



Manteca Unified School District Strategic Plan

2025-2026

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 Stemsscopes 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)

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)

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)

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)

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.	

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,205	59.4%	25.3%	0.2%
Total Number of Students enrolled in Veritas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	305	25.3%
Foster Youth	2	0.2%
Homeless	51	4.2%
Socioeconomically Disadvantaged	716	59.4%
Students with Disabilities	97	8%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	3.2
American Indian	2	0.2
Asian	328	32.8
Filipino	77	7.7
Hispanic	368	36.8
Two or More Races	52	5.2
Pacific Islander	9	0.9
White	132	13.2

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	4%
American Indian	3	0.2%
Asian	449	37.3%
Filipino	75	6.2%
Hispanic	423	35.1%
Two or More Races	59	4.9%
Pacific Islander	10	0.8%
White	138	11.5%

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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2394.	2454.	2412.	15.79	38.66	25.90	18.95	26.05	17.27	20.00	19.33	23.74	45.26	15.97	33.09
Grade 4	2437.	2440.	2474.	11.76	16.83	27.42	28.43	19.80	24.19	23.53	21.78	19.35	36.27	41.58	29.03
Grade 5	2499.	2498.	2468.	17.48	16.67	11.32	27.18	35.29	25.47	31.07	17.65	15.09	24.27	30.39	48.11
Grade 6	2535.	2514.	2498.	16.67	8.47	8.40	33.33	35.59	34.45	33.33	33.05	21.01	16.67	22.88	36.13
Grade 7	2586.	2570.	2547.	27.00	18.63	10.74	46.00	46.08	38.02	15.00	17.65	31.40	12.00	17.65	19.83
Grade 8	2594.	2605.	2599.	16.49	24.51	18.10	48.45	44.12	46.55	23.71	22.55	29.31	11.34	8.82	6.03
Grade 11															
All Grades	N/A	N/A	N/A	17.53	20.81	17.38	33.72	34.32	30.62	24.54	22.20	23.45	24.21	22.67	28.55

**CAASPP Results
Mathematics (All Students)**

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2416.	2458.	2426.	20.00	31.97	23.40	17.89	28.69	26.24	27.37	21.31	19.86	34.74	18.03	30.50
Grade 4	2444.	2445.	2480.	9.71	10.89	22.40	20.39	21.78	28.80	39.81	28.71	28.80	30.10	38.61	20.00
Grade 5	2484.	2501.	2469.	9.71	20.59	14.15	17.48	15.69	11.32	39.81	30.39	30.19	33.01	33.33	44.34
Grade 6	2529.	2514.	2506.	16.83	13.45	14.05	19.80	18.49	23.14	37.62	32.77	27.27	25.74	35.29	35.54
Grade 7	2564.	2552.	2522.	24.75	20.79	11.38	26.73	23.76	20.33	25.74	28.71	34.96	22.77	26.73	33.33
Grade 8	2568.	2585.	2575.	22.68	28.43	29.31	24.74	20.59	12.93	24.74	31.37	29.31	27.84	19.61	28.45
All Grades	N/A	N/A	N/A	17.17	21.17	19.26	21.17	21.64	20.90	32.67	28.75	28.14	29.00	28.44	31.69

**CAASPP Results
English Language Arts/Literacy (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	49.92	53.81
Female	54.38	54.35
Male	45.25	53.31
American Indian or Alaska Native	--	--
Asian	54.44	64.29
Black or African American	45.45	42.86
Filipino	69.64	68.52
Hispanic or Latino	40.82	45.45
Native Hawaiian or Pacific Islander	--	--
Two or More Races	57.69	53.33
White	55.10	48.39
English Learners	23.76	21.62
Foster Youth	--	--
Homeless	45.00	21.05
Military	61.54	26.67
Socioeconomically Disadvantaged	44.57	46.75
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	14.29	21.05

**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	38.02	41.52
Female	34.47	35.38
Male	41.78	47.26
American Indian or Alaska Native	--	--
Asian	48.82	55.40
Black or African American	22.73	33.33
Filipino	46.43	50.00
Hispanic or Latino	27.76	30.16
Native Hawaiian or Pacific Islander	--	--
Two or More Races	42.31	30.00
White	42.86	42.55
English Learners	19.00	13.16
Foster Youth	--	--
Homeless	25.00	26.32
Military	46.15	13.33
Socioeconomically Disadvantaged	38.13	36.89
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	16.07	15.79

Data

Phonological Awareness Kindergarten		Show Students and Resources ▾	
		←←← Below	Spring Expectation
ZPD	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting
	Level 4 and Above Phonemic Manipulation	Above →→→	
TOTAL	40 students	23 students	23 students

Phonics/Word Recognition Kindergarten		Show Students and Resources ▾	
		←←← Below	Spring Expectation
ZPD	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC
	Level 4 and Above Decodable: One-syllable	Above →→→	
TOTAL	37 students	17 students	25 students

Language Comprehension | 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
	47 students	26 students	15 students	6 students

Phonological Awareness Pre-kindergarten		Show Students and Resources ▾	
		Spring Expectation	Above →→→
ZPD	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting
	Level 4 and Above Phonemic Manipulation	Above →→→	
TOTAL	80 students	34 students	0 students

Phonics/Word Recognition Pre-kindergarten		Show Students and Resources ▾	
		Spring Expectation	Above →→→
ZPD	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC
	Level 4 and Above Decodable: One-syllable	Above →→→	
TOTAL	96 students	18 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

Phonological Awareness | 1st Grade

[Show Students and Resources ▾](#)

Spring expectation is oral reading ①

ZPD	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 and Above Phonemic Manipulation
	4 students	5 students	15 students	39 students

Phonics/Word Recognition | 1st Grade

[Show Students and Resources ▾](#)

Spring expectation is oral reading ①

ZPD	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 and Above Decodable: One-syllable
	5 students	2 students	23 students	33 students

Language Comprehension | 1st Grade

[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
	24 students	17 students	9 students	13 students

Veritas Elementary | Language Usage

Grade ↑	Achievement Winter 2023-2024 Median and Distribution					Sort by	-- select an option -- ▾	Number of Students
Grade 2	50th	27%	17%	15%	26%	15%		123
Grade 3	60th	19%	12%	20%	21%	28%		134

Veritas Elementary | Reading

Grade ↑	Achievement Winter 2023-2024 Median and Distribution					Sort by	-- select an option -- ▾	Number of Students
K	52nd	6%	25%	28%	23%	18%		61
Grade 1	36th	22%	31%	20%	17%	10%		78
Grade 2	47th	30%	15%	12%	28%	15%		123
Grade 3	52nd	22%	17%	19%	22%	20%		134

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 41% of students in 2nd grade are meeting or exceeding expectations, and in 3rd grade 49% of students are meeting or exceeding expectations. The achievement for reading (not all k-1 students take the assessment because they are not meeting or developmentally appropriate on early literacy skills) shows that 43% of 2nd grade students are meeting or exceeding expectations, and 42% of 3rd grade students are meeting or exceeding expectations.

1/26/24 Updated with spring data...MAP data shows that in Spring of 2023-2024, 32% of 2nd graders and 38% of 3rd graders were meeting or exceeding standards in reading.

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) as measured by NWEA - Reading Fluency during their spring assessment.
Benchmark Goal: By Spring 2024, 50% of kindergarten students and 65% of first-grade students will meet level 3 and 4 expectations in phonics and oral reading as measured by NWEA Reading Fluency Assessment.
Benchmark Goal: By spring 2025, 55% of second grade and 60% of third-grade students will meet or exceed language usage expectations as measure by NWEA.
Benchmark Goal: By spring 2026, 75% of families will attend at least one literacy workshop, and 90% of students will consistently take part in home literacy activities as measured by family attendance at events and monitoring of home literacy usage kits.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Revised ACTIONS FOR 2024-2025: Strengthen Tier 1 Instruction in Phonics and Language Comprehension-	Revised Metric/Indicator for 2024-2025: Student progress will be tracked using unit assessments from the FUNdations Curriculum and NWEA	Spring 2024: 15 out of 24 there is some evidence. 32% of 2nd graders & 38% of 3rd graders are meeting or	SY: 24-25 To strengthen tier 1 instruction, Foundations has been implemented with SOME	SY: 25-26	SY: 26-27	Time Money People

<p>Implement a structured, evidence-based phonics and language comprehension curriculum to meet the needs of all students:</p> <ul style="list-style-type: none"> Implement the *FUNDations Curriculum* for phonics and language comprehension <p>Incorporate daily phonological awareness and phonics lessons into the classroom schedule, with emphasis on skill progression from TK through third grade</p> <ul style="list-style-type: none"> Provide targeted professional development for teachers on implementing explicit, systematic phonics instruction. <p>See Revision above:</p> <p>Teachers (with IS/staff support) will engage in professional development</p>	<p>reading fluency assessments</p> <ul style="list-style-type: none"> FUNDations walkthrough tool will measure the implementation of daily phonological awareness and phonics lesson of the FUNDations Curriculum- Some- 70% or more Little- 50%-69% None- 0% Pre and Post Survey of # teachers needing PD in FUNDations <p>Fundations Walkthrough Tool: https://forms.office.com/r/LTxy1x79jL</p> <p>See Revision above:</p> <p>There will be strong evidence of teachers utilizing Foundations with fidelity, measured by Foundation Learning Walks.</p> <p>Strong, Some, Little, None</p> <p>Foundations Walls</p> <p>Foundation lessons</p> <p>Foundation activities</p>	<p>exceeding expectations</p> <p>Cycle 2: Winter 2024- Still collecting evidence</p>	<p>evidence with teachers incorporating daily phonological awareness and phonics lessons into the classroom schedule, with emphasis on skill progression from TK through third grade with some fidelity. More PD will need to be provided to K-3 teachers in Foundations to improve score- See backcasting link for data:</p> <p>https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EVF1KVJKmJdFoSCWMXks0_oBulpoEioz3c2tNCmNjD-oCQ?e=ylqweZ</p>			
---	--	--	--	--	--	--

training around Foundations and Tier 1 teaching strategies.						
<p>UTK - 3 Teachers/IS will meet within their designated PLC time to review, identify, and support student learning around early literacy/essential standards through the PLC learning Cycle.</p>	<p>Revised: UTK-3rd grade teachers will complete VE Collaboration notes indicating essential standard being taught, if students have learned it, and how teachers will respond (intervention/enrichment).</p> <p>UTK - 3 will complete PLC learning cycle with strong evidence of target standards and CFAs.</p>	<p>Revised: # of grade levels Completing Collaboration notes</p> <p>3 (some evidence) of the 5 PLC teams are completing PLC learning cycles with fidelity.</p> <p>cycle 2: Winter 2024- Gathering data</p>	<p>UTK - 3rd grade teachers show significant improvement in completing the collaboration notes. 30f the 5 grade levels are still completing collaboration notes with fidelity, indicating their essential standard and answering the four PLC questions. For 25-26, the admin team will need to give consistent feedback to grade levels to ensure learning cycles ae happening with fidelity- Please see collaboration link:</p> <p>https://musd-my.sharepoint.com/:x:/g/personal/cwatson_musd_net/EcrEMBJWuKxPoVAk75BkDO0BTD_olxFn4LQRnrXyL_8fjQ?e=SF1dCO</p>			<p>Time Money People</p>
<p>Link to STRAT Plan in Progress:</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/</p>	<p>Revised: Teachers will use PLC Cycle data to identify, create, monitor, and support struggling students,</p>	<p># of struggling students as shown by NWEA and CFA results</p>	<p>This action item was not addressed this year but will be addressed</p>			<p>Time Money People</p>

dbrown_musd_net/1/EUZitnUHOpdPpRSd3i-RtHYBDc-4_jAKA8S5UIKu3rx4hg?e=iK4Xef Revised Action: Provide Tiered Interventions for Struggling Students- Ensure all students receive targeted support through small-group interventions aligned with their specific needs <ul style="list-style-type: none"> • Use diagnostic assessments to determine student-specific skill gaps Create intervention groups for phonics, phonological awareness, or language comprehension based on assessment data Revise Action above: IS will Co-teach UK-3 grade with tier one instruction targeting reading fluency skills.	using CFAs, Pre and post assessments, and quarterly NWEA results. First year IS. pre survey for teacher determining level of need for each teacher. Post data review on the early literacy fluency (Cycle 2)	Cycle 2: Winter 2024 Gathering survey data	through consistent and designated ACCESS time during the 25-26 school year.			
New Action: Increase Early Literacy Engagement through Family and Community Involvement- Foster home and community partnerships to support early literacy	Track family attendance at events, survey family participation, and monitor at-home literacy kit usage. Monthly: Collect data from classroom observations, intervention logs, and	# of families attending events # of family surveys completed # of students using at-home literacy kits implementation and data	The literacy night, family literacy workshop, library and community organization collaboration action item were not addressed this year, because			Time People Money

