



Manteca Unified School District Strategic Plan

2023-2024

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.

New Haven Elementary School

39685936042360

Manteca Unified School District

39685930000000

School Site Vision

Every student will have access to the necessary tools to show improvement in grade-level standards, to feel safe and supported, and to achieve individual success. As part of our New Haven community, students will feel valued, show growth, and demonstrate age-appropriate life skills.

School Site Mission

Our New Haven community works together to foster student learning in an environment that promotes self-improvement and growth in grade-level standards.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Asian Americans: Chronic Absenteeism and Suspension

Students with Disabilities: Academic Performance ELA and Math, Chronic Absenteeism, and Suspension

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

New Haven Elementary School's plan aligns with districts three targets and goals. New Haven's plan includes goals to address student achievement of grade level standards, safety, and support for our emerging students. Goal 1) New Haven students will show growth and make progress towards mastery of grade level standards with a focus on tier one inclusive instruction for all students and the strengthening of WIN(access) time. Goal 2) New Haven will provide a physically and emotionally safe environment for students to access learning, develop social skills and foster positive relationships. 3) New Haven's students will receive effective differentiated instruction and support to reach individual success and to show growth and make progress towards mastery of grade-level standards in Math and English Language Arts. During the 2022-2023 school year, we added additional Valley Community Counseling time to support the social emotional needs of our students. The Coordination of Services(COST) team was refined and continues to work with district behaviorist, VCC counselors, Tier 2 PBIS team, and others in finding tier 2 supports for student's identified needs. In addition, our instructional specialist started midyear at 50% to support student's mastery of grade level standards. New Haven will continue to utilize funding sources to support the identified needs of our students to maximize student achievement by supporting effective instruction aligned to state standards; promote engaging learning opportunities for all students and provide a safe learning environment.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

New Haven's SPSA is focused on three goals to address student learning and performance. New Haven consulted with various stakeholders in the review and update of the SPSA including the site English Learner Advisory Committee (ELAC), School Site Council (SSC), site leadership team, and staff. Data that has been reviewed with the stakeholder groups include, ELL data, CAASPP data, MUSD MAP data, discipline, attendance and end of year summative assessments. Needs in each of the target areas were identified, these include math, language arts, early literacy and attendance. The SSC will continue to review and modify the

Strategic Plan throughout the school year and will utilize an ongoing cycle of refinement of the plan at each of the SSC meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities that have been identified include a need for continued tutorial support in Math and ELA, more social emotional support for students including additional VCC support, a need for a SPED paraprofessionals, and paraprofessionals in the classroom to support targeted small-group instruction and branded WIN time.

School Site Description

New Haven is a small, close-knit country school with a long-standing legacy of academic achievement. New Haven serves approximately five hundred students from our country and neighborhood families in grades Kindergarten through Eighth grade. Devoted to high standards and expectations through The Patriot Way—respectful, responsible, and safe. New Haven embodies a culture of preparing future leaders within our community and beyond. We are a rural community of diverse students and families who rely on busing to arrive at school safely. We benefit from a supportive community club and an innovative staff. New Haven looks forward to the modernization of our campus while anticipating future growth. New Haven Elementary—The Patriot Way...Be Respectful...Be Responsible...Be Safe....and BE AWESOME!

New Haven Mission Statement

Our New Haven community works together to foster student learning in an environment that promotes self-improvement and growth in grade-level standards.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.20	87.14	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	4.72	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	8.10	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	20.90	100.00	1050.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.8
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1
Other	0

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).

Beginning with the 2018-2019 school year and continuing through the 2022-2023 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

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.

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 leadership team team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark 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 standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2019-2020 school year, which improved from the previous year where there were 4 misassigned teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

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 2020-2021 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core 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 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

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

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of inclusive academic instruction in the 2021-2022 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction, formerly known as BTSA, will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most at risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Student outcomes, primary indicated by MAP growth assessment data, will determine the efficacy of the support.

In addition, the District provides three 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. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

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 teachers of ELA/ELD, Mathematics, core classes, and 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 program 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 more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

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

Teaching and Learning

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

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. Intervention programs include Rosetta Stone, and ALEKS. 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 each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. 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 along with the DPAC 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).

Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

All Manteca schools receive formula-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 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
489	51.7	21.5	0.8
Total Number of Students enrolled in New Haven 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	105	21.5
Foster Youth	4	0.8
Homeless	7	1.4
Socioeconomically Disadvantaged	253	51.7
Students with Disabilities	63	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.0
American Indian	3	0.6
Asian	28	5.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	19	3.9
Hispanic	254	51.9
Two or More Races	21	4.3
Pacific Islander	1	0.2
White	153	31.3

Conclusions based on this data:

1. Hispanic is our largest subgroup.
2. 51.7 % of our student population is under the category of socioeconomically disadvantaged.
3. English Learners constitutes 21.5 % of our student population.



