



Manteca Unified School District

A Year in Review

2019-2020

Year 2

Solidify Purpose



Categories for Review

- Governance and Board Relations
- Instructional Leadership
- Staff Relations
- Business and Finance
- Community Relations



MUSD Priority Areas Internal Working Plan for Administrators

Vision

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

Mission

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.





Governance and Board Relations

- Implementation and Support of Statutory Mandates
- Collective Commitment



Eric Duncan
Board Vice President and
Trustee for Area 1



Bob Wallace
Board President and
Trustee for Area 7



Dr. Clark Burke
Superintendent



Kathy Howe
Board Clerk and
Trustee for Area 2



Karen Pearsall
Trustee for Area 3



Marie Freitas
Trustee for Area 4



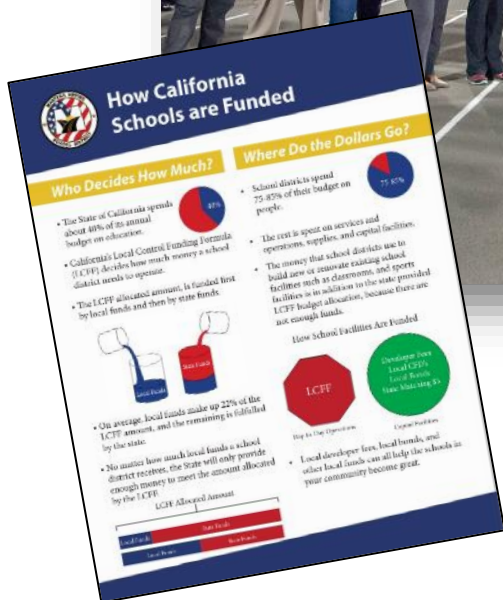
Cathy Pope-Gotschall
Trustee for Area 5



Stephen J. Schluer
Trustee for Area 6



Board Governance



July 2019

Feasibility Study for Facilities Funding

September 2019

Governance Discussion

Focus Area

Building Capacity by supporting targets

Sample Guiding Questions

Unaudited actuals

October 2019

Facility Needs Funding Gap Study Session

November 2019

Governance Leadership Workshop (CSBA)

December 2019

First Interim Board Study Session

CSBA Annual Conference/Training



Governance

January 2020

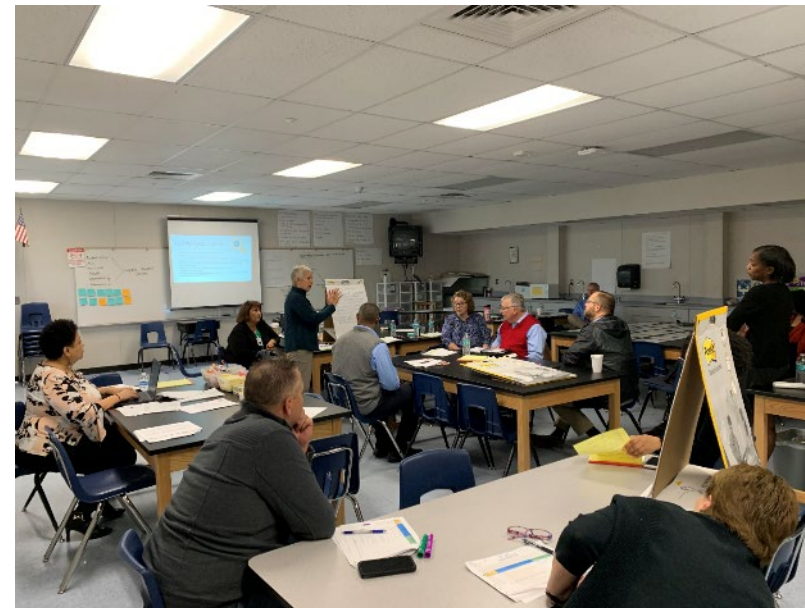
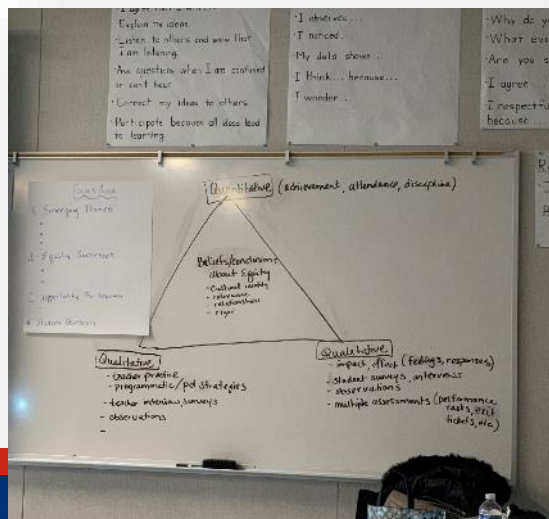
District Information Series I: Students Served (Student Demographics)

CSBA Board President Training

February 2020

Equity Workshop

District Information Series II: Our Purpose, Standards Achievement (conversations began regarding COVID-19)



March 2020

District Information Series III: Our Tools, Curriculum Unpacked
Second Interim

(March 23 program suspension;
resolution 3/26 DL)

May 2020

May Revise

Facilities Operations Update





Targets, Vision, Mission - Student Centered

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



 Grade Level Standards

 Safety

 Emerging Students

- **Mission:** 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.



2018-2019 Year 1



- ❖ Develop Vision and Mission
- ❖ Develop a shared timeline
- ❖ Identify stakeholders
- ❖ Compose a planning group
- ❖ Coordinate planning process and measurements for achieving overarching targets
- ❖ Fiscal management
- ❖ Organizational efficiency

Expectations

- ✓ Budget Oversight Committee
- ✓ Executive Cabinet Formation
- ✓ Facilities Master Plan
- ✓ Shared governance and ethical leadership
- ✓ Developing a culture of continuous improvement through frequent monitoring of progress and sharing of best practices

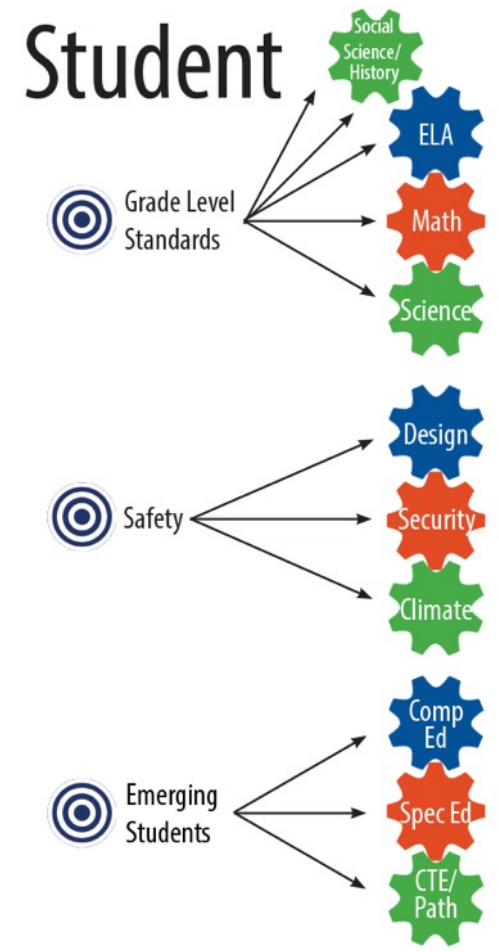


District Targets and Cycle of Refinement

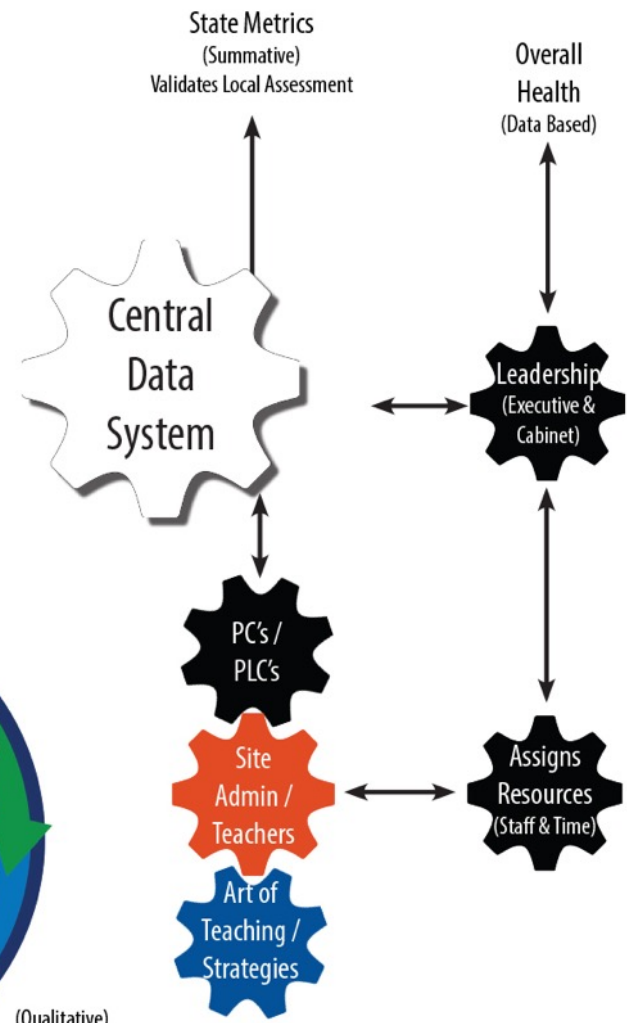
MUSD Vision: Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

MUSD Mission: 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.

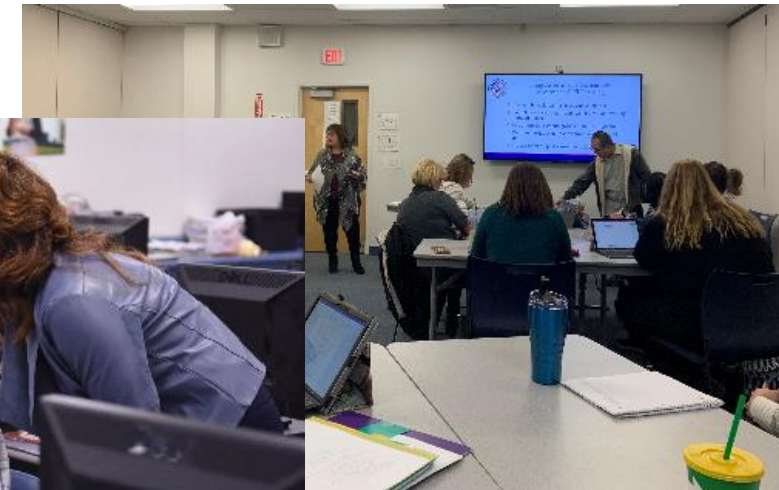


(Qualitative)
Informs Strategies





Crosswalks – Using Assessments for Learning



Course Crosswalks

- Correlates State Standards for the course, to
- Lessons in the base curriculum where that standard is taught, to
- Questions (items) in district shared Illuminate formative assessments



- | | |
|--------------------------------|---|
| Assessment for Learning | <ul style="list-style-type: none"> • enables teachers to use information about students' knowledge, understanding and skills to inform their teaching • teachers provide feedback to students about their learning and how to improve |
| Assessment as Learning | <ul style="list-style-type: none"> • involves students in the learning process where they monitor their own progress, ask questions and practice skills • students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals |
| Assessment of Learning | <ul style="list-style-type: none"> • assists teachers to use evidence of student learning to assess student achievement against learning goals and standards |
- Key Data Systems Assessments
 - Aligned to State Standards
 - Aligned to SBAC rigor
 - Available for all grade levels
 - Interim Assessments
 - Exemplar/Practice Assessments
 - Performance Tasks
 - Inspect Checkpoint Assessments

