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.

Veritas Elementary School
39685930108613

Manteca Unified School District
39685930000000

School Site Vision

Veritas Elementary School will make sure that all students will be provided the opportunity to meet grade level standards in a safe supported environment that promotes individual success.

School Site Mission

Veritas School will provide a safe, respectful, and positive learning environment where all staff, parents, and students work together to achieve mastery of grade level standards measured by each student's progress.

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
African American and Homeless - 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.

Veritas Elementary School will focus on the district's three targets: Safety, Standards, and Emerging Students. Through focusing on these targets, Veritas School will address the goals written in each of these areas to support student achievement.

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

Veritas school consulted with various stakeholders in the review and update of the SPSA including the site English Learner Advisory Committee (ELAC), School Site Council (SSC), site leadership team, staff, and PTA Board. The SSC approved the SPSA on 5/15/23 and will review and provide input to the new draft goals for the Strategic Plan. Data that has been reviewed with the stakeholder groups include, CAASPP data, MAP assessments (growth and achievement), trimester, attendance, discipline data, and end of year summative assessments. Needs in each of the target areas were identified, these include math, reading, SEL, and attendance. The SSC will continue to review and modify the Strategic Plan throughout the school year and will utilize an ongoing cycle of refinement of the plan at each of the SSC meetings.

Resource Inequities

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

Resource inequities that have been identified include a need for continued tutorial support in Math and ELA, more social emotional support for students/staff including additional VCC support, a need for a Punjabi bilingual aide, professional development in the area of essential standards, PLCs, Tier 1 teaching/lesson design, and continue work on profile of the 9th grader.
Our needs assessment and data review indicated resource inequities in meeting the needs of our English Learners, Hispanic, Chronic Absenteeisnm, and Socially Economically Disadvantaged Students and we will need to provide additional support through additional tutoring opportunities, resources, technology, software, and personnel.

School Site Description

Veritas School opened its doors to students on August 1, 2005 with 370 Kindergarten through Eighth grade students. Veritas School's mission is to "provide a safe, respectful, and positive learning environment where all staff, parents, and students work together to achieve mastery of grade level standards measured by each student's progress." The learning environment will be one in which academics, positive character traits, and celebrating diversity is the focus of everyone in an effort to maintain and support our District mission/vision: "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. Every student works to achieve grade level standards, feels safe and is supported to realize individual success." Veritas School interacts with various agencies such as the police and fire departments, health services and other organizations to provide valuable supplemental programs and services for students. Students are able to participate in the district Acorn League, which is organized, competitive sports for students in grades fourth through eighth.

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)	33.10	91.49	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.91	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.20	6.21	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.38	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	36.20	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	2.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.20	

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	0.50	
Total Out-of-Field Teachers	0.50	

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.

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)	16.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	

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.

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	

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 as risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

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

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

In addition, the District provides three days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English Learners and Special Education students. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

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

Manteca Unified provides instructional assistance and ongoing support to all teachers of ELA/ELD, Mathematics, core classes, and intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. Intervention programs include Rosetta Stone, and ALEKS. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

MUSD provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.
Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).
Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
935	**38.4**	**20.1**	**0.2**
Total Number of Students enrolled in Veritas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	188	20.1
Foster Youth	2	0.2
Homeless	29	3.1
Socioeconomically Disadvantaged	359	38.4
Students with Disabilities	86	9.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	2.8
American Indian		
Asian	272	29.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	80	8.6
Hispanic	372	39.8
Two or More Races	43	4.6
Pacific Islander	13	1.4
White	129	13.8

Conclusions based on this data:

1. Our enrollment rate and student populations have changed, and are continuing to change, due to attendance boundary adjustments and new home development.

2. Veritas is seeing a shift in enrollment, student groups, and demographics as there are many new families moving into the area from other districts.

3. We anticipate a decrease in SED due to boundary changes on the Section 8 apartments no longer being in our attendance area.

Grade Level Standards

Grade Level: All

District Goal

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

Site Strategic Goal

Every student will make growth towards mastery of grade level standards in all subjects.

Base Requirements

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

Site Name: **Veritas**
Location: **400**
Administrator: **M. Cowan**

Function: **1000 Instructional**
Goal: **1110**
Mgmt: **0000**

LCAP A/S: 1.1

Elementary School Site Base - Resource 0000
PROGRAM

Target (Standards (ST), Safety (S), and/or Emerging Students (ES))	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
ST, S, ES	Certificated Timesheet	8,000									
ST, S, ES	Inst. Supplies Tier 1			18,000							
ST, S, ES	TK/K/new classroom base			5,000							
ST, S, ES	Print Shop									9,000	
ST, S, ES	Postage									250	
ST, S, ES	Click/Copy Expenses									6,000	
ST, S, ES	Additional Classroom Growth Base	1,000		5,000	10,000						
ST, S, ES	Para Support	2,000									
ST, S, ES	Collaborative Storage Options			2,400							
ST, S, ES	Certificated Timesheet	2,500									
	TOTAL	13,500	-	30,400	10,000	-	-	-	-	15,250	-
										GRAND TOTAL	69,150

Site Name: **Veritas**
Location: **400**
Administrator: **M. Cowan**

Function: **2420 Instructional Library, Media, and Technology**
Goal: **0000**
Mgmt: **0000**

LCAP A/S: 1.1

Elementary School Site Base - Resource 0000
ADMINISTRATION

Target (Standards (ST), Safety (S), and/or Emerging Students (ES))	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
ST, S, ES	Timesheeting		3,000								
ST, S, ES	Digital/Media/Video			10,000							
ST, S, ES	Computer Refresh				3,500						
ST, S, ES	Library Book - Class Library			10,000							
	TOTAL	-	3,000	20,000	3,500	-	-	-	-	-	-
										GRAND TOTAL	26,500

Site Name: **Veritas** | Function: **2700 School Administration** | LCAP A/S
Location: **400** | Goal: **0000** | 1.1
Administrator: **M. Cowan** | Mgmt: **0000**

Elementary School Site Base - Resource 0000
ADMINISTRATION

Target Standard(ST), Safety(S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
ST, S, ES	Marquee				20,000						
ST, S, ES	Admin Supplies (Office, Amazon, etc.)			10,000							
ST, S, ES	Admin/Clerical Support		4,500								
ST, S, ES	Office Refresh				4,000					1,000	
ST, S, ES	Conference						8,000				
ST, S, ES	STORFS/First Aide			1,000							
ST, S, ES	Classified Timesheet		750								
ST, S, ES	Classified Timesheet		1,000								
ST, S, ES	SSA timesheet		1,500								
	TOTAL	-	7,750	11,000	24,000	-	8,000	-	-	1,000	-
										GRAND TOTAL	51,750

Site Name: **Veritas** | Function: **8200 Operations** | LCAP A/S
Location: **400** | Goal: **0000** | 1.1
Administrator: **M. Cowan** | Mgmt: **0000**

