

## Manteca Unified School District Strategic Plan

2023-2024

### 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.

### **Lathrop High School**

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### **Manteca Unified School District**

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### School Site Vision

The vision of Lathrop High School is to be the central fixture in our united community through the establishment of a rigorous academic program, which promotes social and academic responsibility among all of our stakeholders.

### School Site Mission

The mission of LHS is to provide each student with a diverse education in a safe and supportive environment that promotes self-discipline, accountability, and life-long achievement. Along with peers, staff, and parents and the community, LHS strives to prepare its students with the skills and abilities to be successful in their post-secondary careers and become contributing members of their evolving communities in our diverse and challenging society.

### **Purpose and Description**

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

#### Schoolwide Program

#### Additional Targeted Support and Improvement

The purpose of this plan is to provide a safe school environment focused on increased academic achievement for all students.

Lathrop High School is eligible for Additional Targeted Support and Improvement for the 2023-2024 school year for the following student groups:

Students with Disabilities (SWD) – Suspensions, Academic Performance in Math and ELA.

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.

In order to ensure that all students achieve at grade level standards, it is critical that we provide a safe learning environment and guaranteed viable curriculum through consistent and appropriate instructional strategies, including strategies directed toward meeting the special needs of students at risk. To ensure that all students have access to gradelevel standards, including opportunities for both remediation and enrichment, students needing access to extra individualized assistance will be supported, opportunities for greater parent engagement will be continued, and ongoing professional development and coaching will be provided for teachers.

### **Educational Partner 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**

The current SPSA was discussed and approved by School Site Council at the meeting in April 2023. Lathrop High School finished its most recent full WASC process in April of 2019 with a two-day midterm review in November 2021. In preparation for our Winter 2025 WASC visit, our community members – faculty, staff, students and parents – completed will begin the self-study cycle. Our community members are regularly involved in reviewing progress toward our WASC Action Plan goals, which align to the Strategic Plan goals. Site Council is a critical part of this process, reviewing the WASC and Strategic plans and progress as time evolves. Because of its involvement in the self-study, it has been important to School Site Council that the current SPSA/Strategic Plan goals align with the WASC Action Plan goals. Data is annually reviewed by faculty and staff - department chair meetings, PLC teams, staff surveys, staff meetings, and informal conversations - and students are involved, providing input through surveys and the Leadership and SPIRIT programs. Parent surveys and conversations in ELAC, SSC, and booster meetings, also inform the decision-making process. All of these groups are a part of the development, monitoring, and revision of our schoolwide goals and actions. School Site Council and other parent groups, faculty, staff and students will continue to be a part of ongoing monitoring of data and reviewing progress on these goals and actions.

### **Resource Inequities**

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

A number of student groups are under performing on our campus, based on the California Dashboard information, common district final exams, grades and academic progress. On Smarter Balanced tests, English Learners and Students with Disabilities continue to score "very low" in both English and Math. Additional resources and support for these students will support these significant subgroups (our emerging students) in greater academic achievement. The winter 2023 NWEA MAP assessment data further indicates EL and SWD students are underperforming in both Reading and Math.

Winter 2022 MAP READING 6+ Percentile			MAP MATH 6+ Percentile		
61-99	41-60	1-40	61-99	41-60	1-40
EL (214)	22 (10%)	27 (13%)	165 (77%)	20 (9%)	17 (8%)
SWD (218)	37 (19%)	41 (21%)	118 (60%)	34 (18%)	32 (16%)
ALL (1505)	583 (39%)	398 (26%)	527 (35%)	523 (34%)	341 (23%)

Targeted ongoing professional development for all staff focused on instructional strategies for support SWD and EL students, as well as time to work in Professional Learning Community teams, focusing on PLC question 3 - What do we do when students do not learn - will support teachers in using student data to strategically improve instruction through specific strategies to support student learning, by name and by need. LHS is committed to a guaranteed, viable curriculum for all!

### School Site Description

Lathrop High School (LHS) is home of Spartan Nation! As the newest of the five comprehensive high schools in Manteca Unified and the only comprehensive high school in Lathrop, LHS intentionally builds a positive school culture with a strong focus on college and career readiness for every student. In August 2008 the school opened with 481 students; that number has grown to more than 1500 students in 2022. The school grounds cover 54 acres and include two gyms, a dance room, a conditioning room, a swimming pool and a stadium, two shop buildings, a greenhouse, and sixty-five classrooms. During 2022-2023 school year, the District's CTE programs were incorporated into Lathrop High School giving our students full access to agricultural mechanics, game design, education and family services, health science, and a manufacturing and product design pathways. Students have the opportunity to be a Career and Technical Education Pathway Completer or Supercompleter.

LHS will continue to add additional course offerings to meet the need of the growing student population. LHS offers an abundance of UC a-g designated courses in addition to numerous CTE programs and pathways. The availability and flexibility provided by the 4x4 block schedule format allows our students access to more elective choices and deeper development of their chosen areas of interest. Students can participate in band, choir, Academic Decathlon, agriculture and FFA, culinary arts, JROTC and woodshop. Students can study art, piano, dance, sewing, world languages, business, and more! For those students who need assistance, LHS offers intervention in the form of before and after school tutoring and teacher-held office hours. LHS also offers Advanced Placement (AP) courses in English, math, science, social science, Spanish and French. All freshmen participate in the Success 101 program, which helps each student to define a ten-year plan for his/her future.

Lathrop High Spartans are strongly encouraged to participate in athletics, community service, and extra-curricular activities to increase school connectedness, which helps students feel supported and keeps them engaged in learning on campus. There are more than 25 active student clubs with strong teacher support and more than 600 students participate after-school sports each year. Leadership students create an undercurrent of positive school culture – “We Are Spartan Nation” – through ongoing activities and opportunities for student engagement during the school day and after school. Student participation in school events is encouraged and monitored through the use of the Five-star app with 75% of students checking in at one or more events. Students can also earn “Savage Spartan” points that they can redeem for Spartan gear through Agora, the student-run student store.

The Lathrop High School Spartan community grows every year, and as Lathrop is currently ranked as one of the fastest growing cities in the state of California – that growth is expected to continue well into the next decade. Many of our families are generational Lathrop residents, but much of the city's growth also comes from the influx of Bay Area commuters. The staff at Lathrop High understands its place in this community and the importance of maintaining a safe and inviting campus that supports strong academics and strong student engagement. The staff works hard to balance academics with a rich and vibrant school culture. Additionally, Lathrop High students are invited to “Respect the SHIELD,” SHIELD standing for “Spartans Honor Integrity, Engagement, Leadership, and Determination.” These values form the foundation for student behavioral expectations and citizenship on campus. Individual students are recognized regularly for embodying these character traits through the Student-of-the-Month program and annual Golden Shield awards given out during our SHIELD rallies. Along with staff, parents, and the community, Lathrop High School strives to prepare its students with the skills and abilities to be successful in their post-secondary careers and to become contributing members of their communities.

#### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.80	74.28	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	5.10	6.99	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.40	15.46	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	3.25	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
<b>Total Teaching Positions</b>	<b>73.70</b>	<b>100.00</b>	<b>1050.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						

<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### **Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)**

<b>Authorization/Assignment</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	11.40	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	11.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

#### **Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)**

<b>Indicator</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.90	
<b>Local Assignment Options</b>	1.40	
<b>Total Out-of-Field Teachers</b>	2.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.50	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	4.2
<b>Library Media Teacher (Librarian)</b>	1.0
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.2

## 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).

Beginning with the 2018-2019 school year and continuing through the 2021-2022 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

### 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.

### 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 leadership team is comprised of the principal, assistant/vice-principal, Intervention TOSA, and others meet regularly to evaluate benchmark 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 standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.



## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2019-2020 school year, which improved from the previous year where there were 4 misassigned teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

### 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 2020-2021 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core 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 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

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

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of inclusive academic instruction in the 2021-2022 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction, formerly known as BTSA, will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most at risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Student outcomes, primarily indicated by MAP growth assessment data, will determine the efficacy of the support.

In addition, the District provides three 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. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

## 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 teachers of ELA/ELD, Mathematics, core classes, and 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 program 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 more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

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

## Teaching and Learning

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

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. Intervention programs include Rosetta Stone, and ALEKS. 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 each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. 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 along with the DPAC 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).

Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

### Fiscal support (EPC)

All Manteca schools receive formula-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 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,477	50.6	13.3	0.7
Total Number of Students enrolled in Lathrop High 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	196	13.3
Foster Youth	11	0.7
Homeless	44	3.0
Socioeconomically Disadvantaged	747	50.6
Students with Disabilities	152	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	107	7.2
American Indian	9	0.6
Asian	160	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	182	12.3
Hispanic	804	54.4
Two or More Races	58	3.9
Pacific Islander	15	1.0
White	142	9.6

**Conclusions based on this data:**

1. The largest ethnic group at LHS is Hispanic/Latino.
2. More than half of the students at LHS are socioeconomically disadvantaged.
3. LHS has more more than twice as many homeless youth as foster youth.





# Grade Level Standards

**Grade Level:** 9-12

## District Goal

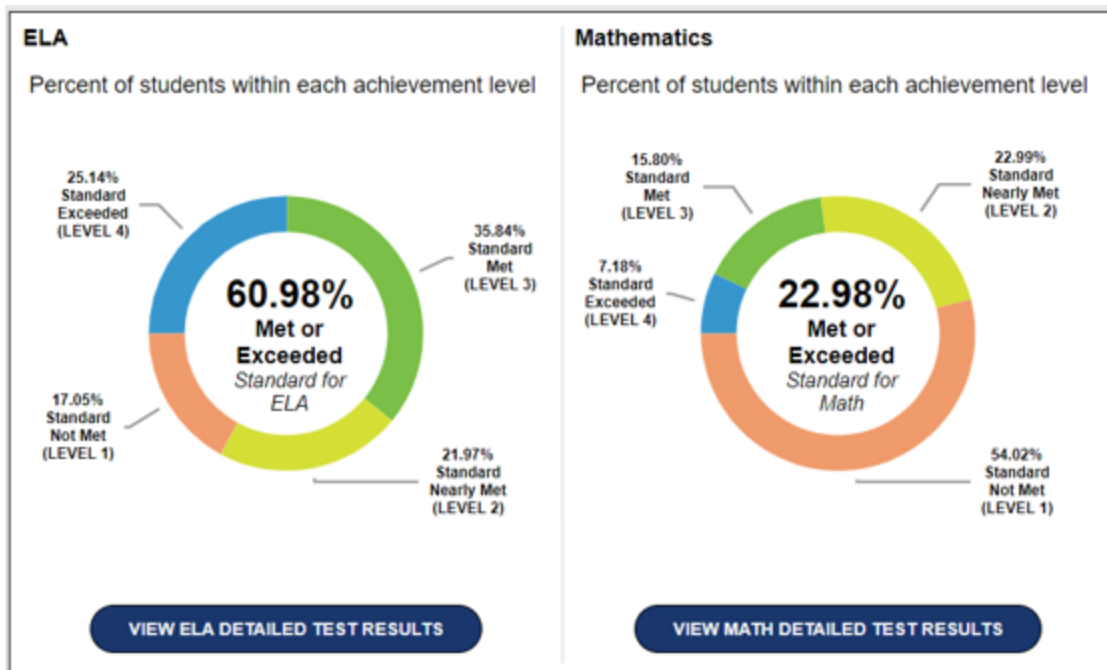
Every student works to achieve mastery of grade level standards in all subjects.

## Site Strategic Goal

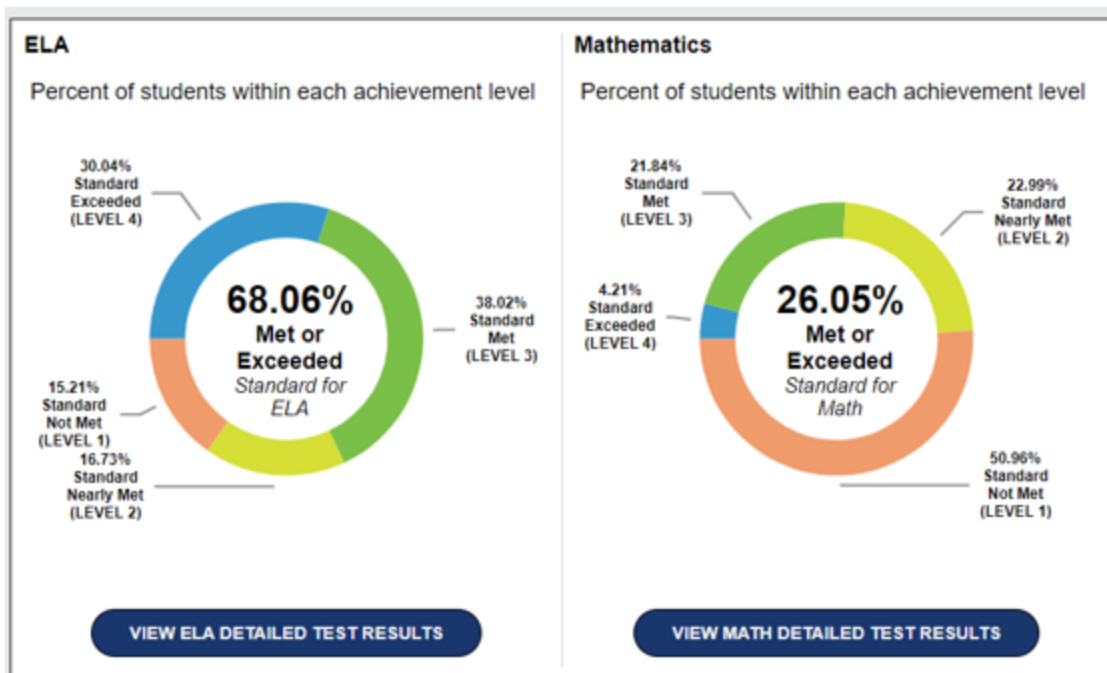
At Lathrop High School, all students are supported in meeting grade level standards through the use of base curriculum, including opportunities for remediation and enrichment.