Illuminate Formative Assessments

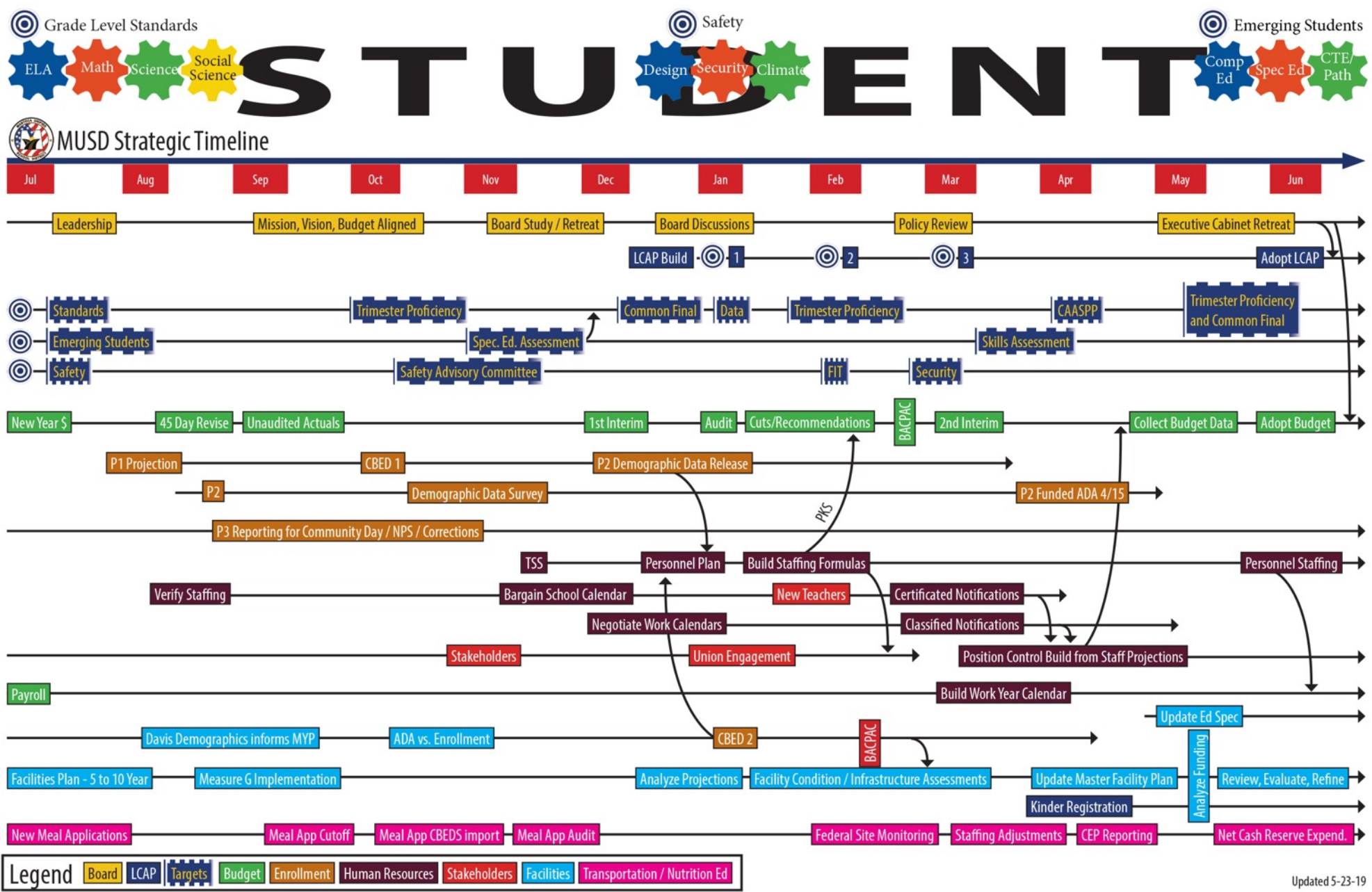


Staff Relations

- Where are we going? Why do we come here? How do we make the biggest impact?

“To have a team behind you, to feel safe and connected,” said Senior Director of Secondary Education, Clara Schmiedt

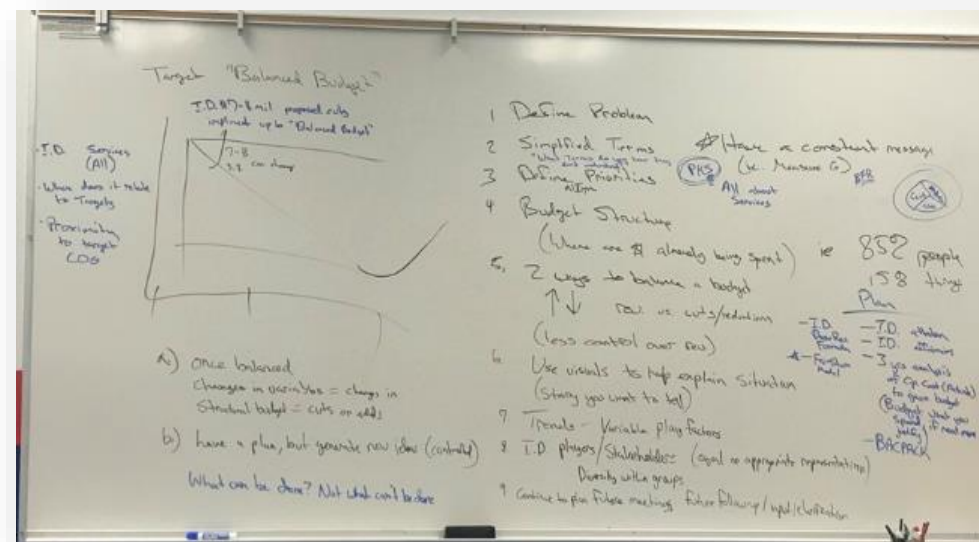






Budget and Finance

- Budget is a tool to meet student needs.
- A 2019-2020 zero-sum balanced budget.
- A 2020-2021 needs-based budget in a zero-sum environment.





BACPack Committee

- Involved all stakeholder groups
- Evaluated and prioritized
- Contributed to fixing structural deficit





Fixing the Structural Deficit

- A Balanced **Zero-Sum** Budget inclusive of Personnel and Operational Costs
- Future Budget Adjustments based on validated and meaningful **Needs**
- Allowing for **needs-based** budgeting centered on **students**



Operational vs Programmatic Base vs. Supplemental

- Start by identifying student needs
- Where are you spending \$\$\$'s?
- Building capacity in all departments/sites
- Evaluating structural changes





All Union Agreements Negotiated

- Partnership with union groups are valued and are instrumental in student success.
- CSEA 50 and MEA concluded existing 2 yr. contract and new successor agreement for additional 3 yrs.
- Future collaboration





Facilities 5-10 Year Plan

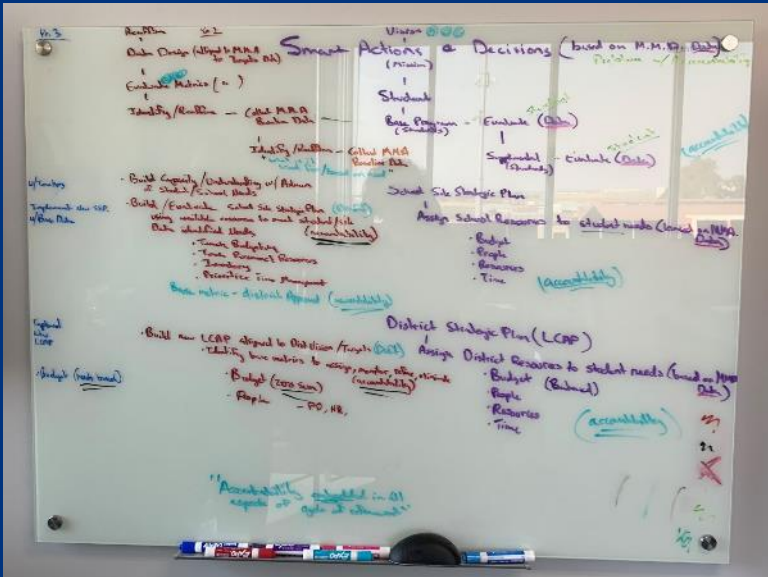
- Master Facilities Plan
 - Measure G Projects
 - Needs Assessment
- Funding Sources
 - State
 - Local
 - Developer Fees/Bonds/CFD's
- Community Engagement



www.mantecausd.net/plan



2019-2020 Year 2



- ❖ Solidify Purpose
- ❖ Build capacity with school site administrative staff
 - Budgeting
 - Inventory
 - Priority in time management
 - Personnel resources
 - Authentic data analysis
- ❖ Review of policies and procedures with integrity
- ❖ Develop a baseline
- ❖ Facility Needs Assessment/Funding Gap Identified

Expectations

- ✓ Strategic District/Site Plans – identify needs
- ✓ Zero-Sum Budget
- ✓ Baseline data – identify need
- ✓ Facility Needs assessment
- ✓ Building Capacity through deliberate efforts of targeted professional conversations
- ✓ Department and school improvement planning processes with fidelity
- ✓ Established non-negotiables system wide for fiscal responsibility
- ✓ Guaranteed and viable base curriculum



Solidify/Reaffirm Purpose

Who do we serve?

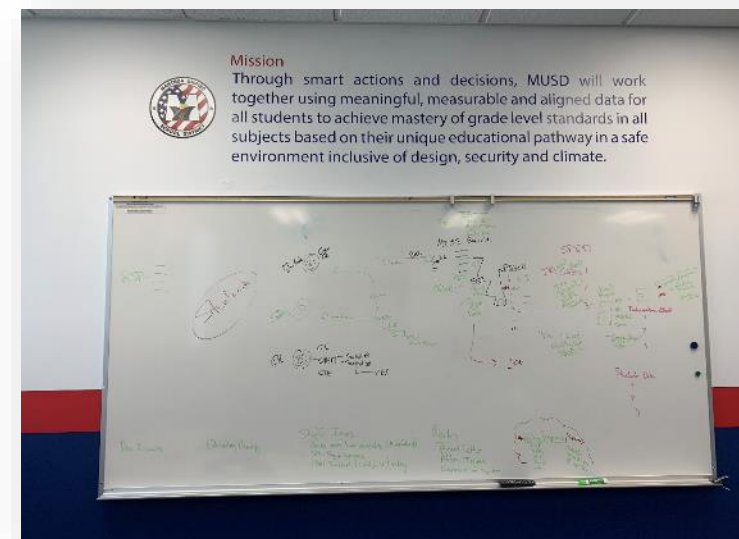
Our purpose

Our tools

How do we know what our students need?

How are we addressing those needs?


Which resources are we using to address those needs?



“Why are we here?” Each one of us is mandated to ensure our students know and understand our California state standards. We have a responsibility to our students to know what they are able to do and identify their individual focus areas for growth. We are here to improve systems and structures which support efforts to meet student needs. And through continued analysis we will understand and implement multiple tiers of support aligned to those needs.”



Student Centered




Where we were: Reiterate "State of District" Summary

Your Focus:

- Maintain + Tweak District Balanced Budget
 - "Learn to work w/in a "zero sum" environment"
- Create Baseline Data (aligned to targets) / Collection
 - Data Design
- New LCAP (aligned to targets), built off of Baseline Data
- Build capacity w/ Site Admin
 - Site Strategic Plan
 - (Train district/site to Strategically to evaluate current and needed resources to target District / Site goals)

Maintain + Tweak to District Balanced Budget

- "Use baseline data to learn to work in a "needs based" budgeted environment"
- LCAP + Strategic site plans identifying student/district needs aligned to targets
 - Implement accordingly
- Build capacity in classrooms



Where we were: Reiterate "State of District" Summary

Your Focus:

- Maintain + Tweak District Balanced Budget
 - "Learn to work w/in a "zero sum" environment"
- Create Baseline Data (aligned to targets) / Collection
 - Data Design
- New LCAP (aligned to targets), built off of Baseline Data
- Build capacity w/ Site Admin
 - Site Strategic Plan
 - (Train district/site to Strategically to evaluate current and needed resources to target District / Site goals)

Maintain + Tweak to District Balanced Budget

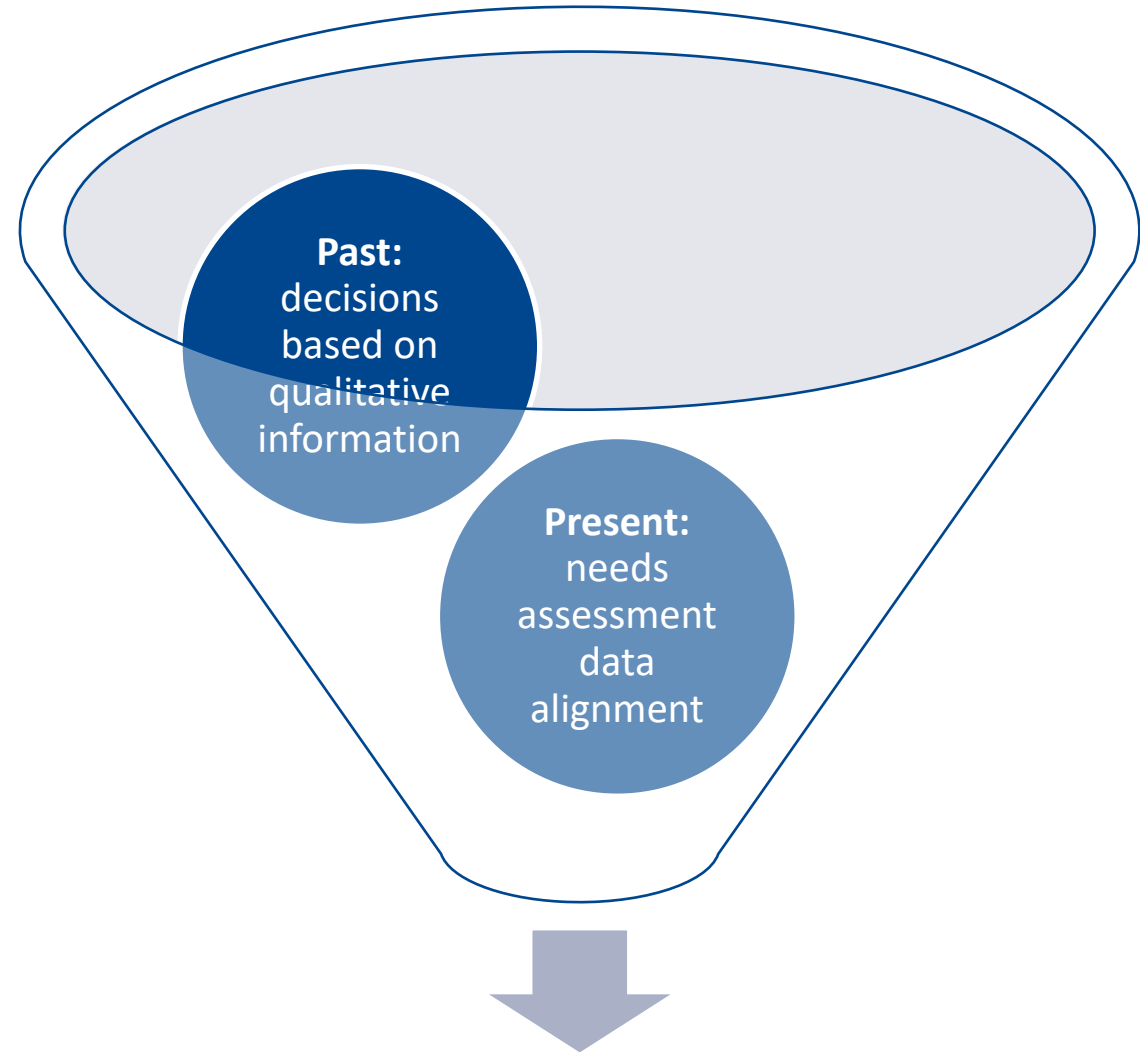
- "Use baseline data to learn to work in a "needs based" budgeted environment"
- LCAP + Strategic site plans identifying student/district needs aligned to targets
 - Implement accordingly
- Build capacity in classrooms