Elementary School Site Base - Resource 0000
OPERATIONS

Target Standard(ST), Safety(S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
ST, S	Custodial Timesheeting		1,500								
ST, S	Grainger			15,000							
ST, S	Home Depot			5,000							
ST, S	Waxie			5,000							
ST, S	STORFS/Work Orders			4,000							
ST, S	Custodial Equipment				4,000						
ST, S	Home Depot Tool Refresh				5,000						
ST, S	Signs			2,000							
	TOTAL	-	1,500	35,000	9,000	-	-	-	-	-	-
										GRAND TOTAL	45,500

Site Name: **Veritas**
Location: **400**
Administrator: **M. Cowan**

Function: **1000 Instructional**
Goal: **1110**
Mgmt: **0000** (unless listed below)

Elementary School Site Supplemental - Resource 3010
TITLE I

LCAP A/S	Description of Need	Mgmt	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
1.2, 1.4, 2.5	Certificated Timesheeting											
1.2, 1.4, 2.5	Classified Timesheeting											
1.2	Instructional Supplies											
2.1	TK/ K Bridge											
3.6	Community Outreach Asst.			19,738								
2.4	Equity Cost											
1.4	Conferences/Trainings											
	Fundations											
												Allocation
	TOTAL	-	-	19,738	-	-	-	-	-	-	-	-
											GRAND TOTAL	19,738

Site Name: **Veritas**
Location: **400**
Administrator: **M. Cowan**

Function: **1000 Instructional**
Goal: **1110**
Mgmt: **0000** (unless listed below)

Elementary School Site Supplemental - Resource 0709
LCAP

LCAP A/S	Description of Need	Mgmt	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
1.2, 1.4, 2.5	Certificated Timesheeting		8,000									
1.2, 1.4, 2.5	Classified Timesheeting			3,000								
1.2, 2.1	TK/K Growth Small Group Supplies				6,000							
1.2	Instructional Supplies					3,196						
1.4	Conferences/Trainings											
1.2	Instructional Supplies				18,000							
2.4	SEL Growth Area/Learning Area				10,000							
2.4	Equity Cost				2,000			8,000				
2.4	PBIS										4,000	
1.2	Fundations Consumables											
ST, S, ES	SEL Growth Area/Learning Area											
ST, S, ES	Library Flex Seating Refresh											
ST, S, ES	PBIS-signs											
												Allocation
	TOTAL	-	8,000	3,000	36,000	3,196	-	8,000	-	-	4,000	-
											GRAND TOTAL	62,196

Site Name: Veritas						Function:						
Location: 400						Goal:						
Administrator: M. Cowan						Mgmt:						
Supplemental-Local-Other RSXXXX												
			Estimated Annual Cost									
LCAP A/S	Description of Need	Mgmt	1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
2.5	Well-rounded Extended Learning		5,000		3,000							
	Library Flex-Seating Refresh					10,000						
	Equity Cost (bussing S.C.)											
	Tutoring/Extended learning		15,000	3,000	5,000							
	Conferances Tainings		3,000					25,000				
	PBIS		2,000	1,000	3,000							
	TOTAL	-	25,000	4,000	11,000	10,000	-	25,000	-	-	-	-
											GRAND TOTAL	75,000

Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	96		0	95		0	95		0.0	99.0	
Grade 4	100	103		0	102		0	102		0.0	99.0	
Grade 5	86	103		0	103		0	103		0.0	100.0	
Grade 6	92	102		0	102		0	102		0.0	100.0	
Grade 7	85	101		0	100		0	100		0.0	99.0	
Grade 8	82	97		0	97		0	97		0.0	100.0	
All Grades	526	602		0	599		0	599		0.0	99.5	

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		2394.			15.79			18.95			20.00			45.26	
Grade 4		2437.			11.76			28.43			23.53			36.27	
Grade 5		2499.			17.48			27.18			31.07			24.27	
Grade 6		2535.			16.67			33.33			33.33			16.67	
Grade 7		2586.			27.00			46.00			15.00			12.00	
Grade 8		2594.			16.49			48.45			23.71			11.34	
All Grades	N/A	N/A	N/A		17.53			33.72			24.54			24.21	

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		12.63			52.63			34.74	
Grade 4		9.80			69.61			20.59	
Grade 5		17.48			70.87			11.65	
Grade 6		16.67			60.78			22.55	
Grade 7		19.00			68.00			13.00	
Grade 8		22.68			62.89			14.43	
All Grades		16.36			64.27			19.37	

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		18.95			37.89			43.16	
Grade 4		9.80			60.78			29.41	
Grade 5		23.30			58.25			18.45	
Grade 6		23.53			57.84			18.63	
Grade 7		40.00			50.00			10.00	
Grade 8		36.08			51.55			12.37	
All Grades		25.21			52.92			21.87	

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		10.53			65.26			24.21	
Grade 4		3.92			74.51			21.57	
Grade 5		8.74			78.64			12.62	
Grade 6		13.73			74.51			11.76	
Grade 7		10.00			84.00			6.00	
Grade 8		13.40			74.23			12.37	
All Grades		10.02			75.29			14.69	

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		9.47			61.05			29.47	
Grade 4		8.82			66.67			24.51	
Grade 5		11.65			71.84			16.50	
Grade 6		18.63			71.57			9.80	
Grade 7		20.00			67.00			13.00	
Grade 8		22.68			70.10			7.22	
All Grades		15.19			68.11			16.69	

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	81	95		0	95		0	95		0.0	100.0	
Grade 4	100	103		0	103		0	103		0.0	100.0	
Grade 5	86	103		0	103		0	103		0.0	100.0	
Grade 6	92	101		0	101		0	101		0.0	100.0	
Grade 7	85	102		0	101		0	101		0.0	99.0	
Grade 8	82	97		0	97		0	97		0.0	100.0	
All Grades	526	601		0	600		0	600		0.0	99.8	

* 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		2416.			20.00			17.89			27.37			34.74	
Grade 4		2444.			9.71			20.39			39.81			30.10	
Grade 5		2484.			9.71			17.48			39.81			33.01	
Grade 6		2529.			16.83			19.80			37.62			25.74	
Grade 7		2564.			24.75			26.73			25.74			22.77	
Grade 8		2568.			22.68			24.74			24.74			27.84	
All Grades	N/A	N/A	N/A		17.17			21.17			32.67			29.00	

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		24.21			43.16			32.63	
Grade 4		11.65			45.63			42.72	
Grade 5		10.68			55.34			33.98	
Grade 6		13.86			58.42			27.72	
Grade 7		24.75			50.50			24.75	
Grade 8		19.59			55.67			24.74	
All Grades		17.33			51.50			31.17	