## Base Requirements

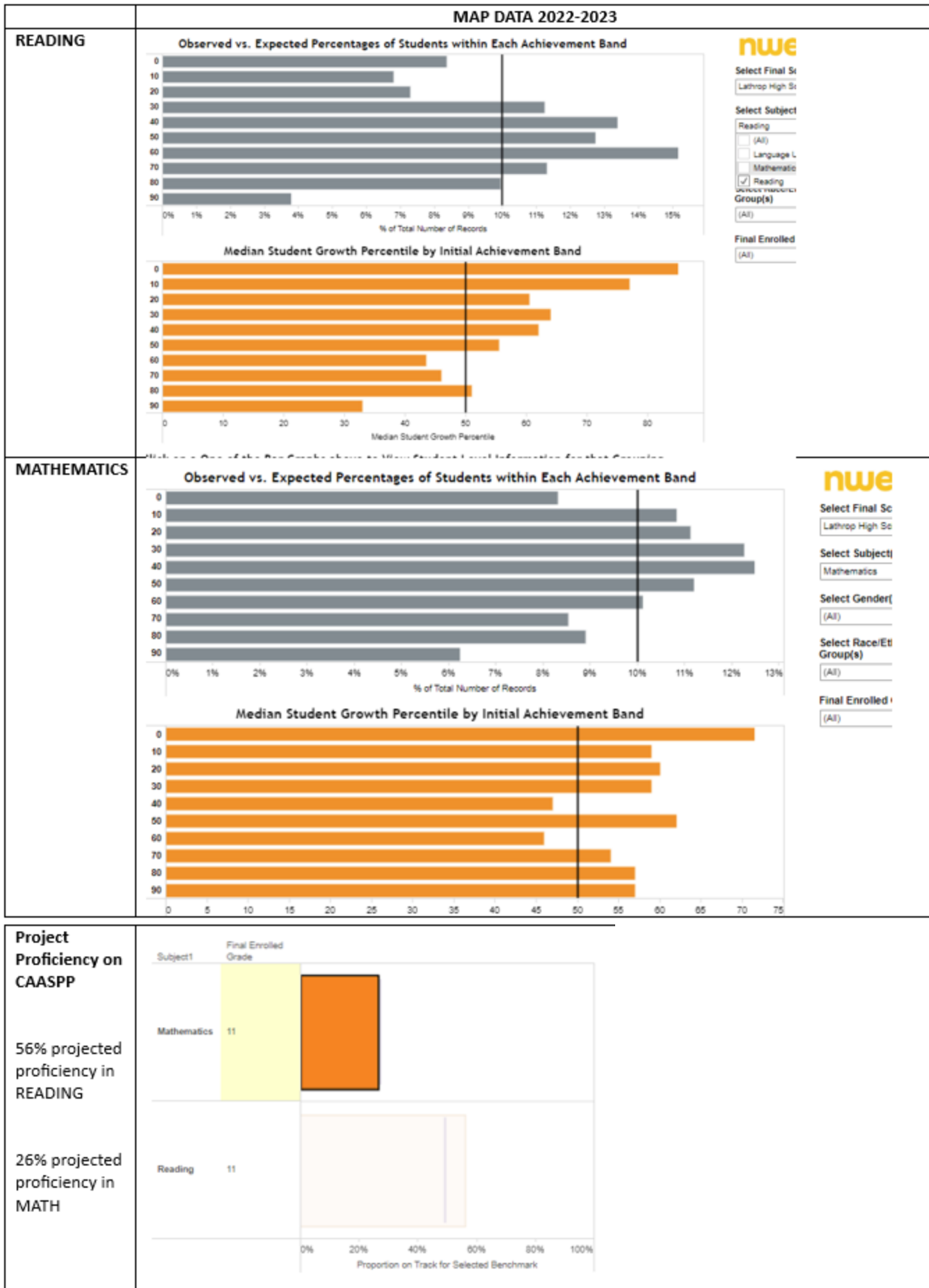
Every student is entitled to base instruction and services including materials and supplies.



Lathrop High School 2021-2022 – CAASPP Results



Lathrop High School 2020-2021 – CAASPP Results



READING

Median Student Growth Percentile by Ethnicity and Ending School

Select a cell within the table to view grade and student level information within that grouping

Selected Growth Metric

2.00

99.00

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-ethnic	Native Hawaiian or Other Pacific Islander	White	Row Summary
Lathrop High School	74	55	57	54	64	38	60	56

MATHEMATICS

Median Student Growth Percentile by Ethnicity and Ending School

Growth in all subgroups

Select a cell within the table to view grade and student level information within that grouping

Selected Growth Metric

1.00

99.00

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-ethnic	Native Hawaiian or Other Pacific Islander	White	Row Summary
Lathrop High School	74	62	63	54	58	78	55	57

## Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	275	359		263	346		263	346		95.6	96.4	
All Grades	275	359		263	346		263	346		95.6	96.4	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2617.	2603.		30.04	25.14		38.02	35.84		16.73	21.97		15.21	17.05	
All Grades	N/A	N/A	N/A	30.04	25.14		38.02	35.84		16.73	21.97		15.21	17.05	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.86	22.83		58.17	62.72		15.97	14.45	
All Grades	25.86	22.83		58.17	62.72		15.97	14.45	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	32.70	28.03		50.95	57.51		16.35	14.45	
All Grades	32.70	28.03		50.95	57.51		16.35	14.45	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13.69	15.90		76.05	72.54		10.27	11.56	
All Grades	13.69	15.90		76.05	72.54		10.27	11.56	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	35.74	22.83		54.75	64.74		9.51	12.43	
All Grades	35.74	22.83		54.75	64.74		9.51	12.43	

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	272	359		261	348		261	348		96.0	96.9	
All Grades	272	359		261	348		261	348		96.0	96.9	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2541.	2536.		4.21	7.18		21.84	15.80		22.99	22.99		50.96	54.02	
All Grades	N/A	N/A	N/A	4.21	7.18		21.84	15.80		22.99	22.99		50.96	54.02	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.81	7.47		44.06	43.68		47.13	48.85	
All Grades	8.81	7.47		44.06	43.68		47.13	48.85	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.58	9.20		67.05	63.22		23.37	27.59	
All Grades	9.58	9.20		67.05	63.22		23.37	27.59	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.28	7.18		72.03	65.52		20.69	27.30	
All Grades	7.28	7.18		72.03	65.52		20.69	27.30	

### Data Analysis

CAASPP scores from 2021-2022 and 2021-2022 indicate a decrease in student proficiency in both English (7.08% decrease) and Math (3.07% decrease). The 2021-2022 scores are more reflective of the 2018-2019 CAASPP scores (pre-pandemic).