Grade Level Standards

Grade Level: K-8

District Goal

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

Site Strategic Goal

New Haven will provide effective standards based inclusive academic instruction that supports students to achieve mastery of grade level standards in all subjects.

Base Requirements

Every student is entitled to base instruction and services including materials and supplies.

Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	58		0	57		0	57		0.0	98.3	
Grade 4	43	68		0	67		0	67		0.0	98.5	
Grade 5	39	47		0	46		0	46		0.0	97.9	
Grade 6	53	46		0	44		0	44		0.0	95.7	
Grade 7	67	60		0	60		0	60		0.0	100.0	
Grade 8	61	67		0	66		0	66		0.0	98.5	
All Grades	317	346		0	340		0	340		0.0	98.3	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2389.			8.77			22.81			21.05			47.37	
Grade 4		2414.			13.43			17.91			13.43			55.22	
Grade 5		2475.			21.74			15.22			23.91			39.13	
Grade 6		2504.			2.27			38.64			36.36			22.73	
Grade 7		2483.			3.33			18.33			25.00			53.33	
Grade 8		2565.			10.61			36.36			30.30			22.73	
All Grades	N/A	N/A	N/A		10.00			24.71			24.41			40.88	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.53			66.67			22.81	
Grade 4		10.45			61.19			28.36	
Grade 5		15.22			60.87			23.91	
Grade 6		15.91			61.36			22.73	
Grade 7		6.67			60.00			33.33	
Grade 8		9.09			71.21			19.70	
All Grades		10.88			63.82			25.29	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.02			57.89			35.09	
Grade 4		14.93			43.28			41.79	
Grade 5		21.74			43.48			34.78	
Grade 6		9.09			63.64			27.27	
Grade 7		8.33			53.33			38.33	
Grade 8		21.21			60.61			18.18	
All Grades		13.82			53.53			32.65	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.02			73.68			19.30	
Grade 4		2.99			73.13			23.88	
Grade 5		8.70			78.26			13.04	
Grade 6		6.82			81.82			11.36	
Grade 7		1.67			73.33			25.00	
Grade 8		9.09			77.27			13.64	
All Grades		5.88			75.88			18.24	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.26			68.42			26.32	
Grade 4		7.46			59.70			32.84	
Grade 5		13.04			56.52			30.43	
Grade 6		13.64			68.18			18.18	
Grade 7		10.00			56.67			33.33	
Grade 8		25.76			60.61			13.64	
All Grades		12.65			61.47			25.88	

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	57		0	56		0	56		0.0	98.2	
Grade 4	43	68		0	67		0	67		0.0	98.5	
Grade 5	39	47		0	47		0	47		0.0	100.0	
Grade 6	53	45		0	45		0	45		0.0	100.0	
Grade 7	67	60		0	60		0	60		0.0	100.0	
Grade 8	61	67		0	67		0	67		0.0	100.0	
All Grades	317	344		0	342		0	342		0.0	99.4	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2411.			3.57			35.71			32.14			28.57	
Grade 4		2403.			2.99			11.94			28.36			56.72	
Grade 5		2469.			12.77			14.89			27.66			44.68	
Grade 6		2516.			22.22			11.11			33.33			33.33	
Grade 7		2456.			3.33			11.67			21.67			63.33	
Grade 8		2531.			14.93			14.93			34.33			35.82	
All Grades	N/A	N/A	N/A		9.36			16.67			29.53			44.44	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.36			62.50			32.14	
Grade 4		5.97			35.82			58.21	
Grade 5		12.77			48.94			38.30	
Grade 6		24.44			48.89			26.67	
Grade 7		3.33			33.33			63.33	
Grade 8		16.42			55.22			28.36	
All Grades		10.82			47.08			42.11	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.86			60.71			21.43	
Grade 4		1.49			46.27			52.24	
Grade 5		8.51			55.32			36.17	
Grade 6		20.00			44.44			35.56	
Grade 7		5.00			48.33			46.67	
Grade 8		10.45			56.72			32.84	
All Grades		9.94			52.05			38.01	

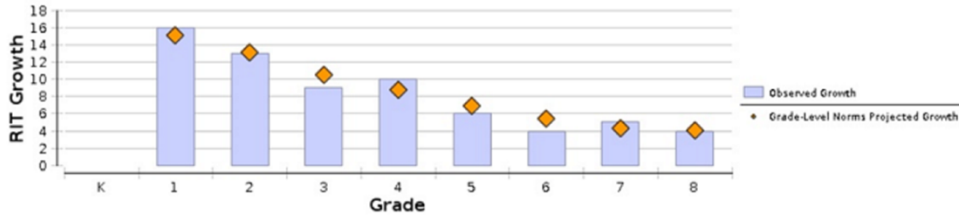
Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			69.64			17.86	
Grade 4		5.97			34.33			59.70	
Grade 5		8.51			57.45			34.04	
Grade 6		8.89			62.22			28.89	
Grade 7		6.67			60.00			33.33	
Grade 8		8.96			70.15			20.90	
All Grades		8.48			58.48			33.04	