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		18.95			44.21			36.84	
Grade 4		10.68			55.34			33.98	
Grade 5		9.71			63.11			27.18	
Grade 6		17.82			58.42			23.76	
Grade 7		21.78			60.40			17.82	
Grade 8		20.62			59.79			19.59	
All Grades		16.50			57.00			26.50	

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		21.05			53.68			25.26	
Grade 4		10.68			59.22			30.10	
Grade 5		8.74			67.96			23.30	
Grade 6		13.86			68.32			17.82	
Grade 7		15.84			70.30			13.86	
Grade 8		16.49			71.13			12.37	
All Grades		14.33			65.17			20.50	

Math Spring 2023

NWEA Assessment Summary

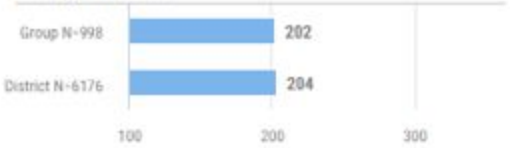
Site: **Veritas Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (05-08-2023)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	19%	193
61 - 80	22%	219
41 - 60	19%	191
21 - 40	21%	206
1 - 20	19%	189
Total Students Tested		998

Average RIT Score



Reading Spring 2023

NWEA Assessment Summary

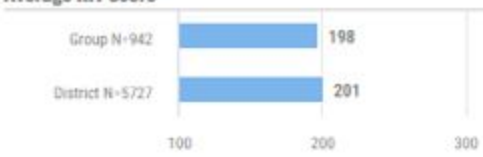
Site: **Veritas Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (05-08-2023)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	17%	156
61 - 80	25%	237
41 - 60	22%	208
21 - 40	18%	172
1 - 20	18%	169
Total Students Tested		942

Average RIT Score



Lexile Distribution

Grade Level	Ranges	%	#
K-1	N/A	31%	293
2-3	450-769	22%	204
4-5	770-954	15%	145
6-8	955-1079	10%	96
9-10	1080-1214	11%	107
11-CCR	1215-1355	10%	97

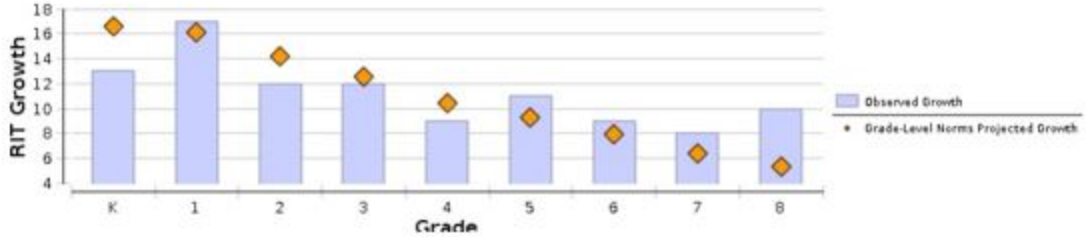
Lexile ranges derived from:

Veritas Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	92	142.5	11.7	75	155.0	12.3	42	13	0.7	16.6	-1.91	3	92	29	32	29
1	110	158.6	9.9	45	175.1	10.1	48	17	0.7	16.1	0.16	56	110	55	50	47
2	101	175.5	13.0	58	187.4	13.7	42	12	0.7	14.2	-1.06	15	101	38	38	35
3	109	192.4	11.8	77	204.8	12.8	75	12	0.5	12.6	-0.08	47	109	61	56	53
4	96	194.9	14.6	26	203.6	14.6	20	9	0.6	10.4	-0.90	18	96	35	36	36
5	101	208.4	13.8	48	218.9	16.0	54	11	0.7	9.3	0.55	71	101	61	60	54
6	114	214.2	13.4	49	222.9	15.0	53	9	0.7	7.9	0.38	65	114	67	59	57
7	97	222.0	13.4	59	230.2	16.2	66	8	0.7	6.4	0.90	82	97	69	71	66
8	95	230.7	15.9	73	240.2	16.9	85	10	0.7	5.3	1.80	96	95	74	78	71

