



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.

Veritas Elementary School

39685930108613

Manteca Unified School District

39685930000000

School Site Vision

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

School Site Mission

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

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

African American and Homeless - Chronic Absenteeism, and Suspension

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

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

School Site Description

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

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
1000	40.4	22.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Veritas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	224	22.4
Foster Youth		
Homeless	12	1.2
Socioeconomically Disadvantaged	404	40.4
Students with Disabilities	82	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	3.2
American Indian	2	0.2
Asian	328	32.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	77	7.7
Hispanic	368	36.8
Two or More Races	52	5.2
Pacific Islander	9	0.9
White	132	13.2

Conclusions based on this data:

1. Our enrollment rate and student populations have changed, and are continuing to change, due to attendance boundary adjustments and new home development.
2. Veritas is seeing a shift in enrollment, student groups, and demographics as there are many new families moving into the area from other districts.
3. We anticipate an increase in SED due to boundary changes and the increased families that are doubled up in the Veritas attendance area.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

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

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		2394.	2454.		15.79	38.66		18.95	26.05		20.00	19.33		45.26	15.97
Grade 4		2437.	2440.		11.76	16.83		28.43	19.80		23.53	21.78		36.27	41.58
Grade 5		2499.	2498.		17.48	16.67		27.18	35.29		31.07	17.65		24.27	30.39
Grade 6		2535.	2514.		16.67	8.47		33.33	35.59		33.33	33.05		16.67	22.88
Grade 7		2586.	2570.		27.00	18.63		46.00	46.08		15.00	17.65		12.00	17.65
Grade 8		2594.	2605.		16.49	24.51		48.45	44.12		23.71	22.55		11.34	8.82
All Grades	N/A	N/A	N/A		17.53	20.81		33.72	34.32		24.54	22.20		24.21	22.67

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		2416.	2458.		20.00	31.97		17.89	28.69		27.37	21.31		34.74	18.03
Grade 4		2444.	2445.		9.71	10.89		20.39	21.78		39.81	28.71		30.10	38.61
Grade 5		2484.	2501.		9.71	20.59		17.48	15.69		39.81	30.39		33.01	33.33
Grade 6		2529.	2514.		16.83	13.45		19.80	18.49		37.62	32.77		25.74	35.29
Grade 7		2564.	2552.		24.75	20.79		26.73	23.76		25.74	28.71		22.77	26.73
Grade 8		2568.	2585.		22.68	28.43		24.74	20.59		24.74	31.37		27.84	19.61
All Grades	N/A	N/A	N/A		17.17	21.17		21.17	21.64		32.67	28.75		29.00	28.44

CAASPP Results
English Language Arts/Literacy (All Students)

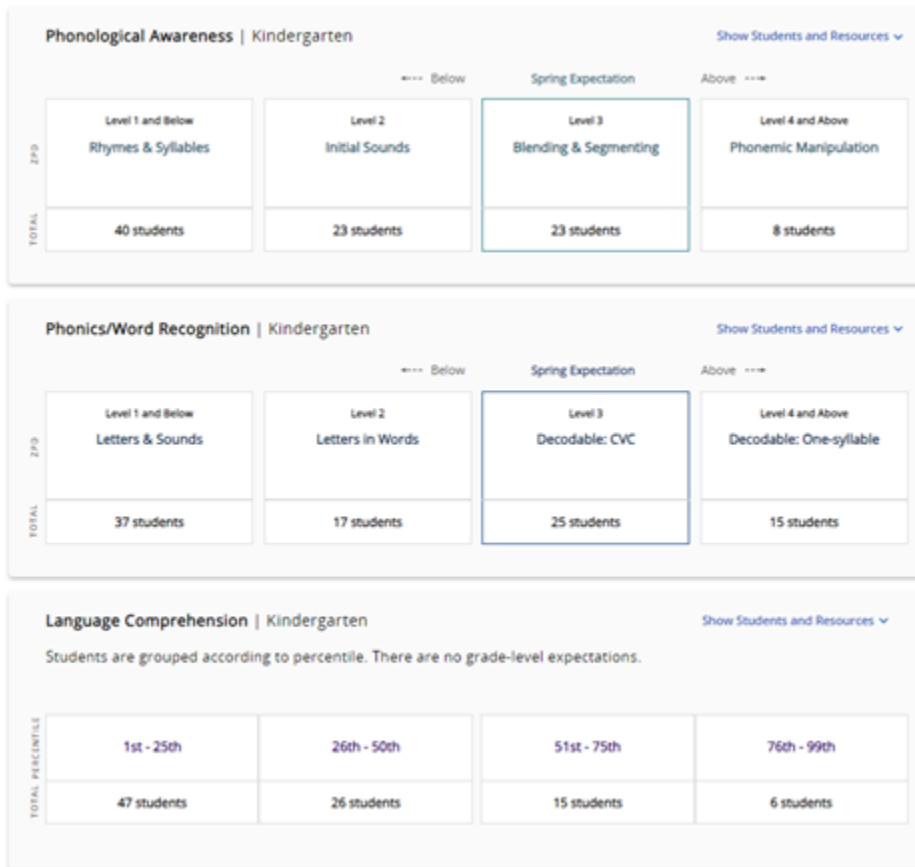
CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	53.81
Female	54.35
Male	53.31
American Indian or Alaska Native	--
Asian	64.29
Black or African American	42.86
Filipino	68.52
Hispanic or Latino	45.45
Native Hawaiian or Pacific Islander	--
Two or More Races	53.33
White	48.39
English Learners	21.62
Foster Youth	--
Homeless	21.05
Military	26.67
Socioeconomically Disadvantaged	46.75
Students Receiving Migrant Education Services	0
Students with Disabilities	21.05

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	41.52
Female	35.38
Male	47.26
American Indian or Alaska Native	--
Asian	55.40
Black or African American	33.33
Filipino	50.00
Hispanic or Latino	30.16
Native Hawaiian or Pacific Islander	--
Two or More Races	30.00
White	42.55
English Learners	13.16

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	26.32
Military	13.33
Socioeconomically Disadvantaged	36.89
Students Receiving Migrant Education Services	0
Students with Disabilities	15.79

Data



Phonological Awareness | Pre-kindergarten

[Show Students and Resources](#) ▾

Spring Expectation

Above ----

TOTAL	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 and Above Phonemic Manipulation
	80 students	34 students	0 students	0 students

