



Manteca Unified School District Strategic Plan

2024-2025

Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

New Haven Elementary School

39685936042360

Manteca Unified School District

39685930000000

School Site Vision

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

School Site Mission

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

Purpose and Description

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

Schoolwide Program

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

New Haven's strategic plan is focused on three goals set by Manteca Unified School District to address student learning and performance. New Haven consulted with various educational partners in the review and update of the plan including the site English Learner Advisory Committee (ELAC), School Site Council (SSC), site leadership team, and staff. Data that has been reviewed with the stakeholder groups include, ELL data, CAASPP data, NWEA MAP data, discipline, attendance and end of year summative assessments. Needs in each of the target areas were identified, these include math, language arts, early literacy, discipline, attendance, and English Learner support. 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.

School Site Description

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

New Haven Mission Statement

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
483	52.4	19.5	0.4
Total Number of Students enrolled in New Haven Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	94	19.5
Foster Youth	2	0.4
Homeless	18	3.7
Socioeconomically Disadvantaged	253	52.4
Students with Disabilities	60	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.3
American Indian	3	0.6
Asian	32	6.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	19	3.9
Hispanic	269	55.7
Two or More Races	15	3.1
Pacific Islander	1	0.2
White	133	27.5

Conclusions based on this data:

1. Hispanic is our largest subgroup.
2. 52 % of our student population is under the category of socioeconomically disadvantaged.
3. English Learners constitutes 20 % of our student population.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

At New Haven Elementary School, all students will be supported in meeting or exceeding grade level standards through standards based inclusive academic instruction.

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2389.	2433.		8.77	30.00		22.81	26.00		21.05	18.00		47.37	26.00
Grade 4		2414.	2430.		13.43	7.27		17.91	27.27		13.43	23.64		55.22	41.82
Grade 5		2475.	2482.		21.74	12.33		15.22	28.77		23.91	34.25		39.13	24.66
Grade 6		2504.	2519.		2.27	17.31		38.64	30.77		36.36	19.23		22.73	32.69
Grade 7		2483.	2524.		3.33	8.82		18.33	29.41		25.00	23.53		53.33	38.24
Grade 8		2565.	2523.		10.61	6.67		36.36	28.33		30.30	25.00		22.73	40.00
All Grades	N/A	N/A	N/A		10.00	13.58		24.71	28.40		24.41	24.69		40.88	33.33

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2411.	2435.		3.57	21.57		35.71	31.37		32.14	23.53		28.57	23.53
Grade 4		2403.	2439.		2.99	3.57		11.94	21.43		28.36	46.43		56.72	28.57
Grade 5		2469.	2439.		12.77	2.70		14.89	14.86		27.66	25.68		44.68	56.76
Grade 6		2516.	2498.		22.22	9.62		11.11	25.00		33.33	25.00		33.33	40.38
Grade 7		2456.	2507.		3.33	11.76		11.67	11.76		21.67	29.41		63.33	47.06
Grade 8		2531.	2513.		14.93	8.33		14.93	21.67		34.33	20.00		35.82	50.00
All Grades	N/A	N/A	N/A		9.36	8.87		16.67	21.10		29.53	28.13		44.44	41.90

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	41.98
Female	44.76
Male	39.78
American Indian or Alaska Native	--
Asian	64.29
Black or African American	--
Filipino	60.00
Hispanic or Latino	31.61
Native Hawaiian or Pacific Islander	0
Two or More Races	--
White	51.14
English Learners	12.73
Foster Youth	--
Homeless	29.41
Military	--
Socioeconomically Disadvantaged	35.83
Students Receiving Migrant Education Services	0
Students with Disabilities	8.89

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	29.97
Female	27.78
Male	31.69
American Indian or Alaska Native	--
Asian	60.00
Black or African American	--
Filipino	46.67
Hispanic or Latino	16.57
Native Hawaiian or Pacific Islander	0
Two or More Races	--
White	43.18
English Learners	10.34

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	29.41
Military	--
Socioeconomically Disadvantaged	20.74
Students Receiving Migrant Education Services	0
Students with Disabilities	8.89

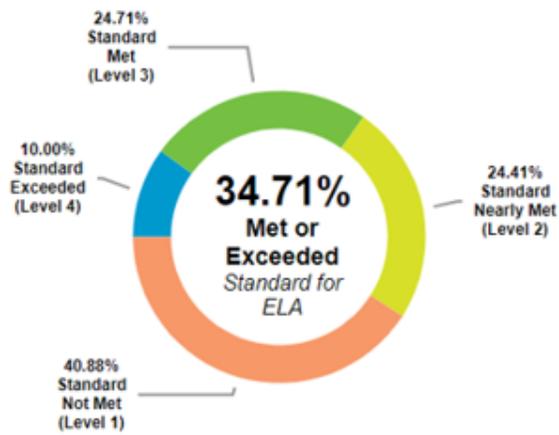
Data

New Haven CAASPP Scores-Academic Performance

2021-2022

ELA

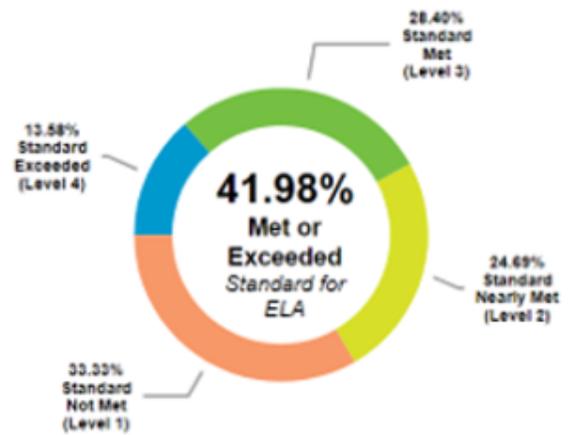
Percent of students within each achievement level



2022-2023

ELA

Percent of students within each achievement level

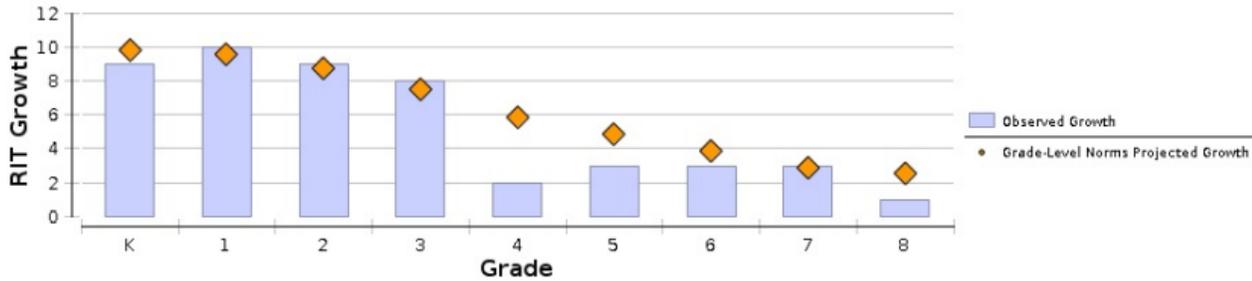


New Haven Elementary

Language Arts:
Reading

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	40	133.2	7.9	26	142.3	7.1	22	9	1.0	9.8	-0.53	30	40	16	40	35
1	52	149.6	12.3	12	159.8	14.6	15	10	1.3	9.6	0.42	66	52	27	52	48
2	58	167.2	16.0	21	176.6	16.4	25	9	1.2	8.8	0.45	67	58	29	50	48
3	64	177.2	17.5	9	184.8	19.5	10	8	1.2	7.5	0.07	53	64	34	53	53
4	46	196.2	15.6	47	197.8	16.1	25	2	1.5	5.8	-3.58	1	46	19	41	23
5	54	197.1	15.8	15	200.5	15.1	11	3	1.2	4.9	-1.29	10	54	23	43	32
6	65	204.5	15.1	21	207.1	13.7	17	3	1.0	3.8	-1.24	11	65	30	46	40
7	52	213.3	14.5	45	215.8	12.9	43	3	1.0	2.9	-0.41	34	52	20	38	42
8	32	217.9	11.7	49	219.3	12.5	44	1	1.4	2.5	-0.96	17	32	16	50	49