Math: Math K-12

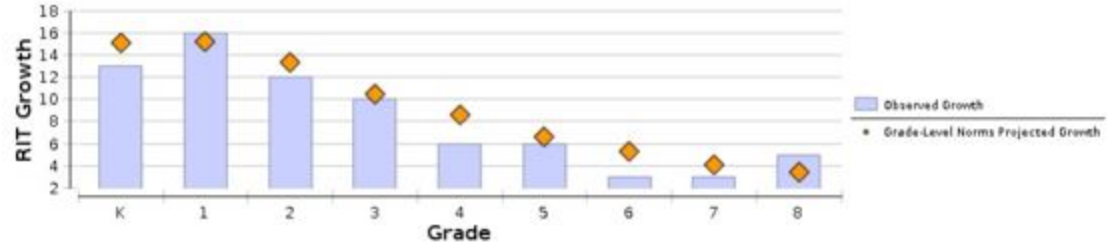


Veritas Elementary

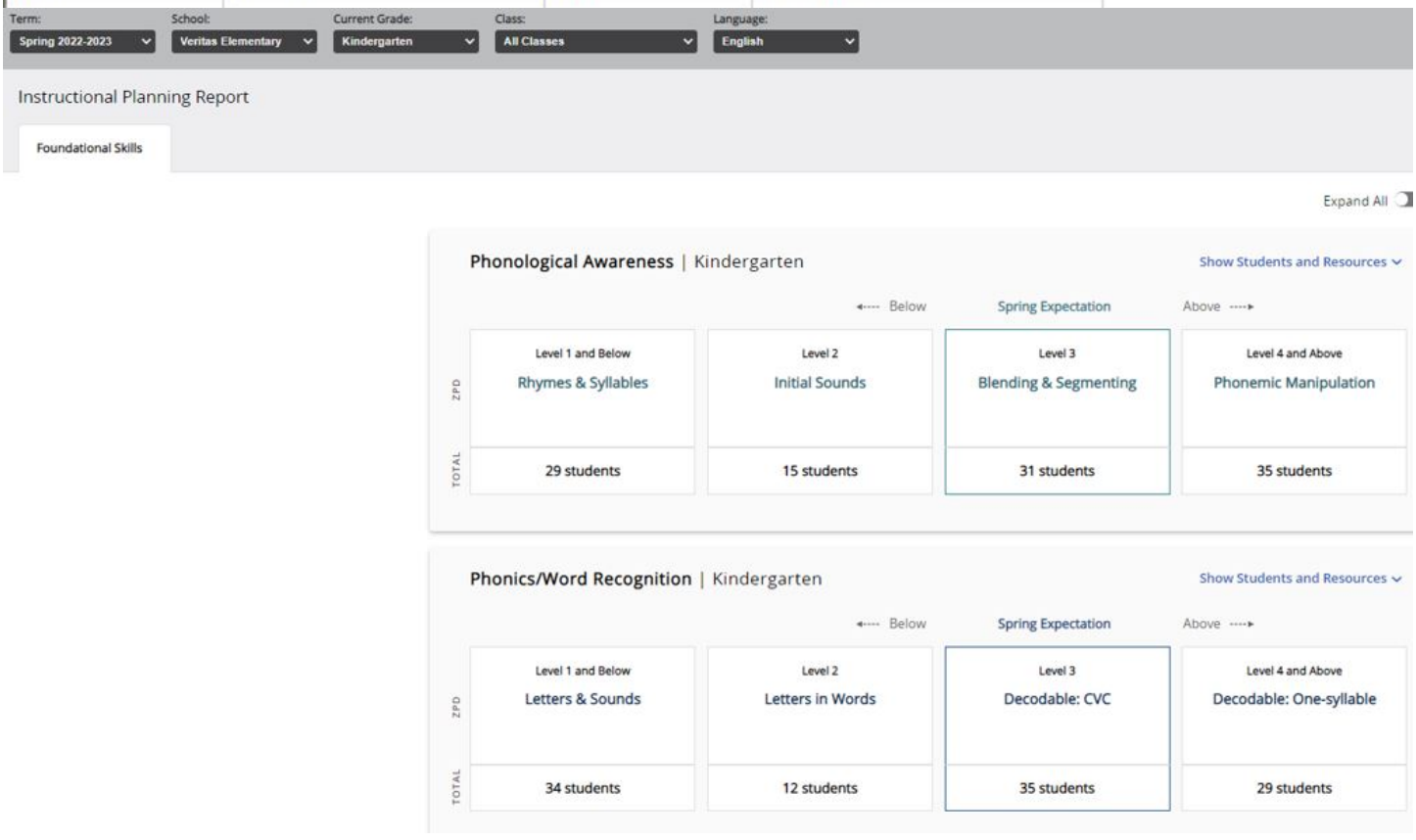
Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	36	144.3	11.4	94	157.2	11.6	84	13	1.2	15.1	-0.93	18	36	15	42	42
1	108	152.7	11.8	32	169.1	12.5	41	16	0.8	15.2	0.50	69	108	63	58	54
2	102	173.2	18.1	59	185.1	16.7	51	12	0.8	13.3	-0.59	28	102	47	46	43
3	108	191.8	14.6	79	201.5	12.6	75	10	0.8	10.4	-0.35	36	108	58	54	54
4	89	192.0	16.5	28	198.3	15.4	19	6	0.8	8.6	-1.15	12	89	33	37	35
5	99	204.1	12.2	50	209.8	12.0	45	6	0.7	6.7	-0.50	31	99	45	45	43
6	112	210.1	12.7	51	213.3	13.1	39	3	0.7	5.3	-1.24	11	112	47	42	37
7	97	216.4	11.9	63	219.1	13.5	55	3	0.9	4.1	-0.84	20	97	47	48	45
8	96	223.4	12.6	76	228.2	10.9	81	5	0.8	3.4	0.71	76	96	61	64	55

Language Arts: Reading



NWEA Assessment 2023 Spring			
Overall			
Grade - Reading	Proficiency (Green & Blue)	Grade - Reading	Achievement (Red & Orange)
Kinder	26 - 42%	Kinder	22 - 35%
1st	48 - 37%	1st	56 - 44%
2nd	46 - 44%	2nd	46 - 44%
3rd	71 - 58%	3rd	29 - 22%
4th	24 - 24%	4th	55 - 55%
5th	36 - 35%	5th	33 - 35%
6th	37 - 31%	6th	44 - 40%
7th	43 - 41%	7th	38 - 36%
8th	61 - 61%	8th	13 - 13%
Grade - Math	Proficiency (Green & Blue)	Grade - Math	Achievement (Red & Orange)
Kinder	32 - 32%	Kinder	43 - 43%
1st	47- 36%	1st	56 - 44%
2nd	37 - 36%	2nd	45 - 43%
3rd	65 - 51%	3rd	33 - 27%
4th	28 - 28%	4th	54 - 54%
5th	41 - 40%	5th	46 - 44%
6th	49 - 41%	6th	51 - 43%
7th	47 - 47%	7th	34 - 34%
8th	64 - 64%	8th	15 - 15%



Data Analysis

Based on the MAP assessment and growth our students are working on meeting individualized growth scores and will need additional support in higher levels of rigor, as well as ensuring they have the foundational skills.

Student Need 1:

All students will meet growth, achievement, and proficiency in grade level standards.

Implementation Plan

Data will be used to identify and adjust learning goals, lesson design, Access Time/UDL "Our Time", PLCs, Professional Development, and Region 4 Training to ensure students master grade level standards. Data from MAP, CA Dashboard, CFAs, Illuminate, Dataquest, Interim Block Assessments, etc. will be analyzed by our PLCs and ILT throughout the year to ensure students are progressing in proficiency, meeting individual growth targets, and meeting achievement goals. Teachers will work with families to develop learning goals, enrichment activities, family support nights and foster rigorous learning opportunities. Professional development will be provided to teachers in the areas of essential standards, base curriculum, tier 1 instruction, rigor, enrichment/supplemental learning activities, and intervention to help students meet mastery of grade level standards. Collaboration time through PLC, region meetings/trainings, and differentiated Professional Development will be provided for teachers to communicate and monitor student achievement, proficiency, and growth towards mastery of grade level standards.

Will continue vertical articulation with Sierra High School and working towards the profile of the 9th grader. Veritas will continue to work with Jr. High students, staff, and families to help students to be high school ready.

SMART Goal

80% of students will meet growth projections in MAP ELA/Math from fall 2023 to Spring 2024.

Metric/Indicator	**Baseline**	**Expected Outcome**
MAP Student Summary Growth Report - Reading	Spring 2023: # of students % of students K 15 - 42% 1st 63 - 58% 2nd 41 - 46% 3rd 58 - 54% 4th 33 - 37% 5th 45 - 45% 6th 47 - 42% 7th 47 - 48% 8th 61 - 64%	80% of students will meet growth projection on NWEA MAP Reading
MAP Student Summary Growth Report - Math	Spring 2023: # of students % of students K 29 - 32% 1st 55 - 55% 2nd 38 - 38% 3rd 61 - 56% 4th 35 - 36% 5th 61 - 60% 6th 67 - 59%	80% of students will meet growth projection on NWEA MAP Math

	7th 69 - 71% 8th 74 - 78%	
NWEA Achievement Report (Illuminate) Reading with a focus on proficiency	Spring 2023 High/High average (green & blue): Overall Baseline: #393 / 42% # of students % of students Kinder 26 - 42% 1st 48 - 37% 2nd 46 - 44% 3rd 71 - 58% 4th 24 - 24% 5th 36 - 35% 6th 37 - 31% 7th 43 - 41% 8th 61 - 61%	All grade levels will have 80% of students perform high/high average (green & blue) in NWEA MAP Reading
NWEA Achievement Report (Illuminate) Math with a focus on proficiency	Spring 2023 High/High average (green & blue): Overall Baseline: # 412 / 41% # of students % of students Kinder 32 - 32% 1st 47- 36% 2nd 37 - 36% 3rd 65 - 51% 4th 28 - 28% 5th 41 - 40% 6th 49 - 41% 7th 47 - 47% 8th 64 - 64%	All grade levels will have 80% of students perform high/high average (green & blue) in NWEA MAP Math
NWEA Achievement Report (Illuminate) Reading with a focus on achievement	Spring 2023 low/low average (red & yellow): Overall Baseline: 341 - 36% # of students % of students Kinder 22 - 35% 1st 56 - 44% 2nd 46 - 44% 3rd 29 - 22% 4th 55 - 55%	All grade levels show a decrease of 20% of students performing low/low average (red & orange in NWEA MAP Reading ATSI group will show a decrease in number of students.