Phonics/Word Recognition | Pre-kindergarten

[Show Students and Resources](#) ▾

Spring Expectation

Above ----

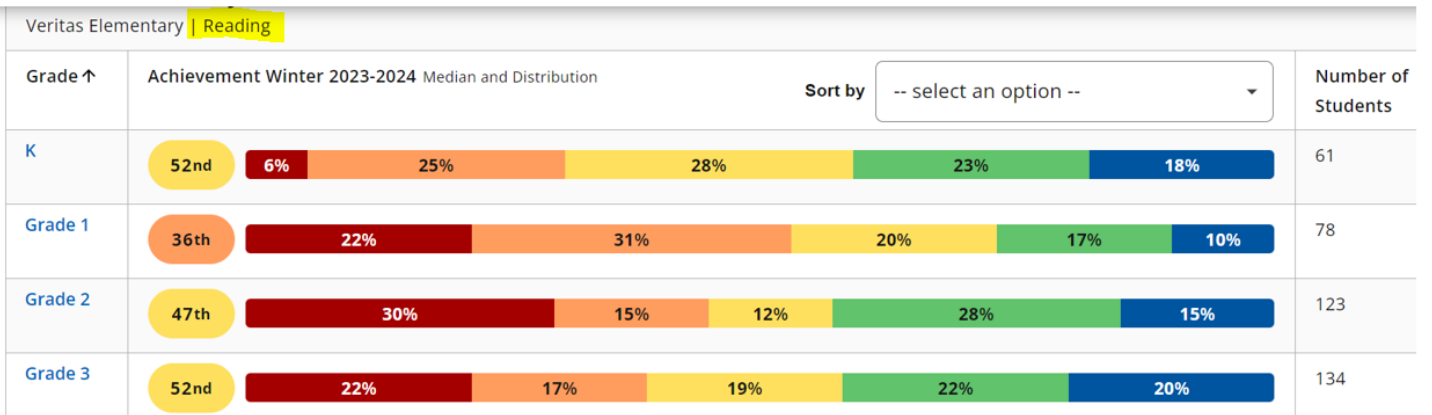
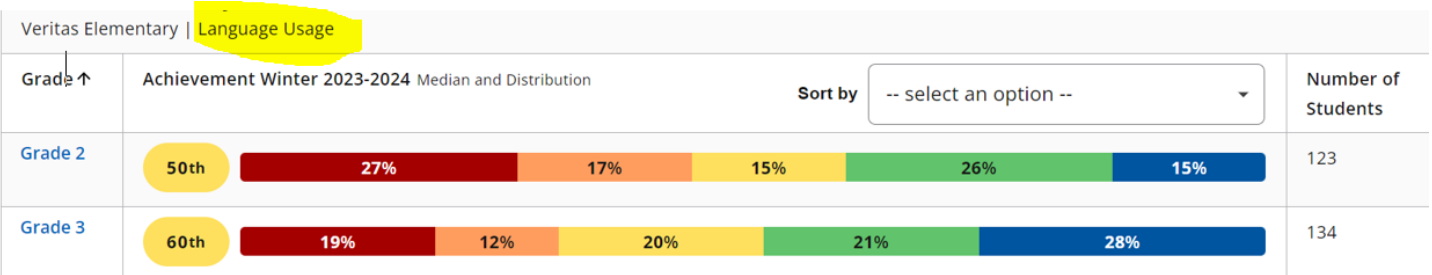
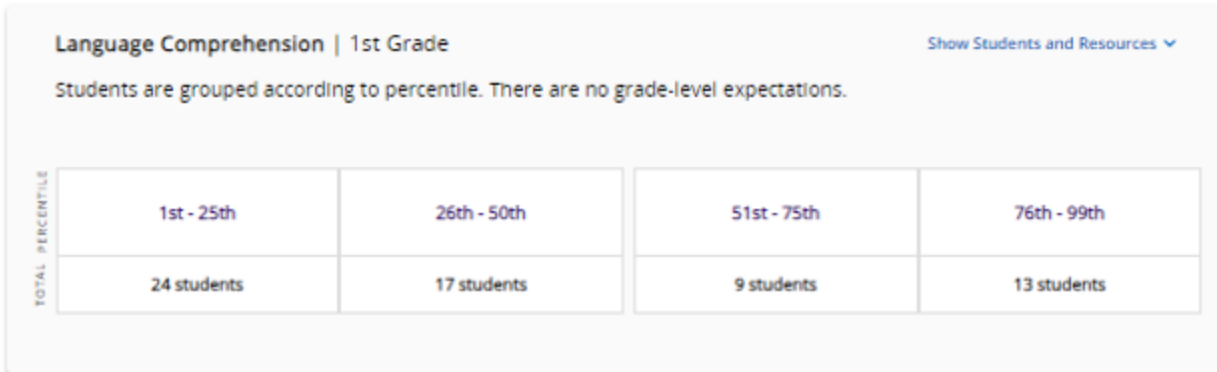
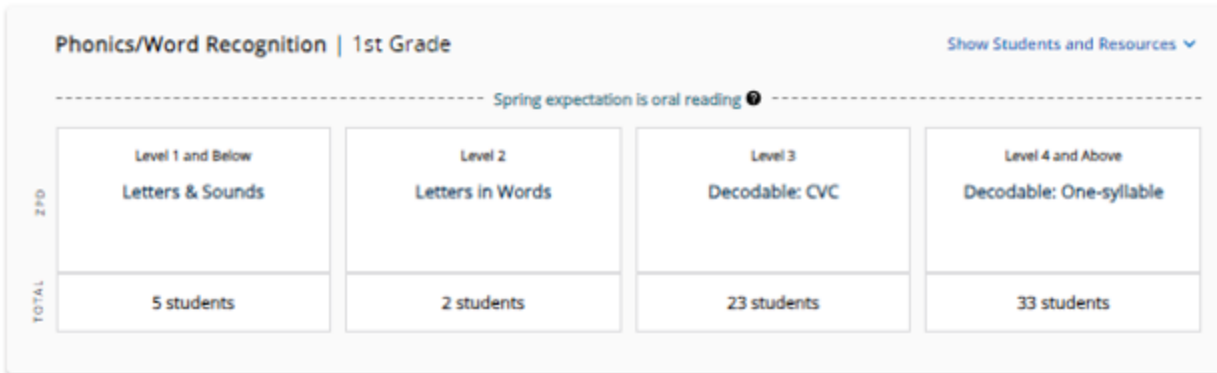
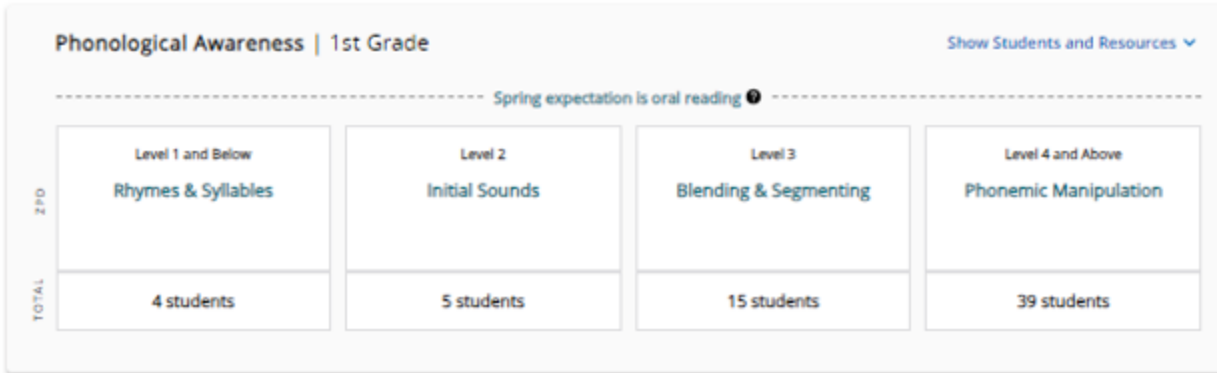
TOTAL	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 and Above Decodable: One-syllable
	96 students	18 students	0 students	0 students

Language Comprehension | Pre-kindergarten

[Show Students and Resources](#) ▾

Students are grouped according to percentile. There are no grade-level expectations.

TOTAL PERCENTILE	1st - 25th	26th - 50th	51st - 75th	76th - 99th
	114 students	0 students	0 students	0 students



Data Analysis

Students in UTK - 3rd grade are not meeting level 3 and 4 expectations for Phonological awareness, Phonics, and Language Comprehension. The current base curriculum does not support the level of need for Phonics and language comprehension. The Foundations curriculum will be utilized to support students' growth and development in the beginning literacy and fluency needs. In the first three images show students in UTK – 1st grade and their understanding of early literacy skills. The spring expectation will be level 1 for UTK, level 3 and 4 for kindergarten, and by 1st grade students will be reading orally. This data was compiled in the winter term and students in TK were mostly at level 1, the average of level 3-4 was 32% of kindergarten students and 63 out of 104 first grade students were not at the oral reading level yet. In the last image students in 2nd and 3rd grade take the language usage and 50% of students in 2nd grade are meeting or exceeding expectations, and in 3rd grade 65% of students are meeting or exceeding expectations. The achievement for reading (not all k-1students take the assessment because they are not meeting or developmentally appropriate on early literacy skills) shows that 52% of 2nd grade students are meeting or exceeding expectations, and 56% of 3rd grade students are meeting or exceeding expectations.

