



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.

New Haven Elementary School

39685936042360

Manteca Unified School District

39685930000000

School Site Vision

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

School Site Mission

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

Purpose and Description

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

Schoolwide Program

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

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

School Site Description

New Haven is a small, close-knit country school with a long-standing legacy of academic achievement. New Haven serves approximately five hundred students in grades Kindergarten through Eighth grade. Our site is devoted to high standards and expectations through The Patriot Way-respectful, responsible, and safe. New Haven embodies a culture of preparing future leaders within our community and beyond. We are a rural community of diverse students and families who rely on busing for a safe arrival to / departure from school.

We benefit from a supportive community club and an innovative staff. New Haven looks forward to the modernization of our campus while anticipating future growth. New Haven Elementary-The Patriot Way...Be Respectful...Be Responsible...Be Safe....and BE AWESOME!

New Haven Mission Statement

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
484	67.4%	22.7%	1%
Total Number of Students enrolled in New Haven Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	22.7%
Foster Youth	5	1%
Homeless	27	5.6%
Socioeconomically Disadvantaged	326	67.4%
Students with Disabilities	50	10.3%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.3
American Indian	3	0.6
Asian	32	6.6
Filipino	19	3.9
Hispanic	269	55.7
Two or More Races	15	3.1
Pacific Islander	1	0.2
White	133	27.5

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.1%
American Indian	1	0.2%
Asian	45	9.3%
Filipino	16	3.3%
Hispanic	265	54.8%
Two or More Races	15	3.1%
Pacific Islander	3	0.6%
White	129	26.7%

Conclusions based on this data:

1. Hispanic is our largest subgroup, which is consistent with previous years.
2. 67.4% of our student population is under the category of socioeconomically disadvantaged, which is an increase of 15%.
3. English Learners constitute 22.7 % of our student population, which is a 3% increase from the previous year.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

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

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly 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	2389.	2433.	2385.	8.77	30.00	13.85	22.81	26.00	15.38	21.05	18.00	32.31	47.37	26.00	38.46
Grade 4	2414.	2430.	2453.	13.43	7.27	14.89	17.91	27.27	29.79	13.43	23.64	21.28	55.22	41.82	34.04
Grade 5	2475.	2482.	2458.	21.74	12.33	8.47	15.22	28.77	27.12	23.91	34.25	27.12	39.13	24.66	37.29
Grade 6	2504.	2519.	2485.	2.27	17.31	6.06	38.64	30.77	25.76	36.36	19.23	33.33	22.73	32.69	34.85
Grade 7	2483.	2524.	2527.	3.33	8.82	18.87	18.33	29.41	22.64	25.00	23.53	28.30	53.33	38.24	30.19
Grade 8	2565.	2523.	2572.	10.61	6.67	18.18	36.36	28.33	30.30	30.30	25.00	36.36	22.73	40.00	15.15
Grade 11															
All Grades	N/A	N/A	N/A	10.00	13.58	12.69	24.71	28.40	24.46	24.41	24.69	29.72	40.88	33.33	33.13

**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	2411.	2435.	2391.	3.57	21.57	7.69	35.71	31.37	23.08	32.14	23.53	24.62	28.57	23.53	44.62
Grade 4	2403.	2439.	2463.	2.99	3.57	14.58	11.94	21.43	33.33	28.36	46.43	22.92	56.72	28.57	29.17
Grade 5	2469.	2439.	2416.	12.77	2.70	1.67	14.89	14.86	8.33	27.66	25.68	31.67	44.68	56.76	58.33
Grade 6	2516.	2498.	2472.	22.22	9.62	9.09	11.11	25.00	7.58	33.33	25.00	33.33	33.33	40.38	50.00
Grade 7	2456.	2507.	2510.	3.33	11.76	16.36	11.67	11.76	21.82	21.67	29.41	20.00	63.33	47.06	41.82
Grade 8	2531.	2513.	2554.	14.93	8.33	18.18	14.93	21.67	15.15	34.33	20.00	42.42	35.82	50.00	24.24
All Grades	N/A	N/A	N/A	9.36	8.87	10.40	16.67	21.10	17.74	29.53	28.13	28.44	44.44	41.90	43.43

**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	34.71	41.98
Female	37.25	44.76
Male	32.62	39.78
American Indian or Alaska Native	--	--
Asian	59.09	64.29
Black or African American	--	--
Filipino	41.67	60.00
Hispanic or Latino	27.87	31.61
Native Hawaiian or Pacific Islander	0.00	0
Two or More Races	58.33	--
White	38.24	51.14
English Learners	10.14	12.73
Foster Youth	--	--
Homeless	--	29.41
Military	--	--
Socioeconomically Disadvantaged	28.42	35.83
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	12.24	8.89

**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	26.02	29.97
Female	21.94	27.78
Male	29.41	31.69
American Indian or Alaska Native	--	--
Asian	40.00	60.00
Black or African American	--	--
Filipino	53.85	46.67
Hispanic or Latino	16.02	16.57
Native Hawaiian or Pacific Islander	0.00	0
Two or More Races	16.67	--
White	37.25	43.18
English Learners	11.27	10.34
Foster Youth	--	--
Homeless	--	29.41
Military	--	--
Socioeconomically Disadvantaged	17.49	20.74
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	8.16	8.89

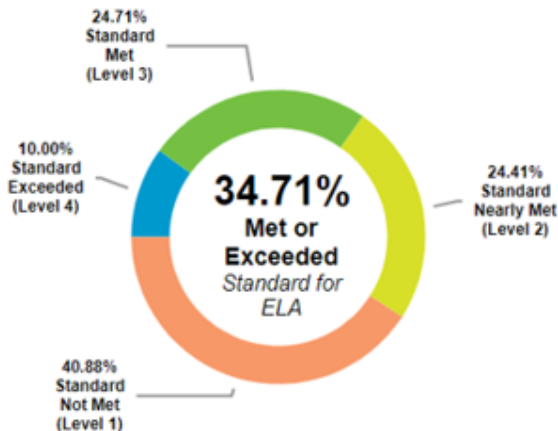
Data

New Haven CAASPP Scores-Academic Performance

2021-2022

ELA

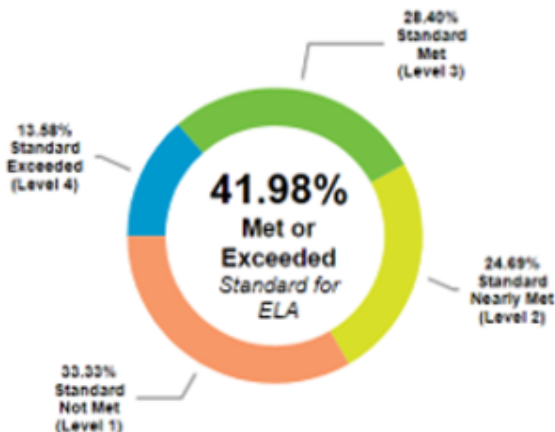
Percent of students within each achievement level



2022-2023

ELA

Percent of students within each achievement level

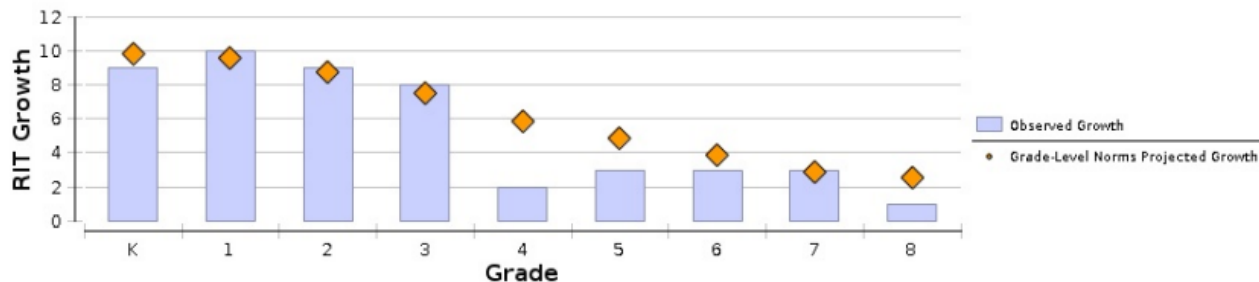


New Haven Elementary

Language Arts:
Reading

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

Language Arts: Reading



Winter NWEA MAP Assessments-Reading

New Haven Elementary

School Profile		
Achievement Overview		
New Haven Elementary Reading		
Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades	<div> <div>38th</div> <div>29%</div> <div>24%</div> <div>21%</div> <div>16%</div> <div>10%</div> </div>	481

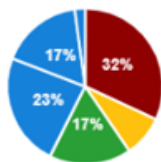
School Profile		
Achievement by Grade		
New Haven Elementary Reading		
Grade ↑	Achievement Winter 2023-2024 Median and Distribution	Number of Students
	Sort by <input type="text" value="-- select an option --"/>	
K	<div> <div>30th</div> <div>28%</div> <div>30%</div> <div>30%</div> <div>8%</div> <div>4%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

Kindergarten-Winter NWEA MAP Foundational Skills Performance

Foundational Skills Performance Breakdown

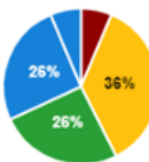
DECODING

Phonological Awareness ?



- Level 0: 32%
- Level 1: 9%
- Level 2: 17%
- Level 3: 23%
- Level 4: 17%
- Level 5: 2%

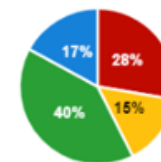
Phonics / Word Recognition ?



- Level 0: 6%
- Level 1: 36%
- Level 2: 26%
- Level 3: 26%
- Level 4: 6%
- Level 5: 0%

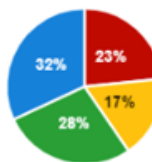
LANGUAGE COMPREHENSION

Listening Comprehension ?



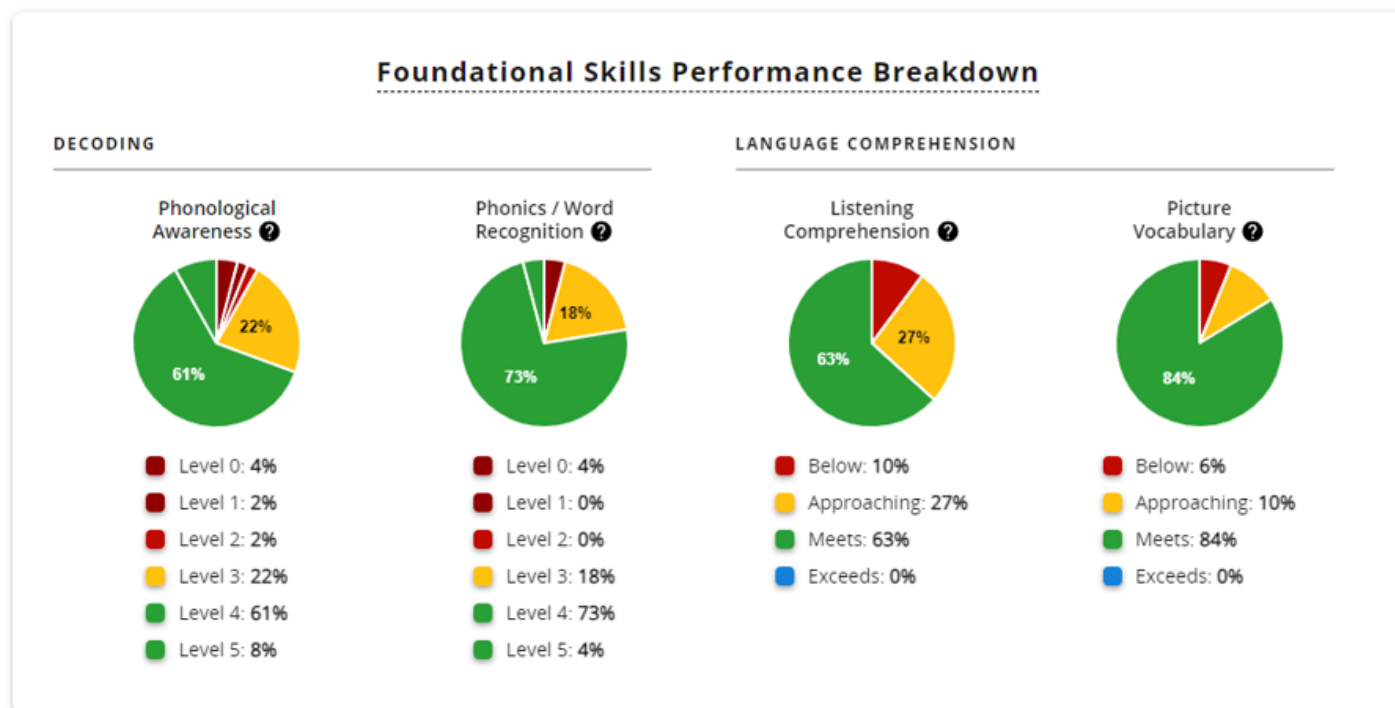
- Below: 28%
- Approaching: 15%
- Meets: 40%
- Exceeds: 17%

Picture Vocabulary ?



- Below: 23%
- Approaching: 17%
- Meets: 28%
- Exceeds: 32%

1st Grade-Winter NWEA MAP Foundational Skills Performance



Data Analysis

The first image is off the California Dashboard. The CAASPP scores from 2021-2022 and 2022-2023 indicate an increase in student proficiency in both English Language Arts (7.27% increase) and Math (3.94% increase). ATSI groups met in this area. No new ATSI areas for this year.

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

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

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

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

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

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

Kindergarten: The NWEA MAP Foundational Skills Performance in Kindergarten indicate there is a decrease in student proficiency in foundational skills. Foundational skills sub strand: phonological awareness in the red level decreased

(31%) and Listening comprehension 28% at level 1. When comparing the kindergarten and 1st grade 2023-2024 Winter NWEA Map assessments, phonological awareness and listening comprehension are areas that need support in both grades.

