



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.

Neil Hafley
39685936104533

Manteca Unified School District
39685930000000

School Site Vision

Neil Hafley School's Vision, aligned to that of Manteca Unified School District, is that all students will come to school, eager to participate in learning that is highly engaging and relevant to their future success. Learning will be provided in an environment that is safe, where all individuals strive to be outstanding, accepting of others and responsible citizens.

School Site Mission

Neil Hafley School's Mission is to provide a safe learning environment that addresses the social and emotional needs of students, includes positive behavioral interventions and supports and develops a sense of shared community both in the classroom and in the broader school environment. All students will have access to base/core and supplemental curriculum to achieve mastery in the state standards. Student engagement will be enhanced through partner and small group collaboration, as well as whole class discussions that develop student voice. Teachers will incorporate a variety of questioning techniques that provide formative assessment for the purpose of informing instruction and giving feedback to students. Learning will be relevant to the future success of our students and will include hands-on experiences, project-based lessons and the use of technology to develop digital responsibility.

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 American- Chronic Absenteeism, and Suspension
Hispanic Students- Academic Performance ELA and Math, Chronic Absenteeism, and Suspension
Socio-economically Disadvantaged- Academic Performance ELA and Math, 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.

Neil Hafley's plan includes three goals designed to address student performance.

Goal 1: By spring of 2024, every Neil Hafley student will meet or exceed the NWEA MAP district mean RIT in Reading and Mathematics. In addition, all grade levels will meet RIT growth in Reading and Math.

Goal 2: All Neil Hafley students will have access to a clean, safe learning environment.

Goal 3: By spring of 2024, those students in groups identified for Targeted Support and Improvement will meet or exceed the district mean RIT in Reading and Mathematics while lowering the percentage of students

identified as chronically absent and/or receiving suspension. Also, students who are identified as English Learners, including the 27 Asian and 2 Filipino students, will meet or exceed the district mean RIT in Reading and Mathematics.

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

The SPSA was developed through meetings with members of the School Site Council, the English Language Advisory Committee, Community Club and Associated Student Body. Throughout the school year, stakeholders continued to engage with the Principal and Vice Principal via School Site Council, English Language Advisory Committee and Community Club. These meetings routinely included review of the 2022-23 Strategic Plan, current site data on the three target areas (Standards, Safety and Emerging Students), and discussion about next steps. The need for further Actions and Services were identified during these meetings as well as in Safety Committee meetings and a school-wide Parent Survey.

A full calendar of events were also held in an effort to re-engage students, parents and the broader school community. Hafley's ASB Leadership Club students coordinated spirit weeks to increase school spirit, created a fall and winter-themed dance for middle schoolers, and added recognition of Native American culture at the request of one of our parents. Acorn League sports kicked off in the fall with Volleyball, followed by Basketball and both boys' and girls' teams worked to make it into the play-offs. Track was also offered in the spring. Office, Custodial, Instructional Leadership Team, Safety Team, and Special Education Team meetings resumed on campus. In mid-February, a Needs Assessment was conducted with classified, certificated staff, SSC and ELAC members. Information was presented on district and site including demographics available on the California Dashboard; Attendance, Absenteeism and Chronic Absenteeism; Student Discipline; English Learner Progress; and Measures of Academic Performance Data on Reading and Math. Results from Parent Safety Surveys collected in January were reviewed by the site Safety Committee and included in identified needs.

Resource Inequities

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

A high number of student absences and staffing issues continued to present challenges in meeting the goals in the 2022-2023 school year. Teachers expressed being challenged by the span of academic needs identified in their classrooms and called for supplemental curriculum and increased personnel including paraprofessionals in targeted classrooms to help them reach all students and opportunities afterschool and during the summer to help students bridge learning gaps. They also expressed concerns about the number and frequency of student absences as students were constantly coming and going. Increased and more severe student behaviors further complicated their jobs, prompting teachers to make COST referrals, call for additional counseling for students and request behavior support personnel. Teachers requested further training to support inclusion and the ability to implement social-emotional learning and supports like "Zen Dens" or "Calming Corners" on campus. Student incentives that support existing Positive Behavioral Interventions and Supports on campus as well as enrichment opportunities like art, music, pe were identified

as needs. Site-specific events like Dia de Los Muertos, Female Empowerment Day and Wellness Day were requested to meet the needs of students and promote equity and access. Parent and community engagement continued to be an area of need including supports for families dealing with challenging situations at home.

School Site Description

Neil Hafley School opened as a K-7 campus on August 27, 1984. At that time, it had a population of 810 students. In 1985 our campus grew into its present K-8 configuration and now accommodates between 700-750 students annually. A multi-purpose (cafeteria/gym) was completed in May of 2009. In the 2018-2019 school year, our school went through a modernization process resulting in new asphalt across campus, roof recovering, new playground equipment and an outdoor classroom.

Neil Hafley School has been implementing Positive Behavioral Interventions and Supports (PBIS) since 2015. Staff members use common language when referring to SOAR and expectations around campus. Students take part in daily lessons that teach school-wide expectations and incorporate social and emotional learning.

Students receive "Golden Tickets" for demonstrating characteristics of "SOAR," being safe, outstanding, accepting and responsible. They can then choose to collect the tickets and purchase items from a bi-weekly student store called the "Hawk's Nest" or add their tickets to the office raffle spinner to become eligible for weekly drawings. Awards are presented each trimester where students may receive lanyards, pins and certificates of recognition for Reading, Math, Honor Roll, Scholar awards, awards for being Safe, Outstanding, Accepting and Responsible and the overall SOAR-ing Student award. Teachers also mail home positive messages on postcards.

Neil Hafley School benefits from the active participation of parents who work together with teachers on the Community Club, the English Language Advisory Committee, and School Site Council. Annual fundraising events include the Walk-jog-athon, fall and spring book fairs, and a recently added school carnival, just to name a few. Neil Hafley's middle school students also enjoy participation in developing the yearbook, providing assistance to teachers in younger grades and a formal Associated Student Body Leadership class. Neil Hafley School is committed to the traditions that develop a positive school culture and engage students in meaningful learning.

To learn more about the many programs offered at Neil Hafley School, feel free to contact the school Principal, Lori Guzman-Alvarez at (209) 858-7215 or lguzman@musd.net.

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) | 25.20 | 85.73 | 885.50 | 84.32 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.60 | 5.63 | 38.90 | 3.71 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.50 | 8.58 | 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 | 29.50 | 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 | 2.50 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 2.50 | |

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) | 12.60 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 8.10 | |

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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2.0 |

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, primarily 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 |
| 727 | 49.2 | 23.1 | 0.4 |
| Total Number of Students enrolled in Neil Hafley. | 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. |

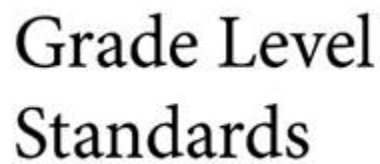
| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 168 | 23.1 |
| Foster Youth | 3 | 0.4 |
| Homeless | 9 | 1.2 |
| Socioeconomically Disadvantaged | 358 | 49.2 |
| Students with Disabilities | 96 | 13.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 19 | 2.6 |
| American Indian | 3 | 0.4 |
| Asian | 39 | 5.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| Filipino | 23 | 3.2 |
| Hispanic | 448 | 61.6 |
| Two or More Races | 23 | 3.2 |
| Pacific Islander | 4 | 0.6 |
| White | 168 | 23.1 |

Conclusions based on this data:

1. At Neil Hafley School, 23% of students are English Learners. This percentage has remained consistent in the last five years.
2. At Neil Hafley School, 49.2% of students were identified as Socioeconomically Disadvantaged in 2022-2023. Students are identified based on the collection of parent income data. Due to challenges in collecting this data, it is considered to be a low estimate of the actual percentage of students who qualify.
3. In the 2022-2023 school year, 61.6% of students were identified as Hispanic and 23.1% of students were identified as White. The number of Hispanic students has remained stable while the number of White students has decreased.



District Goal

Site Strategic Goal

Base Requirements

[illegible]

2023-2024 Strategic Plan Page 19 of 71 Neil Hafley

| 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 | 68 | 88 | | 0 | 87 | | 0 | 87 | | 0.0 | 98.9 | |
| Grade 4 | 81 | 71 | | 0 | 71 | | 0 | 71 | | 0.0 | 100.0 | |
| Grade 5 | 89 | 94 | | 0 | 93 | | 0 | 93 | | 0.0 | 98.9 | |
| Grade 6 | 69 | 96 | | 0 | 95 | | 0 | 95 | | 0.0 | 99.0 | |
| Grade 7 | 62 | 91 | | 0 | 89 | | 0 | 89 | | 0.0 | 97.8 | |
| Grade 8 | 99 | 68 | | 0 | 56 | | 0 | 55 | | 0.0 | 82.4 | |
| All Grades | 468 | 508 | | 0 | 491 | | 0 | 490 | | 0.0 | 96.7 | |

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 | | 2341. | | | 8.05 | | | 11.49 | | | 11.49 | | | 68.97 | |
| Grade 4 | | 2409. | | | 9.86 | | | 12.68 | | | 30.99 | | | 46.48 | |
| Grade 5 | | 2439. | | | 4.30 | | | 26.88 | | | 17.20 | | | 51.61 | |
| Grade 6 | | 2474. | | | 3.16 | | | 27.37 | | | 30.53 | | | 38.95 | |
| Grade 7 | | 2493. | | | 6.74 | | | 20.22 | | | 30.34 | | | 42.70 | |
| Grade 8 | | 2474. | | | 1.82 | | | 14.55 | | | 25.45 | | | 58.18 | |
| All Grades | N/A | N/A | N/A | | 5.71 | | | 19.59 | | | 24.08 | | | 50.61 | |

| 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 | | 9.20 | | | 43.68 | | | 47.13 | |
| Grade 4 | | 7.04 | | | 57.75 | | | 35.21 | |
| Grade 5 | | 12.90 | | | 61.29 | | | 25.81 | |
| Grade 6 | | 6.32 | | | 50.53 | | | 43.16 | |
| Grade 7 | | 7.87 | | | 66.29 | | | 25.84 | |
| Grade 8 | | 7.27 | | | 45.45 | | | 47.27 | |
| All Grades | | 8.57 | | | 54.69 | | | 36.73 | |

| 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 | | 4.65 | | | 30.23 | | | 65.12 | |
| Grade 4 | | 4.29 | | | 54.29 | | | 41.43 | |
| Grade 5 | | 6.45 | | | 43.01 | | | 50.54 | |
| Grade 6 | | 4.21 | | | 50.53 | | | 45.26 | |
| Grade 7 | | 10.23 | | | 43.18 | | | 46.59 | |
| Grade 8 | | 1.82 | | | 32.73 | | | 65.45 | |
| All Grades | | 5.54 | | | 42.71 | | | 51.75 | |

| 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 | | 3.45 | | | 70.11 | | | 26.44 | |
| Grade 4 | | 5.63 | | | 70.42 | | | 23.94 | |
| Grade 5 | | 4.30 | | | 72.04 | | | 23.66 | |
| Grade 6 | | 13.68 | | | 61.05 | | | 25.26 | |
| Grade 7 | | 13.48 | | | 66.29 | | | 20.22 | |
| Grade 8 | | 7.27 | | | 60.00 | | | 32.73 | |
| All Grades | | 8.16 | | | 66.94 | | | 24.90 | |

| 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 | | 6.90 | | | 50.57 | | | 42.53 | |
| Grade 4 | | 8.45 | | | 61.97 | | | 29.58 | |
| Grade 5 | | 9.68 | | | 54.84 | | | 35.48 | |
| Grade 6 | | 4.21 | | | 76.84 | | | 18.95 | |
| Grade 7 | | 8.99 | | | 65.17 | | | 25.84 | |
| Grade 8 | | 12.73 | | | 58.18 | | | 29.09 | |
| All Grades | | 8.16 | | | 61.63 | | | 30.20 | |