[illegible]



Instructional Leadership

Past
Present
Future



Future: student needs based on meaningful, measurable data



Building Capacity

Build capacity with school site administrative staff:

Instructional Leadership

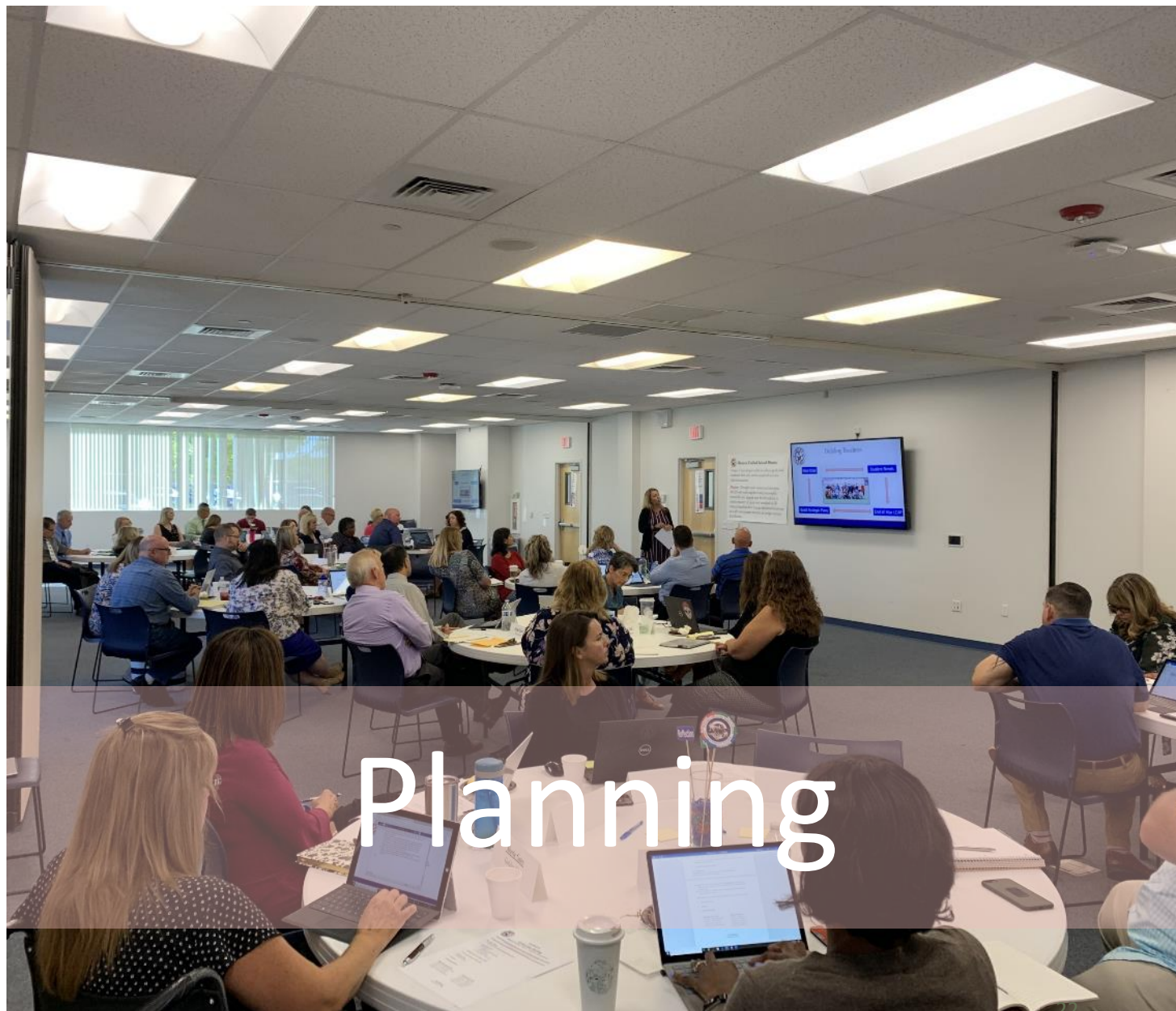
Budgeting

Inventory

Priority in time management

Personnel resources

Authentic data analysis





Strategic Planning

School Site Mission

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 school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sequoia's plan for student success is aligned to Manteca Unified School District's goals for student success. Sequoia's plan includes measurable goals which target students acquiring grade level standards, support for emerging students, and safety for our students. We strive to create a positive school climate where students feel safe and parents are an integral part in promoting a positive school culture. We recognize that we must address the needs of our emerging students and their families, particularly our Socioeconomically Disadvantaged students who represent the majority of our population. All students must have access to the core curriculum to meet grade level standards in the content areas through base and supplemental services.

Stakeholder Involvement

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

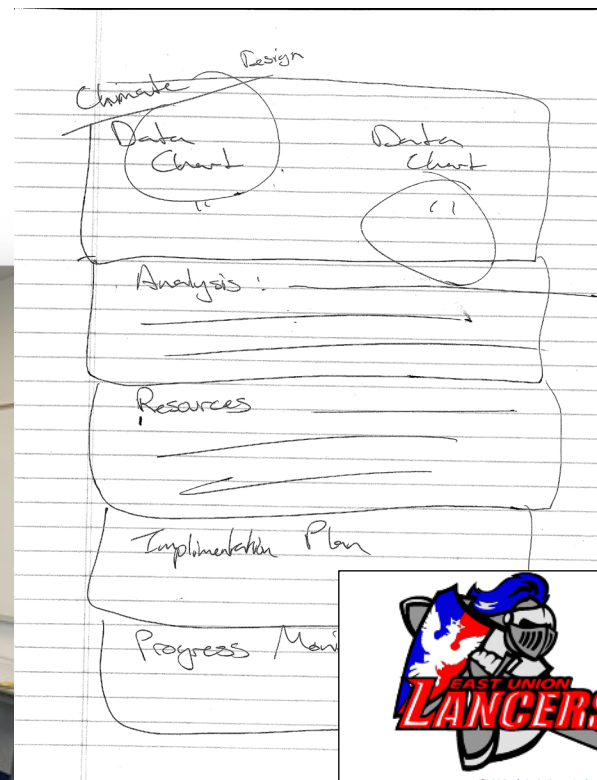
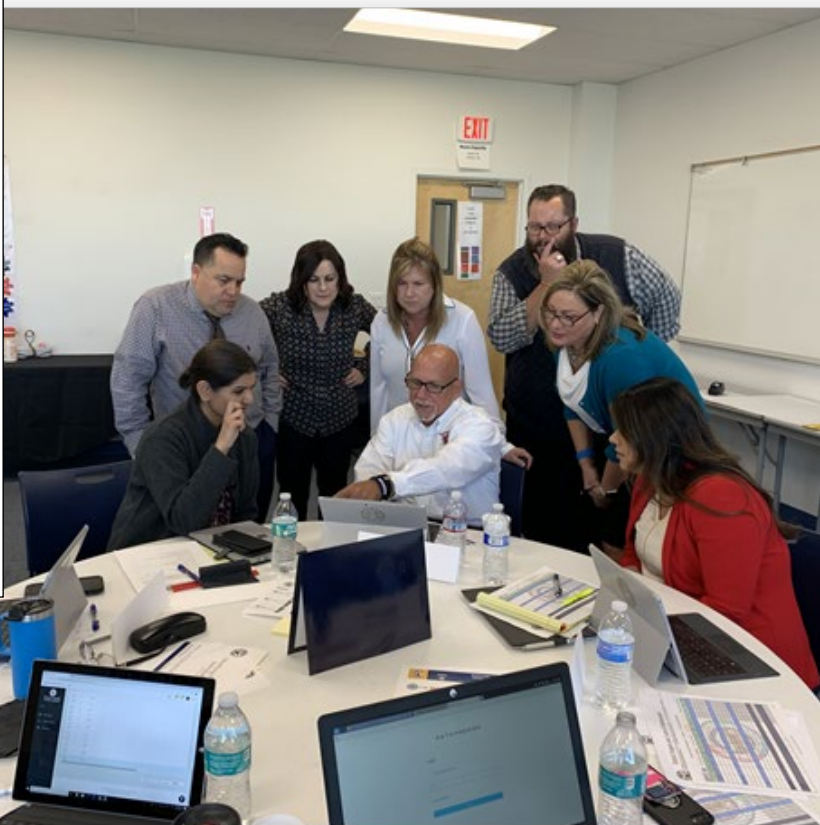
Involvement Process for the SPSA and Annual Review and Update

All Sequoia stakeholder groups had the opportunity to review and provide input for our SPSA. During our September 16, 2019 School Site Council Meeting, parent and teacher members reviewed and discussed the 2019-2020 Title 1 budget. During our ELAC meeting held on September 17, 2019 parents were given an opportunity to review and discuss the SPSA as well give input through a needs assessment. Sequoia's leadership team, school staff, SSC, and ELAC representatives will review the Dashboard, CAASPP, MUSD Benchmark Assessments, Discipline and Attendance data to determine what actions we need to take moving forward to meet the goals of both the district and the site.

Resource Inequities

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

Due to a decrease in Title 1 monies from the 2018-19 school year to the 2019-20 school year, Sequoia was unable to fund FTE intervention teacher at the intermediate grade levels. This is a position that is needed based on CAASPP data, benchmark data, and input from surveys.



Site Strategic Planning

Inventory Base and Supplemental Programs, Structures, Resources, Time and People

Align, Assess Baseline, Develop Goals

Assess with Fidelity and Integrity

Manteca Unified School District Strategic Plan
2020-2021

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.

Sequoia
34602931047585

Manteca Unified School District
34602937000000

School Site Vision

Manteca Unified School District will ensure every school day is a reward, affirming, and leads students to become productive and engaged members of a global society while residing in the central valley.

DISTRICT MISSION

Manteca Unified School District is committed to providing a safe environment where all students will thrive with the tools, resources and support needed to achieve their academic and personal potential.

Manteca Unified School District Strategic Plan
2020-2021

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.

East Union High School
34605533212010

Manteca Unified School District
34602937000000

School Site Vision



Special Education Supports

Special Education

2019 Program Identification and Refinement

DRAFT

Vision

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

MAY 31

Manteca Unified School District
Priority – Working Plan
Target – Emerging Students
Special Education



Special Education Program Identification and Refinement

Purpose (TBC): Create a system to guide students through available programming and supports to meet individual needs.

Discovery Team:

Superintendent, Deputy Superintendent, Senior Directors of Elementary and Secondary Education, Director of Special Education, Coordinator of Special Education, Director of Community Outreach, Director of Compensatory Education and Professional Learning

Initial Meeting September 25 2019

Knowns:

Streamline for effectiveness
Translates across all departments
Special Education students are C
Integrate into existing systems
Clearly articulate the process
Developed and/or Under develop
1 to 1 aide – What is the process
Transportation process for assign
Programs will not work in isolat
Service needs to be identified
We can prescribe base program

Current program discussions:

Psychologist and Assessment tea

We need to provide a base progr

- Category for base program (C

- List of interventions

o RSP

o SDC

o Mild/Moderate

o Moderate/Severe

o Speech

Disability + Needs = Qualify for

An appropriate due process align

Special Education Restructuring Proposal

A 3 Year Plan for MUSD
to become its own SELPA.