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

Student Need 1:

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

SMART Goal 1

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

***ADJUSTMENT TO WORDING OF SMART GOAL: By June 2027, New Haven will increase the number of kindergarten and 1st grade students who have oral reading scores on the MAP Reading Fluency to a minimum of 12 kindergarteners and 20 first graders. **

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Implement Foundations with fidelity to support foundational skills K-1.	# of teacher with strong evidence of full implementation as evidenced by Learning Walks	2/4 of classrooms 2-strong evidence 2-some evidence 0-no evidence	Making Progress though the year 1 outcomes are lower than the baseline. The criteria for what was considered "strong evidence" was revisited. Currently we find that 4/4 of our Kinder and 1st grade teachers show some evidence of Foundations			Time Money People

			implementation. See Back Casting Link in Evidence portion, cycle 3			
Professional Development and weekly grade level and/or grade span(PLC) collaboration.	Per admin review of grade level action plans Number of grade levels showing evidence of data analysis and progress on grade level goals- Monthly	2/2 grade levels documenting student data on progress toward skills during WIN time.	Making progress toward evidence of data as 2/2 grade levels are documenting student data during WIN time monthly.			Time Money People
Instructional Specialist will support K-1 students who are in the red/orange bands during WIN time/small group targeted time.	Pre/Post Foundational Skills assessments grades K-1 # of students showing a better understanding of targeted foundational skills	1st Grade Fall 2024-25 MAP Scores: 39% in Red; 16% in Orange Kinder Fall 2024-25 MAP Scores: 17% in Red; 11% in Orange	Minimal progress was made as a whole for the grade level. 1st Grade Spring 24-25 MAP Scores: 37% in Red; 14% in Orange Kinder Spring 24-25 MAP Scores: 24% in Red; 19% in Orange. 5/5 intervention students from Kinder and 9/10 from 1st Grade, meeting with the IS, increased in MAP Reading, Fluency, and CORE Phonics.			Time Money People
Celebrate/Acknowledge growth in Reading with incentives, awards and activities.	NWEA MAP Student Summary Growth Report in reading for grades K-1 Percentage of students who met growth projections from Fall to Winter, Winter to Spring	Winter 2024 to Spring 2024 Kinder: 54% 1st: 43%	Did not meet for Kinder-1st grade. %age of those who met growth projections from Winter 25-Spring 25			Time Money

			are Kinder: 28% 1st: 43% %age of those who met growth projections from Fall 24- Spring 25 are Kinder: 30% 1st: 49%			
Win(What I need) Access times in grades K-1. Teachers make data driven decision to address specific student needs during WIN Time, following the GL Collaborative team process. Intentional and targeted small group and individualized instruction delivered.	NWEA MAP Student Summary Growth Report in reading for grades K-1 Percentage of students who met growth projections from Fall to Winter, Winter to Spring	Winter 2024 to Spring 2024: Kinder: 54% 1st: 43%	Making Progress Those who met growth projections from Fall 24 to Winter 25 are Kinder: 40% 1st: 56% Winter 25 to Spring 25 are Kinder: 28% 1st: 43%			Time People
After school academic tutoring. Early literacy skills support-students in K-1 in the red/yellow band for reading have the opportunity to attend after school interventions.	Pre/Post Foundational Skills assessments grades K-1 # of students showing a better understanding of targeted foundational skills	TBD based on pre/post assessment. **No tutoring has occurred as of the first progress monitoring cycle. Therefore, no baseline data is available.***	Did not Meet; See Refinement in Cycle 3			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 the data from cycle 1, there is some progress being made	Based on the action items above we have collected the following data to show that our action items are effective:	At the end of trimester 1, grade level teams will re-evaluate their Stage of Team Development	Refine

<p>toward reaching the goal of Increasing the percentages of kindergarten and 1st grade students who have oral reading scores on the MAP Reading Fluency by 10% annually. We will review MAP data in Winter to monitor progress from the Fall to Winter. We will review PLC data monthly for more timely data collection.</p> <p>Data can be found in the PLC binders in the front office.</p>	<p>1 Kindergarten student with Oral Rdg Score (there were 2 in Spring 2024). An increase of 10% would not be impactful.</p> <p>1 First Grade student with Oral Rdg Score (there were 15 in Spring 2024). An increase of 1-2 people would not be impactful.</p> <p>Currently there are 4 classrooms at Kinder and 1st. Each grade level has been trained in the PLC process. As of October, there are 3 classrooms who are showing evidence of development of PLC action plans.</p> <p>In July, both Kinder and 1st grade teachers rated their "Stage of Team Development" at Stage 4: Analyzing Student Learning.</p> <p>No tutoring has been implemented as of October 2024. For that reason, there is no baseline data to analyze. ***This has been updated in the Baseline section above.***</p>	<p>and provide evidence from previous PLC agendas to support their decision. Administrators will also provide their input as to the grade level's Stage of Team Development.</p> <p>Consistencies OR inconsistencies between the grade level and the administration, will provide an entry point on conversations for further development of the PLC process.</p> <p>Discussion was held during ILT that the MAP Reading Fluency test is not always an accurate indicator due to variables which impact testing. These variables include quality of microphone, quietness testing environment, and clarity/volume of reader. The team suggested we utilize our IS and LTSs to pull out four students at a time for better testing. ILT members would like to increase our number of students with oral reading scores to 12 for kindergarten and by 20 for first grade. If testing problems continue in T2, we will consider a different test to monitor our K-1st students. Per ILT and SSC discussion a refinement of this SMART goal was agreed upon. See new SMART goal above.</p>	
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<p>Cycle 2: In continuing to monitor the progress during cycle 2, New Haven continues to make progress toward the SMART goal with the number of Kindergarten and 1st grade students with Oral Reading scores.</p> <p>Data can be found in the PLC binders in the front office.</p>	<p>Based on the action items above we have collected the following data to show the effectiveness of our action items:</p> <p>1 Kindergartener and 4 1st graders have Oral Reading scores, as indicated by Winter 24-25 data. This indicated no change in the number of kindergarten students with Oral Reading scores, but an increase of 3 first grade students with Oral Reading scores. The goal is to have at least 12 Kindergarteners and 20 1st graders with Oral Reading scores by Spring testing.</p> <p>The 4 classrooms who make up the Kinder-1st grade span, have been trained in the PLC process. The kindergarten team has worked with administration to develop further understanding of the process. Adjustments to their tracking were made in February to assist them with narrowing the focus of WIN time.</p> <p>In October, grade level teams rated themselves on their "Stage of Team Development in terms of their PLC. They were also asked to provide evidence for their rating. Kinder rated their team in stage 3 ""Analyzing Student Learning," (this is one stage lower than their self-eval in July) When asked to cite evidence, that they stated that they asked each other if students have mastered letter name/sounds, counting to at least 50, and writing #s. They also cite that they are honest with all of the student scores on the action plans, whether the scores are low or high.</p> <p>The Instructional Specialist meets with Kinder and/or 1st grade students 4 days per week. Of the 5 kindergarten students she meets with all 5 increased Fall to Winter MAP Reading scores. The highest growth was 30 points. The lowest growth was 1 point. Of the 11 first grade students she met with, 10 of the students increased in MAP scores</p>	<p>Based on current analysis, administrator support was made available to the kindergarten team to assist in streamlining the PLC process and narrowing the target to one specific area that can be addressed in a 10-day cycle.</p> <p>In looking at the number of Kinder and 1st grade students with oral fluency scores, the final pull-out day for K-1 will be devoted to a plan in getting our students to oral fluency. We will look at EOY data for the past 3 years, compare that to our current goal, and develop a plan for the remainder of the year.</p> <p>The PLC agendas will continue to be monitored monthly, and feedback given. A self-rating scale will be administered again in T3, asking for a grade level rating along with evidence for the rating.</p> <p>IS will continue to meet with the Kinder and 1st grade students to focus on red/orange band students based on the most current data.</p> <p>Based on the observational data, the Blue Band Breakfast and the MAP Growth treats will continue for Spring MAP testing.</p>	<p>Refine</p>
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	<p>from Fall to Winter. The largest increase was 23 points. The student who did not make progress dropped 10 points from the Fall score.</p> <p>MAP Growth Summary will be available after the Spring 2025 MAP testing period. 14 of our kindergarten students achieved Blue Band status in their Winter MAP assessment. In total, New Haven honored 112 Blue Band students in grades K-8. All students earning a Blue Band status in any of the MAP areas were treated to a breakfast and an assembly with their parents. Parents and students expressed appreciation for the event, as this was the first of its kind at New Haven.</p> <p>1st Grade Winter 24-25 MAP Scores: 37% in Red; 19% in Orange. Kinder Winter 24-25 MAP Scores: 17% in Red, 15% in Orange</p> <p>A total of 31 Kindergarten students met growth projections in at least 1 area of Winter MAP testing. A total of 35 first graders met growth projections in at least one area of Winter MAP testing. A total of 414 students met Winter MAP projections in at least one area. Each of these students received a treat at lunch. Students were appreciative of the treats, as this was the first of its kind at New Haven.</p> <p>Tutoring still has not been implemented as of February 2025.</p>	<p>Tutoring will not be offered for the remainder of this school year and next year's tutoring budget has been reduced to reflect the lack of tutoring from this school year.</p>	
<p>Cycle 3: In continuing to monitor the progress during cycle 3, New Haven continues to make progress toward the SMART goal with the number of Kindergarten and 1st grade students with Oral Reading scores.</p>	<p>Using the concept of back casting, along with reflection on action items, the following data was reviewed:</p> <p>Back casting (pacing, benchmarking, and monitoring a goal over an extended period of time) was introduced to the ILT. The 3-year document used to monitor progress was sent to staff. Continued concern was raised during ILT meetings during cycle 3 regarding</p>	<p>Based on current analysis, the following measures have taken place: An order for upgraded headphones was placed. We ordered 5/class in grades Kinder and 1st.</p> <p>PLC Collaboration time will continue to be</p>	Refine

<p>Data can be found in the PLC binders in the front office.</p>	<p>the quality of the microphones and headsets used for fluency testing. It was reported that students were reading, but the recording would cut out after just a few seconds. The Instructional Specialist researched and checked-in with other ISs to find higher quality equipment so we can accurately gauge fluency.</p> <p>The total # of kindergarten students with reading fluency scores:2</p> <p>The total # of 1st grade students with reading fluency scores: 16</p> <p>1st Grade Spring 24-25 MAP Scores: 38% Red; 15% in Orange</p> <p>Kinder Spring 2024-25 MAP Scores: 24% in Red, 19% in Orange. This is a significant number of students in the red/orange groups as compared to cycle 2.</p> <p>14 of our Kindergarten students met MAP growth projections in Reading from Fall to Spring 2024-25. 23 of our First Grade students met MAP growth projections in Reading from Fall to Spring 2024-25.</p> <p>Of the 20 students meeting with the IS, all students made growth from Fall to Spring in MAP Reading and CORE Phonics. 14/15 students made growth in MAP Fluency. One student did not show growth.</p> <p>GLS Backcasting: https://musd-my.sharepoint.com/:b:/g/personal/rknappp_musd_net/ETD-zpmPLxIHtYL4Ry7ZWGABRtnAV0-OW4vvyOKgQu6AJw?e=EaSrcv</p>	<p>monitored and feedback given.</p> <p>Kindergarten teachers will observe Foundations being implemented with fidelity at another site in the district. The Learning Walk form for Foundations will be more rigorous in terms of implementation. The site will use the form produced by Wilson Language to document feedback.</p> <p>The IS will continue to work closely with the Kindergarten team and the students for Intervention groups.</p> <p>District induction TOSAs will work closely with our new teacher in 1st grade.</p> <p>Due to the positive response from the community, along with the interest generated by students and teachers, MAP recognition will continue. We will recognize the Blue Band students with a breakfast and award. Those meeting growth projections will earn a treat. Anyone making growth of any sort will have their name posted in the MPR.</p> <p>After school tutoring was not available this year. There was a plan for the TEACH program on site. Due to staffing shortages, the program</p>	
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		did not get off the ground at New Haven. We will continue to partner with GECAC in hopes of having the program here during 2025-26.	
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Progress Monitoring 25-26

SMART Goal 2

2-8 grade students MAP overall growth and achievement:

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional Development and weekly grade level and/or grade span (PLC)collaboration to support tier 1 instruction based on grade level area of need(MAP focus instructional area)	# of grade level with evidence of progress within their Grade Level Action Plans	Grade level action plan rubric 4/8 grade levels (2nd-8th, CE) with strong evidence	7/8 grade levels (2nd-8th and CE) show strong evidence of Grade Level Action Plans monthly. GLS Back Casting Document linked into Evidence, Cycle 3			Time Money People
Using Just Word curriculum training and collaborative teams in grades 4-8 to support tier 1 inclusive instruction, teachers and instructional specialist will	# of teachers trained # of teacher with strong evidence of full implementation as evidenced by Learning Walks	0/10 teachers trained 0/10 of classrooms -strong evidence -some evidence -no evidence	Making progress toward this action item, as 3/10 teachers are now trained in Just Words (4th grade and 6th grade).			Time Money People

implement Just Word strategies during WIN/small group instruction.						
Implementation of thinking strategies within classrooms in Reading. Increase evidence of thinking strategies in classrooms to increase student "talk" discourse and collaborative conversations through professional development.	# of classrooms with strong evidence Learning Walks	2/17 (2nd-8th gr and CE) classrooms with some evidence 0-strong evidence 2-some evidence 0-no evidence	We are making progress toward this goal. There are 7/17 classrooms in grades 2-8 with at least some evidence of collaborative student discourse.			Time People
Win(What I need) Access times in grades 2-8. Teachers make data driven decision to address specific student needs during WIN Time. Intentional and targeted small group and Individualized instruction delivered based on student need.	NWEA MAP Student Summary Growth Report in reading for grades 2-8 Fall/Winter/Spring	Winter 2024 Percentage of students who met growth projections. 2nd grade: 50% 3rd grade: 53% 4th grade: 41% 5th grade: 53% 6th grade: 46% 7th grade: 38% 8th grade: 50%	Making Progress in certain grade levels. %age of students who met growth projections: 2nd: 36 3rd 36 4th: 27 5th: 45 6th: 52 7th: 53 8th: 48			Time Money People
Celebrate/Acknowledge growth in Reading growth with incentives, awards and activities.	Students in grades 2-8 who met growth projections.	Winter 2024 Percentage of students who met growth projections 2nd grade: 50% 3rd grade: 53% 4th grade: 41% 5th grade: 53% 6th grade: 46% 7th grade: 38% 8th grade: 50%	Feedback from parents and students indicate the MAP acknowledge ments are a success. In T2 and T3, at least 75% of our students met growth projections in at least one area of MAP.			Time Money
After school reading skills	Pre/Post Skills assessments	TBD based on pre/post	Did not meet. See			Time Money

support: students in 2-8 for students not meeting growth projections or in red/orange bands in reading.	# of students showing a better understanding of targeted foundational skills	**No tutoring has occurred as of the first progress monitoring cycle. Therefore, no baseline data is available.***	refinements in cycle 3			People
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: By June 2027, 70% of students in second through eighth grade will meet or exceed their growth projections in reading as evidenced by NWEA MAP Student Summary Growth Report in Reading. Baseline data was collected in the Spring of 2024 and compared to the next grade level in the Fall of 2024. For example, Spring 2024 data for 2nd grade was compared to Fall 2024 data for 3rd grade. PLCs, PDs, Learning Walks, and WIN time are being used as indicators for growth towards the SMART goal target. Data can be found in the PLC binders in the front office.	<p>Based on the action items above we have collected the following data to show that our action items are effective:</p> <p>Currently there are 8 grade levels (2-8 and CE). Each grade level has been trained in the PLC process. As of October, there are 7 grade levels showing evidence of development of PLC action plans.</p> <p>The 4th grade team is being trained as a demo site in Just Words. The IS originally pulled data from junior high to assist them during WIN time. Data showed that there were 11 students who met criteria in 7th/8th combined. 6th grade had 13 students meeting JW criteria. 5th grade had 13 students meeting JW criteria. 4th grade had 11 students meeting JW criteria.</p> <p>The most current MAP data measuring growth projections from Fall 23 to Fall 24 show that 2 grade levels (3rd gr and 7th gr) hit the 70% growth projection mark. Acknowledgement of growth achievement needs to be revamped to reflect the 70% growth expectation.</p>	<p>Meetings will continue to be held with IS to monitor progress in Just Words, Foundations, and the PLC process. Data from the Grade Level Standard section of the strategic plan is shared with ILT at our monthly meetings. The process of honoring our high achievers in MAP and those who met growth targets in MAP was revamped based on discussion held with ILT.</p> <p>SSC received information on our grade level progress at the October meeting. They will continue to be updated throughout the year.</p> <p>Administration reviews data and continues to share with grade level teams.</p>	Refine

	<p>Learning Walk data does not indicate strong evidence to support collaborative conversations.</p> <p>Math Workshop PD was held for grade 4-6 and CE in October with PEBC coach. Learning walks were conducted and the 4th-6th grade span and CE collected evidence of "What" / "So What" (what they observed and why it was important). They were trained on the Workshop Model. The hope is that with this training, more opportunities for collaborative conversation will present themselves.</p> <p>WIN time is being utilized in most classrooms, but not all.</p> <p>We did not have an opportunity to establish a baseline on tutoring, as no tutoring has occurred up to this point in the school year. We will collect evidence</p>		
<p>Cycle 2: In continuing to monitor the progress during cycle 2, New Haven continues to make progress toward the SMART goal with 70% of students in 2nd-8th grade meeting or exceeding their growth projections in Reading, based on the MAP Student Summary Growth Report.</p> <p>Data can be found in the PLC binders in the front office.</p>	<p>Based on the action items above we have collected the following data to evaluate the effectiveness of our action items:</p> <p>Grade level action plans continue to be collected each month, monitoring the progress of our students. 6/10 grade levels are consistent with turning in their monthly agendas. During 2nd trimester, teachers have been asked to attach their data sheets along with their agendas.</p> <p>In October, grade level teams rated themselves on their "Stage of Team Development in terms of their PLC. They were also asked to provide evidence for their rating. 3rd grade rated themselves at a level 5, 4th grade rated themselves at level 6, 5th grade provided evidence for stages 2-5, 6th grade rated themselves at level 4, jr high provided evidence for each of the stages 1-5. Grades 3, 4, and 6 remained consistent with their ratings taken in</p>	<p>Extra support is being given to 6th grade teachers to enhance their knowledge of the PLC process.</p> <p>Administrators will continue to monitor PLC agendas and offer various ways to track grade level data.</p> <p>The instructional specialist will continue her work with 6th grade this year and will work with 5th grade students next year in Just Words. The rationale is that this year the teachers set the framework for Just Words in 4th grade. The IS will continue this work as the students move to 5th grade. The</p>	Refine