New Haven Elementary

Language Arts:
Reading

		Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms				Student Norms		
Grade (Spring 2023)	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	1	*			*			*					*			
1	51	152.3	11.5	29	168.0	13.5	34	16	0.9	15.1	0.23	59	51	28	55	53
2	41	164.6	16.0	14	177.9	18.2	16	13	1.3	13.1	0.07	53	41	20	49	44
3	46	188.4	17.0	63	197.2	17.0	53	9	1.3	10.6	-0.86	19	46	20	43	42
4	54	189.4	16.7	17	199.2	16.4	23	10	1.5	8.7	0.53	70	54	27	50	45
5	65	198.6	18.2	22	204.6	16.0	18	6	1.1	7.0	-0.61	27	65	26	40	40
6	43	208.1	16.7	40	212.3	15.9	34	4	1.2	5.4	-0.72	24	43	21	49	47
7	32	213.0	12.0	45	217.5	11.8	46	5	1.3	4.3	0.14	55	32	18	56	53
8	60	211.3	16.2	20	215.2	15.0	21	4	1.3	4.0	-0.06	47	60	32	53	51

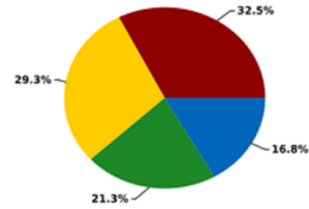
Language Arts: Reading



Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met Count	Not Met Percent	Nearly Met Count	Nearly Met Percent	Met Count	Met Percent	Exceeded Count	Exceeded Percent
2	52	25	48.1%	12	23.1%	7	13.5%	8	15.4%
3	51	12	23.5%	12	23.5%	13	25.5%	14	27.5%
4	55	21	38.2%	15	27.3%	6	10.9%	13	23.6%
5	74	25	33.8%	27	36.5%	12	16.2%	10	13.5%
6	49	16	32.7%	12	24.5%	14	28.6%	7	14.3%
7	34	5	14.7%	7	20.6%	19	55.9%	3	8.8%
8	60	18	30.0%	25	41.7%	9	15.0%	8	13.3%
Total	375	122	32.5%	110	29.3%	80	21.3%	63	16.8%





Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Manteca Unified School District

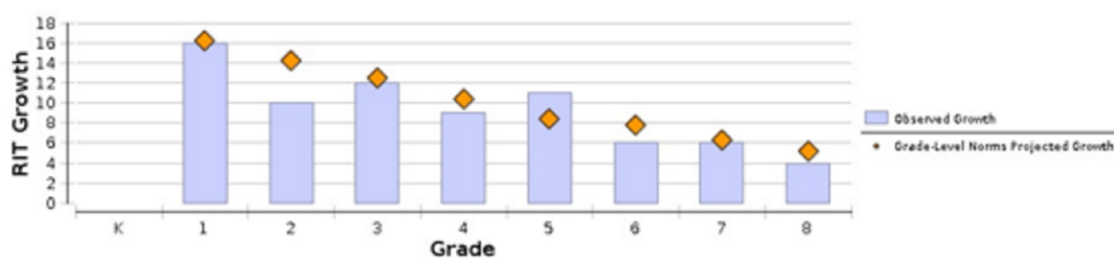
Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

New Haven Elementary

Math: Math K-12

Math R-12		Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	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	1	*			*			*					*			
1	53	156.7	12.4	33	172.3	13.5	31	16	0.7	16.2	-0.24	40	53	28	53	48
2	51	169.3	13.3	19	179.5	13.6	7	10	0.9	14.2	-1.83	3	51	15	29	22
3	46	189.2	13.0	58	200.9	14.0	54	12	0.8	12.4	-0.36	36	46	22	48	40
4	54	194.9	13.4	26	203.8	14.6	21	9	1.2	10.4	-0.80	21	54	25	46	35
5	65	199.0	14.2	9	209.8	17.0	16	11	1.0	8.4	1.05	85	65	39	60	60
6	45	212.3	14.1	39	218.0	16.5	30	6	1.0	7.8	-0.99	16	45	17	38	33
7	32	218.3	13.6	42	224.2	13.9	41	6	1.1	6.3	-0.19	43	32	19	59	48
8	59	215.7	15.5	18	220.1	17.3	16	4	0.8	5.1	-0.31	38	59	33	56	50