Student Need 1:

Students in UTK - 3rd grade need exposure and tier 1 instruction that increase their level of early childhood fluency, phonics, and language comprehension.

SMART Goal 1

By 2026-27 school year, 80% of students will be proficient in their reading fluency skills (Phonological awareness, Phonics, and Language Comprehension) measured NWEA - Reading Fluency during their spring assessment.

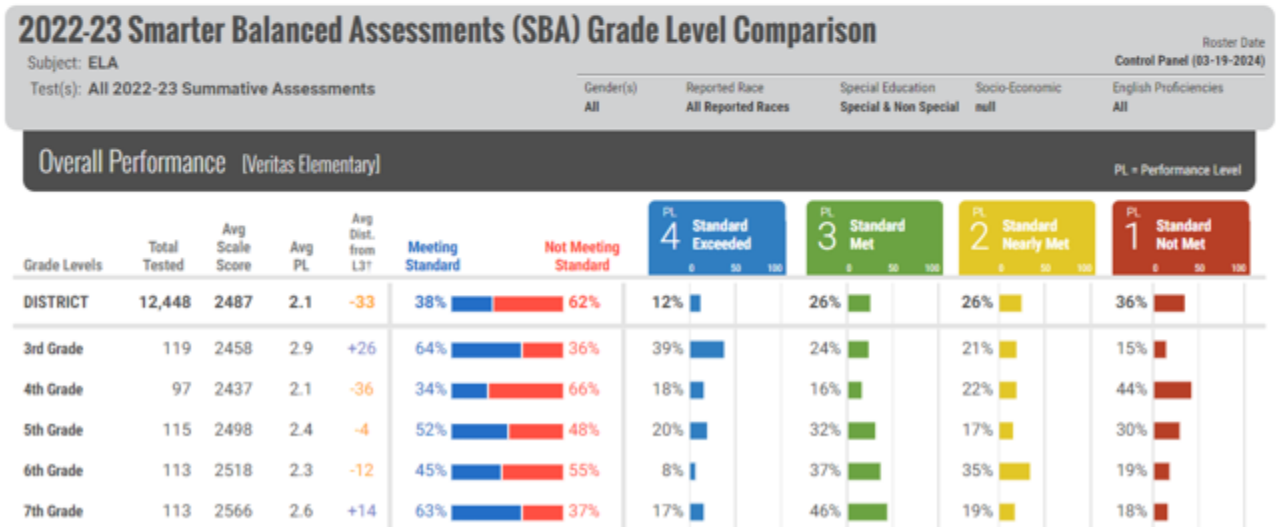
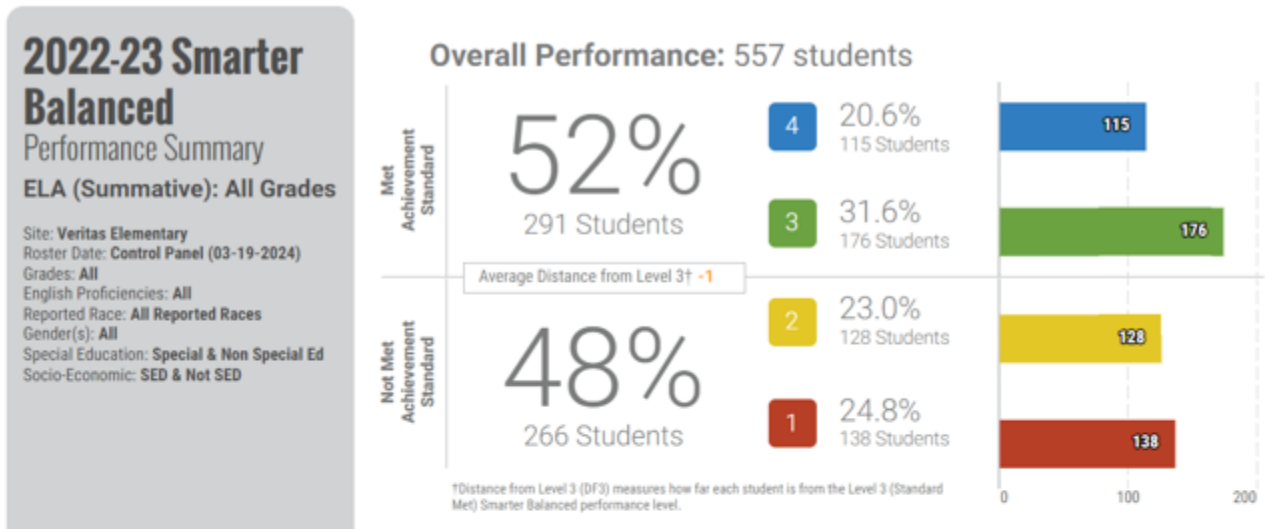
Implementation Plan

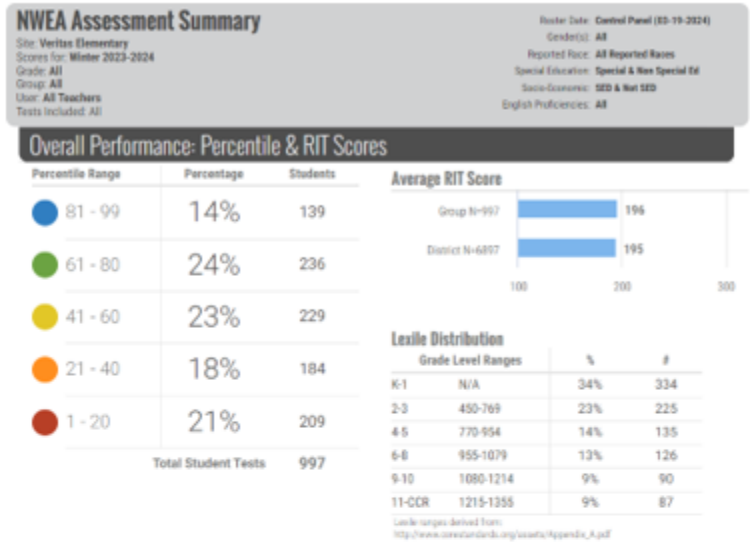
Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers (with IS/staff support) will engage in professional development training around Foundations and Teir 1 teaching strategies.	There will be strong evidence of teachers utilize Foundations with fidelity, measured by learning walks. Strong, Some, Little, None Foundations Walls Foundation lessons Foundation activities	15 out of 24 there is some evidence. TBD Fall 2024				Time Money People
UTK - 3 Teachers/IS will meet within in their designed PLC time to review, identify, and support student	UTK - 3 will complete PLC learning cycle with strong evidence of target standards and CFAs.	3 (some evidence) of the 5 PLC teams are completing PLC learning cycles with fidelity.				Time Money People

learning around early literacy/essential standards through their PLC learning Cycle.		TBD Fall 2024				
IS will Co-teach UK-3 grade with tier one instruction targeting reading fluency skills.	First year IS. pre survey for teacher determining level of need for each teacher. Post data review on the early literacy fluency (TB.	TBD				Time Money People

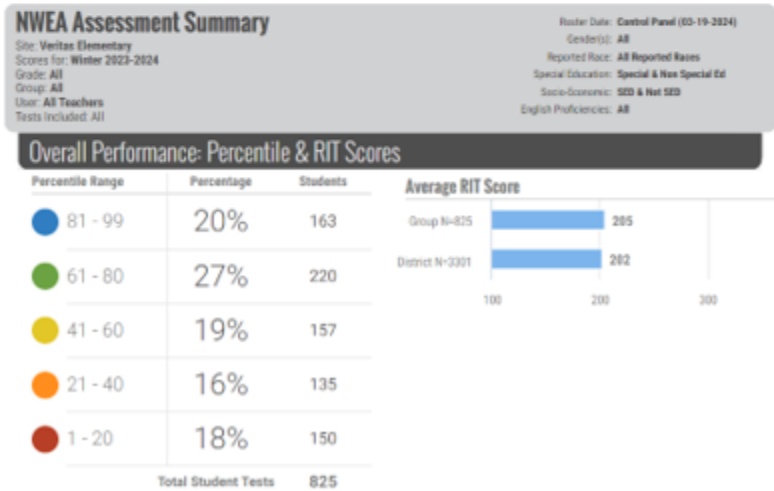
Progress Monitoring

Progress Monitoring





Language Winter 2024



Data

Data Analysis

Students are making growth in ELA in both CAASPP assessments and NWEA achievement. While we are not back to pre-covid scores (67%) we are making progress at 52%. We have also seen a trend in grade level cohorts that need addition support in the 2022-23 school year the 4th grade class (next year's 5th graders) are struggling with reading comprehension. On the NWEA reading overall 38 % of students are meeting or exceeding expectations and on language usage 47% students are meeting or exceeding expectations measured during the winter 2023/2024 school year.