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 | 68 | 88 | | 0 | 87 | | 0 | 87 | | 0.0 | 98.9 | |
| Grade 4 | 81 | 71 | | 0 | 71 | | 0 | 71 | | 0.0 | 100.0 | |
| Grade 5 | 89 | 94 | | 0 | 94 | | 0 | 94 | | 0.0 | 100.0 | |
| Grade 6 | 69 | 96 | | 0 | 95 | | 0 | 95 | | 0.0 | 99.0 | |
| Grade 7 | 62 | 91 | | 0 | 88 | | 0 | 88 | | 0.0 | 96.7 | |
| Grade 8 | 99 | 68 | | 0 | 53 | | 0 | 53 | | 0.0 | 77.9 | |
| All Grades | 468 | 508 | | 0 | 488 | | 0 | 488 | | 0.0 | 96.1 | |

* 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 | | 2344. | | | 8.05 | | | 9.20 | | | 17.24 | | | 65.52 | |
| Grade 4 | | 2424. | | | 5.63 | | | 11.27 | | | 40.85 | | | 42.25 | |
| Grade 5 | | 2424. | | | 1.06 | | | 7.45 | | | 25.53 | | | 65.96 | |
| Grade 6 | | 2425. | | | 1.05 | | | 6.32 | | | 28.42 | | | 64.21 | |
| Grade 7 | | 2457. | | | 2.27 | | | 14.77 | | | 23.86 | | | 59.09 | |
| Grade 8 | | 2418. | | | 0.00 | | | 5.66 | | | 16.98 | | | 77.36 | |
| All Grades | N/A | N/A | N/A | | 3.07 | | | 9.22 | | | 25.61 | | | 62.09 | |

| 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 | | 8.05 | | | 28.74 | | | 63.22 | |
| Grade 4 | | 7.04 | | | 39.44 | | | 53.52 | |
| Grade 5 | | 1.06 | | | 36.17 | | | 62.77 | |
| Grade 6 | | 1.05 | | | 30.53 | | | 68.42 | |
| Grade 7 | | 3.41 | | | 36.36 | | | 60.23 | |
| Grade 8 | | 0.00 | | | 30.19 | | | 69.81 | |
| All Grades | | 3.48 | | | 33.61 | | | 62.91 | |

| 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 | | 9.20 | | | 28.74 | | | 62.07 | |
| Grade 4 | | 7.04 | | | 46.48 | | | 46.48 | |
| Grade 5 | | 1.06 | | | 46.81 | | | 52.13 | |
| Grade 6 | | 1.05 | | | 38.95 | | | 60.00 | |
| Grade 7 | | 5.68 | | | 53.41 | | | 40.91 | |
| Grade 8 | | 1.89 | | | 37.74 | | | 60.38 | |
| All Grades | | 4.30 | | | 42.21 | | | 53.48 | |

| 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 | | 5.75 | | | 49.43 | | | 44.83 | |
| Grade 4 | | 9.86 | | | 54.93 | | | 35.21 | |
| Grade 5 | | 2.13 | | | 47.87 | | | 50.00 | |
| Grade 6 | | 4.21 | | | 52.63 | | | 43.16 | |
| Grade 7 | | 5.68 | | | 63.64 | | | 30.68 | |
| Grade 8 | | 0.00 | | | 45.28 | | | 54.72 | |
| All Grades | | 4.71 | | | 52.66 | | | 42.62 | |

NEIL HAFLEY SCHOOL

MAP Site-District Norm Mean RIT Comparisons

Reading 2022-2023

Those RIT Scores highlighted have met or exceeded the District Mean RIT.

| Class by Grade Level | Fall Mean RIT | Winter Mean RIT | Spring Mean RIT | District Mean RIT |
|----------------------|---------------|-----------------|-----------------|-------------------|
| Freeman | N/A | N/A | N/A | 152 |
| Ries-Knight/Kaur | N/A | N/A | N/A | |
| Rusconi | N/A | N/A | N/A | |
| | | | | |
| Austin | 149.1 | 158.6 | 167.7 | 164.1 |
| Perez | 145.5 | 154.5 | 162.4 | |
| Teixeira | 147.3 | 156.7 | 163.5 | |
| | | | | |
| Baum | 160 | 169.9 | 176.8 | 177.6 |
| Berry | 156 | 168.6 | 173.5 | |
| Priest | 167.6 | 179.3 | 177.6 | |
| | | | | |
| Lane | 180.1 | 185 | 190.4 | 189.6 |
| Moran-McAuley | 174.6 | 186.4 | 191.2 | |
| Romero | 173.6 | 183.7 | 183.2 | |
| | | | | |
| Barnett | 188.5 | 190.6 | 196.9 | 195.3 |
| Harlan | 175.2 | 187.3 | 187 | |
| Sandhu | 189.8 | 191.9 | 195.5 | |
| | | | | |
| Rumble | 197.5 | 199.7 | 200.6 | 203.5 |
| Unterholzner | 201.3 | 205 | 206.4 | |
| | | | | |
| Heath | 207.7 | 209.6 | 211.3 | 210.6 |
| Talavera | 205.3 | 204.9 | 213.4 | |
| Telles | 203.5 | 209.9 | 208.7 | |
| | | | | |
| Clark/Schmelebeck | 213.9 | 205.5 | 210.7 | 213.3 |
| McBroom | 212.3 | 214 | 213.2 | |
| Thorpe | 209.6 | 210.6 | 211.6 | |
| | | | | |
| Cochran | 220.6 | 221.7 | 223.4 | 217.3 |
| Ruiz | 216.3 | 218.2 | 223.1 | |
| Vasquez | 210.8 | 214.9 | 217.4 | |

NEIL HAFLEY SCHOOL

MAP Site Number of Students Not Meeting District Mean RIT

Spring 2023

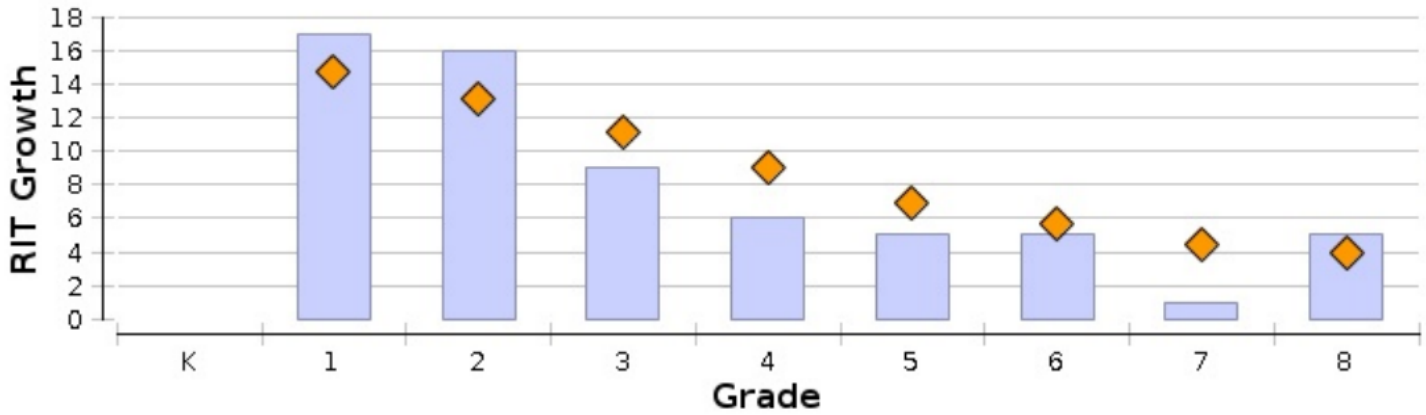
Reading

| Grade | District Mean RIT | Number of Students Assessed | Number of Students Not Meeting District Mean RIT |
|---------------|-------------------|-----------------------------|--|
| Kindergarten | 150.5 | 22 | 9 |
| First Grade | 164.1 | 78 | 51 |
| Second Grade | 177.6 | 78 | 48 |
| Third Grade | 189.6 | 80 | 53 |
| Fourth Grade | 195.3 | 94 | 71 |
| Fifth Grade | 203.5 | 70 | 47 |
| Sixth Grade | 210.6 | 98 | 65 |
| Seventh Grade | 213.3 | 88 | 60 |
| Eighth Grade | 217.3 | 86 | 52 |

Mathematics

| Grade | District Mean RIT | Number of Students Assessed | Number of Students Not Meeting District Mean RIT |
|---------------|-------------------|-----------------------------|--|
| Kindergarten | 152.7 | 70 | 36 |
| First Grade | 169.7 | 78 | 56 |
| Second Grade | 180.5 | 80 | 55 |
| Third Grade | 193.9 | 81 | 55 |
| Fourth Grade | 199.4 | 94 | 74 |
| Fifth Grade | 208.3 | 71 | 58 |
| Sixth Grade | 215.8 | 99 | 51 |
| Seventh Grade | 219.5 | 88 | 67 |
| Eighth Grade | 223.9 | 86 | 54 |

Language Arts: Reading



Data Analysis

The School Site Council reviewed NWEA MAP growth data at their September 29, 2022; October 27, 2022; January 19, 2023 and February 16, 2023 meetings. This data was also shared at the Annual Title 1 Parent Meeting on September 8, 2022. As of winter of 2023, 8 of 26 classes met or exceeded the district mean RIT in Reading as compared to 7 of 23 classes who met or exceeded the district mean RIT in Reading in the winter of 2022. Five classes in grades 5-8 did not meet or exceed the district mean RIT in Reading this year. In the winter of 2022, five classes did not meet or exceed the district mean RIT in Reading. Following the winter 2023 administration, 366 students were identified as not meeting the district mean RIT in Reading compared to 346 students in fall of 2022. This information was presented to the School Site Council on March 23, 2023. While the MAP Reading data does not indicate improvement in student performance, the proposed Actions in the previous plan were considered appropriate. As student attendance and engagement data will later indicate, chronic absenteeism, student behavioral incidents and staffing shortages are considered to have negatively impacted outcomes.

Student Need 1:

Neil Hafley teachers will have access to instructional supplies and copies, technology and peripherals for presentation, base/core and supplemental curriculum, and training to improve student performance in ELA.

Implementation Plan

Neil Hafley students will be assessed in ELA using the NWEA MAP Assessment in fall, winter and spring. This information will be used to identify individual learning goals for students. Students will then be provided with access to grade level ELA standards by staff trained in academic engagement, effective instructional strategies and use of base/core curriculum designed to scaffold learning.

SMART Goal

By spring of 2024, 60% of Neil Hafley classes will meet or exceed the NWEA MAP district mean RIT in Reading.