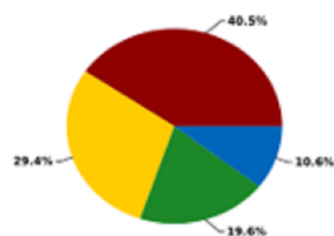
Math: Math K-12



Projected to: CA Smarter Balanced Assessment Consortium taken in spring

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met Count	Not Met Percent	Nearly Met Count	Nearly Met Percent	Met Count	Met Percent	Exceeded Count	Exceeded Percent
2	52	26	50.0%	10	19.2%	13	25.0%	3	5.8%
3	51	12	23.5%	11	21.6%	17	33.3%	11	21.6%
4	55	15	27.3%	24	43.6%	11	20.0%	5	9.1%
5	74	38	51.4%	22	29.7%	8	10.8%	6	8.1%
6	52	19	36.5%	14	26.9%	14	26.9%	5	9.6%
7	34	8	23.5%	16	47.1%	5	14.7%	5	14.7%
8	60	35	58.3%	14	23.3%	6	10.0%	5	8.3%
Total	378	153	40.5%	111	29.4%	74	19.6%	40	10.6%



NWEA Assessment Summary

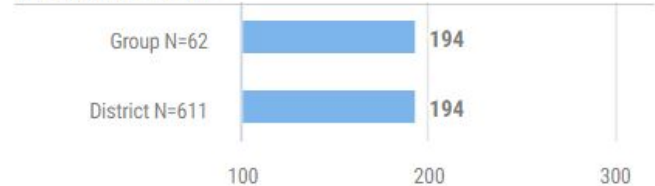
Site: **New Haven Elementary**
 Scores for: **Spring 2022-2023**
 Grade: **All**
 Group: **All**
 User: **All Teachers**
 Tests Included: **All**

Roster Date: **Control Panel (05-07-2023)**
 Gender(s): **All**
 Reported Race: **All Reported Races**
 Special Education: **Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	2%	1
61 - 80	6%	4
41 - 60	19%	12
21 - 40	24%	15
1 - 20	48%	30
Total Students Tested		62

Average RIT Score



Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	32%	20
2-3	450-769	32%	20
4-5	770-954	18%	11
6-8	955-1079	10%	6
9-10	1080-1214	5%	3
11-CCR	1215-1355	3%	2

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

NWEA Assessment Summary

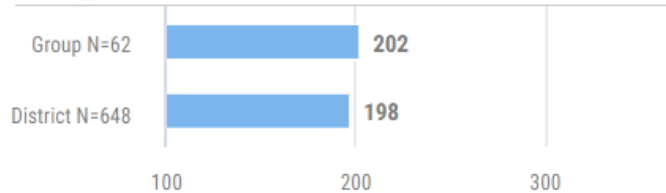
Site: New Haven Elementary
 Scores for: Spring 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Control Panel (05-07-2023)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	5%	3
61 - 80	6%	4
41 - 60	18%	11
21 - 40	24%	15
1 - 20	47%	29
Total Students Tested		62

Average RIT Score



Data Analysis

The NWEA MAP Student Summary report shows the growth comparison from the Fall 2022-Spring 2023 testing period in language arts. Data taken from NWEA MAP Spring 2023 indicates that the grade levels who met growth projections were 8th grade with 53 % of students, 7th grade with 56% of students, 4th grade with 50% of student, 2nd grade with 49% of students and 1st grade with 55 % of students. The other grades were close to meeting their growth projections were 6th grade with 49% of students, 5th grade with 40% of students, and 3rd grade with 43% of students. Using the projected NWEA CA-SBAC data, 38% of students are projected to be at "met or exceeded" and 29% of students "nearly met" on the CAASPP exam taken in spring 2023. Reading administration illustrates informational text is an area of need in grades 6-8 and foundational skills is an area of need in grades K-2.

.The NWEA MAP Student Summary report shows the growth comparison from the Fall 2022-Spring 2023 testing period in math. Data taken from NWEA MAP Spring 2023 indicates that the grade level who met growth projections was 5th grade with 60 % of students. Nearly meeting growth projections were 7th grade with 59% of students, 3rd grade with 48% of student, 1st grade with 53% of students. The other grades were close to meeting their growth projections were 8th grade with 56% of students, 6th grade with 38% of students, 4th grade with 46% of students, and 2nd grade with 29% of students. Using the projected NWEA CA-SBAC data, 30.2%% of students are projected to be at "met or exceeded" and 29.4% of students "nearly met" on the CAASPP exam taken in spring 2023.

Student Need 1:

All students, including ATSI (Additional Targeted Support and Improvement) group of Students with Disabilities will make growth towards meeting or exceeding proficiency in grade level standards in both ELA and Math.