Student Need 2:

Increasing development in lesson design and Teir 1 teaching practices has helped our teachers and students dive deeper into the ELA essential standards. Teachers have done this through the active PLC process and students have engaged in more collaboration during the lesson design.

SMART Goal 1

Students will be at 80% meeting or exceeding expectation in ELA by 2026-2027 school year in their CAASPP assessment.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP: 1st - 8th grade students will have the opportunity to attend tutorials when not meeting essential standards in ELA.	Intervention Request form - https://musd-my.sharepoint.com/:w:/g/personal/mcowan_musd_net/EdftqYzsnk5DjEJCrGI0JV0BOEW0fptA68IV4qD8Mfv89Q?e=dgf5fV	Current teachers are utilizing MAP testing as baseline, however next year they will be using CFAs and PLC Learning Cycle - Baseline 0				Time Money People
Teachers will engage in (IS /staff /district support) professional development training around tier 1 teaching and ELA programs (developing CFAs).	The number of PLC teams are strong and utilization CFA's during the learning cycle will increase. The pass rate of the developed CFA's on the PLC Learning Cycle.	Currently ___ of ___ PLC teams are creating strong CFAs and utilizing CFA's during their PLC Learning Cycle.				Time Money People
Teachers will meet within in their designed PLC time to review, identify, and support student learning around ELA/essential standards through their PLC Learning Cycle.	The number of PLCs completing PLC Learning Cycle with strong evidence of target essential standards and CFAs will increase.	5 of the 10 PLC teams are completing PLC Learning Cycle with fidelity.				Time Money People
Teachers will have planning time to develop ELA base curriculum and support student learning through good Teir 1 teaching strategies and lesson design with support from the IS and or district staff.	Number of grade level teams will be strong in 3 years on their self-audit (pre and post) Strong, Some, Little, None Number of Teir 1 learning walks will be strong in 3 years - Strong, Some, Little, None Learning Target:	TBD Fall 2024				Time Money People



District Goal

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

Site Tier 1, 2, and 3 Goals

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

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	0.43	0.86	0.91	4.62	0.20	3.17
Expulsions	0.00	0.10	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.

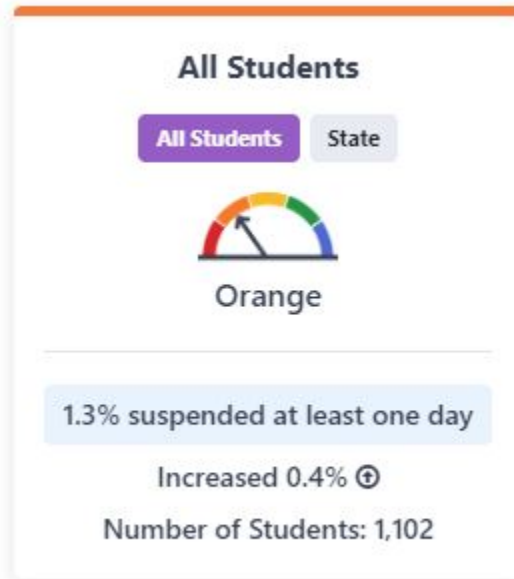
Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	1.27	4.96	3.60
Expulsions	0.00	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

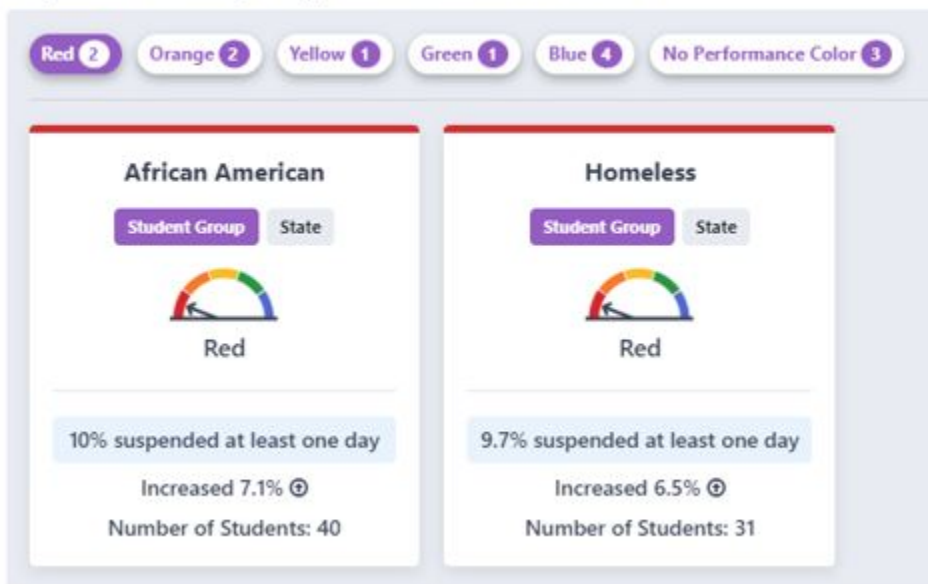
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

All Students	1102	1071	205	19.1
Female	519	506	96	19.0
Male	583	565	109	19.3
American Indian or Alaska Native	3	2	1	50.0
Asian	377	369	47	12.7
Black or African American	40	37	11	29.7
Filipino	79	78	6	7.7
Hispanic or Latino	402	390	100	25.6
Native Hawaiian or Pacific Islander	10	9	2	22.2
Two or More Races	53	53	8	15.1
White	138	133	30	22.6
English Learners	282	273	57	20.9
Foster Youth	1	1	0	0.0
Homeless	31	28	12	42.9
Socioeconomically Disadvantaged	524	506	112	22.1
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	114	106	41	38.7

Track	(All)	
School	(All)	
Count of Student		
Penalty	Total	
Alternative Placement		20
BASE Lesson		1
Community Service		3
Conference, Parent		37
Conference, Student		19
COST		1
Detention		10
Loss of Privileges		12
Refer to Counselor		4
Suspension		16
Warning		23
Written Consequence		5
Grand Total		151



Explore Groups By Performance Level



Data Analysis

Our overall discipline and suspensions have not changed in the last 5 years and has remained low (14 students were suspended in 2022-2023 school year. That was increased from 12 the year before). While using conflict resolution strategies, team approach in communication, and utilizing our VCC support system in a multi-tiered system of support we have been able to keep a good student focused culture. Our school is always refining the process in our PBIS team, SEL activities, and will continue to make adjustments to meet the learning needs of students. Our subgroup ATSI population (AA and Homeless) is low and is calculated that a suspension would put the school in red for those populations. AA is 40 students and homeless is 31.

Student Need 1:

Students need to have continued support in understanding behavior, conflict, and access to Social Emotional Lessons while having an effective environment that supports their developmental needs. ATSI - AA and Homeless

SMART Goal 1

Students will maintain or improve their behavior/suspension by the 2026-2027 school year as measured by number of penalties (150) and overall suspensions (20).