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|---|
| Spring 2024 NWEA MAP Site, District and Norm Mean RIT Comparisons in ELA/Reading | Based on results of NWEA MAP administration in spring of 2023, 12 of 24 classes met or exceeded the district mean RIT in Reading | By spring of 2024, every Neil Hafley student will meet or exceed the NWEA district mean RIT in Reading. |

| | | |
|---|---|---|
| Spring 2024 NWEA MAP Site Number of Students Not Meeting District Mean RIT in Reading | Based on results of NWEA MAP administration in spring of 2023, 341 students were not meeting the district mean RIT in Reading | By spring of 2024, every Neil Hafley student will meet or exceed the NWEA district mean RIT in Reading. |
| MAP Reading Student Growth Fall 2023 to Winter 2024 | In a comparison of Fall 2022 to Winter 2023 Student Growth data, only two grade levels were meeting growth projections. | By winter of 2024, every grade level will meet or exceed the Student Growth projection in Reading. |

Targeted Resources Applied

| Action | Resources | Money/Budget |
|--|----------------------------|--------------|
| Certificated staff will have access to basic instructional supplies. | District Funded | 853.50 |
| Certificated staff will have the ability to make copies for students, parents and staff utilizing the Ricoh or similar copy machine. Fees may include paper, toner and supplies. | District Funded | 2,000.00 |
| Certificated staff will have the ability to make copies for students, parents and staff utilizing the Print Shop or similar copy service. | District Funded | 1,500.00 |
| Certificated staff will have working presentation technology including large monitors, document cameras and cables. | LCFF- Supplemental | 1,500.00 |
| A laminator and lamination film will be available for Certificated staff to create hands-on, instructional materials for the classroom. | District Funded | 200.00 |
| Wall-sized whiteboards will be purchased to replace those that are damaged. | District Funded | 490.00 |
| Staff will have working technology and peripherals including dual monitors, a docking station, and camera for use during instruction. | LCFF- Supplemental | 1,500.00 |
| Books will be purchased, such as novel sets, to supplement the stories presented in the base/core curriculum. | LCFF- Supplemental | 540.00 |
| Time-sheets will be provided so that Certificated and Classified staff can participate in collaboration and professional learning outside of their regular workday. | Title I Part A: Allocation | 542.43 |

| | | |
|---|----------------------------|----------|
| Substitutes will be provided for Certificated staff to have release time for planning and peer observation. | Title I Part A: Allocation | 787.50 |
| Educational excursions, both in-person and virtual, will support student engagement and understanding of the real-world application of learned concepts. | LCFF- Supplemental | 3,000.00 |
| Administrative and office team members will have access to working technology including monitors, docking stations, sound bars, cameras and peripherals for meetings and trainings. | District Funded | 700.00 |

Progress Monitoring

October

NEIL HAFLEY SCHOOL

MAP Site, District and Norm Mean RIT Comparisons

Mathematics- 2022-2023

Those RIT Scores highlighted have met or exceeded the District Mean RIT.

| Class by Grade Level | Fall Mean RIT | Winter Mean RIT | Spring Mean RIT | District Mean RIT |
|----------------------|---------------|-----------------|-----------------|-------------------|
| Freeman | 139.8/137.5 | 148.2 | 156.2 | 152.7 |
| Ries-Knight/Kaur | 138.8 | N/A | 149.7 | |
| Rusconi | 139.5/136.5 | 146.6 | 156.4 | |
| | | | | |
| Austin | 152.8 | 162.2 | 172.1 | 169.7 |
| Perez | 153.7 | 161.8 | 168.3 | |
| Teixeira | 154.1 | 160.5 | 167.5 | |
| | | | | |
| Baum | 166 | 174.8 | 181.4 | 180.5 |
| Berry | 160 | 169.3 | 175.3 | |
| Priest | 168.8 | 180.3 | 185.2 | |
| | | | | |
| Lane | 181.2 | 189.2 | 193.5 | 193.9 |
| Moran-McAuley | 180.7 | 190.5 | 197.2 | |
| Romero | 171.5 | 181.2 | 186.6 | |
| | | | | |
| Barnett | 190.6 | 193.4 | 198.3 | 199.4 |
| Harlan | 180.1 | 187.4 | 190.1 | |
| Sandhu | 190.2 | 195.3 | 199.4 | |
| | | | | |
| Rumble | 204.1 | 205.6 | 207.5 | 208.3 |
| Unterholzner | 204.6 | 207.4 | 208.6 | |
| | | | | |
| Heath | 206.6 | 212.8 | 215.6 | 215.8 |
| Talavera | 203.3 | 209.6 | 213.2 | |
| Telles | 203.1 | 213.6 | 211.6 | |
| | | | | |
| Clark/Schmelebeck | 216.8 | 212.1 | 215.4 | 219.5 |
| McBrook | 214.8 | 216.4 | 221.1 | |
| Thorpe | 211.4 | 213 | 215.0 | |
| | | | | |
| Cochran | 223.1 | 225.2 | 232.2 | 223.9 |
| Ruiz | 218.8 | 221.3 | 225.3 | |
| Vasquez | 212.5 | 214.9 | 217.3 | |

NEIL HAFLEY SCHOOL

MAP Site Number of Students Not Meeting District Mean RIT

Spring 2023

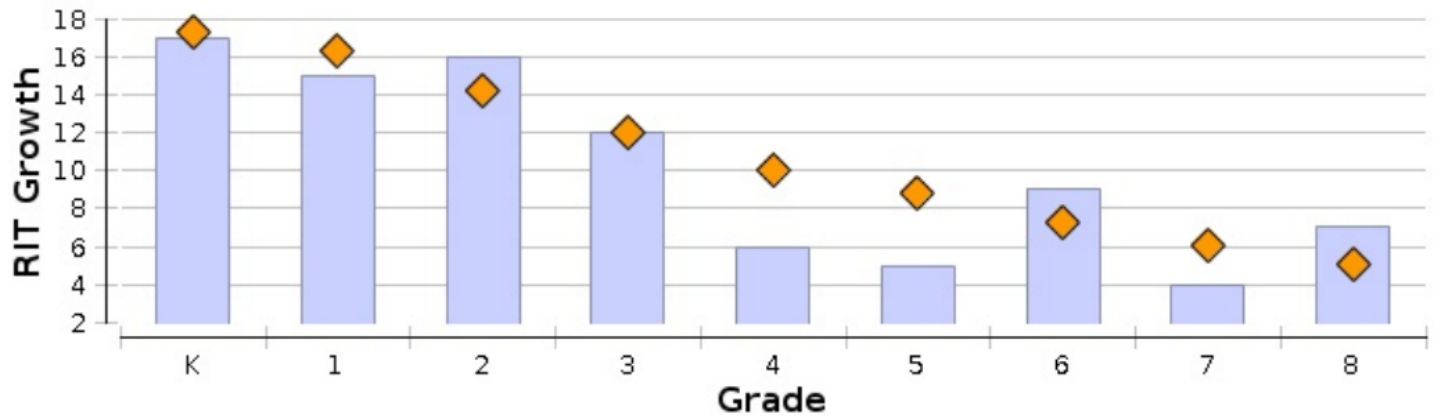
Reading

| Grade | District Mean RIT | Number of Students Assessed | Number of Students Not Meeting District Mean RIT |
|---------------|-------------------|-----------------------------|--|
| Kindergarten | 150.5 | 22 | 9 |
| First Grade | 164.1 | 78 | 51 |
| Second Grade | 177.6 | 78 | 48 |
| Third Grade | 189.6 | 80 | 53 |
| Fourth Grade | 195.3 | 94 | 71 |
| Fifth Grade | 203.5 | 70 | 47 |
| Sixth Grade | 210.6 | 98 | 65 |
| Seventh Grade | 213.3 | 88 | 60 |
| Eighth Grade | 217.3 | 86 | 52 |

Mathematics

| Grade | District Mean RIT | Number of Students Assessed | Number of Students Not Meeting District Mean RIT |
|---------------|-------------------|-----------------------------|--|
| Kindergarten | 152.7 | 70 | 36 |
| First Grade | 169.7 | 78 | 56 |
| Second Grade | 180.5 | 80 | 55 |
| Third Grade | 193.9 | 81 | 55 |
| Fourth Grade | 199.4 | 94 | 74 |
| Fifth Grade | 208.3 | 71 | 58 |
| Sixth Grade | 215.8 | 99 | 51 |
| Seventh Grade | 219.5 | 88 | 67 |
| Eighth Grade | 223.9 | 86 | 54 |

Math: Math K-12



January

April

Data

Data Analysis

The School Site Council reviewed NWEA MAP growth data at their September 29, 2022; October 27, 2022; January 19, 2023 and February 16, 2023 meetings. This data was also shared at the Annual Title 1 Parent Meeting on September 8, 2022. As of winter of 2023, 9 of 26 classes met or exceeded the district mean RIT in Math as compared to 9 of 23 classes who met or exceeded the district mean RIT in Math in the winter of 2022. Five classes in grades 5-8 did not meet or exceed the district mean RIT in Reading this year. In the winter of 2022, four classes did not meet or exceed the district mean RIT in Math. Following the winter 2023 administration, 398 students were identified as not meeting the district mean RIT in Math compared to 392 students in fall of 2022. This information was presented to the School Site Council on March 23, 2023. While the MAP Math data does not indicate improvement in student performance, the proposed Actions in the previous plan were considered appropriate. As student attendance and engagement data will later indicate, a significant increase in chronic absenteeism, student behavioral incidents and staffing shortages are considered to have negatively impacted outcomes.

Student Need 2:

Neil Hafley teachers will have access to instructional supplies and copies, technology and peripherals for presentation, base/core and supplemental curriculum, and training to improve student performance in Mathematics.

Implementation Plan

Neil Hafley students will be assessed in Mathematics using the NWEA MAP Assessment in fall, winter and spring. This information will be used to identify individual learning goals for students. Students will then be provided with access to grade level Mathematics standards by staff trained in academic engagement, effective instructional strategies and use of base/core curriculum designed to scaffold learning.

SMART Goal

By spring of 2024, 60% of Neil Hafley classes will meet or exceed the NWEA MAP district mean RIT in Math.

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| Spring 2024 NWEA MAP Site, District and Norm Mean RIT Comparisons in Mathematics | Based on results of NWEA MAP administration in spring of 2022, 11 of 23 classes met or exceeded the district mean RIT in Mathematics | By spring of 2024, every Neil Hafley student will meet or exceed the NWEA district mean RIT in Mathematics |
| Spring 2024 NWEA MAP Site Number of Students Not Meeting District Mean RIT in Reading | Based on results of NWEA MAP administration in spring of 2022, 382 students were not meeting the district mean RIT in Mathematics | By spring of 2024, every Neil Hafley student will meet or exceed the NWEA district mean RIT in Mathematics |
| MAP Student Growth Fall 2023 to Winter 2024 | In a comparison of Fall 2022 to Winter 2023 Student Growth data, only two grade levels were meeting growth projections and one was exceeding. | By winter of 2024, every grade level will meet or exceed the Student Growth projection in Math. |

Targeted Resources Applied

| Action | Resources | Money/Budget |
|--|----------------------------|---------------------|
| Certificated staff will have access to basic instructional supplies. | District Funded | 853.50 |
| Certificated staff will have the ability to make copies for students, parents and staff utilizing the Ricoh or similar copy machine. Fees may include paper, toner and supplies. | District Funded | 2,000.00 |
| Certificated staff will have the ability to make copies for students, parents and staff utilizing the Print Shop or similar copy service. | District Funded | 1,500.00 |
| Certificated staff will have working presentation technology including large monitors, document cameras and cables. | LCFF- Supplemental | 1,500.00 |
| A laminator and lamination film will be available for Certificated staff to create hands-on, instructional materials for the classroom. | District Funded | 200.00 |
| Wall-sized whiteboards will be purchased to replace those that are damaged. | District Funded | 490.00 |
| Staff will have working technology and peripherals including dual monitors, a docking station, and camera for use during instruction. | LCFF- Supplemental | 716.26 |
| Time-sheeting will be provided so that Certificated and Classified staff can participate in collaboration and professional learning outside of their regular workday. | Title I Part A: Allocation | 542.43 |

| | | |
|---|----------------------------|----------|
| Substitutes will be provided for Certificated staff to have release time for planning and peer observation. | Title I Part A: Allocation | 787.50 |
| Educational excursions, both in-person and virtual, will support student engagement and understanding of the real-world application of learned concepts. | LCFF- Supplemental | 3,000.00 |
| Administrative and office team members will have access to working technology including monitors, docking stations, sound bars, cameras and peripherals for meetings and trainings. | District Funded | 700.00 |