Implementation Plan

New Haven students will be assessed using the NWEA MAP assessment in the fall, winter and spring. Data results will be utilized to inform instruction, small groups, provide tiered student supports, develop student individual goals, and WIN(access time). The scores will be used for goal setting and the teacher will collaborate with students and parents at goal setting conferences to create learning goals. Based upon students' baseline RIT score, students will receive targeted tier 1 inclusive instruction during class time, WIN(What I Need)time and small group. Paraprofessional and other staff pushed into win to provide support. New Haven teachers will progress monitor student achievement to provide timely and targeted planned instruction or extend learning opportunities as needed. New Haven will continue to have professional learning opportunities to collaborate on how to use MAP data to drive our tier 1 inclusive instruction, lesson design and "What I Need (WIN) time. New Haven teachers will assign individualized lessons in Edmentum/Exact path. New Haven's Instructional Leadership team will continue to analyze the data provided through the MAP assessments and other measures to determine growth, progress monitor and refine, develop an implementation plan to support professional development for teachers. Instructional specialist and district TOSAs will be utilized to support academic areas of need. K-4 Tier 2 intervention (Foundations and Just Words) used by Instructional Support Specialist and trained teachers. SPED will continue to work collaboratively with general education teachers, program specialist, and other support providers to provide support for students with disabilities. SPED teachers will continue to provide general education teachers with students' IEP at a glance. SPED teachers will collaborate with general education teachers using MAP data and classroom formative assessments to support students' individual needs. SPED program specialist, ERHMS providers, and district SPED TOSAs will be utilized to support social emotional and academic needs of SPED students. SPED goals aligned with grade level standards and areas of need.

SMART Goal

All students, including Students with Disabilities will meet their growth projections in MAP Reading and Math from Fall 2023 to Spring 2024.

Metric/Indicator	Baseline	Expected Outcome
NWEA MAP Student Summary Growth Report - Reading	Spring 2023: # of students % of students K * 1st: 28/55% 2nd: 20/40% 3rd: 20/43% 4th: 27/50% 5th: 26/40% 6th: 21/49% 7th: 18/56% 8th: 32/53%	5% increase of students meeting growth projection on NWEA MAP Reading
NWEA MAP Student Summary Growth Report - Math	Spring 2023: # of students % of students K * 1st: 28/53% 2nd: 15/29% 3rd: 22/48% 4th: 25/46% 5th: 39/60% 6th: 17/38% 7th: 19/59%	5% increase of students meeting growth projection on NWEA MAP Math

	8th: 33/56%	
NWEA MAP Assessment Summary- Overall performance percentile SWD (illuminate report)-Reading	Spring 2023: The percentage of students with disabilities scoring in the Lo achievement percentile in Reading 30 students/30 %(red) and 15 students 24%(orange)	Students with disabilities show a decrease of 2% of students performing low/low average (red/orange) in NWEA MAP Reading
NWEA MAP Assessment Summary- Overall performance percentile SWD (illuminate report)-Math	Spring 2023: The percentage of students with disabilities scoring in the Lo achievement percentile in Math 29 students/47 %(red) and 15 students 24%(orange)	Students with disabilities show a decrease of 2% of students performing low/low average (red/orange) in NWEA MAP Math

Targeted Resources Applied

Action	Resources	Money/Budget
Professional Development form SJCOE	LCFF- Supplemental	5000
Foundations consumables	LCFF- Supplemental	4440
Certificated pull out days, substitutes, time sheeting	LCFF- Supplemental	5400
Interventions/tutoring-Academic support	Title I Part A: Allocation	8,200
Paraprofessionals to support small group instruction and WIN Time	Other	

Progress Monitoring

October

January

April

Data

Data Analysis

Student Need 2:

2023-2024 Strategic Plan

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New Haven Elementary School

Implementation Plan

SMART Goal

Targeted Resources Applied

	LCFF- Supplemental	
	LCFF- Supplemental	
	Title I Part A: Allocation	
	LCFF- Supplemental	
	LCFF- Supplemental	
	LCFF- Supplemental	
	LCFF- Supplemental	

Progress Monitoring

October

January

April



District Goal

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

Site Goal

As part of our New Haven community, all students will feel valued, show growth, and demonstrate age-appropriate life skills in a safe, positive student-centered learning environment.

Base Requirements

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students.

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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.50	0.75	5.22	0.91	3.47	0.20
Expulsions	0.33	0.00	0.23	0.01	0.08	0.00

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 2019-20	District 2019-20	State 2019-20
Suspensions	5.65	4.19	2.45
Expulsions	0.00	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	524	109	20.8
Female	254	250	53	21.2
Male	280	274	56	20.4
American Indian or Alaska Native	2	1	1	100.0
Asian	23	23	0	0.0
Black or African American	14	14	5	35.7
Filipino	12	12	0	0.0
Hispanic or Latino	306	300	76	25.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	24	4	16.7
White	153	150	23	15.3
English Learners	114	114	24	21.1
Foster Youth	8	8	2	25.0
Homeless	29	28	12	42.9
Socioeconomically Disadvantaged	348	341	90	26.4
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	72	72	15	20.8

8/4/22 - 5/9/23 SUSPENSION DATA									
Incident Type	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Assault/Battery								1	01
Fighting/Attack w/o weapon					1	2			03
Inappropriate behavior/Object				2	1				03
Possess/Use Weapon								1	01
Profanity				1	1				02
Pushing/Shoving					1	1			02
Unsafe Behavior	4			10	6	2		3	25
SUSPENSION TOTAL	4			13	10	5		5	37

