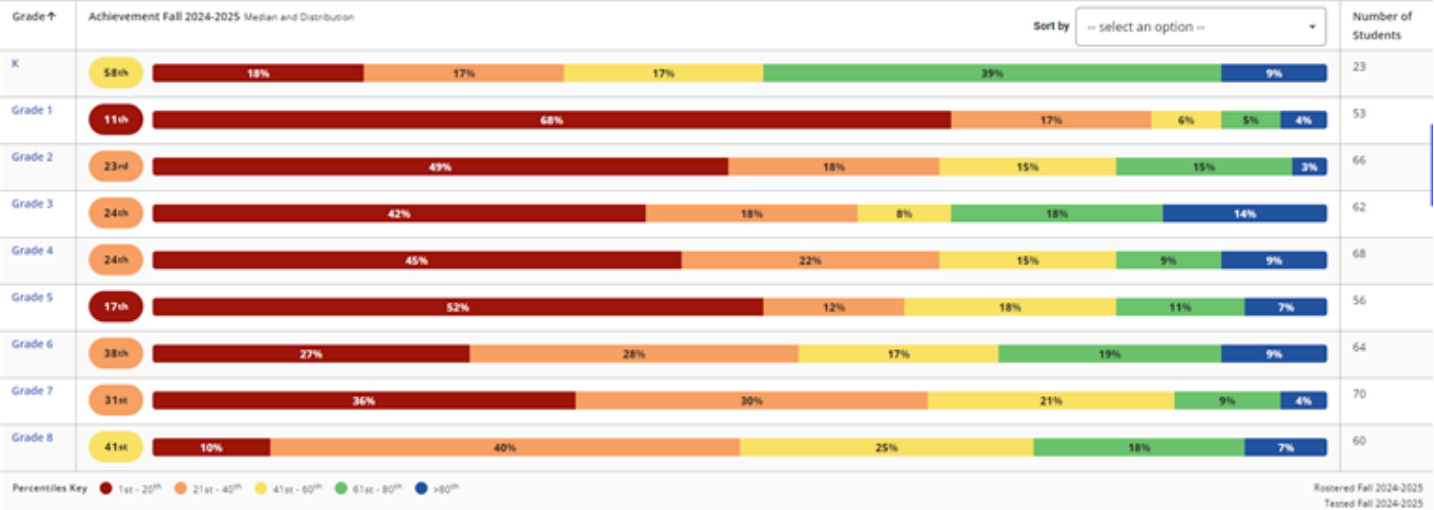
### Language Arts: Language Usage

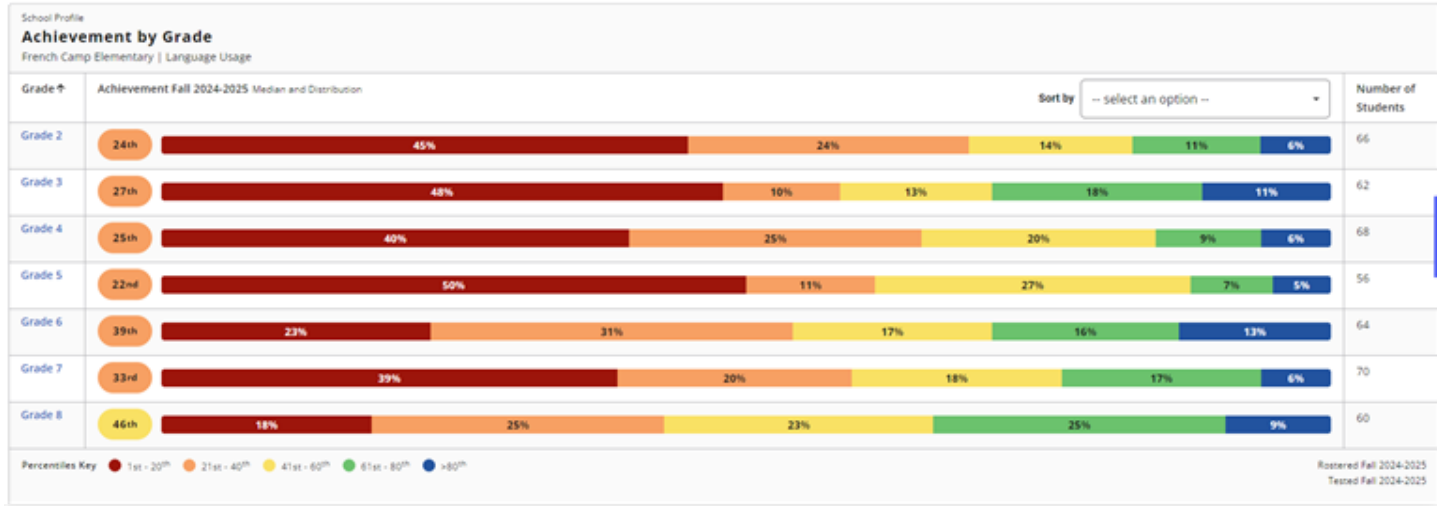


School Profile

### Achievement by Grade

French Camp Elementary | Reading





? Oral Reading Rate

	Fall 2024-2025	Winter 2024-2025
Total Students	100%	100%
Oral Reading	14.6%	28.9%
Foundational Skills	85.4%	71.1%
ALL GRADES		
Exceeds	6.3%	14.2%
Meets	5.9%	8.4%
Approaching	2.5%	5.3%
Below	0%	0.9%
No Expectation	0%	0%

☐ Separate Grades? 
 ☒ View values as percentages?

? Phonological Awareness

	Fall 2024-2025	Winter 2024-2025
Total Students	100%	100%
Oral Reading	14.6%	28.9%
Foundational Skills	85.4%	71.1%
ALL GRADES		
Exceeds	10.5%	7.1%
Meets	9.6%	11.6%
Approaching	33.5%	8.4%
Below	31.8%	44%
No Expectation	0%	0%

☐ Separate Grades? 
 ☒ View values as percentages?

## Listening Comprehension



	Fall 2024-2025	Winter 2024-2025
Total Students	100%	100%
Oral Reading	14.6%	28.9%
Foundational Skills	85.4%	71.1%
ALL GRADES		
Exceeds	2.5%	1.3%
Meets	24.3%	25.8%
Approaching	16.7%	15.1%
Below	41.8%	28.9%
No Expectation	0%	0%
<input type="checkbox"/> Separate Grades? <input checked="" type="checkbox"/> View values as percentages?		

## Picture Vocabulary



	Fall 2024-2025	Winter 2024-2025
Total Students	100%	100%
Oral Reading	14.6%	28.9%
Foundational Skills	85.4%	71.1%
ALL GRADES		
Exceeds	2.9%	2.2%
Meets	25.9%	20%
Approaching	17.2%	18.2%
Below	39.3%	30.7%
No Expectation	0%	0%
<input type="checkbox"/> Separate Grades? <input checked="" type="checkbox"/> View values as percentages?		

## Sentence Reading Fluency



	Fall 2024-2025	Winter 2024-2025
Total Students	100%	100%
Students with SRF Scores	72.4%	72.4%
ALL GRADES		
Exceeds	2.5%	0.4%
Meets	12.1%	26.2%
Approaching	31%	18.7%
Below	26.8%	27.1%
No Expectation	0%	0%
<input type="checkbox"/> Separate Grades? <input checked="" type="checkbox"/> View values as percentages?		



	Fall 2024-2025	Winter 2024-2025
Total Students	100%	100%
Oral Reading	14.5%	28.9%
Foundational Skills	85.4%	71.1%
ALL GRADES		
<b>E</b> Exceeds	6.7%	3.6%
<b>M</b> Meets	14.5%	16%
<b>A</b> Approaching	31.8%	15.1%
<b>B</b> Below	32.2%	36.4%
<b>NE</b> No Expectation	0%	0%
<input type="checkbox"/> Separate Grades? <input checked="" type="checkbox"/> View values as percentages?		

## Data

### 5<sup>th</sup> Grade Just Words Group November 2024-May 2025

Last Name	First Name	Teacher	Frustration Reading Level (Fall)	Frustration Reading Level (Winter)	Frustration Reading Level (Spring)	Fluency Pre-Assess. Unit 7 (WCPM & Prosody)	Fluency Post-Assess. Unit 7 (WCPM & Prosody)
1. Arroyo	Ximena	Palacios	2			90/1	
2. Contreras	Melany	Palacios	3			71/1	
3. Escamilla	Karen	Baldeon	3			65/2	
4. Gutierrez	Alberto	Baldeon	3			65/2	
5. Higareda	Kyra	Baldeon	2			41/2	
6. Luna	Juan	Baldeon	2			31/1	
7. Madregal	Kiara	Baldeon	2			55/2	
8. Magdaleno	Christian	Palacios	2			58/1	
9. Ortega	Sayuly	Palacios	3			48/1	
10. Quezada	Matias	Baldeon	3				
11. Rodriguez	Jazlyn	Palacios	3				
12. Ruiz	Andres	Palacios	3			42/1	

# T2-ORF

## 1ST GRADE

	Entry	T1	T2	Growth
Alexis R.	0	3	10	+10
Joshua	0	4	11	+11
Roman R.	2	2	11	+9
Ezequiel	1	8	10	+9
Jorge	0	1	12	+12
Ximena L.	0	9	13	+13
	Sam is a Dog	Sam is a Dog	The Bug	



# T2-ORF

## 2<sup>ND</sup> GRADE-A

	Entry	T1	T2	Growth
Julio	5	5	M 4	-1
Vicente	8	6	M	+4
Perla	9	5	M	+3
Tania	4	7	M	+5
Aaron	8	20	M	+14
Ariana	0	0	NT	NT
<u>Jeovanni</u>	3	7	7	+4
	The Bug Beg. 1 <sup>st</sup> passage	Grade Level Passage	Grade Level Passage	

# T2-ORF 3<sup>RD</sup> GRADE

	Entry	T1	T2	Growth
<u>Nahomy</u>	9	16	21	+12
Mateo R.	5	8	9	+1
Giselle	10	5	M	-5
Ariana O.	11	18	M	+7
Edrick	15	4	M	+11
*	*	*	*	*
Alexander	15	23	54	+39
Ailee	28	48	80	+52
Jaqueline	24	29	37	+13
Ariana P.	24	34	M 43	+19
Julian	24	43	48	+24
Jonathan	29	42	43	+14
Ashley	14	38	M	+24
Edgar	13	29	48	+35
	End of 2nd Passage	Grade Level Passage	Grade Level Passage	

# T2-HIGH FREQUENCY WORDS 1ST GRADE

	Initial	T1	T2	Growth	T2
Alexis R.	0	3	10	+7	2
Joshua	0	4	13	+9	1
Roman R.	9	18	24	+15	8
Ezequiel	10	14	22	+12	5
Jorge	0	3	13	+13	1
Ximena L.	10	15	25	+15	5
	Word List 1	Word List 1	Word List 1		Word List 2

## T2-TRICK WORDS 2ND GRADE-A

	Initial	T1	T2	Growth	Initial	T2	Growth
Julio	6	20	M	+14	-	-	-
Vicente	13	23	M	+10	-	-	-
Perla	8	15	M	+7	-	-	-
Tania	11	26	M	+15	-	-	-
Aaron	18	26	M	+8	-	-	-
Ariana	0	1	10	+9	-	-	-
<u>Jeovanni</u>	7	12	29	+22	-	-	-
	Level 1 (93)	Level 1 (93)	Level 1 (93)		Level 2 (84)	Level 2 (84)	

## T2-TRICK WORDS 3RD GRADE

	Initial	T1	T2	Growth	Initial	T2	Growth
<u>Nahomy</u>	51	62	79	+28	12	15	+3
Mateo R.	23	33	46	+23	-	1	-
Giselle	24	40	M	+16	-	M	-
Ariana O.	64	71	M	+7	-	M	-
Edrick	-	34	M	NT	-	M	-
Alexander	49	73	91	+42	-	22	-
Ailee	72	90	91	+19	50	64	+14
Jaqueline	84	88	90	+6	46	57	+11
Ariana P.	80	90	91	+11	51	69	+18
Julian	71	93	?	+22	55	66	+11
Jonathan	73	87	89	+16	-	45	-
Ashley	-	85	M	NT	-	M	-
Edgar	77	90	93	+16	35	53	+18
	Level 1 (93)	Level 1 (93)	Level 1 (93)		Level 2 (84)	Level 2 (84)	

Student Need 3:

SMART Goal 1

Implementation Plan

						Time Money
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						People
						Time Money People
						Time Money People
						Time People
						Money Time People
						Time Money
						Time Money

Progress Monitoring 24-25

Progress Monitoring 25-26

Progress Monitoring



### District Goal

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

### Site Tier 1, 2, and 3 Goals

Tier 1 Goal: Students, staff, and community will feel safe in the school environment and learners will be engaged in their studies as measured by pupil engagement and needs assessments.

Tier 2 Goal: Students with chronic absenteeism will be contacted by members of the school's Attendance Committee to address immediate needs for families in terms of attendance. Barriers to attendance will be identified and shared with families. Assistance will be offered to families to address attendance needs.

Tier 3 Goal: Through the COST team, district employees will work collaboratively with families to develop an action plan with tangible goals to address learning loss due to absences or behaviors.

### 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
<b>Suspensions</b>	0.50	3.57	0.91	4.62	0.20	3.17
<b>Expulsions</b>	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.

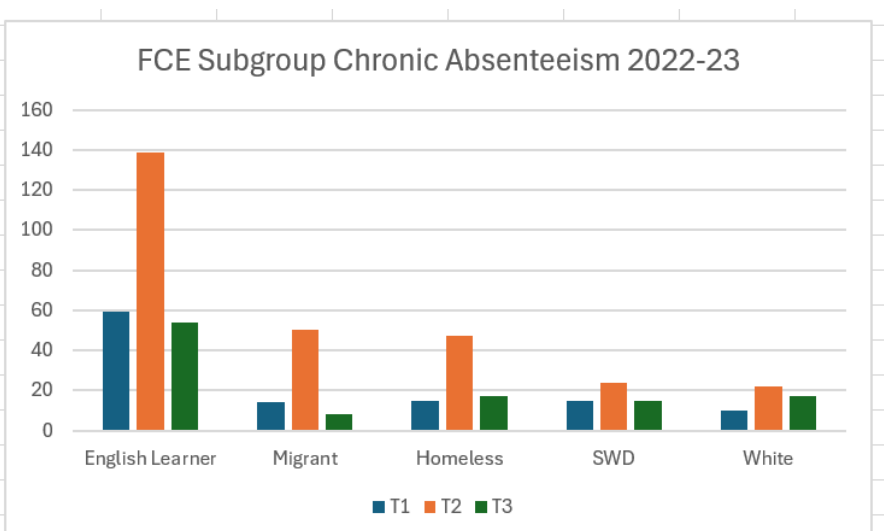
Subject	School 2022-23	District 2022-23	State 2022-23
<b>Suspensions</b>	2.84	4.96	3.60
<b>Expulsions</b>	0.00	0.24	0.08



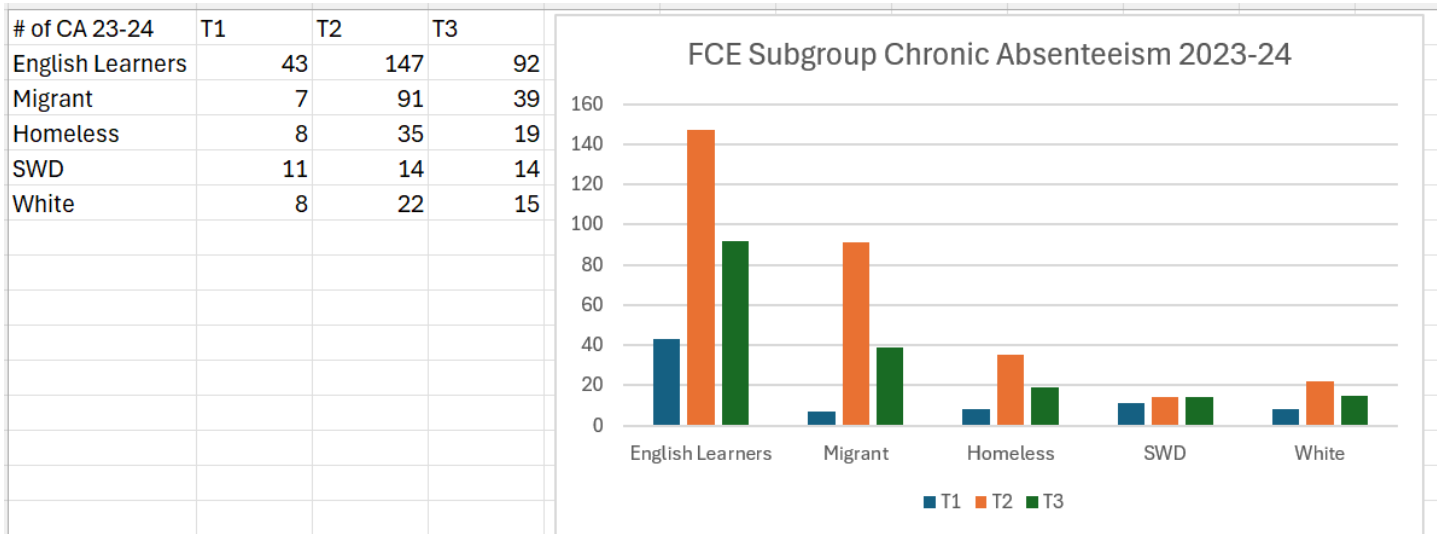
## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	703	664	219	33.0
Female	339	319	109	34.2
Male	364	345	110	31.9
American Indian or Alaska Native	1	1	0	0.0
Asian	14	10	3	30.0
Black or African American	18	13	6	46.2
Filipino	5	3	2	66.7
Hispanic or Latino	588	567	180	31.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	10	10	3	30.0
White	66	59	24	40.7
English Learners	358	351	103	29.3
Foster Youth	8	5	2	40.0
Homeless	130	122	45	36.9
Socioeconomically Disadvantaged	588	562	188	33.5
Students Receiving Migrant Education	132	132	27	20.5
Students with Disabilities	83	81	32	39.5

# of CA 22-23	T1	T2	T3
English Learner	59	139	54
Migrant	14	50	8
Homeless	15	47	17
SWD	15	24	15
White	10	22	17



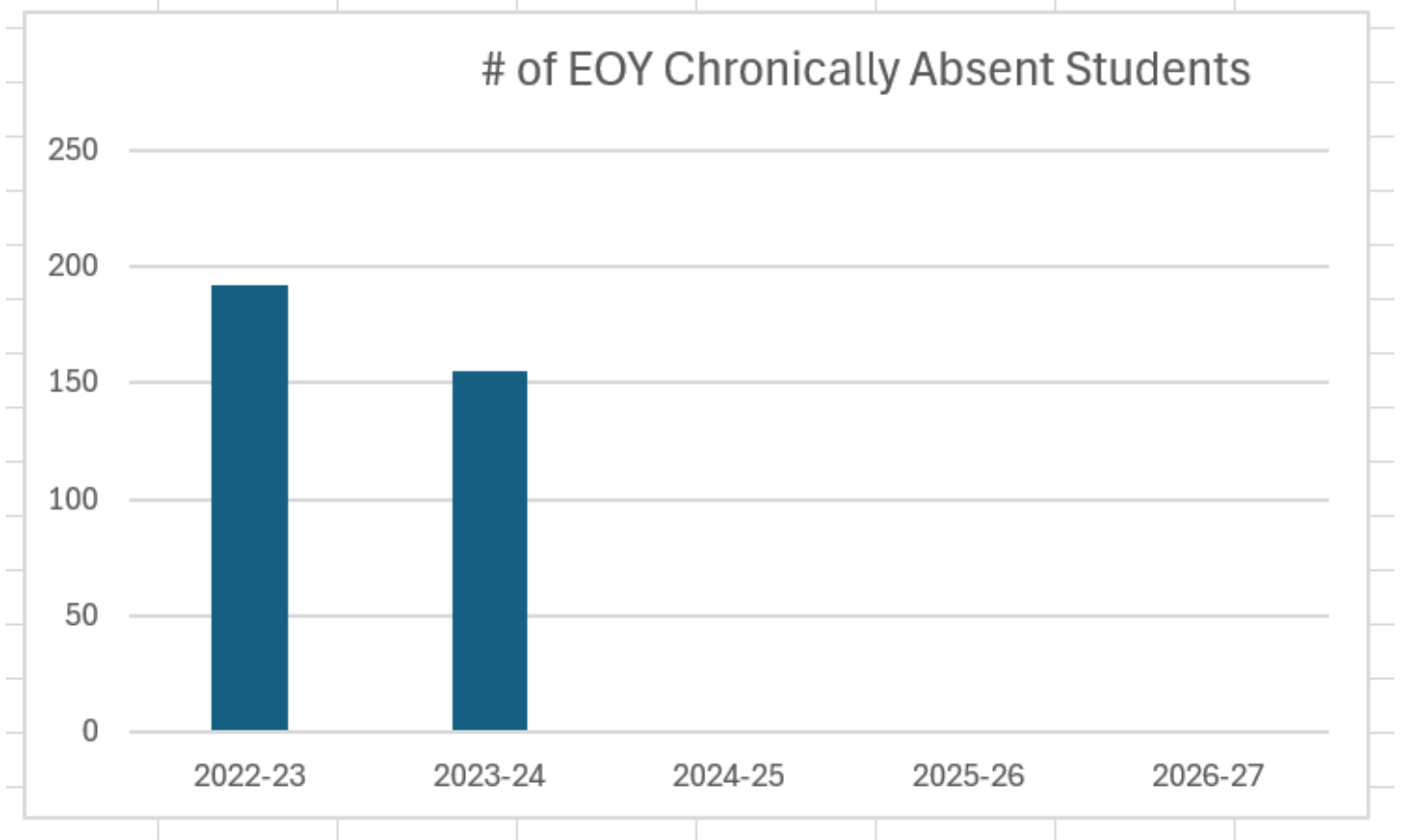




Chronic Absence Report	59 Total in White Subgroup
French Camp Elementary	23/59 are Chronically Absent = 39% of White Subgroup is Chronically absent
Date Range: 08/04/2022 - 05/26/2023	
Printed: 4/2/2024 9:45 AM	

Student	Track	Grade	Days Enrol	Days Absent	Percent Absent	Phone Number
	FCE 22/23	00	50	14	28	
	FCE 22/23	00	180	21	11.67	
	FCE 22/23	00	180	20	11.11	
	FCE 22/23	00	180	20	11.11	
	FCE 22/23	00	180	21	11.67	
	FCE 22/23	00	26	6	23.08	
	FCE 22/23	01	180	22	12.22	
	FCE 22/23	01	170	78	45.88	
	FCE 22/23	01	180	20	11.11	
	FCE 22/23	01	85	22	25.88	
	FCE 22/23	02	105	19	18.1	
	FCE 22/23	02	180	21	11.67	
	FCE 22/23	02	180	23	12.78	
	FCE 22/23	02	85	14	16.47	
	FCE 22/23	02	180	27	15	
	FCE 22/23	05	78	42	53.85	
	FCE 22/23	06	180	29	16.11	
	FCE 22/23	07	18	2	11.11	
	FCE 22/23	08	170	37	21.76	
	FCE 22/23	08	180	21	11.67	
	FCE 22/23	08	180	20	11.11	
	FCE 22/23	08	180	19	10.56	
	FCE 22/23	08	180	48	26.67	