Progress Monitoring

October

January

April



District Goal

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

Site Goal

All Neil Hafley students will have access to a clean, safe 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 safe and clean 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 | 3.65 | 1.50 | 5.22 | 0.91 | 3.47 | 0.20 |
| Expulsions | 0.12 | 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 | 2.67 | 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 | 733 | 721 | 169 | 23.4 |
| Female | 340 | 337 | 73 | 21.7 |
| Male | 393 | 384 | 96 | 25.0 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 37 | 37 | 9 | 24.3 |
| Black or African American | 21 | 21 | 6 | 28.6 |
| Filipino | 22 | 22 | 0 | 0.0 |
| Hispanic or Latino | 448 | 440 | 114 | 25.9 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 1 | 33.3 |
| Two or More Races | 23 | 23 | 6 | 26.1 |
| White | 177 | 173 | 33 | 19.1 |
| English Learners | 161 | 159 | 41 | 25.8 |
| Foster Youth | 5 | 5 | 0 | 0.0 |
| Homeless | 37 | 37 | 18 | 48.6 |
| Socioeconomically Disadvantaged | 576 | 569 | 153 | 26.9 |
| Students Receiving Migrant Education | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 117 | 114 | 40 | 35.1 |

| | | | | | | | | | | | |
|------------------|-------------------------------|---|--|---|---|----|----|----|----|---|----|
| Suspension | Aide/Abet | | | | | | 1 | | 3 | | 4 |
| | Bullying/Cyberbullying | | | | | | | | 1 | | 1 |
| | Dangerous Object | | | | 1 | 2 | | | | | 3 |
| | Defiance | | | | | | | 1 | 2 | | 3 |
| | Fighting/Attack w/o Weapon | 4 | | 1 | 8 | 17 | 13 | 6 | 3 | | 52 |
| | Hate Crime/Racial Slurs | | | | | | 1 | | | | 1 |
| | Possess/Use Tobacco | | | | | | | 1 | | | 1 |
| | Profanity | | | | | 2 | | 2 | 1 | | 5 |
| | Pushing/Shoving | | | | | | | | 1 | | 1 |
| | Sexual Harassment | | | | 1 | | | 1 | 2 | | 4 |
| | Threat of Attack - w/o Weapon | | | | | | | 2 | | | 2 |
| | Unsafe Behavior | 3 | | 1 | 2 | 4 | 2 | 1 | | | 13 |
| | Vape Pen: Nicotine | | | | | | | | 1 | | 1 |
| | Vape Pen: THC | | | | | | 1 | | | | 1 |
| Suspension Total | | 7 | | 1 | 1 | 12 | 26 | 18 | 20 | 7 | 92 |

NEIL HAFLEY SCHOOL

Suicide Protocols Completed for Students

| School Year | Number of Students for Which Protocols were Completed |
|-------------|---|
| 2020-2021 | 9 |
| 2021-2022 | 11 |
| 2022-2023 | 14 |

Data Analysis

Health and Social/Emotional Safety concerns Post-Pandemic continued to have a big impact on student and staff attendance. Additional procedures were continued including phone calls and emails to follow up when students did not certify to come to school and group notification for positive COVID-19 cases. The Health Room procedure was again implemented so that students who were symptomatic were quickly removed from the classroom where they could infect others. Valley Community Counselors, the School Psychologist and Administration completed Suicide Safety Protocols when students expressed risk of self-harm.

Chronic Absenteeism increased in the 2021-2022 school year from approximately 20% of students in spring of 2021 to 55% of students by spring of 2022. The percentage of chronically absent students in May of 2023 was 35%.

This data was presented to the School Site Council. It was subsequently shared with the English Language Advisory Committee and reviewed with Neil Hafley Staff during a data review on February 15, 2023. While the data does not indicate an improvement from last year, it is considered to be the cause of circumstances related to student and staff absences rather than the result of a poorly planned strategy.

Student Behavior data was reviewed by the School Site Council on October 27, 2022 and February 16, 2023. It was also reviewed in subsequent English Language Advisory Committee Meetings. It was noted that the behavior data is not comparable to previous years due to the effects that the COVID-19 Pandemic has had on student, parent and community physical/mental/social well-being. In comparing our current 92 Suspensions to the number of Suspensions in previous years, you will see that we have not had this many suspensions since 2016. See below:

2015 = 125 Suspensions
2016 = 85 Suspensions
2017 = 19 Suspensions
2018 = 3 Suspensions
2019 = 15 Suspensions
2020 = COVID/Distance Learning/Not comparable data = 6 Suspensions
2021 = 42 Suspensions
2022 = 92 Suspensions

Suspensions had been falling since the site's implementation of Positive Behavioral Interventions and Supports but increased after the return to school from COVID closure. It is believed that the stress that families and students experienced during school closure has resulted in increased difficulty attending school and coping with academic and social pressures. The Instructional Leadership Team met with Coach David LaRose and discussed this issue on April 13, 2022 and April 6, 2023. The ILT supported teachers in developing "Minute-by-Minute" plans for the start of the 2022-23 school year for those students who need them. These plans were developed by teachers for "focus students" and were monitored throughout the school year.

A site Safety Survey was administered in January of 2023 and results were reviewed by the School Safety Committee on February 2, 2023; the School Site Council on February 16, 2023; and English Language Advisory Committee. The results of these surveys were incorporated into the Site Safety Plan. A sample could not be attached here due to limited ability to add attachments.

While student behavior issues were minimal during distance learning (March 2020-November of 2020), the issue of student engagement became the greatest concern. An Outreach Assistant was hired on February 1, 2022 and an implementation plan was developed to help re-engage students, parents and community. A report was submitted to the district office on April 14, regarding her work to connect with the families of Chronically Absent students, update non-working phone numbers and email addresses and support students through planning Wellness Day held on April 12, 2022. In November of 2022, the Outreach Assistant began to miss work and eventually resigned in January of 2023. A new Outreach Assistant was hired and began work on April 17, 2023.

Student Need 1:

All Neil Hafley students will have access to a clean, safe learning environment.

Implementation Plan

The office and custodial teams will be provided with basic supplies to operate the school and maintain a clean, safe, learning environment for students.

SMART Goal

By spring of 2024, the percentage of students identified as chronically absent will decrease to 20% or less of the student population. The number of students for whom Safety Protocols will be completed will decrease below 10.

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| Attendance Data collected from Q shows which students have missed 10% or more of the days they were enrolled, identifying them as Chronic Absentees. | Attendance Data collected from Q in the 2022-2023 school year showed that 315 students were considered Chronic Absentees in comparison 406 students in 2021-2022 and 154 students in 2020-2021. | We do anticipate that the number of students who are identified as Chronic Absentees will decrease as more students and adults become fully vaccinated and attention is given to the importance to maintaining good attendance in school. We project that fewer than 150 students will be identified as Chronic Absentees during the 2023-2024 school year. |
| The number of students for whom Safety Protocols were completed annually | The number of students for whom Safety Protocols were completed has increased, annually, and is currently at 14. | The number of students for whom Safety Protocols will be completed will decrease below 9. |

Resources to Support

| Action | Resources | Money/Budget |
|---|-----------------|--------------|
| Administrative and office team members will have access to basic office supplies. | District Funded | 881.00 |
| Administrative and office team members will have the ability to make | District Funded | 2,000.00 |

| | | |
|--|----------------------------|-----------|
| copies for students, parents and staff utilizing the Ricoh or similar copy machine. | | |
| Administrative and office team members will have the ability to make copies for students, parents and staff utilizing the district Print Shop or similar service. | District Funded | 1,500.00 |
| Administrative and office team members will have access to purchase materials and supplies for school activities, events and trainings. | District Funded | 500.00 |
| Administrative and office team members will have access to purchase food, beverages, paper products for school activities, events and trainings. | District Funded | 700.00 |
| An administrative designee will be provided to ensure safety when the site administrators are unable to be present on campus. | District Funded | 2,000.00 |
| Custodial team members will have access to basic cleaning equipment and supplies. | District Funded | 10,655.00 |
| Custodial team members will have access to materials and supplies in order to provide for routine cleaning and maintenance of the school facility. | District Funded | 497.00 |
| Office team members and school site assistants will have access to basic first aid supplies including adhesive bandages, gloves, sanitizing wipes, gauze pads, and ice bags. | District Funded | 150.00 |
| Sanitary napkins will be provided to students, as needed. | District Funded | 100.00 |
| Repairs and programming will be paid for walkie talkie radios, as needed. Replacement parts will be purchased including ear pieces, antennae, and batteries. | District Funded | 300.00 |
| An Outreach Assistant will be hired to help re-engage students and families. | Title I Part A: Allocation | 15,283.86 |
| Additional counseling, beyond that provided by the school district, will be provided to ensure students have access to counseling for social and emotional support which will enable them to better focus on learning. | Title I Part A: Allocation | 26,220.00 |

| | | |
|--|-----------------|----------|
| Trees will be added to the kindergarten playground area to provide shade in order to prevent heat exhaustion when temperatures are above 100 degrees. | District Funded | 4,000 |
| A fence will be installed within the dumpster area to ensure a secure campus on days when the garbage is being picked up and the outer gates need to be left open. | District Funded | 6,000 |
| Hooks will be installed to hold jackets and backpacks so they do not cause trip hazards in the classroom. | District Funded | 2,500.00 |
| Security camera replacement and repairs will be made. | District Funded | 500.00 |
| Bull horns and portable PA systems will be purchased to communicate with groups of students outdoors. | District Funded | 500.00 |
| Classified time-sheeting will be provided to those who provide additional supervision at school events. | District Funded | 750.00 |
| Materials and supplies including whistles and signs will be provided to ensure safe entrance and egress to the school as well as supervision on the yard. | District Funded | 500.00 |
| Working blinds will be purchased for windows where curtains do not provide security during lockdown. | District Funded | 5,000.00 |

Progress Monitoring

September

December

March

Data

Members of the Positive Behavioral Supports and Intervention (PBIS) Team met with the Instructional Leadership Team on Friday, April 13, 2022, to provide an update on their progress in implementing PBIS at the site. The ILT, including the PBIS Team identified their next steps which would include increased use of positive reinforcements with training for teachers; added incentives for Middle School students; and opportunities to support Saturday School as an intervention for students.

This school year, Kindergarten and grades 4-7 have the highest number of behavior penalties. An additional Hawks' Nest student store has been implement to increase the frequency of rewards and include student choice while the weekly raffle continues to be a popular incentive.

Student Need 2:

On-going training and access to materials and supplemental resources for staff will be needed to further implement Positive Behavioral Interventions/Supports and Social Emotional Learning. Students will take part in daily lessons to teach and strengthen coping strategies. In order to reinforce and incentivize school attendance and positive behaviors, all Neil Hafley students will be able to receive positive post cards from staff, golden tickets which will give them the ability to earn rewards and recognition in assemblies. Students will be assigned Saturday School for chronic absenteeism, more severe or reoccurring behavioral infractions and/or being in-danger of not promoting from 8th grade. Saturday School will be taught by a Certificated Teacher and will include participation in a supplemental curriculum designed to address attendance and behavior.

Implementation Plan

Positive Behavioral Interventions and Supports Training will be provided by members of the PBIS/ILT Team, the district office, or received from outside agencies. Staff will mail home positive post cards to acknowledge students with improved academics, attendance and behavior. Staff will award golden tickets that can be included in weekly drawings for prizes to incentivize academic performance, good attendance and behavior. Students with good or improved academics, attendance and behavior may be recognized in assemblies. Students with chronic absenteeism, more severe or reoccurring behavioral infractions and/or students in danger of not promoting from 8th grade may be referred to the Coordination of Services Team. Several certificated teachers will be time-sheeted to provide Saturday School. These certificated teachers will take part in several days of training on the "Why Try?" Program which addresses attendance and behavior. Once trained, they will identify the necessary materials and supplies needed to implement the program during Saturday School. Saturday School was scheduled and students were identified based on criteria developed by the PBIS Team including chronic absenteeism, behavior or in-danger of not promoting from 8th grade. This Implementation Plan was negatively impacted last year by staff shortages which interfered with obtaining substitutes for teacher training.

SMART Goal

By spring of 2024, the number of suspensions will decrease by 50%, equal to 43 suspensions or less.