LHS CAASPP Scores 18-19 20-21 21-22

English Language Arts 61.43% 68.06% 60.98%

Mathematics 22.22% 26.05% 22.98%

Current MAP growth scores from (August 2022 to Jan 2023), show that student achievement in Reading and Math is increasing with strong gains in mathematics. Students in the lowest achievement bands showed significant growth from fall to winter in both Reading and Mathematics.

LHS MAP Growth Fall to Winter

Median Growth	Grade 9	Grade 10	Grade 11	Grade 12	All
Reading	47	55	53	67	56
Mathematics	52	51	56	67	57

While CAASPP scores reflect a decline in academic achievement, MAP scores indicate students are demonstrating growth in both Reading and Math. While MAP growth is encouraging, the test scores themselves show that our students still need support in building proficiency in these critical areas. As both teachers and students become more familiar with MAP and understand how to leverage MAP data, it is anticipated that more targeted instruction will bring greater growth.

**Student Need 1:**

Students need greater support in meeting and exceeding grade level standards in English and Math. All LHS English and Math faculty (including Special Education staff) will continue in their concerted efforts to teach the MUSD base curriculum with fidelity. Additionally, ELA competencies and Math Practices will become a greater area of focus for all teachers across the curriculum.

**Implementation Plan**

- ~PLC Leads need extra hours/release time to analyze data and coordinate and monitor planning and implementation (monthly).
- ~Strategic Planning Lead Teachers need extra hours/release time to analyze data and coordinate and monitor planning and implementation (monthly).
- ~MAP Data analysis sub/extra hours for teachers to analyze MAP data to implement base curriculum.
- ~Professional development via release time/extra hours for integrating ELA competencies and Math practices across curriculum.
- ~Access to books materials and supplies needed to give students and staff access to meeting and exceeding grade-level standards in English, math, and science.
- ~Increase parent involvement through Spartan Parent University, Spartan Coffee Social, and Spartan Parent Symposium.
- ~Books, materials, and supplies related to parent involvement activities to increase academic achievement in English, Math, and Science.

**SMART Goal**

All students will meet their projected proficiency target in both Reading and Math on the MAP fall, winter, and spring assessment.

Metric/Indicator	Baseline	Expected Outcome
SBAC English	21-22 60.98% of students met or exceeded standards	+5% increase of students meeting or exceeding standards (65.98%)

SBAC Math	21-22 22.98% of students met or exceeded standards	+5% increase of students meeting or exceeding standards (27.98%)
MAP Reading Student Growth	median growth 56	+2 point increase in median growth in Reading
MAP Math Student Growth	median growth 56	+2 point increase in median growth in Reading

#### Targeted Resources Applied

Action	Resources	Money/Budget
PLC Leads need extra hours/release time to analyze data and coordinate and monitor planning and implementation (monthly)	Title I Part A: Allocation	8,679
Strategic Planning Lead Teachers need extra hours/release time to analyze data and coordinate and monitor planning and implementation (monthly)	Title I Part A: Allocation	5,000
Professional development via release time/extra hours for teachers to analyze MAP data to implement base curriculum and integrate ELA competencies and Math practices across curriculum	Title I Part A: Allocation	7,500
Access to books materials and supplies needed to give students and staff access to meeting and exceeding grade-level standards in English, math, and Science	LCFF- Supplemental	8,000
Increase parent involvement through Spartan Parent University, Spartan Coffee Social, and Spartan Parent Symposium. Planning time via release time/extra hours for teachers to develop and implement parent involvement activities.	Title I Part A: Allocation	3,500
Books, materials, and supplies related to parent involvement activities to increase academic achievement.	LCFF- Supplemental	1,000

#### Progress Monitoring

October

January

April



### Data

LHS New Faculty			
SY	Teacher	%	Counselors
17-18	12	18%	1
18-19	12	18%	1
19-20	7	11%	
20-21	3	5%	1
21-22	12	18%	
22-23	6	10%	