A	B	C	D	E	F	G
Chronic Absence Report	48 Total in White Subgroup					
French Camp Elementary	16/48 are Chronically Absent = 33% of White Subgroup is Chronically absent					
Date Range: 08/03/2023 - 04/02/2024						
Printed: 4/2/2024 9:42 AM						
Student	Track	Grade	Days Enrolled	Days Absen	Percent Absent	Phone Number
	FCE 23/24	00	141	17	12.06	
	FCE 23/24	02	142	22	15.49	
	FCE 23/24	02	141	30	21.28	
0	FCE 23/24	02	142	19	13.38	
1	FCE 23/24	03	142	19	13.38	
2	FCE 23/24	03	72	39	54.17	
3	FCE 23/24	03	142	38	26.76	
4	FCE 23/24	04	72	40	55.56	
5	FCE 23/24	07	28	6	21.43	
6	FCE 23/24	07	142	54	38.03	
7	FCE 23/24	08	142	21	14.79	
3	FCE 23/24	08	142	19	13.38	
9	FCE 23/24	08	142	15	10.56	
0	FCE 23/24	TK	142	18	12.68	
1	FCE 23/24	TK	142	46	32.39	
2	FCE 23/24	TK	142	27	19.01	



LEARN MORE  
Chronic Absenteeism

All Students State



Yellow

33% chronically absent

Declined 5.3% ⬇️

EQUITY REPORT

Number of Student Groups in Each Level



View More Details ➔

White

Student Group State



Red

40.7% chronically absent

Increased 2.4% ⬆️

Number of Students: 59

Grade	Date	# of Abs on Field Trip Days	Positive Attendance %age
K	18-Oct	2	96
1	18-Jan	1	99
2	8-Apr	10	85
3	19-Oct	4	95
5	3-Apr	3	95
8	23-Jan	1	98

Chronically Absent Groups	# of CA Students	# of Total Population	%age of Chronic Absenteeism
Whole School	160	601	27%
White	15	47	32%
Students With Disabilities	14	44	32%

SED	
<input type="checkbox"/>	English Learner
<input type="checkbox"/>	Foster
<input type="checkbox"/>	Homeless
<input type="checkbox"/>	Indian Education
<input type="checkbox"/>	Migrant
<input checked="" type="checkbox"/>	SED
<input type="checkbox"/>	Special Education

Absence Rate	Full Day Absences
10.17%	12
10.17%	12
10.26%	12
10.42%	10
10.53%	12
10.53%	10
10.66%	13
<b>16.75%</b>	<b>2286</b>

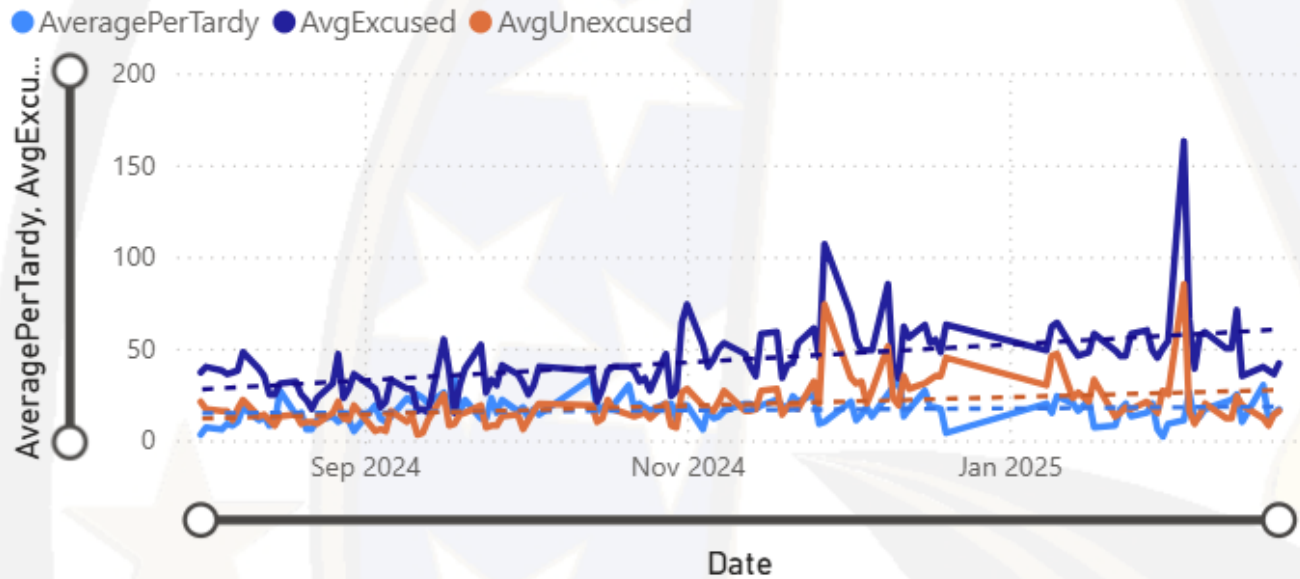
### Program Filter

English Learner

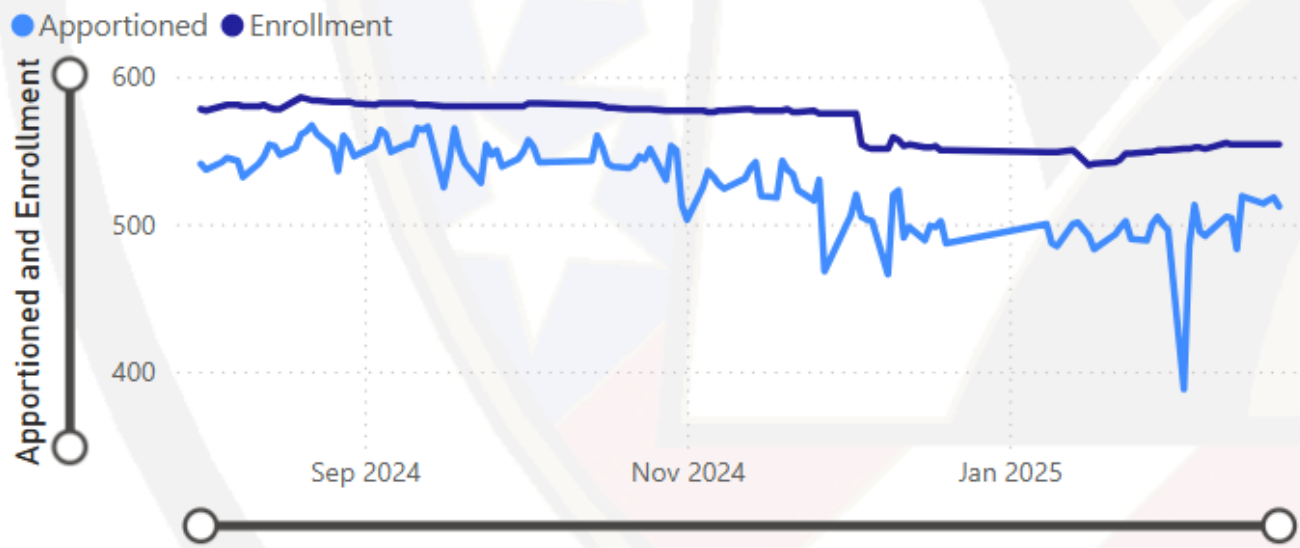
- ☒ Select all
- ☐ ELOP
- ☒ English Learner
- ☐ Foster
- ☐ Homeless
- ☐ Indian Education
- ☐ Migrant

Absence Rate	Full Day Absences
10.17%	12
10.26%	12
10.42%	10
10.53%	12
10.53%	10
10.66%	13
10.66%	13
<b>15.93%</b>	<b>1368</b>

## Attendance Trends



## Daily Attendance vs Enrollment



### Data Analysis

In tracking chronic absenteeism for the past 2 years by trimester and significant subgroup, this data shows that all significant subgroups (EL, Migrant, Homeless, SWD, and White) reduced chronic absenteeism rates during T1. When looking at the 2 years of data during T2, English Learners and Migrant students increased their Chronic Absenteeism. White students stayed the same during T2 as compared to the previous year. This data shows that Chronic Absenteeism continues to be an ongoing area of need for our French Camp students. The end-of-year data shows that 27% of all French Camp students were chronically absent. The White subgroup reduced their chronic absenteeism rate to 32%. The Students with Disabilities reduced their chronically absent rate to 32% as well. These are significant reductions for both groups, but still need to be addressed.

White students continue to be identified as an ATSI group for 2024-25. Homeless and Students With Disabilities are no longer identified as ATSI group for 2024-25. If the gains continue for positive attendance, I believe the White subgroup will be taken off of the ATSI list.

The increase from T1 to T2 for the past 2 years with the English Learner, Migrant, and Homeless subgroups, can be explained to a point. From December 15 to March 15, the artesis for our Migrant Students close. If our families return to the United States before the opening date in March, they may reside with a friend or family member. This qualifies the families as homeless, which increases our numbers in that subgroup. Further, many of our Migrant students are Second Language Learners. If they leave the country when the camps close, this too has an impact on our Chronically Absent numbers for the English Learner subgroup.

In 2022-23, we had a total of 59 students identify as part of the White ethnicity category. Twenty-three out of the 59 were chronically absent. This equates to 40% of the White subgroup as being considered Chronically Absent. Of those 23 chronically absent students, 13 no longer attend FC, 5 are still attending FC but are not chronically absent anymore, and 5 are still attending FC and remain on the chronically absent list.

In 2023-24, we have a total of 47 students identifying as part of the White ethnicity category. Sixteen out of the 48 were chronically absent. This equates to 32% of the White subgroup as being considered Chronically Absent. This is an improvement from 2022-23. Of the 5 students who have been on the Chronically Absent list for 2 years, 2 are out due to medical reasons. Two of the five students have more absences this year than last. One of the five students has fewer absences this year than last.

The total number of Chronically Absent students in 2022-23 totaled 192. Currently (as of April 2024), the 2023-24 school year shows 155 Chronically Absent students. This is a reduction of 19% in chronically absent students. Students who are chronically absent may be gone for a variety of reasons including illness, consequences for misbehavior, or truanicies. As a site, we need to ensure that we are providing high interest activities and events to engage students. We also need to promote the importance of being to school every day, on time, ready to learn.

On Field Trip days, the positive percentage attendance rate increases dramatically for most grade levels. The data shows that in all but 2nd grade, the positive percentage attendance rate was at least 95%.

**Student Need 1:**

Reduce chronic absenteeism for our significant subgroups, including our ATSI White Subgroup, through engaging activities, parent communication, and programs in an effort to expose students to the base curriculum.

**SMART Goal 1**

By June 2027, chronic absenteeism rate will reduce by 10% for each significant subgroup and the whole school as determined by end-of-year Q Chronic Absenteeism report.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Offer attendance incentive after school for students with "Excellent" attendance (less than 3 absences / trimester) to	During Trimester 1, 162 students had fewer than 3 absences. This number represents 28% of the student population. We did not recognize these	EOY Chronic Absenteeism report show 27% chronic absenteeism rate for 23-24.	The Power Bi report shows that our chronic absenteeism rate for the 2024-2025 school year is 15.71%.			Time People Money

reduce absenteeism rate.	<p>students during our T1 Honors assembly. Before the beginning of winter break, these students will receive a certificate of excellent attendance. Additionally, during trimester 1, French Camp had 57 students who had perfect attendance and were recognized during the Honors Assembly. That percentage represents approximately 10% of the entire French Camp population.</p> <p>Cycle 2:</p> <p>The Power Bi report shows that our chronically absenteeism rate for the year as of February 21, 2025, is 16.79 %, which is over 10 points below the 28.2% as reported by the California Dashboard for 2024.</p> <p>During Trimester 2, 108 students had fewer than 3 absences. This number represents 19% of the student population. We recognized these students during our T2 Honors assembly.</p> <p>Additionally, during trimester 2, French Camp had 23 students who had perfect attendance and were recognized during the Honors Assembly. That percentage represents approximately 4% of</p>		<p>Therefore, we have been able to reduce this rate by over 10 points. During Trimester 2 and 3, we recognized students who achieved excellent attendance. This action item made a difference because we were able to reduce the chronic absenteeism rate for all subgroups.</p>			
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	the entire French Camp population.					
Implement after school activities/ clubs, etc. for students to support student engagement and improve attendance.	<p>Cycle 2:</p> <p>The Power Bi report shows that our positive attendance rate for the year as of February 21, 2025, is 92.40 %.</p> <p>As of February 21, 2025, seven certificated staff members are implementing academic after-school tutoring sessions in Math and ELA.</p> <p>Additionally, 9 staff members, including certificated and classified, have established ELOP clubs. The total numbers of clubs are 18.</p>	Positive percentage average for the whole school in 2023-24 is: 91.5% as of April 2024.	The Power Bi report shows that our positive attendance rate for the 2024-2025 school year is 92.43%. Our efforts and collaboration with all stakeholders are paying dividends. The goal we set for the school year was 94 %. We were unable to meet our goal, but we are making progress.			Time Money People
Host celebrations / performances and events where students perform for families to increase school connectedness and community engagement. Student eligibility will be determined by attendance and suspension records.	<p>During Trimester 1, 483 students at French Camp had less than a 10% absenteeism rate. That number represents 84% of the whole school population.</p> <p>Positive percentage rate on special event days compared to average daily attendance rate.</p> <p>Positive attendance has been higher than the norm during</p>	EOY Chronic Absenteeism report show 27% chronic absenteeism rate.	The Power Bi report shows that our chronic absenteeism rate for the 2024-2025 school year is 15.71%. Therefore, we have been able to reduce this rate by over 10 points. Throughout the school year, positive attendance remained			Time Money People

	<p>French Camp special events thus far in the school year:</p> <p>94% average daily attendance during Trimester 1.</p> <p>97.42% during our Mexican Independence Day celebration.</p> <p>95.33 % during the Harvest Festival celebration</p> <p>88.91% during the Costume parade.</p> <p>Cycle 2</p> <p>The Power Bi report shows that our chronically absenteeism rate for the year as of February 21, 2025, is 16.79 %, which is over 10 points below the 28.2% as reported by the California Dashboard for 2024.</p> <p>11/06/24: Picture Day Make ups: 92.88 %</p> <p>11/07/24: Exploratorium: 91.92%</p> <p>11/20/2024: T1 Honor Assemblies: 94.37%</p> <p>11/25/24: Winter Portraits: 90.91%</p> <p>12/06/24: East Union Group Presentation: 93.35 %</p> <p>12/12/24: Winter Choir Concert: 88.97%</p> <p>12/17/24: Weston Ranch Counseling Team Presentation: 91.84%</p> <p>12/19/24: Winter Performances Rehearsal: 91.84%</p>		<p>above the average, especially during trimester 1. Even though parental involvement is not part of this smart goal, their attendance during school-wide events has remained high. During this school year, we did not track parental attendance in a consistent manner. This item will be implemented and monitored during year 2.</p>			
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	<p>12/20/24: Winter Performance with parents: 89.20%</p> <p>2/12/25: Blue/Green band assembly: 91.19%</p> <p>2/13/25: Blue/Green band assembly: 87.34%</p> <p>2/14/25: Valentine's Day: 93.94%</p>					
<p>Absenteeism committee will meet monthly to analyze chronic absence data, contact parents, message students, and develop ways to promote positive attendance.</p> <p>.</p>	<p>Number of chronically absent students by month</p> <p>August: 74 students or 12% of the school population</p> <p>September: 150 students or 25% of the school population.</p> <p>October: 140 students or 24% of the school population.</p> <p>Cycle 2</p> <p>The Power Bi report shows that our chronically absenteeism rate for the year as of February 21, 2025, is 16.79 %, which is over 10 points below the 28.2% as reported by the California Dashboard for 2024.</p> <p>In addition to the daily phone calls made by our attendance clerk when students are absent, the admin team divided the chronic absenteeism report into two groups: Students with 10-15% and 15% or above. Our parent</p>	<p>T3 Chronic Absenteeism Log from May 2024: 160 students</p>	<p>During this school year, French Camp had a combined Attendance/Academic committee. This committee spent more time and resources on academic matters. Attendance data was tracked, analyzed, and disseminated by the administration team in collaboration with the attendance clerk. The adjunct duties committee, in collaboration with the principal, has created a separate committee that will be responsible for analyzing attendance data. This committee will also collaborate</p>			<p>Time People</p>

	liaison was task with calling all parents. A specific script was developed to focus on the positive aspects of positive attendance. The parent liaison also asked parents if there was anything else the school can do to support their students.		with the PBIS committees to establish activities, procedures, and incentives aimed at increasing positive attendance rates.			
Share monthly attendance stats with staff including whole school results and a breakdown by grade level. Provide incentives to grade levels who earn the recognition.	<p>Positive percentage rates by grade level.</p> <p>Kindergarten: 94.80%  1st Grade: 93%  2nd Grade: 94.73%  3rd Grade: 94.93%  4th Grade: 94.94%  5th Grade: 95.02%  6th Grade: 93.51 %  7th Grade: 94.51%  8th Grade: 94.29%</p> <p>Cycle 2:</p> <p>As of February 21st, 2025</p> <p>Kindergarten: 91;56%  1st Grade:  2nd Grade:  3rd Grade:  4th Grade:  5th Grade:  6th Grade:  7th Grade:  8th Grade:</p> <p>An attendance bulletin board has been set up in the main office. This board will display French Camp month attendance rates in addition to attendance rates by</p>	<p>2023-24 GL Attendance by Month spreadsheet</p> <p><a href="https://musd-my.sharepoint.com/:x:/g/personal/rknapp_musd_net/ETx5mPipCTJHoJDGh_kEk60Bh0QO0pmAprDqRJlxXoud3w?e=Qu0dak">https://musd-my.sharepoint.com/:x:/g/personal/rknapp_musd_net/ETx5mPipCTJHoJDGh_kEk60Bh0QO0pmAprDqRJlxXoud3w?e=Qu0dak</a></p>	<p>Attendance by month has been shared with certificated and classified team members via the Weekly Updates Smore. Same data has been shared with the greater community via the monthly newsletter titled Eagle Times. Positive attendance incentives both individual and group, have been consistently implemented from August to May.</p> <p><a href="https://secure.smore.com/n/4g3kd">https://secure.smore.com/n/4g3kd</a></p> <p><a href="https://secure.smore.com/n/cvzm8">https://secure.smore.com/n/cvzm8</a></p>			Time People

	<p>grade level. This same information has been shared electronically with our parents and community by means of the monthly newsletter and with our certificated staff through our Weekly Updates newsletter.</p>		<p>Furthermore, the Attendance by grade level and schoolwide has also been set up in the main office and it is available for the public to view.</p>			
<p>Recognize positive attendance through the PBIS incentive behavior model.</p>	<p>Monthly ADA reports for positive percentage rate by grade level:</p> <p>Kindergarten: 66.64 1st Grade: 50.08 2nd Grade: 63.62 3rd Grade: 59.21 4th Grade: 64.54 5th Grade: 54.08 6th Grade: 62.36 7th Grade: 67.48 8th Grade: 59.30</p> <p>Cycle 2:</p> <p>As of February 21st, 2025</p> <p>Kindergarten: 63.38 1st Grade: 48.24 2nd Grade: 61.36 3rd Grade: 57.93 4th Grade: 62.11 5th Grade: 51.11 6th Grade: 59.03 7th Grade: 65.61 8th Grade: 56.83</p> <p>During the Trimester 2 Honor Assembly, 111 students were celebrated for having Excellent Attendance during the trimester. Additionally, 34 students received</p>	<p>Monthly Positive %age Attendance from 2023-24: Aug: 94%; Sep: 95%; Oct: 93%; Nov: 93%; Dec: 89%; Jan: 83%; Feb: 90%; Mar 91%; Apr: 92%; May: 92. 43%</p>	<p>The administration team has collaborated with the PBIS committee to establish and implement programs and incentives to motivate students to be here consistently. The collaboration and consistently have resulted in reducing the chronic absenteeism rate for the school and for most of our subgroups.</p>			<p>People Time Money</p>

	awards for having perfect attendance.					
COST team meets weekly to address student needs who are chronically absent.	During trimester 1, six students were added to the COST spreadsheet due to attendance concerns.	# of chronically absent students in COST 2023-24: 98	<p>The COST team met every Wednesday and attendance, and chronic absenteeism were topics to discuss. The COST team also collaborated with the principal and the attendance clerk to follow up with chronically absent students.</p> <p><a href="https://musd-my.sharepoint.com/:x:/r/personal/lallan_musd_net/Documents/Desktop/COST%2024%2025/COST%20EXCEL%20NOTES.%20REFERENCES%202024-2025.xlsx?d=w d244d862d4a1461f9c17d0d0924b09c7&amp;csf=1&amp;web=1&amp;e=UK8AbC">https://musd-my.sharepoint.com/:x:/r/personal/lallan_musd_net/Documents/Desktop/COST%2024%2025/COST%20EXCEL%20NOTES.%20REFERENCES%202024-2025.xlsx?d=w d244d862d4a1461f9c17d0d0924b09c7&amp;csf=1&amp;web=1&amp;e=UK8AbC</a></p> <p><a href="https://musd-my.sharepoint.com/:w:/r/personal/lallan_musd_net/Documents/Desktop/COST%2024%2025/COST%20Agenda%205.7.25.docx?d=w8bfabecb3">https://musd-my.sharepoint.com/:w:/r/personal/lallan_musd_net/Documents/Desktop/COST%2024%2025/COST%20Agenda%205.7.25.docx?d=w8bfabecb3</a></p>			People Time Time

			<a href="#">8d94f498985de9d0a9caec5&amp;csf=1&amp;web=1&amp;e=OeukuJ</a>			
Utilize VCC as a means of supporting students and their emotional needs at school.	VCC Roster of Students to track the number of students referred for VCC services.	# of students VCC met with in 2023-24: Approximately 190 students	During the school year, our VCC team met with 54 students. They both held a combined 641 sessions. These were individual and group sessions according to the needs of the students being served.			Time Money People
Coordinate field trips / assemblies / programs / excursions (including Science Camp equity) to foster experiences that students may not otherwise get to experience.	<p>Positive percentage of attendance on days of excursions to compare with average daily attendance.</p> <p>Exploratorium-7th grade: 97.14 % compared to 94.51% during regular days.</p> <p>Ag Venture-3rd grade: 93.55% compared to 94.93% during regular days. In this particular case, the field trip did not show a positive impact on student attendance.</p>	95% positive percentage of attendance rate on Field Trip days in 2023-24	<p>Positive attendance rate remained higher than the average during the 2024-2025 school year.</p> <p>Kindergarten Field Trip: 91.47% (Schoolwide Rate)</p> <p>K-2 Easter Egg Hunt: 93.52 %</p> <p>1st Grade Field Trip: 93.76%</p> <p>K-6 Field Day: 93.41 %</p> <p>5th Grade Science Camp: 94.29%</p> <p>8th Grade Great Wolf Lodge: 91.70%</p> <p>6th Grade Field Trip: 92.73%</p> <p>Talen Show: 91%</p> <p>K--5 Blue and Green MAP: 93.25%</p>			Time Money People