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|--|
| Q Behavior Analysis Report for the period of 8/4/2022 to 5/27/23 | As of 3/27/23, 345 behavior incidents occurred including 86 suspensions. | The number of student suspensions will decrease as PBIS is further implemented and resources are provided to mitigate the social and emotional impacts of COVID-19. Data cannot be compared to the period of March 2020-November 2021, when most students were on distance learning and many students were out of school on quarantine or isolation. |

| | | |
|--|--|--|
| | | The total number of behavioral incidents is expected to be less than 100 and the number of suspensions is expected to be 43 or less. |
|--|--|--|

Resources to Support

| Action | Resources | Money/Budget |
|---|----------------------------|---------------------|
| During training, each staff member will receive a folder of Positive Behavioral Interventions and Supports information and sample documents. | District Funded | 132.00 |
| Staff will mail home positive post cards to acknowledge students with improved academics, attendance and behavior. | District Funded | 35.00 |
| Certificated teachers will be time-sheeted for holding 9 Saturday Schools (1 per month) for 3.5 hours each time. | Title I Part A: Allocation | 4,527.28 |
| Substitute teachers will be hired to cover classrooms for teachers to participate in collaboration and training on PBIS and supplemental curriculum designed to address attendance and behavior. | Title I Part A: Allocation | 6,700.00 |
| Certificated teachers will participate in training on PBIS and supplemental curriculum designed to address attendance and behavior. | Title I Part A: Allocation | 2,000.00 |
| Awards including lanyards, pins, certificates, and prizes will be purchased to incentivize good attendance, engagement and positive behavior. | LCFF- Supplemental | 10,000.00 |
| Materials and supplies will be purchased to provide daily PBIS and SEL lessons. | District Funded | 2,500.00 |
| Recess equipment and supplies will be purchased to provide students with activities that are engaging and support collaboration and social skill development that can transfer to the classroom and academic areas. | District Funded | 1,200.00 |
| Murals and signs to inform students of positive behavior will be added to areas where large groups of students gather. | District Funded | 14,000.00 |

Progress Monitoring

September

December

March

Data

**Neil Hafley Elementary School
Manteca, California**

Parent Questionnaire on School Climate 2022-23

Grand Total pg 1

The vision of Neil Hafley School is to provide learning in a safe environment where all individuals strive to be outstanding, accepting of others and responsible citizens. We would like your honest feedback about how we are doing. The information from this questionnaire will help us determine areas of strength as well as areas where we could improve. We would greatly appreciate your response to the following survey by Monday, January 30.

Please circle the number or check (✓) the one column for each question that best describes your response:

1. *Please indicate how strongly you agree or disagree with these statements:*

- a) Students at Neil Hafley School get along well.
- b) Students at school know how to report harassment and bullying to school officials.
- c) Every student at school feels like he or she belongs here.
- d) Neil Hafley School creates opportunities for students to get to know each other.
- e) At school, adults and students listen to each other.
- f) Students look forward to coming to school in the morning.
- g) School staff work hard to maintain a clean and welcoming campus by removing graffiti and cleaning up litter.

Strongly Disagree Strongly Agree

13 49
18 218 348 461 551
19 218 338 456 561
19 212 342 451 569
14 212 367 467 552
18 212 352 448 562
14 211 338 449 569
13 24 321 448 5108

2. *How satisfied are you with the following student programs and/or activities:*

- a) Associated Student Body-sponsored activities (Spirit Weeks, Kids Can Food Drive)
- b) Award Assemblies (Reading/Math Awards, Honor Roll, SOAR-ing Student, Safe Student, Outstanding Student, Accepting Student, Responsible Student, Scholar Award)
- c) Community Club-sponsored activities (Walk-Jog-a-thon, Fall/Spr Book Fairs, Local Restaurant Fundraisers)
- d) Counseling

Do Not know Poorly Satisfactory Very Well

(23) (5) (85) (70)

Do Not know Poorly Satisfactory Very Well

(10) (4) (66) (104)

Do Not know Poorly Satisfactory Very Well

(13) (5) (73) (92)

Do Not know Poorly Satisfactory Very Well

(38) (19) (54) (73)

grand total pg 2

- g) PBIS (SOAR school-wide expectations, the Hawk Mantra, Golden Tickets/drawings, Hawks Nest, Awards)
- | | | | |
|-------------|--------|--------------|-----------|
| Do Not know | Poorly | Satisfactory | Very Well |
| (11) | (2) | (72) | (89) |

Our school rules and disciplinary procedures play a key part in creating a positive safe learning environment for all students. The following questions are specific to this area:

- | | | | |
|---|-------------|----------------|--------------|
| 4. How aware are you of the school rules and disciplinary procedures in the Neil Hafley School Handbook? | Not at All | Somewhat Aware | Fully Aware |
| | (8) | (60) | (90) |
| 5. To what degree do you support the school rules and disciplinary procedures? | No Support | Somewhat | Moderately |
| | (2) | (18) | (62) |
| 6. To what degree do you support the following: | | | |
| a. Classroom Rules..... | No Support | Somewhat | Moderately |
| | (2) | (8) | (49) |
| b. Cafeteria Rules | No Support | Somewhat | Moderately |
| | (1) | (8) | (58) |
| c. Playground Rules..... | No Support | Somewhat | Moderately |
| | (1) | (15) | (48) |
| d. Disciplinary Procedures..... | No Support | Somewhat | Moderately |
| | (9) | (22) | (52) |
| 7. How effective do you feel the school handles discipline problems? | Do Not know | Poorly | Satisfactory |
| | (11) | (33) | (69) |
| 8. How satisfied are you in how the following staff helps students with problems? | | | |
| a. Teachers..... | Do Not know | Poorly | Satisfactory |
| | (6) | (9) | (69) |
| b. Office Staff..... | Do Not know | Poorly | Satisfactory |
| | (11) | (13) | (73) |
| c. Yard Supervisors..... | Do Not know | Poorly | Satisfactory |
| | (8) | (16) | (77) |
| d. Counselors..... | Do Not know | Poorly | Satisfactory |
| | (29) | (12) | (56) |
| e. Administration..... | Do Not know | Poorly | Satisfactory |
| | (16) | (11) | (72) |
| 9. What areas of concern, if any, do you have about the school's rules and disciplinary procedures? (Please give a brief written response)? | _____ | | |

Please return this survey to your child's teacher by January 30. Thank you.

Please return this survey to your child's teacher by January 30. Thank you.

9. What areas of concern, if any, do you have about the school's rules and disciplinary procedures? (Please give a brief written response)?

Disciplinary need improvement and equality!

Please return this survey to your child's teacher by January 30. Thank you.

9. What areas of concern, if any, do you have about the school's rules and disciplinary procedures? (Please give a brief written response)?

NOTHING ON THE SCHOOL'S RULES AND DISCIPLINARY PROCEDURES BUT ON THE YARD DUTY PERSONNEL DURING PICK-UP. THE YARD DUTY PEOPLE SHOULD ENFORCE THE RULES DURING PICK-UP AND LET PARENTS KNOW WHO ARE NOT FOLLOWING THE RULES AND NOT LET PARENTS CONFRONT OTHER PARENTS. I'VE SEEN THIS A COUPLE OF TIMES THIS YEAR BY THE MMR ROOM.

Please return this survey to your child's teacher by January 30. Thank you.

assuming & labeling kids as bad. Instead find a solution rather

Please return this survey to your child's teacher by January 30. Thank you.

than name on the board for every little thing. It does nothing to solve the problem, interact better with the kids.

7. What areas of concern, if any, do you have about the school's rules and disciplinary procedures? (Please give a brief written response)?

SSA being proactive on the safety of our kids when being dropped off & picked up!

Please return this survey to your child's teacher by January 30. Thank you.

- d. Counselors..... Do Not know Poorly Satisfactory Very Well
() () (✓) ()
- e. Administration..... Do Not know Poorly Satisfactory Very Well
() () (✓) ()

9. What areas of concern, if any, do you have about the school's rules and disciplinary procedures? (Please give a brief written response)?

Staff needs to pay more attention on the playground and watch for students who are bullying others. And when the students being bullied do something about it themselves that student doesn't want to speak on the situation.

- What areas of concern, if any, do you have about the school's rules and disciplinary procedures? (Please give a brief written response)?

Follow through with disciplining children! Don't use the excuse that discipline is not being done because a child might have a worse home life. Staff does not listen to children. How does a kid get to bring a knife to school and has been known to threaten kids get a 2 day suspension? Staff doesn't even check his backpack daily. Are you waiting for a person to be harmed to do anything?

9. What areas of concern, if any, do you have about the school's rules and disciplinary procedures? (Please give a brief written response)?

I think staff needs to communicate better with parents.

Please return this survey to your child's teacher by January 30. Thank you.

9. What areas of concern, if any, do you have about the school's rules and disciplinary procedures? (Please give a brief written response)?

It would be helpful to have text message for kinder on half days.

Please return this survey to your child's teacher by January 30. Thank you.

Data Analysis

In the fall of 2019, the winter of 2022, and again in the winter of 2023, a parent safety survey was conducted. There was an over-whelming response to the paper survey with nearly 200 surveys received. The school was rated high with the majority of ratings landing in the "Satisfactory" to "Very Well" categories. The highest number of poor ratings were

in the area of student discipline. The school community is divided between those who feel that the discipline is too harsh and those that feel the school is not assigning enough discipline. Attached is a sample including results collected from responses. Also attached are the list of open-ended responses to Question #9 on the survey, "What concerns, if any, do you have about the school's rules and disciplinary procedures?"

Student Need 3:

Through the examination of survey data and prioritization of concerns, both the parents and staff identified a need for community support of disciplinary procedures and more effective approaches to disciplinary issues (Survey Question 6 D and Question 7).

Implementation Plan

A survey will be conducted at the start of the school year to determine the topics of greatest concern to the school community. This survey will include students, parents and staff. Administration will schedule and facilitate information nights either in person, via Teams or through another online platform. The site will utilize Remind, an application purchased by the district. Parent information nights, meetings and workshops will be offered where specialists in particular fields can address areas of parent concern such as Youth Suicide and Bullying. Parents will also be provided with written communication in the form of a monthly newsletter.

SMART Goal

School communication with parents on the subject of student discipline will improve as identified in the results of an end-of-the-year survey. Specifically, parent responses to Question 6, D. and question 7, will equal <22 "somewhat or poorly" responses.

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| Parent Safety Survey administered annually | Question 6, D. had 22 "poorly" responses and Question 7 had 33. | The number of "poorly" responses on the parent survey will decrease on Question 6, D. and Question 7 to 10 or less. |

Resources to Support

| Action | Resources | Money/Budget |
|--|--------------------|--------------|
| Staff will be time-sheeted for preparing and presenting information to engage parents in support of their students' success in achieving standards. | LCFF- Supplemental | 361.62 |
| Time-sheeting will be provided to those who provide translation of documents outside of the work day or during parent meetings and information nights. | LCFF- Supplemental | 97.92 |
| Administration and office staff will produce monthly electronic newsletters and provide paper copies to families without internet access or email. | District Funded | 150.00 |
| Information will be mailed home to parents when necessary. | LCFF- Supplemental | 30.00 |

| | | |
|--|--------------------|--------|
| Classified staff will be time-sheeted to provide childcare during parent information nights, meetings and workshops. | LCFF- Supplemental | 150.00 |
| Materials and supplies will be provided for parent information nights. | LCFF- Supplemental | 300.00 |
| A Remind district license will be purchased and utilized by the site to increase communication with home. | District Funded | 0 |

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

By spring of 2024, the percentage of students who meet growth in groups identified for Targeted Support and Improvement will increase in Reading and Mathematics while lowering the percentage of these students identified as chronically absent and/or receiving suspension. Also, students who are identified as English Learners, including the 27 Asian-American and 2 Filipino students, will meet or exceed the district mean RIT in Reading and Mathematics.

| 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 | 137 | 168 | 169 | 20.1% | 23.1% | 22.8% |
| Fluent English Proficient (FEP) | 55 | 57 | 71 | 8.1% | 7.8% | 9.6% |
| Reclassified Fluent English Proficient (RFEP) | 8 | | 15 | 5.8% | | 8.8% |

NEIL HAFLEY SCHOOL

Emerging Student Group- English Learners

English Learners Make Up 23.1% of the Neil Hafley Population

This data was collected in winter of 2023.