	<p>October. 5th and jr high gleaned out evidence of each level in their reflective rating. Administrators also evaluated each grade level in terms of stages of development. The largest discrepancy between perceptions of development was at the 6th grade level.</p> <p>The IS works with 6th grade students daily (unless pulled for training), using the Just Words program. Of the 13 6th graders that she meets with, 2 decreased in MAP Reading scores, 1 had no change in MAP Reading score, and 10 increased their MAP Reading scores. The IS also works with 4th grade teachers in Just Words implementation. The 4th grade students came in at a lower reading level this year than in years past, according to teacher observations.</p> <p>2 teachers (4th grade and 6th grade) are enrolled in training for PEBC Peer Learning Lab. The 4th grade teacher shows strong evidence of the PEBC model in her classroom. The 6th grade teacher shows some evidence of the workshop model.</p> <p>Math Workshop pull out days for grades 4-5 and CE. This is a 2-day pull out session where teachers and coach plan on day 1 and co-teach / debrief on day 2. Learning Walk data does not indicate strong evidence of collaborative conversations still.</p> <p>WIN time is being utilized by all grade levels at varying levels of success.</p> <p>4 of our teachers have either completed or are enrolled in the BeGlad training opportunity. 1 of the currently enrolled teachers regularly implements co-construction of a concept in Science and Social Studies lessons.</p> <p>Winter MAP data shows the following %age of students meeting growth projections by in grades 2-8: 2nd: 34</p>	<p>IS will train 5th grade teachers on Just Words.</p>	
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	<p>3rd 43 4th: 42 5th: 57 6th: 50 7th: 51 8th: 47</p> <p>This is a significantly smaller percentage of students meeting growth projections in grades 2-3 as compared to one year ago. The most significant increases in %age of growth projections met were in grades 5-7.</p> <p>In total, New Haven honored 112 Blue Band students in grades K-8. All students earning a Blue Band status in any of the MAP areas were treated to a breakfast and an assembly with their parents. Parents and students expressed appreciation for the event, as this was the first of its kind at New Haven.</p> <p>A total of 414 students met Winter MAP projections in at least one area. Each of these students received a treat at lunch. Students were appreciative of the treats, as this was the first of its kind at New Haven.</p> <p>SBAC 5 x 5 grid data shared at staff meeting. Data collection on subgroups was collected, compared to goal, and recommendations were made by staff on whether to keep, change, or delete certain aspects action items associated with this goal.</p> <p>As of February 2025, no tutoring has occurred at New Haven.</p>		
<p>Cycle 3: In continuing to monitor the progress during cycle 3, New Haven continues to make progress toward the SMART goal with 70% of students in 2nd-8th grade meeting or exceeding their growth projections in Reading, based on the MAP</p>	<p>Back casting (pacing, benchmarking, and monitoring a goal over an extended period of time) was introduced to the ILT. The 3-year document used to monitor progress was sent to staff.</p> <p>Grade level action plans continue to be collected each month, monitoring the progress of our students. 8/10 grade levels are consistent with turning in</p>	<p>Data shows that we are not on track for this goal. In discussion with the ILT and SSC regarding academic progress, the discussion was held that we monitor</p>	<p>Refine</p>

<p>Student Summary Growth Report.</p> <p>Data can be found in the PLC binders in the front office.</p>	<p>their monthly agendas. During 3rd trimester, teachers were asked to look at the grade level binders of their grade level, the grade level above them, and the grade level below them. The goal was to check for parity and rigor.</p> <p>In monitoring stages of team development in PLCs, grade levels were asked to rate their stage and provide evidence for why they chose that stage. The IS and administrators also rated each grade level. In comparing the rating scales, there were 2 grade levels which rated themselves at a more advanced stage than the rating scales of the administrators. One grade level rated themselves at a lower stage than administrators.</p> <p>PEBC continues to be a focus for intermediate grades. One of the teachers is taking the strategies from the workshop model in Math and using it in Reading/ELA.</p> <p>The Instructional Specialist continues to work with 4th-6th grade students in Just Words.</p> <p>Spring MAP data shows the following %age of students meeting growth projections by in grades 2-8: 2nd: 36 3rd 36 4th: 27 5th: 45 6th: 52 7th: 53 8th: 48 The biggest increase in percentage of students meeting growth projections was at the 6th-8th grade levels.</p> <p>In total, New Haven honored 102 Blue Band students in grades K-8 for trimester 3. All students earning a Blue Band status in any of the MAP areas were treated to a breakfast and an assembly with their parents.</p> <p>A total of 397 students met Winter</p>	<p>In 2025-26, the IS will work with 5th grade students in Just Words.</p> <p>One possible reason for the decline in 4th grade reading growth projections would be due to one of the 4th grade teachers being on medical leave for the majority of the trimester.</p> <p>After school tutoring was not available this year. There was a plan for the TEACH program on site. Due to staffing shortages, the program did not get off the ground at New Haven. We will continue to partner with GECAC in hopes of having the program here during 2025-26.</p> <p>Based on conversations with ILT, SSC, and staff, the focus in this academic area will be focused on proficiency rather than growth. We need to shift our equity focus from students who make growth to all students achieving.</p> <p>We will also have a sitewide goal for increased student discourse.</p>	
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	<p>MAP projections in at least one area. Each of these students received a treat at lunch.</p> <p>No tutoring was held during trimester 3.</p> <p>GLS Backcasting: https://musd-my.sharepoint.com/:b:/g/personal/rknappp_musd_net/ETD-zpmPLxIHtYL4Ry7ZWGABRtnAV0-OW4vyyOKgQu6AJw?e=EaSrcv</p>		
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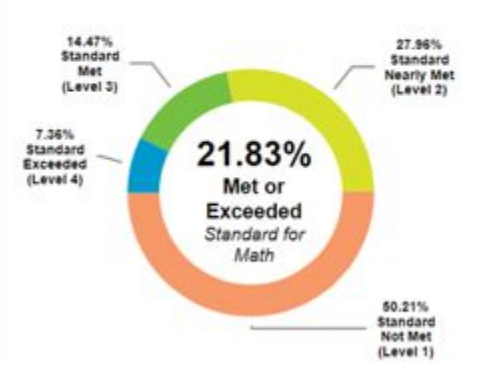
Progress Monitoring 25-26

Progress Monitoring

New Haven CAASPP Scores-Academic Performance

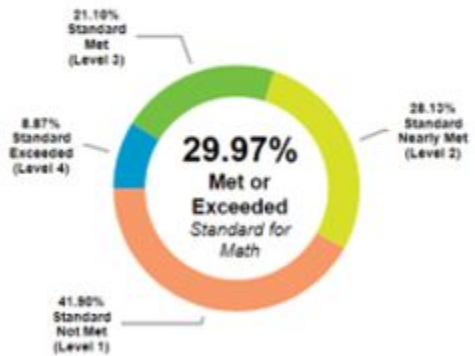
2021-2022

Mathematics
Percent of students within each achievement level



2022-2023

Mathematics
Percent of students within each achievement level





Student Growth Summary Report

Aggregate by School

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

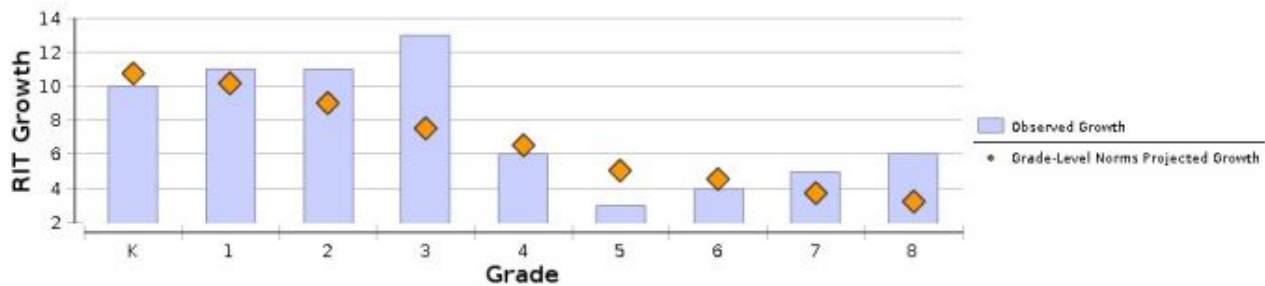
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Winter 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: No

New Haven Elementary

Math: Math K-12

		Comparison Periods						Growth Evaluated Against										
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms					
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		K	40	137.6	11.0	36	147.5	11.2	30	10	1.0	10.7	-0.65	26	40	19	48	42
		1	52	156.1	10.1	25	167.0	12.1	30	11	1.2	10.2	0.49	69	52	28	54	53
		2	58	168.5	13.0	13	179.5	13.3	22	11	0.9	9.0	1.54	94	58	35	60	58
		3	63	178.2	14.2	4	190.8	13.8	19	13	0.9	7.5	4.25	99	63	47	75	76
		4	46	199.6	11.5	50	206.0	11.8	50	6	0.9	6.5	-0.09	46	46	25	54	47
		5	54	200.0	14.8	11	203.1	14.5	7	3	0.9	5.1	-1.49	7	54	16	30	33
		6	67	206.9	12.3	16	211.0	14.1	15	4	0.8	4.6	-0.37	36	67	32	48	41
		7	52	216.9	14.9	35	221.8	14.9	40	5	0.9	3.7	0.98	84	52	30	58	58
		8	33	223.0	15.5	42	228.8	17.4	53	6	1.1	3.2	1.90	97	33	24	73	71

Math: Math K-12

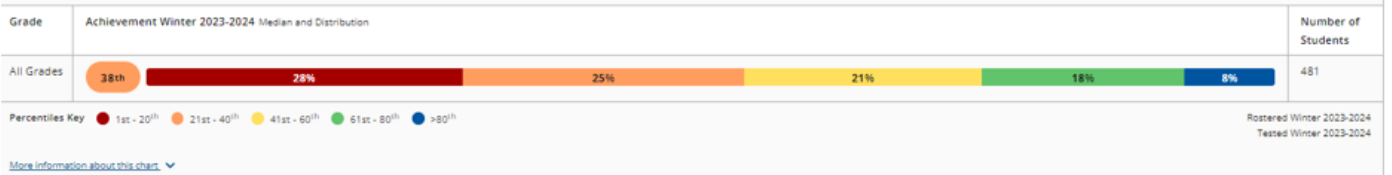


Winter NWEA MAP Assessments-Math

School Profile

Achievement Overview

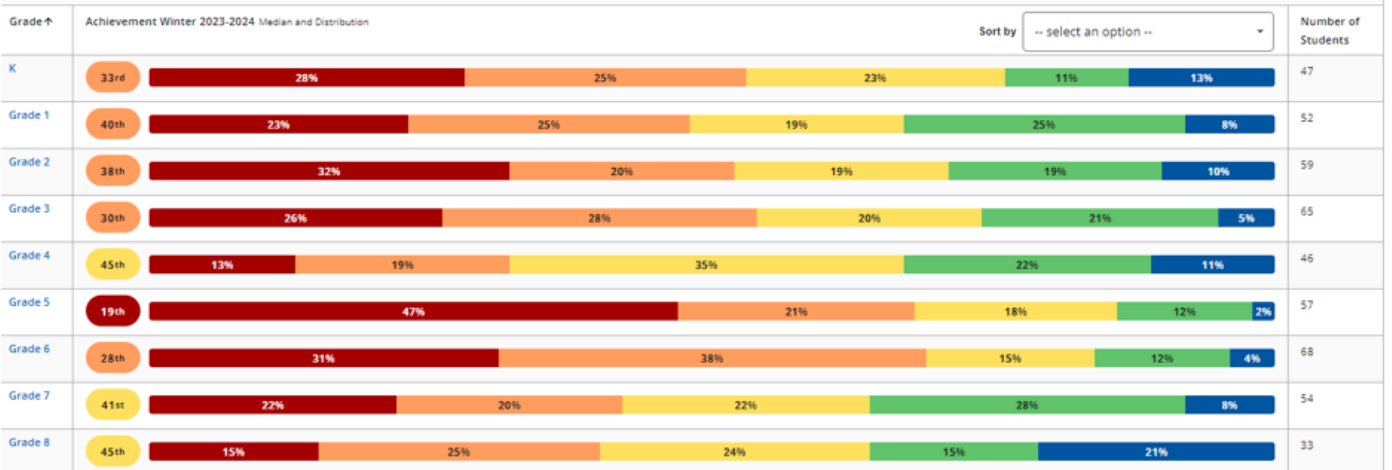
New Haven Elementary | Math K-12



School Profile

Achievement by Grade

New Haven Elementary | Math K-12



Data

Data Analysis

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

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

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

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

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

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional development through PEBC(Public Education & Business Coalition) for 4-6 grade teachers phase 2 coaching and collaboration	PEBC Rubric-Staff levels of proficiency increase	3/6 teachers are in the Advancing level(3) of proficiency.	Making Progress in 4th-6th grade. We have not yet trained K-2 in PEBC, but have scheduled the training for K-3 during the			Time Money People

continue in 2024-2025. During 2024-2025, PEBC coaching, PD, and collaboration in K-2.			2025-26 school year.			
intervention specialist will support admin to tier 1 inclusive instruction focusing on the math workshop model and math thinking strategies.	# of grade level with evidence of progress within their Grade Level Action Plans	3/6 classrooms showing evidence of Math Workshop model in their classrooms.	We are making progress on this goal with the IS. Her schedule allowed for 2 days/week in intermediate grades for Math Workshop support. Her schedule for 2025-26 will allow for more days per week to support.			Time Money People
Phase 2- Implementation of thinking strategies and math workshop model within classrooms. Increase student/teacher evidence of thinking strategies in classrooms to increase student "talk" discourse and collaboration through professional development.	# of teacher with strong evidence of full implementations Learning Walks: 4-6 grades	4/6 classrooms with some evidence 0-strong evidence 4-some evidence 0-no evidence	We continue to make progress toward increasing student talk in the classrooms. 5/6 classrooms show some evidence of student talk.			Time Money People
Win(What I need) Access times in grades K-8. Teachers make data driven decision to address specific student needs during WIN Time, following the GL Collaborative team process. Intentional and targeted small group and	NWEA MAP Student Summary Growth Report in Math for grades 2-8 Fall/Winter/Spring	Winter 2024 Percentage of students who met growth projections. 4th grade: 54% 5th grade: 30% 6th grade: 48%	There was noted improvement in grades 4-6 in terms of percentage who met growth projections from Fall to Winter. 4th grade: 67% 5th grade: 53%			Time Money People

Individualized instruction delivered.			6th grade: 51%			
4-6 Grade level, Grade Span, Site Collaborative teams to meet to analyze student data, make decisions based on students need, and to support student learning in Math.	# of grade level with evidence of progress within their Grade Level Action Plans	3/6 classrooms	We are making progress toward this goal when analyzing student data in action plans. 6/6 grade levels have data-based evidence. The next step is to drill down deeper into the standard to best support each individual student.			Time Time People
Celebrate/Acknowledge growth in Math with incentives, awards and activities	NWEA MAP Student Summary Growth Report in Math for grades K-8	Winter 2024 Percentage of students who met growth projections. 4th grade: 54% 5th grade: 30% 6th grade: 48%	Feedback from parents and students indicate the MAP acknowledgements are a success. %age of students who met growth projections from Fall to Winter: 4th grade: 67% 5th grade: 53% 6th grade: 51%			Time Money
Events, activities, educational excursions, to develop student connections to school.	# of students ***Refinement to metric: # of opportunities per trimester for events used to develop student connectedness to school***	# Fall 2024: 6 (BTSN, Lunch on Lawn, BMX, Harvest, Sci Camp, EU Homecoming)	This metric was refined, as it isn't feasible to count the number of students participating in an outdoor event. The # of event opportunities.			Time Money People