<p>development outside the classroom.</p> <ul style="list-style-type: none"> • Host family literacy workshops to equip caregivers with strategies to support phonics and fluency at home. • Provide students with take-home literacy kits containing books, phonics games, and comprehension activities • Collaborate with local libraries and community organizations to offer additional literacy 	<p>diagnostic assessments.</p> <p>Quarterly: Analyze NWEA results and PLC meeting outcomes.</p> <p>Annually: Review growth trends from spring to spring NWEA assessments.</p>	<p>collection in cycle 3</p>	<p>of time constraints, however, they are in the works for next year. Literacy packets were given to all students Kinder through 3rd grade. Those outcomes will be seen at the beginning of the 25-26 school year.</p>			
--	---	------------------------------	--	--	--	--

y resour ces and progra ms.						
--	--	--	--	--	--	--

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: Sept/Oct Progress - Based on data from cycle 1, There is not enough evidence to support that our action items are moving us toward our three-year goal of Students in UTK - 3rd grade need exposure and tier 1 instruction that increase their level of early childhood fluency, phonics, and language comprehension.</p> <p>Baselines will be established in Cycle 2</p>	<p>There is not sufficient Learning Walks data to establish its effectiveness.</p> <p>We have not had the opportunity to review the results of the teachers needs survey. We will continue to collect evidence and begin training during Winter.</p> <p>IS support- will establish data/metric during cycle 2</p> <p>PLC - Utilizing learning cycles. This data where this data is being collected and reviewed. We will continue to collect data as this is new. https://musd-my.sharepoint.com/:x/g/personal/cwatson_musd_net/EcrEMBJWuKxPoVAk75BkDO0BTD_0lxFn4LQRnrXyL_8fjQ?e=jHJG7c</p> <p>6th grade time over change data shows the 6th grade cohort has been struggling since 4th grade and scores have continued to decline</p> <p>Each Admin, ILT Lead, and the IS has a data binder</p> <p>New goals have been added therefore, there is not sufficient data at this current time. More data will be added in cycle 2 and 3.</p> <p>Baselines will be established in Cycle 2</p>	<p>Cycle 2: Revised the IS action item to establish baseline data (See above)</p> <p>IS will begin coaching and co teaching with Foundations. We will track teacher and student data to show effectiveness.</p> <p>Cycle two LW data from... Admin Team will create specific Learning Walk tool to identify fidelity of program implementation such as Foundations, Designated ELD, Integrated ELD, and Tier 1 instructional strategies.</p> <p>Specific training and PD will be given to teachers based on the results of the Teacher Needs Survey.</p> <p>See new action item above...IS and 6th grade teacher will be trained in Just Words</p>	Continue

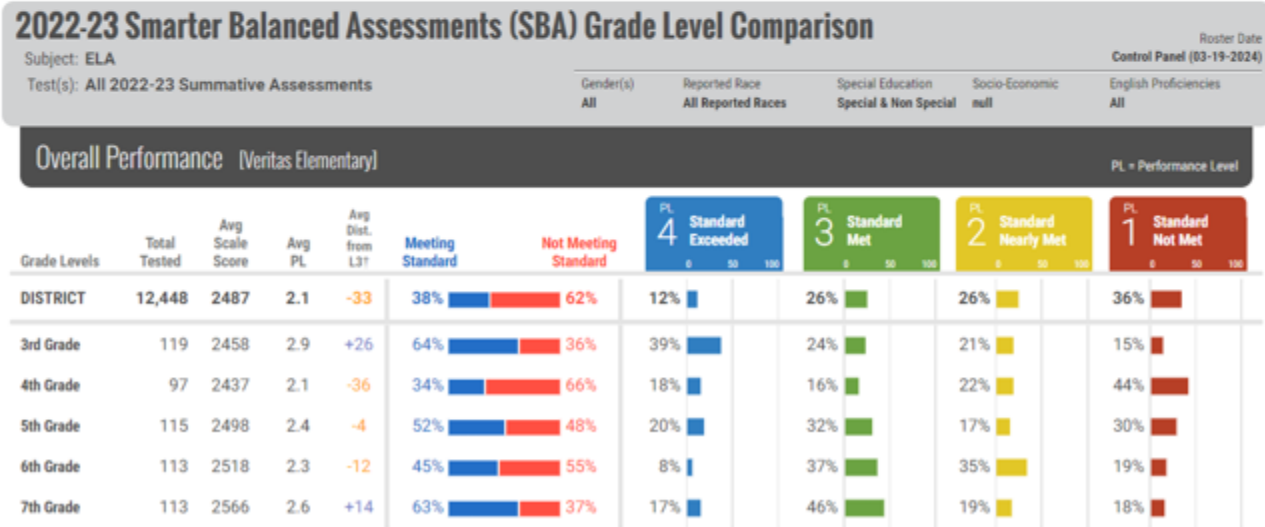
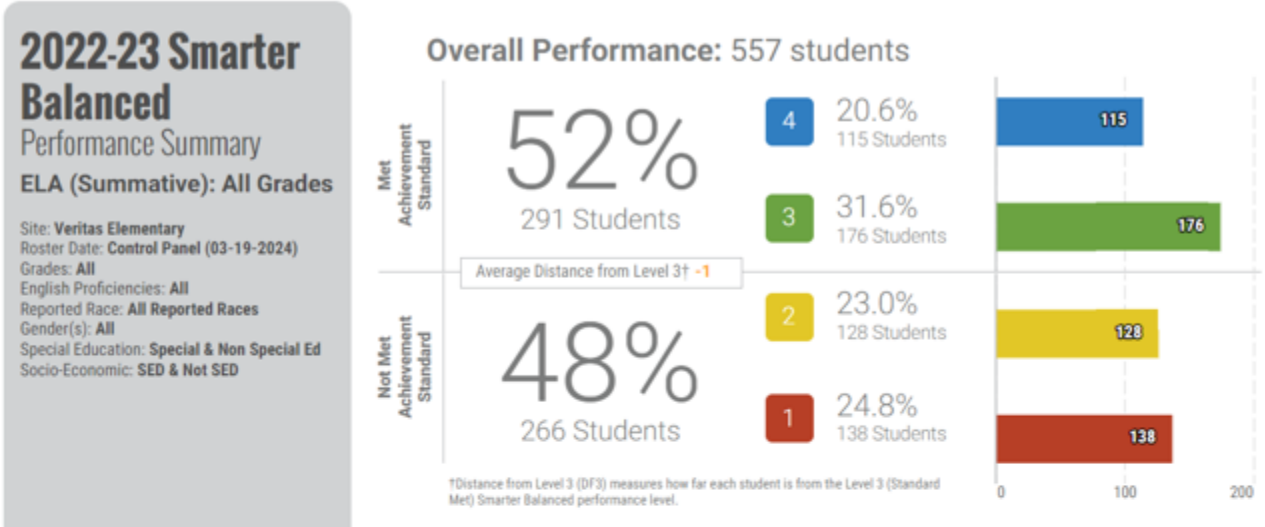
		Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps	
Cycle 2: Benchmark goals have been added to SMART Goal 1 to track yearly progress toward 3-year goal.	During cycle 2- Conduct monthly fidelity checks of Tier 1 instruction/ Foundations using lesson observation rubrics/walkthrough tool: Revised Foundations walkthrough tool: https://forms.office.com/r/LTxY1x79jL Review student performance data during monthly Professional Learning Communities (PLCs) and staff meetings to adjust instructional strategies. MAP Reading Fluency_Kinder_W2425.pdf- 44% MAP Reading Fluency_1st_W2425.pdf- 47% Based on MAP Data, we are still working towards 50% of kindergarten students and 65% of first-grade students meeting level 3 and 4 expectations in phonics and oral reading as measured by NWEA Reading Fluency Assessment for spring 2025. Grade2_Lang usage_W2425.pdf – 37% Grade3_Lang usage_W2425.pdf – 51% Based on MAP Data, we are still working towards 55% of second grade and 60% of third-grade students meeting or exceeding language usage expectations as measured by NWEA for Spring 2025. STEAM night event: 73 Families in attendance- LCAP Survey:# of surveys completed- NA 15 parents attending monthly Pastries w/ the principal- Continue Implementation and data	Implementation of actions for benchmark goals. Continue monthly fidelity checks using the revised Foundations walkthrough tool to monitor implementation quality of Tier 1 phonics instruction. Provide real-time coaching or feedback based on walkthrough trends, especially in classrooms below proficiency targets. Differentiate teacher support based on walkthrough rubric results—e.g., peer modeling, micro-PD, or co-teaching. Review disaggregated MAP Reading Fluency and Language Usage data. Identify trends by subgroup (e.g., ELLs, students with IEPs). Have instructional specialist support high-needs classrooms. Build on strong STEAM Night attendance by planning follow-up academic family events (e.g., literacy game night).	Continue

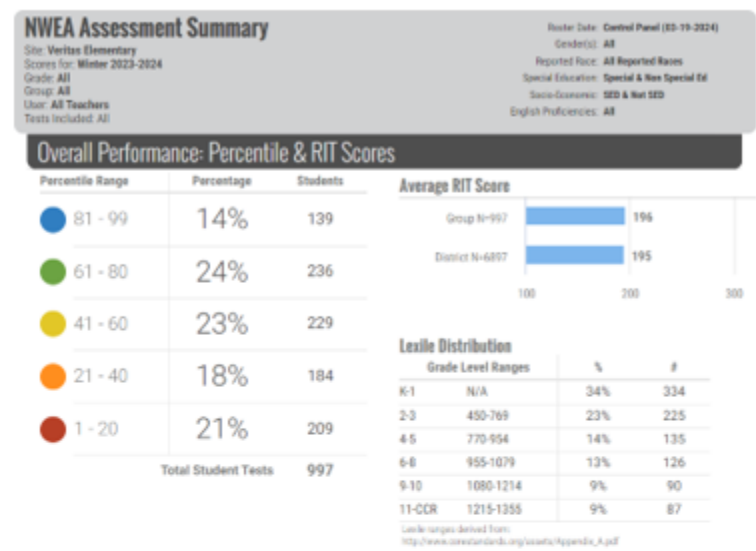
	collection in cycle 3	<p>Increase awareness of data goals by sharing student progress snapshots at Pastries with the Principal or through parent newsletters.</p> <p>Possible: Reallocate resources to high-need areas (e.g., additional intervention staff or updated instructional materials).</p>	
<p>Cycle 3: Veritas elementary continues to work towards meeting our SMART Goals through continuation of the implementation of the FUNdations Curriculum for phonics and language comprehension, providing targeted professional development for teachers, providing tiered interventions for struggling students, and increasing early literacy engagement through family and community involvement and fostering home and community partnerships to support early literacy development outside the classroom. It is too early to indicate whether our actions are working as we are still progressing forward.</p>	<p>Please see back casting data link for information</p> <p>Teacher Needs Survey (1-27) (1).xlsx Teachers have been offered Foundations training by going to see other classroom teachers, but it has not been offered in a systematic way such as monthly, during meetings or pullout days, etc. The Instructional team will meet to plan those days for cycle 3 and for the 25-26 school year.</p> <p>VE Collaboration Notes_2425 Based on the data, seven out of ten grade levels are completing VE Collaboration notes indicating essential standards being taught, if students have learned it, and how teachers will respond. Instructional team will need to ensure alignment with what is being written is being done through more walkthrough and PLC collaboration visits.</p> <p>Multicultural Night: # of families in attendance- 164</p> <p>Family Site survey: # of surveys completed- 28</p> <p># of Literacy packets sent home & completed: Kinder- 120 1st grade- 104 2nd grade- 130</p>	<p>Please see back casting data link for EOY information Completed packets will be checked in the beginning of the 25-26 school year. Schedule and design a systematic Foundations training cycle with the instructional team.</p> <p>Increase walkthroughs and instructional coaching to ensure alignment with VE Collaboration Notes.</p> <p>Boost family survey participation and celebrate strong event attendance.</p> <p>Leverage data from literacy packet completion to identify areas for additional family academic support.</p> <p>Amplify and expand PIQE impact through storytelling and engagement tracking. Possible: Reallocate resources to high-need</p>	Continue

	3rd grade- 130 # of families attending PIQE workshops- 25 # of families attending open house- 191	areas (e.g., additional intervention staff or updated instructional materials).	
--	---	---	--