Math

| Grade Level | # with Growth Projections | # of Students Who Met Their Growth | % of Students Who Met |
|-----------------------|---------------------------|------------------------------------|-----------------------|
| Kindergarten | 14 | 5 | 36 |
| 1 st Grade | 14 | 3 | 21 |
| 2 nd Grade | 17 | 6 | 35 |
| 3 rd Grade | 18 | 8 | 44 |
| 4 th Grade | 18 | 7 | 39 |
| 5 th Grade | 12 | 4 | 33 |
| 6 th Grade | 13 | 12 | 92 |
| 7 th Grade | 12 | 3 | 25 |
| 8 th Grade | 12 | 5 | 42 |
| Total | 130 | 53 | 48 |

Reading

| Grade Level | # with Growth Projections | # of Students Who Met Their Growth | % of Students Who Met |
|-----------------------|---------------------------|------------------------------------|-----------------------|
| Kindergarten | 1 | 0 | 0 |
| 1 st Grade | 14 | 6 | 43 |
| 2 nd Grade | 17 | 6 | 35 |
| 3 rd Grade | 19 | 6 | 32 |
| 4 th Grade | 20 | 6 | 30 |
| 5 th Grade | 12 | 2 | 17 |
| 6 th Grade | 17 | 9 | 53 |
| 7 th Grade | 13 | 3 | 23 |
| 8 th Grade | 12 | 4 | 33 |
| Total | 125 | 42 | 34 |

NEIL HAFLEY SCHOOL

Emerging Student Group- Hispanic

Hispanic Students Make Up 61.6% of the Neil Hafley Population

This data was collected in winter of 2023.

Math

| Grade Level | # with Growth Projections | # of Students Who Met Their Growth | % of Students Who Met |
|-----------------------|---------------------------|------------------------------------|-----------------------|
| Kindergarten | 40 | 16 | 40 |
| 1 st Grade | 44 | 11 | 25 |
| 2 nd Grade | 45 | 24 | 53 |
| 3 rd Grade | 50 | 20 | 40 |
| 4 th Grade | 55 | 18 | 33 |
| 5 th Grade | 39 | 13 | 33 |
| 6 th Grade | 62 | 41 | 66 |
| 7 th Grade | 59 | 22 | 37 |
| 8 th Grade | 53 | 20 | 38 |
| Total | 447 | 185 | 41 |

Reading

| Grade Level | # with Growth Projections | # of Students Who Met Their Growth | % of Students Who Met |
|-----------------------|---------------------------|------------------------------------|-----------------------|
| Kindergarten | N/A | N/A | N/A |
| 1 st Grade | 42 | 15 | 36 |
| 2 nd Grade | 43 | 19 | 44 |
| 3 rd Grade | 52 | 22 | 42 |
| 4 th Grade | 53 | 21 | 40 |
| 5 th Grade | 38 | 16 | 42 |
| 6 th Grade | 63 | 26 | 41 |
| 7 th Grade | 59 | 24 | 41 |
| 8 th Grade | 52 | 20 | 38 |
| Total | 402 | 163 | 41 |

NEIL HAFLEY SCHOOL

Emerging Student Group- Socio-economically Disadvantaged

Socio-economically Disadvantaged Students Make Up *49.2% of the Neil Hafley Population

This data was collected in winter of 2023.

Math

| Grade Level | # with Growth Projections | # of Students Who Met Their Growth | % of Students Who Met |
|-----------------------|---------------------------|------------------------------------|-----------------------|
| Kindergarten | 11 | 4 | 36 |
| 1 st Grade | 25 | 6 | 24 |
| 2 nd Grade | 26 | 10 | 38 |
| 3 rd Grade | 32 | 11 | 34 |
| 4 th Grade | 24 | 8 | 33 |
| 5 th Grade | 14 | 4 | 29 |
| 6 th Grade | 24 | 20 | 83 |
| 7 th Grade | 25 | 6 | 24 |
| 8 th Grade | 23 | 7 | 30 |
| Total | 204 | 76 | 37 |

Reading

| Grade Level | # with Growth Projections | # of Students Who Met Their Growth | % of Students Who Met |
|-----------------------|---------------------------|------------------------------------|-----------------------|
| Kindergarten | 2 | 0 | 0 |
| 1 st Grade | 30 | 7 | 23 |
| 2 nd Grade | 29 | 12 | 41 |
| 3 rd Grade | 38 | 18 | 47 |
| 4 th Grade | 30 | 17 | 57 |
| 5 th Grade | 19 | 6 | 32 |
| 6 th Grade | 33 | 16 | 48 |
| 7 th Grade | 28 | 9 | 32 |
| 8 th Grade | 25 | 9 | 36 |
| Total | 234 | 94 | 40 |

**This is considered a low estimate due to the process used to collect economic data from parents*

NEIL HAFLEY SCHOOL

Emerging Student Group- Students with Disabilities

Students with Disabilities Make Up 13.2% of the Neil Hafley Population

This data was collected in winter of 2023.



Math

| Grade Level | # with Growth Projections | # of Students Who Met Their Growth | % of Students Who Met |
|-----------------------|---------------------------|------------------------------------|-----------------------|
| Kindergarten | 6 | 2 | 33 |
| 1 st Grade | 5 | 1 | 20 |
| 2 nd Grade | 11 | 4 | 36 |
| 3 rd Grade | 17 | 4 | 24 |
| 4 th Grade | 19 | 7 | 37 |
| 5 th Grade | 20 | 8 | 40 |
| 6 th Grade | 19 | 8 | 42 |
| 7 th Grade | 15 | 3 | 20 |
| 8 th Grade | 21 | 11 | 52 |
| Total | 133 | 48 | 36 |

Reading

| Grade Level | # with Growth Projections | # of Students Who Met Their Growth | % of Students Who Met |
|-----------------------|---------------------------|------------------------------------|-----------------------|
| Kindergarten | 1 | 0 | 0 |
| 1 st Grade | 3 | 1 | 33 |
| 2 nd Grade | 9 | 2 | 22 |
| 3 rd Grade | 18 | 9 | 50 |
| 4 th Grade | 16 | 4 | 25 |
| 5 th Grade | 19 | 7 | 37 |
| 6 th Grade | 19 | 8 | 42 |
| 7 th Grade | 15 | 4 | 27 |
| 8 th Grade | 20 | 5 | 25 |
| Total | 120 | 40 | 33 |

Student Need 1:

Certificated staff will require further training in core and supplemental curricular programs to strengthen students' foundational skills in Reading and Math. Students will need access to targeted Reading and Math intervention during the school day, as well as outside of the school day. Based on 2020-2021 CAASPP results, there is a need to focus on early literacy skills for English Learners which will be especially critical to close the achievement gap that exists between them (Orange) and their Hispanic, English-only peers (Yellow). English Learners were identified as Very Low in ELA and Math along with official ATSI groups of Hispanic students, Socio-economically Disadvantaged, and Students with Disabilities.

Implementation Plan

Neil Hafley's Instructional Leadership Team (ILT) will receive additional training to support site implementation of evidence-based strategies to address the needs of students identified for Additional Targeted Support and Improvement as well as English Learners. Formative assessment data will be utilized to identify needs, establish individualized goals for students and develop small groups. Time will be set aside each day for teachers to provide differentiated support. When appropriate, additional intervention may be provided by certificated staff outside of the school day. Beginning in Kindergarten, English Learners' progress will be monitored, and each student will be reviewed by the English Language Development Team (a subset of the Instructional Leadership Team). Kindergarten through second grade teachers will receive training and materials to implement a supplemental reading curriculum during the regular school day.

SMART Goal

By spring of 2024, the percentage of students who meet growth in groups identified for Targeted Support and Improvement will increase in Reading and Mathematics. Also, students who are identified as English Learners, including the 27 Asian-American and 2 Filipino students, will meet or exceed the district mean RIT in Reading and Mathematics.

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| NWEA MAP Number of Students Not Meeting District Norm RIT. Review comparisons between Spring 2022 and Spring of 2023 in Reading and Math | Based on the results of the NWEA MAP administration in the Spring of 2022, 341 students did not meet the district norm RIT in Reading and 382 students did not meet the district norm RIT in Math. This may be compared to results from 2021 when 291 students did not meet the district norm RIT in Reading and 325 students did not meet the district norm RIT in Math. | The number of students who are not meeting district norm RIT in Reading and Math is expected to decline below 290 in Reading and below 325 in Math by spring of 2024. |
| NWEA MAP Spring 2022 English Learners (Not SPED) Scoring in Orange and Red | Based on the results of the NWEA MAP administration in winter of 2022, 100 EL students scored in the Orange and Red in Reading and more than 104 scored in the Orange and Red in Math. This data can be compared to that of the spring of 2021 where 81 EL students scored in the Orange and Red in Reading and 99 scored in the Orange and Red in Math. | The number of EL students who score in the Orange and Red in Reading and Math is expected to decline by 10% and those who are meeting the standard will increase by 10%. |
| CAASPP ELA Dashboard | The Dashboard from the most recent administration of the CAASPP ELA assessment shows that a gap exists between Hispanic students who are English Only (Yellow) and English Learners (Orange). | The Dashboard from the administration of CAASPP ELA in spring of 2023 is expected to show that there is no gap between students who speak English Only and those that are English Learners. |

Targeted Resources Applied

| Action | Resources | Money/Budget |
|--|----------------------------|---------------------|
| Certificated staff in Kindergarten through second grade will receive training and supplemental materials to implement Reading and Math intervention programs during and outside of the regular school day. | Title I Part A: Allocation | 6,560.00 |
| Evidence-based educational literature for professional learning will be purchased and utilized for site implementation by the ILT. | LCFF- Supplemental | 230.00 |

| | | |
|---|--------------------|----------|
| Training materials and supplies, including chart paper and markers will be purchased. | LCFF- Supplemental | 300.00 |
| Certificated staff will participate in virtual and in-person professional learning on small group, differentiated instruction, and the implementation of PLCs. | LCFF- Supplemental | 7,500.00 |
| Substitutes will be provided for certificated staff to participate in virtual and in-person professional learning on small group, differentiated instruction, and the implementation of PLCs. | LCFF- Supplemental | 4,000.00 |
| Time-sheeting will be provided to Certificated staff who provide interventions as part of an extended day of learning. | District Funded | 2,000.00 |
| English Learners' progress will be monitored and each student will be reviewed by the ELD Team/ILT Team. ELD Team members will be time-sheeted for up to 1 hour, six times per year. | LCFF- Supplemental | 361.62 |
| Specific teacher supplies required to support implementation of differentiated instruction such as magnetic easels, pocket charts and sorting boxes will be purchased. | LCFF- Supplemental | 984.00 |

Progress Monitoring

November

February

May

Data

| Kindergarten Attendance | | |
|--------------------------------|---------------------------|------------------------------|
| | Days Absence | Tardies/30 min + |
| 2016-2017 | 211 (by March 9, 2017) | 128/12 (by March 9, 2017) |
| 2017-2018 | 287 (by February 1, 2018) | 131/10 (by February 1, 2018) |
| 2018-2019 | 320 (by January 18, 2019) | 144/10 (by January 18, 2019) |
| 2019-2020 | 124 (by January 29, 2020) | 100/26 (by January 29, 2020) |
| 2020-2021 Impacted by COVID-19 | 318 (by January 22, 2021) | Not Counted |
| 2021-2022 Impacted by COVID-19 | 976 (by January 19, 2022) | 457 (by January 19, 2022) |
| 2022-2023 | 792 (by January 27, 2023) | 220/72 |

| Kindergarten Behavior | | |
|--------------------------------|--------------------------|--|
| | Behavioral Referrals | Breakdown of Penalties |
| 2016-2017 | 38 (by March 9, 2017) | 15 student conferences; 4 losses of recess; 1 loss of privileges; 15 parent conferences; 1 detention; 2 days of suspension |
| 2017-2018 | 6 (by February 1, 2018) | 1 student conference; 3 warnings; 1 parent conference; 1 day of suspension |
| 2018-2019 | 6 (by January 22, 2019) | 2 <u>loss</u> of recess; 3 parent conferences; 1 behavior contract |
| 2019-2020 | 10 (by January 23, 2020) | 1 alternative placement; 5 parent conference; 1 student conference; 1 refer to counselor; 1 suspension |
| 2020-2021 Impacted by COVID-19 | 0 (by January 25, 2021) | 0 |
| 2021-2022 Impacted by COVID-19 | 8 (by January 19, 2022) | 1 parent conference; 1 loss of privileges; 4 loss of recess; 2 suspension |
| 2022-2023 | 38 (by January 27, 2023) | 8 alternative <u>placement</u> ; 9 parent conference; 6 student conference; 7 COST; 3 loss of privileges; 7 loss of recess; 2 suspension; 1 warning; 1 work detail |

Student Need 2:

The data (above) indicates a need to support students' attendance and behavior as they transition from Preschool to Kindergarten by providing information to parents regarding how they can help their students be successful in school.