			Fall: 6 Winter: 4 Spring: 9			
ELOP: Math Academic Support/Enrichment: Students in 4-6 grades not meeting growth projections in math will have the opportunity to attend after school interventions.	NWEA MAP Student Summary Growth Report in Math for grades 4-6 Fall/Winter/Spring	Winter 2024 Percentage of students who met growth projections. 4th grade: 54% 5th grade: 30% 6th grade: 48%	Did not meet. See refinements in Cycle 3			Time Money People
Reflex math will be used to support math fluency growth.	Reflex math growth report: # of fluent facts over time Fall/ Winter/Spring	Baseline in Fall 2024: 1.14 million facts solved	Making Progress in the # of fluent facts over time. Winter facts: 2.41 million; Spring facts: 3.21 million			Time Money

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: Based on data from cycle 1, we show that our action items are being implemented to achieve the SMART goal. PLCs, PDs, Learning Walks, and WIN time are being used as indicators for growth towards the SMART goal target of 60% of students in 4-6 grade will meet or exceed their growth projections in math as evidenced by NWEA MAP Math assessment.</p> <p>Data can be found in the PLC binders in the front office.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective for some grade levels more than others.</p> <p>As of 10/30/24, 3rd-5th grade are using Reflex Math more than the other grade levels. K-1st have 0 students using Reflex. 7th-8th has 13 students combined. 6th has 31 students using it. 2nd has 35 students using it.</p> <p>Fall 2024 Percentage of Students who made Growth Projections for 4th-6th in Math are: 4th grade: 79%, 5th grade: 53%, 6th grade: 49%.</p> <p>Grade level action plans are turned in monthly. Plans include student names, progress toward goal, and specific</p>	<p>Special attention will be given to grades 3-5 during the Winter MAP Math assessment, particularly in the Class Profile report, looking at the Number and Operations subsection. This will give an indication of the impact that Reflex Math is having.</p> <p>Data from the Grade Level Standard section of the strategic plan is shared with ILT at our monthly meetings. The process of honoring our high achievers in MAP</p>	Refine

	<p>actions to address academic needs. In the 4th-6th grade levels, one grade level has strong evidence of the action plans. One grade level has little evidence. One grade level has no evidence.</p> <p>PEBC Coaching has continued with the 2024-25 school year for grades 4-6. We've added the CE teachers to the training. K-2 has not been trained in further PEBC practices other than district trainings held in 2023-24. Instructional Specialist is working specifically with one grade level on PLCs and PEBC.</p> <p>Learning Walks in grades 4-6 provide specific feedback on evidence of implementation with the Math Workshop Model. As of October 2024, there is some evidence in each grade level. A new Learning Walk form with specific expectations listed will be created.</p>	<p>and those who met growth targets in MAP was revamped based on discussion held with ILT.</p> <p>Grade Level Action Plans are collected by admin each month. Targeted feedback is given and the forms are returned to the grade levels. For those grade levels needing extra support, either the Instructional Specialist or administrator work with the team to model and demonstrate how the PLC process works or clarifies expectations.</p> <p>A 2nd PD day is scheduled for February 2025 with a PEBC on teaching the Workshop model with peers observing. The grade span will meet afterward and debrief on the workshops taught.</p>	
<p>Cycle 2: Based on data from cycle 2, we show that our action items are being implemented to achieve the SMART goal. PLCs, PDs, Learning Walks, and WIN time are being used as indicators for growth towards the SMART goal target of 60% of students in 4-6 grade will meet or exceed their growth projections in math as evidenced by NWEA MAP Math assessment.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective for some grade levels more than others.</p> <p>As of February 2025, 3rd-5th grade classes remain the highest users of Reflex Math. K-1st have no users. 7th-8th have 23 users combined. 6th grade has one class using Reflex math. 2nd grade has 43 students using Reflex Math.</p> <p>Winter 2025 percentage of students who met growth projections in Math (4th-6th grades) are: 4th gr: 67%, 5th gr. 53%, 6th gr 50%</p>	<p>For grades 3-5, data will be shared with teams. We will continue to monitor this area giving us a better indication of the impact of Reflex Math.</p> <p>After the 2nd day of PEBC training, a new Learning Walk form will be developed with the team. This will give them specific feedback on what they are implementing.</p> <p>In recognizing the importance of growth</p>	Refine

<p>Data can be found in the PLC binders in the front office.</p>	<p>Grade level action plans are turned in monthly. Plans include student names, progress toward goal, and specific actions to address academic needs. In the 4th-6th grade levels, 2 grade levels show strong evidence and 1 grade level shows little evidence of action plan implementation.</p> <p>PEBC Coaching has continued into the winter with a 2nd round of training. This coaching cycle for winter has the focus of intentional planning and implementing the plan using a co-teaching model. Debrief is built into the 2nd day of training after the co-teaching occurs.</p> <p>As outlined in Cycle 1's "next step," Number and Operations at grades 3rd-5th was monitored. At each grade level, one class showed gains in proficient or exceeding students while one class showed loss in the percentage of proficient or exceeding students.</p> <p>As of February 2025, there has been no PEBC coaching in grades K-3.</p>	<p>and proficiency, we will honor both separately. Those who exceed proficiency will continue to be honored at a site breakfast and assembly. Those who achieve growth targets will be publicly honored with their name displayed for the trimester. Those who grew at least 1 point will be honored in their classroom.</p> <p>Admin feedback on action plans has decreased, as teams become more adept in the process. This has not yielded the desired autonomy of the grade levels, so more input will be given for cycle 3.</p> <p>PEBC coaching for the upcoming year needs to be considered in terms of grade level focus and areas of concentration. In the original action plan there is mention of PEBC collaboration in K-3. This has not yet occurred.</p>	
<p>Cycle 3: Based on data from cycle 3, we show that our action items are being implemented to achieve the SMART goal. PLCs, PDs, Learning Walks, and WIN time are being used as indicators for growth towards the SMART goal target of 60% of students in 4-6 grade will meet or exceed their growth projections in math as</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective for some grade levels more than others.</p> <p>As of May 2025, 2nd-6th grade has over 50% of their students using Reflex Math. 3rd grade has solved the most facts. K-1st have no users and have solved 0 facts. 7th-8th have 26 users combined. 6th grade has one class using Reflex math.</p> <p>The ranking for proficiency levels in Math MAP (highest achievement to</p>	<p>The proficiency rankings do not correlate with the data for Reflex Math. The grade level using it the most is in the 43rd percentile of achievement.</p> <p>The grade spans using Edmentum fell in 43rd, 33rd, and 51st percentiles of achievement. In some grade levels within the grade span.</p>	<p>Refine</p>

<p>evidenced by NWEA MAP Math assessment.</p> <p>Data can be found in the PLC binders in the front office.</p>	<p>lowest) are a follows: 8th, K, 5th, 1st, 3rd, 7th, 4th, 6th, and 2nd</p> <p>The Edmentum Impact report indicates that the grade span with the most participation in Exact Path was 3rd-5th.</p> <p>Growth Projections indicate the following percentages met in grades 4-6: 4th: 67%, 5th: 53%, 6th: 51%</p> <p>Grade level continue to turn in action plans monthly. Plans include student names, progress toward goal, and specific actions to address academic needs. In the 4th-6th grade levels, 2 grade levels show strong evidence and 1 grade level shows little evidence of action plan implementation.</p> <p>PEBC Coaching concluded in the winter. One of the New Haven teachers presented the PEBC model to the Peer Learning Lab group.</p> <p>GLS Backcasting: https://musd-my.sharepoint.com/:b:/g/personal/rknap_p_musd_net/ETD-zpmPLxIHtYL4Ry7ZWGABRtnAV0-OW4vyyOKgQu6AJw?e=EaSrcv</p>	<p>The 3 grade levels with the Math goal will meet as a grade span with an administrator to review progress from 2024-25 and recognize differences in their PLC agendas, goals, and data tracking. There are noted differences in what is being assessed and monitored at each grade level.</p> <p>PEBC Coaching will be part of the K-3 pull out days in 2025-26.</p> <p>We are currently Not on Track to meet the growth projections goal in Math. There seems to be little correlation with Reflex and Edmentum in relation to proficiency. There also seems to be inconsistent participation Reflex and low overall participation in Edmentum. Reflex will be funded for one more year. If progress or participation are not evident, it will not be funded in subsequent years. Edmentum is a resource aligned to MAP, without any associated cost. Exact Path is also aligned to the rigor of MAP.</p> <p>Based on conversations with ILT, SSC, and staff, the focus in this academic area will be focused on proficiency rather than growth. We need to shift our equity focus from students</p>	
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		<p>who make growth to all students achieving.</p> <p>Educational excursions metric will be revised, as counting students at outdoor events is not feasible. We will adjust the metric to the number of opportunities each trimester.</p>	
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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

Tier 1 Goal: As a New Haven community, we will ensure that every student feels values, safe and secure in an equitable and inclusive student-centered learning environment following our tier 1 PBIS supports.

Tier 2 Goal: Students with a specific need or barrier with attendance or behaviors will be addressed through our PBIS tier 2 supports.

Tier 3 Goal: Students with unsolved barriers and/or needs related to chronic absenteeism or behaviors will be supported through the COST process. SWD will be supported through the IEP process(inlcuding admin, program specialists, behaviorist, Educationally Related Mental Health Services (ERMHS) provider and IEP team).

Climate

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

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

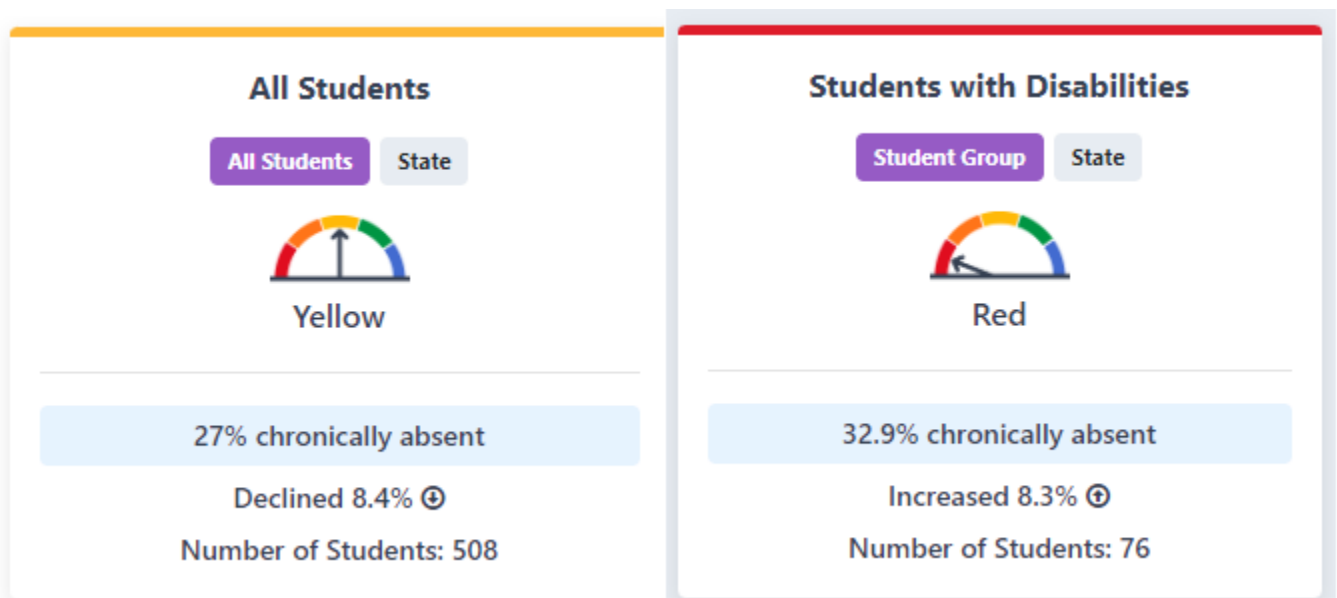
Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.75	2.91	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

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

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

2022-23 Chronic Absenteeism by Student Group

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



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

Chronically Absent 2023-24

Total Chronically Absent	110
Total Students	488
Percentage of Chronically Absent	22.54%

Chronically Absent 2022-23

Total Chronically Absent	147
Total Students	480
Percentage of Chronically Absent	30.63%

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

Data Analysis

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

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

Image three:

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

2021-2022 40%

2022-2023 31%

2023-2024 23%

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

2021-2022 21%

2022-2023 32%

2023-2024 26%(12/46)

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

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Targeted attendance messaging through monthly newsletters to families, weekly email to staff read to students, daily student announcements, chalkboard with attendance rates, ELAC/SSC meetings and parent nights to increase awareness and importance of attendance.	Monthly ADA student report increase of monthly attendance % by grade level	August 2023-March 2024 K: 90% 1st: 93% 2nd: 93% 3rd: 94% 4th: 94% 5th: 92% 6th: 93% 7th: 94% 8th: 94% overall:93%	On Track for Year 3 Goal K: 93% 1st: 92% 2nd: 94% 3rd: 94% 4th: 94% 5th: 94% 6th: 92% 7th: 93% 8th: 94% overall: 94% See Back Casting Document in Evidence, Cycle 3			Time Money People
Monthly ADA attendance reports and lists of chronically absent students shared with staff, COST team. Teams analyze, discuss attendance data, create a plan and collaborate with parents to increase attendance.	Q Chronically absence report # of chronically absent students decreasing.	110/488	Making Progress: 97/527=18%			Time
SWD: Attendance reviewed/discussed at all IEP meetings. Attendance goals created. Monthly ADA attendance	Q Chronically absence report by subgroup SWD # of chronically absent students decreasing.	12/46	Making Progress: 11/58=19% SWD are considered chronically absent.			Time

reports and lists of chronically absent SWD students shared with SPED staff and PS at monthly meetings to discuss attendance, create a plan, create an attendance goal and collaborate with parents to resolve unsolved problems or barriers.						
						Time People
PBIS Tier 1 and Tier 2 Professional Development and Grade level/ grade span/ILT collaboration on PBIS tiered supports.	PBIS TFI Tier 2 % of implementation	60% TFI (Tiered Fidelity Index)	Met: 88% TFI (Tiered Fidelity Index)			Time Money
VCC with Admin will create 8 week goal for students at highest risk(10%) of chronic absenteeism.	Q Chronically absence report # of students	11 students with the highest % from 2023-2024	Making Progress: 40 COST Referrals for Attendance. 9 of those 40 were seen by VCC for 8 weeks of check ins.			Time Money People
ELOP: Attendance incentive program, students will attend an after-school activity and earn incentives annually that have regular attendance (excellent attendance each trimester 3 days or less)	Monthly ADA student report	August 2023-March 2024 K: 90% 1st: 93% 2nd: 93% 3rd: 94% 4th: 94% 5th: 92% 6th: 93% 7th: 94% 8th: 94% overall:93%	Didn't Meet; See Refinements in Cycle 3			Time Money People
Increase enrichment opportunities to develop student connections to school.	# of opportunities available Student survey measuring school connectedness.	Elective Opportunities: Band, Buddy PE, Mariachi, Art,	We are making progress to positively impact our students'			Time Money

		STEM/Robotics , and Bridge	connectedness to school. We are adding Leadership and Yearbook to the enrichment opportunities. September connectedness survey indicated that 11% of 6th-8th grade students self-report that they are not engaged in school.			
Increase consistent implementation of district's attendance policies for truancy: T1, T2... SARB	# of SARB referrals	3 SARB referrals in Trimester 3 of 23-24	Making Progress toward consistent implementation of SARB. There are currently 9 students on a SARB contract, 2 of which were referred this year.			Time Money