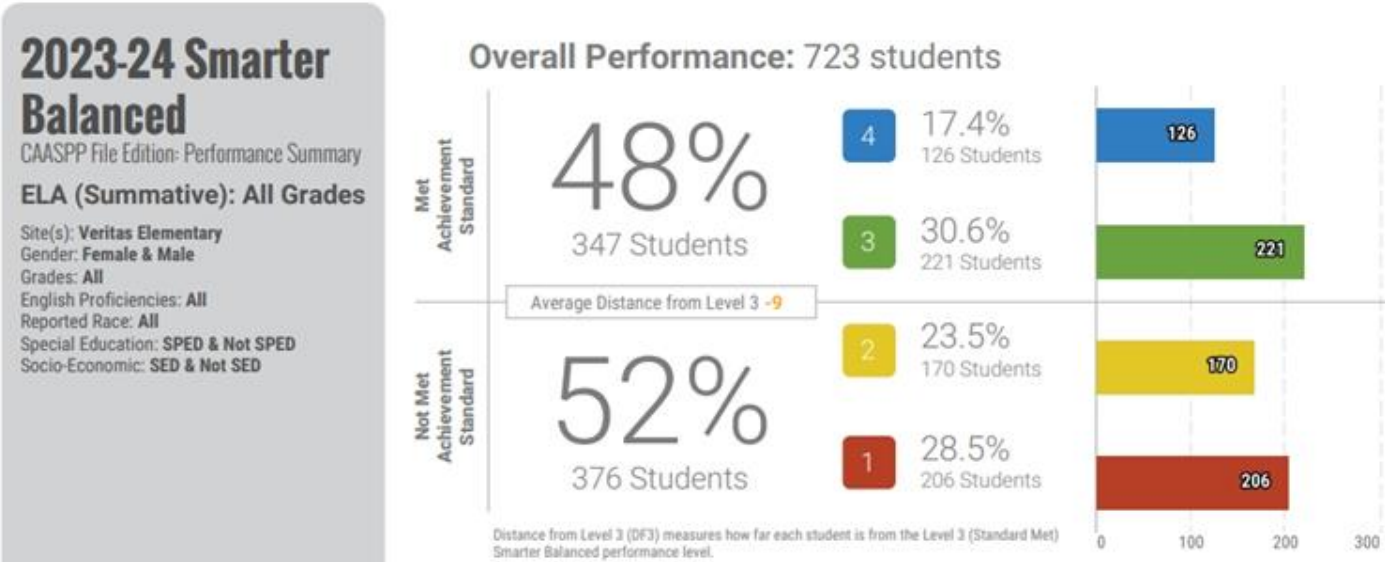
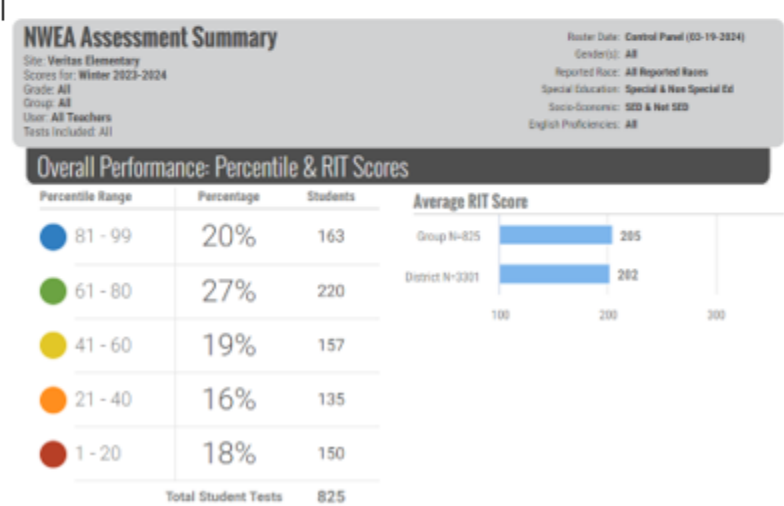
Progress Monitoring 25-26

Progress Monitoring





Language Winter 2024



Data

2023-24 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA

Test(s): All 2023-24 Summative Assessments

Roster Date

Control Panel (01-29-2025)

Gender(s)
All

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
null

English Proficiencies
All

Overall Performance | Veritas Elementary

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	12,827	2483	2.1	-37	37%	63%	12%	26%	25%	37%
3rd Grade	133	2408	2.3	-23	42%	58%	24%	18%	21%	37%
4th Grade	130	2481	2.6	+7	55%	45%	29%	25%	20%	25%
5th Grade	102	2471	2.0	-31	38%	62%	11%	27%	16%	46%
6th Grade	117	2500	2.2	-30	41%	59%	10%	31%	23%	36%
7th Grade	127	2546	2.4	-5	49%	51%	11%	38%	28%	23%

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 Tier 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 or students not meeting the achievement standard will decrease by 32% in ELA by 2026-2027 school year in their CAASPP assessment.

By 2024-25, the percentage of students meeting or exceeding the standard will increase 17%, from 48% to 65% or the percentage of students not meeting the achievement standard will decrease by 12%.

By 2025-26, the percentage of students meeting or exceeding the standard will increase 7%, from 65% to 72% or the percentage of students not meeting the achievement standard will decrease by 10%.

By 2026-27, the percentage of students meeting or exceeding the standard will increase 8%, from 72% to 80% or the percentage of students not meeting the achievement standard will decrease by 10%.

Increased proficiency in reading comprehension (measured by NWEA) by 10% annually.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Revised Action: Strengthen Tier 1 Instruction with ELA Essential Standards- Improve the quality of Tier 1 instruction to ensure all students are accessing and mastering ELA essential standards.</p> <p>1. Provide professional development sessions for teachers on unpacking ELA essential standards and implementing rigorous, standards-aligned lesson plans.</p> <p>2. Use the PLC process to collaboratively analyze student work and refine lesson plans to address gaps in comprehension.</p> <p>3. ELOP: 1st - 8th grade students will have the opportunity to attend tutorials when not meeting essential standards in ELA.</p>	<p>Revised: Classroom walkthroughs with a focus on Tier one instructional practices; utilizing the Tier one walkthrough tool: https://forms.office.com/r/LctZpL9MVv</p> <p>Strong Some Little None</p> <p>NWEA interim assessments three times per year.</p> <p>Intervention Request form - https://musd-my.sharepoint.com/:w:/g/personal/mcowan_musd_net/EdftqYzsnk5DjEJCcrGI0JVoBOEW0fptA68IV4qD8Mfv89Q?e=dgf5fV</p>	<p>Revised: % of teachers indicating strong tier one strategies</p> <p>Strong Some Little None Current</p> <p>teachers are utilizing MAP testing as baseline, however next year they will be using CFAs and PLC Learning Cycle -</p> <p>Baselines will be established in Cycle 2</p>	<p>SY: 24-25</p> <p>Action Item 1 was not addressed this year.</p> <p>See the link to collaboration notes for the process of analyzing student work. https://musd-my.sharepoint.com/:x:/g/personal/cwatson_musd_net/EcrEMBJWuKxPoVAk75BkDO0BTD_olxFn4LQRnrXyL_8fjQ?e=XFY1Th</p> <p>Action item 3 was not addressed, but will be addressed in 25-26 through working with ELOP and teachers on what tutorials should be provided to students needing intervention</p>	SY: 25-26	SY26-27	Time Money People
<p>Old action item: Teachers will engage in (IS /staff /district support) professional development training around</p>	<p>The number of PLC teams are strong and utilization CFA's during the learning cycle will increase.</p>	<p>Currently __ of __ PLC teams are creating strong CFAs and utilizing CFA's during their PLC</p>	<p>Action item was revised</p>			Time Money People

tier 1 teaching and ELA programs (developing CFAs).	The pass rate of the developed CFA's on the PLC Learning Cycle.	Learning Cycle. Baselines will be established in Cycle 2				
Old Action Item: 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. Baselines will be established in Cycle 2	Action Item Revised			Time Money People
Old action item: Teachers will have planning time to develop ELA base curriculum and support student learning through good Tier 1 teaching strategies and lesson design with support from the IS and or district staff.	<p>Number of grade level teams will be strong in 3 years on their self-audit (pre and post) Strong, Some, Little, None</p> <p>Number of Tier1 learning walks will be strong in 3 years - Strong, Some, Little, None</p> <p>Learning Target:</p> <p>Collaborative Conversation:</p> <p>ELD supports:</p> <p>Embedded Intervention:</p> <p>Evidence of extended learning:</p>	Baselines will be established in Cycle 2	Action item revised			Time Money People
IS and 6th grade teacher will be trained in Just Words targeting students who have nearly met the standard	<p>Implementation: % of scheduled training sessions attended by both the IS and 6th grade teacher; Track the implementation/fidelity of the program through observations or rubrics to evaluate lesson delivery.</p> <p>Student Impact:</p>	Cycle 2: Winter/Spring 2024-Still collecting evidence- Change over time data shows 6th grade scores have been declining in reading.	The IS pulled a group of 6th graders to implement Just Words. See the link for the data:			Money People People

	Assess students to track improvement in skills; Progress monitor student's phonics outcomes					
--	---	--	--	--	--	--

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, There is not enough evidence to support that our action items are moving us toward our three-year goal of Increasing development in lesson design and Tier 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. Baselines will be established in Cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Refine
Cycle 2: Benchmark goals have been added to SMART Goal 2 to track yearly progress toward the 3-year goal. Based on the data the benchmark goals provide clear yearly progress tracking. The revised Tier 1 walkthrough tool and structured PLC meetings show promise.	Tier One Revised Tool: https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=o3bg3xzTrsnRNbycvXJYiIGSUDhVL2K7&id=4GMJwTXo9Ea9bkyTW-jJtg8F_flkQ2tAmddyzAAqaKtUN1g0MEVXT1pQMTIWTzJEVINFQkNVVTNEQS4u Based on data from walkthrough tool- Strengths of Tier one strategies are: Objectives communicated to students Direct Instruction Visual Supports Verbal Feedback Curriculum visible Group work Routines Posted Encouragement and Praise	Strengthen Tier 1 instruction through targeted PD and data-driven PLC discussions. Improve tracking of ELOP tutorial participation and effectiveness, and address gaps in designated and integrated ELD instruction. Monitor and coach for daily consistency and integration of ELD strategies Increase student-led discourse and checking	Continue

		for understanding practices	
<p>Cycle 3: We are on track towards our 2026–2027 ELA proficiency goal. While final CAASPP data is pending, the school has demonstrated strong systems-level alignment, targeted instructional improvements, and data-informed practices that support continuous growth. With sustained focus, the school is well-positioned to meet or exceed its Year 1 benchmark of 65% proficiency.</p>	<p>The school has made significant foundational progress aligned to its ELA SMART goal. Initial MAP Growth data shows upward trends in reading proficiency, especially in language comprehension and phonics, which directly support CAASPP readiness. Implementation fidelity of Designated and Integrated ELD is improving, though consistency remains an area of focus. Instructional walkthroughs reveal increased alignment with Tier 1 expectations; however, continued emphasis is needed on differentiated instruction and formative assessment to support struggling readers.</p> <p>Please see back casting data</p> <p>Areas of Support are: Designated ELD being taught daily for 30 minutes Integrated ELD Objectives displayed/revisited throughout the lesson Differentiated Instruction-when needed Checking for Understanding throughout the lesson Student led discussions (Workshop Model).</p> <p>School Wide MAP Growth Scores_W2425: https://musd-my.sharepoint.com/:w:/g/personal/dbrown_musd_net1/EbEeCTwbFuNJg1yjpgPLsHkB1ZWxlzLWS-I0whQOIsgEUG?e=odudmA</p> <p>CAASPP Scores 23-24: ELA-ELA sba_performance_summary_state_2fc0994d90b94364f69204e489ed0892.pdf</p>	<p>ELD Instruction: Implement daily Designated ELD and integrate ELD strategies across content areas.</p> <p>Instructional Practices: Reinforce objectives, differentiate instruction, and employ formative assessments.</p> <p>Student Engagement: Foster student-led discussions and adopt the workshop model.</p> <p>Professional Development: Provide targeted training and promote collaborative learning among staff.</p> <p>Monitoring: Utilize walkthroughs and data analysis to assess progress and inform instruction.</p> <p>Offer PD on text complexity, academic language, and scaffolded questioning</p>	Continue

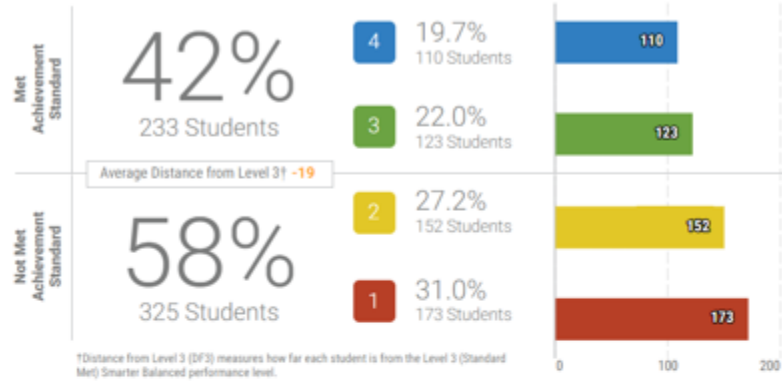
Progress Monitoring 25-26

Progress Monitoring

2022-23 Smarter Balanced Performance Summary Math (Summative): All Grades

Site: **Veritas Elementary**
Roster Date: **Control Panel (03-19-2024)**
Grades: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **All**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**

Overall Performance: 558 students



2022-23 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **Math**

Test(s): **All 2022-23 Summative Assessments**

Roster Date:
Control Panel (03-19-2024)

Gender(s):
All

Reported Race:
All Reported Races

Special Education:
Special & Non Special

Socio-Economic:
all

English Proficiencies:
All

Overall Performance (Veritas Elementary)