8/4/22 - 5/9/23 SUSPENSION DATA		
Incident Type	Asian Americans	SWD
Assault/Battery	0	1
Fighting/Attack w/o weapon	0	1
Inappropriate behavior/Object	0	0
Possess/Use Weapon	0	0
Profanity	0	1
Pushing/Shoving	0	0
Unsafe Behavior	0	4
SUSPENSION TOTAL	0	5

8/4/22 - 5/9/23 UNSAFE BEHAVIOR										
Incident Type	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Alleged Victim					1	4				
Perpetrator	1	13	5	1	33	26	12	2	13	106
Victim	2	1	1		4	4				12
Unsafe Behavior Total	3	14	6	1	38	34	12	2	13	123

Counseling Data as of 4/30/23										
As of 4/30/23	K	1	2	3	4	5	6	7	8	Total
Receiving Services	0	12	3	10	10	16	12	3	11	77
Referred for attendance	0	0	0	0	1	0	0	0	0	1
Referred for peer conflict	0	2	0	0	4	7	1	0	0	14
Referred for academics	0	1	1	2	1	1	3	1	2	12
Referred for mental & emotional support	0	9	2	8	4	8	8	2	9	50
Permission Slip Pending	0	3	2	4	4	2	3	3	2	23

Data Analysis

Data from Q behavior analysis incident report indicates 207 behavior incidents entered by the office and 37 suspensions. Highest areas of referrals are in unsafe behavior for grades 5 and 6. Suspensions for this school year compared to last school year show an increase in overall with total number of suspensions. Of the students suspended more than one they are on COST and receiving supports or were referred.

Data tracked and submitted by VCC counselors for 2021-2022 and 2022-2023 shows an increase in students needing multiple tiered supports. All stakeholders strongly believe in the need of counselors to run individual, small group sessions and collaborate with teachers on SEL. Since the pandemic, we have seen an increase in referrals to the counselor and an increase in the number of sessions conducted. Peer conflict resolution (peer solution) which supports students in resolving low level conflicts and educating them in conflict resolutions. Peer solution has resolved many tier 1 level problems from escalating. There is a need for more support with our peer solutions team. Restorative practices have been used in grade 7 and data shows no suspensions and low incidents.

Student Need 1:

Reduce the number of suspensions and increase students' ability to solve conflicts.

Implementation Plan

The site PBIS team will continue implementation and refinement of PBIS tier 1, continue developing tier 2 and refine tier 2 supports. The PBIS team will train all staff on the Patriot Way: be respectful, be responsible, and be safe. PBIS and COST team will continue to meet regularly to review data, monitor the effectiveness of the program, and continue to support students who need targeted tier 2 strategies and interventions. Staff will teach and review PBIS expectations with students at the beginning of the year " PBIS Kickoff Event" and midyear event. Reviewing expectations year-round and continuous process. School Site Assistants will be trained to implement PBIS and peaceful playgrounds. COST team will continue and be refined. Behavior data will be monitored by PLCs, COST, ILT, SSC, and administration. Maximum hours for a counselor will be provided. Counselors will meet individually and group counseling based on area of need. VCC counselors will track and submit data monthly. Peer Conflict Resolution (PCR) students will continue the program and refine alignment to PBIS. Professional development on restorative practices will be added to our PBIS tier 1 and tier 2.

SMART Goal

Reduce the number of suspensions and behavior incidents for all students including Students with Disabilities and Asian Americans.

Metric/Indicator	Baseline	Expected Outcome
Q Behavior Analysis Report	Number of suspensions 2022-2023: 37 Number of incident reports 2022-2023: 270 ATSI Groups suspensions: Students with Disabilities: 7/49 Asian Americans: 0/38	Decrease # of suspensions from 37 to 22 Decrease # of incidents from 270 to 200 Decrease the number of suspensions for Students with Disabilities from 7 to 6 Number of suspensions for Asian American at 0
School Based Counseling Services	Counselor Caseload-see chart	Reduce the need for counseling services.
Cost Referrals	Cost Referrals for behavior Numbers of referrals: 14 Number of services declined: 5 Number of students exited: 4	Increase the number of students identified to COST by 2% Increase the number of students exited from COST.