## Academic Performance: Mathematics LHS

### All Student Groups by Performance Level

8 Total Student Groups

#### All Students

All Students State



88.8 points below standard

Number of Students: 339

#### Very Low

English Learners

Hispanic

Students with Disabilities

#### Low

African American

Socioeconomically Disadvantaged

White

#### Medium

Asian

Filipino

#### High

No Student Groups

#### Very High

No Student Groups

#### No Performance Level

American Indian

Foster Youth

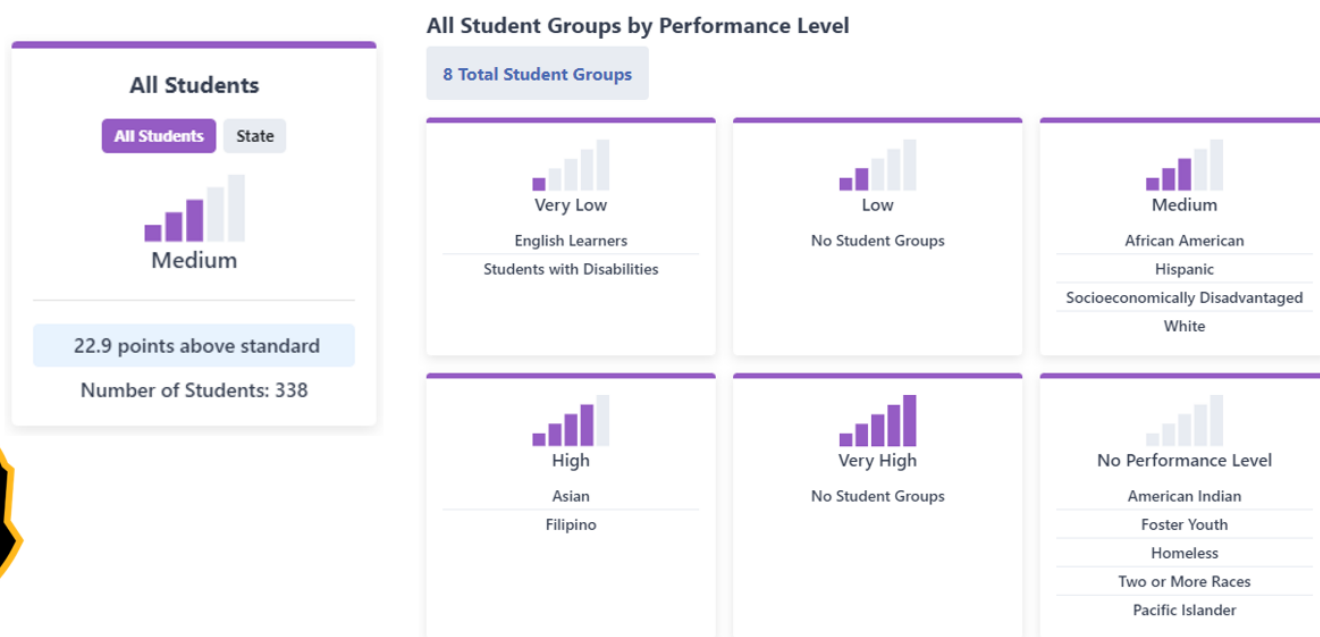
Homeless

Two or More Races

Pacific Islander



# Academic Performance: English Language Arts LHS



## Data Analysis

As do many schools, LHS has had new teachers join the faculty for the past five years. Of the 70 teachers starting the 23-24 school year, only 38 were here five years ago, representing a "new teacher" rate of 54%. To ensure consistency and guaranteed viable curriculum, strong PLCs are critical with this teacher turnover rate. Additionally, based on the vastly varied performance of subgroups on the CAASPP tests and the diverse backgrounds of our students, teachers knowing students "by name and by need" and using best practices to increase student engagement in classroom instruction is essential to ensure high achievement for all.

## Student Need 2:

Students need to be actively engaged with consistent instruction in base curriculum, including consistent pacing and grading within courses and vertical articulation within departments. Instruction must be delivered using effective structures and strategies that actively engage students ensuring positive interdependence, individual accountability, equal participation, and simultaneous interaction.

## Implementation Plan

~PLC work supports the creation of standardized "guaranteed viable curriculum" for all students at LHS and allows teacher teams to select the most effective strategy based on the content and student learning needs.

~Professional development that supports the continued implementation of effective engagement structures and strategies.

~Professional Development and PLC/collaboration time for teachers to analyze data, identify strategies, and plan instruction that aligns to essential standards.

~Teacher led classroom walkthroughs to observe peer teaching and collect snapshot data regarding student engagement/strategies, and standards aligned instruction.

## SMART Goal

All PLC teams will improve by one band in the 5 areas on the PLC Rubric Audit - Norms, Data Used, Instructional Strategies, Success Criteria by implementing practices as defined in the PLC Audit.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
PLC Rubric Audit - Norms	22-23 PLC teams rates at progressing	All teams rate at mostly effective
PLC Rubric Audit - Data Use	22-23 PLC teams rates at progressing/mostly effective	All teams rate at mostly effective/effective
PLC Rubric Audit - Instructional Strategies	22-23 PLC teams rates at progressing/mostly effective	All teams rate at mostly effective/effective
PLC Rubric Audit - Success Criteria	22-23 PLC teams rates at emerging	All teams rate at mostly effective
PLC Rubric Audit - Next Steps	22-23 PLC teams rates at mostly effective	All teams rate at emerging

#### **Targeted Resources Applied**

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Professional Development and PLC/collaboration release time/extra hours for teachers to support the creation of standardized "guaranteed viable curriculum" for all students at LHS by analyzing data, identifying strategies, and planning instruction that aligns to essential standards and supports the continued implementation of effective engagement structures and strategies.	LCFF- Supplemental	9,000
Teacher release time for teacher-led classroom walkthroughs to observe peer teaching and collect snapshot data regarding student engagement/strategies, and standards aligned instruction.	Title I Part A: Allocation	5,000

#### **Progress Monitoring**

**October**

**January**

**April**



#### District Goal

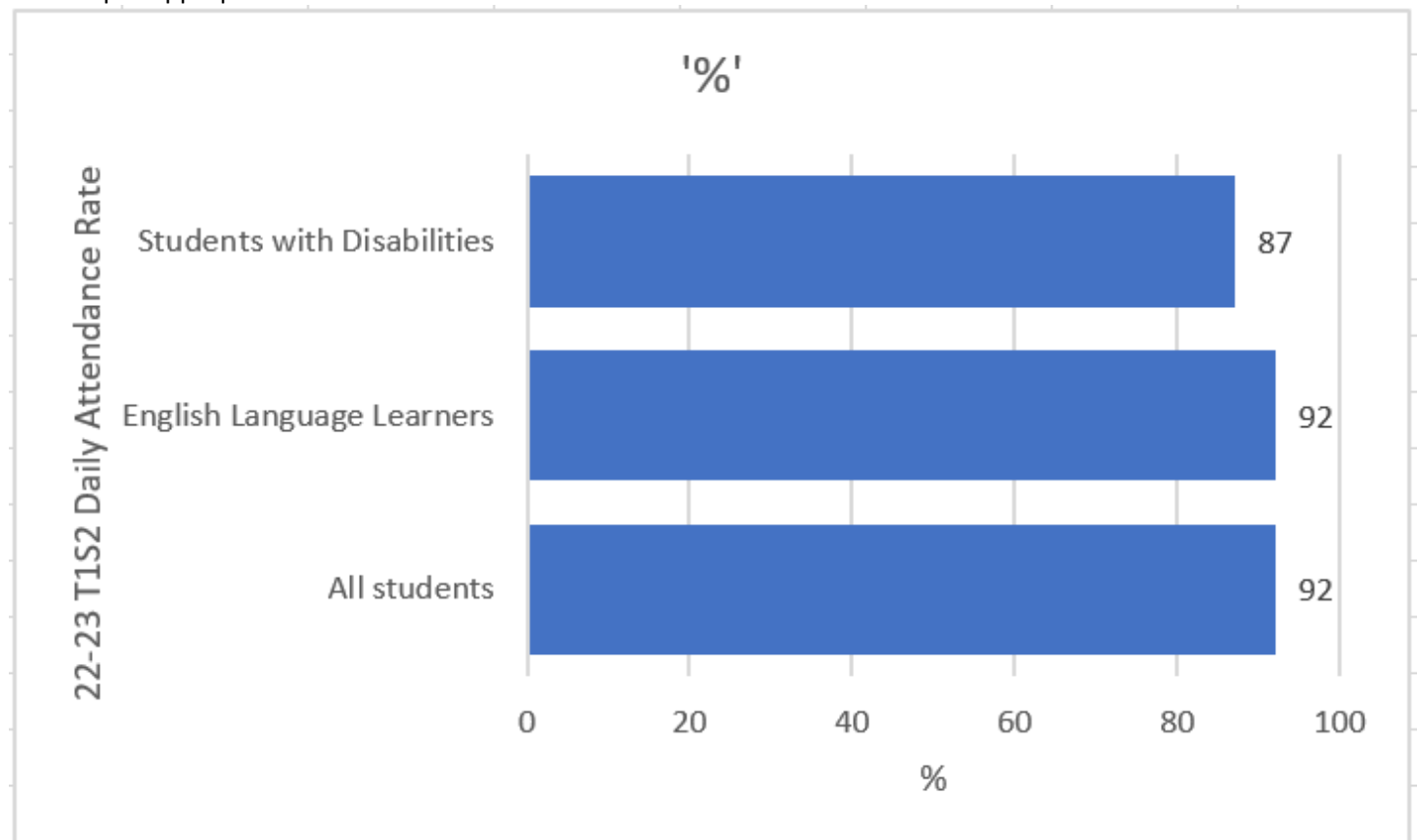
Every student feels safe in the school environment inclusive of design, security, and climate.