Language Arts: Reading



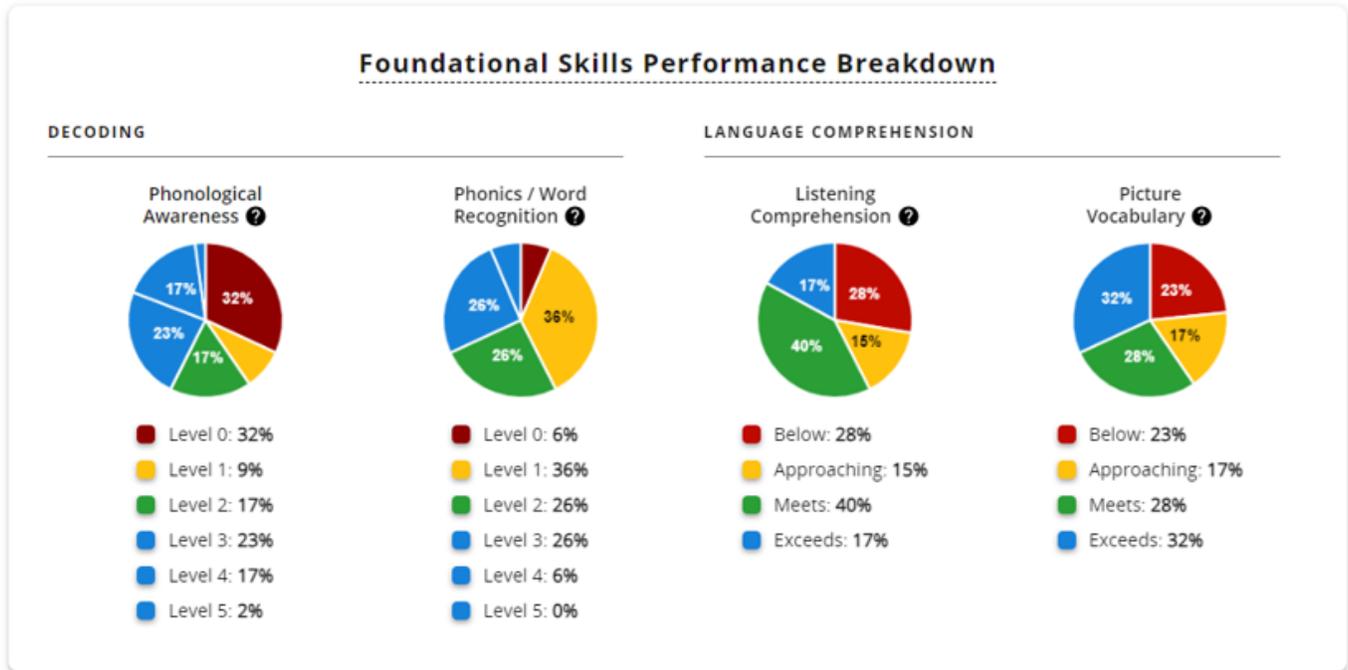
Winter NWEA MAP Assessments-Reading

New Haven Elementary

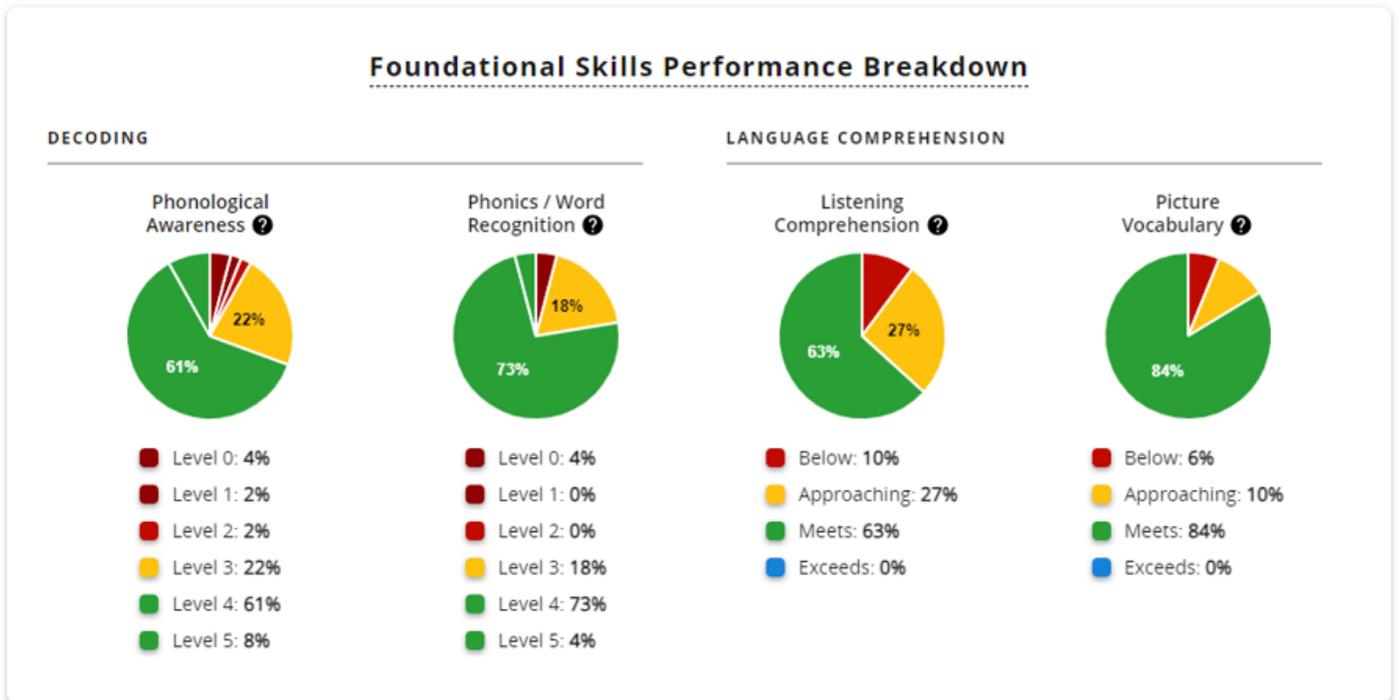
School Profile		
Achievement Overview		
New Haven Elementary Reading		
Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades	<div style="display: flex; justify-content: space-between;"> 38th 29% 24% 21% 16% 10% </div>	481

School Profile			
Achievement by Grade			
New Haven Elementary Reading			
Grade	Achievement Winter 2023-2024 Median and Distribution	Sort by	Number of Students
K	<div style="display: flex; justify-content: space-between;"> 30th 28% 30% 30% 8% 4% </div>	-- select an option --	47
Grade 1	<div style="display: flex; justify-content: space-between;"> 25th 31% 35% 8% 15% 11% </div>		52
Grade 2	<div style="display: flex; justify-content: space-between;"> 27th 41% 19% 8% 13% 19% </div>		59
Grade 3	<div style="display: flex; justify-content: space-between;"> 23rd 39% 9% 20% 21% 11% </div>		66
Grade 4	<div style="display: flex; justify-content: space-between;"> 34th 22% 26% 22% 24% 6% </div>		46
Grade 5	<div style="display: flex; justify-content: space-between;"> 26th 30% 30% 23% 10% 7% </div>		57
Grade 6	<div style="display: flex; justify-content: space-between;"> 34th 23% 35% 23% 10% 9% </div>		66
Grade 7	<div style="display: flex; justify-content: space-between;"> 47th 26% 19% 24% 20% 11% </div>		54
Grade 8	<div style="display: flex; justify-content: space-between;"> 48th 15% 15% 35% 29% 6% </div>		34

Kindergarten-Winter NWEA MAP Foundational Skills Performance



1st Grade-Winter NWEA MAP Foundational Skills Performance



Data Analysis

The first image is off the California Dashboard. The CAASPP scores from 2021-2022 and 2022-2023 indicate an increase in student proficiency in both English Language Arts (7.27% increase) and Math (3.94% increase).

ATSI groups met in this area. No new ATSI areas for this year.

New Haven Elementary CAASPP Scores:21-22 and 22-23 (no CAASPP data available for 19-20 and 20-21 due to COVID)
English Language Arts: 34.71 % 41.98%

Images two and three show current NWEA MAP growth scores from Fall 2023 to Winter 2024, show that student achievement in English Language Arts is increasing.

The NWEA MAP Student Summary report shows the growth comparison from the Fall 2023-Winter 2024 testing period in language arts. Data taken from NWEA MAP Winter 2024 indicates that the grade levels who met growth projections were 7th grade with 38 % of students (20 students), 2nd grade with 49% of students(29 students), 1st grade with 52% of students(27). The other grades were close to meeting their growth projections were 8th grade with 50% of students, 6th grade with 46% of students, 3rd grade with 52% of students, and Kindergarten with 39% of students.

Using the projected NWEA CA-SBAC data, 37.5%% of students are projected to be at "met or exceeded" and 27% of students "nearly met" on the CAASPP exam taken in spring 2024.

Language Arts MAP administration illustrates in the sub strands informational text is an area of need in grades 6-8, Literary text in grades 3-5 and Literature and informational text and vocabulary use is an area of need in grades K-2. Both CAASPP and MAP data indicate that

Image four and five shows Kindergarten-1st grade Early Literacy Foundational Skills Development Performance for Kindergarten-First grade.

Kindergarten: The NWEA MAP Foundational Skills Performance in Kindergarten indicate there is a decrease in student proficiency in foundational skills. Foundational skills sub strand: phonological awareness in the red level decreased (31%) and Listening comprehension 28% at level 1. When comparing the kindergarten and 1st grade 2023-2024 Winter NWEA Map assessments, phonological awareness and listening comprehension are areas that need support in both grades.

Image five shows the number of students and percentage of 1st grade students on the Winter 2024 MAP Reading Fluency assessment. In 1st grade, 6%(3 students) have oral reading scores and 94%(49) do not have oral reading scores.

Student Need 1:

New Haven Elementary School will continue to strengthen literacy skills for all students so that students will meet or exceed grade level standards in English Language Arts. When comparing the kindergarten and 1st grade 2023-2024 Winter NWEA Map assessments, we need to increase the number of students who are reading orally. The NWEA sub strands phonological awareness and listening comprehension are areas that need support in both grades to support them in reading. Based on the sub strands on NWEA MAP grades 3-8 need support on informational text and literary text.

SMART Goal 1

Kindergarten-1st grade Early Literacy Foundational Skills Development.

By June 2027, New Haven will increase the percentages of kindergarten and 1st grade students who have oral reading scores on the MAP Reading Fluency by 10% annually.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Implement Foundations with fidelity to support foundational skills K-1.	# of teacher with strong evidence of full implementation as evidenced by Learning Walks	2/4 of classrooms 2-strong evidence 2-some evidence 0-no evidence				Time Money People
Professional Development and weekly grade level and/or grade span(PLC) collaboration.	Per admin review of grade level action plans Number of grade levels showing evidence of data analysis and progress on grade level goals-Monthly	2/4 of grade levels				Time Money People
Instructional Specialist will support K-1 students who are in the red/yellow bands during WIN time/small group targeted time.	Pre/Post Foundational Skills assessments grades K-1 # of students showing a better understanding of targeted foundational skills	Based on pre-assessment-TBD				Time Money People
Celebrate/Acknowledge growth in Reading with incentives, awards and activities.	NWEA MAP Student Summary Growth Report in reading for grades K-1 Percentage of students who met growth projections from Fall to Winter, Winter to Spring	Winter 2024 Kinder: 40% 1st: 52%				Time Money
Win(What I need) Access times in grades K-1. Teachers make data driven decision to address specific student needs during WIN Time, following the GL Collaborative team process. Intentional and targeted small group and	NWEA MAP Student Summary Growth Report in reading for grades K-1 Percentage of students who met growth projections from Fall to Winter, Winter to Spring	Winter 2024 Kinder: 40% 1st: 52% :				Time People

individualized instruction delivered.						
After school academic tutoring. Early literacy skills support-students in K-1 in the red/yellow band for reading have the opportunity to attend after school interventions.	Pre/Post Foundational Skills assessments grades K-1 # of students showing a better understanding of targeted foundational skills	TBD based on pre/post assessment.				Time Money People

Progress Monitoring

SMART Goal 2

2-8 grade students MAP overall growth and achievement:

By June 2027, 70% of students in second through eighth grade will meet or exceed their growth projections in reading as evidenced by NWEA MAP Student Summary Growth Report in Reading.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional Development and weekly grade level and/or grade span (PLC)collaboration to support tier 1 instruction based on grade level area of need(MAP focus instructional area)	# of grade level with evidence of progress within their Grade Level Action Plans	Grade level action plan rubric 4/9 grade levels with strong evidence				Time Money People
Using Just Word curriculum training and collaborative teams in grades 4-8 to support tier 1 inclusive instruction, teachers and instructional specialist will implement Just Word strategies	# of teachers trained # of teacher with strong evidence of full implementation as evidenced by Learning Walks	0/8 teachers trained 0/8 of classrooms <ul style="list-style-type: none"> • str on g evi de nce • so me 				Time Money People

during WIN/small group instruction.		evi de nce <ul style="list-style-type: none"> no evi de nce 				
Implementation of thinking strategies within classrooms in Reading. Increase evidence of thinking strategies in classrooms to increase student "talk" discourse and collaborative conversations through professional development.	# of classrooms with strong evidence Learning Walks	2/15 classrooms with some evidence 0-strong evidence 2-some evidence 0-no evidence				Time People
Win(What I need) Access times in grades 2-8. Teachers make data driven decision to address specific student needs during WIN Time. Intentional and targeted small group and Individualized instruction delivered based on student need.	NWEA MAP Student Summary Growth Report in reading for grades 2-8 Fall/Winter/Spring	Winter 2024 Percentage of students who met growth projections. 2nd grade: 50% 3rd grade: 53% 4th grade: 41% 5th grade: 53% 6th grade: 46% 7th grade: 38% 8th grade: 50%				Time Money People
Celebrate/Acknowledge growth in Reading growth with incentives, awards and activities.	Students in grades 2-8 who met growth projections.	Winter 2024 Percentage of students who met growth projections 2nd grade: 50% 3rd grade: 53% 4th grade: 41% 5th grade: 53%				Time Money

		6th grade: 46% 7th grade: 38% 8th grade: 50%				
After school reading skills support: students in 2-8 for students not meeting growth projections or in red/orange bands in reading.	Pre/Post Skills assessments # of students showing a better understanding of targeted foundational skills	TBD based on pre/post				Time Money People

Progress Monitoring

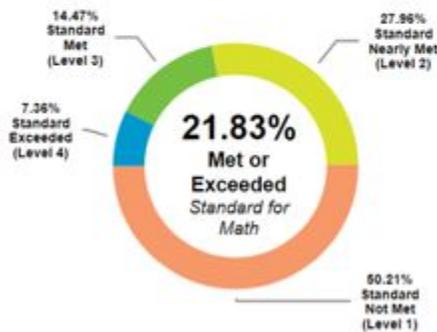
Progress Monitoring

New Haven CAASPP Scores-Academic Performance

2021-2022

Mathematics

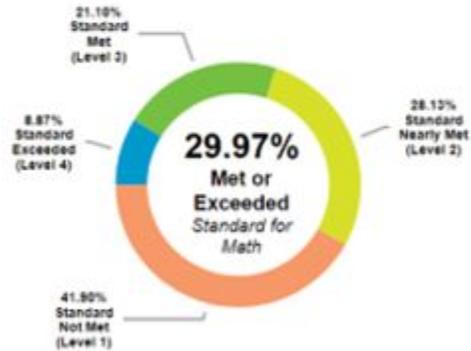
Percent of students within each achievement level



2022-2023

Mathematics

Percent of students within each achievement level





Student Growth Summary Report

Aggregate by School

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

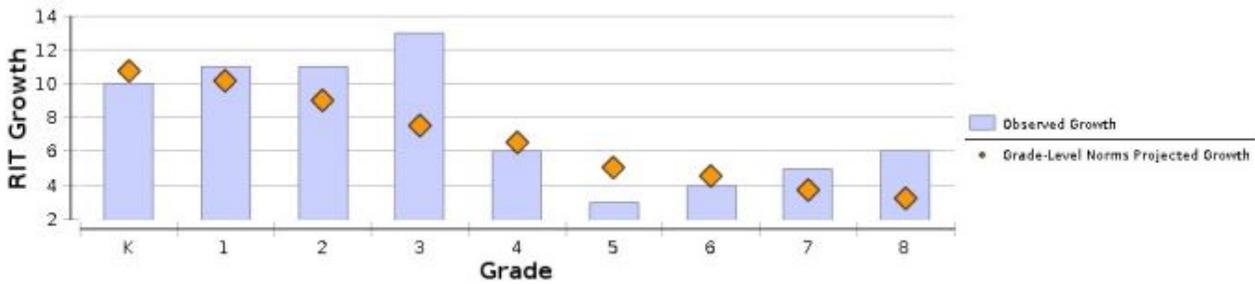
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Winter 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: No

New Haven Elementary

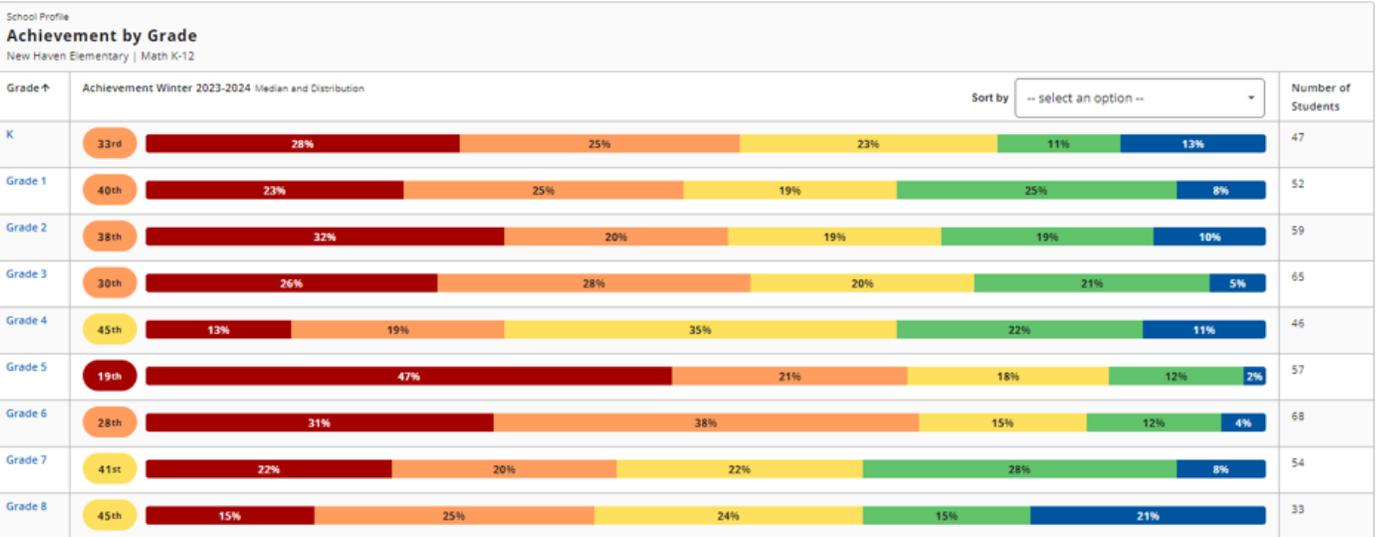
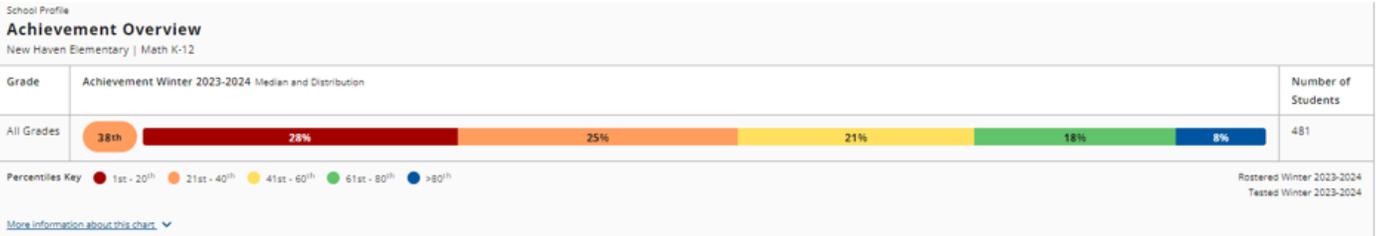
Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events †	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	40	137.6	11.0	36	147.5	11.2	30	10	1.0	10.7	-0.65	26	40	19	48	42	
1	52	156.1	10.1	25	167.0	12.1	30	11	1.2	10.2	0.49	69	52	28	54	53	
2	58	168.5	13.0	13	179.5	13.3	22	11	0.9	9.0	1.54	94	58	35	60	58	
3	63	178.2	14.2	4	190.8	13.8	19	13	0.9	7.5	4.25	99	63	47	75	76	
4	46	199.6	11.5	50	206.0	11.8	50	6	0.9	6.5	-0.09	46	46	25	54	47	
5	54	200.0	14.8	11	203.1	14.5	7	3	0.9	5.1	-1.49	7	54	16	30	33	
6	67	206.9	12.3	16	211.0	14.1	15	4	0.8	4.6	-0.37	36	67	32	48	41	
7	52	216.9	14.9	35	221.8	14.9	40	5	0.9	3.7	0.98	84	52	30	58	58	
8	33	223.0	15.6	42	228.8	17.4	53	6	1.1	3.2	1.90	97	33	24	73	71	

Math: Math K-12



Winter NWEA MAP Assessments-Math



Data

Data Analysis

Image one shows CAASPP scores from 2021-2022 and 2022-2023 indicate an increase in student proficiency in Math (3.94% increase). ATSI groups met in this area. No new ATSI areas for this year.

New Haven Elementary CAASPP Scores:21-22 and 22-23 (no CAASPP data available for 19-20 and 20-21 due to COVID)
Math: 26.03% 29.97%

Image two and three shows the current NWEA MAP growth scores from Fall 2023 to Winter 2024, show that student achievement in Math is increasing with stronger gains in math than English language arts.

The NWEA MAP Student Summary report shows the growth comparison from the Fall 2023-Winter 2024 testing period in math. Data taken from NWEA MAP Winter 2024 indicates that the grade level who met growth projections was 8th grade with 73% of students(24 students), 7th grade with 58% of students(30 students), 3rd grade with 74% of students(46 students), 2nd grade with 59% of students(35 students), 1st grade with 54% of students(28 students), and Kindergarten with 46% of students(19 students). Nearly meeting growth projections were 6th grade with 48% of students, 4th grade with 55% of student, and Kindergarten with 46% of students.