Year 1: Reorganize, Plan, Pilot and Train

Year 2: Return Moderate/Severe, Autism Classes, and Plan EBD

Year 3: Return DHH, ED, SH Behavior, OH



Table of Contents

▪ Current MUSD Students in SICOE Programs i

Year 1

Reorganize, Plan, and Pilot and Train

▪ SDC Preschool 1
▪ SDC Mod/Severe 7
▪ SDC Autism 14
▪ SDC Emotional Disturbance/Behavior Bridge..... 19
▪ Training Model 24
▪ Additional Planning..... 33

Year 2

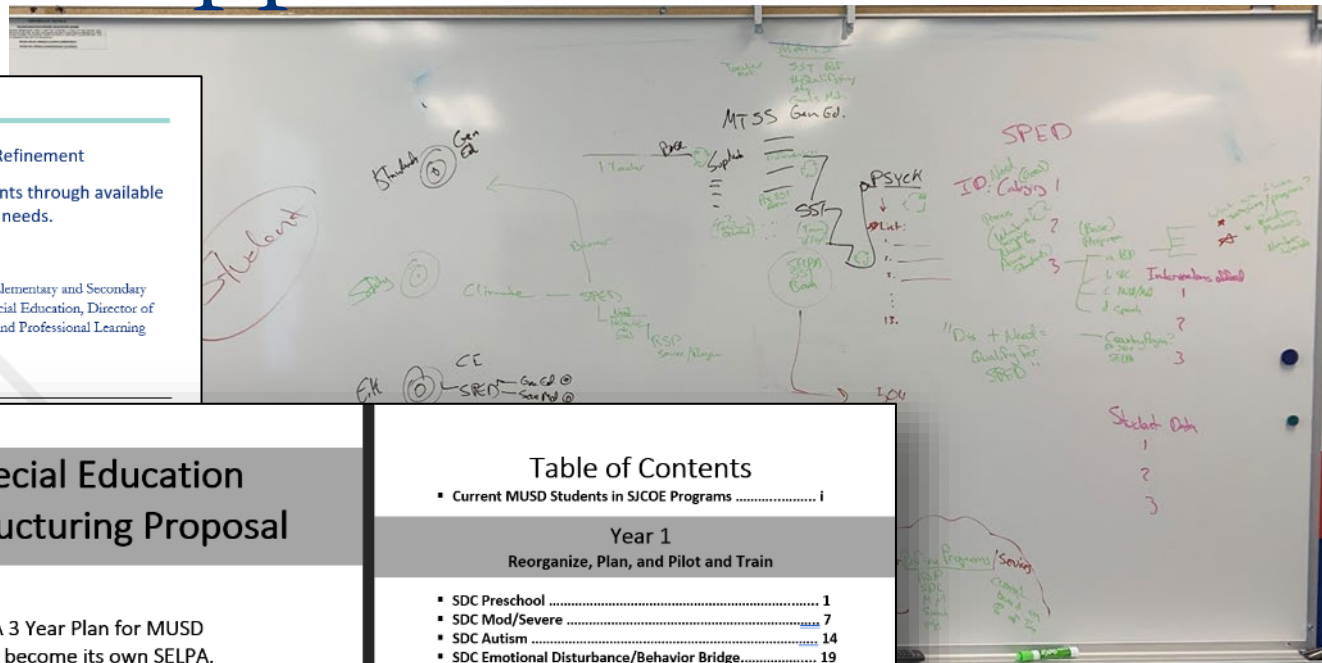
Return Moderate/Severe and Autism Programs, Plan EBD

▪ SDC Preschool/Elementary Autism 35
▪ SDC Mod/Severe 38
▪ SDC Emotional Behavior Disorders 40

Year 3

Return DHH, SH Behavior, ED, OH

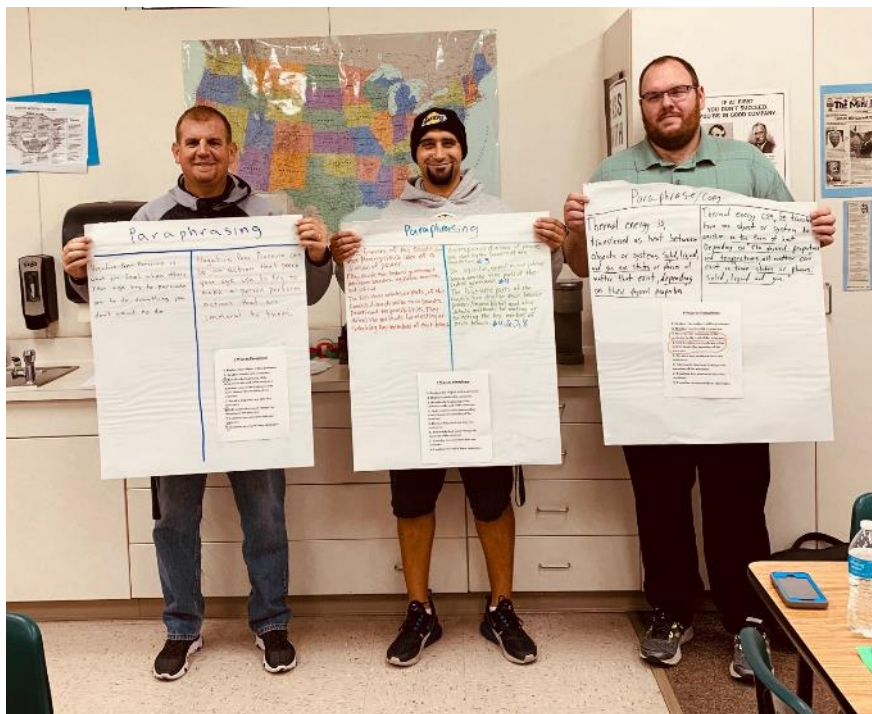
▪ In Development 43
▪ References 44





Professional Development

Wonders Base Curriculum



Study Sync Base Curriculum





EDCON 2020

Base Curriculum Review

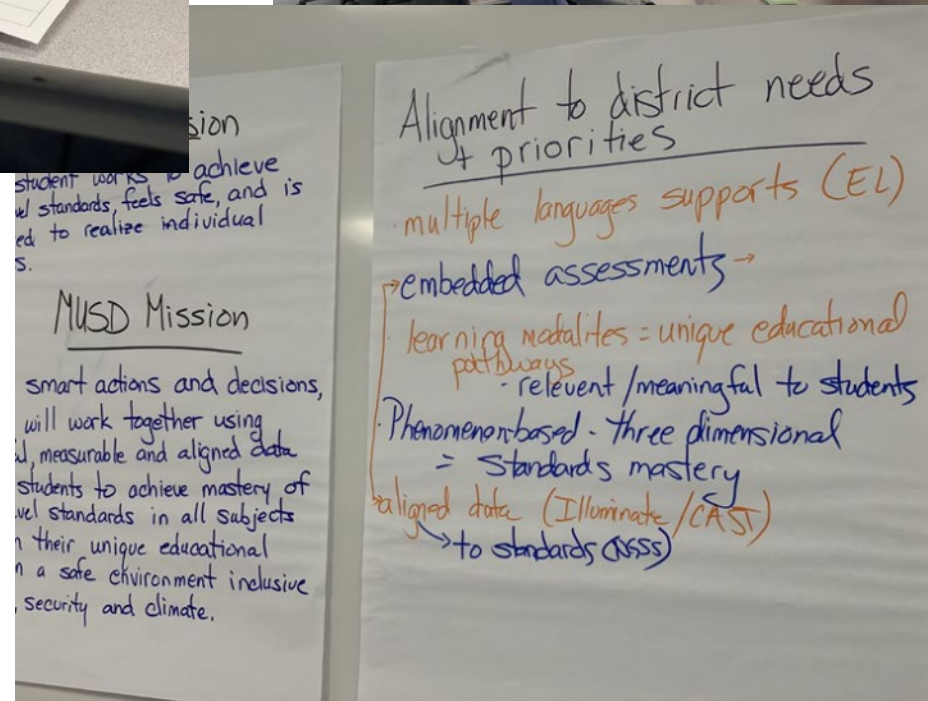
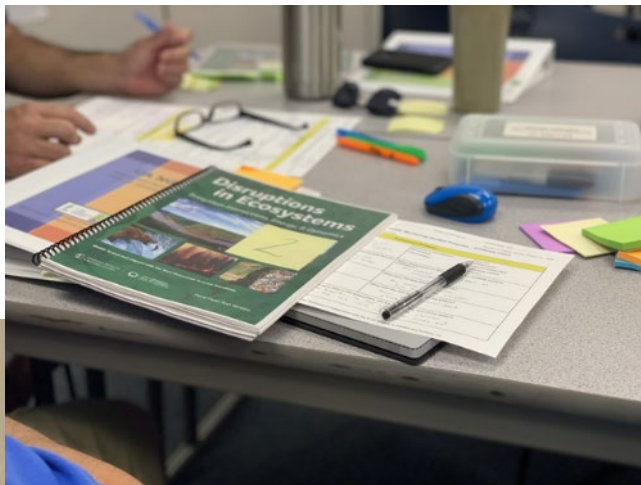


Do we know our base?





NGSS Curriculum Discussions





Crosswalks to Measures of Academic Progress (MAP)



Base curriculum access
Student centered differentiated
instruction



Base curriculum aligned with Common
Core State Standards



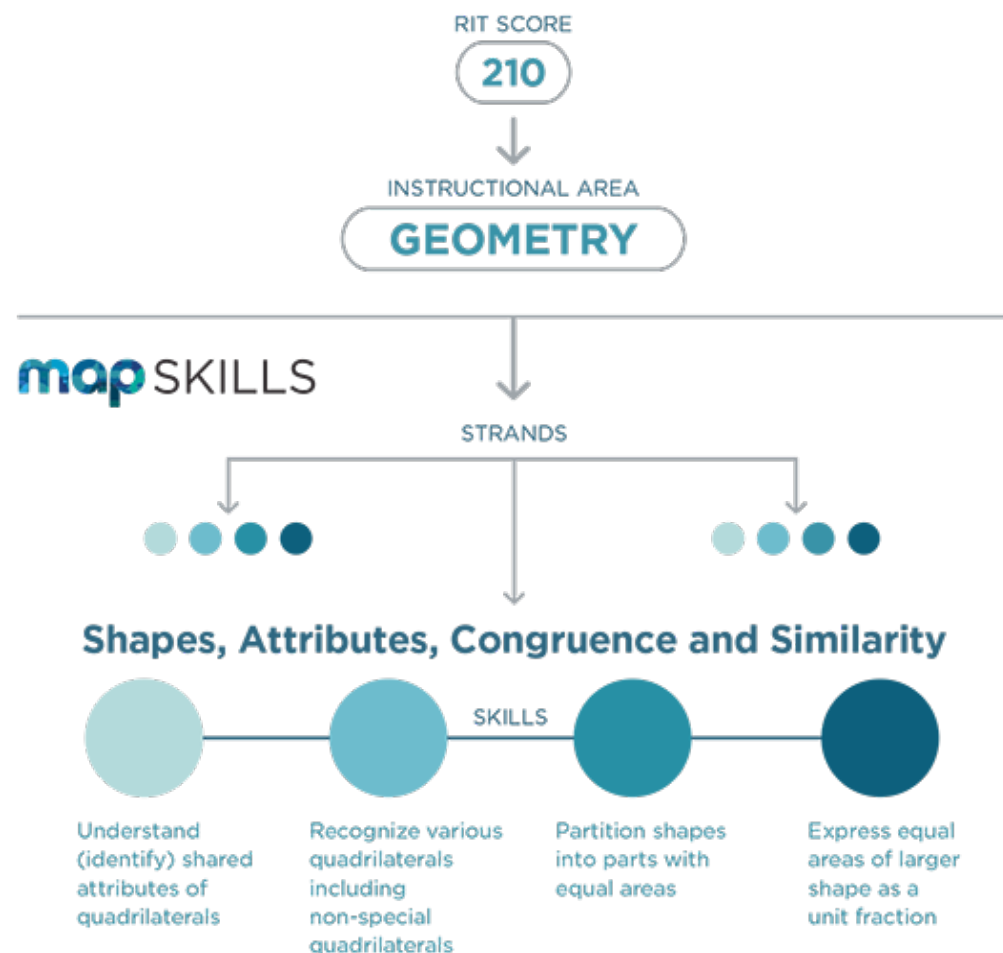
Standards based instruction focus for
Distance Learning



Teach. Learn. Grow.

- Better insights, better outcomes to guide instruction and close achievement gaps
- Great student outcomes are possible when educators have a precise, timely view of student performance.
- With accurate, reliable assessments, MAP Growth will track individual student growth in math, reading, language usage, and science throughout the school year and over time.