#### Site Goal

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

#### Base Requirements

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students.



## STUDENT METRICS

Involvement

Behaviors

App



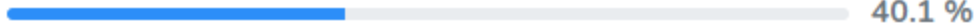
77.5 %

Involved

22.5 %

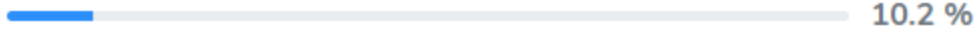
Not Involved

Participating in at least 1 activity



40.1 %

Participating in 2 or more activities



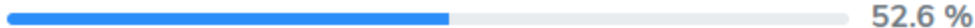
10.2 %

Attended at least 1 event



67.5 %

Attended 2 or more events



52.6 %

[View more metrics](#)

### 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.

<b>Subject</b>	<b>School 2018-19</b>	<b>School 2020-21</b>	<b>District 2018-19</b>	<b>District 2020-21</b>	<b>State 2018-19</b>	<b>State 2020-21</b>
<b>Suspensions</b>	5.78	1.54	5.22	0.91	3.47	0.20
<b>Expulsions</b>	0.37	0.00	0.23	0.01	0.08	0.00

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.

<b>Subject</b>	<b>School 2019-20</b>	<b>District 2019-20</b>	<b>State 2019-20</b>
<b>Suspensions</b>	4.88	4.19	2.45
<b>Expulsions</b>	0.21	0.14	0.05

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	1497	1486	106	7.1
<b>Female</b>	712	710	48	6.8
<b>Male</b>	785	776	58	7.5
<b>American Indian or Alaska Native</b>	5	5	1	20.0
<b>Asian</b>	161	160	9	5.6
<b>Black or African American</b>	116	113	9	8.0
<b>Filipino</b>	196	196	3	1.5
<b>Hispanic or Latino</b>	762	755	63	8.3
<b>Native Hawaiian or Pacific Islander</b>	16	16	1	6.3
<b>Two or More Races</b>	53	53	3	5.7
<b>White</b>	188	188	17	9.0
<b>English Learners</b>	193	190	28	14.7
<b>Foster Youth</b>	17	15	1	6.7
<b>Homeless</b>	43	43	12	27.9
<b>Socioeconomically Disadvantaged</b>	1014	1007	85	8.4
<b>Students Receiving Migrant Education</b>	0	0	0	0.0
<b>Students with Disabilities</b>	173	172	22	12.8

### Data Analysis

Suspensions at LHS continue to outpace both the district and the state. To address this issue, LHS will refine the MTSS tiered system of support with a focus on Tier II interventions to provide alternative means of correction in order to decrease suspension and expulsion rates.

The chronic absenteeism rate is 7.1%, with a student total of 106. Unfortunately, the chronic rate for a number of our under-performing subgroups is higher than the overall: Hispanic/Latinx, African-American, English Learner, and students with disabilities. Too many students earn D and F grades, which negatively impacts achievement and motivation. We are continuing to work on student engagement, which overall decreased following the pandemic. The 72.5% noted in the chart above, however, may reflect artificially low data due to the fact that Independent Study students are included in our 5-star accounting, and due to the nature of their school day, they do not participate in school activities at LHS.

### Student Need 1:

All LHS students need to connect with school in ways that keep them attending regularly, focused on strong academics and out of trouble on campus.

### Implementation Plan

- ~ Sprout and other before and/or after school tutoring, with marketing, data-tracking, and feedback to teachers.
- ~ Incentives for student achievement.
- ~ Conference/workshop participation for faculty, focused on student engagement - such as Positive Coaching Alliance (Bruce Bocci, et al), CADA, Link Crew, etc.
- ~ Conference/workshop participation for school culture conferences, such as School Culture Summit (Phil Boyte), etc.
- ~ Time-sheeting for coaches/faculty to develop "all-student" engagement activities to increase student eligibility and participation in athletics.
- ~ Tier 1 schoolwide initiatives with PBIS
- ~ Revamp "caught being good" incentive system to tie with SHIELD
- ~ Incentives for students for modeling integrity, engagement, leadership, and determination on campus
- ~ SHIELD tickets to be given out to students
- ~ Publicizing schoolwide expectations
- ~ Posters, flow charts, informational materials to go out to students and families regarding expectations on campus
- ~ Paid collaboration time for PBIS/Intervention team to work to clarify schoolwide expectations based on student and staff feedback

### SMART Goal

By strategically connecting students with school, we will increase student eligibility rate by 1%.(46 students) for T2S1 during the 23-24 school year.

Metric/Indicator	Baseline	Expected Outcome
------------------	----------	------------------

Student daily attendance rate	2021-22 T1S2 daily attendance rate 92.9%	2022-23 T1S2 attendance rate 95% (+2.1%)
5-star engagement data	2021-22 T2S2 student engagement rate 77.5%.	2022-23 T1S2 engagement rate of (+5%)
Student eligibility data	22-23 eligibility rate 87%	2022-23 T2S1 eligibility rate of 88% (+1%)

**Resources to Support**

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Sproxte and other tutoring: timesheets for teachers, including supporting students, data analysis, and communication with parents and teachers.	Title I Part A: Allocation	16,300
Student incentives for academic engagement and achievement	LCFF- Supplemental	12,905
Professional development (conferences, consultants, training) for administration, faculty related to positive school culture, increasing student eligibility and engagement, and student activities - including time-sheeting and release time for collaboration and analysis.	LCFF- Supplemental	10,000
Access to 5-Star student app for managing data related to school connectedness activities, events, and rewards.	LCFF- Supplemental	2,000
Access to books, materials, supplies, and printing for PBIS. To include printing posters, Posters, flow charts, informational materials to go out to students and families regarding expectations on campus	LCFF- Supplemental	800
Time sheeting/release time for teachers and for student interns to design, plan, and implement a Spartan Ready summer bridge program for incoming LHS 9th graders.	LCFF- Supplemental	12,800
Access to books materials and supplies needed for Spartan Ready Summer Bridge Program	LCFF- Supplemental	4,000
Time sheeting/release time for teachers and for teachers to prepare and deliver 8th grade preview day	LCFF- Supplemental	700



Access to books materials and supplies needed for 8th grade preview day	LCFF- Supplemental	300
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### Progress Monitoring

September

December

March

Data

Climate

### Data Analysis

Suspensions at LHS continue to outpace both the district and the state while the expulsion rate mirrored the district and state at 0.1%.