	5th 33 - 35% 6th 44 - 40% 7th 38 - 36% 8th 13 - 13%	
NWEA Achievement Report (Illuminate) Math with a focus on achievement	Spring 2023 low/low average (red & yellow): Overall Baseline: 395 - 40% # of students % of students Kinder 43 - 43% 1st 56 - 44% 2nd 45 - 43% 3rd 33 - 27% 4th 54 - 54% 5th 46 - 44% 6th 51 - 43% 7th 34 - 34% 8th 15 - 15%	All grade levels show a decrease of 20% of students performing low/low average (red & orange in NWEA MAP Math
NWEA - Reading Fluency Instructional Planning Report Fall to Spring Phonological Awareness	Kindergarten Students Fall Level 1 & 2 - 98 Level 3 & 4 - 15 Spring Level 1 & 2 - 44 Level 3 & 4 - 66	80% of our students will meting spring expectation of a level 3 or 4 (Blending and Segmenting)
NWEA - Reading Fluency Instructional Planning Report Fall to Spring Phonics/Word Recognition	Kindergarten Students Fall Level 1 & 2 - 104 Level 3 & 4 - 9 Spring Level 1 & 2 - 46 Level 3 & 4 - 64	80% of our students will meting spring expectation of a level 3 or 4 (Decodable: CVC)

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will have access to professional development (conferences, workshops, trainings, etc.) including time sheeting for substitutes for teacher release time, certificated time sheeting, resources, books, registration fees, other costs related to professional development, and/or supplemental instructional supplies.	LCFF- Supplemental	3,000
Certificated staff will have access to release time for collaboration, observation, peer coaching, walkthroughs, PLC, and planning/preparing instruction during the workday through time sheeting for substitutes.	LCFF- Supplemental	2,820
Incentives/awards to recognize student success, engagement, academics.	LCFF- Supplemental	1,500
Certificated/Classified-Time sheeting for parent involvement, parent nights, workshops, to support students.	Title I Part A: Allocation	
Outdoor Classroom Spaces (SEL spaces), assemblies, and educational excursion.	LCFF- Supplemental	3,000
All students will have access to education excursions, (Outdoor educational equality)	LCFF- Supplemental	3,000
Supplemental Technology hardware/software, instructional materials (computers, document cameras, projectors, speakers, consumables ie. Foundations, Amplify, etc.) to support, supplement and enhance classroom instruction and student support for in person and during optional learning opportunities.	LCFF- Supplemental	6,000
Certificated and classified staff will be provided release time with substitutes, or time sheeting to work with administration on academic leadership roles, PD, and/or implement PLC/"Our Time".	LCFF- Supplemental	4,000
Additional Para Professional time will be utilized to help implement "Our time".	LCFF- Supplemental	1,000

Certificated and classified staff will be provided release time with substitutes, or time sheeting to work on outreach for parent involvement, communication/notifications, and support to access core curriculum, supplemental instruction, and/or extracurricular activities.	LCFF- Supplemental	3,000

Progress Monitoring

October

January

April

Safety

District Goal

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

Site Goal

While at Veritas School, students will feel safe emotionally and physically while having access to clean and safe facilities. Behavior incidents and chronic absenteeism will decrease.

Base Requirements

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

April
August to April
41/120 - 34%
27/102 -26%
22/130 - 16%
15/117 - 12%
21/124 - 17%
14/106 - 13%
19/115 - 16%
18/125 - 14%
20/114 - 17%
197/1094 - 18%

Attendance 22/23	August	September	October	November	December	January	February	March	April
Kinder	91.59%	92.29%	88.19%	89.03%	85.85%	90.36%	90.02%	90.63%	93.63%
1st	93.78%	95.33%	95.37%	90.05%	86.41%	90.09%	91.81%	92.73%	93.46%
2nd	93.30%	94.48%	93.59%	91.85%	86.31%	93.88%	93.17%	94.28%	94.16%
3rd	94.69%	95.98%	94.53%	91.45%	89.99%	92.18%	95.62%	95.22%	96.09%
4th	93.51%	95.79%	95.13%	90.86%	90.71%	94.37%	94.59%	93.26%	93.70%
5th	95.54%	94.38%	95.06%	90.44%	92.34%	91.51%	94.74%	95.75%	95.42%
6th	95.38%	96.72%	95.49%	94.09%	88.37%	95.47%	94.48%	93.37%	95.19%
7th	96.42%	95.27%	95.78%	94.40%	87.51%	93.04%	93.68%	94.07%	94.68%
8th	93.03%	94.20%	94.75%	92.54%	90.28%	91.62%	94.23%	94.60%	94.33%
SDC K-6	81.98%	88.32%	83.51%	77.97%	80.07%	90.48%	84.44%	81.87%	81.07%
Total with SDC K-6	93.96%	94.99%	93.84%	91.74%	88.49%	92.51%	93.43%	93.55%	94.52%
SDC 7-8	88.84%	86.61%	92.31%	89.07%	87.18%	76.47%	90.43%	93.43%	92.86%
Total with SDC 7-8	94.74%	94.73%	95.27%	93.47%	88.89%	92.33%	93.96%	94.34%	94.50%

GROUP PREP			Group Prep	Sort attendance list.	Sorting craft assessments
18 (30 min each)	15 (30 min each)	32 (30 min each)	29 (30 min each)	13 (30 min each)	14 (30 min each)
3 (10 min each)	3 (10 min each)	2 (10 min each)	2 (10 min each)	12 (10 min each)	2 (10 min each)
0	0	0	0	0	
6 students	2 (13 students)	2 (13 students)	2 (10 students)	0	2 (13 students)
Relationship circle - understanding sourroundings, close friends, family, acquaintances.	SEL on Mondays	Decision making skill	NO school Monday SEL: Mondays	NO school Monday SEL: Mondays	1 (5 students)
15 min daily	15 min daily	15 min daily	15 min daily	15 min daily	15 min daily
recess time		walk around	Lunch powerpoint for student	lunch recess observe	Rainy day
0	0	0	0	0	
3	2	5	4	1	
15 min daily	15 min daily	15 min daily	15 min daily	15 min daily	15 min daily
Cost meet		Cost meet cancele	Cost Canceled	Cost meeting	Cost meeting
0	VCC meeting via zoom.	VCC meet @ DO	VCC Meet 1	VCC meet 1	