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, we show that our action items are having a positive impact toward reaching the June 2027 goal of increasing the average monthly attendance rate from 93% to 95% as evidenced by monthly ADA and reduce chronically absenteeism by 10% as evidenced by chronically absenteeism report. We will continue to monitor monthly and yearly attendance rates as well as	Based on the action items above we have collected the following data to show that our action items are effective: Messaging regarding attendance rates is sent to families in our school newsletter. Weekly attendance messaging is sent to staff. Daily messaging is announced each morning. Monthly attendance reporting is shared with ILT and SSC. COST team members discuss chronically absent students monthly.	Continued Next Steps Include: Report outcomes to ILT and SSC. Gather suggestions to improve attendance. Discuss chronically absent student-list with COST team for ideas and supports. Cross-reference chronically absent student-list with VCC	Continue

specific students on the chronically absent list.	<p>As of October 2024, there are 91/521 students who are considered chronically absent. This equates to 17% of our population (this is a reduction from the 27% rate from the previous year).</p> <p>SWD Chronically Absent Rate: 25.46% (this is a reduction from previous year's rate of 32%).</p> <p>VCC has contacted all students with 20% or higher absentee rate.</p> <p>No after-school attendance incentives have occurred this school year for those with 3 or fewer absences.</p> <p>PBIS Tier 2 professional development starts in November 2024.</p>	list. Add attendance goals to VCC form if needed.	
<p>Cycle 2:</p> <p>Based on data from cycle 2, we show that our action items are having a positive impact toward reaching the June 2027 goal of increasing the average monthly attendance rate from 93% to 95% as evidenced by monthly ADA and reduce chronically absenteeism by 10% as evidenced by chronically absenteeism report. We will continue to monitor monthly and yearly attendance rates as well as specific students on the chronically absent list.</p>	<p>Based on the action items above we have collected the following data to monitor the effectiveness of our action plans.</p> <p>As of November 2024, COST team discusses chronic absenteeism. Referrals to VCC or incentives are used to improve attendance rates for those with higher than 20% absentee rate. These must continue to evolve as needs arise.</p> <p>In tracking monthly attendance rates, January was our lowest rate of attendance for the year. This is the first month that our current year has been below previous years. So, overall, our attendance rate has increased. January decreased.</p> <p>As of February 2025, there are 103/529 students with at least a 10% absence rate. This equates to 19% of our student population. This is an increase from cycle 1, but a decrease as compared to 2023-24.</p>	<p>Restaurant certificates (donated) will continue to be given out as incentives to get students to school and to honor those with perfect attendance for the month.</p> <p>Outcomes are reported to SSC and ILT to gather suggestions and supports. Currently, we are struggling with ideas to get students to school on time. Perhaps a shift in thinking to address the parents of these families is necessary. Dialogue needs to take place to develop ways to meet parents' needs, respect their barriers, and determine strategies to shift attendance patterns. Discussion of a parent liaison has begun, with the hope that this person can develop</p>	Refine

	<p>SWD Chronically absent rate is at 24% (10/41). This is a reduction from cycle 1 and the previous school year.</p> <p>TSSP students are at 30% CA rate. This is an increase from cycle 1 and at a rate higher than our school as a whole.</p> <p>SWD have a 24% chronically absent rate (10/41). This is one percentage point lower than progress monitoring from cycle 1. It is lower than the school average as a whole.</p> <p>Trimester 1 perfect attendance: 59 students (11% of population). These students were honored at our T1 assembly.</p> <p>SART meetings have begun during Phase 2.</p> <p>For the month of February, 10/75 ELOP students are considered Chronically Absent. This equates to 13% of the ELOP population.</p>	<p>relationships with families and students to address needs.</p> <p>If efforts are exhausted in terms of offering school-based support, incentives, or outside agency supports, the team will move through the SARB process.</p> <p>Through parent/student communication, incentive chart will be developed to address absences and tardies. The incentives will be based on what the student prioritizes as valuable. Examples include, being 1st in line for lunch, PBIS tickets, gift cards, show and tell, etc. The attendance clerk and Vice Principal will monitor these students' absences and/or tardies. The parameters for meeting incentives will be adjusted based on student attendance.</p> <p>SART and SARB processes will be followed.</p>	
<p>Cycle 3: Based on data from cycle 3, we show that our action items are having a positive impact toward reaching the June 2027 goal of increasing the average monthly attendance rate from 93% to 95% as evidenced by monthly ADA and reduce chronically absenteeism by 10% as evidenced by chronically absenteeism</p>	<p>Based on the action items above we have collected the following data to monitor the effectiveness of our action plans.</p> <p>Yearly positive attendance percentages are: 21-22: 91.52 % 22-23: 92.26 % 23-24: 93.44 % 24-25: 93.45 %</p> <p>COST team continues to discuss</p>	<p>The rate of chronical absenteeism has reduced since last year. We will continue the incentives for getting students to school on time. We will continue with the COST process in trying to find barriers in getting students to school on time.</p>	Continue

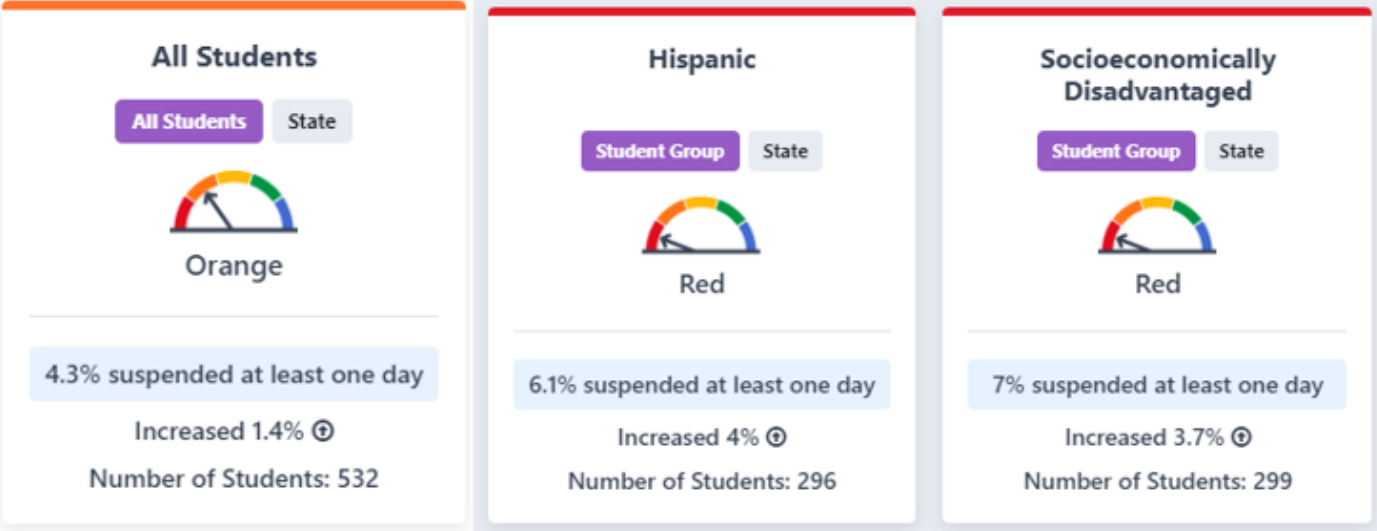
<p>report. We will continue to monitor monthly and yearly attendance rates as well as specific students on the chronically absent list.</p>	<p>students who are chronically absent. Referrals to VCC or incentives are used to improve attendance rates for those with higher than 20% absentee rate.</p> <p>April showed our highest attendance rate for trimester 3 (94.09%).</p> <p>The current number of chronically absent students is 91. These students have been absent for 10% of their enrolled days. This equates to 17.3% of our population being chronically absent.</p> <p>11/39 students with disabilities were chronically absent. (28%)</p> <p>11/51 TSSP students were considered chronically absent. (22%)</p> <p>Trimester 2 Perfect Attendance: 33 Trimester 3 Perfect Attendance: 55</p> <p>https://musd-my.sharepoint.com/:b:/g/personal/rknappp_musd_net/EYnEesGDyqVGnrnJic_VR_VsB5yheYYQnCw-VX-l1W17sLg?e=lqVTw5</p>	<p>Students with Disabilities and TSSP students should have a check in system with a trusted adult starting the first week of school. This person will monitor, incentivize, reward, and report monthly on student attendance.</p> <p>Next year, the SART process will start earlier in the year. This will impact the SARB process starting earlier as well.</p> <p>Any student on an IEP who is chronically absent will have an attendance goal written into their IEP.</p> <p>Incentives from PBIS will continue.</p> <p>We are currently On Track for meeting this 3 year goal.</p>	
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Progress Monitoring 25-26

Progress Monitoring

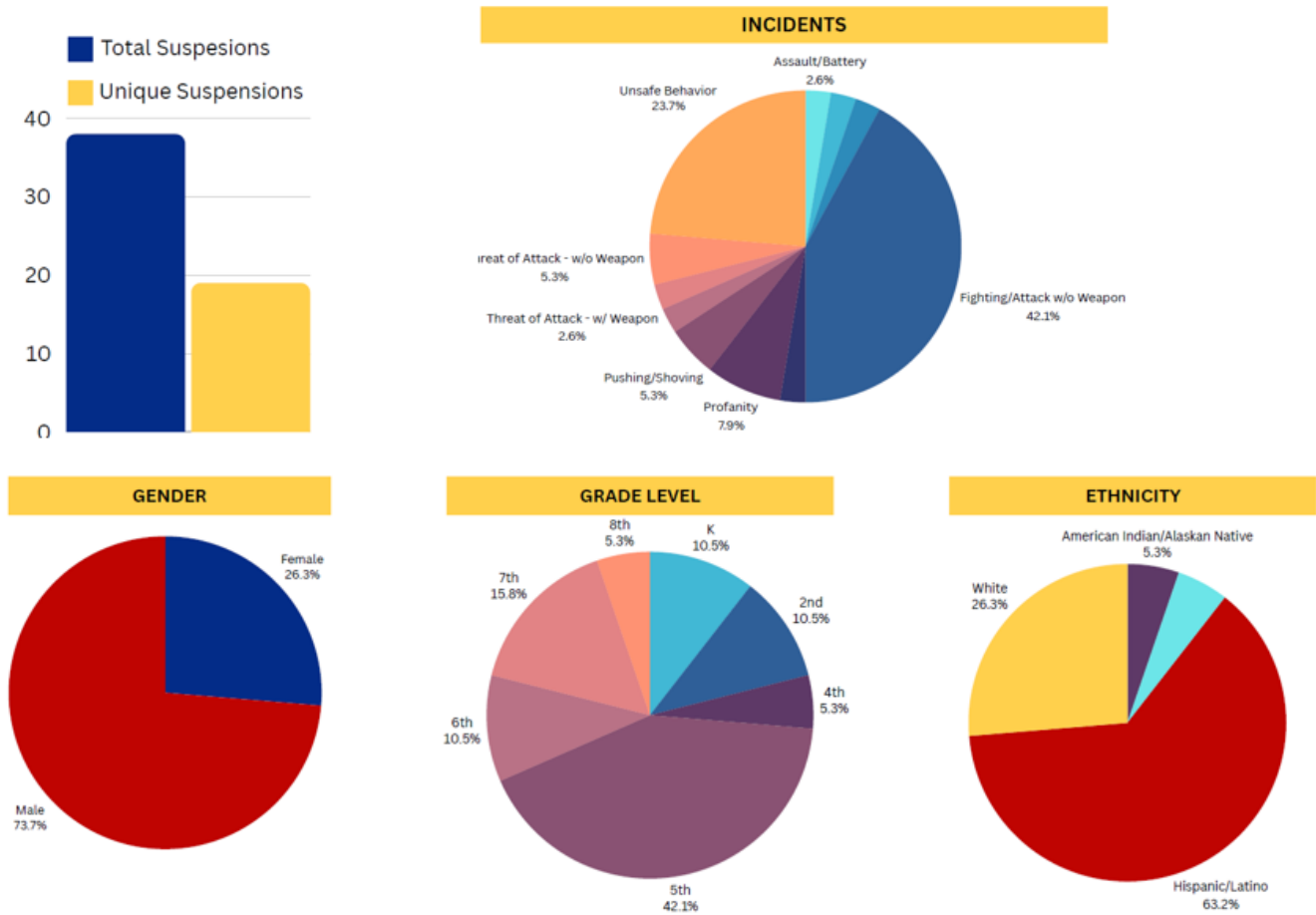
NEW HAVEN SUSPENSION DATA

California Dashboard 2022-2023



Data

NEW HAVEN SUSPENSION DATA



Data Analysis

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

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Targeted Positive Behavioral Interventions and Supports (PBIS) incentive to acknowledge positive behavior. Continue messaging of school wide supports through Patriot Passport Day, Refresh rally, spring PBIS family scavenger hunt, monthly newsletters to families, weekly email to staff, daily & weekly student	# of PBIS weekly tickets given increased	Week 4 March 2024 K-2 555 tickets 3-5 249 tickets 6-8 164 tickets	We are exceeding the expectations of this goal if using the # of PBIS tickets as an indicator. Week 4 Apr 2025: 1423. Week 4 March 2025: 1098 See Back Casting Document in Evidence, Cycle 3			Time Money

PBIS announcements, rallies, goal setting conferences, ELAC meetings and all parent nights.						
Admin, PBIS Tier 1 and Tier 2, and ILT teams will continue to promote and refine tier 1 and tier 2 systematic interventions and supports. PBIS tier 1 and 2 teams collaboration time along site, district and Stanislaus County Office of Education PBIS team.	% on PBIS TFI Tier 2 increase	80% TFI Score March 2024	We are not making sufficient progress toward this goal. We are at 60% TFI (Tiered Fidelity Index). We were also unable to meet the deadline for submission of next level PBIS status.			Time Money People
PBIS incentives: tickets given to students to recognize students for following school wide expectations. Tickets entered weekly, monthly, yearly drawing.	# of tickets given weekly per grade level on tracking sheet increase	Week 4 March 2024 K-2 555 tickets 3-5 249 tickets 6-8 164 tickets	Met; Week 4 March 2025 K-2: 452 3-5: 376 6-8: 270			Time Money
Increase structured safe play opportunities for grade 4-6 during unstructured time and modified play/lunch times to reduce number of physical contact and unsafe incidents. Admin and ILT will meet to review data of the number of unsafe incidents.	# of suspensions Q Behavior Analysis data report #suspended/total # of students	Grade 5 (11 suspensions) Grade 6 (5 suspensions)	Data indicates that this action item needs attention. To track these 2 groups of students, we will document the suspensions for grade 6 and grade 7. Grade 6: (10 days...6 students) Grade 5: (6 days...5 students)			Time Money
Collaboration/release time for teachers who have a high percentage	number of students suspended per grade level decrease.	Grade 5 (11 suspensions) Grade 6 (5 suspensions)	Didn't Meet. See Refinement * in Cycle 3			Time Money

of behavior incidents to receive behavior support from admin or behaviorist.	Power BI suspension report					
SED and Hispanic subgroups: VCC with Admin will create 8 week plan with smart goals with base lesson incorporated for students with more than one suspension.	Q behavior report-penalties # of students in subgroup decrease	23-24 11/259 Hispanic students 17/326 SED	Making Progress 24-25. Suspension rates for Hispanic and SED are: 9/ 284 Hispanic 13/ 340 SED			Time People
SED and Hispanic subgroups: Increase number of COST referrals for identified students(subgroups) Coordination of Services Team (COST) team meets weekly to review and discuss student data, review progress on behavior interventions and refine plans as needed. (extra support student group SED & Hispanic)	Q behavior report-SED & Hispanics subgroups # of Hispanic students decreased # of SED students decreased	23-24 suspensions #suspended/total # of students 19/487 all students 11/259 Hispanic students 17/326 SED	Making Progress 24-25. Suspension rates for Hispanic and SED are: 19/527 all students 9/ 284 Hispanic 13/ 340 SED			Time Money
Increase the amount of Coordination of Services Team (COST) team referrals to support students and remove barriers for learning.	# of COST referrals # of COST exited	August 2023-March 2024 COST 20 students referred. 3 exited	Over twice as many referrals made to COST this year: 79 Referrals 15 Never Received Parent Permission or Moved or Transferred Out 18 Were Exited			Time Money

Increase Peer mediation and support groups. Peer conflict resolution (student facilitated) which supports students in resolving low level conflicts and educating them in conflict resolutions.	# of referrals. increase # of resolved conflicts. decrease # of repeat referrals.	2022-2023 28 referrals 28 resolved Peer Solutions 56 Students involved in a Peer Solution 2023-2024 12 referrals 12 resolved Peer Solutions 33 Students involved in the Peer Solution	Didn't Meet. See Refinement ** in Cycle 3			Time
Refine return to school plan to include one or more interventions to support students who have been suspended.	# of return to school plans # of return to school plans with one or more interventions	46 return to school plans held 13 the return to school plans had one or more interventions	All return to school plans had interventions attached. Action item not needed anymore. See Refinement *** in Cycle 3			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: Based on data from cycle 1, we show that our action items are having a positive impact on reducing suspension rates. We are currently on track to decrease suspensions by 2% per year for a total of 6% reduction by June 2027 as evidenced by Power BI Student Discipline suspension report. We will continue to monitor behavior incidents and penalties with Power BI an Q.	Based on the action items above we have collected the following data to show that our action items are effective: 968 PBIS tickets were handed out the last week of March 2024. PBIS Tickets awarded the last week of each month are: Aug: 1784 Sept: 1334 Oct: 1139 This is a significant increase in recognition of positive behaviors as compared to last year.	PBIS Tier 1 and PBIS Tier 2 meet monthly and develop schoolwide initiatives to address positive behaviors. They are organized, effective in communication, and innovative in their ideas. The Vice Principal along with PBIS recognizes students from each class monthly as a Patriot of the Month. Suspension data is reported out to SSC and	Continue