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
All Veritas staff will engage in training and support while utilizing PBIS strategies, materials, student incentives and planning time.	Q behavior report - The number of students penalties decreasing	151 penalties reported as of April 2024. Suspensions 23				Time Money People
VCC services will provide Tier 1 support in their unstructured time with identified students.	The number of students who are successful in unstructured times after receiving VCC support/services.	TBD 2024 Fall				Time Money People
Outreach Assistant - Will continue to support and monitor students who are struggling with behavior and focusing on ATSI groups (name AA and Hispanic)	number of student with successful student Check in / Out - Q report Number of Family Check In / Out Suspension decreasing	Student Support 91 Family Support 55 All additional supports - 147 Suspensions 23				Time Money People
COST will meet and review referred students' progress and support student needs.	Number of students exited	COST exited- 38				Time Money People
Teachers and students will have access to outdoor learning space to foster SEL activities and foster learning activities.	Teacher data/survey on using outdoor learning spaces and the number of teachers using the outdoor learning space consistently.	39 out of 47 teachers are using the outdoor learning areas.				Time Money People
ELOP - before and after school (breaks/summer) students will have outdoor space that	The number of students will increase that utilizing the school environment	215 - Enrolled in ELOP Jr. High Attendance				Time Money People

will allow them to explore learning opportunities and SEL.	outside of the school day.	and behavior ELOP activities - Winter - 145/224 Spring TK orientation/Bridge - 102/120 Kinder Bridge - 24/24				
Jr. High Student and teachers will continue to increase engagement, transition to high school, electives, and developing their profile of the 9th grade skills.	Through Q overall increase in attendance reports, decreasing penalty, and increasing the number of students in the green and blue band in MAP	7-8 Attendance 92% Behavior 51 penalties Suspensions 8 MAP - Green and Blue - ELA - 92 out of 233 Math 100 out of 235				Time Money People

Progress Monitoring

Progress Monitoring

SMART Goal 1

Chronically absent students will decrease to under 10% by 2026-2027 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Outreach Assistant will progress monitor students through a check in/out and incentives will be created to support the ATSI groups to decrease chronically absent students.	Decreasing the number of chronically absent students (progress monitor ATSI subgroups)	AA - 10 HH - 10 232 CA Students - 18%				Time Money People
Communication to support families and increasing awareness about the overall importance of school attendance.	% of student's increasing attendance (progress monitor ATSI subgroups)	92% over all (monthly average)				Time Money People
ELOP Attendance incentive program. Students will attend before/after-school activities and earn incentives, and families will be given resources and/or information to help improve attendance.	Number of students increasing attendance in ELOP activities, awards, events, and/or informational orientations.	Steam Night - 63 Families Block Party - 223 Spring Fling (incoming TK) - 24 ELOP - participation 215 Jr. High Attendance and behavior ELOP activities Winter - 110 out of 252 Spring - TK orientation/Bridge - 102/120 Kinder Bridge - 24/24				Time Money People

COST - will remove student barriers to learning and monitoring students' progress (chronically students).	Number of chronically absent students the COST is supporting and exiting.	exited- 38				
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Progress Monitoring

Progress Monitoring

4. Do you believe that our site is reasonably secure from the general public during school hours?

[More Details](#)

[Insights](#)

- Yes 23
- No 0
- Somewhat 5



6. Do you believe that our site facility is safe for staff and students?

[More Details](#)

[Insights](#)

- Yes 25
- No 1
- Somewhat 2



PART III: CATEGORY TOTALS AND RANKING (Round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECHANICAL	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/RODENT INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/VENUES		
62	Number of "✓" %	62	62	62	52	62	62	62	62	62	62	62	62	62	62	62	62	62
	Number of "0" %	0	0	0	35	0	0	0	0	0	0	0	0	0	0	0	0	2
	Number of "0" %	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of Systems in Good Repair Number of "✓" % (divided by Total Areas = "NA" %)		100.00%	100.00%	100.00%	85.49%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	96.77%
Total Percent per Category (Average of above)*		100.00%			93.67%		100.00%		100.00%		100.00%		100.00%		100.00%		98.39%	
Able (Circle One) Good = 100%-250% Fair = 25%-99.99% Poor = 0%-24.99%		GOOD 100%			GOOD 100%		GOOD 100%		GOOD 100%		GOOD 100%		GOOD 100%		GOOD 100%		GOOD 100%	

Note: An extreme deficiency in any section automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair."

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE **97.78%** SCHOOL RATING: **Good**

*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	Exemplary
90%-99.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	Fair
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

Data

Data Analysis

Site data shows there are ongoing needs for facility updates as well as the FIT report. Overall, the staff feels that the school facilities are safe. The school safety team will dive deeper into the qualitative responses the staff provided.

Student Need 3:

On going maintenance of facilities and overall campus safety to ensure students have healthy learning environment. Through the site safety survey need the staff feel that with the increases in student population growth that additional SSA supports are needed or a campus monitor.

SMART Goal 1

By 2026-2027, the site will meet all the state/county requirements for facilities with an "exemplary" rating as measured by the annual FIT report.

Implementation Plan

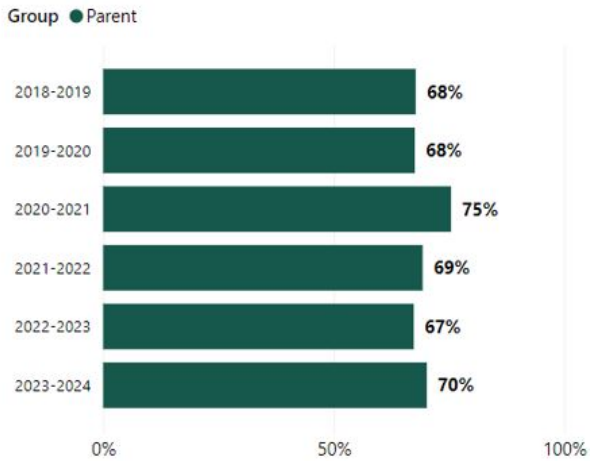
Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
School Safety team will meet and review the school safety plan/district FIT report and implement improvements, signage, supplies, and review reunification plans to ensure students have a safe place to learn.	Number of agendas developed to address the needs in the FIT report and Site Survey.	4 out of 4 agendas 23-24 school year				Time Money People

Progress Monitoring

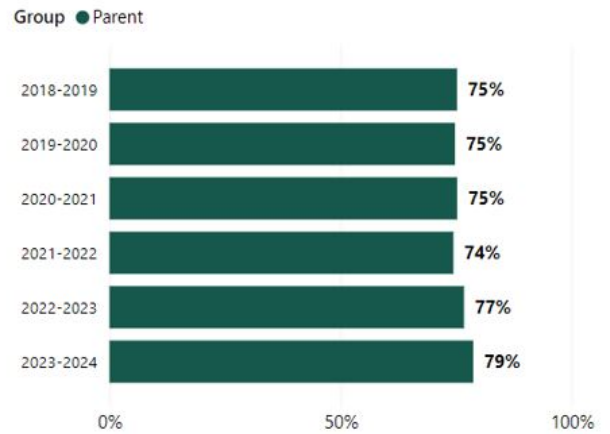
Progress Monitoring

Please indicate how much you disagree or agree with the following statements: (% Agree + % Strongly Agree)

Teachers keep me well-informed about my child's progress.



The school keeps me well-informed about events and activities.



Count of Student ID		Participation			
School	Grade	9 hr. Day Program	Academic Enrichment	Club/Activity	Grand Total
Veritas Elementary	-1	11			11
	0	14			14
	1	12			12
	2	18	7	34	59
	3	21	5	1	27
	4	11		5	16
	5	11	1	8	20
	6	5		46	51
	7	1			1
8	3		1	4	
Veritas Elementary Total		107	13	95	215
Grand Total		107	13	95	215

Data

Data Analysis

While we have had an increase in persevere teacher and school communication, we still need to reach more families as have many new families moving into the area. 215 students have been enrolled in ELOP activities during the 2023-2024 school year.