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3†	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	12,474	2465	1.8	-76	22%	78%	7%	15%	28%	50%
3rd Grade	120	2465	2.8	+29	64%	36%	34%	30%	18%	18%
4th Grade	96	2446	2.0	-38	32%	68%	11%	21%	27%	41%
5th Grade	115	2493	2.2	-34	35%	65%	19%	16%	28%	37%
6th Grade	114	2512	2.1	-40	31%	69%	11%	19%	34%	35%
7th Grade	113	2550	2.4	-16	44%	56%	20%	24%	29%	27%

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 (03-19-2024)**

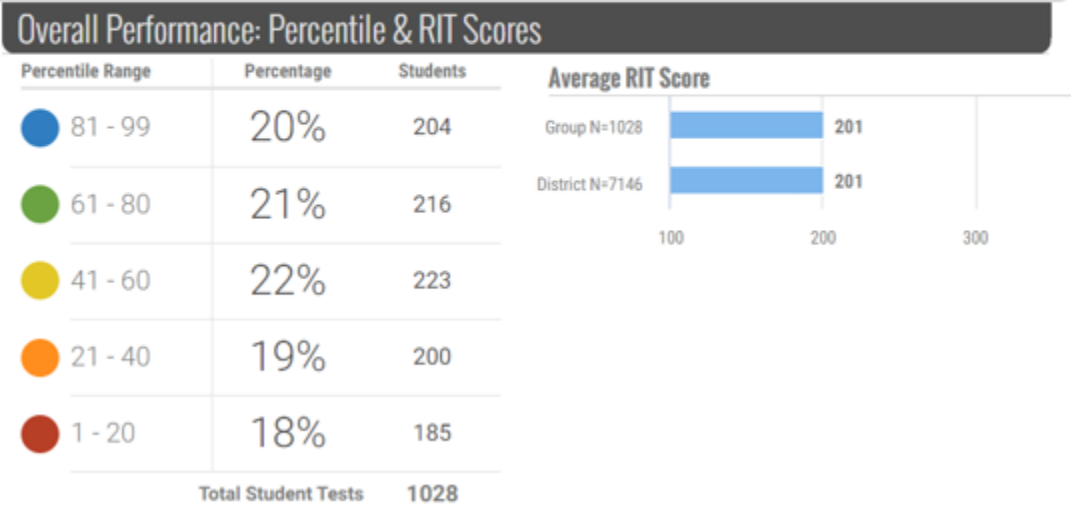
Gender(s): **All**

Reported Race: **All Reported Races**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

English Proficiencies: **All**



Data

Data Analysis

Students are making growth in Math in both CAASPP assessments and NWEA achievement. While we are not back to pre-covid scores (47%) we are making progress at 42%. On the NWEA Math overall 41 % of students are meeting or exceeding expectations measured during the winter 2023/2024 school year.

Student Need 3:

Increasing development in lesson design and Tier 1 teaching practices has helped our teachers and students dive deeper into the Math 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 Math by 2026-2027 school year in their CAASPP assessment.

55% of students will meet or exceed standard in 2024-2025 (15 percentage point increase)

68% of students will meet or exceed standard in 2025-2026 (13 percentage point increase)

80% of students will meet or exceed standards in 2026-2027 (12 percentage point increase)

NWEA math proficiency increases by 10% annually as indicate by NWEA 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	Teachers will use pre and post CFAs Intervention Request form -	Current teachers are utilizing MAP testing as	This action item was not addressed, but will be			Time Money People

attended tutorials when not meeting essential standards in math.	https://musd-my.sharepoint.com/:w/g/personal/mcowan_musd_net/EdftqYzsnk5DjEJCrgIOJVoBOEW0fptA68IV4qD8Mfv89Q?e=dgf5fV	baseline, however next year they will be using CFAs and PLC Learning Cycle - Baselines will be established in Cycle 2	addressed in 25-26 through working with ELOP and teachers on what tutorials should be provided to students needing intervention.			
Teachers will engage in (IS /staff /district support) professional development training around tier 1 teaching and Math 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 and utilizing CFA's during their PLC Learning Cycle. Baselines will be established in Cycle 2	With a part time IS, it was difficult to address this action item. This action item will be addressed in 25-26 with a fulltime IS.			Time Money People
Teachers will meet within in their designed PLC time to review, identify, and support student learning around Mathy/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. Baselines will be established in Cycle 2	Based on the stages of team development, 5 of the 10 teams continue to complete the PLC learning cycle. Please see the link for collaboration notes data for the PLC process: https://musd-my.sharepoint.com/:x/g/personal/cwatson_musd_net/EcrEMBJWuKxPoVAk75BkDO0BTD_olxFn4LQRnrXyL_8fjQ?e=XFY1Th			Time Money People
Teachers will have planning time to develop Math base curriculum and support student learning through good Teir 1 teaching strategies and lesson design with	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 -	Baselines will be established in Cycle 2	This action item was not addressed this year and will be revised for next year.			Time Money People

support from the IS and or district staff.	<p>Strong, Some, Little, None</p> <p>Learning Target:</p> <p>Collaborative Conversation:</p> <p>ELD supports:</p> <p>Embedded Intervention:</p> <p>Evidence of extended learning:</p> <p>Workshop/Math Questions Strategies:</p>					
--	--	--	--	--	--	--

Progress Monitoring 24-25

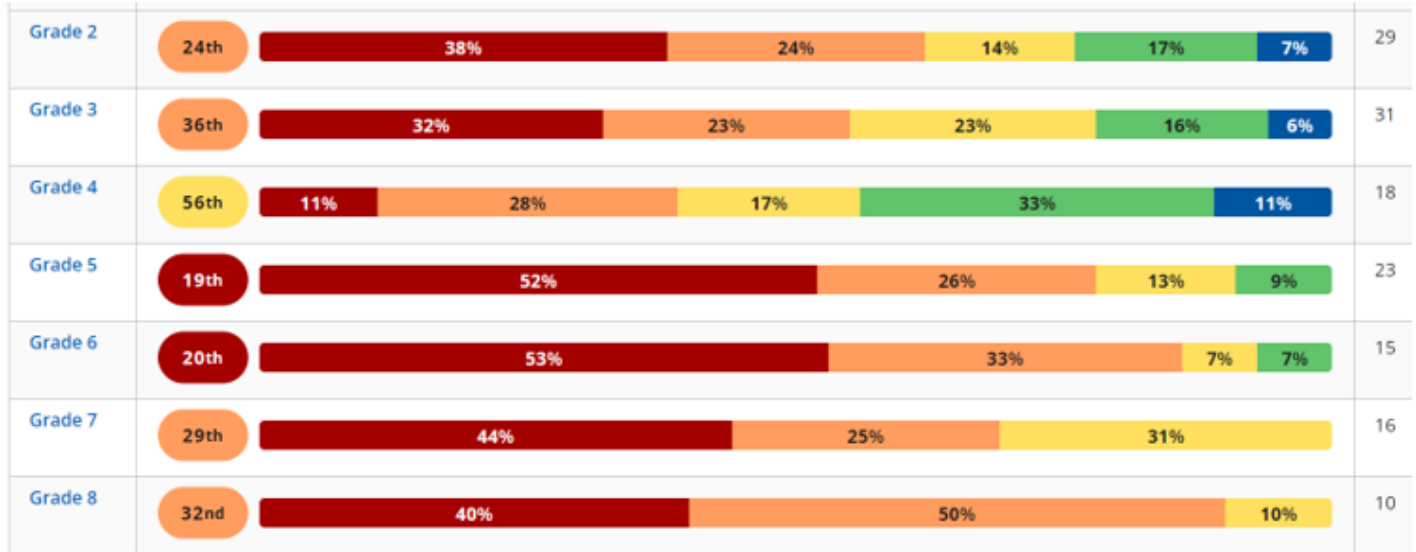
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, There is not enough evidence to support that our action items are moving us toward our three-year goal of Increasing development in lesson design and Tier 1 teaching practices has helped our teachers and students dive deeper into the Math essential standards. Teachers have done this through the active PLC process and students have engaged in more collaboration during the lesson design. Baselines will be established in Cycle 2	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Refine
Cycle 2: Math proficiency is increasing, but not yet back to pre-COVID levels (42% vs. 47%). Tier 1 instruction is improving through PD and coaching, but more	Conduct quarterly walkthroughs to measure Tier 1 instruction improvements. https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=o3bg3xzTrsnRNbycvXJYiIGSUDhVL2K7&id=4GMJwTXo9Ea9bkyTW-	Increase PD and coaching for Tier 1 instruction. Improve tracking of student participation in interventions and strengthen PLC	Continue

<p>structured support is needed. PLCs are analyzing student data, but more intentional lesson adjustments are required.</p>	<p>jJtg8F_fLkQ2tAmdDyzAAqAKtUN1g0MEVXT1pQMTIWTzJEVINFQkNVVTNEQS4u</p> <p>Use PLC meetings to analyze CFA and NWEA data, making instructional adjustments. VE Collaboration Notes_2425</p> <p>Provide targeted professional development for teachers needing support with Tier 1 math instruction. Teacher Needs Survey(1-27) (1).xlsx</p> <p>Implement intervention strategies for students not meeting assessment expectations https://musd-my.sharepoint.com/:w:/g/personal/mcowan_musd_net/EdftqYzsnk5DjEJCrgI0JVoBOEW0fptA68IV4qD8Mfv89Q?e=dgf5fV</p> <p>More data needs to be collected using the tutorial request form and developing a system for collecting this data for ELOP</p>	<p>collaboration focused on lesson refinement. Overall, Veritas Elementary is making progress toward the 2026-27 goal of 80% proficiency, but further instructional refinements and data tracking are needed to ensure success</p>	
<p>Cycle 3: According to the VE Backcasting, the current progress for Year 1 (2024–2025) indicates ongoing implementation of targeted strategies, supported by MAP Growth data tracking. The trajectory outlined implies an expected 15 percentage point increase in math proficiency from the prior year.</p>	<p>The data from the backcasting document shows alignment between MAP Growth targets (10% annual proficiency increases) and the CAASPP long-term goals, confirming the system is using interim assessment data to project progress toward end goals. Additional supports for emerging student populations (e.g., EL, SED, SWD) also show a focused effort to close achievement gaps.</p> <p>See back casting document for evidence: https://musd-my.sharepoint.com/:p:/g/personal/dbr_owen_musd_net1/EYUqpdxvPiVOimdBf8hQKu8BIYaNbFtqf23XUYXbz5tRzA?e=Kgrino</p>	<p>Enhance Tier 1 math instruction and use data to target support.</p> <p>Implement targeted interventions for underperforming students.</p> <p>Strengthen teacher capacity with ongoing professional development.</p> <p>Leverage PLCs and instructional leadership to monitor implementation.</p> <p>Engage families to reinforce learning beyond the classroom.</p>	<p>Continue</p>

Progress Monitoring 25-26

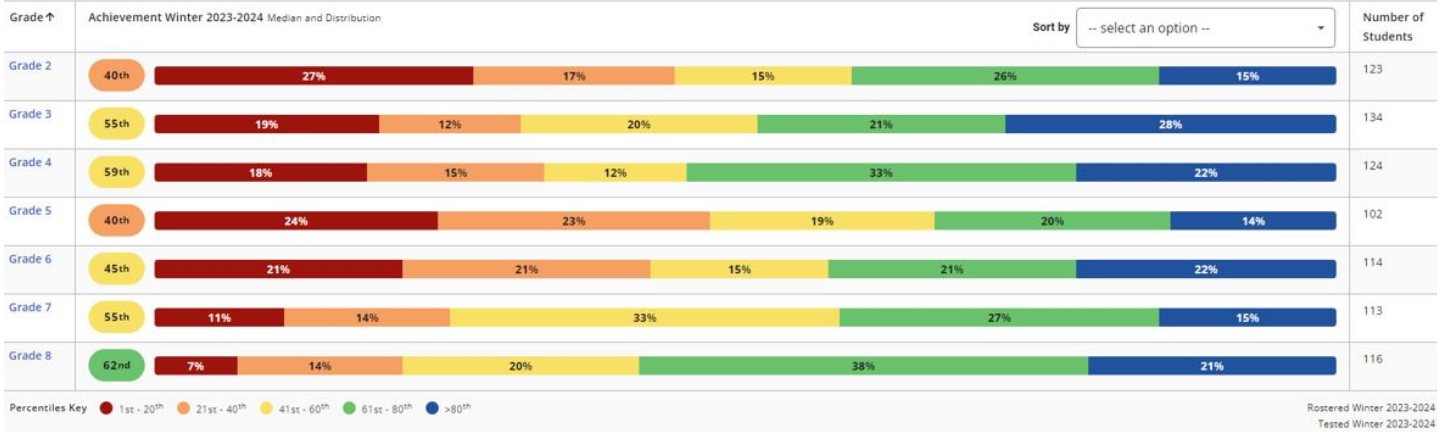
Progress Monitoring

EL Language Usage Students Winter 2024



Achievement by Grade

Veritas Elementary | Language Usage



Data

Data Analysis

While our ELD students who reclassify typically outperform our EO students'; teachers need to focus and develop their Tier 1 instruction to include EL strategies. The data shows that language uses age for EL students is significantly lower than EO students. All students are 18% are in the red and orange band on the language usage, while ELD students are at 38%.