	<p>As of October 2024, structured play during recess has not been an option. Long-term subs are in classrooms throughout the day. Suspensions this school year have been assigned to 4 students. One of the students is in 6th grade. One of the students was in 8th grade and has moved from our area. The other 2 students are in 7th grade. When students returned to school from suspension, a meeting was held with administrators and return plans developed. Significant subgroups to monitor for suspensions (based on previous year's data) include: Hispanic and SED. Currently 0 Hispanic and 1 SED have been suspended.</p> <p>There have been a total of 44 behavior incidents sent to the office. There have been 9 instances of threats (all from 6th grade), 8 instances of pushing and shoving (4 from 6th grade), and 8 instances of bullying/cyberbullying (all from 7th grade).</p> <p>Since the onset of the 2024-25 school year, we have had 20 students referred to COST. Of those 20, 5 cases have been resolved, 3 students have moved, and 2 cases are active.</p> <p>As of October 2024, there have been no peer remediation groups available. But, restorative justice has been implemented since the first day of school.</p>	<p>ILT at our monthly meetings.</p> <p>The VP sends monthly updates to staff on COST and Restorative Justice. Data shows that of all students who have been assigned restorative justice, only 2 are repeat offenders.</p> <p>VCC will assist with group counseling. The first group will be on appropriate language to address the large amount of threatening behaviors from 6th grade. VCC can meet with students for a total of 11 sessions and must have a goal for expected outcomes.</p> <p>COST will continue to meet weekly (barring any scheduling conflicts). The attendance clerk, nurse, behaviorist, teacher, and administrator will review student referrals and get to the root cause for behaviors that interfere with learning. They will work together to develop a plan to address the misbehaviors.</p>	
<p>Cycle 2: Based on data from cycle 2, we show that our action items are having a positive impact on reducing suspension rates. We are currently on track to regain a suspension rate at or lower than the state average. We will continue</p>	<p>Based on mid-year data, evidence shows that 75% of our suspensions were males. Our African American suspension rate is disproportionate as compared to their %age of population, as is the special education subgroup. Hispanic and White subgroups are at a lower suspension rate as compared to their %age of population. The Mid-Year Data Report can be found in the</p>	<p>One of our action items to address suspension rate is to foster peer mediation and peer conflict. This has not been implemented as of yet. Moving forward, the CE teacher will be given the opportunity to</p>	<p>Refine</p>

<p>to monitor behavior incidents and penalties with Power BI and Q.</p>	<p>Strategic Plan data binder in the New Haven office.</p> <p>968 PBIS tickets were handed out the last week of March 2024. PBIS Tickets awarded the last week of each month are: Nov: 1308 Dec: 1117 Jan: 1135 Feb: 2043 These totals remain well above the baseline set in March 2024.</p> <p>CA School Dashboard data came out with data from 2023-24 school year during cycle 2. According to CASchooldashboard.org, the New Haven suspension rate was higher than the state average last school year. 5.6% of our population was suspended at least one day. This was an increase of 1.3% from the previous year. SWD suspension rates increased over 7% and totaled 13% of this population was suspended at least once. English Learners, Hispanic, and SED populations all declined in suspension rates as compared to the previous years. For the 2024-25 school year, the # of students suspended YTD: 9/529 (1.8%). This is a percentage well-below the state average from last school year.</p> <p># of behavior incidents reported this year as compared to last: Behavior Incidents (Last Year Aug 1 - Feb 5 2023-2024): 251 Behavior Incidents (This Year Aug 1 - Feb 5 2024-2025): 74</p> <p>One of the practices implemented this year in managing distracting or unsafe behaviors is the use of Restorative Practices. Students access the Restorative Practice sessions with our site substitutes during access time. Parents are informed of the practice and generally supportive of it.</p> <p>Structured play has been instituted during Cycle 2. This allows for students</p>	<p>begin this practice during elective period.</p> <p>To continue the trajectory of reduced behavior incidences, we would like to continue to evolve the Restorative Practices program and build our PBIS program. This can be done through professional developments on these topics and provide training others on the practice. The Vice Principal will be the point of contact for these training opportunities, attending conferences, training staff, and implementing program requirements.</p>	
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	to enjoy the benefits of recess while reducing the distractions which may contribute to poor choices.		
Cycle 3: Based on data from cycle 3, we show that our action items are having a positive impact on reducing suspension rates. We are currently on track to regain a suspension rate at or lower than the state average. We will continue to monitor behavior incidents and penalties with Power BI and Q.	19 students have been suspended in the 2024-25 school year. Of these 19, 2 are no longer enrolled. This brings our suspension rate to: 3.2%. The goal is to have a suspension rate at or lower than the state. The state average based on 2024 data is 3.2%. The demographic breakdown for suspensions includes: African American: 3 students Asian American: 1 student Filipino: 1 student Hispanic: 9 students White: 3 students Male: 13 students Female: 4 students PBIS Tickets awarded the last week of each month are: Mar: 1098 Apr: : 1423 These totals remain well above the baseline set in March 2024. # of behavior incidents reported this year as compared to last: Behavior Incidents (This Year Aug 1 - May 15 2024-2025): 126 Structured play continued during Cycle 3. This allowed for students to enjoy the benefits of recess while reducing the distractions which may contribute to poor choices. All students who were suspended participated in a Return To School Plan Meeting. Behavior causing the suspension discussed. Reflection discussed. Interventions assigned. https://musd-my.sharepoint.com/:b:/g/personal/rknappp_musd_net/EYnEesGDyqVGnrnJic_VR VsB5yheYYQnCW-VX-l1W17sLg?e=lqVTw5	The total # of behavior incidents through May of 2025 is lower than the number of incidences for the first 6 months of school the previous year. Restorative practices will continue into the 2025-26 school year. The person in charge of structured play was a long-term substitute. Next school year, the LTS role has been reduced due to our low enrollment numbers. We will only have 1 LTS on campus as compared to 4. PBIS will continue to evolve with its branding, messaging, and incentives for rewarding positive behaviors. *Release time was set as an action item. After observing, it was determined that SEL lessons could be taught to the whole group. In 2025-26, the VP will do a training on SEL Rather than pulling a teacher out of class, we will implement whole group instruction on SEL.* **Refinement: We were unable to implement Peer Mediation b/c it did not fit into the teacher's schedule, as more	Refine

		<p>students were added to her caseload. If the mainstreaming schedule allows, this program will be implemented in 2025-26.**</p> <p>***Refinement: As the "Return to School" document is district policy, this no longer needs to be an action item. It is simply another layer put into place for all students returning from suspension.***</p> <p>We are currently On Track to achieve this 3 year goal.</p>	
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Progress Monitoring 25-26

Progress Monitoring

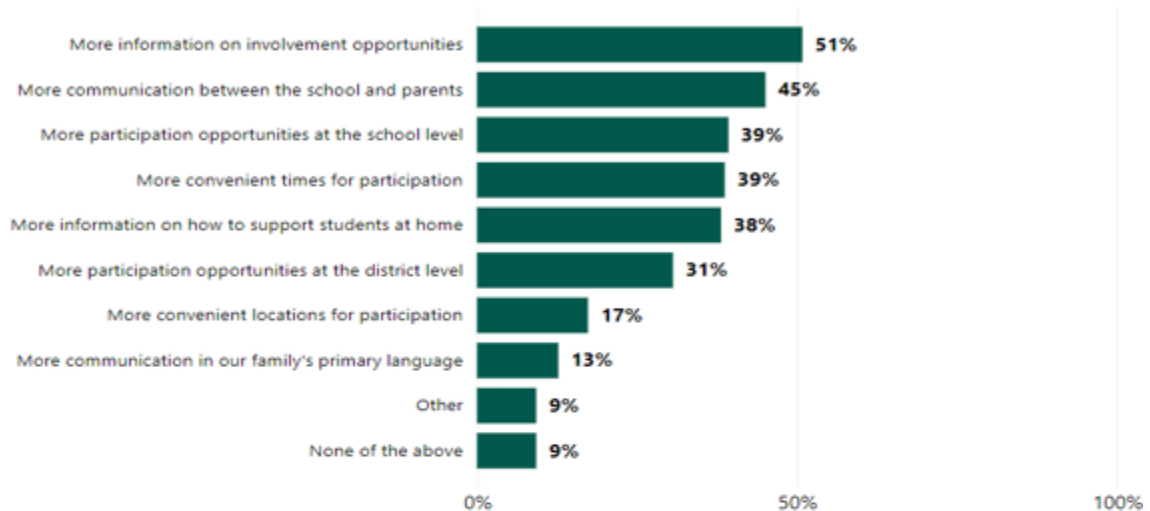
Data

Hanover Parent Survey 2023-2024

New Haven

What would help parents become more involved in Manteca USD?

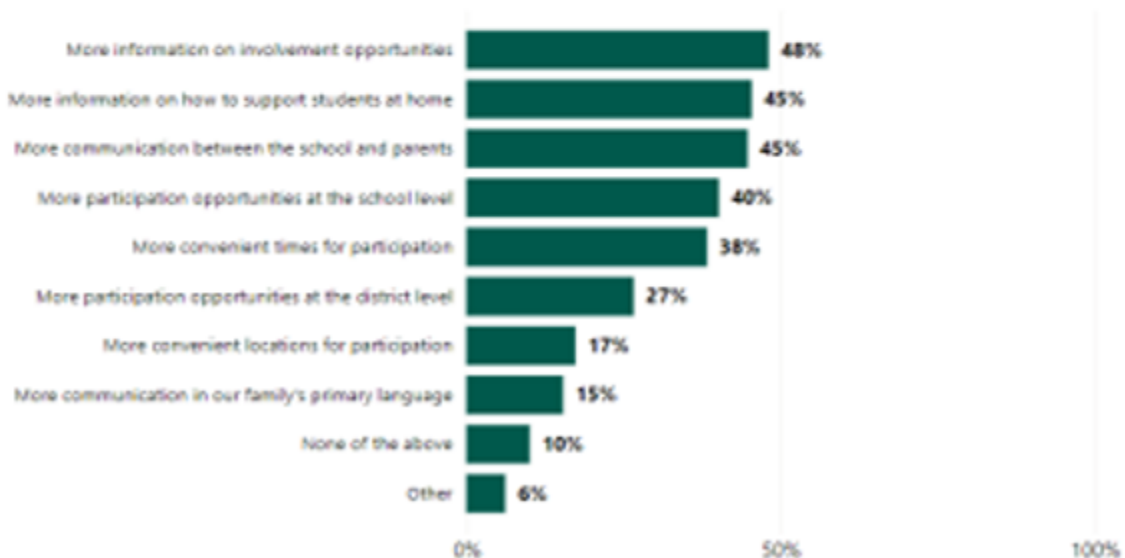
Group ● Parent



MUSD

What would help parents become more involved in Manteca USD?

Group ● Parent



Data Analysis

Based on the Hanover Parent 23-24 survey, 48 % of MUSD families want more information on involvement activities compared to 51 % at New Haven. Both data from MUSD parent group as a whole and New Haven parent group indicated a 45 % interest in more information on how to support students at home. Parent responses indicate a need for parent engagement and connectedness to school so parents may support students at home. Our data this year shows that 7 parents of our 111 EL students consistently show up to ELAC meetings. This school year was the first time we held Back to School Night the night before school started. Parents were invited to visit their child's classroom and meet their teacher. Teachers facilitated a presentation on classroom and school wide expectations. As of March

2024, the following parent engagements nights were held: Back to School night, Kinder Bridge parent info night, Kinder Meet and Greet, Harvest Festival, Book Fair, Goal setting conferences, Student award assemblies, Spring Fling Literacy Night and open house.

Student Need 3:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase ELAC meeting participation by sending out communication in English, Spanish and Punjabi. Provide childcare and survey families on preferred dates/times.	Using attendance sheets # of parents attending monthly ELAC meetings increase	23-24 parent participation rate at ELAC meeting: Average: 7 parents	We are meeting this goal. Average attendance at ELAC is 10 parents.			Time Money
Host School Engagement Activities on site and off site to promote school connectedness. See attached list of activities. First off site location will be the new neighborhood next to Springtime area in the Fall. A high number of parents in this area applied for OE. **Refined Action Item: Poll families on the events held this year and glean feedback on which events to keep,	# of families in attendance attendance sheets **Refined Metric: Parent Survey rating scale of which events they deemed a success, which events they deemed less than successful, and events they would like to see in the future.**	Spring Open House-Literacy Night 23-24 229/489 parents	We are tracking the number of events we provide to families.			Time Money

lose, or develop further.***						
Increase School-Home communication through Monthly Newsletters, Blackboard messages via email, class dojo, event invites sent out in multiple ways.	# of Blackboard messages % of parents on Hanover Parent survey decrease	111 Blackboard messages Hanover Parent Survey 23-24 "45% More communication between school and parents."	Making Progress. The parent rating for communication has increased from a 3.80 satisfaction average to a 4.0 satisfaction average.			Time Money
						Time Money People
ELOP: Leadership afterschool club for students in grades 6-8 to support student voice, engagement and school connectedness by volunteering and planning after school events(develop leadership skills)	Student survey pre and post # of students reporting increase school engagement and student voice.	Student Survey-form survey 22% of 6th -8th grade students are in the top 2 quintiles of feeling engaged at school. 47% are in the 3rd quintile. 31% are in the bottom 2 quintiles.	Incomplete Data. A second attempt for the SEL survey was not administered to a similar sample size, so the data is not comparable to the first survey.			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, we show that our action items are being implemented, but the attendance tracking for some events (for ex: Harvest Festival) has proved troublesome in determining progress toward our SMART goal. In order to reach the	Based on the action items above we have collected the following data to show that our action items are effective: ELAC attendance indicates that 13 parents attended the 1st meeting and 9 parents attended the 2nd meeting. New Haven has 80 families who are parents of English Learners. The attendance at both ELAC meetings is	Results from the SEL survey were shared with teachers in grades 6-8. Special attention is being given to address student engagement and academic efficacy. Results were also shown to ILT, SSC, and Parent Community Club.	Refine

<p>goal of increasing the average parent attendance rate at school engagement activities by 15% in 2027, we should be aiming for an increase of 5% per year. We will use attendance sheets, student SEL surveys, and parent surveys to monitor the parent involvement goal.</p>	<p>higher than the average attendance from the previous year.</p> <p>An SEL Student Survey given in September indicates that students are least confident in Engagement and Academic Self-Confidence. They are most confident in Behavior and Social Connectivity in School. This survey was given to 6th-8th grade students.</p> <p>ELOP has funded the after-school leadership club in terms of time-sheeting and equipment.</p> <p>Currently we have logged 59 Blackboard messages for the 2024-25 school year.</p> <p>The largest area of needs reported by parents is in the area of communication.</p> <p>480/513 students had at least one parent attend Goal Setting Conferences. This equates to approximately 94% of our student population.</p>	<p>Parent Involvement Surveys will go out each trimester to address reported needs. This will be reported to all staff.</p> <p>Goal Setting Conference attendance data was reported to staff. Sign Up Genius was used for conference scheduling. This allowed parents to choose times that were most convenient for them. Prior to GSC, staff contacted families to remind them about their conferences. The whole school attendance percentage from T1 GSC (94%) will be used as a motivator for parents to attend T2 conferences.</p> <p>We will refine action item 2. See refined action above.</p>	
<p>Cycle 2:</p> <p>Based on data from cycle 2, we show that our action items are being implemented, but the attendance tracking for some events (for ex: Harvest Festival) has proved troublesome in determining progress toward our SMART goal. In order to reach the goal of increasing the average parent attendance rate at school engagement activities by 15% in 2027, we should be aiming for an increase of 5% per year. We will use attendance sheets, student SEL surveys, and parent surveys to monitor the parent involvement goal.</p>	<p>Based on the action items above we have collected the following data to show the effectiveness of our action items:</p> <p>The January ELAC meeting attendance was above the baseline set in 2023-24. Parents were given information on the summative ELPAC. They were receptive to the information and appreciated the information that was shared.</p> <p>PD was held in January for our 6th-8th grade teachers to address the area of Engagement. This area was identified by our 6th-8th grade students as their biggest area of need. Further, when 6th-8th grade students took the SEL screener for the 2nd time, the level of concern in the area of Engagement was at 32%.</p>	<p>Resources will be pushed out to teachers in admin emails re: SEL lessons. SEL needs to be explicitly taught in classrooms, particularly in the area of self-management and self-awareness. This will impact student engagement and self-confidence. By addressing these needs in the classroom, students are more likely to monitor their behaviors and stay in the learning environment instead of being sent to the office to be counseled by and administrator.</p>	<p>Refine</p>