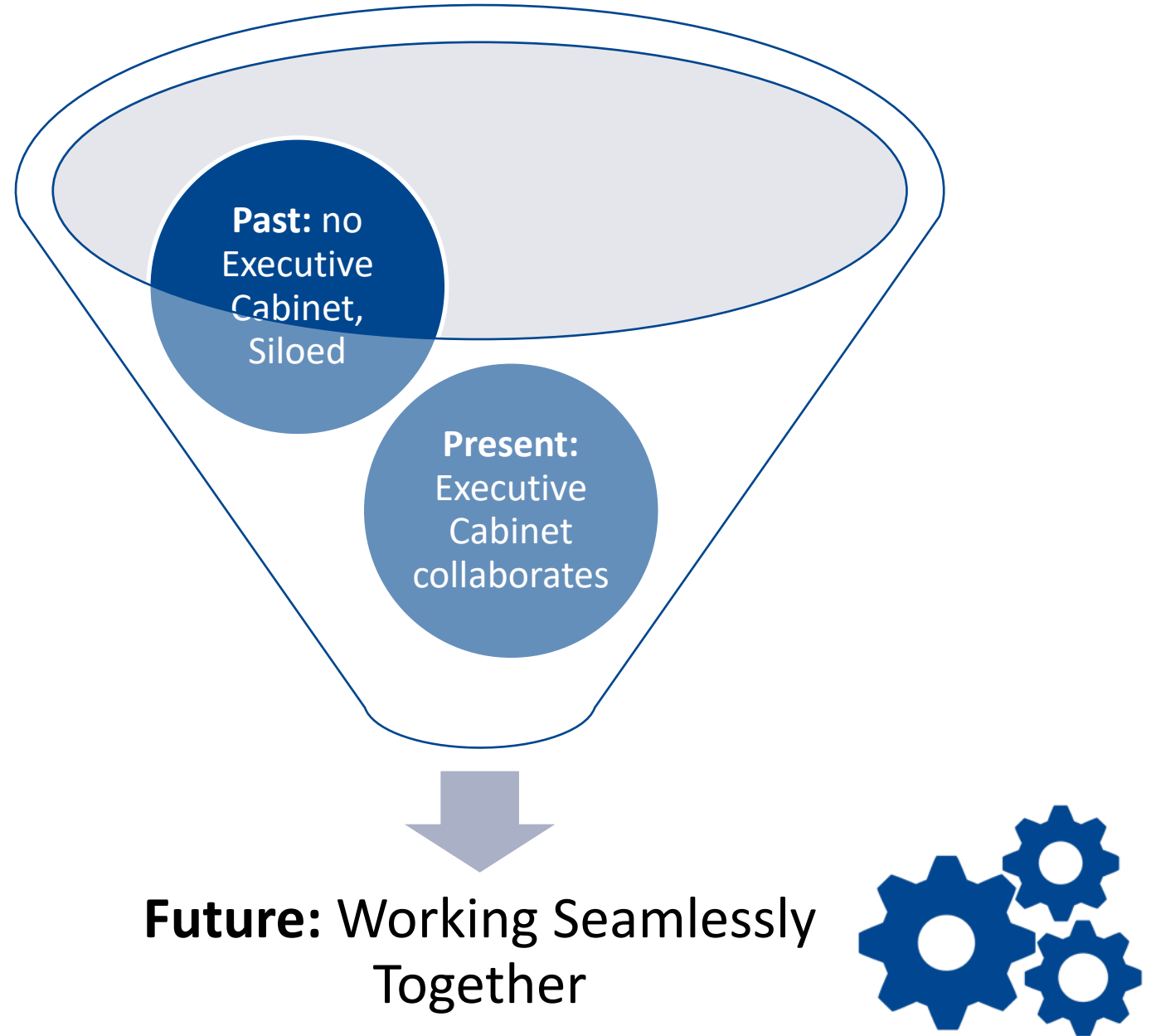
map GROWTH





Staff Relations

Past
Present
Future





Strategic Planning Opens Symposium





Cultural Change



BARRIERS TO LEARNING



Principal's Commitment:

To use aligned data to identify barriers to learning grade level standards and to assign appropriate resources to evaluate effectiveness.

Teacher's Commitment:

To implement the base mandated curriculum, which is aligned to the state standards, and authentically evaluate student success (or failures) and through the art of teaching reflect on our student achievement, modify, refine, and use supplemental materials aligned directly to identified student needs to help access curriculum and consequently the standards.



LEADERSHIP
MEETINGS



REGIONAL MEETINGS



ACCESS

Academic Conversations Centered on Education & Student Standards



AGENDA

*Academic Conversations Centered on
Educators & Student Standards (ACCESS)
May 6, 2020 | MS Teams Meeting
Elementary*

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

Discussion Topics

1. Check in - Distance Learning
2. Base Curriculum Inventory
3. Distance Learning Inventory
4. Future Meetings
5. Other/Adjournment

ACCESS

Academic
Conversations
Centered on
Educators and
Student
Standards





Meals
Served
4,022,120



Business Services

Essential services function every day behind the scenes to handle the business operations of the District.

Highlight a few:

- Human Resources
- Nutrition Education
- Transportation
- Information Technology
- Payroll
- Accounts Payable
- Purchasing
- Risk Management

School Buses Equipped!

- New camera systems in all buses
- Wi-fi in vans for access
- Installed child check systems on buses

2,037 Invoices
Paid Monthly!



36,000
technology
support
requests

530 New
Homes and
350 Multi-
Family Units

Negotiated
Contract
Savings



5,000 devices
repaired

59.22%
Experience
Modification



Staff

#proudtobemusd





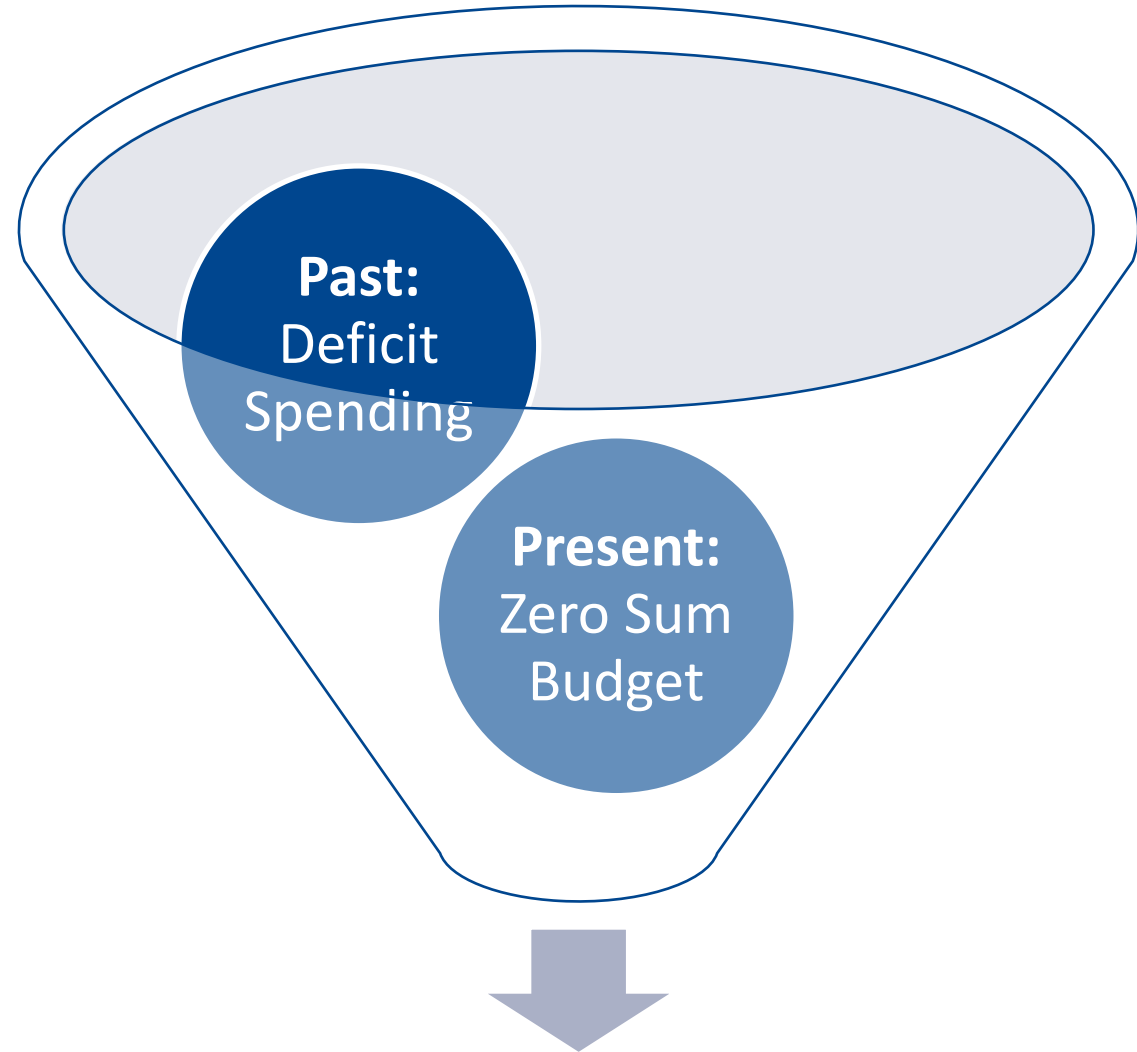
MacGyver Night

Working together to find solutions.



Budget and Finance

Past
Present
Future



Future: Needs Based Budgeting
in a Zero-Sum Balanced Budget



Budget in Crisis

- Stable government in time of crisis



- Balanced Budget in time of crisis



MUSD Prepared to Weather the Storm

- ▶ Zero Sum budget methodology
- ▶ Negotiated labor agreements with salary increases tied to LCFF COLA
- ▶ Opportunities presented through efficiencies and attritions
- ▶ Identified Tier II and Tier III reductions contingent on need
- ▶ Cash reserves in Funds 17, 20, and 40
- ▶ 75% of one month's cash flow policy
- ▶ District wide Title I in January of 2020
- ▶ Received Aa2 Bond rating review with Moody's



2020-21
ADOPTED
BUDGET
MULTI-YEAR
PROJECTIONS
REPORT
(in millions)

| | | 2020-21 | % Change (Col. C-A (B)) | 2021-22 | % Change (Col. E-C (D)) | 2022-23 |
|--|----------------------|----------------|----------------------------------|----------------|----------------------------------|----------------|
| Description | Object Codes | | | | | |
| (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted) | | | | | | |
| A. REVENUES AND OTHER FINANCING SOURCES | | | | | | |
| 1. LCFF/Revenue Limit Sources | 8010-8099 | 216,976,924.00 | 0.57% | 218,212,141.00 | 0.69% | 219,716,088.00 |
| 2. Federal Revenues | 8100-8299 | 14,856,091.00 | -25.32% | 11,094,097.00 | 0.00% | 11,094,097.00 |
| 3. Other State Revenues | 8300-8399 | 19,243,276.00 | -0.02% | 19,238,493.00 | 0.16% | 19,269,543.00 |
| 4. Other Local Revenues | 8600-8799 | 5,269,577.00 | 0.00% | 5,269,577.00 | 0.00% | 5,269,577.00 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| c. Contributions | 8980-8999 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 6. Total (Sum lines A1 thru A5c) | | \$256.4 | | \$253.8 | | \$255.4 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 111,508,138.00 | | 111,852,430.00 |
| b. Step & Column Adjustment | | | | 1,869,292.00 | | 1,894,842.00 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | (5,525,000.00) | | (720,000.00) |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 111,508,138.00 | -3.16% | 111,852,430.00 | 1.05% | 113,027,272.00 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 39,395,842.00 | | 40,066,670.00 |
| b. Step & Column Adjustment | | | | 574,223.00 | | 452,862.00 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | 96,605.00 | | (1,432,110.00) |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 39,395,842.00 | 1.70% | 40,066,670.00 | -2.44% | 39,087,422.00 |
| 3. Employee Benefits | 3000-3999 | 62,896,533.00 | -0.81% | 62,384,031.00 | 6.02% | 66,141,344.00 |
| 4. Books and Supplies | 4000-4999 | 9,282,018.00 | 5.64% | 9,805,415.00 | -8.43% | 8,978,663.00 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 22,684,506.00 | 2.54% | 23,260,905.00 | -5.98% | 21,869,747.00 |
| 6. Capital Outlay | 6000-6999 | 0.00 | 0.00% | 250,000.00 | 0.00% | 250,000.00 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 6,101,233.00 | 0.06% | 6,104,954.00 | 0.00% | 6,104,954.00 |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | (342,578.00) | 0.00% | (342,578.00) | 0.00% | (342,578.00) |
| 9. Other Financing Uses | | | | | | |
| a. Transfers Out | 7600-7629 | 0.00 | -4.00% | 0.00 | -4.00% | 0.00 |
| b. Other Uses | 7630-7699 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 10. Other Adjustments | | | | | | |
| 11. Total (Sum lines B1 thru B10) | | \$256.4 | | \$253.8 | | \$255.4 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | | | | | |
| | | \$0 | | \$0 | | \$0 |
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 25,714,312.00 | | 25,714,312.00 | | 25,714,312.00 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 25,714,312.00 | | 25,714,312.00 | | 25,714,312.00 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 167,230.00 | | 167,230.00 | | 167,230.00 |
| b. Restricted | 9740 | 3,765,351.00 | | 3,762,803.00 | | 3,760,255.00 |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| 2. Other Commitments | 9760 | 0.00 | | 0.00 | | 0.00 |
| d. Assigned | 9780 | 13,619,887.00 | | 14,119,887.00 | | 14,119,887.00 |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | 0.00 | | 0.00 | | 0.00 |
| 2. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | \$25.7 | | \$25.7 | | \$25.7 |