			6-8 Blue and Green MAP: 93.43% 4th Grade Field Trip: 92.89% Staff Vs. Students Kickball Game: 92.20% T3 Honor Assembly: 93.93%			
Offer engaging electives to students, increasing their connectedness to school and prepare them for high school	Top 3 elective results from Jr High Elective Survey.	Baseline May 2024: Leadership, Teacher Assistant, Bridge to Success	Junior high students who participated in these electives were highly involved in all aspects of the school community; The Leadership team was involved in creating the French Camp news and other activities aimed at bolstering a stronger sense of community and engagement. They also supported the principal with the school-wide campaign aimed at reducing the Chronic absenteeism rate.			
Monitor our ATSI subgroup (White Subgroup) for absences.	During Trimester 1, 11 students were chronically absent in White subgroup. This number represents 1%	15/47 students in White subgroup were chronically	During the 2024-2025 school year, the chronic absenteeism			



	<p>of the total school population and 11% of the White subgroup.</p> <p>Cycle 2:</p> <p>The Power Bi report shows that our chronically absenteeism rate for the white subgroup as of February 21, 2025, is 19.69 %.</p> <p>The number of white students attending French Camp Elementary has diminished significantly. However, their chronically absenteeism continues to be high.</p>	absent in 2023-24	rate for White students was reduced from 34.9% to 14.38%.			
<p>New Action Item: The administration team will hold biweekly meetings with attendance clerk and community outreach assistant to generate chronic absenteeism reports, analyze data, make phone calls and plan home visits accordingly.</p>	<p>We will use Q and Power Bi semi-monthly reports.</p>	<p>Schoolwide: 15.71 %</p> <p>English Learners: 15.85%</p> <p>Homeless: 14.91 %</p> <p>Migrant: 13.18 %</p> <p>SED: 15.77 %</p> <p>SWD: 16.10 %</p> <p>White: 14.38%</p>	<p>This is a new action item.</p>			<p>Time People Money</p>

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> Chronic absenteeism among subgroups (Q report) monitored each trimester.</p> <p>Summary of Smart Goal: Based on data from cycle 1, we show that our action items are working in moving French Camp in the right direction in reducing chronic absenteeism rates for all subgroups. Additionally, the chronic absenteeism rate for the whole school declined again this year based on the most current California Dashboard data.</p> <p>During the 2023-2024 school year, 31% of white students were chronically absent. During trimester 1 of this school year, this percentage has been reduced to 11%. French Camp is still in the yellow band according to the most recent California Dashboard report, but data shows that our school's action items and collaboration with our community are having a positive impact on the chronic absenteeism rate for the whole school.</p> <p>Monthly attendance shared with staff. Grade levels identified as highest positive percentage. Individual classes at each grade span with the highest positive percentage for the month will earn a popcorn</p>	<p>Monitoring data reports have been included. Data was</p> <p>Subgroups of English Learners, Homeless, Migrant, and SWD had significantly high numbers of CA in the 2nd trimester.</p> <p>Action item 1:</p> <p>For the first trimester we recognized individual students who had perfect attendance. We did not include "Excellent " attendance. We will include this category during trimester 2. Having perfect attendance can be challenging. Recognizing excellent attendance will be another way to incentivize our students to be here and on time. Additionally, students who had Excellent attendance during Trimester 1 will receive their certificate before the beginning of the winter break.</p> <p>Action item 2:</p> <p>The lines of communication between French Camp and our community improved significantly during T1. Parents were promptly informed through various media (Facebook, Eagle Times Newsletter, Blackboard) every time we have had an event. Parents, students, and community participation during our Harvest Festival was outstanding. Additionally, French Camp, with the collaboration of our ELOP department, have established a number of extracurricular clubs. Participation in these clubs is opened to all students and participation has been positive. The club organizers engage our students in sports, arts and crafts, and games. Photographs featuring these activities are shared with the staff and community via our parallel newsletters. There is one newsletter for French</p>	<p>CA Committee meets at the end of the year and contacts families of CA students, relaying a positive message of "We Missed You."</p> <p>CA Committee meets 6 times per year to identify CA students and plan activities to recognize improved attendance.</p> <p>The Attendance Committe did not meet at the end of the school year to make the phone calls. This item will be on the committee's agenda when we meet in January. Thus far the committee's meetings have been productive. All the activities and recognitions we have planned are making an impact on students' attendance to school.</p> <p>Admin will share positive percentage attendance with staff and honor the top 3 grade levels who have the highest positive attendance each month. Grade levels displayed in cafeteria. VP will honor classes at each grade span with the highest percentages with a popcorn party during their recess time once/month. Classrooms will hang their Perfect Attendance</p>	<p>Add new action item</p>

<p>party. Daily attendance flags hung outside each classroom with perfect attendance. Individual students with perfect attendance honored at assemblies.</p>	<p>Camp staff and a different one for our parents and community.</p> <p>Action item 3:</p> <p>During Trimester 1, French Camp hosted two major events: Mexican Independence Performances and the Harvest Festival. Student participation was high, and the feedback received from the community was very positive. There were no students who were excluded from the performance due to attendance and/or behavior matters.</p> <p>Action item 4:</p> <p>The Absenteeism committee was renamed Attendance Committee. This committee has met two times during the trimester to analyze attendance data and develop/fortify ways to promote positive attendance. In coordination with the PBIS Committee, this group developed another strategy called Flawless Feathers. The original intent was to establish this strategy to promote and recognize group adherence to the Eagle Way. That is, non-teaching staff give Flawless Feather to classes that demonstrate the Eagle Way in school. Classes can also receive a Flawless Feather every time they have perfect attendance. Additionally, classes that have perfect attendance for two consecutive days can earn the House of the Eagle banner. These new additions have been well-received by French Camp students and parents.</p> <p>Action item 5:</p> <p>Attendance data has been shared with staff and community via the Weekly Updates and the Eagle Times. We have not broken-down attendance data by grade level. Rather, these data have been shared using grade span groups: K-2, 3-6, and junior high. For cycle 2 data will be shared with all stakeholders</p>	<p>banner each day they have perfect attendance. Individual families will be contacted if attendance remains poor.</p> <p>Positive attendance has been shared with all stakeholders in a consistent basis. Recognitions and celebrations have continued as planned with the addition of the Flawless Feather recognition that includes attendance. Thus far, we have not displayed the data in the cafeteria the way we did it last year. We are going to dedicate a wall in the main office to create an attendance board. This board will include school-wide goal and attendance rates by grade level. This attendance board will be available to the public after the winter break.</p> <p>The percentage of emerging bilinguals who are chronically absent continues to be higher than we want it to be. We will continue addressing the importance of attendance to school during our ELAC and School Site Council meetings.</p>	
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	<p>in accordance with the original action item.</p> <p>French Camp Attendance goal for this school year is 94%. August: 94.62% September: 94.67% October: 94.30 %</p> <p>Action item 6:</p> <p>During trimester 1, our school-wide attendance rate has been maintained above 94% each month. The coordination between PBIS and attendance incentives have yielded positive results. Individual students and collective groups are making efforts to be in school to learn and to participate in all incentives available for them.</p> <p>Action item 7:</p> <p>The COST team has met consistently every week to barriers that impede student attendance to school.</p> <p>Action item8:</p> <p>French Camp Elementary School has two VCC counselors. This team is highly vested in our community and consistently makes every effort to meet the social/emotional needs of all students who need them. Furthermore, this team collaborates with the administrative team to develop and/or refine goals for students. They are also integral components of the COST team and meet with them every week.</p> <p>During the 2024-2025 school year, the recognition campaign has continued with additional features added to motivate students to be at school every day, on time. The Attendance Committee met in August to device the plan for the school year based on data</p>		
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	<p>and the activities we implemented last year. Last year the attendance goal for French Camp was 92% school wide. This year we made the decision to increase the goal to 94%. The results up to October are as follows:</p> <p>This information is shared with the French Camp certificated and classified staff by means the Weekly Updates newsletter. This information is also shared with the community through a monthly newsletter titled Eagle Times Newsletter.</p> <p>The class attendance recognitions have continued the way we did it last year. The two classes with the highest attendance percentages for each grade span team are awarded a popcorn party at the beginning of month. Additionally, all classes have been more consistent with posting their Perfect Attendance posters every time the class has perfect attendance. We have also added two more incentives to motivate students. When a class has perfect attendance for two consecutive days, the class earns a House of the Eagle banner. The banner stays in the room for the week. Additionally, every time a class has perfect attendance, the admin team gives the class a Flawless Eagle. This feature is a new PBIS component, and both committees decided to incorporate it into our attendance plan. Besides class incentives, French Camp will continue to celebrate and honor students who have perfect attendance during the trimester. Fifty French Camp students will receive a perfect attendance recognition during the Honors ceremony that will be held on November 20th, 2024. That number represents 8.6 % of the whole student population. Our goal is to increase this percentage to at least 15% for trimester 2.</p> <p>Emerging Bilinguals: French Camp has a total population of 302 students who</p>		
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	<p>are classified as emerging bilinguals. By the end of T1, 47 of them were chronically absent. That number represents a 15% of the EL population. By the end of T1 during the 2022-2023 school year, we had 59 ELs who were chronically absent. This number was decreased to 43 during the 2023-2024 school year.</p> <p>TSSP Students: By the end of T1 French Camp has a population of 50 students who are classified as TSSP. 7 of these students were chronically absent, which represents a 14 % of this subgroup. By the end of T1 during the 2022-2023 school year, we had 15 TSSP students who were chronically absent. This number was decreased to 8 during the 2023-2024 school year.</p> <p>White Students: By the end of T1 French Camp has a population of 44 students who are identified as white. Ten of these students were chronically absent, which represents a 22 % of this subgroup. By the end of T1 during the 2022-2023 school year, we had 10 white students who were chronically absent. This number was decreased to 8 during the 2023-2024 school year.</p>		
<p><b>Cycle 2:</b> During cycle 2, we have continued monitoring monthly attendance rates and chronic absenteeism reports. As of February 21st, 2025, our attendance percentage has not dropped below the 90%. Additionally, the chronically absent percentage for all students during Trimester 2 has been 19.11%, which is</p>	<p>Cycle 2:</p> <p>Smart Goal: By June 2027, chronic absenteeism rate will reduce by 10% for each significant subgroup as determined by end-of-year Q Chronic Absenteeism report.</p> <p>Here are the chronically absenteeism rates for each significant subgroup as of February 21, 2025:</p>	<p>Cycle 2: The chronic absenteeism data shows that we need to do more to decrease the rates for French Camp as a whole and for all subgroups.</p> <p>The Academic/Attendance Committee will meet at the end of the year and</p>	Refine

<p>almost 10% less than the percentage reported on the California Dashboard for 2024-2025 (28.2%). The administration team has met with chronically absent students when they are present to speak with them about the importance of being in school and to offer them PBIS incentives for being present and/or for being on time. The administration has also collaborated with local law enforcement agencies to conduct wellness visits on the students with the highest chronic absenteeism rates. Despite our efforts, we have not been able to decrease the chronic absenteeism rates for each subgroup by 10% as set forth in our Strategic Plan. Data clearly shows that the global French Camp chronic absenteeism percentage has decreased as compared to the last two years.</p>	<p>Schoolwide: 19.11%</p> <p>English Learners: 15.93%</p> <p>Homeless: 16.44%</p> <p>Migrant: 12.74%</p> <p>SED: 16.75%</p> <p>SWD: 16.77%</p> <p>White: 19.69%</p>	<p>contacts families of CA students, relaying a positive message of "We Missed You." This is an action item we did not do at the end of the last school year.</p> <p>Thus far the committee's meetings have been productive. All the activities and recognitions we have planned are making an impact on students' attendance to school.</p> <p>Admin will continue sharing positive percentage attendance with staff and honor the top 3 grade levels who have the highest positive attendance each month. This is an action item we did not do during trimester 1.</p> <p>Grade levels displayed in the main office. French Camp will continue honoring classes at each grade span with the highest percentages with a popcorn party during their recess time once/month. Classrooms will hang their Perfect Attendance banner each day they have perfect attendance. Individual families will be contacted if attendance remains poor.</p> <p>Positive attendance will continue to be shared with all stakeholders in a consistent basis. Recognitions and</p>	
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		<p>celebrations will continue as planned with the addition of the Flawless Feather recognition that includes attendance.</p> <p>The percentage of emerging bilinguals who are chronically absent continues to be higher than we want it to be. We will continue addressing the importance of attendance to school during our ELAC and School Site Council meetings. We will also continue our positive attendance campaign on the French Camp official Facebook page.</p> <p>Furthermore, French Camp will continue its ongoing collaboration with the SJCOE's Migrant program to address chronic absenteeism in addition to standards. The admin team will attend all the meetings organized by the county and attendance to school will always be on the agenda.</p>	
<p><b>Cycle 3:</b></p> <p>French Camp is on track to meeting the Smart Goal #1. We have been able to reduce the chronic</p>	<p>Cycle 3:</p> <p>Smart Goal: By June 2027, chronic absenteeism rate will reduce by 10% for each significant subgroup as determined by end-of-year Q Chronic</p>	<p>Cycle 3:</p> <p>French Camp Elementary is committed to increase positive attendance to</p>	<p>Add new action item</p>

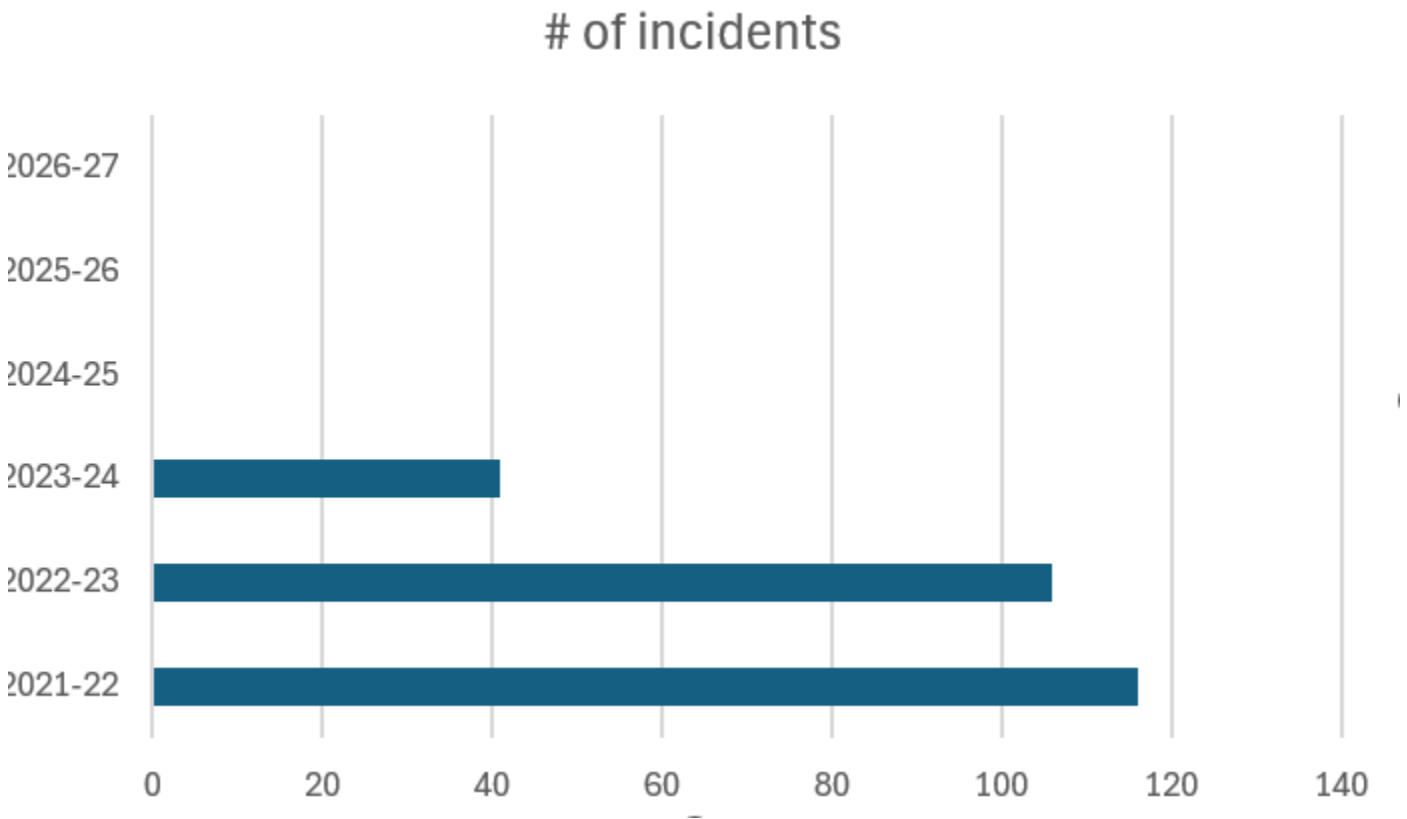


<p>absenteeism rates for the whole school and for all but one of our subgroups: The chronic absenteeism rate for our TSSP subgroup began this school year at 22.7%. As of May 23rd, 2025, the rate for this subgroup is 14.47%. We have not been able to bring this rate to 12.7% as stipulated in our Strategic Plan but we are very close.</p>	<p>Absenteeism report.</p> <p>Here are the chronically absenteeism rates for each significant subgroup as of May 23rd, 2025:</p> <p>Schoolwide: 15.71 %</p> <p>English Learners: 15.85%</p> <p>Homeless: 14.47 %</p> <p>Migrant: 13.91 %</p> <p>SED: 15.77 %</p> <p>SWD: 16.10 %</p> <p>White: 14.38 %</p> <p>The end of the school data shows that our chronic absenteeism rates have been reduced for all subgroups, including schoolwide. The Smart Goal stipulates that the rate for each significant subgroup will be reduced by 10 points. The TSSP (Homeless) is the only group that did not meet this goal. Nevertheless, the chronic absenteeism rate for this group was reduced by 7.51 points, which is fairly close to the 10-point goal. During this school year, the French Camp team has collaborated with all stakeholders to address the chronic absenteeism matter. Positive attendance to school has been a topic discussed during our meetings such, ELAC, Coffee with the Principal, SSTs, IEPs, School Site Council, etc. Moreover, the administration team has collaborated with the PBIS committee and parent volunteers to develop and implement a plan aimed at recognizing, celebrating, and rewarding excellent and perfect attendance. Our students have responded well to these activities and incentives, and the data clearly shows that. Moreover, the French camp team has also increased attendance to school awareness across the community by means of the monthly newsletter and the official French Camp</p>	<p>school and to reduce chronic absenteeism rates for the whole school and for each of our subgroups. For the 2025-2026 school year, the Attendance Committee will be renewed, and its focus will be 100% on attendance and chronic absenteeism. This committee will closely collaborate with the COST team, and the PBIS committee to continue and expand the programs and incentives that were successful during this school year. Moreover, a five-hour community assistant position has been approved. The person who holds this title will attend COST meetings and closely collaborate with the attendance clerk, the vice principal, and the homeless liaison to follow up with chronically absent students. This person will also collaborate with the administration team to make home visits as necessary.</p>	
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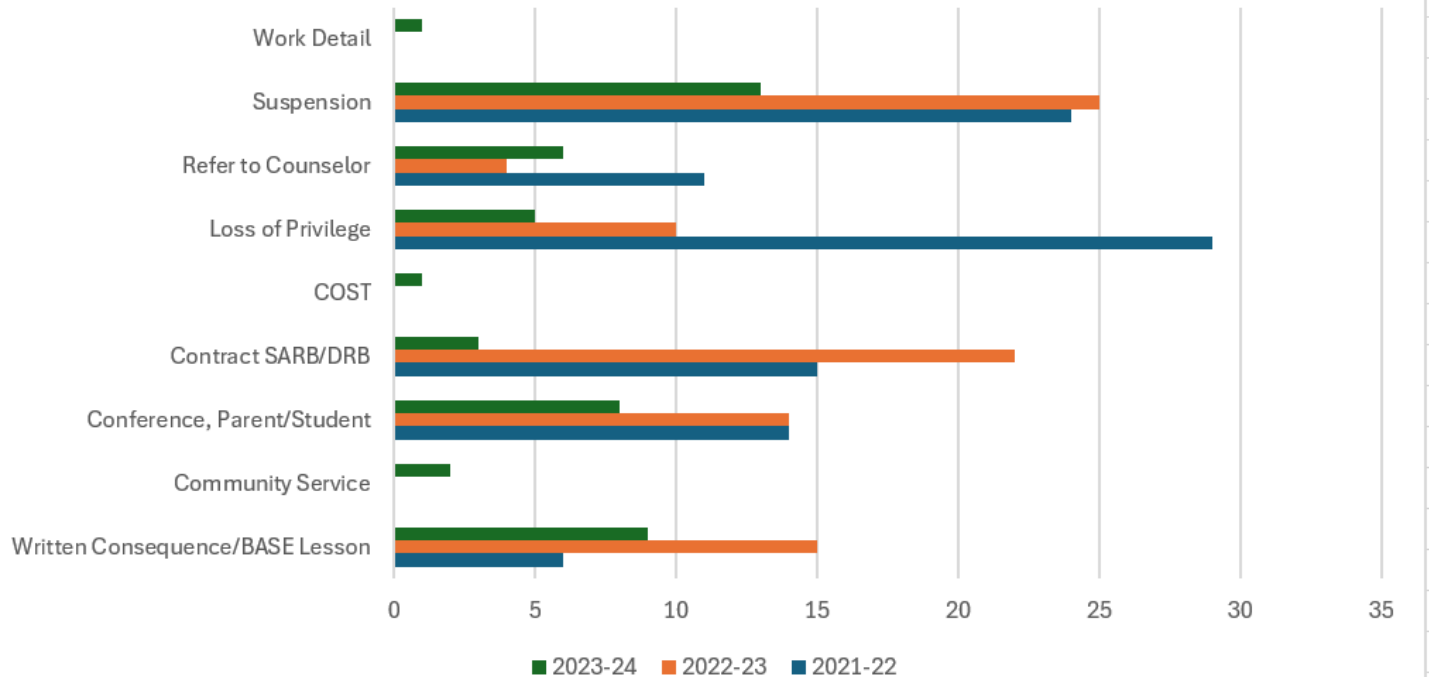
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Progress Monitoring 25-26

Progress Monitoring



## Discipline Action Comparisons for the Past 3 Years



Count of Student	Incident	Ethnicity	Grade	00	03	04	06	07	Grand Total
Penalty	Assault/Battery	African/African American			1			1	1
Suspension	Assault/Battery Total				1				1
	Fighting/Attack w/o Weapon	Hispanic/Latino				3		4	7
	Fighting/Attack w/o Weapon Total					3		4	7
	Inappropriate Behavior/Object	Hispanic/Latino				2			2
	Inappropriate Behavior/Object Total					2			2
	Threat of Attack - w/ Firearm/Explosive	Hispanic/Latino					1		1
	Threat of Attack - w/ Firearm/Explosive Total						1		1
	Unsafe Behavior	Hispanic/Latino		1				1	2
	Unsafe Behavior Total			1				1	2
Suspension Total				1	1	5	1	5	13
Grand Total				1	1	5	1	5	13