Using the projected NWEA CA-SBAC data, 31% of students are projected to be at "met or exceeded" and 37% of students "nearly met" on the CAASPP exam taken in spring 2024.

Math MAP administration illustrates statistics and probability is an area of need in grades 6-8, geometry in grades 2-5 and grades K-2.

Student Need 2:

New Haven Elementary School will continue to strengthen math skills for all students so that students will meet or exceed grade level standards in Math. Based on the sub strands on NWEA Math MAP Winter administration statistics and probability are an area of need in grades 6-8, geometry in grades 2-5 and grades K-2.

SMART Goal 1

By June 2027, 60% of students in 4-6 grade will meet or exceed their growth projections in math as evidenced by NWEA MAP Math assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional development through PEBC(Public Education & Business Coalition) for 4-6 grade teachers phase 2 coaching and collaboration	PBEC Rubric-Staff levels of proficiency increase	3/6 teachers are in the Advancing level(3) of proficiency.				Time Money People

continue in 2024-2025. During 2024-2025, PEBC coaching, PD, and collaboration in K-2.						
intervention specialist will support admin to tier 1 inclusive instruction focusing on the math workshop model and math thinking strategies.	# of grade level with evidence of progress within their Grade Level Action Plans	3/6 classrooms				Time Money People
Phase 2- Implementation of thinking strategies and math workshop model within classrooms. Increase student/teacher evidence of thinking strategies in classrooms to increase student "talk" discourse and collaboration through professional development.	# of teacher with strong evidence of full implementations Learning Walks: 4-6 grades	4/6 classrooms with some evidence 0-strong evidence 2-some evidence 0-no evidence				Time Money People
Win(What I need) Access times in grades K-8. Teachers make data driven decision to address specific student needs during WIN Time, following the GL Collaborative team process. Intentional and targeted small group and Individualized instruction delivered.	NWEA MAP Student Summary Growth Report in Math for grades 2-8 Fall/Winter/Spring	Winter 2024 Percentage of students who met growth projections. 4th grade: 54% 5th grade: 30% 6th grade: 48%				Time Money People
4-6 Grade level, Grade Span, Site Collaborative teams to meet to analyze student data, make	# of grade level with evidence of progress within their Grade Level Action Plans	3/6 classrooms				Time Time People

decisions based on students need, and to support student learning in Math.						
Celebrate/Acknowledge growth in Math with incentives, awards and activities	NWEA MAP Student Summary Growth Report in Math for grades K-8	Winter 2024 Percentage of students who met growth projections. 4th grade: 54% 5th grade: 30% 6th grade: 48%				Time Money
Events, activities, educational excursions, to develop student connections to school.	# of students	# Fall 2024				Time Money People
ELOP: Math Academic Support/Enrichment: Students in 4-6 grades not meeting growth projections in math will have the opportunity to attend after school interventions.	NWEA MAP Student Summary Growth Report in Math for grades 4-6 Fall/Winter/Spring	Winter 2024 Percentage of students who met growth projections. 4th grade: 54% 5th grade: 30% 6th grade: 48%				Time Money People
Reflex math will be used to support math fluency growth.	Reflex math growth report: # of fluent facts over time Fall/ Winter/Spring	Baseline in Fall 2024				Time Money

Progress Monitoring

Progress Monitoring



District Goal

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

Site Tier 1, 2, and 3 Goals

- Tier 1 Goal: As a New Haven community, we will ensure that every student feels values, safe and secure in an equitable and inclusive student-centered learning environment following our tier 1 PBIS supports.
- Tier 2 Goal: Students with a specific need or barrier with attendance or behaviors will be addressed through our PBIS tier 2 supports.
- Tier 3 Goal: Students with unsolved barriers and/or needs related to chronic absenteeism or behaviors will be supported through the COST process. SWD will be supported through the IEP process(including admin, program specialists, behaviorist, Educationally Related Mental Health Services (ERMHS) provider and IEP team).

Climate

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

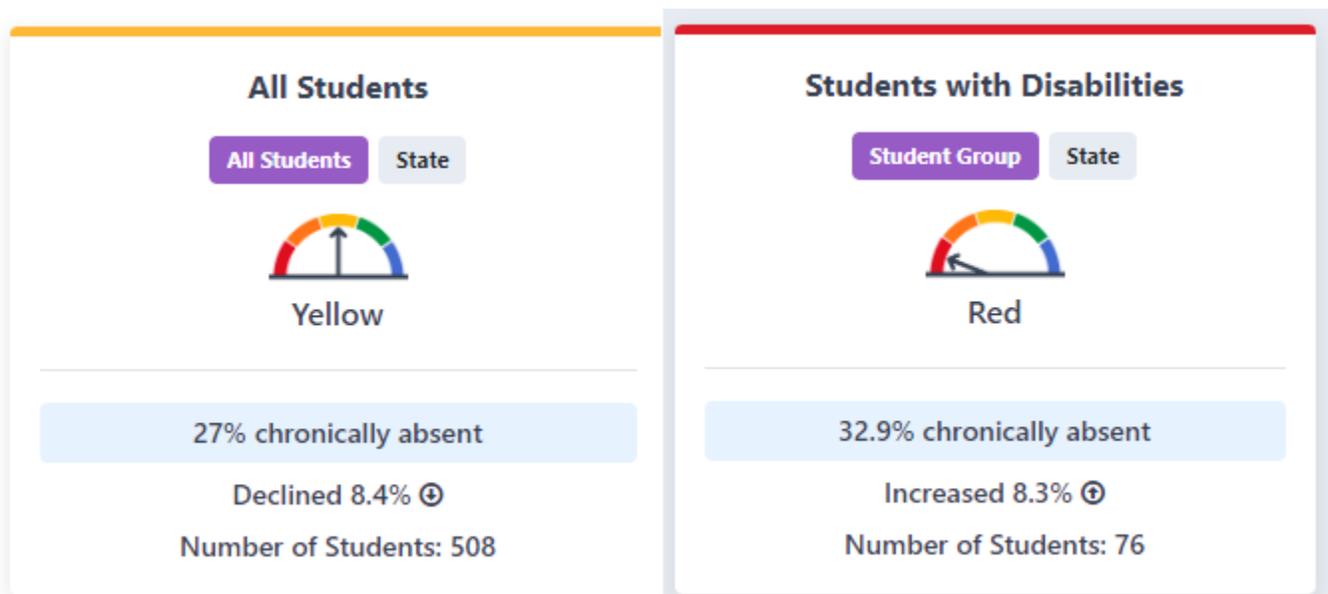
Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.75	2.91	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	4.32	4.96	3.60
Expulsions	0.00	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	532	508	137	27.0
Female	249	232	66	28.4
Male	283	276	71	25.7
American Indian or Alaska Native	3	3	2	66.7
Asian	44	38	6	15.8
Black or African American	12	11	2	18.2
Filipino	22	21	5	23.8
Hispanic or Latino	296	283	75	26.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	16	15	5	33.3
White	138	136	41	30.1
English Learners	114	111	20	18.0
Foster Youth	5	4	1	25.0
Homeless	24	23	11	47.8
Socioeconomically Disadvantaged	299	285	85	29.8
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	77	76	25	32.9



YEAR	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	AVG/TOTAL
2020-21	95.59	97.06	95.61	93.3	91.02	93.78	92.36	91.81	92.54	91.81	93.49
2021-22	90.34	90.76	91.65	92.64	91.3	89.5	87.97	94.14	93.51	93.34	91.52
2022-23	93.59	94.4	91.5	89.88	88.25	92	93.02	92.74	93.4	93.8	92.26
2023-24	96.01	94.15	93.5	93.45	91.68	93.99	92.9				93.67
2022-23	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	AVG/TOTAL
Kinder	92.77	93.19	91.39	83.88	86.23	92.71	91.05	91.05	93.01	90.79	90.61
1st	93.57	96.05	94.46	92.1	88.12	90.57	92.84	92.03	91.51	94.74	92.60
2nd	90.11	94.66	92.69	88.46	85.79	95.05	92.41	93.06	90.93	92.51	91.57
3rd	94.74	94.93	96.53	88.79	87.51	90.99	94.5	94.84	92.59	95.67	93.11
4th	95.82	94.21	94.43	87.69	85.97	89.95	93.38	92.53	95.59	93.88	92.35
5th	93.85	93.14	93.53	92.03	88.79	91.05	91.28	93.42	93.71	93.13	92.39
6th	95.37	95.4	92.2	93.84	92.42	93.24	94.12	92.39	95.04	94.93	93.90
7th	90.5	94.89	95.61	91.18	92.6	91.18	93.77	93.79	94.37	95.29	93.32
8th	94.29	93.78	91.64	90.32	88.35	93.47	94.48	91.45	94.76	93.86	92.64
AVG/TOTAL	93.45	94.47	93.61	89.81	88.42	92.02	93.09	92.729	93.501	93.867	92.50
2023-24	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	AVG/TOTAL
Kinder	96.12	91.03	91.21	90.01	85.42	90.09	90.13				90.57
1st	96.94	93.8	92.23	94.73	93.27	93.68	91.5				93.74
2nd	95.98	93.62	94.21	94.05	89.89	95.32	93.55				93.80
3rd	95.23	95.37	94.02	93.37	93.16	95.6	93.12				94.27
4th	96.27	96.35	95.52	94.11	93.03	93.62	94.92				94.83
5th	94.73	94.51	90.26	93.89	90.78	91.87	93.51				92.79
6th	95.55	94.2	94.88	92.17	92.65	95.8	92.57				93.97
7th	97.15	94.39	93.91	94.27	94.19	94.81	93.82				94.65
8th	96.94	94.1	95.25	94.9	92.71	95.09	92.94				94.56
AVG/TOTAL	96.01	94.15	93.5	93.5	91.68	93.99	92.9				

Chronically Absent 2023-24	
Total Chronically Absent	110
Total Students	488
Percentage of Chronically Absent	22.54%
Chronically Absent 2022-23	
Total Chronically Absent	147
Total Students	480
Percentage of Chronically Absent	30.63%

Chronic Absence Report					
New Haven Elementary					
Date Range: August 2023 - April 2024					
Students With Disabilities=46 students					
Students With Disabilities-CA= 12 students					
Student	Track	Grade	Days Enrolled	Days Absent	Percent Absent
	NHV 23/24	00	145	25	17.24
	NHV 23/24	01	145	22	15.17
	NHV 23/24	01	145	15	10.34
	NHV 23/24	02	139	17	12.23
	NHV 23/24	02	145	23	15.86
	NHV 23/24	06	145	18	12.41
	NHV 23/24	06	145	36	24.83
	NHV 23/24	06	145	21	14.48
	NHV 23/24	06	145	17	11.72
	NHV 23/24	06	145	16	11.03
	NHV 23/24	07	145	23	15.86
	NHV 23/24	08	145	44	30.34

Data Analysis

Image one is from the California School Dashboard and indicates chronic absenteeism as measured by the state. In 2022-2023, New Haven chronic absenteeism has declined annually by 8.4% with 27% of students reported chronically absent as compared to 35.3% chronically absent.