	<p>Currently, we have logged 298 Blackboard messages for the 2024-25 school year. this includes all correspondence including attendance calls, informational emails of a site-based nature, and informational items from high schools and district. This addresses the need expressed by parents to have more communication from the site.</p> <p>476/527 students had at least one parent attend Goal Setting Conferences in January. This equates to approximately 90% of our student population. This is a decrease from Trimester 1.</p> <p>The Smore newsletter goes out bimonthly to families. There is little feedback given to the staff in terms of parent engagement with this newsletter.</p>	<p>Goal Setting Conference attendance data was reported to staff. Sign Up Genius continues to be used for conference scheduling. This allowed parents to choose times that were most convenient for them. Prior to GSC, staff contacted families to remind them about their conferences.</p> <p>Spring Open House is scheduled for the upcoming month. Family attendance data will be collected to compare to the baseline from March 2024.</p> <p>Parent survey will be refined and sent by the end of the year to glean feedback on what parents attended, the success of each event, where improvements can be made, and what they would like to see in the future.</p>	
<p>Cycle 3: Based on data from cycle 3, we show that our action items are being implemented, but the attendance tracking for some events (for ex: Harvest Festival) has proved troublesome in determining progress toward our SMART goal. In order to reach the goal of increasing the average parent attendance rate at school engagement activities by 15% in 2027, we should be aiming for an increase of 5% per year.</p>	<p>The average attendance for ELAC meetings is 10 parents. This is an increase from the baseline data.</p> <p>The Smore newsletter goes out bimonthly to families. There is little feedback given to the staff in terms of parent engagement with this newsletter.</p> <p>To date we have logged 401 messages via Blackboard. This includes all correspondence including attendance calls, informational emails of a site-based nature, and informational items from high schools and district. This addresses the need expressed by</p>	<p>It is not feasible to gather the total number of parents in attendance at certain events. The number of events offered can be monitored and adjusted. For that reason, giving parents an opportunity to engage with the school community will be monitored rather than parent attendance. Further, rather than parent attendance being monitored at goal setting conferences, we</p>	<p>Add new action item</p>

We will use attendance sheets, student SEL surveys, and parent surveys to monitor the parent involvement goal.	<p>parents to have more communication from the site.</p> <p>Comparison data for the 6th-8th grade Student Engagement survey was incomparable. The first sample size consisted of 121 students. The second sample size consisted of 3 students.</p>	<p>will focus on the number of students who had parent representation.</p> <p>The VP will implement a social piece at the end of ELAC meetings where families have the opportunity to discuss school related items in an informal atmosphere.</p>	
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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

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

Resource Inequities

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

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

Comprehensive Needs Assessment

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

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

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	105	94	110	21.2%	21.5%	22.7%
Fluent English Proficient (FEP)	37	43	49	8.8%	7.6%	10.1%
Reclassified Fluent English Proficient (RFEP)	7	14		1.9%		

Multilingual Learners (English Learners)

English Learner Progress Indicator

All English Learner Students

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

English Learner Progress

All Students

State

Red

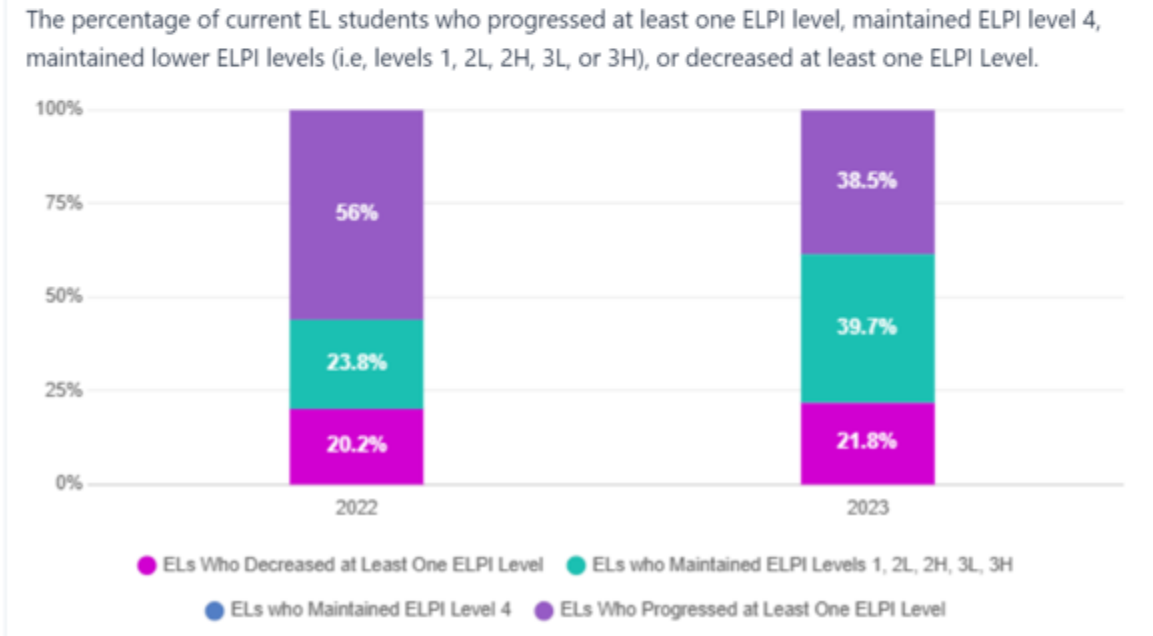
38.5% making progress towards English language proficiency

Declined 17.5% Ⓢ

Number of EL Students: 78

Student English Language Acquisition Results

Summative ELPAC



California School Dashboard 2023

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Recently Reclassified English Learners	English Only
75 points below standard	36.8 points above standard	23 points below standard
Maintained 2.1 Points	Increased 16.3 Points Ⓢ	Increased 12.3 Points Ⓢ
Number of Students: 52	Number of Students: 25	Number of Students: 218

Mathematics Data Comparisons: English Learners

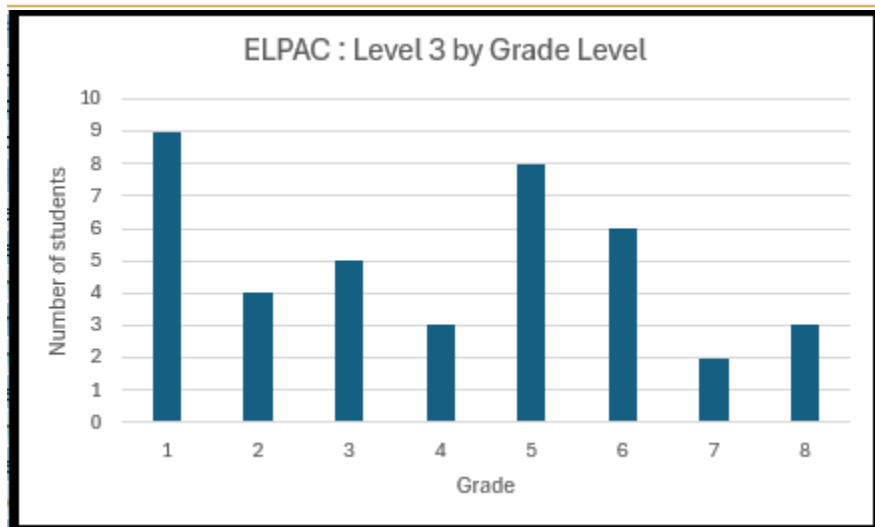
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
109.6 points below standard	13.9 points below standard	48.8 points below standard
Declined 23.3 Points Ⓢ	Declined 6.1 Points Ⓢ	Increased 12.9 Points Ⓢ
Number of Students: 52	Number of Students: 25	Number of Students: 218

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

Report Totals

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



Data Analysis

Multilingual Learners (English Learners-EL):

Image one shows the California Dashboard Data:

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

Number of EL students:

2021-2022: 105

2022-2023: 94

*2023-2024: 111

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

Reclassification Rates:

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

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

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

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

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

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

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

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELD: Increase the number of teachers trained in GLAD. Teachers will receive District sponsored Guided Language Acquisition Design (GLAD)	Number of teachers trained in GLAD	3 out of 20 teachers are GLAD Trained: 2023-2024	Making Progress; All teachers received PD before 2024-25 school year started. 2 more teachers attended trainings provided after school. Detailed explanation in Cycle 2-3 below			Time Money People
Implement GLAD with fidelity using GLAD strategies and supports.	Learning Walk Data number of classrooms with evidence	2/20 classrooms 0 Strong evidence 2 Some evidence 0 No evidence	Making Progress; 7/20 classrooms regularly exhibit some evidence of GLAD strategies. For more detail, see Cycle 2-3 below			Time Money
ELD support for Level 3 students for grades 1, and 4-6 grade by bilingual para, IS, site subs. Intentional designated/integrated ELD, small group instruction, and WIN.	ELPAC Level 3 students in 4-6 grades decreased.	17 students with ELPAC level 3	Sitewide, we have 40 students at Level 3 in ELPAC. 15 of these level 3's are in 4th-6th grade. See Back Casting Document in Evidence, Cycle 3.			Time Money
ELD TOSA: Professional Development through lesson study cycle support for teachers in grades 4-6 continued in 2024-2025.	ELPAC Forms data Increase opportunities.	3/11 Students are given opportunities to collaborate to converse with 3-4 exchanges on topic. 2/11 Students are given opportunities	Didn't Meet; Refine the Learning Walk Feedback Process to Give Specific Feedback on Student-Talk			Time Money People

		to share one idea with a peer or two. There is rarely an extended conversation. 4/11 Students do not respond, or only repeat a modeled word or phrase.				
Provide professional development in ELD strategies for designated ELD time in all grade levels.	Learning Walks # of classrooms using 3 or more ELD strategies	# of classrooms August 2024-10 out of 21 classrooms	Didn't Meet; See cycle 3 data			Time Money
ELOP: ELD support-students in 4-6 in the Level 3 have opportunity to attend after school interventions and enrichment activities.	CA Dashboard English Language Proficiency Progress increase Pre/Post Skills assessments	CA Dashboard EL Proficiency Progress 38.5%.(~17.5%) Pre/Post-No data due to no ELOP activities	CA Dashboard EL Proficiency Progress 45.3% (+6.9%) Refinement needed, as no ELOP program was made available specifically for ELD support in grades 4-6. ***Remove as an actionable item.***			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, we show that our action items in regard to PD are being implemented to achieve the SMART goal of 5% of our multilingual	There are currently 117 English Learners enrolled at New Haven, which equates to 23% of our enrollment. This is a slight increase from the previous school year (22.7%).	Due to reflection on the current LW form, we find that refinements need to be made to assist our teachers in implementing the ELD curriculum. The current	Refine

<p>students making progress towards language proficiency as determined by ELPAC scores. We will continue to monitor ELPAC scores, PLC agendas, MAP data, and SBAC progress.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Based on caschooldashboard.org, our English Learner progress from 2023-24 increased 6.9% from the previous year. As stated on the site, this data shows the percentage of English learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC).</p> <p>All teachers attended GLAD training at the start of the 2024-25 school year. A follow up staff training was held in November with a focus on differentiating b/n Integrated and Designated ELD.</p> <p>The November ILT meeting focused on English Learner progress. Team members recognized the gap in learning between our English Learners as compared to the rest of our population. They are sharing this information with their respective grade spans.</p> <p>The Learning Walk forms indicate whether there is strong, some, or no evidence of GLAD strategies being implemented. The form does NOT indicate specifically what those strategies are or what they look like.</p> <p>There have not been after school opportunities for our English Learners this school year.</p>	<p>LW form will need to be updated to provide targeted feedback on what evidence looks like for designated and integrated ELD.</p> <p>PLC agendas will note which students in their Access time are English Learners.</p> <p>Administrators will perform learning walks during designated ELD to ensure fidelity with the agreed upon schedules and use of curriculum designed specifically for second-language learners.</p>	
<p>Cycle 2: Based on data from cycle 2, we show that our action items in regard to PD are being implemented to achieve the SMART goal of 5% of our multilingual students making progress towards language proficiency as determined by ELPAC scores. We will</p>	<p>Based on the action items above we have collected the following data to determine the effectiveness of the action items:</p> <p>The projected proficiency of our EL population meeting or exceeding proficiency in SBAC Math is 10.6%, based on the NWEA projection report. SBAC 23-24 data showed that 2% of English Learners were meeting or</p>	<p>In meeting with the ILT we found that our school vision is focused on growth rather than proficiency of standards. The ILT has discussed forming a committee to address this shift in thinking.</p>	<p>Refine</p>

<p>continue to monitor ELPAC scores, PLC agendas, MAP data, and SBAC progress.</p>	<p>exceeding Math standards as evidenced through SBAC.</p> <p>The projected proficiency of our EL population meeting or exceeding proficiency in SBAC Reading is 14.3%, based on the NWEA projection report. SBAC 23-24 data showed that 2% of English Learners were meeting or exceeding Reading standards as evidenced through SBAC.</p> <p>A new Learning Walk form was developed to give more targeted feedback to teachers based on the BeGLAD trainings held this year. The new Learning Walk form is housed in the Strategic Plan binder in the front office.</p> <p>2 teachers (1st grade and 2nd grade) requested and participated in BeGLAD training at the district office. One of the teachers began implementing the strategies immediately. The other teacher is in the planning phase.</p> <p>ILT agendas have taken a focus on equity in education. ILT members asked for a book study. Through this we have identified our "floor," meaning what we expect everyone to achieve regardless of background. The book study will continue through the remainder of the year.</p> <p>Designated ELD is an ongoing area that we are looking at in terms of scheduling the time with our bilingual aide. The difficulty is that we have 20 classrooms with one bilingual aide to meet the needs of all English Learners. There is also difficulty in getting our bilingual aide into classrooms when summative testing needs to take place.</p>	<p>The bilingual aide schedule for the upcoming year will be developed by administration to ensure that all grade levels will have access to the bilingual aide at a designated time during the day. A trained resident substitute will be available for summative ELPAC testing to streamline the process and allow our bilingual aide to get back into classrooms.</p> <p>The teachers trained at the district office in BeGLAD will present strategies and implementation to staff during a site-directed meeting.</p>	
<p>Cycle 3: Based on data from cycle 3, we show that our action items in regard to PD are being implemented to achieve the SMART goal of</p>	<p>Based on the action items above we have collected the following data to show whether our action items were effective.</p> <p>The projected proficiency on SBAC in</p>	<p>Another category for learning structures was added to the ELD Learning Walk form. The area of learning structures is one we will</p>	<p>Continue</p>