Incident	School Name	Location
Unsafe Behavior	French Camp Elementary	Playground
Inappropriate Behavior/Object	French Camp Elementary	Playground
Inappropriate Behavior/Object	French Camp Elementary	Restroom
Fighting/Attack w/o Weapon	French Camp Elementary	Playground
Fighting/Attack w/o Weapon	French Camp Elementary	Restroom
Fighting/Attack w/o Weapon	French Camp Elementary	Cafeteria
Fighting/Attack w/o Weapon	French Camp Elementary	Cafeteria
Unsafe Behavior	French Camp Elementary	Classroom
Assault/Battery	French Camp Elementary	Playground
Fighting/Attack w/o Weapon	French Camp Elementary	On Campus

LEARN MORE  
Suspension Rate

All Students

State



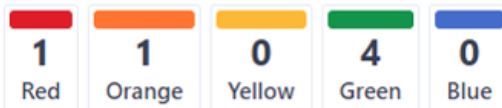
Green

2.8% suspended at least one day

Declined 0.7% ⬇️

EQUITY REPORT

Number of Student Groups in Each Level



View More Details ➔

White

Student Group

State

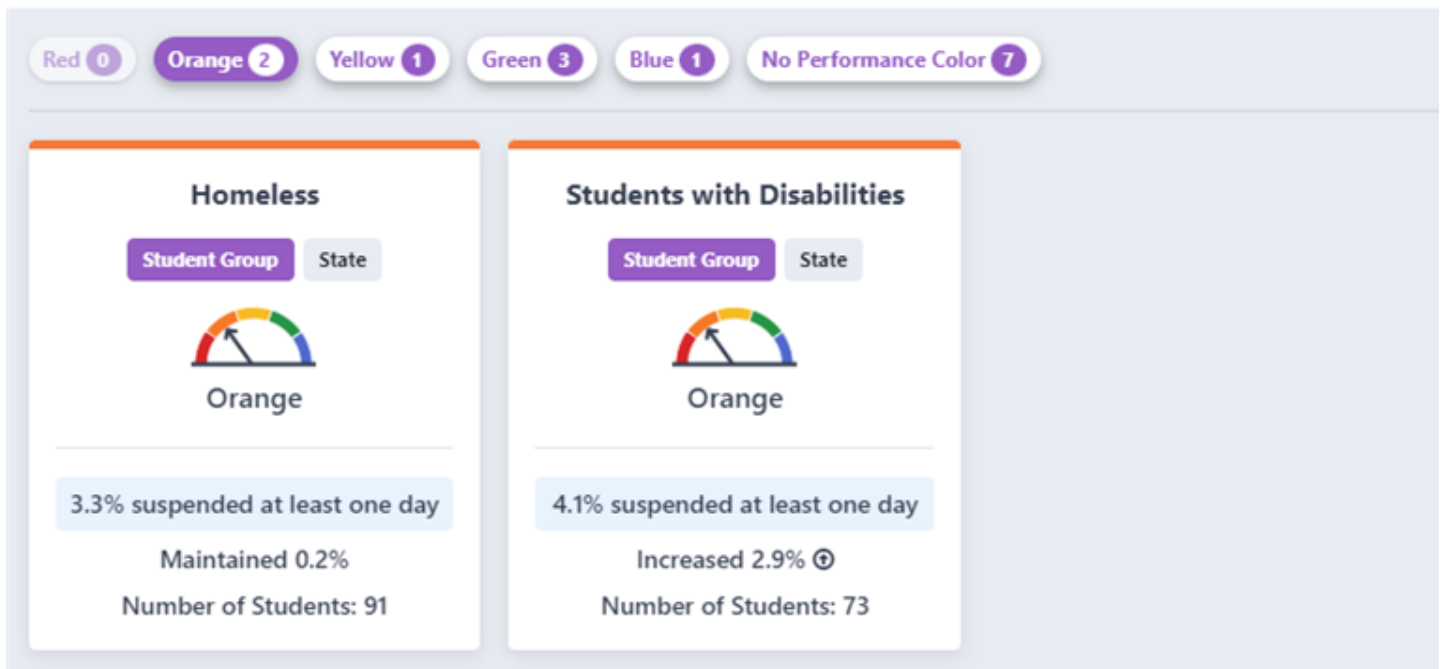
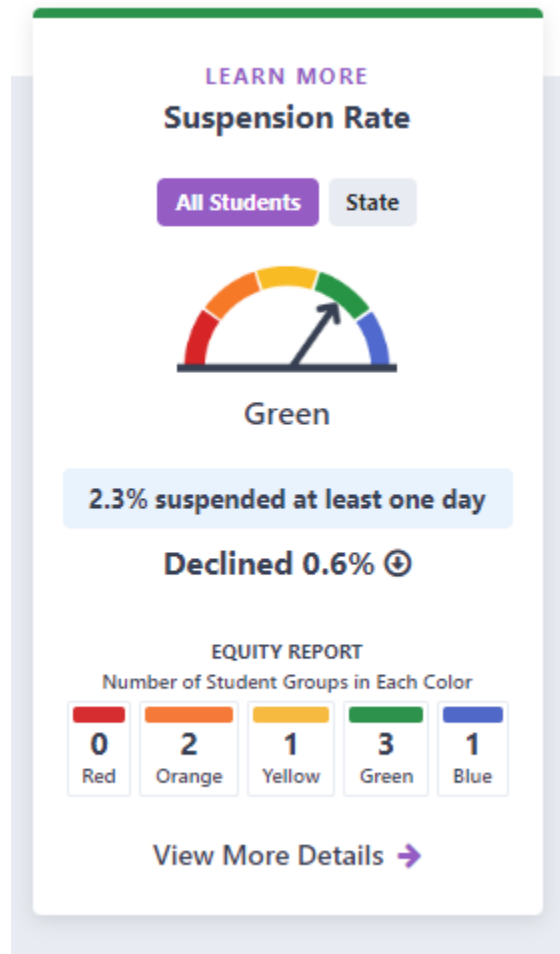


Red

6.1% suspended at least one day

Maintained -0.2%

Number of Students: 66



## 14 Total Student Groups



Red

No Student Groups



Orange

Homeless  
Students with Disabilities



Yellow

English Learners



Green

Hispanic  
Socioeconomically Disadvantaged  
White



Blue

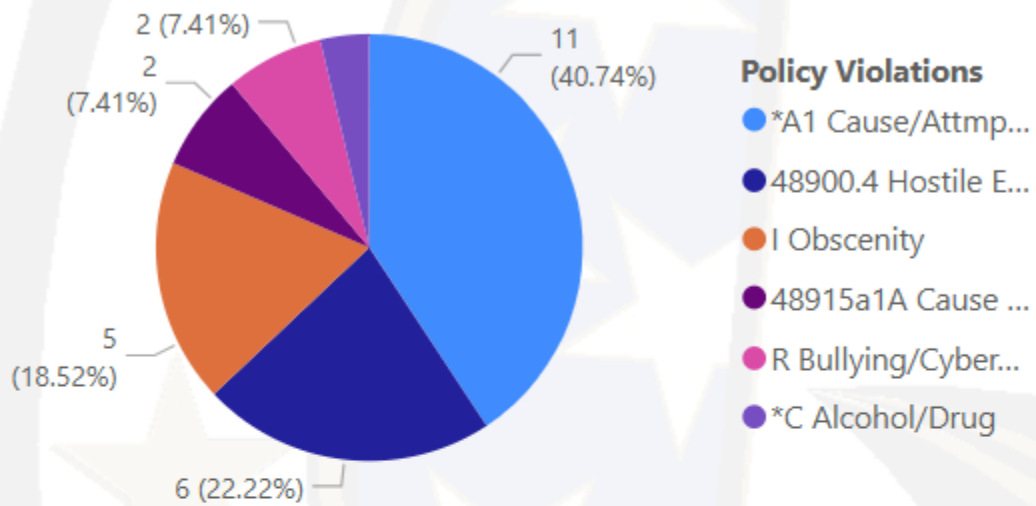
Long-Term English Learners



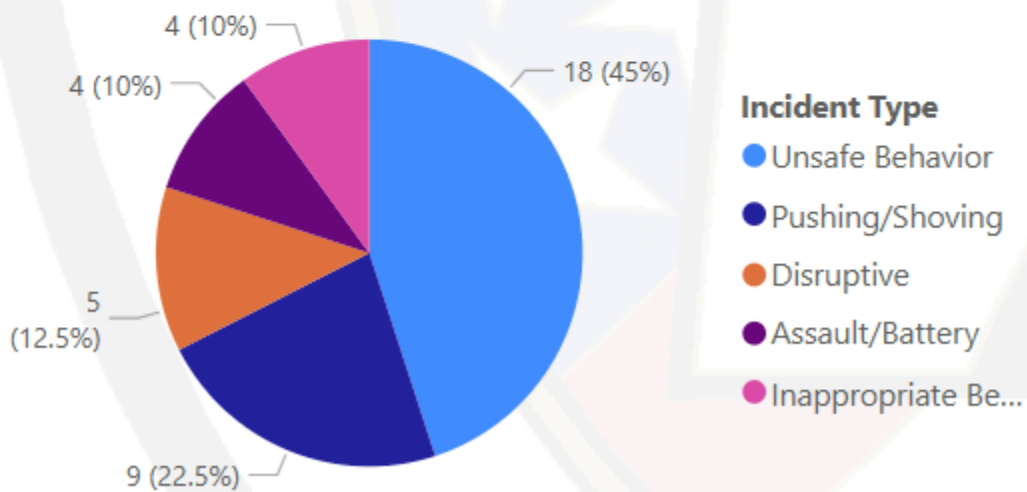
No Performance Color

African American  
American Indian  
Asian  
Filipino  
Foster Youth  
Two or More Races  
Pacific Islander

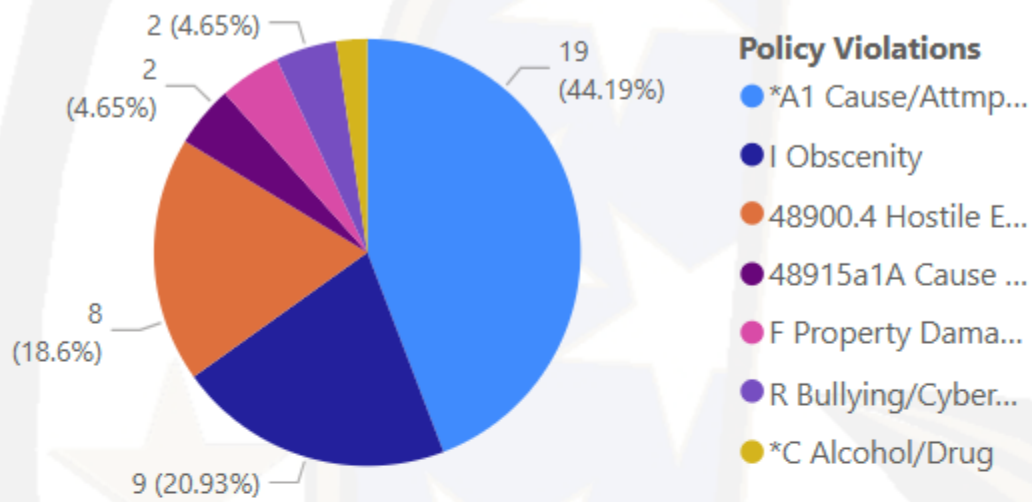
### Policy Violations (Top 5)



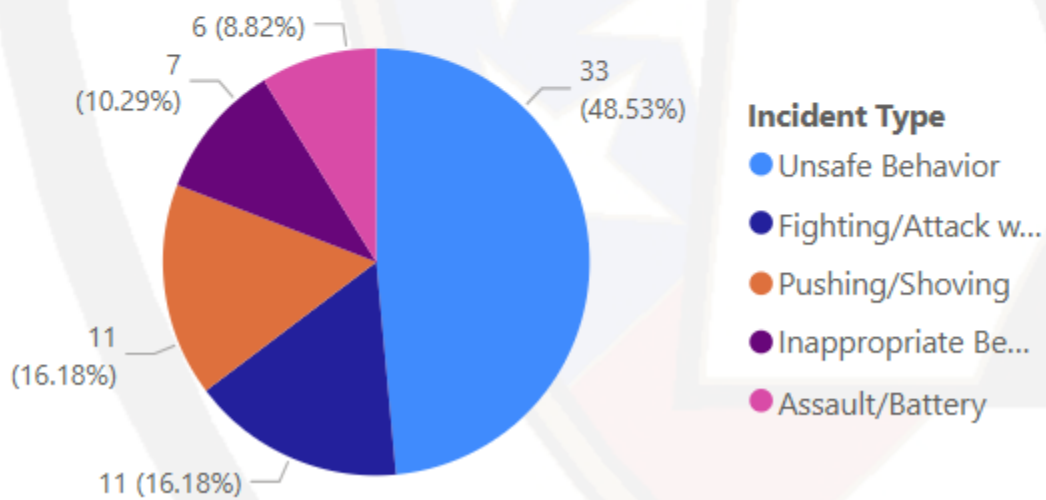
### Incident Types (Top 5)



### Policy Violations (Top 5)



### Incident Types (Top 5)



Data



## NSION DETAILS

Ethnicity	Incident Date	Incident Type
Hispanic/Latino	11/04/24	Inappropriate Behavior/Object
Hispanic/Latino	01/10/25	Possess/Use Alcohol
Hispanic/Latino	08/28/24	Fighting/Attack w/o Weapon
Hispanic/Latino	01/10/25	Possess/Use Alcohol
Hispanic/Latino	01/10/25	Possess/Use Alcohol
Hispanic/Latino	11/04/24	Inappropriate Behavior/Object
Hispanic/Latino	12/18/24	Assault/Battery
Hispanic/Latino	11/05/24	Fighting/Attack w/o Weapon
Hispanic/Latino	11/20/24	Assault/Battery
Asian-Asian Indian	01/31/25	Fighting/Attack w/o Weapon

Ethnicity	Incident Date	Incident Type
White	03/06/25	Profanity
Hispanic/Latino	05/21/25	Fighting/Attack w/o Weapon
Hispanic/Latino	11/04/24	Inappropriate Behavior/Object
Hispanic/Latino	01/10/25	Possess/Use Alcohol
Hispanic/Latino	08/28/24	Fighting/Attack w/o Weapon
Hispanic/Latino	01/10/25	Possess/Use Alcohol
Hispanic/Latino	05/21/25	Fighting/Attack w/o Weapon
Hispanic/Latino	01/10/25	Possess/Use Alcohol
Hispanic/Latino	05/08/25	Fighting/Attack w/o Weapon
Hispanic/Latino	05/08/25	Fighting/Attack w/o Weapon
Hispanic/Latino	11/04/24	Inappropriate Behavior/Object
Hispanic/Latino	04/09/25	Fighting/Attack w/o Weapon
Hispanic/Latino	12/18/24	Assault/Battery
Hispanic/Latino	03/25/25	Assault/Battery
Hispanic/Latino	11/05/24	Fighting/Attack w/o Weapon
Hispanic/Latino	11/20/24	Assault/Battery
Asian-Asian Indian	01/31/25	Fighting/Attack w/o Weapon
African/African American	05/08/25	Fighting/Attack w/o Weapon

## Data Analysis

The number of behavior incidents reported to administration has significantly declined over the past three years. Since 2021-22 school year, there have been over 100 behavior incidents each year reported to the office. Currently, as of April 2024, we have 40 incidents reported. Suspension is the largest discipline action taken when a student is sent to administration. Written consequences / BASE lessons are the next most common consequence for students sent to the office. Parent / Student conferences are commonly used to change behavior as well. This is the 4th year

of PBIS at French Camp. Over the years staff has been trained on applying alternative means of correction to change behavior. We have also outlined clearly to students the behavior expectations we have at French Camp: Be Safe, Be Respectful, Be Responsible.

We ended the school year with 18 instances of suspension in 2023-24 school year. Grades 4 and 7 had the highest number of suspension days. Most of our suspensions were from fighting. The majority of our suspensions come from our Hispanic / Latino group which is the largest ethnic population on our campus. The majority of the behavior incidents which resulted in suspension took place during unstructured time (recess or cafeteria). The total # of students with at least one suspension during 2023-24 was 13. This equates to 2.2% of our population being suspended at least one time.

There was an inequity of suspensions for our White ethnic subgroup during the 2022-23 school year. The whole school average was 2.8% of students being suspended at least one day and declined 0.7%. The White subgroup had 6.1% suspended at least one day and maintained that rate from the previous year at -0.2%. All of the suspensions of students in the White subgroup were from 8th grade in 2022-23. Those students have moved on to high school. We ended with 1 suspension from that subgroup for the 2023-24 school year.

## Student Need 2:

Maintain low suspension rates through the incorporation of positive behavior interventions and supports and alternative means of correction.

## SMART Goal 1

Each school year through May 2027, the French Camp suspension rate will continue to be less than 4%, as measured by End of Year suspension totals in Q.

## Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Continue the work of PBIS through committee work and aim for Silver Status in 2024-25.	<p>85 % percentage of students and staff who know the 3 areas of PBIS focus.</p> <p>No new baseline was taken at the beginning of the school year.</p> <p>Cycle 2:</p> <p>The Stanislaus County Office of Education conducted a PBIS Walkthrough at French Camp on February 27th, 2025. Here are the data they shared:</p> <p>Staff Interviews:</p>	<p>Bronze Status for PBIS in 2023-24. 85% of students and staff could identify our mantra: Be Safe, Be Respectful, Be Responsible</p>	<p>Here is the school visit report provided by the Stanislaus County Office of Education's PBIS Support Specialist:</p> <p>Staff Interviews:</p> <p>100% of staff knew your behavior expectations - Eagle Way</p> <p>100% of staff have taught</p>			<p>Time</p> <p>Money</p> <p>People</p>

	<p>100% of staff knew your behavior expectations - Eagle Way</p> <p>100% of staff have taught your behavior expectations - Eagle Way</p> <p>80% of staff have given out Eagle Bucks for acknowledging desired behavior expectations Student Interviews:</p> <p>100% of students knew your behavior expectations - Eagle Way</p> <p>100% of students said they received Eagle Bucks for desired behavior expectations</p> <p>The following data is not used to score TFI results. This data is a guide for your application in the event your site qualifies and chooses to apply for GOLD Recognition. Admins may find the data useful for overall feedback.</p> <p>Evidence Based (PBIS) Practices Observed in Classrooms: 100% of classrooms observed showed the Physical Structure/Layout is designed to be effective for all students 50% of classrooms observed showed Predictable Classroom Routines are developed and taught 100% of classrooms observed had</p>		<p>your behavior expectations - Eagle Way</p> <p>80% of staff have given out Eagle Bucks for acknowledging desired behavior expectations Student Interviews:</p> <p>100% of students knew your behavior expectations - Eagle Way</p> <p>100% of students said they received Eagle Bucks for desired behavior expectations</p> <p>The following data is not used to score TFI results. This data is a guide for your application in the event your site qualifies and chooses to apply for GOLD Recognition. Admins may find the data useful for overall feedback.</p> <p>Evidence Based (PBIS) Practices Observed in Classrooms:</p> <p>100% of classrooms observed</p>			
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	<p>Classroom Expectations posted</p> <p>50% of classrooms observed reflected Active Supervision &amp; Foster Positive Relationships (Scanning, moving, interacting with and use of student names)</p> <p>Zero % of classrooms observed showed Relevant (SEL) Instruction (Use of explicit instruction of social, emotional, behavioral and academic skills)</p> <p>100% of classrooms observed showed Acknowledgement (Use of behavior specific praise, 5:1 ratio of BSP statements, evidence of formal acknowledgement system)</p> <p>It is easy to see the hard work French Camp has done to implement PBIS on campus. The new signage around campus looks great and I think the new "Flawless Feathers" award is so fun! Keep up the great work!!</p>		<p>showed the Physical Structure/Layout is designed to be effective for all students</p> <p>50% of classrooms observed showed Predictable Classroom Routines are developed and taught</p> <p>100% of classrooms observed had Classroom Expectations posted</p> <p>50% of classrooms observed reflected Active Supervision &amp; Foster Positive Relationships (Scanning, moving, interacting with and use of student names)</p> <p>Zero % of classrooms observed showed Relevant (SEL) Instruction (Use of explicit instruction of social, emotional, behavioral and academic skills)</p> <p>100% of classrooms observed showed</p>			
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			Acknowledgement (Use of behavior specific praise, 5:1 ratio of BSP statements, evidence of formal acknowledgement system) It is easy to see the hard work French Camp has done to implement PBIS on campus.			
Continue work toward silver recognition as a PBIS school through staff training (certificated and classified)	<p>85 percentage of staff who know the 3 areas of PBIS focus.</p> <p>No new baseline was taken at the beginning of the school year.</p> <p>Staff Interviews:</p> <p>100% of staff knew your behavior expectations - Eagle Way</p> <p>100% of staff have taught your behavior expectations - Eagle Way</p> <p>80% of staff have given out Eagle Bucks for acknowledging desired behavior expectations</p> <p>Student Interviews:</p> <p>100% of students knew your behavior expectations - Eagle Way</p> <p>100% of students said they received Eagle Bucks for desired behavior expectations</p>	PBIS Bronze report indicates: 85% of staff/students are proficient in PBIS behavior expectations	French Camp was able to apply for California PBIS Gold status. Specific information listed in the previous action item.			Time Money People

	<p>The following data is not used to score TFI results. This data is a guide for your application in the event your site qualifies and chooses to apply for GOLD Recognition. Admins may find the data useful for overall feedback.</p> <p>Evidence Based (PBIS) Practices Observed in Classrooms:</p> <p>100% of classrooms observed showed the Physical Structure/Layout is designed to be effective for all students</p> <p>50% of classrooms observed showed Predictable Classroom Routines are developed and taught</p> <p>100% of classrooms observed had Classroom Expectations posted</p> <p>50% of classrooms observed reflected Active Supervision &amp; Foster Positive Relationships (Scanning, moving, interacting with and use of student names)</p> <p>Zero % of classrooms observed showed Relevant (SEL) Instruction (Use of explicit instruction of social, emotional, behavioral and academic skills)</p> <p>100% of classrooms observed showed Acknowledgement (Use of behavior specific praise, 5:1 ratio of BSP statements, evidence of formal</p>					
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	<p>acknowledgement system)</p> <p>It is easy to see the hard work French Camp has done to implement PBIS on campus. The new signage around campus looks great and I think the new "Flawless Feathers" award is so fun! Keep up the great work!!</p>					
Use PBIS Incentives to acknowledge positive or improved behavior.	<p># of behavior write ups:</p> <p>During Trimester 1, French Camp had a total of 27 documented violations to the Eagle Way as measured by a Behavior Analysis Q report generated on November 7th, 2024.</p> <p>Cycle 2:</p> <p>As of January 31st, 2025, French Camp has had a total of 45 documented violations to the Eagle Way as measured by a Behavior Analysis Q report generated on February 6th, 2025.</p> <p>Individual and collective PBIS incentives have been consistently implemented across campus to acknowledge adherence to the Eagle Way.</p>	40 behavior write ups (as of April 2024)	The end of the year Power Bi report shows that during the school year; we had a total of 60 policy violations. Out of these 60, only 16 were severe enough to warrant suspensions.			Time Money
Offer opportunities for safe play and socializing to	Detail Behavior Report listing location of misbehaviors reported to the office.	9/10 reported behaviors took place during unstructured time, in an	During the 2024-2025 school year, the majority of behavior			Time Money People

students during unstructured time	<p>Cycle 2:</p> <p>Structured play has not been established at French Camp. However, since the new soccer goal were procured, the admin team has closely monitored play time there and supported students while they play soccer in a structure manner. Moreover, at least two of the SSAs have established organized and structured games for our younger students during recess time.</p>	unstructured environment.	incidents occurred in unstructured environments. This trend has been consistent for the last two years.			
Monitor student discipline reports for eligibility in extra-curricular activities	<p>45-day Suspension Report</p> <p>During trimester 1, 5 French Camp students were suspended. No student has been suspended for more than one day.</p> <p>Cycle 2:</p> <p>As of February 21st, 2025. 9 French Camp students have been suspended. None of the suspended students participated in extracurricular activities, such as the Basketball and volleyball games sponsored by Acorn League.</p>	As of May 2024, we had a total of 18 instances of suspension.	As pf May 19th, 2025, French Camp has a total of 16 instances of suspension.			Time People