Student Need 4:

With an overall increase in the student population, it is important that we are reaching out to families early and often, so they are engaged into the school environment. The community engagement into the school requires communication and connecting families as soon as possible. Students need family support and need to know what is going on at the school to help increases the connectiveness.

SMART Goal 1

Communication and family engagement will increase by 2026-2027 school year by the number of families participate in school events.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase communication through a school Marquee, Smore, postage, Blackboard, Remind 101 (Dojo), copies, flyers, posters,	The % of parents report communication with teachers and school will increase measured by Hanover Reseach.	Teacher communication 70% School Communication 79%				Time Money People
Outreach Assistant - will increase family engagement in school environment, events, and activities by connecting families to school communication tools, resources, and teachers.	The number of Outreach Assistant communication/supports (Q report), will increase in participation.	Student Support 91 Family Support 55 All additional supports - 147				Time Money People
ELOP students and families will attend before and after school events, activities and excursions to support student and family engagement.	Participation will increase to the school activities measured by participation numbers.	Excursion - 64/120 Science camp. Steam Night - 63 Families Block Party - 223 Spring Fling (incoming TK) - 24 ELOP - participation 215 Jr. High Attendance and behavior ELOP activities Winter - 110 out of 252				Time Money People

		Spring - TK orientation/Bridge - 102/120 Kinder Bridge - 24/24				
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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

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

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.

Resource inequities that have been identified include a need for continued tutorial support in Math and ELA, more SEL for students/staff including additional VCC support in all levels, Punjabi bilingual aide (language translation), professional development in the area of essential standards, PLCs, Tier 1 teaching/lesson design, and continue work on the profile of the 9th grader.

Our needs assessment and data review indicated resource inequities in meeting the needs of our English Learners, Hispanic, Chronic Absenteeism (African American and Homeless), and Socially Economically Disadvantaged Students and we will need to provide additional support through additional tutoring opportunities, resources, technology, software, and personnel.

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.

ATSI subgroups - African American and Homeless - Chronic Absenteeism, and Suspension, while the indicators the dashboard show that our African American and homeless students need supports with improving attendance we have seen a decrease over the last year. The outreach assistant has been able to target individual student needs and decrease the number of recurring students. The homeless population of students has changed in who the students are, and new students are added and supported as they enter. Students in both groups are also shown to have change in needing behavior supports as the students are not repeat offenders. Often times the interventions work for the student, and they are not getting in trouble again. Our administration team reviews all behaviors with students on an ongoing practice as well as conflict restoration activities. The outreach assistant and VCC also check in with student and progress monitor their behaviors to ensure they are maintaining the PBIS standards of the school.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	165	188	224	18.9%	20.1%	22.4%
Fluent English Proficient (FEP)	181	191	198	20.8%	20.4%	19.8%
Reclassified Fluent English Proficient (RFEP)	23			13.9%		

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	59	0	0	0	59	0	59
01	29	0	0	0	29	0	29
02	25	0	0	0	25	7	32
03	16	3	0	0	19	6	25
04	2	17	0	6	25	7	32
05	1	11	0	11	23	20	43
06	3	2	12	10	27	32	59
07	1	0	5	3	9	28	37
08	0	0	3	5	8	30	38

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Veritas Elementary	136	33	20	35	224	130	354
Manteca Unified	2,300	679	1,183	1,277	5,439	3,910	9,349
San Joaquin County	13,341	3,985	6,787	6,826	30,939	23,945	54,884
State	505,487	144,190	226,535	236,323	1,112,535	927,723	2,040,258

Data Analysis

EL Hispanic students in 4th - 6th grade are in danger of becoming in danger a Long-Term English Learner. While EL students have been disproportionate (CAASPP), we have reduced the number in 5th from 19 to 12, 6th from 13 to 5 and 7th from 9 to 3. Overall Veritas has 33 at risk students and 20 LTELs.

Student Need 1:

EL students need to understand the importance of the ELPAC assessment and getting reclassified.

SMART Goal 1

We will be able to reclass all students who have been at Veritas measured by the ELPAC by the end of 5th grade by the 2026-2027 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will have engaged to professional development that will increase their knowledge around ELD Tier 1 supports and small group instruction focusing on language development/acquisition (support by the IS and DO trainings or support).	Number of at risk or LTEL students will decrease in 4-8th grade.	4th 17 at risk 5th 11 at risk 6th 12 - LTELs 7th 5 - LTELs 8th 3 - LTELs				

Progress Monitoring



SED Math
 # red/ orange
 262 – 41%

All Math
 # red/ orange
 380.73 - 37%

SED Reading
 # red/ orange
 258 – 42%

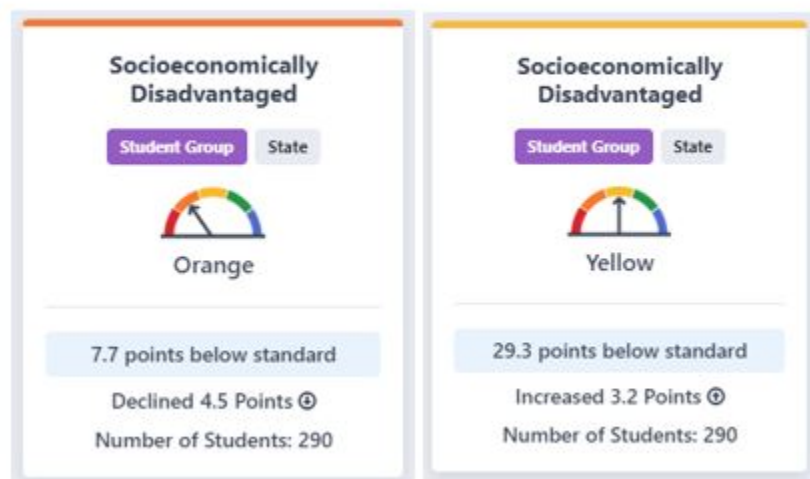
All Reading
 # red/ orange
 390 – 39%

SED Language
 # red/ orange
 198 – 38%

All Language
 # red/ orange
 281 – 34%

SED ELA

SED Math



Data

Data Analysis

There is a higher percentage rate of red and orange bad SED students than all students. In Math SED students are 41% red and orange while all students there are only 37%. In Reading SED students are 42% red and orange while all students there are only 39%. In Language Usage SED students are 38% red and orange while all students there are only 34%. Despite the disproportionality in CAASPP SED students increased in Math by 3.2 points and decreased in ELA 4.5 points.

Student Need 2:

SED students need support to remove individual barriers that may impeded educational progress.

SMART Goal 1

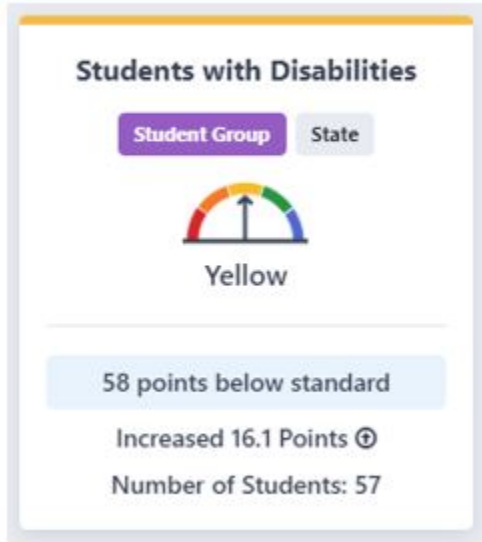
SED Students will be at 80% meeting or exceeding expectation in ELA and Math by 2026-2027 school year in their CAASPP and Map assessment.