Student Need 4:

In all grades teachers need to embed ELD and language acquisition strategies into their Tier 1 lessons to support ELD students access to learning.

SMART Goal 1

The achievement gap between ELD students and EO students will decrease by 10% of students scoring in the red and orange band on the NWEA assessment by 2026-2027.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will engage in (IS /staff /district support) professional development training around tier 1 teaching and ELD strategies.	<p>The percentage of students in red and orange on the NWEA language usage will decrease for EL students.</p> <p>Number of classrooms with strong evidence of Teir 1 embedded ELD supports will increase through learning walks - Strong, Some, Little, None</p> <p>ELD supports:</p> <p>Embedded Intervention:</p>	<p>% EL students in red and orange (38%)</p> <p>TDB Fall 2024: (48 classes) Strong, Some, Little None</p> <p>ELD supports: Class #</p> <p>Embedded Intervention: Class #</p> <p>Baselines will be established in Cycle 2</p>	<p>Teachers were provided limited training on designated and integrated ELD using the district TOSAs. Please see backcasting link for data: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EF1KVJKmJdFoSCWMXks0_oBulpoEioz3c2tNCmNjD-oCQ?e=ylqweZ</p> <p>More training in ELD will be provided during the 25-26 school year.</p>			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, There is not enough evidence to support that our action items are moving us toward our three-year goal that in all grades teachers need to embed ELD and language	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Refine

acquisition strategies into their Teir 1 lessons to support ELD students access to learning. Baselines will be established in Cycle 2.			
Cycle 2: This action item was not monitored as outline. This action item will be modified for the 25-26 school year.	Areas of Support are: Designated ELD being taught daily for 30 minutes Integrated ELD	ELD Instruction: Implement daily Designated ELD and integrate ELD strategies across content areas. Identify trends by subgroup (e.g., ELLs, students with IEPs). Have instructional specialist support high-needs classrooms.	Refine
Cycle 3: This action item was not monitored as outline. This action item will be modified for the 25-26 school year.	NA	Continue form Cycle 2 to the 25-26 school year.	Continue

Progress Monitoring 25-26

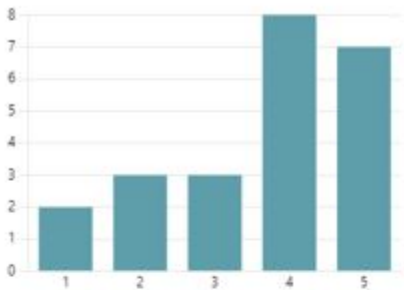
Progress Monitoring

1. Sparks PE - How comfortable are you with the Sparks PE curriculum?

[More Details](#)

[Insights](#)

3.65
Average Rating

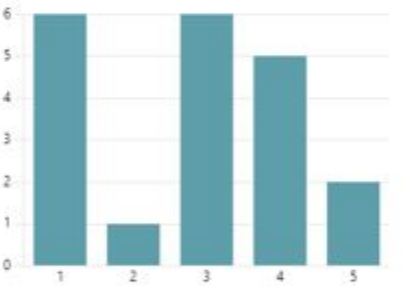


3. Amplify Science - How comfortable are you with the Science curriculum?

[More Details](#)

[Insights](#)

2.80
Average Rating

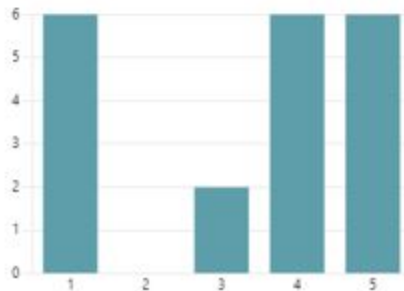


5. How comfortable are you with the History curriculum?

[More Details](#)

[Insights](#)

3.30
Average Rating



Data

Data Analysis

Some teachers need additional or follow up training in PE, History, and Science curriculum.

Student Need 5:

Students need access to the base core curriculum support in PE, Science, History.

SMART Goal 1

100% of teachers will be fully trained and utilizing with fidelity the base core curriculum in PE, Science, History by 2026-2027 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers/IS will engage in professional development training around tier 1 teaching in the Science, PE, and History Base curriculum, with support from district.	Number of Teachers will utilize the Base curriculum in PE, History, and Science will increase measured by learning walks and teacher survey. Strong, Some, Little, None	<p>Baselines will be established in Cycle 2</p> <p>___ out 48 teachers trained and utilizing the PE base curriculum.</p> <p>___ out 48 teachers trained and utilizing the History base curriculum.</p> <p>___ out 48 teachers trained and utilizing the Science base curriculum.</p>	Although teacher surveys were given out about base curriculum, this action item was not addressed this year.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, There is not enough evidence to support that our action items are moving us toward our three-year goal of students accessing the base core curriculum in PE, Science, History. Baselines will be established in Cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Continue
Cycle 2: This action item was not addressed this year.	NA	Collect and progress monitor data for the 25-26 school year.	Continue

Cycle 3: This action item was not addressed this year.	NA	Collect and progress monitor data for the 25-26 school year.	Continue
--	----	--	----------

Progress Monitoring 25-26

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

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.

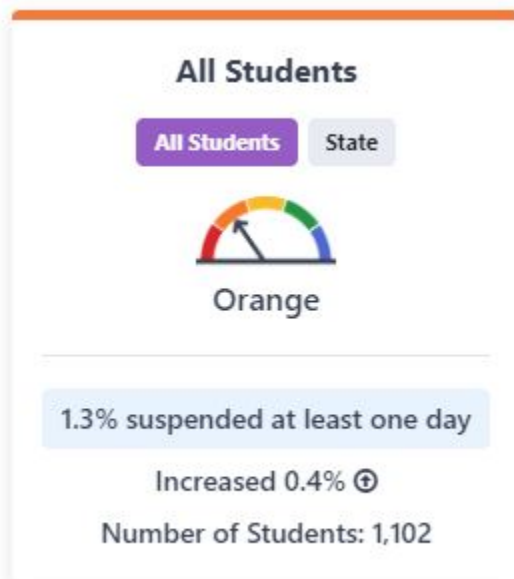
Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	1.27	4.96	3.60
Expulsions	0.00	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

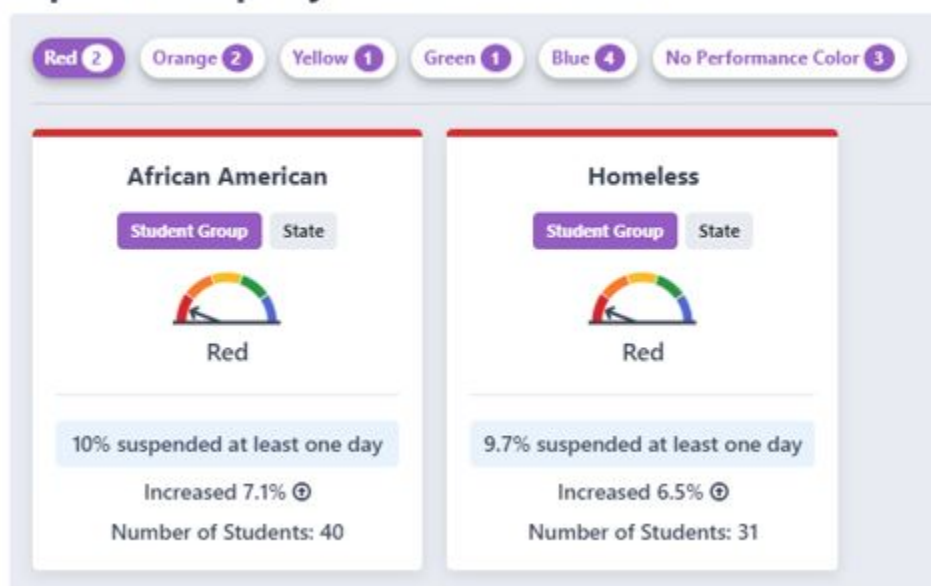
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

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
Revised: All Veritas staff will engage in Restorative Practice/Circles and PBIS training to support student success in behavior, SEL, and attendance	Q behavior report - The number of student penalties decreasing	151 penalties reported as of April 2024. Suspensions 23	24-25 More training will be provided for the entire staff during the 25-26 school year. See back casting link for data: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EVF1KVJKmJdFoSCWMXks0_oBulpoEioz3c2tNCmNjD-oCQ?e=ylqweZ	25-26	26-27	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.	Baselines will be established in Cycle 2	Action item not addressed			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	According to the data, our suspension have decreased. The team will need to implement a procedure on how to track student CICOs and family support.			Time Money People
COST will meet and review referred students' progress and	Number of students exited	COST exited- 38	Although we have data, this action item was not			Time Money People

support student needs.			systematically monitored.			
Old Action Item: 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.	Old action item			Time Money People
Old action item: ELOP - before and after school (breaks/summer) students will have outdoor space that will allow them to explore learning opportunities and SEL.	The number of students will increase that utilizing the school environment outside of the school day.	<p>215 - Enrolled in ELOP</p> <p>Jr. High Attendance and behavior ELOP activities - Winter - 145/224 Spring</p> <p>TK orientation/Bridge - 102/120 Kinder Bridge - 24/24</p> <p>ELOP Enrolled - Fall: Winter: EOY:</p> <p>Tk - Parent Orientation Survey 109/144 https://musd-my.sharepoint.com/:x:/g/personal/mcowan_musd_net/EQ-S_BfCdMtMh-ob0K-r6SsBmIXrxQ3paBV94XXy6WYRzQ?e=RafAf_h</p> <p>Jr. High Attendance/behavior - Fall: Winter: Spring: EO</p>	Old action item			Time Money People

Jr. High Student and teachers will continue to increase engagement, transition to high school, electives, and developing their profile of the 9th grade skills. Provide incentive awards for GPA	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	Although some data was collected, this action item was not monitored. We have been meeting with H2H for HS transition, but a more systematic approach will need to be developed for next year to track data.			Time Money People
--	---	--	--	--	--	-------------------------

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: There is not enough evidence to support that our action items are moving us toward our three-year goal that 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. Baselines will be established in Cycle 2	Due to the lack of collected evidence, we will continue to work on the action items and complete summary, analysis and next steps during cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and complete summary, analysis and next steps during cycle 2.	Continue
Cycle 2: VE showed a reduction in behavior incidents compared to the prior year. Implementation of Tier 1 strategies such as clearly posted routines, encouragement/praise, and direct instruction positively influenced classroom behavior. However, suspension rates remained	See back casting document for information: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EYUqpdxPiVOimdBF8hqKu8BIYaNbFtqf23XUYXbz5tRzA?e=hgq8ZP	Implement Restorative Practices Training for all staff to address root causes of behavior. Review behavior data monthly to identify trends and target supports.	Continue

<p>higher than target, indicating a need for increased restorative practices and proactive behavior interventions. Behavior incidents are trending toward the goal of 150, but additional support for at-risk students is necessary to reduce suspensions toward the target of 20.</p>		<p>Increase Tier 2 supports (e.g., Check-In/Check-Out, social skills groups).</p> <p>Develop early warning system for tracking students with multiple minor incidents.</p>	
<p>Cycle 3: The school continues its downward trend in behavior incidents. Staff consistency in Tier 1 classroom management and positive reinforcement systems helped sustain improvements. Early intervention and improved monitoring contributed to lower incident frequency, though disproportionate suspension rates for specific student groups persisted. Targeted supports for emerging students and students with disabilities (SWD) are improving, but more inclusive strategies are needed to meet the SMART goal fully.</p>	<p>See back casting document for information: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EYUgpdvxPiVOimdBf8hqKu8BIYaNbFtqf23XUYXbz5tRzA?e=hgq8ZP</p>	<p>Strengthen Tier 1 SEL integration using evidence-based curricula (e.g., Second Step, Zones of Regulation).</p> <p>Monitor equity in suspension data, particularly for SWD and SED students.</p> <p>Conduct staff calibration on behavior expectations and responses.</p> <p>Engage families with culturally responsive strategies to co-create behavior support plans.</p> <p>Expand mental health partnerships to support trauma-informed care.</p>	<p>Refine</p>

Progress Monitoring 25-26

Progress Monitoring

Chronic Absenteeism (10% or more total absences of their total days enrolled)										
	August	September	October	November	December	January	February	March	April	May
TK	43	43	43	43	43	45	49	48		
K	29	29	29	29	29	35	36	34		
1st	15	15	15	15	15	18	18	21		
2nd	20	20	20	20	20	23	21	19		
3rd	17	17	17	17	17	20	20	19		
4th	10	10	10	10	10	11	13	10		
5th	10	10	10	10	10	14	15	13		
6th	20	20	20	20	20	20	18	19		
7th	22	22	22	22	22	24	22	21		
8th	14	14	14	14	14	22	22	21		
Total	200	200	200	200	200	232	234	225		
ATSI Group AA	August	September	October	November	December	January	February	March	April	May
TK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
K	N/A	N/A	N/A	N/A	N/A	1	1	2		
1st	1	1	1	1	1	1	1	1		
2nd	3	3	3	3	3	3	3	3		
3rd	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
4th	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
5th	N/A	N/A	N/A	N/A	N/A	1	1	1		
6th	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
7th	1	1	1	1	1	N/A	N/A	1		
8th	1	1	1	1	1	2	2	2		
Total	6	6	6	6	6	8	8	10		
ATSI Group HY	August	September	October	November	December	January	February	March	April	May
TK	1	1	1	1	1	2	2	2		
K	N/A	N/A	N/A	N/A	N/A	2	2	1		
1st	2	2	2	2	2	2	2	2		
2nd	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
3rd	N/A	N/A	N/A	N/A	N/A	N/A	1	N/A		
4th	1	1	1	1	1	N/A	N/A	N/A		
5th	N/A	N/A	N/A	N/A	N/A	1	1	1		
6th	2	2	2	2	2	2	2	1		
7th	1	1	1	1	1	1	1	2		
8th	N/A	N/A	N/A	N/A	N/A	1	1	1		
Total	7	7	7	7	7	11	12	10		

Data

Data Analysis

With the increase in UTK we have had a decrease in our overall attendance rate. While we have been targeting our Chronic Absenteeism students, we have seen a decrease overall from last year and a decrease in our targeted ATSI (AA and Homeless youth) group of students.