Count of Student	
Incident	Total
Assault/Battery	7
Bus Referral	3
Cheating/Dishonest	1
Damage School/Personal Property	5
Dangerous Object	2
Defiance	40
Disruptive	10
Eating/Chewing Gum in Class	1
Fighting/Attack w/o Weapon	11
Imitation Firearm	2
Inappropriate Behavior/Object	43
Pushing/Shoving	20
Threat of Attack - w/o Weapon	1
Truancy	2
Truant (CWA ONLY)	9
Unsafe Behavior	31
Vape Pen: Nicotine	3
Verbal Fight	2
Grand Total	193

Count of Student	
Action	Total
<Unset>	15
Alternative to Suspension	22
Conference, Parent	12
Conference, Student	20
Contract, SARB	9
COST	1
Detention	27
Loss of Privileges	5
Loss of Recess	12
Suspension	15
Victim	6
Warning	47
Written Consequence	2
Grand Total	193

2 Counselor Caseload = 141

Number of students declined =15

Number of groups = 10

Students in groups = 59

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	2.13	0.43	5.22	0.91	3.47	0.20
Expulsions	0.00	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	1.10	4.19	2.45
Expulsions	0.10	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	931	907	81	8.9
Female	462	451	43	9.5
Male	469	456	38	8.3
American Indian or Alaska Native	0	0	0	0.0
Asian	238	230	13	5.7
Black or African American	33	32	1	3.1
Filipino	73	72	2	2.8
Hispanic or Latino	383	376	50	13.3
Native Hawaiian or Pacific Islander	17	17	1	5.9
Two or More Races	39	38	2	5.3
White	148	142	12	8.5
English Learners	177	173	17	9.8
Foster Youth	7	6	0	0.0
Homeless	48	48	8	16.7
Socioeconomically Disadvantaged	578	573	67	11.7
Students Receiving Migrant Education	0	0	0	0.0

Students with Disabilities	109	106	21	19.8

Data Analysis

The data also shows that students declined their monthly attendance throughout the year but are getting back to pre-Corvid numbers. In the 2019-2020 pre Covid there were 100+ behavior incidents and had an increase in reported incidents in the 2022/23 school year. Veritas began PBIS and revising expectations. With an increase in counseling services support (2021-2022), more students, and needing additional VP support (to support a school site of over 1000 students) our behavior support is moving in the right direction. We will continue to support students SEL, Behavior lessons, and counseling support. Our data also shows that Chronic Absenteeism is an area to focus on and provide additional support.

Student Need 1:

Veritas will increase attendance rates school-wide, decrease chronic absenteeism while increasing studnet/community engagement by lowering student incidences/suspensions and build an active safe, social emotional learning environment.

Implementation Plan

Improve school climate and engagement where students feel safe, comfortable to learn and engaged in school as well as to increase the attendance rate school wide, decrease chronic absenteeism and decrease the number of behavior incidents and suspensions. VCC, COST, Community Outreach Assistant, PBIS and ELOP will be resources that will support safety. PD for certificated/classified staff will be given. Walkthroughs, data collection and observation will be done to monitor progress/supports. Expectations for attendance, behavior and school recognition plan will be communicated to staff, students, and community. VCC will support students through individual/group student counseling services as well as during unstructured times such as recess/lunch throughout the school day, including SEL classroom and pull-out small group supports. Social emotional learning and support will be given/implemented. Sanford Harmony (UTK-5th) and BASE (6-8th) weekly. Character Counts: display/implementation of monthly character trait, positive character trait messages daily/monthly to staff/student/families, student recognition plan. Essential behavior/SEL support during school/Access time through the classroom teacher and/or VCC. Engagement will be supported through various clubs and before/after school activities through ELOP (drama club, STEM club, Star Lab). Engagement will continue through morning student announcements, weekly video announcements, student leadership, Philanthropies supported by leadership/student body, peer support from leadership students, buddies, monthly spirit banner winners, regular check ins with teachers, chaplain meetings with at risk students, ongoing communication with students/families/community, Facebook page, weekly announcements, monthly Dolphin Tides Newsletter, NTI messaging (email/text) and Peach Jar, field trips and Artist in Residence, goal setting conferences, family nights, parent workshops and events. Grade level, student and school attendance rates will be recognized through incentives and awards. Truancy processes will be followed. Attendance will be addressed in SST/IEP/504 meetings and plans for support will be developed as needed. Barriers to student attendance will be identified and supported. Community Outreach Assistant will facilitate/offer support/resources for parent and student engagement, attendance and chronic absenteeism as well as to support student success both inside and outside of the classroom.

SMART Goal

Chronic absenteeism will decrease from Spring 2023 to Spring 2024, All grade levels will have less than10% total absences of their total days enrolled. Including African American and Homeless youth.

Metric/Indicator	**Baseline**	**Expected Outcome**
Site Chronic Absenteeism report from Q	Grade level groups: TK/K - 41/120 - 34% 1st - 27/102 -26% 2nd - 22/130 - 16% 3rd - 15/117 - 12% 4th - 21/124 - 17% 5th - 14/106 - 13% 6th - 19/115 - 16% 7th - 18/125 - 14% 8th - 20/114 - 17% Total - 197/1094 - 18% ATSI groups: African American 14 students Homeless youth 12 students	Chronic absenteeism will decrease from 18% to 15% students (197 to 165 -32 students) Chronic absenteeism for African from 14 from students to 10 students. Chronic absenteeism for Homeless youth from 12 students to 8 students.
Parent/students/community participation and attendance at events, clubs/activities (including ELOP) and workshops.	Goal Setting Conferences: Fall Attendance 98% Winter Attendance 98% Back to School Night 6-8th grade TK - 5th grade ELOP: Volleyball Camp Spring 23- Parent Nights:	Increase in parent/student/community participation and attendance at events, clubs/activities (including ELOP) and workshops. Maintain Goal Setting Conferences: 98% Fall Attendance 98% Winter Attendance Back to School Night 6-8th grade TK 5th grade ELOP: Parent Nights:

Q Behavior Analysis Report	Number of suspensions: (total school number) 15 Number of Incident Reports; (total school number) 161 ATSI groups: African American Suspensions 4 Incident 19 Homeless youth Suspensions 3 Incident 23	Decrease in 15 number of suspensions to 10. Decrease in 161 number of incidences to 125. Decrease number of suspensions for African American sub-group from 4 number of suspensions to 1. Decrease number of incidents for African American sub-group from 19 number of suspensions to 5. Decrease number of Incidents for Homeless Youth sub-group from 23 number of suspensions to 10.
Counseling Services	2 Counselor Caseload = 141 Number of students declined =15 Number of groups = 10 Students in groups = 59 Counselor observation log during unstructured time (included in pre data and progress monitoring)	2.5 Counselor Caseload = Number of students declined = Number of groups = Students in groups = Counselor observation log during unstructured time (included in pre data and progress monitoring)
Q Visits/Outreach Assistant	No Baseline due to new Q updates: Student/Parent Engagement: Parent Contact: Attendance: Intervention Conference - ATSI groups:	Student/Parent Engagement: Parent Contact: Attendance: Intervention Conference - ATSI groups:

Resources to Support

Action	Resources	Money/Budget
Attendance incentives/awards for students for recognition of improved attendance.	LCFF- Supplemental	2,000
Outreach Assistant will support school, families, and communication	Title I Part A: Allocation	19,738

relationship to ensure students and families have access to the school to increase student learning.		
Time sheeting for certificated and classified staff to coordinate curriculum for absent students optional learning opportunities.	Title I Part A: Allocation	0
Certificated and Classified staff will be time sheeted or materials and supplies will be orders for school activates, events, training, sports, and professional development for social emotional, behavior support of students, and/or enrichment to engage students into the school environment.	LCFF- Supplemental	3,000
Certificated and Classified staff will be time sheeted / materials and supplies order for any professional activity or enrichment activity.	LCFF- Supplemental	2,000
Awards/ Incentives for positive behaviors, PBIS, Attendance	LCFF- Supplemental	6,000
Counselor - direct services/ support to students / learning groups, SEL groups	Title I Part A: Allocation	0
The COST team will have access to additional time sheeting or release time to meet with staff about students.	Title I Part A: Allocation	0
Time sheeting for professional development for all staff, Conference fees, consultation fees, training cost, subs, PBIS, SEL/PLC/"Our Time" support.	LCFF- Supplemental	2,200
Office/admin/Counselor-copies, printshop, copying costs/lease agreements.	LCFF- Supplemental	500
Indoor and Outdoor classroom spaces (SEL spaces), assemblies, and educational excursion	LCFF- Supplemental	2,000
Ensuring the campus is physically safe (i.e. fencing, cameras)	LCFF- Supplemental	1,500
Staff teambuilding supplies, SEL support, and/or book studies/trainings	LCFF- Supplemental	1,000

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

Veritas will support all students so that they have equal and equitable access to achieve grade level standards with appropriate materials, support, training, or programs, to enable them to successfully navigate the core curriculum. MAP, CAASPP, ELPAC and formative assessments will be given throughout the year. Data will be reviewed and analyzed monthly during PLC meetings to support student needs.

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	165	188	224	18.9%	20.1%	22.4%
Fluent English Proficient (FEP)	181	191	198	20.8%	20.4%	19.8%
Reclassified Fluent English Proficient (RFEP)	23			13.9%		

EL Student Break Down Reading	
Overall (Green & Blue)	Overall (Red & Orange)
8 - 24%	21 - 63%
6 - 23%	19 - 73%
9 - 37%	8 - 33%
1 - 4%	20 - 76%
1 - 5%	12 - 63%
2 - 10%	14 - 67%
0	6 - 86%
1 - 20%	2 - 40%
EL Student Break Down Math	
Overall (Green & Blue)	Overall (Red & Orange)
8 - 20%	22 - 55%
10 - 30%	17 - 51%
3 - 12%	16 - 66%
4 - 16%	8 - 34%
2 - 8%	17 - 68%
2 - 11%	15 - 79%
1 - 5%	18 - 86%
1 -14%	6 - 86%
1 - 20%	2 - 40%

EL Student Break Down			
Asian (Green & Blue)	Asian (Red & Orange)	Spanish (Green & Blue)	Spanish (Red & Orange)
3 - 21%	7 - 50%	2 - 33%	3 - 50%
8 - 34%	12 - 52%	0	9 - 90%
5 - 30%	12 - 70%	1 - 11%	7 - 78%
8 - 40%	6 - 30%	0	2 - 66%
1 - 5%	14 - 74%	0	4 - 80%
1 - 9%	7 - 63%	0	5 - 63%
1 - 8%	9 - 75%	1 - 33%	5 - 56%
0	2 - 66%	0	3 - 100%
0	2 - 50%	1 - 100%	0

Asian (Green & Blue)	Asian (Red & Orange)	Spanish (Green & Blue)	Spanish (Red & Orange)
7 - 25%	14 - 50%	1 - 10%	6 - 60%
9 - 39%	9 - 39%	1 - 10%	8 - 80%
3 - 19%	10 - 63%	0	6 - 75%
3 - 15%	7 - 35%	1 -33%	1 - 33%
2 -12%	11 - 61%	0	4 - 80%
2 -18%	8 - 72%	0	7 - 88%
1 -8%	9 - 75%	0	9 - 100%
1 - 33%	2 - 67%	0	3 - 100%
1 - 25%	2 - 50%	0	0

EL Data:		
Proficiency:		
Overall	33 - 18%	34 - 16%
Asian	27 - 22%	31 - 20%
Spanish	5 - 9%	3 - 5%
Achievement:		
Overall	112 - 62%	131 - 61%
Asian	71 - 58%	81 - 55%
Spanish	38 - 70%	45 - 78%

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	36	0	0	0	36	0	36
01	28	0	0	0	28	0	28
02	21	0	0	0	21	2	23
03	12	8	0	2	22	2	24
04	1	23	0	0	24	13	37
05	0	19	0	5	24	22	46
06	1	0	13	0	14	24	38
07	0	0	9	0	9	25	34
08	0	0	10	0	10	37	47

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Veritas Elementary	99	50	32	7	188	125	313
Manteca Unified	2,066	976	2,163	145	5,350	3,704	9,054
San Joaquin County	12,802	5,160	11,621	1,360	30,943	24,073	55,016
State	497,471	211,055	379,290	39,832	1,127,648	963,056	2,090,704

EL Data:	Reading	Math
Growth:		
Overall	66 - 43%	78 - 42%
Asian	52 - 34%	61 - 33%
Spanish	14 - 9%	17 - 9%
SED:	196 - 48%	210 - 48%
Homeless/Foster	4 - 33%	6 - 2%

Student Need 1:

All English Language Learners, Homeless/Foster, Socially Economically Disadvantaged students will meet growth, achievement, and proficiency in Reading and Math.