Implementation Plan

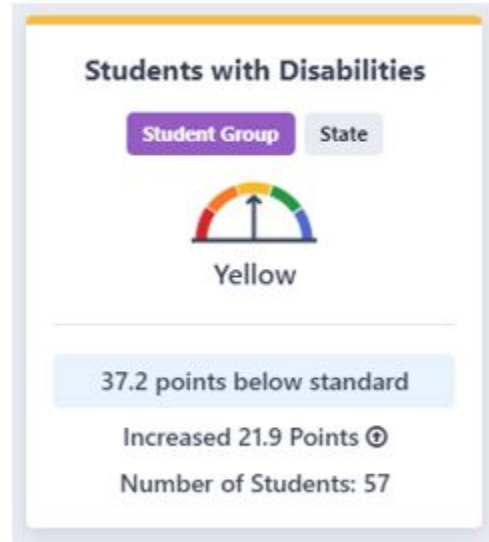
Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
SED students will be identified and supported through TSSP (Homeless and foster students) intake form and barriers will be address.	Number of Homeless/foster students meeting and exceeding expectation in MAP will increase.	Number of students Meeting and Exceeding (TSSP) Math: 12 out of 41 ELA: 10 out of 37 Language Usage: 6 out of 30				
OA will provide SED students and family engagement activities, incentives, supplies, and support families in academic expectations and removing educational barriers as needed.	Number/% of SED students meeting and exceeding expectations in MAP will increase.	Number of students Meeting and Exceeding (SED) Math: 236 - 639 (36%) ELA: 214 - 614 (34%) Language Usage: 218 520 - (52%)				

Progress Monitoring

ELA 2023



Math 2023



MAP – Reading Winter 2024 (SPED)

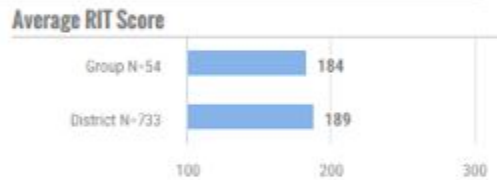
NWEA Assessment Summary

Site: Veritas Elementary
 Scores for: Winter 2023-2024
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Roster Date: Control Panel (03-26-2024)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	6%	3
61 - 80	11%	6
41 - 60	7%	4
21 - 40	28%	15
1 - 20	48%	26
Total Student Tests		54

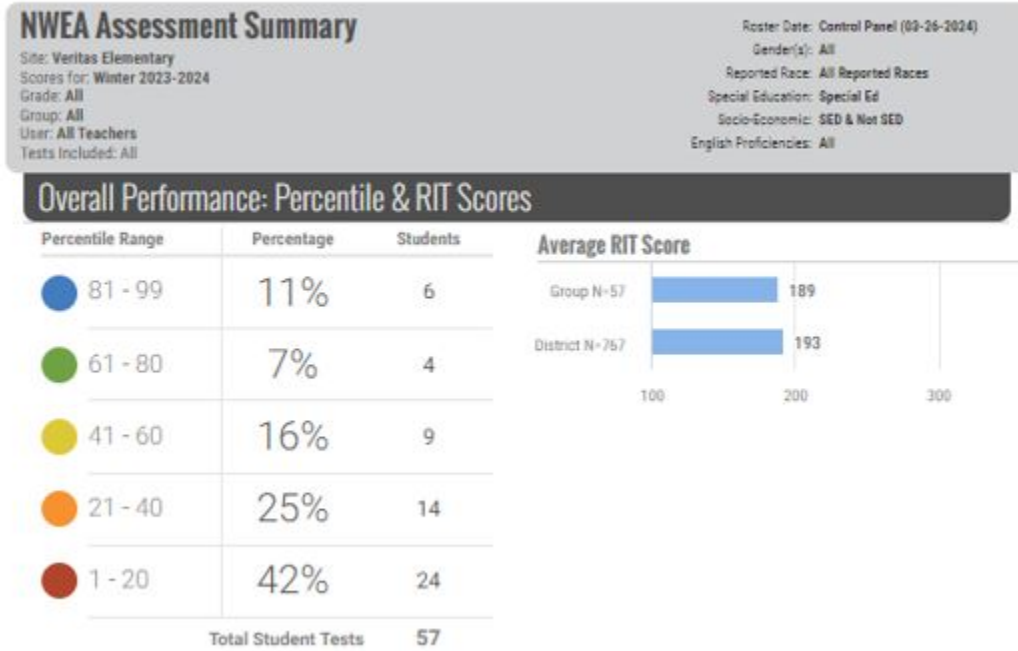


Lexile Distribution

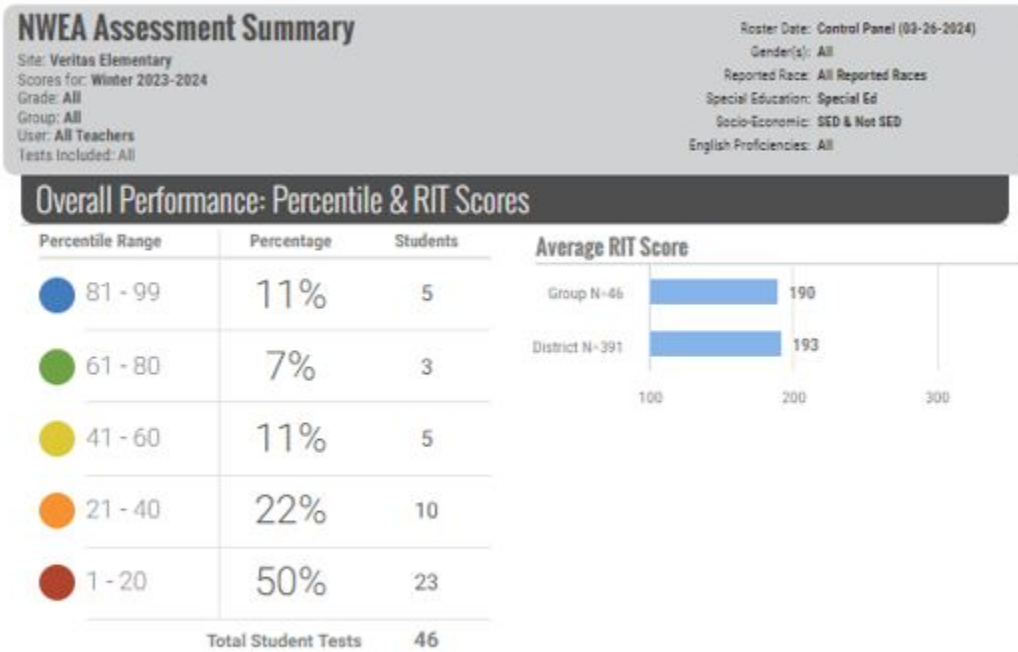
Grade Level Ranges	%	#
K-1	50%	27
2-3	24%	13
4-5	17%	9
6-8	4%	2
9-10	4%	2
11-CCR	2%	1

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

MAP – Math winter 2024 (SPED)



MAP – Language Usage winter 2024 (SPED)



Data

Data Analysis

Despite the disoperation we have increased our SWD students' scores in CAASPP (increase 16% ELA and 22% Math) and NWEA assessments. However, students are still below grade level standards and performing below their peers.

Student Need 3:

Students in SAI settings will get additional supports to access grade level standards.

SMART Goal 1

SWD will increase their scores to meeting 80% of grade level standards by 2026-2027 school year measured by the number of student meeting or exceeding expectations on the NWEA (MAP).