Image two shows the monthly ADA by grade level. As of March 2024, New Haven's average attendance rate average is 93.67 which shows a higher average attendance rate than the prior 2 school years (2.15% increase). In tracking the data since COVID, we have seen an increase in all grade levels and subgroups daily attendance rates. The grades with the highest daily attendance is 3rd grade (94%), 4th grade (94%) and 7/8th grades (94%) which is an increase from last year. The grades with the lowest daily attendance is Kindergarten (90%) and 5th grade (92%) which is a decrease from last year.

Image three:

Q data of chronically absent students shows a 17 % decrease of students chronically absent from 2021 school year.

2021-2022 40%
 2022-2023 31%
 2023-2024 23%

Q data of chronically absent students with disabilities shows a decrease of students absent.

2021-2022 21%
 2022-2023 32%
 2023-2024 26%(12/46)

Image four shows 2022-2023 ATSI groups that were chronically absent: Students with disabilities. The current dashboard data indicate that ATSI groups are no longer in ATSI status. On the 22-23 Dashboard, SWD data indicates 32% (increase of 8%) were chronically absent (red group) as compared to 26% in 23-24. 23-24 SWD data shows that the 7/12 students are in our SDC Counseling Enriched Program.

Student Need 1:

All students need to be on time and at school to have access to supports and instruction. Need to increase daily average attendance rate for all students and decrease chronically absenteeism with a focus on the subgroup students with disabilities.

SMART Goal 1

By June 2027, New Haven will increase the average monthly attendance rate from 93% to 95% as evidenced by monthly ADA and reduce chronically absenteeism by 10% as evidenced by chronically absenteeism report.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Targeted attendance messaging through monthly newsletters to families, weekly email to staff read to students, daily student announcements, chalkboard with attendance rates, ELAC/SSC meetings and parent nights to increase awareness and importance of attendance.	Monthly ADA student report increase of monthly attendance % by grade level	August 2023-March 2024 K: 90% 1st: 93% 2nd: 93% 3rd: 94% 4th: 94% 5th: 92% 6th: 93% 7th: 94% 8th: 94% overall:93%				Time Money People
Monthly ADA attendance reports and lists of chronically absent students shared with staff, COST team. Teams analyze, discuss attendance data, create a plan and collaborate with parents to increase attendance.	Q Chronically absence report # of chronically absent students decreasing.	110/488				Time
SWD: Attendance reviewed/discussed at all IEP meetings. Attendance goals created. Monthly ADA attendance	Q Chronically absence report by subgroup SWD # of chronically absent students decreasing.	12/46				Time

reports and lists of chronically absent SWD students shared with SPED staff and PS at monthly meetings to discuss attendance, create a plan, create an attendance goal and collaborate with parents to resolve unsolved problems or barriers.						
						Time People
PBIS Tier 1 and Tier 2 Professional Development and Grade level/ grade span/ILT collaboration on PBIS tiered supports.	PBIS TFI Tier 2 % of implementation	60% TFI				Time Money
VCC with Admin will create 8 week goal for students at highest risk(10%) of chronic absenteeism.	Q Chronically absence report # of students	11 students with the highest % from 2023-2024				Time Money People
ELOP: Attendance incentive program, students will attend an after-school activity and earn incentives annually that have regular attendance (excellent attendance each trimester 3 days or less)	Monthly ADA student report	August 2023-March 2024 K: 90% 1st: 93% 2nd: 93% 3rd: 94% 4th: 94% 5th: 92% 6th: 93% 7th: 94% 8th: 94% overall:93%				Time Money People
Increase enrichment opportunities to develop student connections to school.	# of opportunities available Student survey measuring school connectedness.	TBD Student survey measuring school connectedness .				Time Money

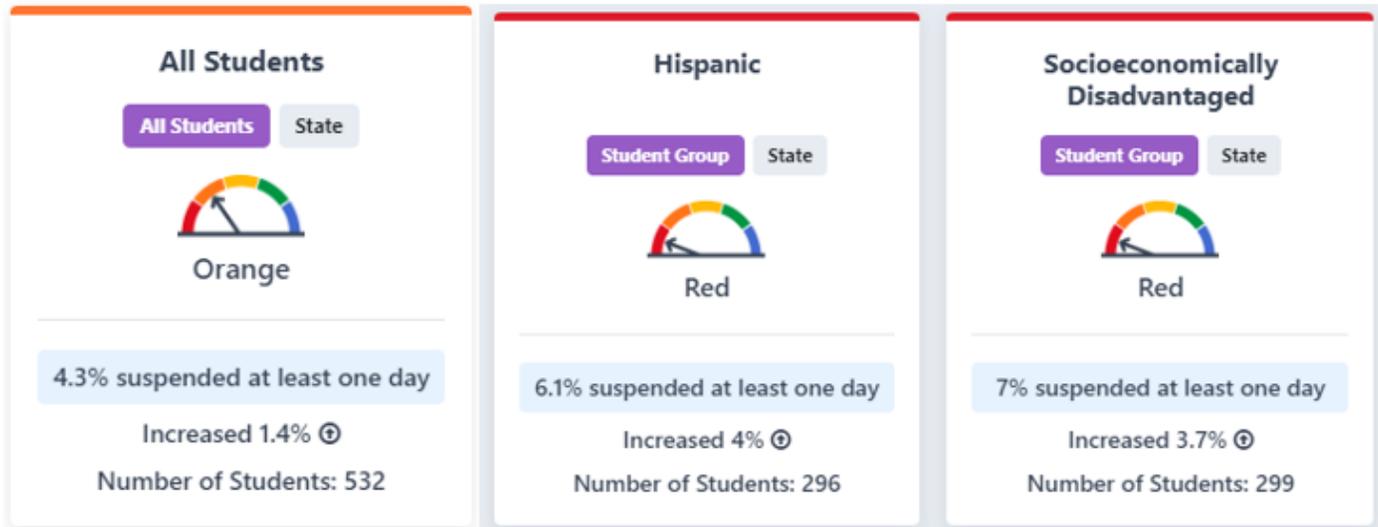
Increase consistent implementation of district's attendance policies for truancy: T1, T2... SARB	# of SARB referrals	3 SARB referrals in Trimester 3 of 23-24				Time Money
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Progress Monitoring

Progress Monitoring

NEW HAVEN SUSPENSION DATA

California Dashboard 2022-2023



Data

NEW HAVEN SUSPENSION DATA



Data Analysis

Image one shows 22-23 California Dashboard, New Haven all students, whole school average of students suspended is 4.3% suspended one day or more is in the orange band (increase 1.4%). The Hispanic student group had 6.1% suspended one day and are in the red band (4% increase) and the Socioeconomically disadvantaged had 7% suspended one day and are in the red band (3.7% increase). There is an inequity of suspensions for these two groups. We currently have 11 students suspended in the Hispanic student group and 17 suspensions in the SED student group.

Image two shows New Haven Power BI Student Dashboard indicates currently we have 19 students suspended one day or more for the 23-24 school year. The Hispanic student group has 11 students, and the SED group has 17 students suspended one day or more. Grade 5 (11 suspensions) and grade 6 (5 suspensions) represent the largest number of suspensions. Majority of our suspension's fall under fighting and unsafe behavior and occur outside the classroom during the unstructured times of the day (recess and lunch).

Student Need 2:

Decrease suspensions rates for all students, Hispanic and SED student groups so all students are at school and have access to supports and instruction.

SMART Goal 1

New Haven will decrease suspensions by 2% per year for a total of 6% reduction by June 2027 as evidenced by Power BI Student Discipline suspension report.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Targeted Positive Behavioral Interventions and Supports (PBIS) incentive to acknowledge positive behavior. Continue messaging of school wide supports through Patriot Passport Day, Refresh rally, spring PBIS family scavenger hunt, monthly newsletters to families, weekly email to staff, daily & weekly student PBIS announcements, rallies, goal setting conferences, ELAC meetings and all parent nights.</p>	<p># of PBIS weekly tickets given increased</p>	<p>Week 4 March 2024 K-2 555 tickets 3-5 249 tickets 6-8 164 tickets</p>				<p>Time Money</p>
<p>Admin, PBIS Tier 1 and Tier 2, and ILT teams will continue to promote and refine tier 1 and tier 2 systematic interventions and supports. PBIS tier 1 and 2 teams collaboration time along site, district and Stanislaus County Office of Education PBIS team.</p>	<p>% on PBIS TFI Tier 2 increase</p>	<p>80% TFI Score March 2024</p>				<p>Time Money People</p>

PBIS incentives: tickets given to students to recognize students for following school wide expectations. Tickets entered weekly, monthly, yearly drawing.	# of tickets given weekly per grade level on tracking sheet increase	Week 4 March 2024 K-2 555 tickets 3-5 249 tickets 6-8 164 tickets				Time Money
Increase structured safe play opportunities for grade 4-6 during unstructured time and modified play/lunch times to reduce number of physical contact and unsafe incidents. Admin and ILT will meet to review data of the number of unsafe incidents.	# of suspensions Q Behavior Analysis data report #suspended/total # of students	Grade 5 (11 suspensions) Grade 6 (5 suspensions)				Time Money
Collaboration/release time for teachers who have a high percentage of behavior incidents to receive behavior support from admin or behaviorist.	number of students suspended per grade level decrease. Power BI suspension report	Grade 5 (11 suspensions) Grade 6 (5 suspensions)				Time Money
SED and Hispanic subgroups: VCC with Admin will create 8 week plan with smart goals with base lesson incorporated for students with more than one suspension.	Q behavior report-penalties # of students in subgroup decrease	23-24 11/259 Hispanic students 17/326 SED				Time People
SED and Hispanic subgroups: Increase number of COST referrals for identified students(subgroups) Coordination of Services Team	Q behavior report-SED & Hispanics subgroups # of Hispanic students decreased # of SED students decreased	23-24 suspensions #suspended/total # of students 19/487 all students				Time Money