Student Need 2:

Chronic absenteeism students need to be progressed monitored throughout the school year and targeted ATSI students will be monitored by our Outreach assistant. We are also being proactive in reaching incoming UTK and Kinder families about the importance of good attendance habits. ATSI Groups (AA and Homeless) will continue to be progress monitored as the students change in this group due to change of schools.

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%	Several incentives were created for attendance: School wide attendance assembly for perfect attendance in the 3rd trimester, individual incentives, such as donut party, popcorn party, and raffles for students with attendance growth and classroom incentives, such as cookie and popcorn parties for those classes that maintain a high percentage of attendance. The assemblies will extend into the 25-26 school for each trimester. Please back casting link for data: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EF1KVJKmJdFoSCWMXks0_o			Time Money People

			BulpoEioz3c2tNCmNjD-oCQ?e=ylqweZ			
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)	Weekly communication using blackboard was sent to families			Time Money People
ELOP Attendance incentive program. Students will attend before/after-school activities and earn incentives, and families will be given recourses and/or information to help improve attendance.	Number of students increasing attendance in ELOP activities, awards, events, and/or informational orientations.	<p>Steam Night - 63 Families</p> <p>Block Party - 223</p> <p>Spring Fling (incoming TK) - 24</p> <p>ELOP - participation 215</p> <p>Jr. High Attendance and behavior ELOP activities Winter - 110 out of 252 Spring -</p> <p>TK orientation/Bridge - 102/120 Kinder Bridge - 24/24</p>	This action item was not monitored this year. A process will be implemented in the 25-26 school year to ensure attendance, and an incentive will be provided to ELOP students			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	For the 25-26 school year, this action item will be modified to reflect the SART team removing barriers monitoring student's CA progress.			Money People Time

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: There is not enough evidence to support that our action items are moving us toward our three-year goal that chronic absenteeism students need to be progressed monitored throughout the school year and targeted ATSI students will be monitored by our Outreach assistant. We are also being proactive in reaching incoming UTK and Kinder families about the importance of good attendance habits. ATSI Groups (AA and Homeless) will continue to be progress monitored as the students change in this group due to change of schools. Baselines will be established in Cycle 2.</p>	<p>Due to the lack of collected evidence, we will continue to work on the action items and complete summary, analysis and next steps during cycle 2.</p>	<p>Due to the lack of collected evidence, we will continue to work on the action items and complete summary, analysis and next steps during cycle 2.</p>	<p>Continue</p>
<p>Cycle 2: VE has shown steady progress toward reducing chronic absenteeism. The data reflects targeted intervention and engagement efforts, contributing to early-stage reductions in absentee rates.</p>	<p>Evidence and analysis includes: Implementation of early attendance intervention programs.</p> <p>Increased parent communication regarding the importance of daily attendance.</p> <p>Analysis of chronic absenteeism by subgroup to tailor outreach and supports. gains were seen in subgroup attendance, particularly in SED and EL populations, suggesting that more targeted outreach is yielding positive returns.</p> <p>Chronic absenteeism rates likely declined slightly compared to the 2023–2024 baseline, as awareness and engagement increased.</p>	<p>Deepen family partnerships through workshops and culturally responsive communication.</p> <p>Refine tiered interventions: Identify students missing 10–15% and provide home visits or counseling.</p> <p>Track attendance in real-time with data dashboards shared regularly with staff and families.</p> <p>Strengthen student voice by engaging student leaders in planning attendance campaigns.</p>	<p>Continue</p>

<p>Cycle 3: While not yet below 10%, the school is on track with improvements observed in Cycle 2 and Cycle 3, indicating effectiveness in implemented strategies.</p>	<p>Evidence and analysis includes: More robust monitoring and tracking systems for attendance trends.</p> <p>Expanded partnerships with community agencies to reduce barriers to attendance (transportation, health).</p> <p>Attendance incentives and classroom competitions were initiated. Continued downward trend in chronic absenteeism.</p> <p>Impact of incentive programs appears more significant in the lower grade levels.</p> <p>Gaps still exist in upper grades and among students with disabilities, indicating a need for differentiated strategies in those groups.</p>	<p>Target SWD and older grade absenteeism with individualized attendance contracts and mentor support.</p> <p>Embed attendance goals into school culture, linking them to academic and extracurricular recognition.</p> <p>Collaborate with district-level support teams to provide wraparound services for chronically absent students.</p> <p>Prepare for sustainability by institutionalizing practices in the School Site Plan and Professional Learning Communities.</p>	<p>Refine</p>

Progress Monitoring 25-26

Progress Monitoring

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

[More Details](#)

[Insights](#)



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

[More Details](#)

[Insights](#)



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/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS	GATES/VEHICLES
		Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"	Number of "✓"
		62	62	62	52	62	62	62	62	62	62	62	62	62	62	62	60
62	Number of "✓"	0	0	0	10	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
	Number of "✓"	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓" divided by (Total Areas - "NA")		100.00%	100.00%	100.00%	83.87%	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%			83.87%	100.00%		100.00%	100.00%	100.00%		100.00%		100.00%		98.39%	
Rank (Circle One) Good = 100%-90% Fair = 75%-89.99% Poor = 50%-74.99%		GOOD FAIR POOR			GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR	

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
90%-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
80%-89.99%	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%-79.99%	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
50%-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	This action item was not specifically addressed this year. See back casting link for data: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EVF1KVJKmJdFoSCWMXks0_oBulpoEioz3c2tNCmNjD-oCQ?e=ylqweZ			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: There is not enough evidence to support that our action items are moving us toward our three-year goal that ongoing 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. Baselines will be established in Cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and complete summary, analysis and next steps during cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and complete summary, analysis and next steps during cycle 2.	Continue

Cycle 2: More time and evidence is needed to support this action item	This action item was not addressed	Due to the lack of collected evidence, we will continue to work on the action items and complete summary, analysis and next steps during cycle 3.	
Cycle 3: More time and evidence is needed to support this action item	This action item was not addressed	Due to the lack of collected evidence, we will continue to work on the action items and complete summary, analysis and next steps during the 25-26 school year.	

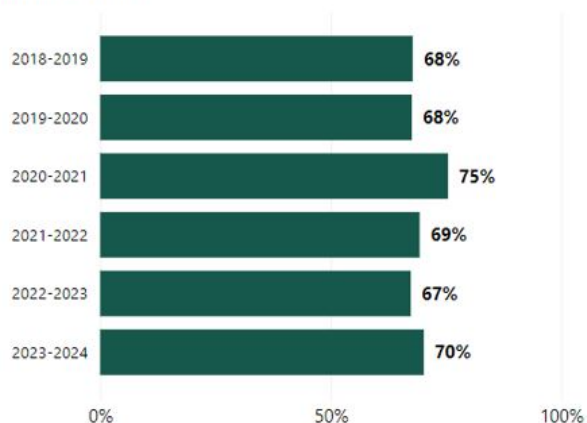
Progress Monitoring 25-26

Progress Monitoring

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

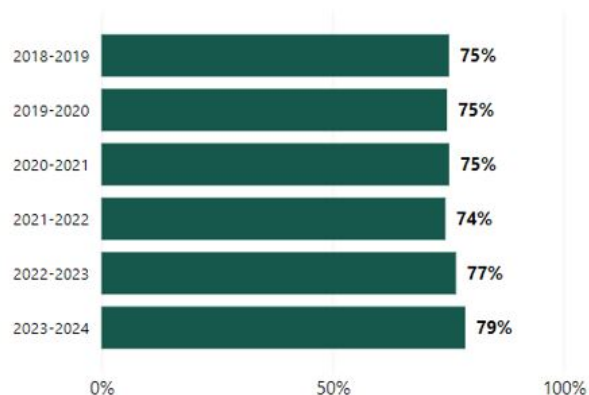
Teachers keep me well-informed about my child's progress.

Group ● Parent



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

Group ● Parent



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 Research.	Teacher communication 70% School Communication 79%	See back casting data: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EVF1KVJKmJdFoSCWMXks0_oBulpoEioz3c2tNCmNjD-oCQ?e=ylqweZ			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	Back casting data: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EVF1KVJkmJdFoSCWMXks0_oBulpoEioz3c2tNCmNjD-oCQ?e=ylqweZ			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 Spring - TK orientation/Bridge - 102/120 Kinder Bridge - 24/24	Although we have data, this action item was not systematically monitored for the ELOP program. Back casting data: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EVF1KVJkmJdFoSCWMXks0_oBulpoEioz3c2tNCmNjD-oCQ?e=ylqweZ			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: There is not enough evidence to support that	Due to the lack of collected evidence, we will continue to work on the action	Due to the lack of collected evidence, we will continue to work on	Continue

our action items are moving us toward our three-year goal that 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 increase the connectiveness. Baselines will be established in Cycle 2.	items and complete summary, analysis and next steps during cycles 2 and 3.	the action items and complete summary, analysis and next steps during cycles 2 and 3.	
Cycle 2: Communication to parents from the admin through Dojo, newsletters, and weekly blackboard messages have increased significantly	<p>Evidence includes: Inclusion of "Parent Engagement" in the school's safety and improvement initiatives; reintroduction or expansion of family-oriented events (e.g., Back-to-School Night, Parent Conferences, Literacy Nights); Efforts to align events with grade-level academic standards and safety goals. Cycle 2 served as a rebuilding phase after lower engagement during pandemic-impacted years.</p> <p>Families began to participate in more academic-oriented events due to better communication and purposeful outreach.</p> <p>Language accessibility and event timing were adapted to address barriers for working families.</p>	<p>Track quantitative attendance data at all events to benchmark progress.</p> <p>Use multiple communication platforms (texts, apps, flyers, social media) to increase reach.</p> <p>Involve families in planning events to ensure cultural relevance and accessibility.</p> <p>Begin translation of key materials and provide interpreters at events.</p>	Continue
Cycle 3: VE has made notable progress toward increasing family engagement. In Cycle 2, foundational efforts focused on re-establishing trust and communication with families, while Cycle 3	Evidence and analysis includes: Continued prioritization of "Parent Engagement" as indicated by its presence across school safety and academic goals; Expansion of family engagement activities potentially aligned with student achievement data and cultural responsiveness.	<p>Track quantitative attendance data at all events to benchmark progress.</p> <p>Use multiple communication platforms (texts, apps,</p>	Continue

<p>built upon these efforts through more structured and inclusive events.</p>		<p>flyers, social media) to increase reach.</p> <p>Involve families in planning events to ensure cultural relevance and accessibility.</p> <p>Begin translation of key materials and provide interpreters at events. Link engagement to academic supports (e.g., parent workshops on MAP/CAASPP data).</p> <p>Celebrate milestones publicly (e.g., family attendance awards, bulletin board highlights).</p>	
---	--	--	--

Progress Monitoring 25-26

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	188	224	305	18.9%	20.1%	25.3%
Fluent English Proficient (FEP)	191	198	228	20.8%	20.4%	18.9%
Reclassified Fluent English Proficient (RFEP)				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 LTEs.