Implementation Plan

Additional supports will be put into place to develop a strong transition from Preschool to Kindergarten. Neil Hafley staff will develop a Kindergarten Orientation that includes a presentation on the importance of good, regular attendance, instruction for parents on how to support student learning at home, care of student devices, behavior expectations on the playground, and turning story time into a powerful learning opportunity.

SMART Goal

By spring of 2024, the number of absences, tardies and behavioral referrals will decrease by 50%.

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|----------|------------------|
|------------------|----------|------------------|

| | | |
|--------------------------------------|--|---|
| Kindergarten Attendance Data from Q. | Kindergarten Attendance Data collected from Q shows that students acquired 792 days of absence by January of 2023. | By January of 2024, Kindergarten students will acquire 396, or less, days of absence. |
| Kindergarten Behavior Data from Q. | Kindergarten Behavior Data collected from Q shows that students acquired 38 behavior referrals by January of 2023. | By January of 2024, Kindergarten students will acquire 19, or less, behavior referrals. |

Targeted Resources Applied

| Action | Resources | Money/Budget |
|---|--------------------|--------------|
| Certificated and classified staff will be time-sheeted for planning and preparing workshops for Kindergarten Orientation and parent information nights. | LCFF- Supplemental | 241.08 |
| Classified staff will be time-sheeted to provide childcare. | LCFF- Supplemental | 46.50 |

Progress Monitoring

November

February

May

Data

| Neil Hafley School | | |
|----------------------|---------------------|------------------------|
| Promotion Statistics | | |
| | Total # 8th Graders | # Meeting Requirements |
| 2016 | 104 | 89 |
| 2017 | 81 | 79 |
| 2018 | | 98 |
| 2019 | 101 | 92 |
| 2020 | 97 | 92 |
| 2021 | 107 | 97 |
| 2022 | 68 | 61 |
| 2023 | 86 | 84 |

Student Need 3:

Eligibility for 8th grade celebration has, in the past, been equated with readiness for high school. With approximately 10% of 8th graders not meeting celebration requirements each year, there is a need to better engage and increase student performance of Middle School-aged students as they prepare to move on to High School.

Implementation Plan

Additional supports will be put into place to engage and increase the performance of Middle School-aged students as they prepare for High School. Based on 8th grade celebration statistics, not all students enter 9th grade prepared for the challenges of high school. Staff in grades 6-8 will provide Middle School Elective Days twice each trimester to support student engagement and increase student performance. Students and staff will be surveyed at the beginning of the school year in order to identify areas of interest. The Middle School Elective Days will be designed to address standards in ELA and Math while meeting student interests. Middle School Elective Days will be coordinated and led by staff and students from neighboring East Union High School so as to expose students to high school staff and students. Surveys will also be used at the end of each trimester to determine effectiveness of Middle School Elective Days. Tutoring and intervention will be provided to students who are identified as at-risk of not promoting and their progress will be monitored by the Strategies for Student Engagement Team (a subset of the Instructional Leadership Team).

SMART Goal

In May of 2024, all Neil Hafley 9th graders will meet district-determined celebration requirements.

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| Neil Hafley Celebration Statistics submitted annually to the Director of Secondary Education | Each year, approximately ten percent of 8th grade students do not meet celebration requirements. | By May of 2024, all 8th grade students will meet district-determined celebration requirements. |
| Students will complete an exit ticket to rate the value of their experience in Middle School Electives. | Effective Middle School Electives could not take place in the 2022-2023 school year due to staffing shortages. Therefore, this goal is being continued from the previous strategic plan. | Based on exit tickets collected three times per year, 8th grade students will identify the value of interacting with high school students and staff as well as participating in high interest activities that support academic performance. |

Targeted Resources Applied

| Action | Resources | Money/Budget |
|--|----------------------------|--------------|
| Materials and supplies will be purchased to support Middle School Electives, organized in conjunction with East Union High School and Manteca Unified School District. | Title I Part A: Allocation | 350.00 |
| Time-sheeting will be provided to teachers who provide interventions as part of an extended day of learning. | District Funded | 1,500.00 |
| An 8th grade celebration will take place at the end of the school year to | District Funded | 1,500.00 |

incentivize engagement and participation in academic subjects.

Progress Monitoring

November

February

May

Data

NEIL HAFLEY SCHOOL

Emerging Student Groups and Suspensions

This data was collected in winter of 2023.

Hispanic

Hispanic Students Make up 61.6% of the Neil Hafley Population

| Grade Level | # of Total Suspensions by Grade | # of Hispanic Students Suspended | % of Suspensions given to Hispanic Students |
|-----------------------|---------------------------------|----------------------------------|---|
| Kindergarten | 7 | 7 | 100 |
| 1 st Grade | 0 | 0 | 0 |
| 2 nd Grade | 1 | 1 | 100 |
| 3 rd Grade | 1 | 1 | 100 |
| 4 th Grade | 12 | 7 | 58 |
| 5 th Grade | 26 | 13 | 50 |
| 6 th Grade | 18 | 16 | 89 |
| 7 th Grade | 20 | 15 | 75 |
| 8 th Grade | 7 | 5 | 71 |
| Total | 92 | 65 | 70 |

Socio-economically Disadvantaged

SED Students Make up 49.2% of the Neil Hafley Population

| Grade Level | # of Total Suspensions by Grade | Total # of SED Students by Grade | # of SED Students Suspended | # of Suspensions Assigned to SED Students | % of Suspensions given to SED Students |
|-----------------------|---------------------------------|----------------------------------|-----------------------------|---|--|
| Kindergarten | 7 | 12 | 0 | 0 | 0 |
| 1 st Grade | 0 | 19 | 0 | 0 | 0 |
| 2 nd Grade | 1 | 22 | 1 | 1 | 100 |
| 3 rd Grade | 1 | 33 | 1 | 1 | 100 |
| 4 th Grade | 12 | 25 | 5 | 2 | 16 |
| 5 th Grade | 26 | 15 | 0 | 1 | 3 |
| 6 th Grade | 18 | 26 | 2 | 3 | 17 |
| 7 th Grade | 20 | 25 | 3 | 10 | 50 |
| 8 th Grade | 7 | 24 | 4 | 5 | 71 |
| Total | 92 | 201 | 16 | 23 | 25 |

**Asian American students make up 5.4% of the Neil Hafley Population. Although Asian American students were identified as an emerging group due to the high number of suspensions they received in 2021-2022, only 4 suspensions have been assigned to 2 Asian American students in the 2022-2023 school year (4%).*

NEIL HAFLEY SCHOOL

Emerging Student Groups and Suspensions

This data was collected in winter of 2023.

Students with Disabilities

Students with Disabilities Make up 13.2% of the Neil Hafley Population

| Grade Level | # of Total Suspensions by Grade | Total # of SWD by Grade | # of SWD Suspended | # of Suspensions Assigned to SWD | % of Suspensions given to SWD |
|-----------------------|---------------------------------|-------------------------|--------------------|----------------------------------|-------------------------------|
| Kindergarten | 7 | 4 | 0 | 0 | 0 |
| 1 st Grade | 0 | 5 | 0 | 0 | 0 |
| 2 nd Grade | 1 | 8 | 1 | 1 | 100 |
| 3 rd Grade | 1 | 11 | 1 | 1 | 100 |
| 4 th Grade | 12 | 11 | 2 | 3 | 17 |
| 5 th Grade | 26 | 15 | 4 | 9 | 35 |
| 6 th Grade | 18 | 11 | 2 | 7 | 39 |
| 7 th Grade | 20 | 12 | 0 | 0 | 0 |
| 8 th Grade | 7 | 15 | 0 | 0 | 0 |
| Total | 92 | 92 | 14 | 21 | 23 |

| Race/Ethnicity | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---------------------------------|---|---------------------------|--------------------------|
| Asian | 49 | 20 | 41% |
| EL | 152 | 51 | 34% |
| Hispanic or Latino | 481 | 180 | 37% |
| Socioeconomically Disadvantaged | 257 | 105 | 41% |
| Students with Disabilities | 93 | 43 | 46% |
| White | 156 | 52 | 33% |
| Total | 750 | 273 | 36% |

NEIL HAFLEY SCHOOL**MAP Site Number of Students Not Meeting District Mean RIT****Spring 2023****Reading**

| Grade | District Mean RIT | Number of Students Assessed | Number of Students Not Meeting District Mean RIT |
|----------------------|--------------------------|------------------------------------|---|
| Kindergarten | 150.5 | 22 | 9 |
| First Grade | 164.1 | 78 | 51 |
| Second Grade | 177.6 | 78 | 48 |
| Third Grade | 189.6 | 80 | 53 |
| Fourth Grade | 195.3 | 94 | 71 |
| Fifth Grade | 203.5 | 70 | 47 |
| Sixth Grade | 210.6 | 98 | 65 |
| Seventh Grade | 213.3 | 88 | 60 |
| Eighth Grade | 217.3 | 86 | 52 |

Mathematics

| Grade | District Mean RIT | Number of Students Assessed | Number of Students Not Meeting District Mean RIT |
|----------------------|--------------------------|------------------------------------|---|
| Kindergarten | 152.7 | 70 | 36 |
| First Grade | 169.7 | 78 | 56 |
| Second Grade | 180.5 | 80 | 55 |
| Third Grade | 193.9 | 81 | 55 |
| Fourth Grade | 199.4 | 94 | 74 |
| Fifth Grade | 208.3 | 71 | 58 |
| Sixth Grade | 215.8 | 99 | 51 |
| Seventh Grade | 219.5 | 88 | 67 |
| Eighth Grade | 223.9 | 86 | 54 |

Student Need 4:**Implementation Plan**

A SEL Art and Literacy Intervention will be implemented 2-3 days per week as a Tier 2 support to address student absenteeism and negative behavior. Student participants will be identified based on behavior and COST referrals. A decrease in absenteeism and negative behaviors is expected to remove these significant barriers to student learning, resulting an increased academic performance as measured by MAP Assessments.

SMART Goal

By spring of 2024, the percentage of students who are identified as chronically absent and those who are suspended in groups identified for Targeted Support and Improvement will decrease by 10% and the number of students who are not meeting the district mean RIT in the MAP Assessments are expected to decrease.

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|---|
| Behavior Data from Q. | In spring of 2023, the percentage of students in groups identified for Targeted Support and Improvement who were suspended were 4% Asian-American; 70% Hispanic; 25% SED and 23% SWD. | By spring of 2024, the percentage of students in groups identified for Targeted Support and Improvement who are suspended will be 0% Asian-American; <50% Hispanic; <5% SED and <3% SWD. |
| Chronic Absenteeism Data from Q. | In spring of 2023, the percentage of students in groups identified for Targeted Support and Improvement who were chronically absent (10% or more of the days enrolled) were 41% Asian-American; 37% Hispanic; 41% SED and 46% SWD. | By spring of 2024, the percentage of students in groups identified for Targeted Support and Improvement who are chronically absent will be <31% Asian-American; <27% Hispanic; <31% SED and <36% SWD. |
| MAP Number of Students not Meeting District Mean RIT | In spring of 2023, the number of students not meeting the district mean RIT in Reading was 456 and in Math was 506. | By spring of 2024, the number of students not meeting the district mean RIT in Reading will be <410 and in Math will be <455. |

Targeted Resources Applied

| Action | Resources | Money/Budget |
|---|-----------------|--------------|
| A SEL Art and Literacy Intervention will be implemented 2-3 days per week during Hawk Time for students in Targeted Support and Improvement groups who receive frequent or severe behavioral referrals that could lead to suspension. | District Funded | 75,491.88 |

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------|--------|---------|
| LCFF- Supplemental | 36,359 | 0.00 |
| Title I Part A: Allocation | 64,301 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------|------------|
| District Funded | 149,028.88 |
| LCFF- Supplemental | 36,359.00 |
| Title I Part A: Allocation | 64,301.00 |

Stakeholder Input

Date

School Site Council Meeting Dates:

August 25, 2022- Vision, Mission and Goals Demonstrated through the Strategic Plan