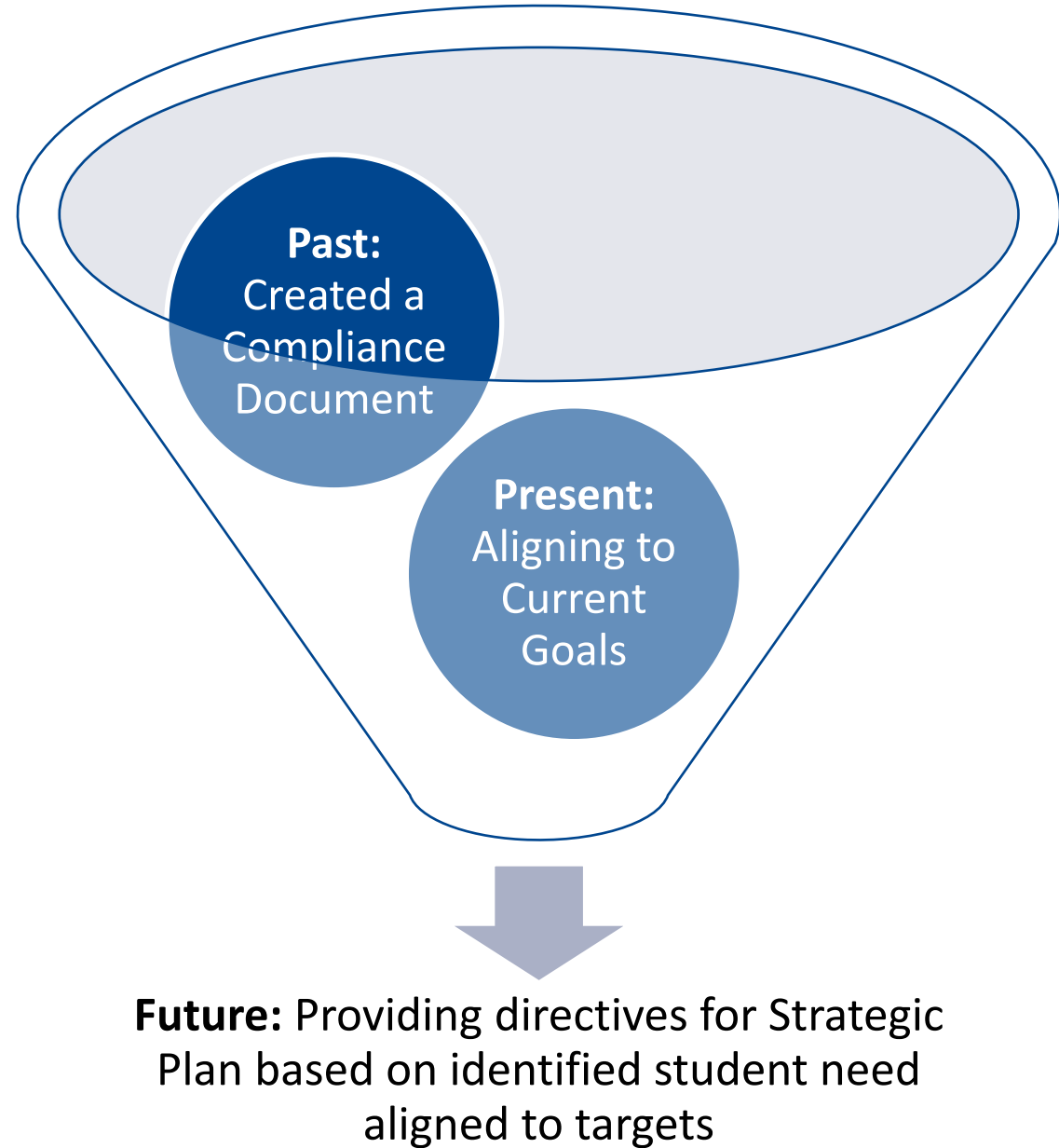


LCAP

Past

Present

Future





LCAP

- An overview of changes to the program offerings
- Major impacts on students and families
- District wide Title I direction to meet the needs of unduplicated students



COVID-19 Operations Written Report for Manteca Unified School District

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|-------------------------------|-----------------------------------|------------------|
| Manteca Unified School District | Clark Burke Superintendent | cburke@musd.net (209) 825-3200 | |

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Due to the sudden school closures necessitated by COVID-19 and the desire of Manteca Unified School District (MUSD) staff to continue student learning despite the prohibition of in-person schooling, MUSD utilized its one-to-one student to digital device ratio to stay connected with its students and maintain learning opportunities. In the initial weeks (Mar 23 - Apr 3), students were provided with links to review standards through the adopted base curriculum and its digital components as well as links to free parent/student resources available on the internet. During those two weeks, MUSD teachers trained, learned and planned how to connect digitally with their students and deliver on-line instruction. From April 6 - May 29, per the direction of the governing board of education, students were taught via online classroom environments. Some ways in which instruction was delivered included: recorded lessons, live TEAMS meetings (via Microsoft Teams), virtual assignments and collaborative discussions. The district website was created which includes resources and supports for all aspects of the program changes from help with digital problems and internet to optional resources from the county or other providers to motivate and support students. Individual contacts were made with students who were not engaging in the learning opportunities to determine the causes and see if the obstacles could be overcome. Some of the more common issues were lack of (or inconsistent) internet access, lack of motivation/engagement on the part of the student, parents unaware of what the student needed to do and how to help, and teachers unfamiliar with a new platform and instructional delivery method. The shuttering of schools impacted MUSD students and families in various ways including food insecurity, difficulty with learning, qualitative support differences between virtual and in-person learning for students with disabilities, social-emotional concerns associated with sheltering-in-place, lack of supervision, and economic uncertainty. From an educational perspective, most students did not have consistent encouragement, structure, and support typically provided by the brick and mortar school and its personnel, and these shortfalls became more apparent through the distance learning model. MUSD anticipates that the requirements for re-opening schools in August 2020 will not allow for the previous 34-1 student-teacher ratio in a single classroom or common cafeteria/gym/library space. Therefore, online and blended educational models are being developed to best meet student educational need under allowable circumstances. Counselors, health services staff (nurses), administration, school front office staffs and all school personnel have been tasked with identifying students' needs and finding solutions to the obstacles presented. Connections with child care providers, mental/emotional health services, and social services are available from district websites and district personnel.



LCAP

Estándares de nivel de grado
Cada estudiante trabajará para lograr el dominio de los estándares de nivel de grado en todas las materias.

Seguridad
Los estudiantes se sienten seguros en el entorno escolar, incluido el diseño, la seguridad y el clima.

Estudiantes emergentes
Cada estudiante recibe apoyo dentro de un sistema de múltiples niveles para lograr su éxito individual.

Grade Level Standards

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

[/proutrobemud](#)  [/msud](#)
mantecausd.net

Safety

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

[/proutrobemud](#)  [/msud](#)
mantecausd.net

Emerging Students

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

[/proutrobemud](#)  [/msud](#)
mantecausd.net



Standards Based Learning Activities

WR Area Math Cup
championships!



JC STEAM night!



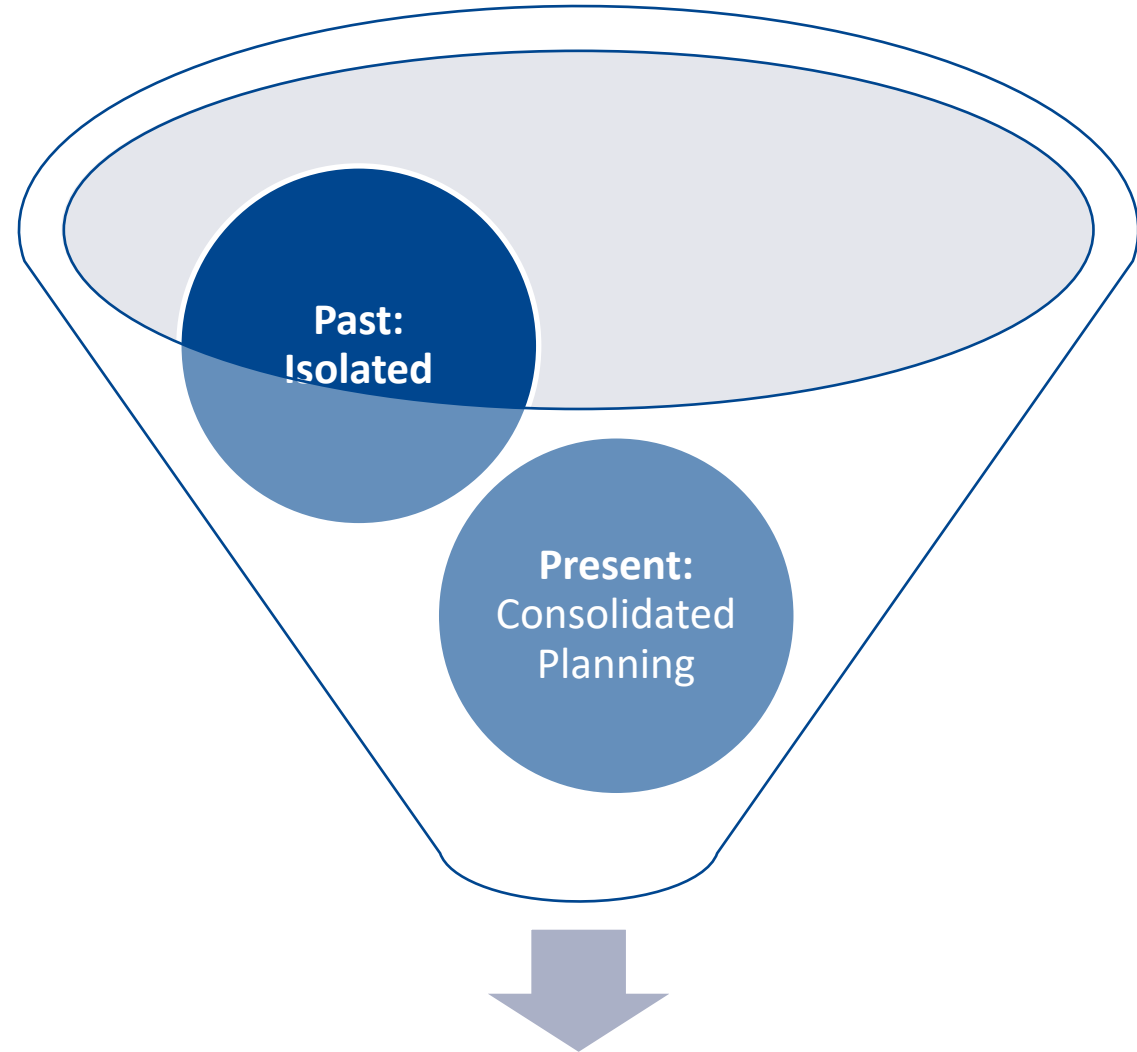


Facilities

Past

Present

Future



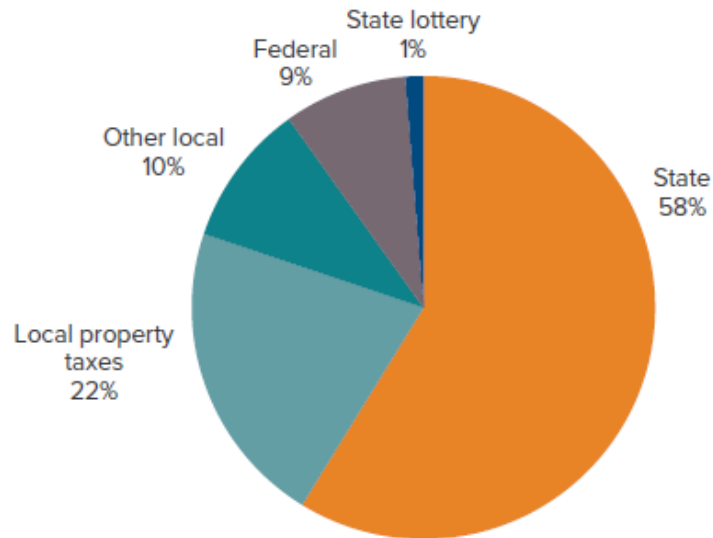
Future: Safe, Modernized, Clean working environments directly meeting the needs of students



Who Pays?

Where Public School Funds Come From

100% Local Control Funding Formula

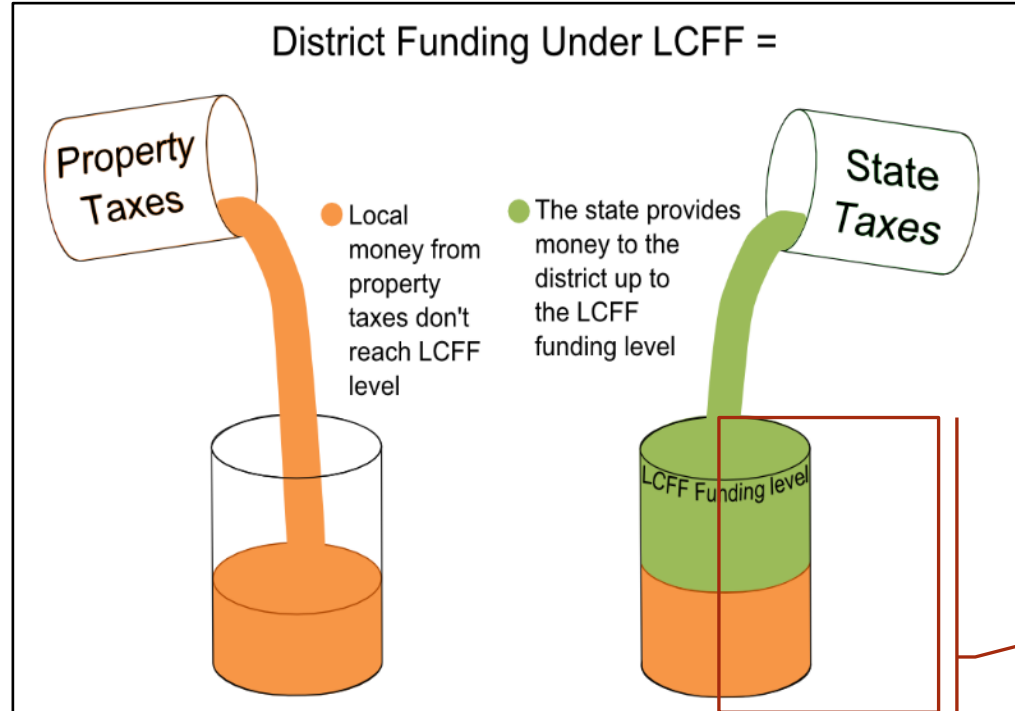


The state provides the majority of K-12 funding.