Implementation Plan

Data will be used to identify and adjust learning goals, lesson design, Access Time/UDL "On the Prowl Time", PLCs, Professional Development, and Region 4 Training to ensure student mastery of grade level standards. Data from MAP, ELPAC, CA Dashboard, Common Formative Assessments, Illuminate, Dataquest, etc. will be analyzed by our PLCs and ILT throughout the year to ensure students are progressing in proficiency, meeting individual growth targets, and meeting achievement goals. Teachers will work with families to develop learning goals, enrichment activities, family support nights and foster rigorous learning opportunities. Professional development will be provided to teachers in the areas of essential standards, base curriculum, Tier 1 instruction, rigor, enrichment/supplemental learning activities, GLAD strategies, designated ELD, intervention to help students meet mastery of grade level standards and develop language acquisition. Collaboration time through PLC, region meetings/trainings, and differentiated Professional Development will be provided for teachers to communicate and monitor student achievement, proficiency, and growth

towards mastery of grade level standards. Designated classified and certificated staff will monitor academic progress of students in the TSSP program.

SMART Goal

Reduce the number of English Learner students becoming Long-term Elnglish Learners (LTELs) in 2023-2024 school year measured in DataQuest (CDE) who are identified as being "at risk" students by 20%.

Metric/Indicator	**Baseline**	**Expected Outcome**
NWEA Illuminate Growth Report Reading	Spring 2023: # of students % of students English Language Learners: 152 All: 66 - 43% • Asian: 52 - 34% • Hispanic: 14 - 9% Homeless/Foster Youth: 4 -33% SED: 196 - 48%	80% of students will meet growth projections on NWEA MAP Reading
NWEA Illuminate Growth Report Math	Spring 2023: # of students % of students English Language Learners: 185 All: 78 - 42% • Asian: 61 - 33% • Hispanic: 17 - 9% Homeless/Foster Youth: 2 - 42% SED: 210 -48%	80% of students will meet growth projections on NWEA MAP Math
NWEA Achievement Report (Illuminate) Reading with a focus on Proficiency	Spring 2023 high/high average (green & blue): # of students % of students English Language Learners. All: 33 - 18% • Asian: 27 - 22% • Hispanic: 5 - 9% Homeless/Foster Youth: 15 - 30% SED: 103 - 46%	All grade levels will have 80% of students perform low/low average (green & blue) in NWEA MAP Reading

NWEA Achievement Report (Illuminate) Math with a focus on Proficiency	Spring 2023 high/high average (green & blue): # of students % of students English Language Learners. All: 34 - 16% • Asian: 31 - 20% • Hispanic: 3 - 5% Homeless/Foster Youth: 14 -28% SED: 177 - 38%	All grade levels will have 80% of students perform low/low average (green & blue) in NWEA MAP Math
NWEA Achievement Report (Illuminate) Reading with a focus on Achievement	Spring 2023 low/low average (red & orange): # of students % of students English Language Learners. All: 112 - 62% • Asian: 71 - 58% • Hispanic: 38 - 70% Homeless/Foster Youth: 22 - 44% SED: 182 - 43%	All grade levels show a decrease of 20% of students performing low/low average (red & orange) in NWEA MAP Reading
NWEA Achievement Report (Illuminate) Math with a focus on Achievement	Spring 2023 low/low average (red & orange): # of students % of students English Language Learners. All: 131 - 61% • Asian: 81 - 55% • Hispanic: 45 - 78% Homeless/Foster Youth: 26 - 49% SED: 215 - 47%	All grade levels show a decrease of 20% of students performing low/low average (red & orange) in NWEA MAP Math
DataQuest (Smart Goal Metric)	Total # of "at-risk" of being an LTEL: 42	Will decrease the number of "at-risk" students and students from becoming an LTEL (20% 8 students)

Targeted Resources Applied

Action	Resources	Money/Budget
Para professions will have additional time sheeting as needed to push into classrooms and support student learning and supplemental needs.	LCFF- Supplemental	800
K-8 teachers and teachers teaching intervention groups will have access to curriculum, materials, and supplies.	LCFF- Supplemental	1,000
Timesheeting for teachers for professional development-trainings, collaboration, observations, pull out days, conferences, planning time.	LCFF- Supplemental	3,000
Technology hardware/software (computers, document cameras, projectors, speakers, etc.) to support intervention groups.	LCFF- Supplemental	1,000
Copying costs/leases for intervention groups.	LCFF- Supplemental	1,000
Supplemental supplies (books, paper, white boards, manipulatives etc.) will be purchased to support math learning and support time before/during/after school.	LCFF- Supplemental	3,000
Supplemental Supplies and resources will be purchased to support ELD.	LCFF- Supplemental	450
Supplement supplies and resources will be purchased to support ELA/Math intervention during UDL time as well as before or after school tutoring.	LCFF- Supplemental	1,000
Certificated staff will have access to collaboration, peer coaching, observation, or release time for planning and preparation during the workday through substitute time sheeting.	LCFF- Supplemental	1,000
Translation for communication for parents and students conferences, teacher meetings, IEPs, written documents, and EL support.	LCFF- Supplemental	1,000
Copying costs/leases for intervention groups.	LCFF- Supplemental	500
Time sheeting for bilingual aides for professional development or to provide additional small group supports in the classroom.	LCFF- Supplemental	1,000
Time sheeting for before or after school tutoring in all subject areas,	LCFF- Supplemental	2,000

extra curricular, and enrichment learning for all students.		
All students will have access to education excursions, (Outdoor educational equality)	LCFF- Supplemental	2,000

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	19,738	0.00
LCFF- Supplemental	66,270	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	66,270.00
Title I Part A: Allocation	19,738.00

Stakeholder Input

Date

Dates for 2022-23 school year: 5/15/2023

Groups

SSC, ELAC, Certificated and Classified site staff, Leadership Team

Outcome

Veritas school consulted with various stakeholders in the review and update of the SPSA including the site English Learner Advisory Committee (ELAC), School Site Council (SSC), site leadership team, staff, and PTA Board. The SSC approved the SPSA on 5/15/23 and will review and provide input to the new draft goals for the Strategic Plan. Data that has been reviewed with the stakeholder groups include, CAASPP data, trimester and end of year summative assessments. Needs in each of the target areas were identified, these include math, early literacy, mental health, and attendance. The SSC will continue to review and modify the Strategic Plan throughout the school year and will utilize an ongoing cycle of refinement of the plan at each of the SSC meetings.

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
Michael Cowan	Principal
Baljit Kaur	Parent or Community Member
Consuelo German	Parent or Community Member
Ana Saavedra	Parent or Community Member
Michael Stogner	Parent or Community Member
Darleen Willis	Parent or Community Member
Nancy Gomez	Other School Staff
Roya Gillani	Classroom Teacher
Tanya Azevedo	Classroom Teacher
Kristopher Sanchez	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

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 5/15/23.

Attested:

Principal, Michael Cowan on 5/15/23

SSC Chairperson, Nancy Gomez on 5/15/23