Resources to Support

Action	Resources	Money/Budget
Counselor	Title I Part A: Allocation	11,575
COST Team: substitutes will be available for teachers working with the COST team or other groups addressing attendance and engagement.	LCFF- Supplemental	500
PBIS: substitutes will be provided for staff release time for PBIS PLC work, data review and peer observations.	LCFF- Supplemental	1000
PBIS: Materials, incentives, signage, etc	LCFF- Supplemental	2000
PCR Program, including time sheeting	LCFF- Supplemental	500
Professional development/ conferences	LCFF- Supplemental	1000

Progress Monitoring

September

December

March

Data

Climate

YEAR	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	AVG/TOTAL
2019-20	98.03	97.36	96.66	94.59	94.69	95.1	94.2	94.15	0	0	95.72
2020-21	95.59	97.06	95.61	93.30	91.02	93.78	92.36	91.81	92.54	91.81	93.49
2021-2022	90.34	90.76	91.65	92.64	91.3	89.50	87.97	94.14	93.51	93.34	91.51
2022-2023	93.59	94.40	93.5	89.88	88.25	92.00	93.02	92.74			92.17
2022-23	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	AVG/TOTAL
Kinder	92.77	93.19	91.39	83.88	86.23	92.71	91.05	91.44	93.01		90.63
1st	93.57	96.05	94.46	92.1	88.12	90.57	92.84	92.03	91.51		92.36
2nd	90.11	94.66	92.69	88.46	85.79	95.05	92.41	93.06	90.93		91.46
3rd	94.74	94.93	96.53	88.79	87.51	90.99	94.5	94.84	94.82		93.07
4th	95.82	94.21	94.43	87.69	85.97	89.95	93.38	92.53	92.59		91.84
5th	93.85	93.14	93.53	92.03	88.79	91.05	91.28	93.42	93.71		92.31
6th	95.37	95.40	92.2	93.84	92.42	93.24	94.12	92.39	95.04		93.78
7th	90.50	94.89	95.61	91.18	92.6	91.18	93.77	93.79	94.37		93.10
8th	94.24	93.78	91.64	90.32	88.35	93.47	94.48	91.45	94.76		92.50
AVG/TOTAL	93.59	94.4	93.5	89.88	88.25	92.00	93.02	92.74	93.4		92.3088889

Data Analysis

2022-2023 data indicates that daily attendance continues to be concern. The average school wide daily attendance for 2022-2023 was 92%. The grades with the lowest daily attendance were Kindergarten (90%), 2nd grade (91%) and 4th grade (91%). Q data shows that out of our 486 students # were identified as chronically absent. ATSI groups that were chronically absent: Students with disabilities-12 students and Asian Americans with 5 students.

Of the 12 chronically absent group of students with disabilities, 7 students are from our SDC Counseling Enriched program, 3 RSP, and 2 in speech.

Student Need 2:

Increase school wide attendance rates and decrease chronic absenteeism through addressing students' barriers to learning and increasing student/family engagement.

Implementation Plan

Attendance data will be collected and reviewed by SSC, ILT, PBIS team and administration. Targeted attendance messaging with families through chalkboard in front of school, weekly email to teachers, student announcements, monthly newsletters, parent nights, and all school communication. PBIS school-wide incentives to recognize improvement in attendance rates at all levels. COST/VCC will offer tier 2 supports and monitor attendance in students at risk of becoming chronically absent, chronically tardy, and connect students and their parents with resources to improve attendance rates.

SMART Goal

Decrease chronic absenteeism from Fall 2023 to Spring 2024 including subgroups of Students with Disabilities and Asian Americans.

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Report(Q report)	Overall Chronic Absenteeism Rate 2022-2023: Grade Levels August 2022-May 2023 K 16/46 35%	Overall chronic absenteeism will decrease from 119 to 110 (7%) Chronic absenteeism for Asian Americans from 5 students to 4 students.

	1 11/52 21% 2 15/52 29% 3 11/49 22% 4 15/53 28% 5 16/67 24% 6 10/46 21% 7 7/33 21% 8 18/56 32% Overall 120/ 480 25% ATSI groups Asian Americans: 5/38 13% Students with Disabilities: 12/49 24%	Chronic absenteeism for Students with Disabilities from 12 students to 10 students.
Student/family engagement and attendance at events, activities (including ELOP).	Goal setting conferences: Fall attendance (school-wide) Winter attendance (school-wide) Back to School night(school-wide) ELOP(1 class for 2022-2023)	Attendance at goal setting conferences to 98%. Increase ELOP for 1 class per trimester
Percentage of students who attend Science Camp	35 students about 52% of the students attended Science Camp	Increase number of students who attend science camp by 10 students.

Resources to Support

Action	Resources	Money/Budget
Professional Development-conferences and trainings	Other	1000
Incentives and awards for attendance	LCFF- Supplemental	300
Educational excursions, assemblies, parent nights	Title I Part A: Allocation	3600
COST Team: substitutes and time sheeting will be available for teachers working with the COST team or other groups addressing attendance and engagement.	LCFF- Supplemental	300

Progress Monitoring

September

December

March

Data



District Goal

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

Site Strategic Goal

New Haven students will be provided an effective targeted tiered intervention and support needed to meet their individual goals.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	106	105	94	21.2%	21.5%	19.5%
Fluent English Proficient (FEP)	44	37	43	8.8%	7.6%	8.9%
Reclassified Fluent English Proficient (RFEP)	2			1.9%		