September 29, 2022- Progress Monitoring Standards, including MAP Data Review and Reflection; Safety, including COVID Mitigation and Health; Program Reports

October 27, 2022- Progress Monitoring Standards and Safety, including Behavior Analysis; Program Reports

November 17, 2022- Progress Monitoring Stakeholder Safety Survey; Program Reports

January 19, 2023- Needs Assessment; Safety Progress Monitoring including Behavior Analysis, Stakeholder Safety Survey, Safety Plan; EL Progress

February 15, 2023- LCAP Input; Review of District and Site Data; Expenditures and Effectiveness

March 23, 2023- 2023-24 Strategic Plan Review of Standards, including Needs, Actions/Services

April 20, 2023- 2023-24 Strategic Plan Review of Safety and Emerging Students; Vote to Approve 2023-24 Strategic Plan

English Language Advisory Committee:

October 19, 2022- Strategic Plan review; Vision, Mission and Goals; Standards and Safety

January 26, 2023- Needs Assessment; Safety Progress Monitoring including Behavior Analysis, Stakeholder Safety Survey, Safety Plan

February 16, 2023- Data Review; Strategic Plan Review and Committe

Parent Information Nights:

September 8, 2022- Annual Title 1 Parent Meeting and Panel Discussion on Mental Health Supports for Students

Safety Committee Meetings:

November 16, 2022- Staff Safety Training

December 2, 2022- Follow-up to Staff Safety Training, Safety Pack Project, Socialnomics (Data and Statistics on Social Media use)

February 2, 2023- Discipline Data Review, Discussion of Interventions in High Need Areas, CSSP Review, Red Book Review

Associated Student Body Meeting:

February 16, 2023- Progress Monitoring, Needs and Input on the Development of the 2023-24 Strategic Plan

Professional Learning with Certificated and Classified Staff:

July 18, 2022- Gap Analysis of Professional Learning, Establish ILT Goals in Strategic Plan Areas

August 1, 2022- Safety, PBIS Classified Staff Training

August 2, 2022- Implementation of the Strategic Plan, PBIS, ELD and Strategies for Student Engagement to Meet Standards

August 24, 2022- ILT Meeting

August 24, 2022- Paraprofessional Training on Safety

August 17, 2022- PBIS, SEL, Health and Student Engagement Plans

August 17, 2022- Teachers Develop Plans for Emerging Students

September 21, 2022- Safety Data and PBIS Implementation

September 28, 2022- ILT Meeting, Collecting Purposeful Data from Learning Walks and EL and ELD Tier 1 Supports

October 19, 2022- Addressing the Needs of Emerging Students; Students with Disabilities

October 26, 2022- Paraprofessional Training on Safety with Presentation by SPED Behavior Specialist and Parent Engagement by Principal

November 7, 2022- ILT Meeting, Progress Monitoring the Strategic Plan

November 18, 2022- New Teacher Training on Parent Engagement

November 29, 2022- Paraprofessional Training on Safety and PBIS Implementation
December 1, 2022- Safety and PBIS Implementation
September 21, 2022- PBIS facilitated by the Instructional Leadership Team
November 16, 2022- Safety Scenarios and Emergency Plans facilitated by the Safety Team
January 6, 2023- New Teacher Training on Crisis Prevention and Intervention
January 9, 2023- ILT Meeting on Learning Walk Trends in Implementation of Standards in the Classroom; ELD Lesson Planning and Collaborative Conversations
January 18, 2023- Collaborative Conversations and ELD Planning facilitated by the Instructional Leadership Team
February 1, 2023- Office Team Meeting; Safety and PBIS in the Office
February 15, 2023- Review of Data, Expenditures and Effectiveness

Groups

Certificated and Classified Staff
Instructional Leadership Team
Safety Team
School Site Council
English Language Advisory Committee
Associated Student Body/Leadership Class

Outcome

March 23, 2023- School Site Council votes to approve 2023-2024 Strategic Plan

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 |
|---------------------|----------------------------|
| Lori Guzman-Alvarez | Principal |
| Kellie Barnett | Classroom Teacher |
| Evelyn Curiel | Parent or Community Member |
| Nicole Carson | Parent or Community Member |
| Tammy Elder | Parent or Community Member |
| Samantha Khalil | Parent or Community Member |
| Danielle Plass | Parent or Community Member |
| Diane Priest | Classroom Teacher |
| Jason Renter | Other School Staff |
| Rebekah Talavera | Classroom Teacher |

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 |
|-----------|---|
| | State Compensatory Education Advisory Committee |
| | 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 5/4/2023.

Attested:

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| Principal, Lori Guzman-Alvarez on 05/04/2023 |
| SSC Chairperson, Evelyn Curiel on 05/04/2023 |

MUSD Supplemental Services Proposal for Resources and Programs

ACTION PLAN TEMPLATE:

| | |
|--------------------------|--|
| School Site: Neil Hafley | Date Created: 5/6/23 Last Modified: |
|--------------------------|--|

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

| Objective(s) | Where are you currently? | | Where in mid-year? | | Where in one year? | |
|---|---|--|--|---|---|---|
| Decrease Chronic Absenteeism (CA) (\neq >10%) | K= 52% CA 5 th = 27% CA | | 1 st \leq 42% CA 6 th \leq 17% CA | | 1 st \leq 32% CA 6 th \leq 7% CA | |
| Lower Suspensions | K = 10% 5 th = 37% | | 1st \leq 10% 6 th \leq 27% | | 1st \leq 10% 6 th \leq 17% | |
| Action Steps <i>What Will Be Done?</i> | Responsibilities <i>Who Will Do It? Who Will Participate?</i> | Timeline <i>By When? (Day/Month)</i> | Resources: A. Available B. Needed <i>Financial, human, political & other</i> | Considerations <i>Facilitators/ Barriers</i> | Evaluation Process <i>How to determine goal has been reached?</i> | Evidence of Success <i>Measures?</i> |
| Step 1: Create a .5 SEL intervention position grounded in the 5 Core Competencies: Self-Awareness, Self- Management, Responsible Decision Making, Social-Awareness, and Relationship Skills | Administrator, Human Resources | Present- August 1, 2023 | Needed: Materials/Supplies, PD Training, Supplemental Curriculum | Facilitators: Based on Hanover Survey; SEL TOSA from 2021-2023 | Approval and Hiring of .5 SEL FTE | .5 SEL FTE in place by August 1, 2023 |
| Step 2: Identify students who will participate based on suspension and attendance data from the 2022-23 school year and develop positive, authentic relationships. Flexible, small groups of students will be created where students will engage in SEL lessons that prioritize the 5 SEL Core Competencies. SEL Intervention will be during UDL, "Hawk Time," and not during Tier 1 instruction. | SEL Intervention Teacher (.5) 1 st and 6 th grade students | T1:8/23/23- 11/3/23 T2:11/6/23- 2/23/24 T3:2/26/24- 5/24/24 | Needed: Materials/Supplies, PD Training for SEL Intervention Teacher, Supplemental Curriculum | Facilitators: SEL Intervention Teacher Barriers: Trauma (i.e.) Adverse Childhood Experiences (ACEs), foster and homelessness, SED, lack of access to healthcare, abuse/neglect | Pre and Post Assessments (from CASEL aligned surveys) that provide data on student perceptions of classroom and school climate | Data related to office referrals, suspension and attendance. Data from classroom climate surveys (i.e. BASEline survey) |
| Step 3: Progress Monitor and Report to Stake Holders | SEL Intervention Teacher (.5) | End of each Trimester | Needed: Materials/Supplies, PD Training, Supplemental Curriculum | | Same as stated above | Same as stated above |

MUSD Supplemental Services Proposal for Resources and Programs

School Site: Neil Hafley Elementary School

Date Created: May 9, 2023

Objective:

Provide a positive and inclusive learning environment that increases student attendance rates and lowers student suspensions through learning pathways that integrate Social Emotional Learning (SEL) meeting the needs of Tier 2 and Tier 3 Interventions during UDL “Hawk Time.” This Social Emotional Learning Intervention, called “High 5!” will create and maintain a positive school climate where all students feel safe and connected. Students enrolled in the “High 5!” intervention class will participate in activities that embody the 5 inter-related SEL Core Competencies: Self-Awareness, Self-Management, Responsible Decision Making, Social-Awareness, and Relationship Skills. These 5 SEL Core Competencies come from the nation’s leader of the SEL movement CASEL, the *Collaborative for Academic, Social, and Emotional Learning*.

Where Are You Currently:

Based on the end of year data for 2022-23, particular attention for the 2023-24 school year is placed on first and sixth grade students that need immediate Tier 2 and Tier 3 SEL Intervention.

During the 2022-23 school year an alarming amount of seven kindergarten students were suspended. One hundred percent of the kindergarten suspensions were Hispanic Students who are also eligible for Additional Targeted Support and Improvement. Prevention and intervention at this delicate age is imperative. Advocating strong Social Emotional Learning skills makes a significant impact that will help students to feel safe and supported, which increases academic learning in the classroom.

During the 2022-23 school year, 56%, which is over half of the suspensions at Neil Hafley, were due to “fighting or attacking without a weapon.” Overall, fifth grade students had the highest number of suspensions; about one in four students that were suspended.

Therefore, explicit SEL instruction during the 2023-24 school year for the first grade and sixth grade needs to be a priority, so that students can cultivate, practice, and focus on social and emotional competencies. Students who strongly agree that they have at least one teacher who makes them “feel excited about the future” and that their school is “committed to building the strengths of each student” are 30 times more likely to be engaged in their classrooms (*Gallup’s 2014 State of America’s Schools report*).

Chronic absenteeism is prevalent at Neil Hafley. Attendance matters. “Only 17% of students considered chronically absent in kindergarten and first grade were reading proficiently in the third grade, compared to 64% of those students that attended school regularly. By sixth grade chronic absenteeism is the leading indicator that a student will drop out of school (attendanceworks.org).” At Neil Hafley, during the 2022-2023 school year, 52% of kindergarten students were chronically absent and 27% of fifth grade students were chronically absent. Social Emotional learning has significant, positive correlations with student attendance.

Required Approval

Executive Director Signature: _____

Achievement and Accountability Director Signature: _____

Human Resources Director Signature: _____

Fiscal Services Signature: _____

Deputy Superintendent Signature: _____

Guidelines to follow for request approval:

1. Site administrators will program progress monitor effectiveness in Strategic Plan.
2. Site administrators will review job description and align duties to daily work.
3. The classroom position must be filled prior to releasing a teacher.
4. You may share 1 FTE with another school site (classified and certificated). Hiring less than 1FTE is allowable yet not favorable.
5. All positions are supplemental funded for one year only. They may be extended yearly based on need, data, and funding, but are not guaranteed.
6. Staff does not have a right back to the site or grade if a supplemental position ends.
7. Site administrators must notify staff funded with supplemental position the intent to end or decrease hours of position by March 15th; classified and certificated.
8. All supplemental positions may be noticed yearly.
9. Notify HR in December if position may be reduced due to lack of work.
10. Site administrators cannot decrease staff work hours mid-year.
11. Attach cost estimate from fiscal services to request.



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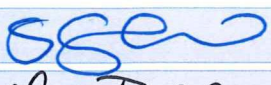
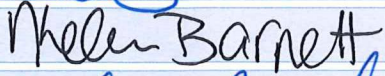
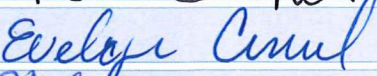
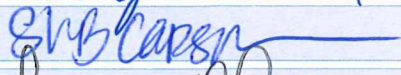
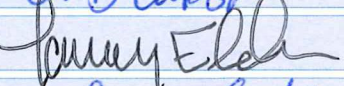
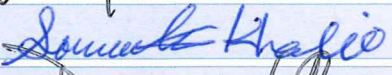
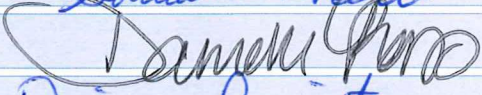
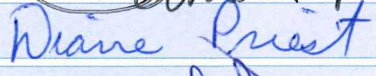
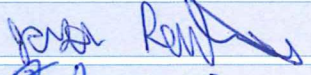


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