Enrollment	Suspensions	Rate	1-Suspension	Multiple Suspensions
Lathrop High	1,561	140	6.7% 73.3%	26.7%
Manteca Unified	25,718	1,786	4.6% 71.1%	28.9%
San Joaquin County	160,415	12,332	4.9% 69.1%	30.9%
Statewide	6,064,658	292,423	3.2% 71.5%	28.5%

To address this issue, LHS will refine the MTSS tiered system of support with a focus on Tier I classroom and school wide interventions as well as Tier II interventions to provide alternative means of correction in order to decrease suspension and expulsion rates. LHS believes that by developing a Multi-tiered System of Support that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems, we can decrease suspension/expulsion rates and increase student academic achievement through a systems alignment that will increase efficiency and effectiveness of resources for student SEL and learning needs.

### Student Need 2:

All LHS students need a multi-tiered system of supports that addresses various barriers to learning, particularly SWD and EL.

### Implementation Plan

- ~Professional development for teachers on tier 1 interventions with a focus on alternative means of correction for SWD
- ~Solution Tree MTSS conference for PBIS/Intervention Team
- ~Social Emotional Learning lesson series for small groups of students

- ~Paid time for staff to plan and teach lessons with student groups
- ~Conferences on tier 2/tier 3 interventions for staff members

**SMART Goal**

LHS will decrease the suspension rate by 2% for the 23-24 school year.

Metric/Indicator	Baseline	Expected Outcome
Suspension rate	21-21 suspension rate 6.7%	Decrease by 2%
Expulsion rate	21-22 expulsion rate 0.1% (2 students)	Decrease to 0%

**Resources to Support**

Action	Resources	Money/Budget
Release time/ extra hours for teachers and classified staff to work collaboratively to develop and implement a social emotional learning lesson series (tier II) for small groups of students based on student SEL needs.	LCFF- Supplemental	3,000
Books, materials, and supplies related to social emotional learning to address barriers to learning and school connectedness.	LCFF- Supplemental	1,000

**Progress Monitoring**

**September**

**December**

**March**

**Data**



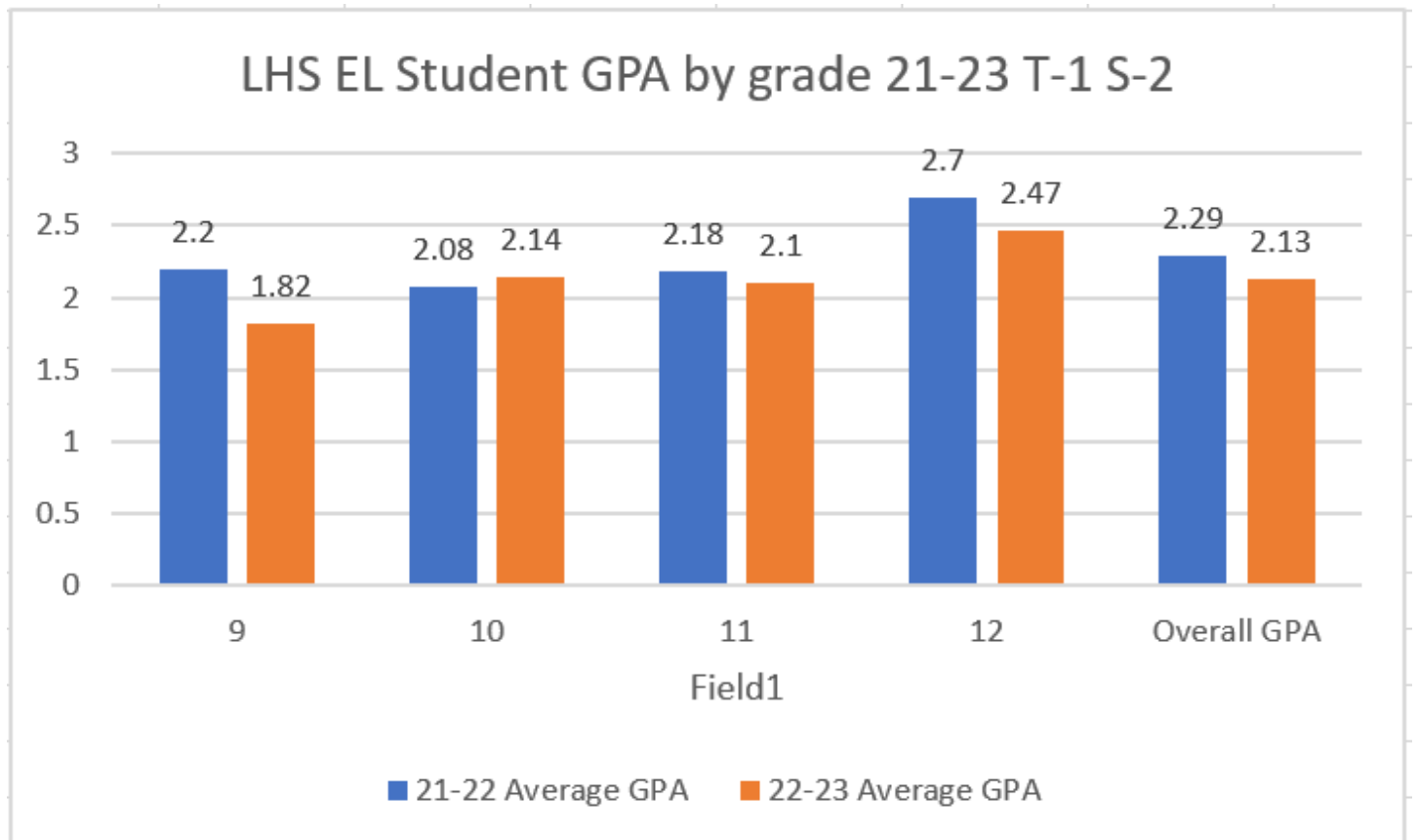
### District Goal

Every student is supported within a multi-tiered system to realize his/her individual success.