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in professional development that will increase their knowledge around Tier 1 supports and small group instruction focusing on grade level standards (support by the IS and DO trainings or support).	MAP assessments - Decrease the number of students in orange and red.	Language Usage - 33 Math - 38 ELA - 41				

Progress Monitoring

Budget Summary

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 Estimate	Site/Dept Administrator Additional Notes
Certificated Timesheeting - GLS - S - ES - SN all	Admin	Certificated Extra-time	\$ 5,000.00	IEPs, Admin Designee, Extra Supervision Support
Amazon Blanket PO - GLS - SN1-5	Admin	Materials & Supplies	\$ 15,000.00	Supplies to support school operations, teacher PD
Office Depot Blanket PO - GLS - SN1-5	Admin	Materials & Supplies	\$ 5,000.00	Supplies to Support Admin and Operations
Postage - GLS - S - ES - SN all	Admin	Materials & Supplies	\$ 500.00	Postage for Outgoing Mail
SPED Co Activites	Admin	Materials & Supplies	\$ 2,000.00	inclusion
Print Shop - Copy Clicks - GLS - S - ES - SN all	Admin	Services	\$ 4,000.00	Copies: Admin, Family Information
Volunteers S - SN All	Admin	Services	\$ 1,000.00	fingerprinting requirement
Library Media - GLS - SN1-5	Library	Materials & Supplies	\$ 1,000.00	Update or Replace (Remotes, Cables, or Library Supplies)
Perma-Bound Library Books - GLS - ES - SN All	Library	Materials & Supplies	\$ 3,000.00	Replace Lost/Destroyed Books; Add New Titles to Library
Library Media Refresh - GLS - SN 1-5	Library	Materials & Supplies	\$ 8,000.00	computers (2 a year) others as needed
Fix/Replace Equipment- S - SN All	Operations	Equipment over \$500-9999	\$ 10,000.00	Ongoing Repairs to Vacuums, Scrubbers, Carpet Cleaners
Grainger - GLS - S - ES - SN all	Operations	Materials & Supplies	\$ 17,000.00	Bathroom and Cleaning Supplies, feminine products
Home Depot - S - SN All	Operations	Materials & Supplies	\$ 3,000.00	Small Tools, Replacement Parts, and Supplies
Waxie - Goal GLS - S - ES - SN all	Operations	Materials & Supplies	\$ 14,500.00	Bathroom and Cleaning Supplies
STORES Supplies	Operations	Materials & Supplies	\$ 6,000.00	Health Supplies/ Recess Equipment
Sparks PE GLS SN 5	Program	Certificated Extra-time	\$ 3,000.00	Replacement, District Supplemental - Required
Amplify - GLS SN 5	Program	Certificated Extra-time	\$ 2,000.00	District Supplemental - Required
Classified GLS - S - ES - SN all	Program	Classified Extra-time	\$ 6,000.00	Support for Growth

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
Walking Path	Include outdoor activites for students	Year 2	\$100,000.00	PTA is raising money as well - DG path around the grass area
Outdoor learning areas	Learning areas around the walking path	Year 3	\$50,000.00	PE, classroom stations
Carpet updates finish	Most of the school has been completed	Year 1		Library, Lounge, Office, Room 4, 5, 6, 13, 45, 49
Cement project (finish) / planter box	Outdoor learning areas for Access time, project learning	Year 1	\$60,000.00	Remove planter boxes
Drinking fountains reinstalled	Students need equitable access to water	Year 1	\$10,000.00	4 locations
Volleyball courts	Growth in the Jr. High area	Year 1		Add two poles
Basketball for TK area	Growth in UTK area	Year 1		add 1 hoop - growth area
Resurface blacktop	Fill cracks	Year 1		tripping hazard
Playgrounds	UTK needs a track for their tricycles	Year 1		UTK/K area growth area

Supplemental Programs/Services

Template Assignment for Common Items.pdf

Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
Grade Level Standards, Safety	2.3 and 1.2.4	ELOP GLS, S, ES - SN All	2600	Certificated Extra Time	Year 1		materials supplies, resources, tutoring, time sheeting for all events
Grade Level Standards, Safety	2.3 and 1.2.4	ELOP GLS, S, ES - SN All	2600	Classified Extra Time	Year 1		materials supplies, resources, tutoring, time sheeting for all events
Grade Level Standards, Safety	2.3 and 1.2.4	ELOP GLS, S, ES - SN All	2600	Materials & Supplies	Year 1		materials supplies, resources, tutoring, time sheeting for all events
Safety	4	Field trips / Educational GLS, S, ES - SN All	2600	Services	Year 1	\$ 10,000.00	Science camp
Grade Level Standards, Safety	2.3 and 1.2.4	ELOP GLS, S, ES - SN All	2600	Services	Year 1		materials supplies, resources, tutoring, time sheeting for all events
Grade Level Standards, ES	3 and 1	BeGlad - R4 - GLS - SN4 & ES 1.5	4203	Certificated Extra-time	Year 1	\$ 5,000.00	LTEL focus 3-5
Grade Level Standards, ES	3 and 1	BeGlad - R4 - GLS - SN4 & ES 1.5	4203	Certificated Sub-time	Year 1	\$ 10,000.00	LTEL focus 3-5
Grade Level Standards, ES	3 and 1	BeGlad - R4 - GLS - SN4 & ES 1.5	4203	Services	Year 1	\$ 20,000.00	LTEL focus 3-5 - KH. Email est cost
GLS, S, ES	1-5, 1-2 and 1-3	Supplemental behavior support team LG's People 3-SN1		Certificated Extra-time	Year 1	\$ 3,000.00	PD
GLS, S, ES	1-5, 1-2 and 1-3	Supplemental behavior support team LG's People 3-SN1		Classified Extra-time	Year 1	\$ 2,000.00	PD
GLS, S, ES	1-5, 1-2 and 1-3	Supplemental behavior support team LG's People 3-SN1		Materials & Supplies	Year 1	\$ 8,000.00	Claiming corners, SEL books, fidgets etc
						\$ 45,000.00	

Supplemental Programs/Services

Template Assignment for Common Items.pdf

Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
GLS	1	Foundations SN 1, 2 & ES 1,2,3	3010	Certificated Extra-time	Year 1	\$ 3,189.00	District Supplemental - Required
GLS	5-Jan	PD Training Tier 1 Supports - GLS, S, ES - SN All	3010	Certificated Extra-time	Year 1	\$ 10,000.00	PD MTSS
GLS	1	Foundations SN 1, 2 & ES 1,2,3	3010	Certificated Sub-time	Year 1	\$ 8,000.00	Pullout Days for Ongoing Training
GLS	1	Foundations GLS - SN 1, 2 & ES 1,2,3	3010	Materials & Supplies	Year 1	\$ 10,000.00	District Supplemental - Required
Safety, ES	1.2.4 and 2	Outreach Assistant				\$ 14,401.00	
						\$ 45,590.00	

\$ 44,590.00 Allocation (24)
 \$ (1,000.00)

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

Throughout the year school admin work with different groups to gather information and review site goals in the area of Grade Level Standards, Safety, and Emerging Students. This is an ongoing process and something that defines the work of each target.

Date

School Site Council 9-26-23, 12-5-23 2-13-24, 5-7-24

ILT 12-5-23 and 5-7-24

ELAC 5-2-24

Access 4-23-24

Safety Team 12-7-23 and 2-5-24

PTA 4-4-24

Outreach Assistant / COST / VCC 5-2-24

Groups

SSC, ILT, ELAC, ACCESS, Safety Team, PTA, OA, VCC, COST, Classified and Certificated

Outcome

The input of each group drives and defines the work for each level of support. The input for all stakeholders is shared with our school groups and then reviewed to determine our data and student needs are met.

School Site Council Membership

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

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

Name of Members	Role
Michael Cowan	Principal
Gary Guinnane	Parent or Community Member
Karanjkar Ravikiran	Parent or Community Member
Gurjeet Sidhu	Parent or Community Member
Amanda Cisson	Parent or Community Member
Kelly Barnett	Classroom Teacher
Lisa Rodlor	Classroom Teacher
Tanya Azevedo	Classroom Teacher
Sharon Kantack	Other School Staff
Michael Stogner	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 5-7-24.

Attested:



Principal, Michael Cowan on 5-7-24



SSC Chairperson, Gary Guinnane on 5-7-24