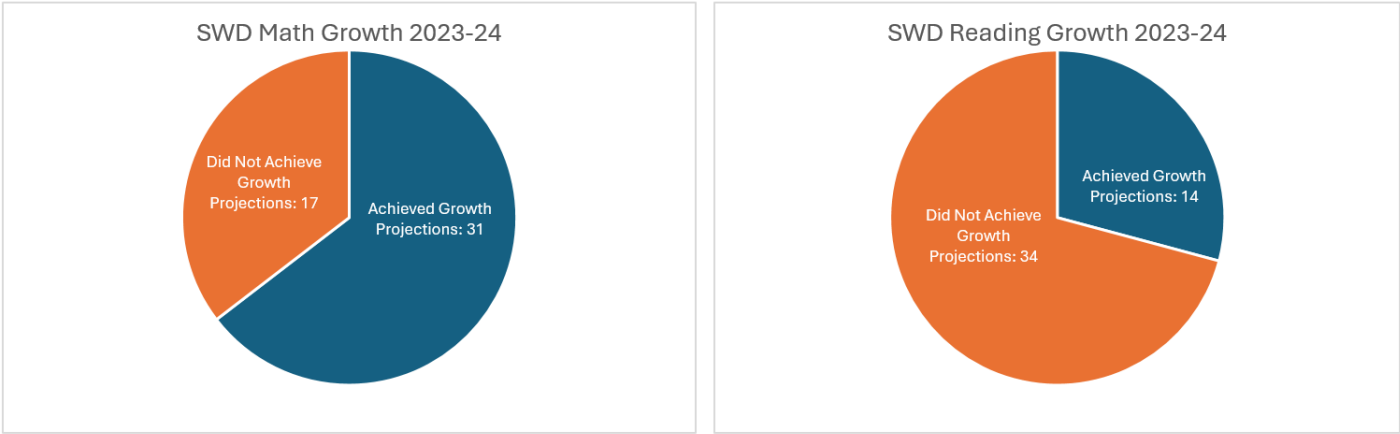
<p>5% of our multilingual students making progress towards language proficiency as determined by ELPAC scores. We will continue to monitor ELPAC scores, PLC agendas, MAP data, and SBAC progress.</p>	<p>Math (based on MAP data from Spring 2025) is 8.9% of English Learners meeting or exceeding standards. SBAC 23-24 data showed that 2% of English Learners were meeting or exceeding Math standards as evidenced through SBAC.</p> <p>The projected proficiency on SBAC in Reading (based on MAP data from Spring 2025) is 6.5% of English Learners meeting or exceeding standards. SBAC data from 2023 shows 2% of English Learners met standard in Reading.</p> <p>The new ELD learning walk form (based on BeGLAD) from cycle 2 was reviewed. It is noted that EL strategies were on the form, but it was lacking learning structures.</p> <p>A master schedule for 2025-26 was developed which included designated ELD time for all grade levels. There is no overlap with the ELD time between grade levels. Therefore, all grade levels have access to the bilingual aide without having to share their time. This will allow ELD to occur on Day 1 without the bilingual aide. She will be testing our initial ELs.</p> <p>ILT has continued to discuss equity in education. The ILT has started a book study using, "Where Equity Lives" as a guide. ILT members have taken information from the Equity book and asked for feedback from their grade spans on preferences for the July staff meeting to kick off 2025-26. Discussion was held with ILT on whether we have different expectations for different students, particularly those who are multi-lingual and those who have special needs.</p> <p>Junior high teachers attended an ELD session at our feeder high school. Teachers expressed an interest in the ELD curriculum used at that level for our junior high students.</p>	<p>focus on schoolwide for 2025-26. Grade levels will commit to a learning structure focus during their 10-day cycle of learning, as noted on the PLC form. The goal will be on academic discourse between students with a goal of 3-4 exchanges on a given topic.</p> <p>Grade levels will be encouraged to platoon during ELD. This will allow for all English Learners to have access to small group time based on their level.</p> <p>One of our junior high teachers has volunteered to pilot the designated ELD program used at the high school level with our 7th/8th grade students starting in the 25-26 school year.</p> <p>The ILT's mission statement will guide the work for 2025-26: "Every student will receive exposure to all standards for grade level proficiency using tier 1 supports to develop stamina in all content areas, having 8th graders promote with a 2.0 or higher GPA." Using this statement as a guide, proficiency data will be looked at each ILT meeting, comparing EL proficiency rates to those of the whole school.</p> <p>Due to lack of implementation, the</p>	
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	<p>No ELOP was offered this year.</p> <p>Back Casting EL: https://musd-my.sharepoint.com/:b:/g/personal/rknappp_musd_net/Eb-IbEudqRFMuGPibhTPUU0BXPq4ZhUpYEmx8pJi9qLEBA?e=rx68b</p>	<p>ELOP action item for ELD will be removed as an action item for 2025-26.</p>	
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Progress Monitoring 25-26

New Haven Elementary											
Program Enrollment Analysis											
Date: 04/30/2024											
Printed: 4/30/2024 8:13 AM											

MAP Growth Fall to Spring 2023-24 Student Growth



Data

Data Analysis

Image one shows the number of students with disabilities by grade. The majority of our SWD students are in third to eighth grade. Image two shows MAP Fall to Spring growth in Math and Reading. In math, 31 % of students with

disabilities met their growth projections and 17% did not meet their growth projections. In reading, 14 % met their growth projections in reading and 34% did not meet their growth projections.

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional Development and weekly grade level and/or grade span(PLC) collaboration with SPED teachers.	Per admin review of grade level action plans Number of grade levels showing evidence of data analysis and progress on grade level goals-Monthly	0/3 teachers	Not on track for action item. The CE program was given permission to use PLC time to collect data and plan lessons to track emotional well-being rather than academic goals since their program focuses on a Counseling Enriched environment.			Time Money
Monthly SPED meetings with PS analyzing student progress and IEP goal progress as it relates to increasing the number of students meeting their IEP goals.	Goal setting sheets number of students meeting IEP goals increase.	All students making progress toward at least 1 of their goals. No data on number of those who met IEP goals, as the goals are based on their IEP dates which are varied	Partially Met; A dedicated time from the monthly special education meetings will be devoted to individual progress for students on caseload.			Time

		throughout the year.				
Integration of thinking strategies across all SPED classrooms.	Thinking Strategy Learning Walks Number of classes	0/3 classes	Not Met; See cycle 3 for further refinement steps. Thinking strategies will be a whole school focus, not just a special education focus for 2025-26.			Time
PEBC training and small group instruction in grades 4-8 CE classrooms to support teachers and paras in implementation of Math Workshop model strategies.	# of teachers trained # of classes with strong evidence as evidenced by learning walks	0/3 teachers trained 0/3 classes	Partially Met; 2/3 special education teachers participated in the on-site training. 2/3 special education teachers exhibit some evidence of incorporating Workshop Model lesson design. See Back Casting Document in Evidence, Cycle 3.			Time Money

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, we show that our action items are not yet showing progress toward the SMART goal of Students with Disabilities increasing targets based on MAP	Current MAP data shows that 76% of our students with disabilities are in the red or orange bands in Reading. As of Spring 2024, there were 70% in those bands.	Based on current data showing that our SWD are struggling in ELA and Math on CAASPP, progress reports will need to be tracked to monitor progress on IEP goals.	Refine

<p>growth. Data that will continue to be monitored includes: PLC agendas, Monthly Sp Ed Meeting agendas, Trimesterly Progress Reports, MAP, and CAASPP.</p>	<p>In Math, there were 66% of students with disabilities in the red or orange band for MAP.</p> <p>CAASPP data from 2024 shows that Students With Disabilities declined 33.1 points as compared to the previous year.</p> <p>There are currently 8 students with disabilities on the chronically absent list.</p>	<p>As an extra layer of awareness and targeted instruction to students in need, PLC agendas will note which students in their Access time are those with disabilities.</p> <p>The special education monthly meetings need to balance compliance with student achievement. There needs to be designated time during the monthly special education meeting dedicated to progress monitoring for student learning.</p> <p>Continued PEBC training for the CE teachers will take place on designated pull out days.</p>	
<p>Cycle 2: Based on data from cycle 2, we show that our action items are not yet showing progress toward the SMART goal of Students with Disabilities increasing targets based on MAP growth. Data that will continue to be monitored includes: PLC agendas, Monthly Sp Ed Meeting agendas, Trimesterly Progress Reports, MAP, and CAASPP.</p>	<p>Winter MAP data shows that 70% of our students with disabilities are in the red or orange bands in Reading. This is a reduction of 6% from Fall MAP data.</p> <p>In Math, 60% of our students with disabilities are in the red or orange bands for MAP. This is a reduction of 6% as compared to Fall MAP data.</p> <p>Using the Projected Proficiency Report on SBAC from MAP, 15.4% of students with disabilities are projected to be at or exceeding proficiency in Reading for SBAC. That same report indicates that 15.4% of students with disabilities are projected to meet or exceed standards in Math on SBAC.</p> <p>SBAC data from 2023-24 shows that 18% of our students with disabilities were at or exceeding standards in Reading. 16% of students with disabilities were meeting or exceeding standards in Math.</p>	<p>Continued monitoring of PLC agendas is necessary to ensure that students with disabilities are receiving targeted assistance in Reading and Math.</p> <p>Special Education monthly meetings need to have a proficiency report attached to the agenda. This is a time when specialists are together and can look at the data, address current scheduling needs, and adjust learning strategies.</p> <p>A mid-trimester check-in will take place with the CE teachers regarding PEBC strategies and lesson implementation.</p>	<p>Refine</p>

	<p>Current projected proficiency for students with disabilities is below last year's percentages.</p> <p>Both Counseling Enriched teachers received their 2nd training for PEBC in February.</p>		
<p>Cycle 3: Based on data from cycle 3, we show that our action items are not yet showing progress toward the SMART goal of Students with Disabilities increasing targets based on MAP growth. Data that will continue to be monitored includes: PLC agendas, Monthly Sp Ed Meeting agendas, Trimesterly Progress Reports, MAP, and CAASPP.</p>	<p>2/3 special education teachers were consistent in meeting as PLCs and monitoring progress around data.</p> <p>Monthly special education meetings continue to be held. The topics are clearly delineated, and compliance items are presented upon.</p> <p>2/3 special education teachers participated in the 2nd PEBC training. At this time, they developed a lesson with the trainer following the workshop model. The teacher and the coach co-taught the lesson, implementing PEBC strategies throughout. The other teacher observed. This proved to be a beneficial practice.</p> <p>Backcasting began during this cycle. Special Education was too broad an area to "lump together." Data was collected for each special education program at New Haven. The data was shared with SSC, ILT, and staff.</p> <p>Back Casting SWD Math: https://musd-my.sharepoint.com/:b:/g/personal/rknappp_musd_net/Ef9jeFnM1RpCvPKWAErneJoB1kQirdjMRAt0zI5WWLgeRA?e=xzvA3j</p> <p>Back Casting SWD Rdg: https://musd-my.sharepoint.com/:b:/g/personal/rknappp_musd_net/EQI3ZAD4TXJrIxm4iArdgkBiupLTkHnd9GHd600FajuvQ?e=fb23qO</p>	<p>The CE teachers monitored the social emotional learning of their students. Next year, they will meet with grade levels to monitor grade level standards in reading and math.</p> <p>It is suggested that the special education meetings include a time to discuss student data and progress toward IEP goals.</p> <p>Learning structures will be a schoolwide focus for 2025-26. Grade levels will commit to a learning structure focus during their 10-day cycle of learning, as noted on the PLC form. The goal will be on academic discourse between students with a goal of 3-4 exchanges on a given topic.</p> <p>PEBC will include training for grades 1-3 in the 2025-26 school year.</p>	Refine

Progress Monitoring 25-26

Budget Summary

300 - New Haven 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
High	Foundations replenishment materials and supplies Standards Goal Need Quote	Wilson Language Training	\$ 10,715.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Low	Reflex Math Explorelearning Contract Renewal 1 year site license and training for 10 teachers-Standards Goal Need Quote	TBD	\$ 2,800.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 2	SG 1
High	Certified Time Sheet for Leadership Team; Need approx 6 people X 1 hour per month		\$ 3,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1006 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	Target 1: SN 1 Target 2: SN 1 Target 3: SN 1 Target 4: SN 1	SG 1
High	Sub time for PD-Standards need, Safety need, Emerging Students Need: 22 teachers for 2 day		\$ 8,195.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1006 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	Target 1: SN 1 Target 2: SN 1 Target 3: SN 1 Target 4: SN 1	SG 1
High	Materials and Supplies to promote community involvement events		\$ 2,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 3	SG 1
High	Educational excursions at grade levels-Registration and Materials)	TBD	\$ 10,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
High	Educational excursions at grade levels-Science Camp Bussing required	TBD	\$ 4,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 2 SG1	SG 1
High	Educational excursions at grade levels-Science Camp Bussing		\$ 1,530.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5804 - Transportation Vehicle Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	Safety		
Total			\$ 42,240.00								

300 - New Haven 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
High	Admin Conference-Standards, Safety Restorative Practices	TBD	\$ 1,500.00	0709 - Prev EIA/LCAP	2700 - School Administration	5220 - Conference Expense	2001 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
High	PBIS Training-Tier 2 Safety Goal Need Sub time for pull out days/training/3 teachers for 3 days/- required		\$ 3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1 SG 2, SN 2 SG 1	SG 1
High	PBIS timesheeting classified- Safety Goal Need 6 hours per month of classified extra timesheeting to count tickets, track order supplies, cart/store restocking, incentives		\$ 500.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1 SG 2, SN 2 SG 1	SG 1
High	PBIS timesheeting (Para completing work) what requested to correct		\$ 700.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
High	PBIS materials, signage, incentives-Safety Goal Need Refresh of PBIS yard signs, vinyl signs, cart/store	Shoeb Photography	\$ 2,100.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1 SG 2, SN 2 SG 1	SG 1
High	PBIS materials, signage, incentives-Safety Goal Need Refresh of PBIS yard signs, vinyl signs, cart/store	TBD	\$ 900.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1 SG 2, SN 2 SG 1	SG 1
High	TK-BEL materials, equipment, and supplies to foster social-emotional health in the new TK environment		\$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	SG 1
High	Electives supplies	TBD	\$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
High	STEM Robotics Elective 10 Linkbot replacement per July	TBD	\$ 3,200.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
High	Middle School Core Electives Required	TBD	\$ 49,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
High	STEM Robotics Elective Yearly subscription fee-per July Student achievement incentives-Behavior, Academic, Attendance, Character	TBD	\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
High	Materials and Supplies for Programs to promote exposure to learning that students may not receive otherwise within the school day (i.e. Ancient Artifacts, Dairy to School, etc)	Food 4 Less	\$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
High	Professional para professional-classroom timesheeting Conferences, Parent meeting/support as needed to support our families		\$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 2	SG 1
High			\$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	SG 1
Total			\$ 74,400.00								

300 - New Haven 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
Low	Intervention Academic Support Enrichment Standards Goal & Emerging Student Goal 2 hours a week/\$450 a month(1 for Early EL, 1 for EL needs)		\$ 1,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7411 - EL/OP-Academic Support	2.4	GLS - System-Wide Work	SN 1	SG 1
High	EL/OP - After-school enrichment - Yearbook Club		\$ 2,695.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7415 - EL/OP-Enrichment	2.4	Safety	SN 1	SG 1
High	Field Trip: Science Camp		\$ 11,050.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7416 - EL/OP-Summer Camp	2.4	Science	SN 2	
Total			\$ 14,751.00								

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

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

During 24-25, New Haven's ILT, SSC, and full staff, were given updates on progress toward the strategic plan goals. Discussion, data review, and input was gathered with educational partners in each of the 3 target areas: Standards, Safety, and Emerging Students.

Date

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

2024-25 meeting dates for input specific to the strategic plan include: 8/22/24, 9/19/24, 9/26/24, 10/24/24, 11/14/24, 11/21/24, 1/8/25, 1/16/25, 1/23/25, 2/27/25, 3/24/25, 4/10/25, 4/24/25, 5/1/25

Groups

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

Educational partners were the same as the previous year. Multiple meetings were held with each group. Discussion, data review, and input was gathered with a different focus area each month (Grade level standards, Safety, and Emerging Students).

Outcome

Information was collected, combined, and integrated into the 3-year strategic plan.

Goals and action items were reviewed monthly with various stakeholders. Action items were continued, refined, or removed, based on achievement outcomes. Progress was monitored throughout the year and whether the goal is on track to be met in the 3-year window.

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
Rene Knapp	Principal
Wendy Guardino	Other School Staff
Neonila Dubois	Classroom Teacher
Roslyn Fernandez	Classroom Teacher
Erin Pauling	Classroom Teacher
Cassie Ramirez	Parent or Community Member
Amanda Collins	Parent or Community Member
Jeremai Santiago	Parent or Community Member
Gabriela Nuno	Parent or Community Member
Melissa Ortiz	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	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 4/24/25.

Attested:

	Principal, Rene Knapp on 4/24/25
	SSC Chairperson, Roslyn Fernandez on 4/24/25