(COST) team meets weekly to review and discuss student data, review progress on behavior interventions and refine plans as needed. (extra support student group SED & Hispanic)		11/259 Hispanic students 17/326 SED				
Increase the amount of Coordination of Services Team (COST) team referrals to support students and remove barriers for learning.	# of COST referrals # of COST exited	August 2023- March 2024 COST 20 students referred. 3 exited				Time Money
Increase Peer mediation and support groups. Peer conflict resolution (student facilitated) which supports students in resolving low level conflicts and educating them in conflict resolutions.	# of referrals. increase # of resolved conflicts. decrease # of repeat referrals.	2022-2023 28 referrals 28 resolved Peer Solutions 56 Students involved in a Peer Solution 2023-2024 12 referrals 12 resolved Peer Solutions 33 Students involved in the Peer Solution				Time
Refine return to school plan to include one or more interventions to support students who have been suspended.	# of return to school plans # of return to school plans with one or more interventions	46 return to school plans held 13 the return to school plans had one or more interventions				Time

Progress Monitoring

Progress Monitoring

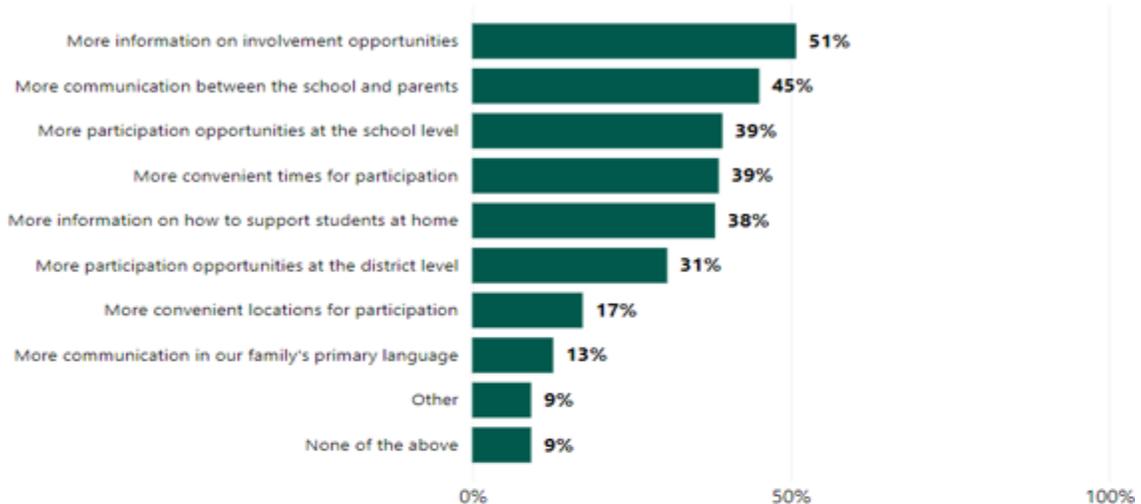
Data

Hanover Parent Survey 2023-2024

New Haven

What would help parents become more involved in Manteca USD?

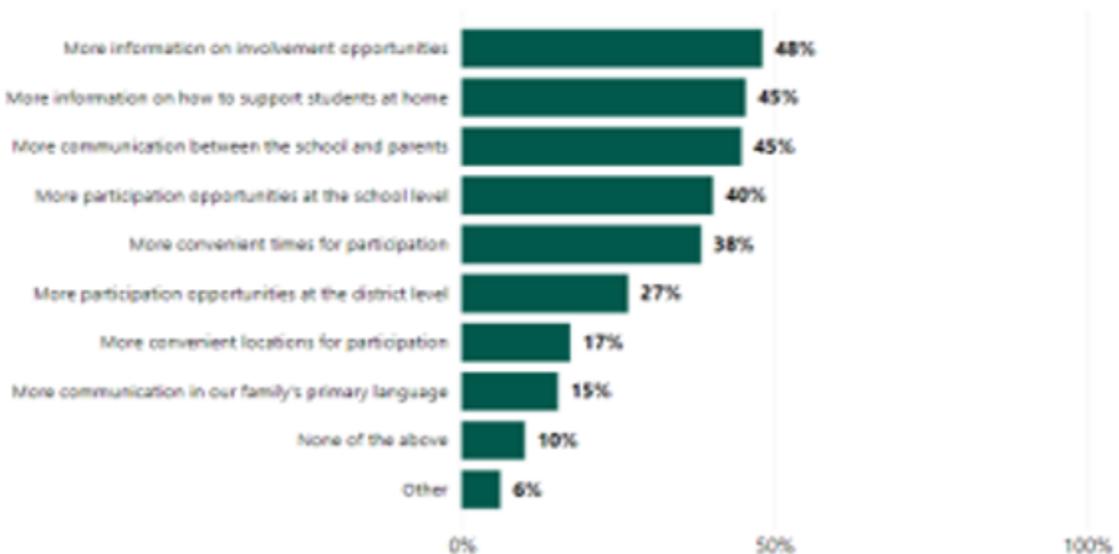
Group ● Parent



MUSD

What would help parents become more involved in Manteca USD?

Group ● Parent



Data Analysis

Based on the Hanover Parent 23-24 survey, 48 % of MUSD families want more information on involvement activities compared to 51 % at New Haven. Both data from MUSD parent group as a whole and New Haven parent group

indicated a 45 % interest in more information on how to support students at home. Parent responses indicate a need for parent engagement and connectedness to school so parents may support students at home. Our data this year shows that 7 parents of our 111 EL students consistently show up to ELAC meetings. This school year was the first time we held Back to School Night the night before school started. Parents were invited to visit their child's classroom and meet their teacher. Teachers facilitated a presentation on classroom and school wide expectations. As of March 2024, the following parent engagements nights were held: Back to School night, Kinder Bridge parent info night, Kinder Meet and Greet, Harvest Festival, Book Fair, Goal setting conferences, Student award assemblies, Spring Fling Literacy Night and open house.

Student Need 3:

Increase family/parent school connectedness through providing opportunities for parent/family engagement. Engagement opportunities offered on campus and beyond campus.

SMART Goal 1

By June 2027, New Haven will increase the average parent attendance rate at school engagement activities by 15%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase ELAC meeting participation by sending out communication in English, Spanish and Punjabi. Provide childcare and survey families on preferred dates/times.	Using attendance sheets # of parents attending monthly ELAC meetings increase	23-24 parent participation rate at ELAC meeting: Average: 7 parents				Time Money
Host School Engagement Activities on site and off site to promote school connectedness. See attached list of activities. First off site location will be the new neighborhood next to Springtime area in the Fall. A high number of parents in this area applied for OE.	# of families in attendance sheets	Spring Open House-Literacy Night 23-24 229/489 parents				Time Money

Increase School-Home communication through Monthly Newsletters, Blackboard messages via email, class dojo, event invites sent out in multiple ways.	# of Blackboard messages % of parents on Hanover Parent survey decrease	111 Blackboard messages Hanover Parent Survey 23-24 "45% More communication between school and parents."				Time Money
						Time Money People
ELOP: Leadership afterschool club for students in grades 6-8 to support student voice, engagement and school connectedness by volunteering and planning after school events(develop leadership skills)	Student survey pre and post # of students reporting increase school engagement and student voice.	Student Survey-form survey TBD				Time Money People

Progress Monitoring

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

New Haven will support our Multilingual learners (English Learners-EL) and student with disabilities to meet/exceed grade level standards through multi-tiered and targeted interventions and supports.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

According to the California School Dashboard and California Department of Education, New Haven does not have any identified ATSI groups.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

New Haven recognizes that as of April 2024, there was an increase of 17 Multilingual learners at New Haven as compared to the year before. Our Multilingual Learners consist of predominantly Spanish speaking students with an increase of Punjabi speakers. The California School Dashboard shows that New Haven's English Learner Progress is in the red. As reported on the dashboard, our ELPAC scores from 2021-2022 and 2022-2023 indicate a decrease in student proficiency with 38.5% making progress towards English Language proficiency (17% decrease). The EL subgroup needs the most support in language proficiency. EL TOSA have facilitated several trainings with our teachers on designated ELD, lesson study and EL strategies. ELD learning walks conducted. Individual conferences held with each student discussing current EL level and reclassification criteria prior to taking the ELPAC in February. To prevent test fatigue, all EL students took the ELPAC in February except students who had a level 4 on the ELPAC so they would not be taking the ELPAC during the CAASPP and MAP window.

We will refine our practices and continue this work through 23-24 school year.

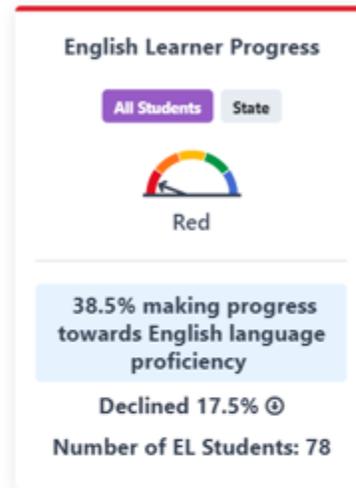
English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	106	105	94	21.2%	21.5%	19.5%
Fluent English Proficient (FEP)	44	37	43	8.8%	7.6%	8.9%
Reclassified Fluent English Proficient (RFEP)	2	7	14	1.9%		

Multilingual Learners (English Learners)