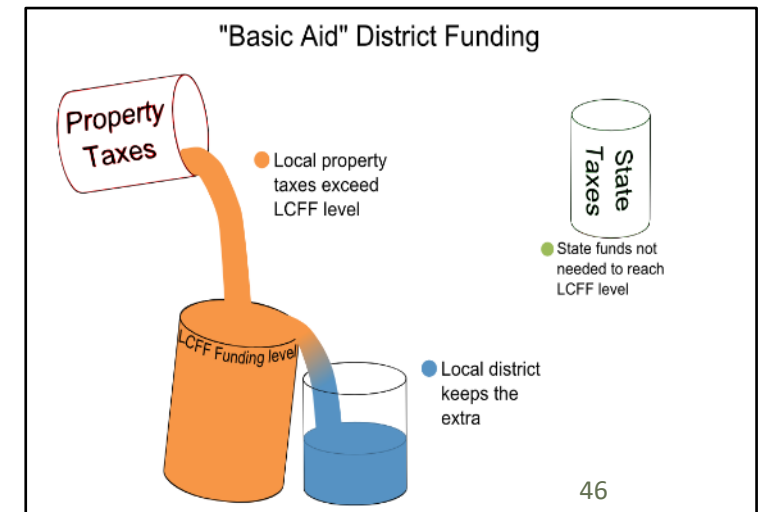
Source: Legislative Analyst's Office K-12 Funding by source, July 2018 report.

Note: Figure excludes non-Proposition 98 state General Fund contributions—including funding for state-debt service payments for school facilities, state contributions to the State Teachers' Retirement System (CalSTRS), and California Department of Education operations.

State Dictates Amount of Funds



100 California School Districts



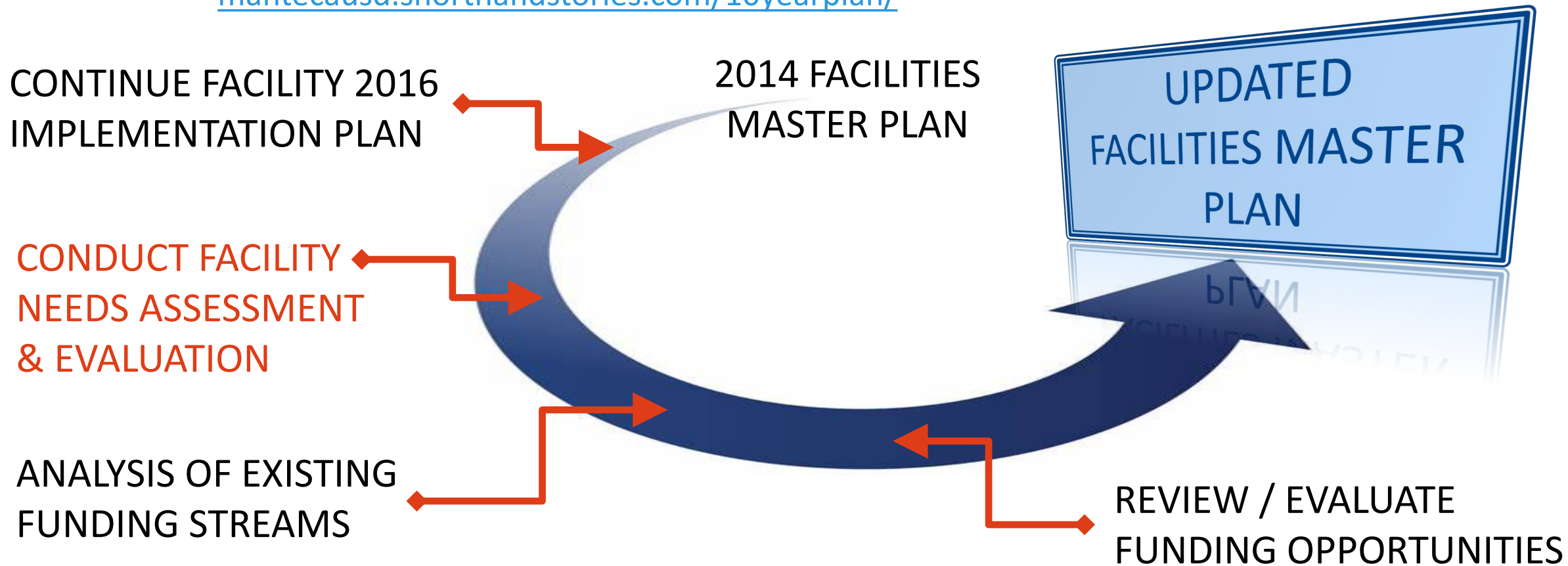




Five-Ten Year Facilities Plan

Steps to updating the Facilities Master Plan

mantecausd.shorthandstories.com/10yearplan/





24,000 Students
32 Campuses

- Average of 7,860 work orders per year, since 2006
- On pace to complete **9,500** work orders in 2019

Before 1970:



1980-1989:



1990-1999:



After 2000:



Manteca High School opened in 1920



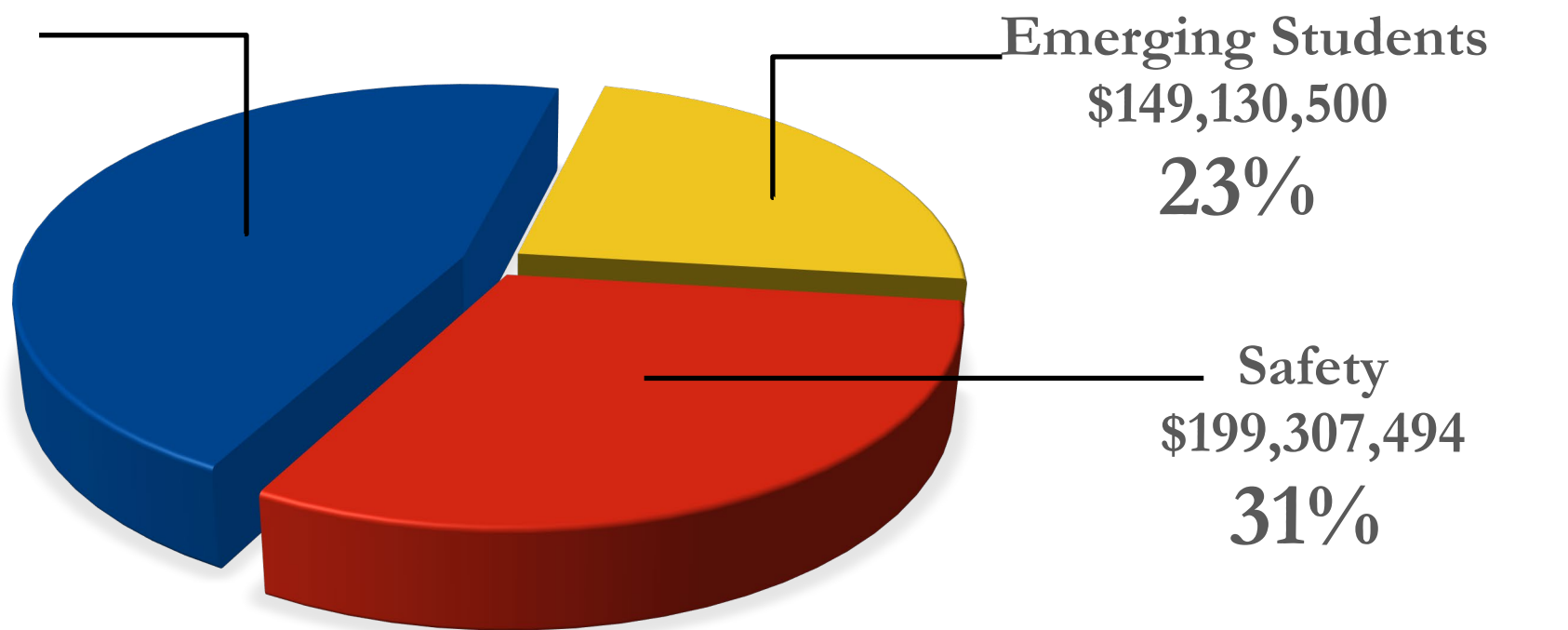
New Haven Elementary opened in 1958



Facilities Needs Assessment and Evaluation

Grade Level Standards
\$297,347,676...

= \$645 Million
Facility Needs



Safety



Grade Level Standards



Emerging Students



2020 Construction Milestones





2020 Planning Milestones

MANTECA HS



NEW HAVEN ES



MCPARLAND ES



FRENCH CAMP ES



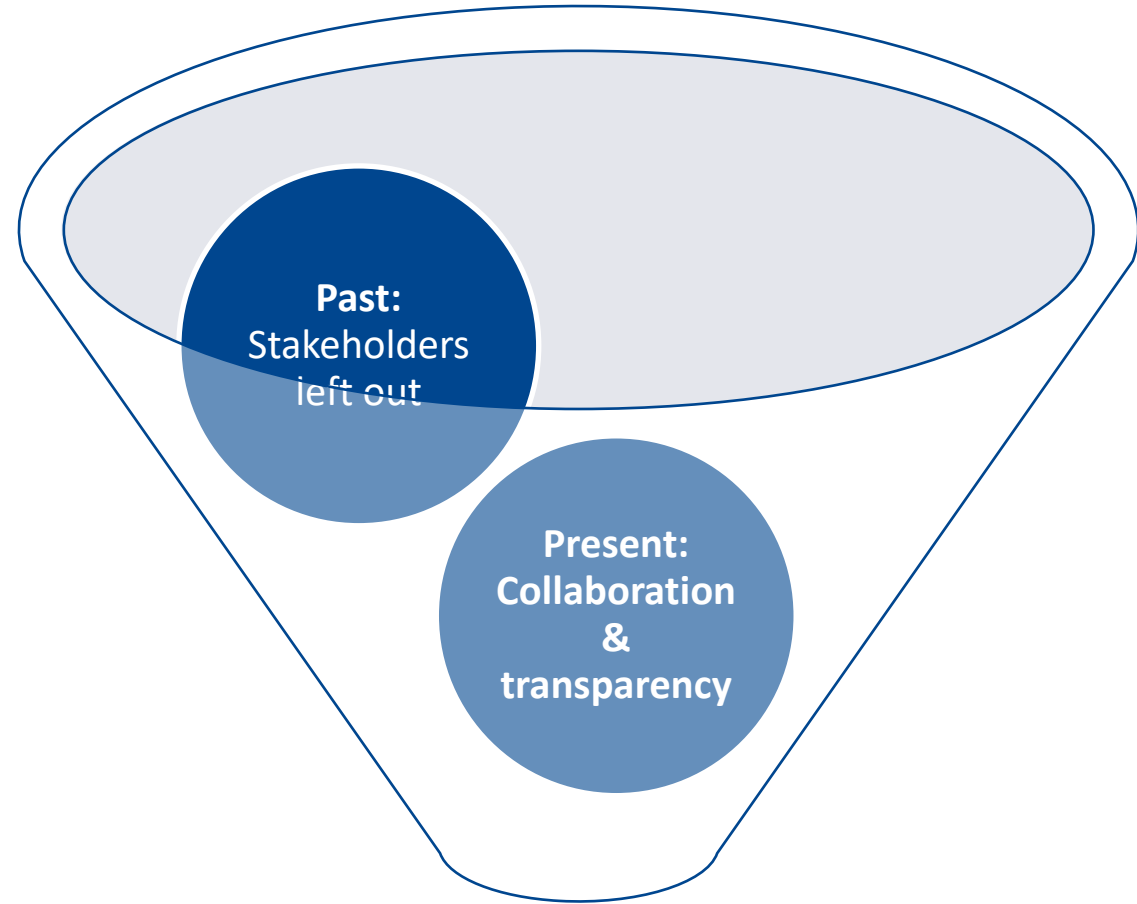


Community Relations

Past

Present

Future



Future: All Stakeholders have a voice





DOUBLES IN 30 YEARS

Manteca Unified enrollment hits 23,800



Students enjoy the special features of Learning Paths.

Up by 200+ with more new students daily
By DENNIS WYATT
The Bureau

Students enjoy the special features of Learning Paths. Manteca Unified has recently doubled its enrollment in the past 30 years. The district's enrollment is now 23,800, up from 11,900 in 1990. The district is currently accepting applications for the 2020-21 school year. The district is currently accepting applications for the 2020-21 school year.

25,596 MEALS PER DAY
MUSD student meals up 8 percent



Nutrition key to success in classroom

Manteca students send care package to PE teacher deployed in Qatar



PE teacher deployed in Qatar

25,000 return to school from a distance on Monday, April 6



PE teacher deployed in Qatar

90% INITIAL ATTENDANCE VIA MUSD'S DISTANCE LEARNING



PE teacher deployed in Qatar

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

LEARNING TO TEACH

MUSD mentoring pays big dividends



Students enjoy the special features of Learning Paths.