English Learners

NWEA MAP Reading: Fall to Spring 2023

Total	Total Eligible	#Met Growth	% Met Growth
92	72	31	43

English Learners

NWEA MAP Math: Fall to Spring 2023

Total	Total Eligible	#Met Growth	% Met Growth
92	72	38	53

NWEA Assessment Summary Reading

Router Date: Control Panel (05-09-2023)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: English Learner

Site: New Haven Elementary
 Scores for: Spring 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	2%	2
61 - 80	8%	7
41 - 60	16%	14
21 - 40	30%	27
1 - 20	44%	40
Total Students Tested		90



Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	53%
2-3	450-769	32%
4-5	770-954	9%
6-8	955-1079	3%
9-10	1080-1214	2%
11-CCR	1215-1355	0%

Lexile ranges derived from http://www.corestandards.org/assets/Appendix_A.pdf

NWEA Assessment Summary Math

Router Date: Control Panel (05-09-2023)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: English Learner

Site: New Haven Elementary
 Scores for: Spring 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	4%	4
61 - 80	7%	6
41 - 60	20%	18
21 - 40	20%	18
1 - 20	49%	44
Total Students Tested		90



Student Need 1:

Designated and integrated ELD support daily to increase rates of growth and mastery of grade level standards for students in Reading and Math and improve English language proficiency.

Implementation Plan

Staff will be trained on ELD strategies, rigorous lesson designed for designated ELD and provided collaboration time. EL students will be provided integrated ELD strategies across content area. Staff will have a list of EL students in their classroom and will track progress of ELD instruction (name and need). EL students will continue to receive designated ELD time for 30 minutes and integrated ELD strategies throughout the core curriculum. Bilingual para will push into classes 80% of the time and directly supporting students. EL progress will be monitored in ELPAC data and NWEA MAP growth and achievement data, attendance data, goal setting conferences, and classroom learning walks. Instructional specialist and district TOSAs will be utilized to support academic areas of need.

The percentage of English Learners meeting their projected growth targets in both NWEA Reading and Math will increase 7% from Fall 2023-Spring 2024.

Metric/Indicator	Baseline	Expected Outcome
Spring NWEA MAP ELA-EL students(Illuminate report-NWEA Assessment summary)	70% of EL students scored below average	EL students show a decrease of 7% of students performing low/low average (red/orange) in NWEA MAP Reading and Math
MAP Summary Growth-Reading	Spring 2023 English Language Learners: 31 students-43% met their projected growth projections in Reading. .	50% of students will meet their growth projections on NWEA MAP Reading.
MAP Summary Growth-Math	Spring 2023 38 students- 53% met their projected growth projections in Math.	60% of students will meet their growth projections on NWEA MAP Math.

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated pull out, substitutes, time sheeting.	LCFF- Supplemental	500
Time sheeting/Substitutes for training, data analysis and peer observation.	LCFF- Supplemental	500
Time sheeting for Paraprofessionals to provide additional support and translation	LCFF- Supplemental	500
Student incentives and awards	LCFF- Supplemental	236
Educational excursions	Title I Part A: Allocation	1400

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	24,775	0.00
LCFF- Supplemental	22,176	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF- Supplemental	22,176.00
Other	1,000.00
Title I Part A: Allocation	24,775.00

Stakeholder Input

Date

Multiple meetings were conducted with various stakeholders: 2/15/23, 2/16/23, 3/2/23, 3/13/23, 3/27/23, 4/14/21, 4/27/23, 5/4/23, 5/9/23.

Groups

The stakeholder groups included staff, students, parents, and specific subgroups such as the SSC parents and the ELAC parents. 2/15/23 Staff, parents, students, SSC, ELAC to discuss New Haven's needs based on data for the LCAP stakeholder meeting. SSC, ELAC, PLCs, and ILT review data and needs at every meeting. New Haven Patriot PLC team reviews school/grade level data and provides input on needs at every meeting. 4/27/23 SSC reviewed data and approved funding in strategic plan.

Outcome

Stakeholder input was compiled and reviewed. The major concerns were the school needs modernization, educational excursions, the need for counseling and after school tutoring. It was discussed that most of the physical site issues would be addressed with modernization. LCAP and Title I funding would be focused on the remaining areas and approved by SSC.

School Site Council Membership

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

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

Name of Members	Role
Debbie Doyle	Principal
Cherie Henke	Classroom Teacher
Faith Romero	Classroom Teacher
Beth Saldate	Classroom Teacher
Wendy Guardino	Other School Staff
Katrina Aguirre	Parent or Community Member
Jennifer Dovichi	Parent or Community Member
Trisha Gann	Parent or Community Member
Lindsey Toyama	Parent or Community Member
Corrina Escobar	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 School Plan for Student Achievement (SPSA) 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 SPSA 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 SPSA 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 SPSA was adopted by the SSC at a public meeting on 5-4-23.

Attested:

	Principal, Debbie Doyle on 5-5-23
	SSC Chairperson, Faith Romero on 5-5-23