English Learner Progress Indicator

All English Learner Students

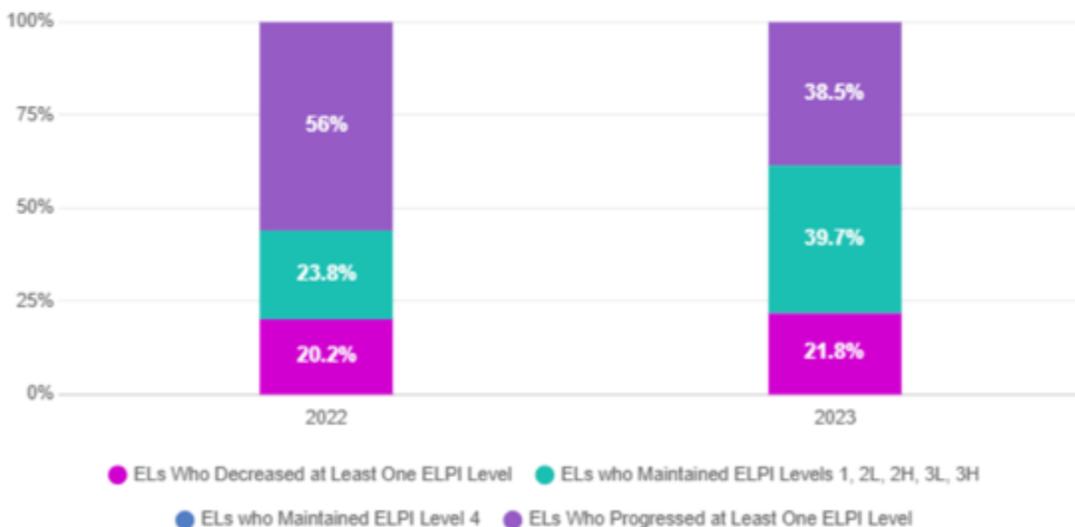
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



California School Dashboard 2023

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Mathematics Data Comparisons: English Learners

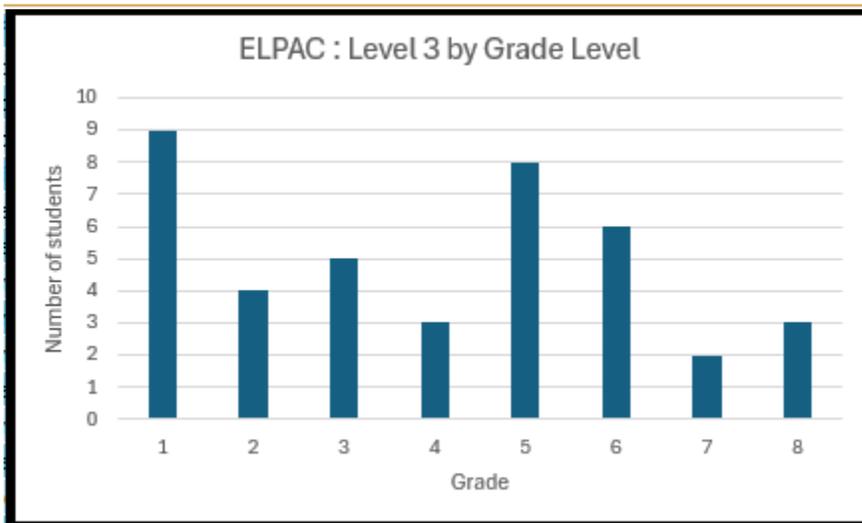
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
KN	48	72.9%	4.2%	22.9%	0.0%	0.0%
01	53	73.6%	3.8%	22.6%	0.0%	0.0%
02	52	73.1%	5.8%	17.3%	3.8%	0.0%
03	50	72.0%	2.0%	20.0%	6.0%	0.0%
04	59	67.8%	0.0%	23.7%	8.5%	0.0%
05	69	68.1%	0.0%	24.6%	7.2%	0.0%
06	54	75.9%	1.9%	9.3%	13.0%	0.0%
07	35	65.7%	0.0%	20.0%	14.3%	0.0%
08	63	74.6%	0.0%	14.3%	11.1%	0.0%

Report Totals

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
New Haven Elementary	483	71.6%	1.9%	19.5%	7.0%	0.0%
Manteca Unified	24,667	58.7%	3.3%	22.0%	15.9%	0.1%
San Joaquin County	152,956	60.4%	3.5%	20.2%	15.7%	0.2%
State	5,852,544	60.1%	4.6%	19.0%	15.9%	0.3%



Data Analysis

Multilingual Learners (English Learners-EL):

Image one shows the California Dashboard Data:

ELPAC scores from 2021-2022 and 2022-2023 indicate a decrease in student proficiency with 38.5% making progress towards English Language proficiency (17% decrease). As compared to our other dashboard data and subgroup, the EL subgroup is the group that needs the most support in language proficiency.

Number of EL students:

2021-2022: 105

2022-2023: 94

*2023-2024: 111

*As of April 2024, there was an increase of 17 Multilingual learners at New Haven as compared to the year before. Our Multilingual Learners consist of predominantly Spanish speaking students with an increase of Punjabi speakers.

Reclassification Rates:

2021-2022: 13/74(18%) students reclassified

2022-2023: 14/80(18%) students reclassified

*2023-2024: 10 students reclassified (as of 3/1/24)

From Fall 2021 to Spring 2023, New Haven reclassified 18% of ELs each year for a total of 27 students.

Image two images from the California Dashboard Data that notes the comparison of current EL students, RFEP, and English only students. The data shows that our RFEP students only are outperforming our EL students.

Image three and four indicates the percentage of English learners at each grade level in 22-23 school year. Fourth grade (23.7%) and fifth grade (24.6%) have the largest number of EL students. Grades six and seventh have the highest numbers of students reclassified.

Image five from Q systems shows the number of students in each grade level that have a Level 3 on ELPAC in 23-24 school year. The data shows that students in grades 5 and 6 have 14 students who are at a level 3 and need support in language proficiency so they can reclassify. Students in grade 4-6 with ELPAC level 3 need support to prevent them from becoming long term ELs.

Student Need 1:

Improve learning outcomes for Multilingual learners (EL) in making progress towards English Language proficiency.

SMART Goal 1

By June 2027, Multilingual (EL) students in all grades will increase by 5 % in English Language proficiency as evidenced by Summative ELPAC.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELD: Increase the number of teachers trained in GLAD. Teachers will receive District sponsored Guided Language Acquisition Design (GLAD)	Number of teachers trained in GLAD	3 out of 20 teachers are GLAD Trained: 2023-2024				Time Money People
Implement GLAD with fidelity using GLAD strategies and supports.	Learning Walk Data number of classrooms with evidence	2/20 classrooms 0 Strong evidence 2 Some evidence 0 No evidence				Time Money
ELD support for Level 3 students for grades 1, and 4-6 grade by bilingual para, IS, site subs. Intentional designated/integrated ELD, small group instruction, and WIN.	ELPAC Level 3 students in 4-6 grades decreased.	17 students with ELPAC level 3				Time Money
ELD TOSA: Professional Development through lesson study cycle support for teachers in grades 4-6 continued in 2024-2025.	ELPAC Forms data Increase opportunities.	3/11 Students are given opportunities to collaborate to converse with 3-4 exchanges on topic. 2/11 Students are given opportunities to share one idea with a peer or two. There is rarely an extended conversation. 4/11 Students do not respond, or only repeat a				Time Money People

		modeled word or phrase.				
Provide professional development in ELD strategies for designated ELD time in all grade levels.	Learning Walks # of classrooms using 3 or more ELD strategies	# of classrooms August 2024-TBD				Time Money
ELOP: ELD support-students in 4-6 in the Level 3 have opportunity to attend after school interventions and enrichment activities.	CA Dashboard English Language Proficiency Progress increase Pre/Post Skills assessments	CA Dashboard EL Proficiency Progress 38.5% (-17.5%) Pre/Post-TBD				Time Money People

Progress Monitoring

New Haven Elementary											
Program Enrollment Analysis											
Date: 04/30/2024											
Printed: 4/30/2024 8:13 AM											
Track		(All) ▾									
School		(All) ▾									
Count of Student		Grade ▾									
Program ▾		00	01	02	03	04	05	06	07	08	Grand Total
RSP		1	1	1	4	3	2		2	5	19
SDC CE - Counseling Enriched							1	6	3	2	12
Speech		3	3	4	6	2	2	1	1		22
Grand Total		4	4	5	10	5	5	7	6	7	53

MAP Growth Fall to Spring 2023-24 Student Growth



Data

Data Analysis

Image one shows the number of students with disabilities by grade. The majority of our SWD students are in third to eighth grade. Image two shows MAP Fall to Spring growth in Math and Reading. In math, 31 % of students with disabilities met their growth projections and 17% did not meet their growth projections. In reading, 14 % met their growth projections in reading and 34% did not meet their growth projections.

Student Need 2:

Students with disability will be provided more targeted and specific multi-tiered supports to meet the individual needs of the students in math and reading.

SMART Goal 1

By June 2027, New Haven will increase the number of students with disabilities who meet or exceed their growth projections in math and reading by 3%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional Development and weekly grade level and/or grade span(PLC) collaboration with SPED teachers.	Per admin review of grade level action plans Number of grade levels showing evidence of data analysis and progress on grade level goals-Monthly	0/3 teachers				Time Money

Monthly SPED meetings with PS analyzing student progress and IEP goal progress as it relates to increasing the number of students meeting their IEP goals.	Goal setting sheets number of students meeting IEP goals increase.	TBD				Time
Integration of thinking strategies across all SPED classrooms.	Thinking Strategy Learning Walks Number of classes	0/3 classes				Time
PEBC training and small group instruction in grades 4-8 CE classrooms to support teachers and paras in implementation of Math Workshop model strategies.	# of teachers trained # of classes with strong evidence as evidenced by learning walks	0/3 teachers trained 0/3 classes _Strong evidence _Some evidence _No evidence				Time Money

Progress Monitoring

Budget Summary

Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Fund Source	Object (Type of Expenditure)	Year/Cyc	Cost Estimate
2.2	2	SN 1SG 2, SN 2 SG 1	PBIS Timesheeting Certificated- Safety Goal Need	0709	Certificated Extra-time	Year 1	\$ 1,320.00
3.1	1&3	SN 1SG 1&2/ SN 1SG 1	Intervention/academic support-timesheeting Standards Goal & Emerging Student Goal	0709	Certificated Extra-time	Year 1	\$ 6,000.00
2.2	2	SN 1SG 2, SN 2 SG 1	PBIS Training-Tier 2 Safety Goal Need	0709	Certificated Sub-time	Year 1	\$ 3,000.00
1.2	1,3	SN 1SG 1&2 SN 2 SG 1 & 2	Substitutes-Professional Development Pull Out Days-Base curriculum/Math strategies/ELD	0709	Certificated Sub-time		\$ 2,000.00
2.2	2	SN 1SG 2, SN 2 SG 1	PBIS timesheeting classified- Safety Goal Need	0709	Classified Extra-time	Year 1	\$ 1,200.00
3.1	1	SN 1SG 1,2	Bilingual para professional-classified timesheeting	0709	Classified Extra-time	Year 1	\$ 1,500.00
2.4	2	SN 1SG 2, SN 2 SG 1	PBIS materials, signage, incentives-Safety Goal Need	0709	Materials & Supplies	Year 1	\$ 3,000.00
2.4	1	SN 1SG 2, SN 2 SG 1	Additional Electives	0709	Materials & Supplies	Year 1	\$ 2,000.00
2.4			Middle School Core Electives Required	0709	Materials & Supplies		
2.4	2	SN 2 SG1	Educational excursions-Science Camp Bussing-required	0709	Services	Year 1	\$ 5,000.00
2.4	2	SN 2 G1	STEM Robotics Elective	0709	Services	Year 1	\$ 1,000.00
							\$ 26,020.00