### Progress Monitoring 24-25

<b>Summary statement of progress toward SMARTgoal</b>	<b>Evidence and Analysis</b>	<b>Based on current analysis, the next steps are:</b>	<b>Evaluation</b>
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<p><b>Cycle 1:</b> Smart Goal: Each school year through May 2027, the French Camp suspension rate will continue to be less than 4%, as measured by End of Year suspension totals in Q.</p> <p>Data for cycle 1 of the Monitoring process and trimester 1 clearly demonstrate that our actions items are having a positive impact on maintaining a sponson rate below 4%. The California Dashboard data shows this positive trend base on its most current report. During the 2023-2024 school year, French Camp had a 2.3% suspension rate for the school year. That was a 0.6% reduction compared to the previous school year. During trimester1 of this school year, our suspension rate was 0.8 %.</p>	<p>Action item 1:</p> <p>During the 2023-2024, French Camp was able to be recognized as a PBIS Bronze school. The PBIS committee had a meeting in the summer and has been meeting every month in a consistent manner. One of the items that prevented French Camp from applying for silver status was sharing behavior data with different stakeholders. During this school year, the committee, in collaboration with the administration, has been able to share these data with staff and community members during staff meetings, ELAC/School Site Council meetings.</p> <p>Action item 2:</p> <p>The PBIS committee members have participated in the trainings offered by the district in collaboration with the Stanislaus County Office of Education. This committee is aware of the steps they need to take to ensure French Camp implements PBIS practices consistently and therefore applies for Silver status at the end of the school year.</p> <p>Action item 3:</p> <p>French Camp has been very consistent with its PBIS incentives to recognize students who follow the Eagle Way. PBIS practices and incentives have been fully incorporated into other programs within the school, such as GECAC, Behavior Bridge, Migrant Education Extended Day, and ELOP clubs. The principal has been having monthly meetings with GECAC and PBIS practices, incentives, and rewards is a permanent item on the agenda. PBIS information has also been shared with parents on a regular basis. During SSC and ELAC meetings, parents have expressed thorough familiarity with the Eagle Bucks and the positive impact the PBIS practices have on their students.</p>	<p>French Camp will continue to implement PBIS practices across campus through all programs and services. We have been able to procure different types of incentives, such ad In and Out and Panda Express gift cards for our older students (5-8 grades). We will continue searching other venues to diversify the options available for our students.</p> <p>At the beginning of the school year, the PBIS committee planned and implemented activities named Soaring across Campus. These activities were meat to show PBIS expectation across campus. All students were able to attend and the feedback from our staff members was positive. The PBIS committee will repeat these activities right after the winter break.</p>	<p>Refine</p>
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	<p>Action Item 4:</p> <p>This is an action item that needs to be refined and revisited. We have not been able to establish opportunities for our students to have structured, organized games during recess. The conversation began with the COST team at the end of the previous school year, but thus far we have not been able to be implement any plan. The principal had a meeting with one of the behaviorists who supports French Camp, and the idea was brought back to the table. We will consult with the PBIS committee before any plans are drawn.</p> <p>Action Item 5:</p> <p>French Camp has been able to monitor student behavior before any student has the opportunity to participate in an extracurricular activity. We believe in giving our students ample opportunities to follow the Eagle Way consistently, but we also want our students to know that we are going to hold them accountable when they do not do it.</p>		
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#### Progress Monitoring 25-26

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> Cycle 2:</p> <p>Smart Goal: Each school year through May 2027, the French Camp suspension rate will continue to be less than 4%, as measured by End of Year suspension totals in Q.</p> <p>As of February 21st, 2025, a total of nine French Camp students have been</p>	<p>Cycle 2:</p> <p>Smart Goal: Each school year through May 2027, the French Camp suspension rate will continue to be less than 4%, as measured by End of Year suspension totals in Q.</p> <p>The Power Bi Suspension Report as of February 21st, 2025, indicates that a total of nine French camp students has been suspended during the school year. In addition to the suspension report, the Behavior Analysis-Incidents Q</p>	<p>Cycle 2:</p> <p>French Camp will continue to implement PBIS practices across campus through all programs and services. We have been able to procure different types of incentives, such as In and Out and Panda Express gift cards for our older students (5-8 grades). We will</p>	

<p>suspended. This suspension number represents 1% of our student population. This low suspension rate indicates that we are moving towards meeting the 4% or less goal by the end of the school year. Our PBIS implementation has been fortified by an ongoing commitment from certificated and classified staff members. French Camp has been intentional and consistent with our commitment to the Eagle Way. The PBIS data shared by the Stanislaus County Office of Education indicates that the majority of French Camp students and staff are thoroughly familiar with the Eagle Way. PBIS information and practices have been shared with the greater community through our monthly and weekly newsletters and through our official French Camp Facebook page.</p>	<p>report shows that we have had a total of 45 documented violations to the Eagle way during the school year. The majority of these incidents have been minor, and the administration team has been able to address them in cooperation with staff, parents, and students. Moreover, the French Camp admin team is committed to implement Restorative Practices and other means of correction to keep students in school.</p>	<p>continue searching other venues to diversify the options available for our students.</p> <p>French Camp is also developing a Restorative Practices plan that will involve certificated and classified staff members. The French Camp admin team will also collaborate with our SSAs to develop a structured play plan to foster a more effective environment for all students during unstructured time in school.</p>	
<p><b>Cycle 2:</b> Cycle 3: French Camp is on track to meeting the Smart Goal # 2 (Suspension rate) for all students. During the 2024-2025 school year, our average enrollment number has been 569 and the total number of suspensions was 11. Therefore, the suspension rate for the has been 1.9 %, which is well below the 4.0 % goal.</p>			
<p><b>Cycle 3:</b></p>	<p>The end of the year Powe Bi report shows that French Camp had 16</p>	<p>French Camp will develop a Restorative</p>	<p>Refine</p>

French Camp is on track to meeting the Smart Goal # 2 (Suspension rate) for all students.	documented suspensions during the 2024-2026 school year. The average student enrollment for the year has been 569. Therefore, the suspension rate has been 2.8%, under the 4.0 % Smart Goal.	Practices and PBIS handbook to guide our collaborative work during the 2025-2026 school year. This handbook will be shared with all support staff as well as community members. Since most behavior incidents occurred during instructed time, the PBIS Committee and the vice-principal will collaborate to create and implement a structured games plan for recess and lunch time. This plan will be shared with the SSAs during the first meeting with them in August.	
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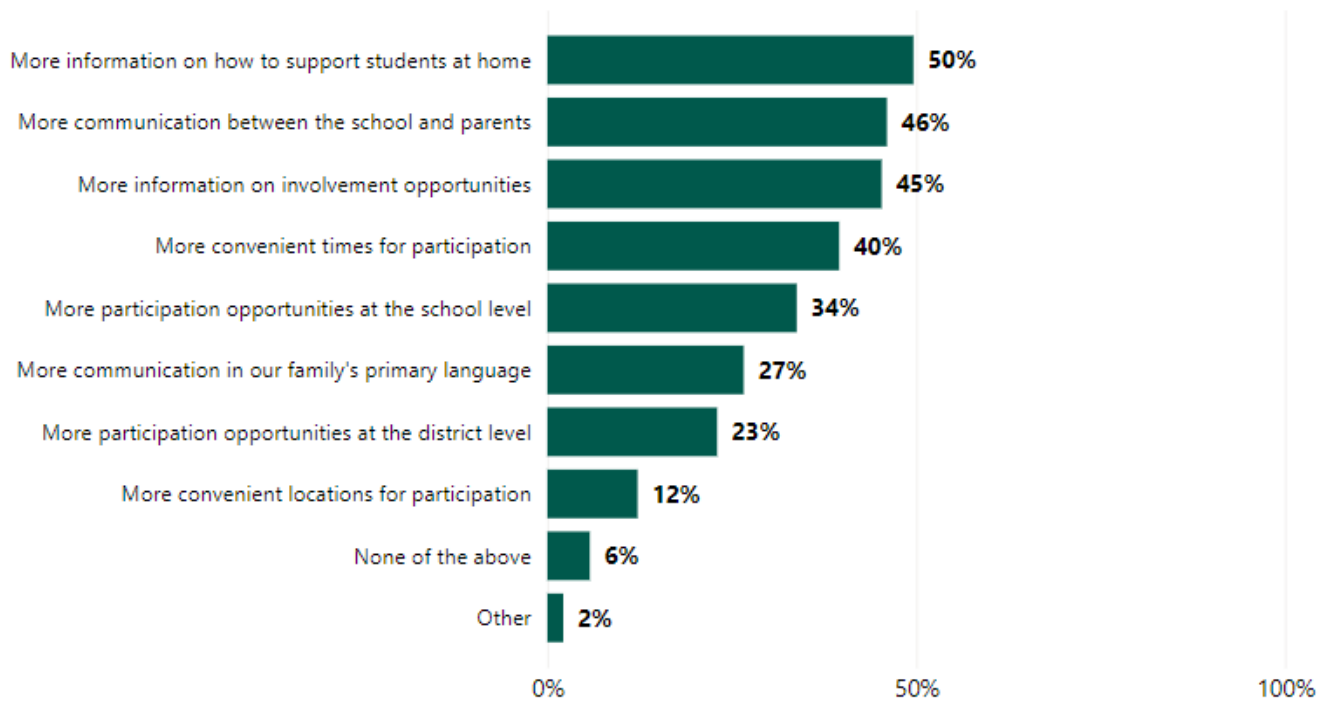
#### Progress Monitoring

Month	# of Volunteers
Aug	25
Sep	24
Oct	13
Nov	3
Dec	7
Jan	8
Feb	8
Mar	9
Apr	
May	
Avg	12.125/month

Month	# of Volunteers
Aug	25
Sep	24
Oct	13
Nov	3
Dec	7
Jan	8
Feb	8
Mar	9
Apr	
May	
Avg	12.125/month

### What would help parents become more involved in Manteca USD?

Group ● Parent



## Aug-Dec Family Engagement Activity Log:

Date	Activity	Outcome
8/2/23	Jr High Orientation	1 <sup>st</sup> time done at FC; Parents followed the schedule of their jr high student; Met with teachers; Reviewed expectations; Q and A Session
8/2/23	1 <sup>st</sup> Grade Meet and Greet	1 <sup>st</sup> Grade teachers met with parents to review 1 <sup>st</sup> grade routines and what the academic goals are for the year;
8/3/23	TK and Kinder Meet and Greet	TK and Kinder parents welcomed to walk their kids to class and stay in their classrooms for 30 min to get student acclimated to school
8/3/23	Welcome Social and Title I Parent Meeting	Donuts and coffee in gym for any parent who wanted to attend; Information given on Interventions, Achievement, Assessment Results, Budgets/Expenditures, Parent Involvement Policy, and Compacts
8/3/23	Back To School Night	2 <sup>nd</sup> -6 <sup>th</sup> grades participated; School supply giveaway in gym
9/15/23	MID	Musical celebration to celebrate Mexican Independence Day; Performances held by students in grades 3-8.
10/23/23	Math and Science Night – Region 1	Region 1 elementary schools held a combined Math/Science Night at Hafley; 2 students from FC ran a booth with an arcade game activity to explain force and motion.
10/27/23	Harvest Festival	All teachers participated in this community event. Food booths, games, pumpkin <u>patch</u> , and silent auction were held. Taco truck on site.
11/22/23	Honors Assembly	New format to celebrate growth (academically and behaviorally); 7 <sup>th</sup> -8 <sup>th</sup> still receives Honor Roll; TK-6 <sup>th</sup> gave awards in ELA and Math achievement; All grades gave awards for Perfect Attendance, Character, and MAP Blue Band
12/15/23	Winter Program	Open to parents of performers of various grades (teacher dependent); Students perform song and/or dance to celebrate the winter season

## 2024-2025 Family Engagement Activity Log

Date	Activity	Outcome
2/2/24	Winter Movie Night	Multiple families, Multiple ages attended; Refreshments available; Students brought blankets and stuffed animals
2/16/24	Blue Band Breakfast	Breakfast celebration through Nutrition Services for our Blue Band MAP group; Parents joined after breakfast and awarded medals to their children.
3/8/24	Honors Assembly	New format to celebrate growth (academically and behaviorally); 7 <sup>th</sup> -8 <sup>th</sup> still receives Honor Roll; TK-6 <sup>th</sup> gave awards in ELA and Math achievement; All grades gave awards for Perfect Attendance, Character, and MAP Blue Band
4/4/24	Open House / Love of Learning Night	Open house in classrooms; Living wax museum by 8 <sup>th</sup> grade in gym; Multiple make and take activities in gym that are family-led
5/3/24	Talent Show	Inaugural event performed for students and families of performers.
5/14/24	Choir Concert	Inaugural event performed for students and families of performers.
5/22/24	Honors Assembly	New format to celebrate growth (academically and behaviorally); 7 <sup>th</sup> -8 <sup>th</sup> still receives Honor Roll; TK-6 <sup>th</sup> gave awards in ELA and Math achievement; All grades gave awards for Perfect Attendance, Character, and MAP Blue Band

# FRENCH CAMP ELEMENTARY SCHOOL

Eagle Times Newsletter-April 2025

### Monthly Newsletter

- <https://www.facebook.com/groups/2444339202521447/>



- Click on the link above to access our French Camp Facebook page.
- Information is power! We are working around the clock to keep our community informed and engaged.

► Smore sharing & analytics

3 min

✎ Edit newsletter

📄 Preview



Views

👁 593

📊 View Analytics

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Share on Mass Notification System

Copy the HTML code to this newsletter



Share to The Educator Hive

Share with other educators using Smore



# PARENT VOLUNTEERS/PADRES VOLUNTARIOS

	DATE/ FECHA	TIME IN/HORA DE ENTRADA	TIME OUT/HORA DE SALIDA	TOTAL TIME/TOTAL DE TIEMPO
Isabel	10-25-24	8:00	2:30	6.5
Diana	10-25-24	8:00	2:30	6.5
Maria	10/28/24	9:30	2:00	
Maria B	10/28/24	8:00am	2:30	
Maria B	10/31/24	8:00am	12:15	
Maria M	11/01/24	10:30am	1:30	3 hours
Maria B	11/01/24	8:00am	2:30	6.5
Maria M	11-04-24	10:00am	12:40	2:40m.
Maria B	11-04-24	9:30am	2:30	
Isabel	11-04-24	9:30am	2:30	
Diana	11-04-24	9:30am	2:30	
Maria B	11-07-24	8:00am	2:30	
Maria B	11-08-24	8:00am	2:30 PM	
Maria B	11-11-24	8:00am	2:30 PM	
Maria B	11-14-24	8:00am	2:30 PM	
Maria B	11-15-24	8:00am	2:30 PM	
Maria B	11-18-24	8:00am	2:30 PM	
Maria B	11-20-24	8:00am	2:30 PM	
Maria B	11-21-24	8:00am	2:30 PM	
Maria B	11-22-24	8:00am	2:30 PM	
Maria B	11-25-24	8:00am	2:30 PM	
Isabel	11-25-24	12:00 PM	2:30 PM	
Diana	11-25-24	12:00 PM	2:30 PM	
Stephany	11-27-24	7:30 am	12:30 PM	
Lorena	11-27-24	9:30 am	12:30 PM	
Yacqueline	11-27-24	9:30 am	12:30 PM	

Data



French Camp School

ELAC Meeting #1 @ French Camp

Date: 9/17/24

Elementary

Time: 8:30-9:30

Name/Nombre	Student's Name/Nombre del Estudiante
Stephanie Juarez	Alessandra Grimaldo-Juarez Valentina Grimaldo-Juarez
Liliana Robles	Andres Robles
Jacqueline Noemi Garcia	Arantza y Carla Gonzalez
Maria Isabel Estrada	Regina Chavez-Estrada
Maria Delos Angeles Brena	Mateo Ramos Brena
Minerva Monjaraz	Montserrat Perez
Beatriz Salazar	Christopher Lopez G.
Jaylene Lopez	Sophia Sandoval
Gerardo Guzman Rico	
Guadalupe Paola Hernandez	Eliseo Ponce Hernandez
Maria Diaz	Emanuel Diaz
Araceli Rodriguez	

**Data Analysis**

\*\*\*Please refer to Attachment (Parenting Partners Sign In) in the Attachment tab.\*\*\*

At the onset of the 2023-24 school year, there were only 2 parents who showed up to the Parenting Partners kickoff event. We re-launched the program, making it more interactive for parents and we steadily had around 10 parents show up to each meeting. These parents are also part of our Parent Brigade. They are parents to around 15 of our students. Most of these parents were recruited through ELAC. Parents have expressed interest in trainings that involve Common Core Math, ELPAC testing, and goal setting conferences. From the last Parenting Partner meeting, there were parents of 13 students present. Of the 13 students, 10/13 had valid MAP test scores (3 were TK students). Every student with valid MAP scores increased in Reading, Language Usage, and/or Math. 6 of the 10 met their growth projections for MAP from fall to winter. We want to continue this trajectory and continue to offer more programs to support our parents in their children's education.

\*\*\*Please refer to Attachment (ELAC Sign In) in the Attachment tab.\*\*\*

Our ELAC has been restructured to recruit more parents. Separate committee meetings are held to develop agendas and plan more meaningfully. Childcare is another addition to our ELAC meetings. Examples of parent-generated ideas for ELAC include: Detailed accounts of what the ELPAC test entails; How parents can assist at home to assist their multilingual students; Demo lessons from a teacher on Common Core Math. In order to continue these programs, funding is needed for supplies and personnel. On the meeting date where we had a sample Common Core Math lesson, the attendance jumped to 18 students.

One of our major contributors when it comes to recruiting parents is our Parent Liaison. Not only does this role take on the challenges of Community Involvement Events, but they are also a trusted member of the families in our community. This person is an integral part of developing a strong, positive school climate to support student learning. Events that our Parent Liaison works on include: August Welcome Social (which also serves as our Title I Parent Informational meeting), Mexican Independence Day, Book Fair, Harvest Festival, Love of Learning Nights, Open House, Student Achievement Assemblies, Holiday Store, Back To School Night, and Vision / Hearing Screening. Financial resources for materials, snacks, books, and personnel time sheeting will need to be allocated for the aforementioned events to be a success. Parents are contacted via email and/or phone calls. This will continue to provide the essential feedback necessary to assist children in learning grade level standards. A parent engagement committee will assist in planning events to support our families in various ways. Some families indicate a need in how to access the online parent portal. Other families indicate a need in how to help their children with math. Other families need assistance in how to help their child with meeting content standards. The Parent Engagement Committee will develop events to meet the needs of our community. Well-rounded opportunities will be financially supported and made available to support inclusion and student/ family engagement.

The first 5 months of school had at least one parent/family engagement event each month. We had 7 events during the 2nd half of the school year. Three events took place the first day of school. Two events took place the day before school started. By the end of the first day of school, all parents had the opportunity to visit their child's classroom, meet the teachers, and gain insight into classroom expectations

A parent survey was administered. The parent results indicate that parents want more information on how to support students at home.

Our Parent Liaison keeps an attendance record to show the parents who are part of our parent brigade. Currently, the average is just over 12 volunteers per month. The highest months are August and September. November and December are the days with the fewest volunteers.

### **Student Need 3:**

Parents need to be offered the opportunity to learn how to best support their students with accessing grade level standards.
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### **SMART Goal 1**

By June 2027, there will be an increase in average parent attendance at school functions by 30% (10% annually) as compared to 2023-24 through increased communication efforts between the school and home.