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	Teachers received limited PD in ELD tier one supports due to having a part time IS. With a full time IS and more days for subs, ELD Training has been scheduled for teachers in the 25-26 school year, specifically designated ELD.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: There is not enough evidence collected to support that our action items are moving us toward our three-year goal that EL students need to understand the importance of the ELPAC assessment and getting reclassified.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Continue
Cycle 2: VE is making consistent progress toward the goal of full EL reclassification by the end of 5th grade by 2026–2027. During Cycle 2 (2024–2025) and Cycle 3 (2025–2026), early interventions,	Evidence and analysis include: Increased designated and integrated ELD instructional time (aligned with walkthrough data). Focused professional development on ELD strategies and scaffolded academic language instruction. Progress	Strengthen Use of ELPAC Data: Use ELPAC domain-level data to tailor instruction and intervention by skill (listening, speaking, reading, writing).	Continue

improved instructional practices, and targeted supports for EL students led to measurable gains in ELPAC proficiency and early reclassification rates.	<p>monitoring through interim ELPAC and classroom-based language assessments. A measurable percentage of EL students advanced at least one ELPAC level. Students receiving both designated and integrated ELD showed stronger growth. Gaps remained in reclassification among students in grades 3–5, signaling the need for continued language development, particularly in academic vocabulary and writing.</p>	<p>Expand Teacher Capacity: Provide coaching on integrated ELD strategies in all content areas.</p> <p>Reclassification Criteria Review: Ensure all staff understand the criteria and steps for monitoring progress toward reclassification.</p> <p>Parent Engagement: Conduct ELPAC-focused parent workshops to build understanding of the reclassification process.</p>	
<p>Cycle 3: Veritas Elementary is making consistent progress toward the goal of full EL reclassification by the end of 5th grade by 2026–2027. However, challenges remain with long-term ELs indicating a need for sustained, differentiated supports.</p>	<p>Significant reclassification progress was observed, particularly among ELs who had been at Veritas since kindergarten or 1st grade.</p> <p>Long-term ELs and newly arrived students continued to need targeted, individualized support.</p>	<p>Target Long-Term ELs: Create individual learning plans for students not on track to reclassify by 5th grade.</p> <p>Increase Language Development Opportunities: Implement academic discourse protocols and structured language routines in all grades.</p> <p>Progress Monitoring: Introduce mid-year reclassification readiness reviews to adjust supports proactively.</p> <p>Cross-Grade Alignment: Ensure vertical articulation of language demands and supports across K–5.</p>	Add new action item

Progress Monitoring 25-26

School Profile Achievement Overview Veritas Elementary Math K-12		
Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades		630
Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th <small>Reviewed Winter 2023-2024 Tested Winter 2023-2024</small> More information about this chart.		
School Profile Achievement Overview Veritas Elementary Math K-12		
Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades		1029
Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th <small>Reviewed Winter 2023-2024 Tested Winter 2023-2024</small>		
School Profile Achievement Overview Veritas Elementary Reading		
Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades		614
Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th <small>Reviewed Winter 2023-2024 Tested Winter 2023-2024</small> More information about this chart.		
School Profile Achievement Overview Veritas Elementary Reading		
Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades		998
Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th <small>Reviewed Winter 2023-2024 Tested Winter 2023-2024</small>		
School Profile Achievement Overview Veritas Elementary Language Usage		
Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades		520
Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th <small>Reviewed Winter 2023-2024 Tested Winter 2023-2024</small>		
School Profile Achievement Overview Veritas Elementary Language Usage		
Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades		826
Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th <small>Reviewed Winter 2023-2024 Tested Winter 2023-2024</small>		

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

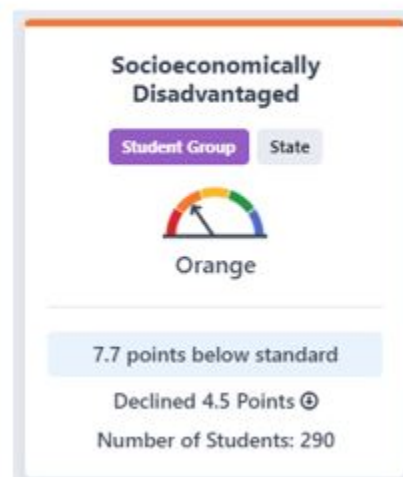
198 – 38%

All Language

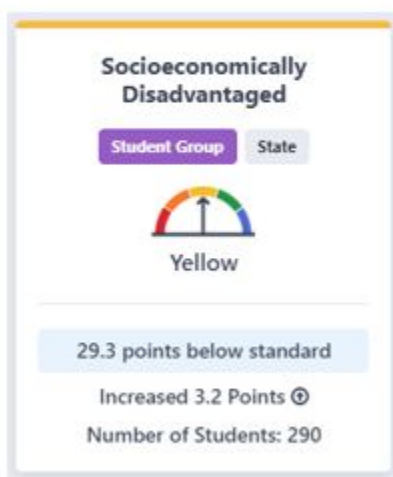
red/ orange

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	CAASPP scores are not in at this time. See backcasting document for data:			Time Money People
OA will provide SED students and family engagement activities, incentives, supplies, and support families in academic expectations and removing educational barriers as needed. Provide incentive awards for 8th grade GPA	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%)	CAASPP scores are not in at this time. See backcasting document for data:			Money People Time

Progress Monitoring 24-25

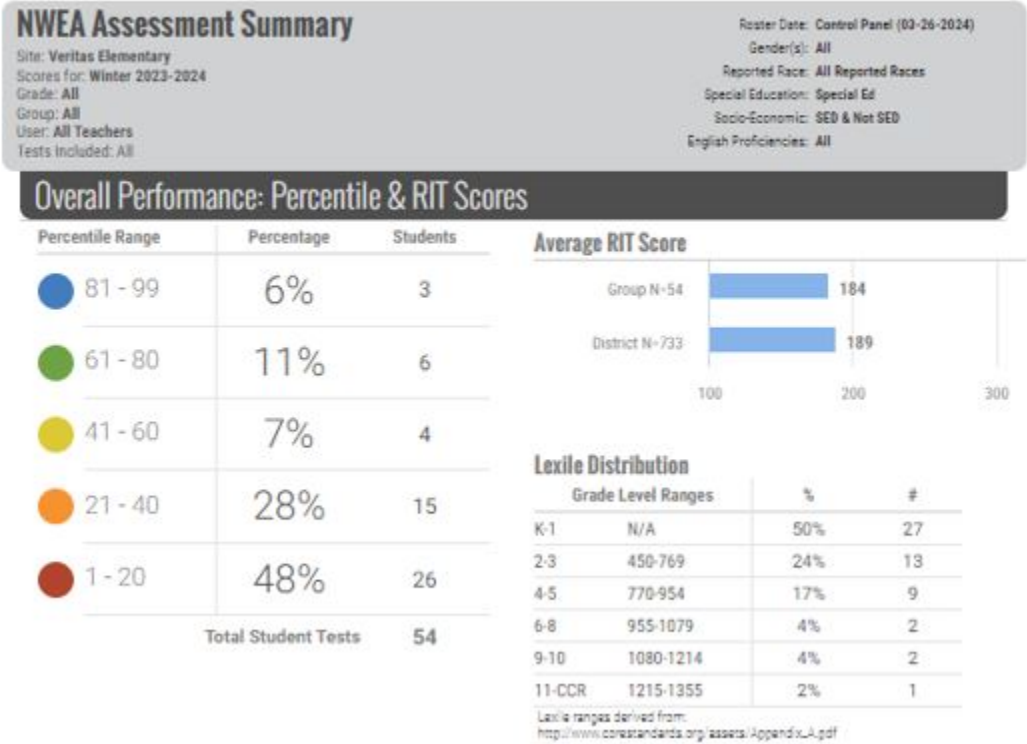
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: There is not enough evidence collected to support that our action items are moving us toward our three-year goal SED students need support to remove individual barriers that may impeded educational progress.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Continue
Cycle 2: VE has made progress toward increasing the academic achievement of SED students in both ELA and Math. By the end of Cycle 2 (2024–2025), there is clear growth in MAP and CAASPP scores, particularly in early grade-level literacy and math skills.	MAP Growth ELA and Math benchmarks showed upward trends among SED students. Phonological awareness, phonics, and word recognition data indicated increased numbers of students meeting standards in early grades. Instructional focus on foundational literacy and small-group math support was implemented. The emphasis on foundational skill building, especially in K–3, led to improved MAP performance. The data suggests early academic interventions were effective for lower grades but less so in upper grades.	Strengthen differentiated instruction to meet the specific needs of SED students in both subjects. Expand small-group instruction and tutoring, especially in math. Monitor data by subgroup to identify and address gaps early. Provide ongoing professional development in Universal Design for Learning (UDL) and formative assessment strategies.	Continue
Cycle 3: Cycle 3 (2025–2026) shows continued positive trends, though the school remains short of the 80% benchmark. Targeted instructional strategies and intervention supports have shown early effectiveness but require further scaling to reach the 2026–2027 goal.	Continued improvements in MAP ELA and Math, particularly in comprehension and application of concepts. Greater consistency in differentiated instruction and use of formative assessments. Tier 1 supports and use of data to inform instruction were more fully embedded. SED students would benefit from instructional consistency and standards-based planning. There is evidence of growth but not yet a sufficient rate to	Intensify Tier 2 and Tier 3 interventions in grades 4–6, where growth is slower. Partner with families through workshops and data nights to support learning at home.	Refine

	meet 80% goal without increased intensity of supports.		
--	--	--	--

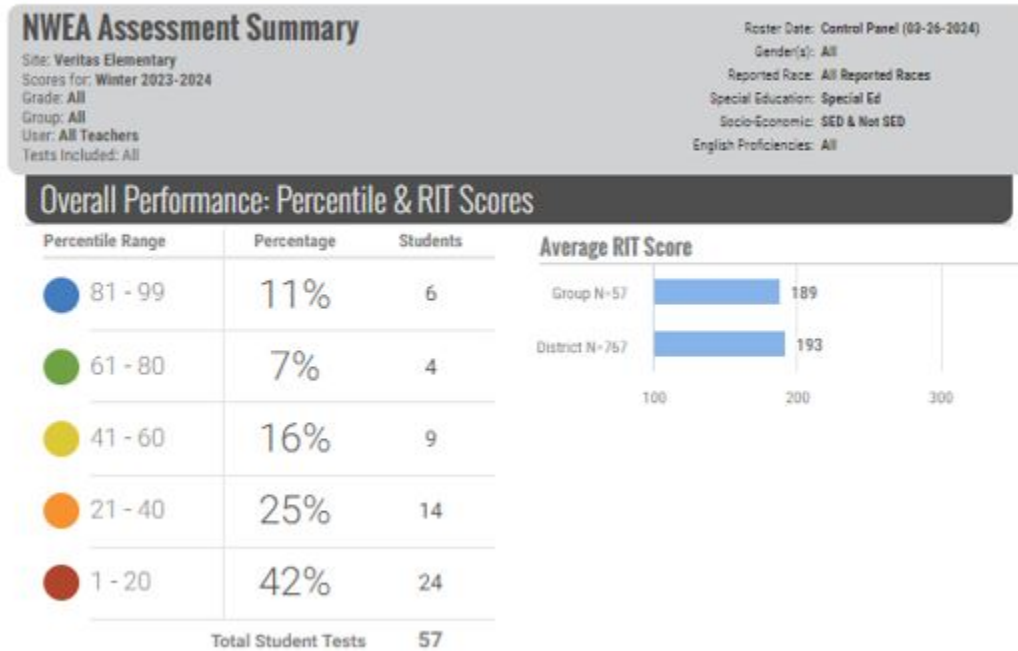
Progress Monitoring 25-26



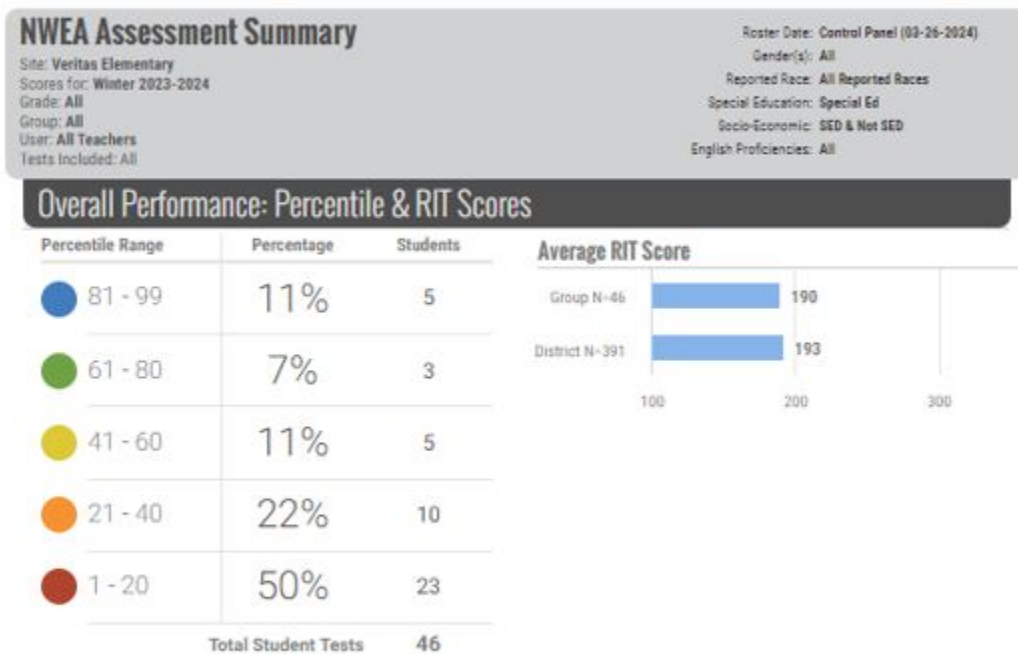
MAP – Reading Winter 2024 (SPED)