\$ 37,400.00

Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Fund Source	Object (Type of Expenditure)	Year/Cyc	Cost Estimate
1.8	1,3	Target SN 1SG 1& 2, SN 2 SG 1, Target 3: SN 1SG 2	Certificated Time Sheeting for Leadership Team Standards Goal Need	3010	Certificated Extra-time	Year 1	\$ 5,500.00
3.1	1,3		Intervention/academic support-timesheeting Standards Goal & Emerging Student Goal	3010	Certificated Extra-time	Year 1	\$ 1,000.00
1.1	1,3	SN 1SG 1& 2, SN 2 SG 1	Intervention/academic support-timesheeting Standards Goal & Emerging Student Goal	3011	Certificated Extra-time	Year 1	\$ 1,000.00
1.2	1	SN 1SG 2	Subs time for PD-PBEC	3010	Certificated Sub-time	Year 1	\$ 3,000.00
3.1	1,3	Target 1: SN 1SG 1& 2, SN 2 SG 1, Target 3: SN 1SG 1	Subs time for PD- ELD	3010	Certificated Sub-time	Year 1	\$ 3,000.00
1.1	1,3	Target 1: SN 1SG 1& 2 Target 3: SN 1 SG	Subs time for PD-Grade level/grade span(PLC) Standards goal need, Safety Goal need, Emerging Students Goal Need 3	3010	Certificated Sub-time	Year 1	\$ 5,000.00
1.2		Move to year 2	Admin Conference-Standards	3010	Conferences	Year 1	\$ 1,500.00
1.1	1	SN 1SG 1	Foundations Replenishment-materials and supplies Standards Goal Need	3010	Materials & Supplies	Year 1	\$ 10,111.00
	2	SN 1SG 1, SN 2 SG1	VCC School based counselor-Safety Goal Need	3010	Services	Year 1	
1.2	1	SN 2 SG1	Reflex Math Explorelearning Contract Renewal-1 year site license and training for 40 teachers-Standards Goal Need	3010	Services	Year 1	\$ 3,295.00
		Do not need an	Outreach Assistant				
							\$ 33,406.00
							\$ 40,500.00

Required administrative costs to operate school site
 Required costs to fulfill operational needs
 Required materials, supplies, & services to implement base curriculum

Template Assignment for Common Items.pdf

Description of Need	Function (Type of activity)	Object (Type of Expenditure)	Cost Estim	Site/Dept Administrator Additional Notes
Admin Designee	Admin	Certificated Sub-time	\$ 2,000.00	
Classified time sheeting	Admin	Classified Extra-time	\$ 1,500.00	
TW/Tech Package Replacement	Admin	Equipment over \$500-9999	\$ 2,000.00	
Amazon Admin Materials & Supplies	Admin	Materials & Supplies	\$ 3,500.00	
Office Depot Admin	Admin	Materials & Supplies	\$ 2,000.00	
8th Grade Celebration	Admin	Materials & Supplies	\$ 2,200.00	
Paper(white, color, cardstock)	Admin	Materials & Supplies	\$ 1,500.00	
Stores-health and first aid supplies	Admin	Materials & Supplies	\$ 600.00	
Print Shop Admin	Admin	Services	\$ 1,000.00	
Copy Admin	Admin	Services	\$ 1,500.00	
Postage	Admin	Services	\$ 700.00	
Time sheeting-Librarian	Library	Classified Extra-time	\$ 500.00	Extra time to support with refresh, beginning of year
Library supplies	Library	Materials & Supplies	\$ 1,000.00	Library supplies, office supplies, toner, refresh library items
Library books	Library	Materials & Supplies	\$ 4,000.00	Update and refresh book series(sports, new series based on student
Custodial Little Moe Carpet Cleaning Machine	Operations	Equipment over \$500-9999	\$ 6,700.00	one-time per Elbert's recommendation-new addition
Grainner	Operations	Materials & Supplies	\$ 15,000.00	
Waxie	Operations	Materials & Supplies	\$ 3,000.00	
Home Depot	Operations	Materials & Supplies	\$ 1,000.00	
Stores Operational-supplies, wipes, gloves	Operations	Materials & Supplies	\$ 1,000.00	
Radios	Operations	Materials & Supplies	\$ 1,600.00	New staff and replacement 4 radios(\$280 each plus program fee)
Equipment Repair	Operations	Repairs/Improvements	\$ 5,500.00	Per Elbert's recommendation
Substitutes-Flowing Subs for IEPs and SSTs	Program	Certificated Sub-time	\$ 1,500.00	
SSA time sheeting	Program	Classified Extra-time	\$ 1,000.00	
Copy Instructional	Program	Materials & Supplies	\$ 1,800.00	
Amplify Science (food 4 Less)	Program	Materials & Supplies	\$ 700.00	
Amplify Science-curriculum	Program	Materials & Supplies	\$ 2,000.00	
Sparks Equipment replacement	Program	Materials & Supplies	\$ 1,000.00	
Amazon-Instructional supplies	Program	Materials & Supplies	\$ 6,000.00	
Office Depot-Instructional	Program	Materials & Supplies	\$ 1,600.00	
Copy paper/laminating	Program	Materials & Supplies	\$ 1,000.00	
SSA supplies	Program	Materials & Supplies	\$ 400.00	
Music supplies, materials	Program	Materials & Supplies	\$ 1,500.00	
Collaborative Storage Options	Program	Materials & Supplies	\$ 1,100.00	
Foundation supplies	Program	Materials & Supplies	\$ 4,000.00	supplies not consumable curriculum
Recess equipment Stores Instructional	Program	Materials & Supplies	\$ 1,100.00	
Print Shop Instructional	Program	Services	\$ 2,300.00	
			\$ 84,800.00	

One-time requests

Description of Need	Purpose	Function (Type of activity)	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Site Administrator Additional Notes
Billy Goat Leaf/garbage collector	Safety: cleanliness	Program	Materials & Supplies	Year 1	\$ 1,800.00	Our site is in the country and surrounded by agriculture, we get a lot of leaves. This is a leaf, litter and debris vacuum for parking lots and campus.
Carpet Cleaner	New addition/replacement	Program	Equipment over \$500-9999	Year 1	\$ 8,500.00	Per conversation with Elbert- Replacement of old machine- Carpet cleaner with Wand to clean fabric surfaces.
Portable sounds system for outdoor assemblies	Culture: Student events	Admin	Equipment over \$500-9999	Year 1	\$ 2,500.00	Replacement of non working system. Click for link.
Furniture replacements	New addition/replacement	Program	Materials & Supplies	Year 1	\$ 25,500.00	Dante projects an additional class added 24-25
Library refresh phase 2	Finish library furniture refresh	Library	Materials & Supplies	Year 1	\$ 27,000.00	Phase 2 to complete library refresh-Click link for quote.
Concrete waste receptacles	Safety: cleanliness	Admin	Materials & Supplies	Year 1	\$ 12,000.00	Quote provided via EUHS during our Region 1 meeting. Our site is out in the country and the wind blows the plastic cans and causing safety and litter concerns.\$1000 each X12 cans
TW/Tech Package Replacement		Program	Equipment over \$500-		\$ 2,000.00	New teacher package

Page 1

Equipment over \$10,000

Description of Need (Type of Request)	Purpose	Function (Type of activity)	Equipment # (For item being replaced)	Inspection of current equipment	Year of Cycle	Cost Estimate	Site Administrator Additional Notes
Floor Scrubber	Replacement	Operations		Yes	Year 3	\$ 15,000.00	Need for sanitational purposes-consulted with Elbert lifetime of floor scrubber will expire.

Facility Requests

Routine Restricted Maintenance Site Projects/Services

****anything in year 2/3 will be re-evaluated for funding approval**

[Template Assignment for Common Items.pdf](#)

Description of Need	Purpose	Year of Cycle	Cost Estimate	Site Administrator Additional Notes
Repaint/refresh peaceful playground	school culture and climate	Year 3	\$ 10,000.00	Maintenance per Aaron this will need to be refreshed/repainted

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

New Haven involved educational partner groups throughout the 23-24 school year. Educational partner groups reviewed, and progress monitored data within district targets: Standards, Safety, and Emerging students. Educational partner groups collaborated in small groups to provide input and make suggestions on how to improve student academic growth and performance based on student needs.

Date

Multiple meetings were conducted with educational partners: 9/6/24, 9/14/23, 9/18/23, 11/2/23, 11/15/23, 11/16/23, 12/11/23, 1/18/24, 2/29/24, 3/20/24, 4/4/24, 4/17/24, 4/18/24.

Groups

The educational partner groups included staff, students, parents, and specific subgroups such School Site Council, English Language Advisory Committee, Instructional Leadership Team. SSC, ELAC, Grade Level Teams (PLCs), and ILT review data, goals and needs at meetings. New Haven Patriot ILT team reviews school/grade level data and provides input on needs at meetings. SSC reviewed data, provided input and approved strategic 3 year plan.

Outcome

Information was collected, combined, and integrated into the 3-year 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
Debbie Doyle	Principal
Wendy Guardino	Other School Staff
Jeannine Haxton	Classroom Teacher
Roselyn Fernandez	Classroom Teacher
Erin Pauling	Classroom Teacher
Cassie Ramirez	Parent or Community Member
Amanda Collins	Parent or Community Member
Kamie Diaz	Parent or Community Member
Randy Cruz	Parent or Community Member
Melissa Ortiz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

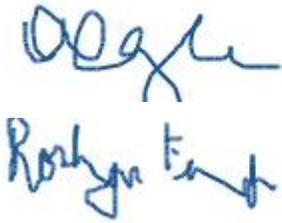
Committee or Advisory Group Name

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 4/18/24.

Attested:



Principal, Debbie Doyle on 4/18/24

SSC Chairperson, Roslyn Fernandez on 04/18/24