### **Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Host Community Involvement events on-site to promote parent support in their children's academic progress.	<p># of parents attending evening events.</p> <p>Parent participation during evening activities has been outstanding. However, this metric needs to be refined because we have not asked our parents to register during these events.</p>	<p>TBS: # of students represented at Goal Setting Conferences: ____</p> <p># of students represented at ELAC: ____</p> <p># of student represented at Open House: ____</p>	<p>Average of students represented during ELAC meetings: 10</p> <p>Students represented during Back to School Night: 126</p> <p>Students represented at Goal Setting Conferences: 417 during the last conferences</p> <p>Parents in attendance during Title 1 Informational Meeting: 46</p> <p>Parents in attendance during Coffee with the Principal Meetings: 45</p> <p>Parents in attendance during Science Camp Informational Meeting: 12</p> <p>Parents in attendance during Equity Multiplier Meetings: 19</p> <p>Students represented during Open House: 146</p> <p>Parents in attendance during the last Honor/Attend</p>			<p>Money</p> <p>Time</p> <p>People</p>

			ance Assembly: 103 documented.			
Communicate engagement opportunities to parents through a variety of means including electronic, paper, and phone notifications.	<p>Parent surveys given each trimester.</p> <p>The survey will be distributed before winter break.</p>	<p>50% of parent responses from Hanover indicate that they would like information on how to best support their student at home.</p> <p>46% of parent responses indicate that they would like more communication between the school and home.</p>	<p>During the 2024-2025 school year, the principal and office manager collaborated to increase the communication was shared with our community. The Eagle Times newsletter was share with the whole community every month.</p> <p><a href="https://secure.smores.com/n/yfzc75">https://secure.smores.com/n/yfzc75</a></p> <p>This newsletter was shared via Blackboard and was also posted on the official French Camp Facebook page. Additionally, calendars, invites, reminders, celebrations and the like, were posted on Facebook on a consistent basis. Parents were also invited to join the official Facebook</p>			Time Money People

			page during our informational meetings, such as ELAC, SSC, etc.			
Offer opportunities for Parent Engagement and Academic Support for Student Learning.	# of opportunities for Parent Engagement and Academic Support  Listed under data analysis.	2023-24: 17 opportunities for parent engagement this school year.	48 for parent engagement opportunities were implemented during the 2024-2025 school year.			Time Money People
Parent Liaison will schedule, manage, and increase participation in the Parent Brigade to support school-related programs and events with the goal of increasing communication of school events to families.	Monthly attendance rosters for Parent Brigade to monitor parent involvement each month at school.	Average of 12 parents attending Parent Brigade per month in 2023-24.	The Parent Brigade supported the French Camp learning community consistently during the school year. An average of 21 parents were present every month. In addition to being present to support teachers and the administration team, the Parent Brigade engaged in an effort to increase parental participation. They made phone calls to invite other parents and created and distributed fliers.			Time Money People
Offer a parent engagement program (i.e. Parenting Partners, PIQE, etc) to support family connection to the school.	# of parents attending Parenting Partners meetings.  This program has not started yet.	Average of 7-8 parents attending each Parenting Partners meeting in 2023-24.	The Parenting Partners Program was not implemented this year. The vice principal and three			Time Money People

			parents attended the training on April 14 and 15, 2025. The program will be implemented as planned during the 2025-2026 school year.			
Parents will use various ways to communicate academic / behavioral expectations and progress in digital (email) or written (student planners) form.	<p># of parents who indicate that they can effectively communicate with the school.</p> <p>These data will be available after the survey results come in.</p>	TBD: Fall parent survey				Money People Time

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> Smart Goal: By June 2027, there will be an increase in average parent attendance at school functions by 30% (10% annually) as compared to 2023-24 through increased communication efforts between the school and home.</p> <p>During the first monitoring cycle, our action items and all efforts set in place to support them have not increased parental participation at French Camp. We held our Title 1/coffee social meeting on the first day of school and parental participating was high. After that initial success, our</p>	<p>Action Item 1:</p> <p>Host Community Involvement events on-site to promote parent support in their children's academic progress.</p> <p>By the end of Trimester 1 French Camp has hosted a number of community events on site to promote parent support and to strengthen a sense of community:</p> <p>Back to school night. Meet and greet for kindergarten Meet and greet for junior high Title 1/welcome to school meeting with the principal Green and Blue band assembly (MAP) Mexican Independence Day celebration Parent/Teacher conferences Harvest Festival Costume Parade celebration</p>	<p>These are the steps we will follow to increase parental participation and engagement:</p> <p>Parents have expressed interest in attending Coffee with the Principal meetings. These meetings will begin after the winter break and will be conducted on a monthly basis.</p> <p>Lines of communication between school and parents will be improved and changes will be made according to the target audience. In addition to electronic communication, hard copies will be shared</p>	Refine

<p>communication campaign has not translated into bringing more parents during ELAC and migrant education meetings. Parents who attend the meetings express satisfaction with the way we are communication with them, but we have not been able to increase participation during our meetings.</p>	<p>Two ELAC meetings on site and one at the one of the Artesi Migrant community Two Schoo Site Council meetings Two Migrant Education meetings Honors/Attendance, and Character assemblies</p> <p>Action item 2:</p> <p>Communicate engagement opportunities to parents through a variety of means including electronic, paper, and phone notifications. During the 2024-2025 school year, French Camp Elementary School has increased the way we shear information with our community in an effort to increase parental engagement and participation. We have made our official Facebook page more active and have increased the number of community members who have access to it. Updates are share with the community on a regular basis. In addition to Facebook, French Camp has launched the Eagle Times newsletter. This newsletter is shared with our community at the beginning of every month, and it contains all events that are happening during the month in addition to PBIS, attendance, academics, and other important information. Moreover, the office manager and the principal send regular text messages and email messages to our community via Blackboard.</p> <p>Action item 3:</p> <p>Offer opportunities for Parent Engagement and Academic Support for Student Learning. Thus far these opportunities have been offered through our Title 1, ELAC, and School Site Council meetings. We have not been able to offer academic presentations (Common Core Math and Foundations) the way we did last year, yet. This action item needs to be refined.</p>	<p>with migrant education parents. We know that a number of them prefer to receive information in this manner.</p> <p>The parents liaison will work with the vice principal to make phone calls to invite parents to our ELAC or DELAC meetings.</p> <p>Blackboard reminders will be sent the day before any event and also during the day of the event.</p> <p>Fall survey will be shared with parents before winter break. The data will be utilized to improve our parental engagement practices.</p>	
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	<p>Action item 4:</p> <p>Parent Liaison will schedule, manage, and increase participation in the Parent Brigade to support school-related programs and events with the goal of increasing communication of school events to families. Our parent liaison and the Parent Brigade have been very active during the school year. In addition to supporting teachers with school supplies, and such, they have supported all activities regarding PBIS and attendance (Flawless Feather celebrations and Popcorn parties-for attendance.)</p> <p>Action item 5:</p> <p>Offer a parent engagement program (i.e. Parenting Partners, PIQE, etc) to support family connection to the school. The Parenting Partners program has not been offered to our community yet.</p> <p>Action item 6:</p> <p>Parents will use various ways to communicate academic / behavioral expectations and progress in digital (email) or written (student planners) form. Academic communication practices have been established and set in place between individual teachers and parents. Additionally, the principal has shared a consistent message with the community during ELAC and Migrant Education meetings. Parents know they can call the office or have a meeting with the principal any time they have a question regarding academics (MAP, SBAC, ELPAC, or district-adopted curricula).</p>		
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### Progress Monitoring 25-26



Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> Cycle 2:</p> <p>Smart Goal: By June 2027, there will be an increase in average parent attendance at school functions by 30% (10% annually) as compared to 2023-24 through increased communication efforts between the school and home.</p> <p>During the second monitoring cycle, our action items and all efforts set in place to support them have not increased parental participation at French Camp. The principal and office manager have increased their efforts to send information to our parents using Smore, Facebook, and Blackboard. Parents have expressed satisfaction with the ways communication have been shared with the, but they are not attending our meetings the way we want and need them.</p>	<p>Cycle 2:</p> <p>Smart Goal:</p> <p>By June 2027, there will be an increase in average parent attendance at school functions by 30% (10% annually) as compared to 2023-24 through increased communication efforts between the school and home.</p> <p>During the winter Goal Setting conferences, we had a total of 417 parents who were in attendance. That represents about 73.1% of the average student population. During the Green and Blue MAP assembly, we had 180 students who were invited because they achieved green or blue on any of the MAP tests. Students were served a pancake breakfast from 8:15 to 8:45 AM. Parents were invited to join them in the cafeteria at 8:45. We did not record the number of parents who were in attendance to celebrate their students' achievement, but the bleachers were filled up, particularly for grades K-5. The second assembly was for students in grades 6-8. The number of students receiving an award not as high as the other group, so less parents were in attendance. Nevertheless, parents did come to the assembly. Moreover, French Camp celebrated its second Honor Assembly on February 27th, 2025, for students in grades K-6. In addition to the students who received an award for Excellent and Perfect attendance, we had 126 students who were recognized for ELA/Math achievement and/or Character. We did not record the number of parents present in the gym, but attendance was high. The assembly for junior high students will be held on March 7th, 2025.</p>	<p>Cycle 2:</p> <p>Since parents are not attending our meetings, we will be more intentional in the way we relay information and invite parents to our meetings. The first Coffee with the Principal meeting will be held right after the spring break. The Migrant Housing Communities will be reopened by then. During this meeting, parents will have the opportunity to provide feedback and to share ideas in an informal way. Attendance to school-sponsored events will be on the agenda. Moreover, the Mexican Independence Day celebration used to be a huge event in the past and parental participation was high. The admin team and the office manager have been working with our Mexican Independence Committee to bring back the event as it was in the past. A host of community organizations have already been invited. The admin team and the office manager will continue posting information on Facebooks and sending constant reminders via Blackboard.</p>	

	<p>Parents have received information and invites through the Eagle Times newsletter. Here is the data collected from Smore:</p> <p>September 2024: 262 views</p> <p>November 2024: 332 views</p> <p>December 2024: 198 views</p> <p>January 2025: 165 views</p> <p>February 2025: 186 views</p> <p>Marc 2025 (as of March 4th): 84 views</p> <p>The average number of parents who have viewed the Eagle Times newsletter has been 204.</p> <p>The last two ELAC meeting attendance sheets have been included. Parent participation during these meetings has been low. Moreover, the parents who do attend are the ones who typically attend all events.</p>	<p>Additionally, since we now have two sets of soccer goals, the principal will be working with parent volunteers and our staff to organize after-school soccer games. The whole community will be invited. On March 18th, 2025, we will have a volleyball game between students and staff. The whole community will be invited.</p>	
<p><b>Cycle 2:</b> Cycle 3:</p> <p>Parental attendance and participation during the 2024-2025 have been steady. However, the data is inconclusive and therefore, we cannot say with certainty that the goal has been met yet. We have made significant progress in the way we share information and reminders with our community, but those efforts have not necessarily translated into increasing the number of parents attending our</p>	<p>Cycle 3:</p> <p>Smart Goal: By June 2027, there will be an increase in average parent attendance at school functions by 30% (10% annually) as compared to 2023-24 through increased communication efforts between the school and home.</p> <p>During the Title 1 meeting held in August 2024, 46 parents were in attendance.</p> <p>Back to School Night: 126 parents signed in the attendance sheets.</p> <p>Winter Goal Setting Conferences, a total of 417 parents were able to make it to their scheduled meetings. Holding</p>	<p>French Camp will designate support staff at specific locations to register entry into all school-sponsored events during the school year. Tracking attendance this year was difficult because we did not set this plan in motion. Documenting attendance during all events will be implemented from the very beginning (8th grade Orientation Day on August 1st, 2025) and will continue until the last week in May. The administration team</p>	<p>Refine</p>

official meetings such as ELAC and the like.	<p>meetings with migrant families who were abroad was difficult.</p> <p>Coffee with the Principal on March 17th, 2025: 20</p> <p>Science Camp Informational Meeting: 13 parents</p> <p>Equity Multiplier Meeting on April 11th, 2025: 19</p> <p>Equity Multiplier Meeting on April 14th, 2025: 10</p> <p>Open House-April 3rd, 2025: 44 parents were documented as having attended the main event in the gym. 146 parents visited the classrooms.</p> <p>Coffee with the Principal on May 5th, 2025: 23</p> <p>French Camp began documenting parental assistance to school-wide events during trimester 3. During the last Honor/Attendance assembly of the year, we were able to document 103 parents in attendance. Even though parental assistance was not properly documented during all events, the gym was filled to capacity during all Blue and Green MAP and Honor Assemblies during the year. Moreover, viewership on the Eagle Times remained high during the year.</p>	<p>will collaborate with the Community Outreach Liaison and other stakeholders to create official French Camp sign in sheets for all grade levels. Some parents were asking about Coffee with the Principal meetings. We were able to hold two meetings toward the end of the year and attendance was positive. Next year Coffee with the Principal meetings will be conducted on a monthly basis.</p>	
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### Progress Monitoring

## Goal Setting Conference Data

Winter 2025



Teacher	Grade Level	Parent Attendance
Sabrina Gates	K	17
Alicia Munoz	K	18
Diana Romero	K	19
Sally Beidatsch	1	23
Tonya Heath	1	19
Julie Albers	2	17
Christina Murphy	3	19
Maria Ortega	2-3	20
Monica Retamoza	3	17
Donna Whiteside	3	17
Martha Martinez	4	23
Maria Franco	4	22
Grace Baldeon	5	20
Eduardo Palacios	5	21
Aileene Ganiron	6	26
Annamarie Hutsell	6	22
Kortney Agdeppa	7	26
Marisela Hernandez	7	23
Phouloui Panyanouvong	8	25
April Petrey	9	17
Katherine Parnell	K-3	3
Marco Licea	4-8	3
		Total:417



# FRENCH CAMP ELEMENTARY SCHOOL

Eagle Times Newsletter-September 2024

## Monthly Newsletter

Please take the time to check out our new Eagle Times monthly Newsletter. This newsletter contains important information about our wonderful learning community, current events, resources, and more.



► Smore sharing & analytics

⌚ 3 min

✎ Edit newsletter

📄 Preview



Views

👁 362

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## Goal Setting Conference Data

Winter 2025



Teacher	Grade Level	Parent Attendance
Sabrina Gates	K	17
Alicia Munoz	K	18
Diana Romero	K	19
Sally Beidatsch	1	23
Tonya Heath	1	19
Julie Albers	2	17
Christina Murphy	3	19
Maria Ortega	2-3	20
Monica Retamoza	3	17
Donna Whiteside	3	17
Martha Martinez	4	23
Maria Franco	4	22
Grace Baldeon	5	20
Eduardo Palacios	5	21
Aileene Ganiron	6	26
Annamarie Hutsell	6	22
Kortney Agdeppa	7	26
Marisela Hernandez	7	23
Phouloui Panyanouvong	8	25
April Petrey	9	17
Katherine Parnell	K-3	3
Marco Licea	4-8	3
		Total:417

French Camp School

ELAC Meeting # 2

Date: 11/27/24

Time: 8:30-9:30

Name/Nombre	Student's Name/Nombre del Estudiante
Stephanie Juarez	\$ Valentina \$ Alessandra Grimaldo
Guadalupe Paola Hernandez	Eliseo Ponce Hernandez
Lorena Rodriguez	Tania Diaz
Maria Breña	Mateo Ramos
Isabel Estrada	Regina Chavez
Elena Robles	Andres Robles
Araceli Rodriguez	Rosalie Rodriguez
Jacqueline Garcia Cruz	Avantza y Carla Gonzalez





Gabriel Abril

Admin



All-star contributor · May 6 at 2:21 PM ·



🎉🎉 K-4th Grade Perfect Attendance Raffle Update! 🎉🎉

The raffle boxes are ready, and the prizes are looking AMAZING — just look at all those LEGO sets! Teachers have already been given the raffle tickets with a list of eligible students for March and April.

★ T... See more





French Camp School

ELAC Meeting

Date: 2/18/25

Time: 8:30 - 9:30

Name/Nombre	Student's Name/Nombre del Estudiante
Liliana Carlos	Jimena Carlos
Marlene Garcia	Oliver y Angel Munguia
Lorena Rodriguez	Tania Diaz
Maria Breña	Mateo Ramos
Isabel Estrada	Regina Chavez
Araceli Rodriguez	Rosalie Rodriguez
Dana Negrada	Luis y Max Negrada
Elena Robles	Andres Robles
Guadalupe Paola Hernandez	Eliseo Ponce Hernandez
Maria Isabel Cepeda J.	Crystel Estepania Vitron



# Emerging Students

## District Goal

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

## Site Tier 2 and 3 Goals

Socioeconomically disadvantaged students (including Homeless and Foster Youth), English Learners, and students in Migrant Education, will have access to highly qualified certificated staff in the classroom and after school for intervention, remediation, and tutoring, to achieve grade level standards as measured and tracked by PLC data. This will occur in both the traditional classroom setting or through distance learning.

### FRENCH CAMP ELEMENTARY

## Student Population

Explore information about this school's student population.

LEARN MORE

Enrollment

**604**

[View More Information →](#)

LEARN MORE

Socioeconomically Disadvantaged

**82.6%**

LEARN MORE

English Learners

**52.5%**

LEARN MORE

Foster Youth

**0.3%**

### MANTECA UNIFIED

## Student Population

Explore information about this district's student population.

LEARN MORE

Enrollment

**24,667**

[View More Information →](#)

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Socioeconomically Disadvantaged

**56.9%**

LEARN MORE

English Learners

**22%**

LEARN MORE

Foster Youth

**0.5%**

# Enrollment





## School Demographics

Student Group	Total	Percentage
English Learners	317	52.5%
Foster Youth	2	0.3%
Homeless	48	7.9%
Socioeconomically Disadvantaged	499	82.6%
Students with Disabilities	61	10.1%

# Enrollment

## District Demographics

Student Group	Total	Percentage
English Learners	5,439	22%
Foster Youth	123	0.5%
Homeless	796	3.2%
Socioeconomically Disadvantaged	14,028	56.9%
Students with Disabilities	2,983	12.1%

	A	B	C	D	E	F	G	H	I	J	K
	French Camp Elementary										
	Program Enrollment Analysis										
	Date: 04/05/2024										
	Printed: 4/5/2024 11:40 AM										
	Track	(All) 									
	School	(All) 									
0	Count of Student	Grade 									
1	Program 	00	01	02	03	04	05	06	07	08	Grand Total
2	Migrant Education	7	18	15	18	15	14	17	14	12	130
3	Grand Total	7	18	15	18	15	14	17	14	12	130
1											
Fall Overall Performance: RDG			All Students	Homeless	Eng Learner	Migrant	SWD				
81-99			6	5	0	2	2				
61-80			10	9	3	4	12				
41-60			16	18	9	14	9				
21-49			21	17	20	15	19				
1st-20th			48	51	68	65	59				
Winter Overall Performance: RDG			All Students	Homeless	Eng Learner	Migrant	SWD				
81-99			6%	3%	2%	2%	4%				
61-80			12%	9%	5%	10%	9%				
41-60			15%	16%	10%	12%	11%				
21-49			23%	19%	25%	16%	23%				
1st-20th			44%	53%	59%	61%	53%				
Spring Overall Performance: RDG			All Students	Homeless	Eng Learner	Migrant	SWD				
81-99			6	3	1	1	4				
61-80			10	11	4	6	9				
41-60			15	12	9	8	8				
21-49			24	25	21	19	24				
1st-20th			45	49	65	65	55				

Fall Overall Performance: Math	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	4	4	3	4	3
61-80-	8	9	2	8	3
41-60	17	13	12	9	15
21-49	28	30	26	27	19
1st-20th	43	44	57	52	60
Winter Overall Performance: Math	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	6%	4%	7%	14%	4
61-80	12%	9%	7%	12%	8
41-60	16%	19%	12%	12%	17
21-49	26%	27%	25%	24%	17
1st-20th	40%	41%	50%	38%	54
Spring Overall Performance: Math	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	6	5	4	6	3
61-80	12	8	6	8	12
41-60	20	21	14	14	11
21-49	20	19	21	21	20
1st-20th	42	46	55	51	55

### 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.

Discrepancies and factors which make French Camp unique as compared to other schools in the district include: Large discrepancy in our SED percentage (82.6% as compared to 56.9% districtwide); Large discrepancy in our EL Population (52.5% as compared to 22% district wide); Large discrepancy in our Foster/Homeless enrollment (9.2% as compared to 3.7% district wide); Our site serves the Migrant Education students in K-8. Students in this program are spread out evenly at each grade level. For that reason, academic support for their learning is required at every grade level.

### 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.

The group needing the most significant support in Reading and Math, based on the performance quintiles is the English Learner group. 86% of our Second-Language Learners are in the lowest quintiles for overall achievement in NWEA Reading. 76% of our Second Language Learners are in the lowest quintiles for overall achievement in NWEA Math. The group with the largest percentage of struggling readers is the Migrant group. 65% of our migrant students are reading in the lowest achievement quintile. Our Migrant population was comprised of 141 total students throughout the year. Our English Learner group was made up of 307 students. These groups are significant in terms of the high population rate.

The group needing the most significant support in Reading and Math, based on the performance quintiles is the English Learner group. 86% of our Second-Language Learners are in the lowest quintiles for overall achievement in NWEA Reading. 76% of our Second Language Learners are in the lowest quintiles for overall achievement in NWEA Math, with 65% in the red. Our Migrant group has 65% in the red as well.

The Socioeconomically Disadvantaged category most closely mirrors "All Students." This is most likely due to the fact that 82.6% of our students are in the category.

Students with Disabilities are also a group with a large percentage of students in the 1st-20th quintile. This is consistent in Reading and Math. Our SWD population has a total of 44 students at our site. The needs of these students will continue to be met through implementation of the students' IEPs, collaboration amongst teachers, and implementing the PLC process with fidelity. A concerted effort will be made to protect the Early Release Wednesday schedule for collaboration time with general education and special education teachers.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	291	317	314	49.6%	53.3%	52.3%
Fluent English Proficient (FEP)	98	100	104	17.5%	17.9%	17.3%
Reclassified Fluent English Proficient (RFEP)				5.8%		

Difference from Fall to Spring: RDG	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	0	-2	1	-1	2
61-80	0	2	1	2	-3
41-60	-1	-6	0	-6	-1
21-49	3	8	1	4	5
1st-20th	-3	-2	-3	0	-4

Difference from Fall to Spring: Math	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	2	1	1	2	0
61-80	4	-1	4	0	9
41-60	3	8	2	5	-4
21-49	-8	-11	-5	-6	1
1st-20th	-1	2	-2	-1	-5

## LTEL Map Winter 2024 Growth Data:

<b>Growth in Map Reading and/or Language Usage</b>	<b>% of Students in All Groups</b>
High Growth and/or High Average Growth	67%
High Growth	49%

<b>Growth</b>	<b>Map Reading % of students</b>	<b>Map Language Usage % of students</b>
High	35%	21%
High Average	14%	14%
Average	14%	12%
Low Average	16%	10%
Low	21%	43%

	Reclass?			Reclass?			Reclass?
Fabian	N		Jesus	N		Anthony	Y
Camila	N		Alondra	N		Jocelyn	Y
Alexis	N		Jose	N		Salvador	Y
Julian	N		Cesar	N		Antonio	Y
Angel	N		Luis	N		Francisco	Y
Naomi	N		Yanderith	N		Balerie	Y
Emanuel	N		Alberto	N		Isabela	Y, Projected
Omar	N		Mateo	N		Eduardo	Y, Projected
Eduardo	N		Kaley	N		Jesus	Y, Projected
Britney	N		Ximena	N		Giselle	Y, Projected
Isaias	N		Jimena	N		Erick	Y, Projected
Arely	N		Jesus	N		Emmeline	Y, Projected
Pedro	N		Jose	N		Juan	Y, Projected
Betzaida	N		Victor	N		Cristiano	Y, Projected
Regina	N		Deisy	N		Israel	Y, Projected
Sofia	N		Jael	N		Carlos	Y, Projected
Jacquelin	N		Berenice	N		Julian	Y, Projected
Kamila	N		John	N		Cristina	Y, Projected
Mauro	N		Nicolas	N		Vanessa	Y, Projected
Alexis	N		Alondra	N		Samuel	Y, Projected
Ulysses	N		Kevin	N		Francisco	Y, Projected
Oliver	N		Eislyn	N		Claudia	Y, Projected
Jonathan	N		Juan	N			
			Aaron	N			

### Data Analysis

Discrepancies and factors which make French Camp unique as compared to other schools in the district include: Large discrepancy in our SED percentage (82.6% as compared to 56.9% districtwide); Large discrepancy in our EL Population (52.5% as compared to 22% district wide); Large discrepancy in our Foster/Homeless enrollment (9.2% as compared to 3.7% district wide); Our site serves the Migrant Education students in K-8, which equates to 130 students. Students in this program are spread out evenly at each grade level, thus support for their learning is required at every grade level.

In looking at the comparison of where each group started in the Fall and where they ended in the Spring, there is some progress being made. Ideally, we would want the red and orange quintiles to get smaller as the yellow, green, and blue quintiles to get larger. In Reading, the Migrant subgroup is the only subgroup who did not decrease the percentage of students in the red group. All other subgroups in Reading had a smaller percentage of students in the red quintile in the Spring as compared to the fall. In Math, the homeless subgroup gained 2% in the red from fall to spring but reduced the orange subgroup by 11%. All other subgroups had a smaller percentage of orange/red groups combined from fall to spring.



During the 2023-24 school year we had a total of 69 Long-Term English Learners. These are students who have been in US schools for at least 6 years, but have been unable to reclassify and a fluent English learner. These students not only need designated ELD, but integrated ELD throughout the day. Our Instructional Specialist was able to join French Camp in September, and we worked together to create a plan to address the needs of these students. After looking at data, she developed 6 targeted groups and worked with the teachers on scheduling specific days / times to meet with them as not to interfere with tier I instruction. Groups were based on need, not on grade. As of May 2024, we still have ELPAC scores coming in and do not yet have a definitive number of RFEP students from our LTEL group.

Student Need 1:

Students in the English Learner, Migrant, SWD, and Homeless group, need to be given multiple, varied opportunities to access the core curriculum.