MAP – Math winter 2024 (SPED)



MAP – Lanuage Useage 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 preforming 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	See backasting document for data: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EYUqpdxPiVOi_mdBf8hqKu8BlYaNbFtqf23XUYXbz5tRzA?e=yOvdPp			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: There is not enough evidence collected to support that our action items are moving us toward our three-year goal of students in SAI settings will get additional supports to access grade level standards.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Due to the lack of collected evidence, we will continue to work on the action items and establish the baseline data and complete summary, analysis and next steps during cycle 2.	Continue
Cycle 2: The implementation of focused interventions, differentiated instructional practices, and alignment to grade-level standards are yielding improved outcomes	The data under “SWD/SED: Emerging Students – MAP Growth Reading/Math” indicates an initial rise in the number of SWD moving toward meeting grade-level standards. Grade-level standards and phonics word recognition data suggest targeted phonics and language comprehension interventions. Growth	Increase progress monitoring frequency for SWD using MAP interim checks and teacher-created assessments.	Continue

for SWD, especially in early grade levels.	<p>rates suggest less than 50% of SWD met standards in Cycle 2, indicating a need for acceleration.</p> <p>Back casting data: https://musd-my.sharepoint.com/:p:/g/personal/dbrown_musd_net1/EYUqpdvxPiVOimdBf8hgKu8BIYaNbFtgf23XUYXbz5tRzA?e=jZWwwb</p>	<p>Professional development on UDL (Universal Design for Learning) and differentiated strategies for SWD in general education classrooms.</p> <p>Family partnerships to support literacy and numeracy at home for SWD.</p>	
<p>Cycle 3:</p> <p>VE is making measurable progress toward its ambitious 3-year SMART goal for Students with Disabilities (SWD). Based on data from Cycle 2 (2024–2025) and Cycle 3 (2025–2026), MAP Growth outcomes for SWD show a positive trajectory, particularly in reading and math, though current performance is still below the 80% target.</p>	<p>Continued increases noted in MAP Reading and Math slides for SWD. Slides on “Emerging Students” confirm increased MAP Growth for SWD, particularly those dually identified as SED.</p> <p>More SWD are moving from “below basic” to “approaching or meeting” levels. Despite these gains, the school likely remains between 50-65% of SWD meeting grade-level standards, still short of the 80% target.</p> <p>There is evidence of program coherence between Tier 1 instruction and intervention practices.</p>	<p>Implement Tier 3 personalized intervention plans for students who have not demonstrated adequate growth by the end of Cycle 3.</p> <p>Leverage data teams and PLCs to analyze SWD progress and refine instructional strategies in real-time.</p> <p>Increase technology integration (e.g., adaptive math/reading tools) for independent reinforcement of skills.</p> <p>Celebrate and scale success stories among grade-level teams that showed strong SWD gains to build momentum.</p>	Refine

Progress Monitoring 25-26

Budget Summary

400 - Veritas Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	ADO Foundations Student Notebooks	TBD	\$ 1,070.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	
	Foundations GLS - SN 1, 2 & ES 1,2,3 District Supplemental - Required	Wilson Language Training	\$ 9,623.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	
	Foundations SN 1, 2 & ES 1,2,3 District Supplemental - Required	Wilson Language Training	\$ 4,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	
	Foundations SN 1, 2 & ES 1,2,3 Pullout Days for Ongoing Training	Wilson Language Training	\$ 8,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	
	PD Training Tier 1 Supports - GLS, S, ES - SN All PD MTSS	TBD	\$ 10,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	1,2,3,4,5	
	Outreach Assistant		\$ 16,088.00	3010 - ESSA-Title I Bas Grnts Low Inc	3900 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.2 Goal 2, A&S 3	2.2	Safety, ES	1,2,4 and 2	
	Field trips / Educational GLS, S, ES - SN All 3rd ag day, SDC adventures etc.		\$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety		4
Total			\$ 53,781.00								

400 - Veritas Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Map Reading Fluency Headphones TK,3RD		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	
	Conferences/Coaching/Workshops GLS, S, ES - SN All Based on SN, eg. PLC, ELD, PBIS, PBL, GL Standards, Electives, SEL, PBEC		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	5222 - Workshops/Trainings	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 3	
	Under Bridge Goal GLS, S, ES - SN All SEL, Safety, EMS, Family Engagement	TBD	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1006 - 1.6 Goal 1, A&S 6	1.6	Alignment	SN 1	
	Under Bridge Goal GLS, S, ES - SN All SEL, Safety, EMS, Family Engagement		\$ 4,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1006 - 1.6 Goal 1, A&S 6	1.6	Alignment	SN 1	
	Travel Conferences/Coaching/Workshops GLS, T1 All Based on SN	TBD	\$ 25,000.00	0709 - Prev EIALCAP	1000 - Instruction	5222 - Workshops/Trainings	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 2	SG 1
	Grade Level Pullout Days - GLS, S, ES - SN All Supporting District Supplemental and Grade Level Standards, PLC, New Teacher Training, SERL, CFA		\$ 15,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	3 and 1	
	SLT - GLS, S, ES - SN All PD, PLC, on going support Conferences/Coaching/Workshops GLS, S, ES - SN All Based on SN, eg. PLC, ELD, PBIS, PBL, GL Standards, Electives, SEL, PBEC	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	5222 - Workshops/Trainings	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	3 and 1	
	Trainings/PD T1, GLS, All SN		\$ 8,000.00	0709 - Prev EIALCAP	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	GLS, S, ES	1-5, 1.2 and 1-3	
	COST GLS, S, ES - SN All after school meetings and trainings		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	4	
	COST GLS, S, ES - SN All after school meetings and trainings		\$ 1,000.00	0709 - Prev EIALCAP	2790 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	1,2	
	COST GLS, S, ES - SN All student incentives/check in-check out (Amazon/Food 4 less Blanket po)		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	1,2	
	PBIS - S - SN 1 - Student Incentives Viper Store, VIP lunch		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety		1
	PBIS - S - SN 1 - 2 ongoing After School Meetings		\$ 4,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety		1
	PBIS - S - SN 1 - Year 2 ongoing After School Meetings		\$ 1,500.00	0709 - Prev EIALCAP	2790 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	GLS, S, ES	1-5, 1-4, and 1-3	
	PBIS - S - SN 1 - Year 2 ongoing District or School Site Pullout Days		\$ 1,000.00	0709 - Prev EIALCAP	2790 - School Administration	2405 - Clerical And Office Sal Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety		1
	PBIS - S - SN 1 - Year 2 ongoing District or School Site Pullout Days		\$ 6,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	GLS		1
	PBIS - S - SN 1 - District Support - Ongoing	TBD	\$ 7,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety		1
	Social Emotional Learning GLS, S, ES - SN All SEL, Safety, EMS, Family Engagement		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	GLS, S, ES	1-5, 1-2 and 1-3	

	Social Emotional Learning GLS, S, ES - SN All SEL Safety, EMS, Family Engagement	TBD	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2 GLS	3	
	Socio Emotional Learning Goal GLS, S, ES - SN All expanded classroom spaces (growth areas)	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	2002 - 2.2 Goal 2, A&S 2	2.2 GLS, S, ES	1-5, 1-4, and 1-3	
	Staff Trainings GLS, S, ES - SN All PLC, ELD, PBIS, PBL, Equity, GL Standards, Electives, SEL, BE, GLAD		\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2 GLS, S, ES	1-5, 1-4, and 1-3	
	Supplemental behavior support team LG's People S- SN1	TBD	\$ 8,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2 Safety	1.2	
	Supplemental behavior support team SN1 PD		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2 GLS, ES	4.1	
	Supplemental behavior support team LG's People S- SN1 PD		\$ 2,000.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2 GLS, Safety	1-5 and 1-2	
	Family Engagement, Parent Workshops and community engagement	TBD	\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3 Safety	4	
	Outreach Assistant S - SN 1,2,4, ES - SN 2,3,6 Community Events, COST		\$ 1,000.00	0709 - Prev EIALCAP	3900 - Other Pupil Services	2207 - Class Support Salaries Hourly	2003 - 2.3 Goal 2, A&S 3	2.3 Safety	4	
	Parent Workshops, PACE classes, parenting pointers, Community Engagement, BE GLAD		\$ 15,000.00	0709 - Prev EIALCAP	1000 - Instruction	5600 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, A&S 3	2.3 Safety	SN 1	
	Ag Venture Bus Fees	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	5600 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	1.2	
	CALSP & MDP incentives GLS, S, ES - SN All student and staff incentives		\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4 GLS, ES	GLS 1-3 and 1-3	
	Field trips / Educational GLS, S, ES - SN All 6,584, outside transportation	TBD	\$ 2,800.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	4	
	Science Camp Transportation		\$ 7,200.00	0709 - Prev EIALCAP	1000 - Instruction	5024 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	SN 1	
	Jr High Electives GLS, S, ES - SN All C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports, ETC		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	4	
	Jr High Electives GLS, S, ES - SN All C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports, ETC		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	1	
	Jr High Electives GLS, S, ES - SN All C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports, ETC	TBD	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	5300 - Dues & Memberships	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	1,2,3	
	Jr High Electives GLS, S, ES - SN All C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports, ETC	TBD	\$ 8,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	1.2	
	Outreach Assistant S - SN 1,2,4, ES - SN 2,3,6 Student incentives, Awards	TBD	\$ 4,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	1,2,3	
	Jr High Incentive Activities		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	Grade Level Standards, Safety	2,3 and 1,2,4
	Supplies for promotion, school activities, rewarding academics, behavior, incentives		\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4 Safety	SN 1	
	Translation GLS, S, ES - SN All IEP, SST, 504s, OSC, Office support, etc.	TBD	\$ 3,000.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1 ES	1	
	TSSP - S - SN 1,2,4, ES - SN 2,3,6 Family Outreach/Communication		\$ 5,000.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4 Safety, ES	1,2 and 2	
	TSSP - S - SN 1,2,4, ES - SN 2,3,6 Working with Families		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	3004 - 3.4 Goal 3, A&S 4	3.4 Safety, ES	1-2 and 2	
Total			\$ 218,000.00							

400 - Veritas Elementary School Supplemental Programs/Services

Priority	Title Purpose and/or Justification	Vendor	Cost Estimate (Title Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Field Trip: Science Camp	TBD	\$ 14,400.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5600 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 4	
	ELOP Enrichment Event - Football Feeder School Night requested on RIR-140 including benefits		\$ 500.00	2600 - Expanded Learning Oppty Prgm	1110 - Sp Ed: Separate Classes	2107 - Instr Aides Salaries Hourly	7418 - ELOP-Enrichment	2.4	Safety	SN 1	
	ELOP GLS, S, ES - SN All Enrichment activities, Clubs, excursions, community events, materials supplies, resources, tutoring, time sheeting for all events		\$ 6,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7418 - ELOP-Enrichment	2.4	Grade Level Standards, Safety	2,3 and 1,2,4	
	ELOP GLS, S, ES - SN All Enrichment activities, excursions, community events, materials supplies, resources, tutoring, time sheeting for all events		\$ 1,500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	Grade Level Standards, Safety	2,3 and 1,2,4	
	ELOP GLS, S, ES - SN All Enrichment activities, excursions, community events, materials supplies, resources, tutoring	TBD	\$ 5,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	Grade Level Standards, Safety	2,3 and 1,2,4	
	ELOP GLS, S, ES - SN All Enrichment activities, excursions, community events, materials supplies, resources, tutoring, time sheeting for all events	TBD	\$ 10,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5600 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Grade Level Standards, Safety	2,3 and 1,2,4	
	Field trips / Educational GLS, S, ES - SN All Science camp	TBD		2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	4	
	Food for Jr High Festivals must be based on academic goals		\$ 2,000.00	2500 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	Safety	SN 1	
	Custodial Supplies for 9hr day program		\$ 1,735.00	2600 - Expanded Learning Oppty Prgm	8200 - Operations	4310 - Materials & Supplies	0000 - Undesignated	2.4			
	MUSIC (CARTS funds)? MUST BE IN ADDITION TO BASE supplies		\$ 5,500.00	9770 - Arts & Music Prgm	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.4	Safety	SN 1	
Total			\$ 46,635.00								

400 - Veritas Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Training for Math		\$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5222 - Workshops/Trainings	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 3	
	PEBC Math -SN	TED	\$ 13,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 3	
	Training for Math		\$ 5,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 3	
Total			\$ 23,000.00								

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
Dominique Brown	Principal
Tanya Azevedo	Classroom Teacher
Kelly Barnette	Classroom Teacher
Lisa Rodler	Classroom Teacher
Janelle Radesic	Other School Staff
Michael Stogner	Parent or Community Member
Ravikiran Karanjkar	Parent or Community Member
Gurjeet Sidhu	Parent or Community Member
Gary Guinnane	Parent or Community Member
Aneela Amer	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 4/28/25.

Attested:

	Principal, Dominique Brown on 4/28/25
	SSC Chairperson, Gary Guinnane on 4/28/25