A WINNING RECIPE
Driving home life skills & academics

MUSD takes family & consumer science seriously

Recordnet.com
News worth sharing online



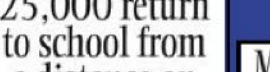
Nutrition key to success in classroom

Manteca Unified moves to distance learning model through at least May 15



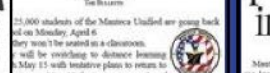
PE teacher deployed in Qatar

25,000 return to school from a distance on Monday, April 6



PE teacher deployed in Qatar

90% INITIAL ATTENDANCE VIA MUSD'S DISTANCE LEARNING



PE teacher deployed in Qatar

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

LEARNING TO TEACH

MUSD mentoring pays big dividends



Students enjoy the special features of Learning Paths.

A WINNING RECIPE
Driving home life skills & academics

MUSD takes family & consumer science seriously

Recordnet.com
News worth sharing online



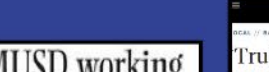
Nutrition key to success in classroom

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

25,000 return to school from a distance on Monday, April 6



PE teacher deployed in Qatar

90% INITIAL ATTENDANCE VIA MUSD'S DISTANCE LEARNING



PE teacher deployed in Qatar

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

LEARNING TO TEACH

MUSD mentoring pays big dividends



Students enjoy the special features of Learning Paths.

A WINNING RECIPE
Driving home life skills & academics

MUSD takes family & consumer science seriously

Recordnet.com
News worth sharing online



Nutrition key to success in classroom

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

25,000 return to school from a distance on Monday, April 6



PE teacher deployed in Qatar

90% INITIAL ATTENDANCE VIA MUSD'S DISTANCE LEARNING



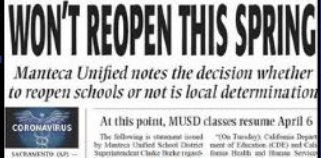
PE teacher deployed in Qatar

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

NEWSOM: MOST SCHOOLS WON'T REOPEN THIS SPRING



Students enjoy the special features of Learning Paths.

A WINNING RECIPE
Driving home life skills & academics

MUSD takes family & consumer science seriously

Recordnet.com
News worth sharing online



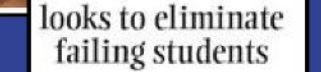
Nutrition key to success in classroom

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

25,000 return to school from a distance on Monday, April 6



PE teacher deployed in Qatar

90% INITIAL ATTENDANCE VIA MUSD'S DISTANCE LEARNING



PE teacher deployed in Qatar

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

NEWSOM: MOST SCHOOLS WON'T REOPEN THIS SPRING



Students enjoy the special features of Learning Paths.

A WINNING RECIPE
Driving home life skills & academics

MUSD takes family & consumer science seriously

Recordnet.com
News worth sharing online



Nutrition key to success in classroom

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

25,000 return to school from a distance on Monday, April 6



PE teacher deployed in Qatar

90% INITIAL ATTENDANCE VIA MUSD'S DISTANCE LEARNING



PE teacher deployed in Qatar

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

NEWSOM: MOST SCHOOLS WON'T REOPEN THIS SPRING



Students enjoy the special features of Learning Paths.

A WINNING RECIPE
Driving home life skills & academics

MUSD takes family & consumer science seriously

Recordnet.com
News worth sharing online



Nutrition key to success in classroom

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar

25,000 return to school from a distance on Monday, April 6



PE teacher deployed in Qatar

90% INITIAL ATTENDANCE VIA MUSD'S DISTANCE LEARNING



PE teacher deployed in Qatar

Manteca Unified moves to distance learning model through at least May 15



PE teacher deployed in Qatar



Every Student





Every Student





Outreach Statistics

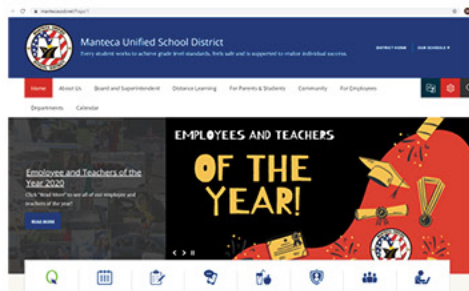
WWW.MANTECAUSD.NET

Total Visits: 666,205

Individual Page Views: 596,906

Top Pages (views):

- Employee Resources: 154,471
- Coronavirus: 106,653
- Calendar: 85,181
- Home Supports: 26,196
- Distance Learning: 7,684



MUSD MOBILE APP

Total Downloads: 3,265

Top Pages:

- Student Connect: 127,663
- Parent Connect: 103,703
- Notifications: 25,688
- Menus: 18,105
- Top Stories: 15,317



THE MARK HIGHLIGHTS

August – December

- Estimated 250,000 emails sent
- 9,104 Reads on Issuu.com

January-June

- 226,978 emails campaigns sent
- 53,672 emails opened
- Open rate is 4% above the national average





Outreach Statistics

FACEBOOK

1,504 New Facebook Followers

4,744 Total Followers

Highest Post Reach: 10,211

Average of 60 Posts per Month



TWITTER

137 New Twitter Followers

1,141 Total Followers

Average Visits per Month: 387

25,000 Tweet Impressions





“It is our moral imperative to provide every student access to a robust instructional program aligned to grade level standards,”

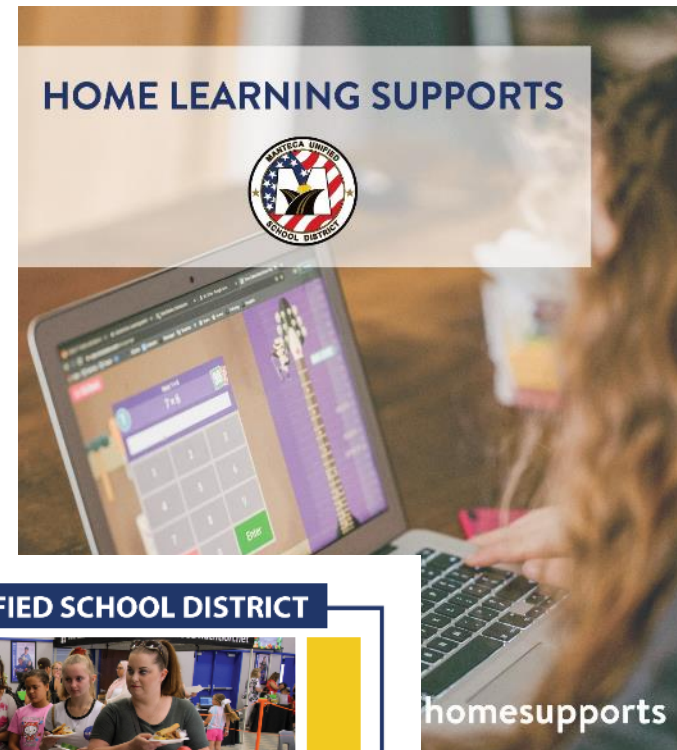
Dr. Clark Burke, Superintendent

The only true failure would be to do nothing; our students are far too important to sit idle. It is our belief that no student should be harmed by circumstances outside of their control nor by imposing limits on their potential for academic growth.



Pandemic Response – Essential Services

- Initiated Joint Incident Command
- Critical decision making based on fact-based guidelines
- Mitigated work conditions with tiered level response
- Delivered meal services
- Delivered standards-based curriculum virtually
- Delivered access to internet
- Negotiated with all labor groups
- Delivered professional development for a new learning environment
- Accessed funding from State and Federal government
- Communicated across all channels
- Delivered online kindergarten registration





Pandemic Response

GRAB AND GO MEALS

- 100,000 Meals Served
- 21 Locations
- Meals Provided 7 Days a Week

**Statistics for March - May 2020*



21ST CENTURY LEARNING

- 27,000 district issued devices connected to the internet
- 71,500,000 websites visited
- 39,700,000 web searches
- 25,500 active users in Microsoft Teams
- 8,560,000 chat messages
- 7,600 active channels/classes
- 159,000 1:1 calls (audio and video)

**Statistics for April and May 2020*





Promotions and Drive-Thru Diploma P/U's





Summer Learning Institute

- Two programs: K-11
 - **By Invitation**- daily virtual meetings with live teacher
 - **For All**-weekly virtual meeting with teacher online curriculum
- 1,700 students enrolled and assessed remotely
- 34 teachers, 4 Admin, 6 classified staff members supporting





“New” Normal

What does the 2020-2021 School year look like?

FUOPS — Future Operations

Distance Learning

100% vs 2
 Staggered Increase by grade
 Distance vs Online Learning
 50% of attendance - resident
 20% of attendance - resident

Multi track

3 track
 4 track
 Modified Year Round
 Single Track

Reduce Program

reduced program
 reduced program options
 (Last Option
 Finance Driven)

Specialized Programming

VAPA
 STEM
 SPED
 Charter

Half day

50% resident
 50% remote
 Night classes
 JC model

Hybrid

Specific Subjects
 online
 Specific Subjects
 resident
 long class
 long class

Staggered Start

AM/PM
 modified block
 - 4x4
 - MWF / T Th
 Rotating Block
 1, 2, 3, 4,
 5, 6, 1, 2
 3, 4, 5, 6

Resource Center

"High-Tech High"
 At Promise
 1 Teacher
 1 Parent
 1 SSA

Devices

24,000 1 to 1
 Deployment - 1 yr.
 Students retain
 all devices for
 Summer Learning

Project Based Learning

Technology supported

Course listings

Teacher chooses
 or
 Master schedule choice

Consolidate Programming

School Closures
 Summer Programming

Communication

- Key Dates

Transposition Model Tech

Curriculum
 Delivery
 Social Distancing

Studio
 Production
 Rooms
 Edmentum
 Canvas
 Schoology
 Data Drive

Access

Migrant
 EL
 Foster/Homeless
 Hot Spots

Facilities

Handwashing Stations
 Bunk beds
 Shells
 Desk design
 Desk layout

PPE

Standards based
 Summer
 Mask
 Gloves

Modular based program

Budget
 Title/Fed
 CLE

Student Learning

2020-2021 School Year



Considerations

- Go back to the way we left it.
- Remote/Distance Learning.
- Delay the start of the school year.
- Accelerate the start.
- Open following CDC and SJCPH guidelines.
(Staggered Days)
- Create a hybrid option.



Priorities for Program Design

- Students should come to school every day
- Safety measures are overt and incorporated throughout the day
- Limit number of students on campus at any one time
- No group gatherings outside of the classroom
- Sports and Extra-curricular to be integrated back safely as Public Health allows
- Collaboration time for teachers
- Support centers to help students daily
- Provide meals daily



MUSD K-12 Teaching & Learning Model



Our Manteca Unified School District Board's Vision is to ensure students work to achieve grade level standards, feel safe and are supported to realize their individual success. This continued **purpose** is relevant now more than ever.

We will through smart analysis make decisions 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.

MUSD propose action to provide standards-based instruction through two learning models during the 2020-21 school year. The *Teaching and Learning Models* will continue to **intentionally** and **systematically** support our mission, vision, and strategic, long-range plans inclusive of the entire 20-21 school year.



Learning with
fidelity aligned to
state standards.

Online Learning Model

The online model is a specialized virtual school of choice program with a child centered approach.

All students will have a personalized learning plan aligned to state standards with autonomy in learning and pace.

K-12 students will receive instruction and guidance from certificated teachers.

Teachers will use a specialized learning modular platform built to address the unique needs of online learners.

A Learning Support Center HUB providing support for students needing additional support achieving or exceeding grade level or subject level standards will be available for small group or one-on-one.



Benefits of our Blended Learning K-12

- Providing services to students daily while socially responsible
- Following all CDC/SJCPHS health and safety guidelines
- **ALL Students will receive instructional services 5 days a week**
Students on campus 4 days a week (9-12)
and 5 days a week (K-8)
- **Smaller resident class sizes**
- Informed by **best practices** for online learning and resident learning
- Dedicated collaboration and preparation time for teachers

- More **one to one instruction**, increased subject intensive time with individual teachers
- **Learning Support Centers** on campus for on site targeted support
- On site instruction critically focused to align to standards (sacred time)
- Redefined roles for administration and support staff aligned to tiered intervention supports
- Dedicated support period for **small group instruction** within the existing school day
- Counselors will have more access to addressing student academic and socio-emotional needs
- Continued **meal services daily** for ALL students



Learning with fidelity aligned to state standards.

Blended Learning Models

K-6th Blended Learning Model

- Students will be on campus for direct instruction in a morning or afternoon session.
- Students that are not on campus will be engaged through TEAMS in Standards Based Learning assigned by the teacher.
- Teachers will provide ELD and tiered intervention and enrichment during the learning day.

7-8th Blended Learning Model

- Core scheduling with Math, Science, English and Social Studies
- Band, Choir, Electives

9-12th Blended Learning Model

- Students will be on campus in a morning or afternoon session.
- Students that are not on campus will be engaged in Standards Based Learning and/or guided instruction lessons.
- Additionally, teachers will reach out to students in MS TEAMS to support EL/SPED and struggling learners.

SDC M/Mod Mod/Sev Learning Model

- Attend 5 days all day, Minimum Day Wednesday.
- IEP and support services provided



Why are we here?