SMART Goal 1

By May 2027, students in the English Learner, Migrant, SWD, and Homeless groups, will have less than 50% of their Reading scores in the red quintile. These same groups of students will have fewer than 40% of their Math scores in the red quintile.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Learning Lab scheduled daily and broken into groups of Newcomer, Foundational Skill, Foundational Skills with ELD Support, and Just Words. *	# of students increasing in foundational knowledge from pre- to post-test  Data included on the Data Analysis box below.	Pre/Post Assessment 2024-25 (TBD):	The Learning Lab was not able to establish a group for Newcomers. The few newcomers we had received services in their classrooms and in the Learning Lab alongside other students (English Learners during Designated ELD time and Eagle time.			Time Money People
Migrant ISP Staff to push in / pull out for Migrant students from Aug-Dec and March-May.	# of Migrant students who increase scores in overall performance of MAP Reading and MAP Math	MAP Reading Red Band (65%), Orange Band (19%), Yellow Band (8%), Green	MAP Reading Red Band (62%), Orange Band (20%), Yellow Band (9%), Green			Time Money People

These teachers transition to Eagles Abroad Program (distance learning for English and Math) from December 15-March 15.	Data to be compared will be available after migrant students take the Winter MAP implementation assessments.  Migrant Students Academic Portfolios:	Band (6%), Blue Band (1%)  MAP Math Red Band (51%), Orange Band (21%), Yellow Band (14%), Green Band (8%), Blue Band (6%)	Band (7%), Blue Band (2%)  MAP Math Red Band (49%), Orange Band (21%), Yellow Band (15%), Green Band (10%), Blue Band 5%.			
Mini-corps Tutors for Migrant Education students	# of Migrant students increasing RIT scores in Rdg and Math  Data will be available after migrant students take the Winter MAP implementation assessments.	Spring MAP Scores in Rdg: Red Band (65%), Orange Band (19%), Yellow Band (8%), Green Band (6%), Blue Band (1%)  Spring MAP Scores in Math: Red Band (51%), Orange Band (21%), Yellow Band (14%), Green Band (8%), Blue Band (6%)	MAP Reading Red Band (62%), Orange Band (20%), Yellow Band (9%), Green Band (7%), Blue Band (2%)  MAP Math Red Band (49%), Orange Band (21%), Yellow Band (15%), Green Band (10%), Blue Band 5%.			Time People
Instructional Specialist will use a portion of her schedule to meet with Long-Term English Learners, analyze their areas of need and implement an instructional program to meet their needs. Students will be grouped based on need rather than grade level. *	# of RFEP students in the LTEL category will increase.  During the 2023-2024 school year, French Camp has reclassified 17 emerging bilinguals. 11 of these students had previously been classified as long-term English Learners.	Spring 2024 LTEL reclassification s / projected reclassification s: 22/69 (32%)	This action item needs to be refined for the next school year. When Summative ELPAC data for 2025 is available, the administration team and the IS will analyze the data and create intervention groups to support LTELs with the skills/domains they need			Time Money People

			based on ELPAC and MAP data.			
Provide feedback on Integrated and designated ELD strategies taking place in each classroom. We are looking for 3 separate pieces of evidence of integrated ELD strategies used in each lesson.	Learning Walks used to identify integrated ELD strategies occurring in each classroom regardless of the content area being taught.	Percentage of classrooms using (at least) 3 means of integrated ELD:  Aug 2024 Dec 2024 Mar 2025 May 2025	<p>A TK-6 Learning Walks Focus Rubric has been created in collaboration with the ILT. This rubric will be consistently implemented and followed during every Learning Walk. Rubric data will be shared with teacher individually during the learning walks. Overall data will be shared with all certificated staff members monthly. The administration and IS team will develop a Junior High rubric during the summer break. The draft will be shared with the ILT when the new school year begins.</p> <p><a href="https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/ETzyLfksyrRNrIKvFDfEPYsByepsGKnaxJqlqTKBUU12nA?e=uPRZvF">https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/ETzyLfksyrRNrIKvFDfEPYsByepsGKnaxJqlqTKBUU12nA?e=uPRZvF</a></p>			Time People

Provide professional development in integrated ELD strategies that can be incorporated at all grades levels to increase teacher capacity.	Learning Walks used to identify integrated ELD strategies occurring in each classroom regardless of the content area being taught.	Percentage of classrooms using (at least) 3 means of integrated ELD:  Aug 2024 Dec 2024 Mar 2025 May 2025	This action item needs to be refined for faithful implementation. We did not provide professional development in Integrated ELD strategies during the 2024-2025 school year. The administration team will collaborate with the coordinator of services for English learners to develop a PD plan for the next school year and beyond.			Time Money People
TSSP liaison will ensure that there are programs being made available to 100% of our TSSP students.	%age of TSSP students receiving services as noted in the TSSP intervention spreadsheet	%age of TSSP students being offered an intervention in Spring 2024: 52%	The TSSP team (Teacher lead, TSSP Liaison, and the administration team) will hold biweekly meetings to discuss and implement targeted services for TSSP students. The percentage of TSSP students participating in after-school clubs and/or tutoring sessions was not tracked as needed.			Time People Money
Early release Wednesdays will be devoted to collaboration within and	PLC Goal Sheets / Agendas to monitor student data at specified checkpoints	In T2 of 2023-24, 100% of grade levels set trimester-long goals with	PLC teams met consistently during the school year. The			Time People

amongst grade levels to monitor student progress and develop/adjust student access groups.	throughout the trimester.	progress checkpoints along the way. In T3 of 2023-24, 75% of grade levels set trimester-long goals with progress checkpoints along the way.	administration team will collaborate with the ILT to ensure this action item is faithfully implemented in August and throughout the school year. The ILT and the whole staff have committed to focus more on establishing learning goals for all students based on data and less on completing a form that has to be shared with the principal. PLC teams will be responsible for creating their own agendas for each meeting. The agendas will be shared, and the principal will provide timely feedback.			
The administration team and IS will hold individual meetings with all emerging bilinguals who scored either levels 3 or 4 on the most recent Summative ELPAC test. During these meetings, longitudinal ELPAC, MAP, and CAASPP data will be shared with each student and	Number of students who scored level 3 or 4 on the most recent Summative ELPAC, Reclassification criteria, and MAP Reading data.	Before the Summative ELPAC was implemented, individual meetings were held with 36 emerging bilinguals who scored either level 3 or 4 on the 2024 Summative ELPAC. During the meetings, students were able to see their ELPAC	Of the 36 students, 20 were able to maintain their overall level 4 or went from level 3 to 4. That number represents 55% of the students. Five of these 20 students have already been reclassified. 11 students stayed at level 3 on the			Time

individual goals will be established.		<p>growth over a three-year span.</p> <p>Students were also provided with reclassification criteria and MAP data and were given time to develop goals. This data was shared with their teachers and parents.</p>	Summative ELPAC (30%) and five students regressed by one level.			
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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><b>Cycle 1:</b> Smart Goal: By May 2027, students in the English Learner, Migrant, SWD, and Homeless groups, will have less than 50% of their Reading scores in the red quintile. These same groups of students will have fewer than 40% of their Math scores in the red quintile.</p> <p>Since this Smart goal has been specifically tied to MAP assessments, it is difficult to determine if the action items are moving toward meeting the goal by May 2024. We have MAP data for this school year and when students take the assessments again in January, we will be able to draw more effective comparisons based on data. Based on the Fall data</p>	<p>Action item 1: Learning Lab scheduled daily and broken into groups of Newcomer, Foundational Skill, Foundational Skills with ELD Support, and Just Words.</p> <p>During the 2023-2024 school year, the Learning Lab was closed on numerous occasions because our designated substitutes had to cover classrooms. This practice continued this year and that results in intervention services not being rendered to students who need them. To alleviate this challenge, we have requested and obtained an additional designated substitute. This new substitute was assigned to French Camp on November 27th, 2024.</p> <p>This is the data provided by the Intervention team when they met with the principal: <a href="https://musd-my.sharepoint.com/:p:/r/personal/lvazquez_musd_net/Documents/Data%20Review%20T1.pptx?d=wdcc728298b214cd8bb217b6c45c89681&amp;csf=1&amp;web=1&amp;e=rU7Xsl">https://musd-my.sharepoint.com/:p:/r/personal/lvazquez_musd_net/Documents/Data%20Review%20T1.pptx?d=wdcc728298b214cd8bb217b6c45c89681&amp;csf=1&amp;web=1&amp;e=rU7Xsl</a></p>	<p>The MAP Fall implementation data shows that none of our subgroups is meeting this smart goal. New MAP data will be available in January. We will then be able to compare two terms within the same school year. The admin team is committed to be more strategic and analytical in addressing and monitoring each action item and all the resources needed to bring them to fruition. We will also be more diligent in conducting regular learning walks for the remainder of the school year and to collect data to improve pedagogical practices at French Camp. Our students are showing</p>	Continue

<p>alone, none of the subgroups is meeting the goal. However, other data shows that our students are making progress, particularly in literacy foundational skills.</p>	<p>Based on these data, the number of students who showed growth from the Pre to Post (ORF) assessment is thus:</p> <p>1st Grade: 10 2nd Grade: 18 3rd Grade: 18</p> <p>HFW Assessment:</p> <p>1st Grade: 8</p> <p>Trick Words:</p> <p>2nd Grade: 15 3rd Grade: 13</p> <p>Action item 2: Migrant ISP Staff to push in / pull out for Migrant students from Aug-Dec and March-May. These teachers transition to Eagles Abroad Program (distance learning for English and Math) from December 15-March 15.</p> <p>Migrant teachers began supporting our students in August. The decision to provide pull out or push in services was based on ongoing communication and collaboration between our team and general education teachers. In addition to push in and pull-out services, migrant teachers support our students during the Migrant Education Extended Day time. Extended day time includes small group tutoring and time with participating general education teachers and designated time in the cafeteria where students have time to work on Edmentum. The Eagles Abroad program will officially begin on December 10th, 2024. Migrant education teachers will remotely support a total of 80 students. Each teacher will have a total of 40 students. When migrant students return from Mexico, the pull out and push in services will resume.</p> <p>Jose Modesto's Schedule:</p>	<p>tremendous growth as measured by the MAP assessments. However, a great percentage of our students is in the red band for MAP Achievement. Additionally, the admin team is committed to continue working with Mr. LaRosa to refine the PLC implementation at French Camp.</p>	
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	<p><a href="https://musd-my.sharepoint.com/:b:/g/personal/jmodesto_musd_net/ETTQ4Gw-mctJnfyNyt_Z8HUBU9WpWXoVJ57VUR7G2PZhsA?e=0uPQnu">https://musd-my.sharepoint.com/:b:/g/personal/jmodesto_musd_net/ETTQ4Gw-mctJnfyNyt_Z8HUBU9WpWXoVJ57VUR7G2PZhsA?e=0uPQnu</a></p> <p>Eagles Abroad Calendar:</p> <p><a href="https://musd-my.sharepoint.com/:x:/g/personal/jmodesto_musd_net/ETBBgHQqCWtHIBVXqoIuDIQBU0gokxmhsLKF9GMTb8isyw?e=2PRymM">https://musd-my.sharepoint.com/:x:/g/personal/jmodesto_musd_net/ETBBgHQqCWtHIBVXqoIuDIQBU0gokxmhsLKF9GMTb8isyw?e=2PRymM</a></p> <p>Aldo Ibarra-Salas' Schedule:</p> <p><a href="https://musd-my.sharepoint.com/:x:/g/personal/gguzmanrico_musd_net/EXbEsDEJ6BVJoR4GmiwXYiwBloB0bkJNV7wIC6xTaWI7eg?e=S5pZut">https://musd-my.sharepoint.com/:x:/g/personal/gguzmanrico_musd_net/EXbEsDEJ6BVJoR4GmiwXYiwBloB0bkJNV7wIC6xTaWI7eg?e=S5pZut</a></p> <p>Action item 3: Mini-corps Tutors for Migrant Education students.</p> <p>As of November 26th, 2024, French Camp receives support from 4 Mini-Corps tutors. These tutors serve our migrant students across all grade levels. Furthermore, the admin team has had several meetings with the Mini-Corps coordinator in an effort to strengthen our partnership and to serve our migrant students in a more efficient manner.</p> <p>Action item 4: Instructional Specialist will use a portion of her schedule to meet with Long-Term English Learners, analyze their areas of need in writing, and implement an instructional program to meet their needs. Students will be grouped based on need rather than grade level.</p> <p>During the 2024-2025 school year, French Camp has a total of 130 students who are classified as long-term English learners:</p>		
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	<p>4th Grade: 2 5th Grade: 29 6th Grade: 24 7th Grade: 27 8th Grade: 18</p> <p>As of November 27th, 2024, French Camp has reclassified 17 emerging bilinguals. 11 of these students had previously been classified as long-term English Learners. This percentage represents 8% all the total number of LTELs. This percentage is slightly higher than the current reclassification rate for all English Learners in MUSD (6.3%) and San Joaquin County (6.7%).</p> <p>The Instructional specialist and the principal met to analyze the data and draft a plan taking into account the time available and schedules. During Trimester 2, the focus group will be sixth grade and the specific language domain targeted will be writing. Data shows that 19 of these students have scored level 2 on the Writing domain as measured by the 2024 Summative ELPAC. That is, the proficiency writing level for this group is highly uniform, thus making it easier for the IT to render services and to maximize the time available to render this intervention.</p> <p>Besides supporting LTELs, our Instructional Specialist offers Just Words support to 5th grade students. Here is the baseline data collected before intervention began in November:</p> <p><a href="https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/ESfc3FhQZWJGgtGAiekn1k8BDcSrQwjs-mPx_vpS-58Blg?e=pzQ5B2">https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/ESfc3FhQZWJGgtGAiekn1k8BDcSrQwjs-mPx_vpS-58Blg?e=pzQ5B2</a></p> <p>Action item 5: Provide feedback on Integrated and designated ELD strategies taking place in each classroom. We are looking for 3</p>		
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	<p>separate pieces of evidence of integrated ELD strategies used in each lesson.</p> <p>These action item has not been fully implemented. The admin team is committed to schedule Learning Walls on a weekly basis for the remainder of the school year. A data collection instrument has been created and will be used for accountability purposes and to improve pedagogical practices.</p> <p>Action item 6: Provide professional development in integrated ELD strategies that can be incorporated at all grades levels to increase teacher capacity.</p> <p>During Trimester 1, the admin team did not set up any PD sessions in Integrated ELD strategies. Thus far, we have relied on the PD sessions provided by MUSD and the Student Programs department.</p> <p>Action item 7: TSSP liaison will ensure that there are programs being made available to 100% of our TSSP students.</p> <p>Action item 8: Early release Wednesdays will be devoted to collaboration within and amongst grade levels to monitor student progress and develop/adjust student access groups.</p> <p>These are the Homeless MAP Fall data:</p> <p>Math:  Red: 45%  Orange: 23%  Yellow: 16%  Green: 11%  Blue: 5%</p> <p>Reading</p>		
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	<p>Red: 47% Orange: 26% Yellow: 19% Green: 8% Blue: 0%</p> <p>These are the English Learners MAP data for Fall.</p> <p>Math Red Band: 48% Orange: 29% Yellow: 14% Green: 6% Blue: 3%</p> <p>Reading Red Band: 59% Orange: 25% Yellow: 9% Green: 6% Blue: 1%</p> <p>These are the SWD MAP data for Fall.</p> <p>Math Red Band: 68% Orange: 15% Yellow: 10% Green: 2% Blue: 5%</p> <p>Reading Red Band: 73% Orange: 16% Yellow: 0% Green: 8% Blue: 3%</p> <p>These are the Migrant MAP data for Fall.</p> <p>Math Red Band: 44% Orange: 24% Yellow: 17% Green: 8% Blue: 6%</p> <p>Reading Red Band: 56% Orange: 25%</p>		
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	<p>Yellow: 11%</p> <p>Green: 6%</p> <p>Blue: 2%</p> <p>Language</p> <p>Red: 51%</p> <p>Orange: 21%</p> <p>Yellow: 15%</p> <p>Green: 12%</p> <p>Blue: 2%</p>		
<p><b>Cycle 2:</b></p> <p>Smart Goal:</p> <p>By May 2027, students in the English Learner, Migrant, SWD, and Homeless groups, will have less than 50% of their Reading scores in the red quintile. These same groups of students will have fewer than 40% of their Math scores in the red quintile.</p> <p>Whereas Smart goals associated with the Grade Level Standards target focus on growth, this Smart goal addresses achievement. During monitoring cycle 2, our students were able to perform better in Math than Reading. In math only one subgroup is not on target to meet the goal by the end of the school year. This subgroup is students with disabilities. 42 students with disabilities took the MAP Math assessment during winter. Of these 42 students, 13 received RSP services. Less than 10 students are part of the Behavior Bridge program, and the rest have IEPs in speech only.</p>	<p>Cycle 2:</p> <p>By May 2027, students in the English Learner, Migrant, SWD, and Homeless groups, will have less than 50% of their Reading scores in the red quintile. These same groups of students will have fewer than 40% of their Math scores in the red quintile.</p> <p>These are the data results based on the MAP Math Winter implementation:</p> <p>English Learners: 45% in the red. Migrant: 37% in the red. SED: 37% in the red. Homeless: 36 % in the red. Students with Disabilities: 72% in the red.</p> <p>Winter MAP data indicates that 3 subgroups were able to meet the goal of 40% or less in the read band for Mathematics. The English Learners subgroup did not meet the goal but were very close at 45%. Students with disabilities was the group that was farthest from the goal (72% in the red).</p> <p>These are the data results based on the MAP Reading Winter implementation:</p> <p>English Learners: 59% in the red. Migrant: 61% in the red. SED: 42% in the red. Homeless: 47% in the red.</p>	<p>Cycle 2:</p> <p>By May 2027, students in the English Learner, SED, Migrant, SWD, and Homeless groups, will have less than 50% of their Reading scores in the red quintile. These same groups of students will have fewer than 40% of their Math scores in the red quintile.</p> <p>These are the next steps that will be implemented based on the end-of-the-year data:</p> <p>English Learners:</p> <p>The principal added an additional action item. The 2025 Summative ELPAC data was analyzed and the principal and IS help individual meetings with all students who score either levels 3 or 4. During the meetings, longitudinal ELPAC, MAP, and CAASPP data were shared with each student. Additionally, students were able to see the reclassification criteria and established</p>	

<p>The reading data shows less subgroups are on target to meet the goal of 40% or less being in the red band. Similar to the Math data, students with disabilities are the group farthest from achieving this goal followed by migrant and English Learners. It is worth noting that a significant number of migrant students are also English learners.</p>	<p>Students with Disabilities: 71% in the red.</p> <p>Winter MAP data shows that two subgroups were able to meet the goal of 50% or less for Reading. English learners were not that far off at 59% in the red. Students with disabilities was the subgroup that was the farthest from the goal (71% in the red).</p>	<p>goals to be reclassified (level 4) or to move up to level 4 (level 3). Even though the ELPAC testing window has started, our bilingual paraprofessionals were tasked with delaying testing all students who are at level 4 pending Reclassification recommendation. By the end of trimester 2, five French Camp students are in the list for possible reclassification. This practice will be continued every year. We want more English learners to achieve reclassification criteria. Moreover, before the Summative ELPAC began, the admin team visited every classroom to discuss the upcoming ELPAC and encouraged all English learners to do their very best on every domain. ELPAC and MAP information have also been shared with the greater community. We will continue this practice throughout the year. These topics will also be included on the Coffee with the Principal's agenda this month. The first meeting will be held on March 17th, 2025, and will continue every month until the end of the school year. Additionally, we plan to hold these meetings every month during the 2025-2026 school year.</p> <p>Furthermore, the admin team held a PBIS/MAP</p>	
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		<p>assembly right after winter break. There will be another assembly specifically for migrant students once the Migrant housing communities reopen this month. During the assembly, we discuss the importance of the MAP assessments and encourage all students, particularly English learners to do their very best.</p> <p>Migrant Students: The admin team has held numerous meetings with the migrant teachers and the County Office of Education. One of the action items has been our Extended Day program and summer school. During the last two years, we have been able to recruit certificated staff members to deliver academic support to our migrant students beyond the school day. This action items will continue for the remainder of this year and beyond. Moreover, we will be more intentional and strategic in the data collection process. That is, every time a new cycle begins, all students will take a pre assessment followed by a post at the end of the cycle. This far, we have relied heavily on MAP data to set up tutoring groups. Furthermore, our Migrant Summer School</p>	
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		will have a different format beginning this year and into the future. The focus will be students learning standards in the same manner the other summer programs are delivered.	
<p><b>Cycle 3:</b> The Spring MAP reports show that French Camp has not been able to meet the two goals for Emerging Students. We have observed growth, particularly for our TSSP subgroup and for the whole school, but the goals have not been met yet.</p>	<p>Cycle 3: Smart Goal: By May 2027, students in the English Learner, Migrant, SWD, and Homeless groups, will have less than 50% of their Reading scores in the red quintile. These same groups of students will have fewer than 40% of their Math scores in the red quintile.</p> <p>These are the data results based on the MAP Math Spring implementation:</p> <p>English Learners: 52% in the red.</p> <p>Migrant: 49% in the red.</p> <p>SED: 40% in the red.</p> <p>Homeless: 41% in the red.</p> <p>Students with Disabilities: 70% in the red.</p> <p>These are the data results based on the MAP Reading Winter implementation:</p> <p>English Learners: 63% in the red.</p> <p>Migrant: 62% in the red.</p> <p>SED: 45% in the red.</p> <p>Homeless: 50% in the red:</p> <p>Students with Disabilities: 64% in the red.</p> <p>French Camp has been able to reduce the number of students in the red band:</p>	<p>Cycle 3:</p> <p>English Learners:</p> <p>The additional action item added will be fully implemented during the 2025-2026 school year. When the Summative ELPAC data is available, the principal and IS will analyze the data and hold individual meetings with all students who score either levels 3 or 4. During the meetings, longitudinal ELPAC, MAP, and CAASPP data were shared with each student. As of May 26, French Camp has 127 students who have scored level 3 or 4 on the Summative ELPAC. Three of these students were in 8th grade and have been reclassified before going to high school.</p> <p>Migrant Students:</p> <p>The admin team has held numerous meetings with the migrant teachers and the County Office of Education. One of the action items has been our Extended Day</p>	Add new action item

	<p>Math Spring 2024: 42% in the red Math Spring 2025: 38% in the red</p> <p>Reading Spring 2024: 45% in the red Reading Spring 2025: 42% in the red</p> <p>Despite the reduction in the number of students in the red bands, we have not been able to meet the 3-year goals for all Emerging Students. The data shows that SED and Homeless students are very close to meeting both goals. However, we have not been able to meet the goals for English learners and students with disabilities.</p> <p>Backcasting Form:  <a href="https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/EYAzCq5GxppPgvlCpzT7iUEBcXIRRG8HLvoeiVZkStx1Rw?e=r6G8NC">https://musd-my.sharepoint.com/:w:/g/personal/gguzmanrico_musd_net/EYAzCq5GxppPgvlCpzT7iUEBcXIRRG8HLvoeiVZkStx1Rw?e=r6G8NC</a></p>	<p>program and summer school. During the last two years, we have been able to recruit certificated staff members to deliver academic support to our migrant students beyond the school day. This action items will continue for the remainder of this year and beyond. Moreover, we will be more intentional and strategic in the data collection process. That is, every time a new cycle begins, all students will take a pre assessment followed by a post at the end of the cycle. This far, we have relied heavily on MAP data to set up tutoring groups. Furthermore, our Migrant Summer School will have a different format beginning this year and into the future. The focus will be students learning standards in the same manner the other summer programs are delivered.</p>	
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### Progress Monitoring 25-26



Term Rostered

Winter 2024-2025

Term Tested

Winter 2024-2025

Course

Math K-12

Update

Filters (1 applied) English Learner Clear All

Close

Ethnicity

-- select an option --

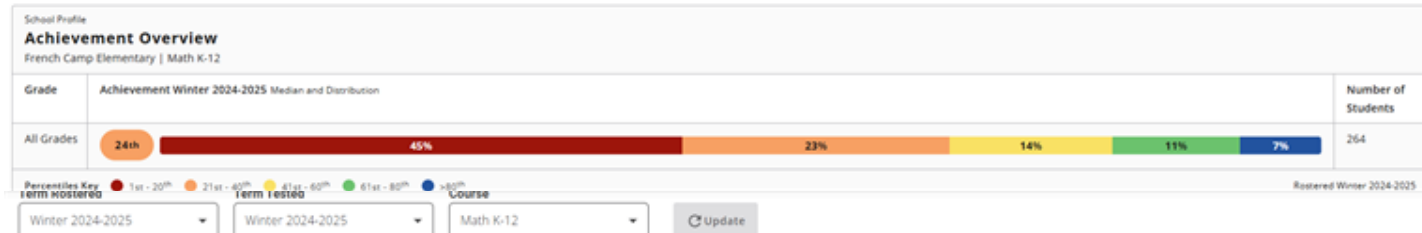
Gender

-- select an option --

Program

-- select an option --

## French Camp Elementary



Filters (1 applied) SED Clear All

Close

Ethnicity

-- select an option --

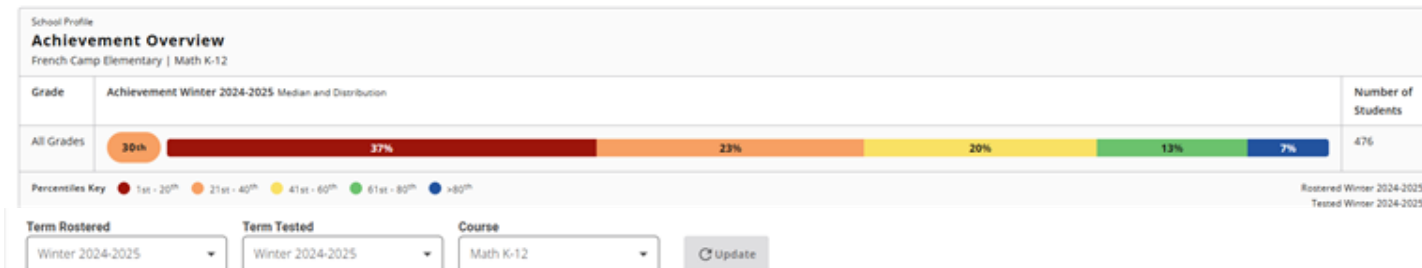
Gender

-- select an option --

Program

-- select an option --

## French Camp Elementary



Filters (1 applied) Migrant Clear All

Close

Ethnicity

-- select an option --

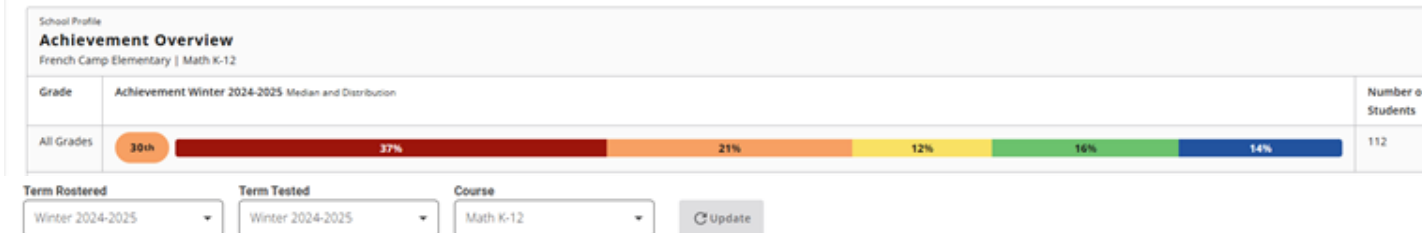
Gender

-- select an option --

Program

-- select an option --

## French Camp Elementary



Filters (1 applied) Homeless Clear All

Close

Ethnicity

-- select an option --

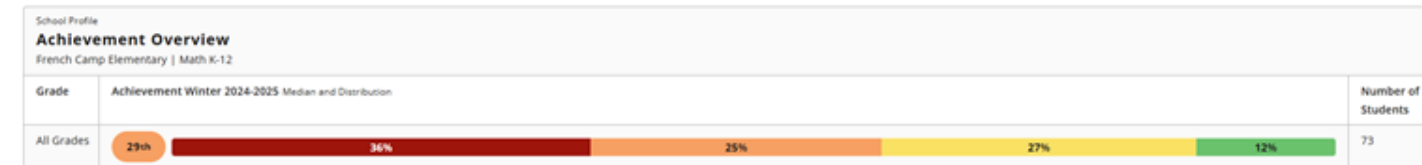
Gender

-- select an option --

Program

-- select an option --

## French Camp Elementary



Term Rostered

Winter 2024-2025

Term Tested

Winter 2024-2025

Course

Reading

Update

Filters (1 applied)

English Learner

Clear All

Close

Ethnicity

-- select an option --

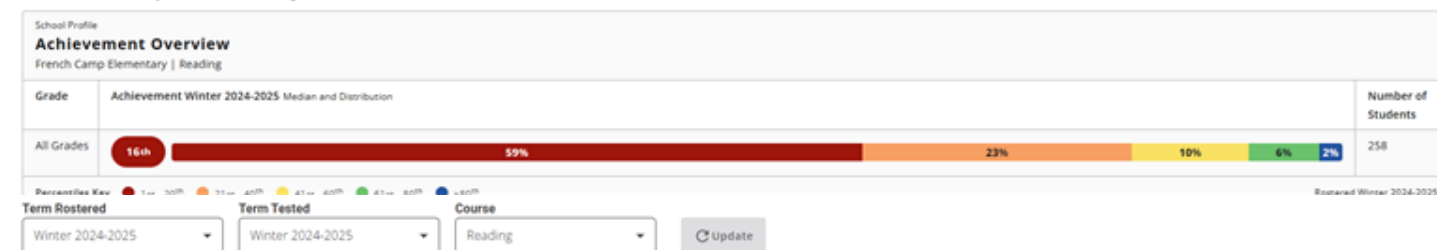
Gender

-- select an option --

Program

-- select an option --

## French Camp Elementary



Filters (1 applied)

Migrant

Clear All

Close

Ethnicity

-- select an option --

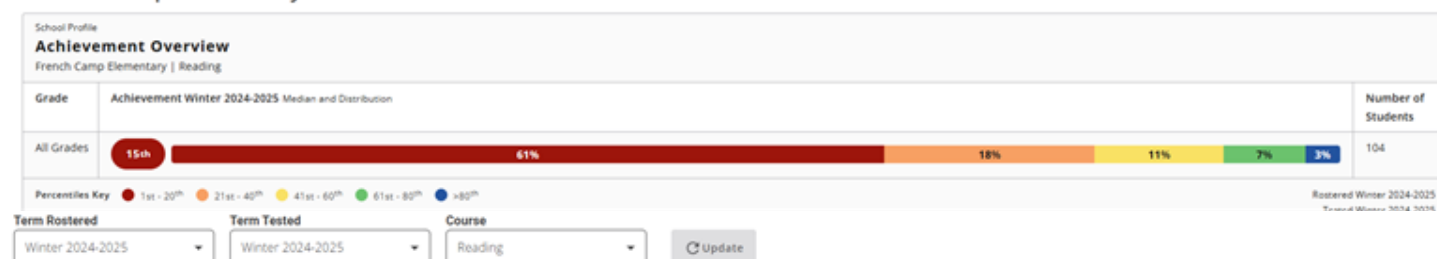
Gender

-- select an option --

Program

-- select an option --

## French Camp Elementary



Filters (1 applied)

STO

Clear All

Close

Ethnicity

-- select an option --

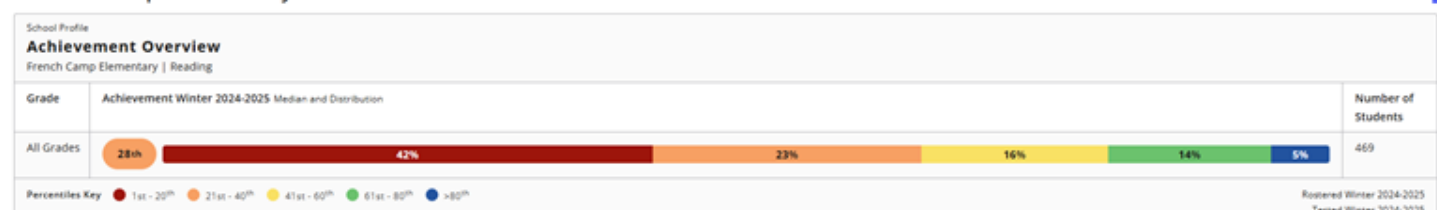
Gender

-- select an option --

Program

-- select an option --

## French Camp Elementary



Term Rostered

Winter 2024-2025

Term Tested

Winter 2024-2025

Course

Reading

Update

Filters (1 applied)
Homeless
Clear All

Ethnicity

-- select an option --

Gender

-- select an option --

Program

-- select an option --

Close

## French Camp Elementary

School Profile <b>Achievement Overview</b> French Camp Elementary   Reading		
Grade	Achievement Winter 2024-2025 Median and Distribution	Number of Students
All Grades	<div> <div>28%</div> <div>47%</div> <div>21%</div> <div>19%</div> <div>12%</div> <div>1</div> </div>	73
<div> Percentiles Key <div> 1st - 20th 21st - 40th 41st - 60th 61st - 80th &gt;80th </div> </div> <div> Rostered Winter 2024-2025 Tested Winter 2024-2025 </div>		
Term Rostered	Term Tested	Course
Winter 2024-2025	Winter 2024-2025	Reading
Update		

Filters (1 applied)
SWD
Clear All

Ethnicity

-- select an option --

Gender

-- select an option --

Program

-- select an option --

Close

## French Camp Elementary

School Profile <b>Achievement Overview</b> French Camp Elementary   Reading		
Grade	Achievement Winter 2024-2025 Median and Distribution	Number of Students
All Grades	<div> <div>11%</div> <div>71%</div> <div>12%</div> <div>5%</div> <div>12%</div> </div>	42
<div> Percentiles Key <div> 1st - 20th 21st - 40th 41st - 60th 61st - 80th &gt;80th </div> </div> <div> Rostered Winter 2024-2025 Tested Winter 2024-2025 </div>		

## Budget Summary

Sub: Foundations teaching and learning		\$ 11,817.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	4003 - 4.3 Goal 4, A&S 3	4.3 GLS - ELA	SN 2	SG 1
Timesheet: Academic Enrichment outside of the regular school day by Credentialed Staff (GS: Need 2) Tutoring offered outside the school day for students in grades 1-3 identified as needing extra support in Reading/ELA	TBD	\$ 4,000.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS Base	Grade Level Standards	SN1, SG1 and SN2, SG1	
Timesheet: Academic Enrichment outside of the regular school day by Credentialed Staff (GS: Need 2) Tutoring offered outside the school day for students in grades 1-3 identified as needing extra support in Math	TBD	\$ 4,000.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2 GLS - Math	SN 1	SG 1
Timesheet: ELA Needed for Instructional Support Trainings	TBD	\$ 2,157.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS Base	1.1 GLS - ELA	SN 2	SG 1
Timesheet: Select Students in junior high Red/Orange MAP Band for ELA Language Usage will be given the opportunity to attend after school tutoring to support basic Language Usage Skills	TBD	\$ 3,868.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	4003 - 4.3 Goal 4, A&S 3	4.3 GLS - ELA	SN 2	SG 1
Timesheet: TSSP (EM: Need 1) Support for Homeless / Foster Youth	TBD	\$ 500.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	3004 - 3.4 Goal 3, A&S 4	Emerging Students	SN 1	SG 2
Sub: Parent Liaison (GS: Need 1) Promote school to home connections and improve parent involvement at our site	TBD		3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	2405 - Clerical And Office Sal Subs	2003 - 2.3 Goal 2, A&S 3	2.3 Safety	SN3, SG1	
Timesheet TSSP (EM: Need 1)	TBD	\$ 3,325.00	3010 - ESSA Title I Bas Gmts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	Emerging Students	SN 1	SG 1
Materials & Supplies: Blanket PO for Community Events, Parent Meetings, etc (GS: Need 1) Promote Community Involvement	Food & Less	\$ 1,000.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3 Safety	SN3, SG1	
Materials & Supplies: Certificated on-site copy costs (laminar, paper, copies) for supplemental materials for students and parents, (GS: Need 1) Copies needed to meet needs of families who are unable to help students with digital curriculum	TBD	\$ 1,500.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS Base	Grade Level Standards	SN1, SG1 and SN2, SG1	
Materials & Supplies: Equity Grant Certificated on-site copy costs (laminar, paper, copies) for supplemental materials for students and parents, (GS: Need 1) Copies needed to meet needs of families who are unable to help students with digital curriculum	TBD	\$ 1,500.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	Grade Level Standards	SN1, SG1 and SN2, SG2	
Materials & Supplies: Materials for Supplemental Intervention Teacher (EM: Need 1) If staffing approved, this would provide necessary materials to address learning needs of the Emerging Students enrolled in the program	TBD	\$ 2,000.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1006 - 1.6 Goal 1, A&S 6	Grade Level Standards	SN2, SG1	
Materials & Supplies: Supplies for Community Involvement Events including copies (i.e. MIO, BTSN, etc) (GS: Need 1) Promote family involvement in developing positive school culture and climate	TBD	\$ 3,000.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3 Safety	SN3, SG1	
Field Trips: Excursion Cost: (S: Need 1) Provide experiences to students who may not otherwise be exposed to them		\$ 15,000.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	SN1, SG1	
Service: Certificated copies for students, parents, and staff utilizing print shop; (GS: Need 1) Hard copies instead of digital provide access to curriculum for students and families	TBD	\$ 5,000.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, A&S 3	2.3 Safety	SN3, SG1	
Service: Programs and supplies to offer learning experiences to those who may not receive exposure otherwise (i.e. Artist in Residence, Ancient, Artifacts, etc); ES: Need 1 82% of our population is SED; Programs are needed to expose students to enriching experiences they may not receive otherwise	TBD	\$ 5,000.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1004 - 1.4 Goal 1, A&S 4	1.4 Safety	SN 1	SG 1
Transportation: Field Trip Bussing: (S: Need 1) Provide experiences to students who may not otherwise be exposed to them; The majority of our field trips for each grade level have required charter buses, as MUSD has been unable to provide transportation due to scheduling conflicts		\$ 20,000.00	3010 - ESSA Title I Bas Gmts Low Inc	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	SN1, SG1	
		\$ 83,687.00							

100 - French Camp Elementary School  
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/B	Target	Student Needs	Smart Goal
	Timesheet: Interpreting teachers when bilingual paras and office staff are not available		\$ 4,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Safety	SN 3	SG 1
	Timesheet: Tutoring for ballet Folklorico performance (two bilingual aides needed)		\$ 1,840.00	0709 - Prev EIALCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - Other Subjects	SN 1	SG 1
	Timesheet: PBIS Trainings, Sub Costs, Planning / Implementation (S: Need 3) Promote / Implement Positive Campus Culture	TBD	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN2, SG 1	
	Timesheet: Interpreting timesheeting, bilingual paras		\$ 5,400.00	0709 - Prev EIALCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Safety	SN 3	SG 1
	Materials & Supplies: Incentives and Awards to acknowledge academic growth and achievement (Grade Level Standards: Need 2) Promote academic growth in hopes to reduce achievement gap between with our students as compared to district average	TBD	\$ 6,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Grade Level Standards	SN2, SG1 and SN 1, SG1	
	Materials & Supplies: Junior High Core scheduling Elective Supplies New Materials for Jr High Electives	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN1, SG1	
	Materials & Supplies: PBIS: Incentives and Awards to acknowledge appropriate behavior (Safety: Need 2) Promote positive behavior in hopes to minimize suspension rate	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN2, SG1	
	Materials & Supplies: PBIS Materials (signage, branding, etc) (S: Need 3) Promote / Implement Positive Campus Culture	TBD	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN2, SG1	
	Materials & Supplies: PBIS: Incentives and Awards to acknowledge positive attendance (Safety: Need 1) Promote positive attendance habits, reduce chronic absenteeism	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1, SG 1	
	Materials & Supplies: BMX Freestyle for Red Ribbon Week: This is a program to offer enriching experiences to students who may not receive exposure otherwise	TBD	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
	Materials & Supplies: Technology Peripherals Classroom Needs	TBD	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1007 - 1.7 Goal 1, A&S 7	1.7	Grade Level Standards	SN2, SG1	
	Service: C-STEM Subscription: Robotics Program	UC Davis	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
	Service: RobotBocky (C-STEM software licensing and curriculum)	UC Davis	\$ 800.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
	Science Camp Transportation		\$ 5,200.00	0709 - Prev EIALCAP	1000 - Instruction	5024 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4			
Total			\$ 40,520.00								

100 - French Camp Elementary School  
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/B	Target	Student Needs	Smart Goal
	Timesheet: Tutoring for ballet Folklorico performance (two teachers needed)		\$ 2,300.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7418 - ELOP-Enrichment	2.4	GLS - Other Subjects	SN 1	SG 1
	Field Trip: Science Camp Registration Cost		\$ 10,500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 1	SG 1
	Materials & Supplies: Art Day Supplies for teachers and students	ODP Business Solutions LLC	\$ 5,600.00	6770 - Arts & Music Prop	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.4	Safety	SN 1	SG 1
	Service: SJCCE Arts and Music Electives	TBD	\$ 250.00	6770 - Arts & Music Prop	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.4	Safety	SN 1	SG 1
Total			\$ 18,710.00								

Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/B	Target	Student Needs	Smart Goal	Implementation (Frequency)	Adjustments	Superintendent/Executive Administrator Notes/Questions/Feedback
Coaching Grades 4-6, Including Sub Costs and Materials (GS: Need 3) District Required with Equity Grant		7399 - LOFF Equity Multiplier	1000 - Instruction	1105 - Teachers' Salaries Sube	1.2	Grade Level Standards	SN1, SG1		Annual				Need more info \$25,000
Coaching Grades 4-6, Including Sub Costs and Materials (GS: Need 3) District Required with Equity Grant		7399 - LOFF Equity Multiplier	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	1.2	Grade Level Standards	SN1, SG1		Annual				Need more info \$50,000
Equity Grant Coaching Grades K-3, Including Sub Costs and Materials (GS: Need 3) District Required with Equity Grant		7399 - LOFF Equity Multiplier	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	1.2	GLS - Math	SN 1	SG 1	Annual				Need more info \$50,000
Equity Grant Coaching Grades K-3, Including Sub Costs and Materials (GS: Need 3) District Required with Equity Grant		7399 - LOFF Equity Multiplier	1000 - Instruction	1105 - Teachers' Salaries Sube	1.2	GLS - Math	SN 1	SG 1	Annual				Need more info \$25,000
Training: Foundations Coaching		7399 - LOFF Equity Multiplier	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	4003 - 4.3 Goal 4, A&S 3	4.3	GLS - ELA	SN 2	SG 1	Annual			
		\$ 63,000.00											

## 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

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The 2024-2025 Strategic Plan was first presented to the certificated staff members on July 30th, 2024, during the Sire Directed PD Day. The principal created a summary version of the plan, and it was shared with all stakeholders, including classified in August 2024.

The principal held a Title 1/Coffee with the principal on August 1st, 2025. The Strategic Plan was shared with the community on that day.

The ILT held meetings: 8/8/2024, 9/30/2024, 10/28/2024, 1/13/2025, 2/24/2025, 3/04/2025, 4/22/2025 and 5/19/2025. The Strategic Plan was an essential item of discussion during these meetings.

The Strategic Plan was also shared with the School Site Council on 9/27/2024, 10/24/2024, 12/10/2024, 1/27/2025, 3/27/2025, 4/28/2025 and 5/23/2025. The School Site Council approved and ratified the Strategic Plan on May 23rd, 2025.

French Camp also held six ELAC meetings during the school year: two meeting on 9/17/2024, 11/27/2024, 2/18/2025, 3/24/2025, and 4/22, 2025. The Strategic Plan was also an item of discussion during the meetings. The principal and vice-principal attended all meetings. The ELAC Chair was present during the last SSC meeting and was able to ratify and approve the Strategic Plan.

In addition to all aforementioned official meetings, the Strategic Plan was shared with the French Camp community on a regular basis by means of the two newsletters that were distributed during the year. The Eagle Times is a monthly newsletter that was shared with the community every month. There was also an internal newsletter that was shared weekly with all certificated and classified staff members.

### Date

School Site Council: 9/27/2024, 10/24/2024, 12/10/2024, 1/27/2025, 3/27/2025, 4/28/2025 and 5/23/2025.

### Groups

Instructional Leadership Team: 8/8/2024, 9/30/2024, 10/28/2024, 1/13/2025, 2/24/2025, 3/04/2025, 4/22/2025 and 5/19/2025

### Outcome

Input and feedback provided on progress toward meeting student needs.



## 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
- 4 Parent or Community Members
- Christian Loaiza Secondary Students

Name of Members	Role
Gerardo Guzman Rico	Principal
Sabrina Gates	Classroom Teacher
Sally Beidatsch	Classroom Teacher
Marisela Hernandez	Classroom Teacher
Dalia Higareda	Other School Staff
Stephanie Juarez	Parent or Community Member
Paola Hernandez	Parent or Community Member
Guadalupe Zarate Anguiano	Parent or Community Member
Erika Romero	Parent or Community Member
	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 5/23/25.

Attested:

	Principal, Gerardo Guzman Rico on 5/23/25
	SSC Chairperson, Stephanie Juarez on 5/22/25





# Student Growth Summary Report

## Aggregate by School

Term: Fall 2024-2025  
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Fall 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 2 (Fall 2024)

Grouping: None  
Small Group Display: No

## French Camp Elementary

Math: Math K-12

Grade (Fall 2024)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against						
		Fall 2023			Fall 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	47	132.7	10.9	10	150.5	11.4	8	18	1.5	22.1	-1.57	6	47	15	32	28
2	59	151.5	11.2	7	167.9	14.6	16	16	1.1	13.8	1.14	87	59	40	68	61
3	58	162.8	13.5	2	177.9	11.8	5	15	1.2	11.9	1.84	97	58	41	71	58
4	62	176.2	14.6	2	191.2	13.4	13	15	0.9	10.0	3.32	99	62	45	73	70
5	48	187.3	15.0	3	195.1	14.4	3	8	1.1	8.2	-0.34	37	48	23	48	44
6	56	201.7	13.8	16	207.9	12.6	21	6	1.0	4.2	1.12	87	56	34	61	59
7	69	201.9	12.2	5	207.2	14.2	7	5	1.1	6.1	-0.45	33	69	28	41	41
8	55	209.5	11.8	11	212.0	13.4	10	3	1.0	4.9	-1.54	6	55	23	42	40

## Math: Math K-12