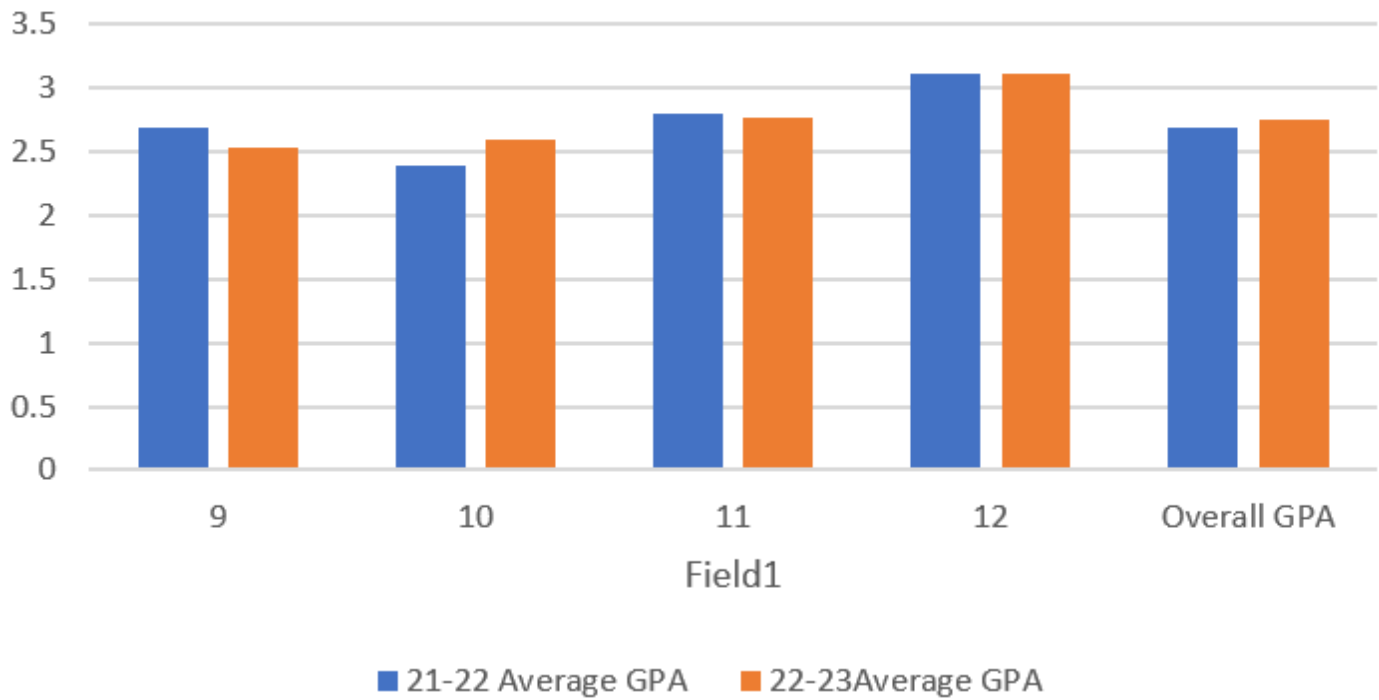
### Site Strategic Goal

All students at Lathrop High School are supported to realize individual success through a multi-tiered system.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	181	196	219	12.5%	13.3%	14.3%
Fluent English Proficient (FEP)	506	523	524	34.8%	35.4%	34.1%
Reclassified Fluent English Proficient (RFEP)	4			2.2%		



## LHS Students with Disability GPA 22-23 T-1 S-2



### Student Need 1:

All SWD and EL students need more intentional intervention and support in achieving grade level standard, particularly SWD and EL students whose CAASPP scores are far below in both ELA and mathematics.

### Implementation Plan

~On-going professional development to support teachers in recognizing, understanding, and meeting the needs of emerging students (SWD and EL).

~Departments and their PLCs will work collaboratively to develop plans for instructional differentiation and for strategic use of supportive practices to better meet the needs of emerging students. This includes continued implementation of cooperative learning and engagement structures and strategies.

~Community liaisons will be available to work with students and parents to support student success.

### SMART Goal

Metric/Indicator	Baseline	Expected Outcome
Q data - academic GPAs of ELs by grade level	SY 2022-23 - Term 1, Semester 2 Overall GPA 2.13 Grade 9: 1.82 Grade 10: 2.14	Overall GPA increases by 0.5

	Grade 11: 2.1 Grade 12: 2.13	
Q data - academic GPAs of SWD	SY 2022-223- Term 1, Semester 2 Overall GPA 2.75 Grade 9: 2.53 Grade 10: 2.6 Grade 11: 2.76 Grade 12: 2.75	Overall GPA increases by 0.5
SBAC English EL and SWD	SBAC 21-22 band: very low	grow one band from very low to Low
SBAC Math EL and SWD	SBAC 21-22 band: very low	grow one band from very low to Low

#### **Targeted Resources Applied**

<b>Action</b>	<b>Resources</b>	<b>Money/Budget</b>
Conferences/professional development to support teachers in recognizing, understanding, and meeting the needs of emerging students to create greater access for all students not meeting grade level standards.	Title I Part A: Allocation	12,000
Release time/ extra hours for teachers to work collaboratively to develop plans for instructional differentiation and for strategic use of supportive practices to better meet the needs of emerging students. This includes continued implementation of cooperative learning and engagement structures and strategies.	Title I Part A: Allocation	5,000
Extra time (time sheeting) for Community liaisons will be available to work with students and parents to support student success.	Title I Part A: Allocation	6,000
Access to translation services for meetings with parents (conference, enrollment, etc. as needed)	LCFF- Supplemental	2,000

#### **Progress Monitoring**

**November**

**February**

**May**



## Budget Summary

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	68,979	0.00
LCFF- Supplemental	67,505	0.00

### Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	67,505.00
Title I Part A: Allocation	68,979.00

## Stakeholder Input

### Date

August 2022, September 2022, October 2022, November 2022, January 2023, February 2023, March 2023, April 2023

### Groups

School Site Council, ELAC, Department Chairs, SPIRIT committee, students, faculty, parents, classified staff

### Outcome

At the start of the year, these groups gave us input on parent engagement, the school-parent compact, trends shown in data included in report, and suggestions for meeting the enclosed goals. Throughout the year, these groups respond to data and progress toward the goals and when appropriate, provided guidance on revising the goals and moving into next year's Strategic Plan goals. In February, March, and April we gathered evaluative data through LCAP input, discussions, surveys; this data supported the use of and need for continued professional development, support for Spartan Parent University, and Spanish language support for parents. Also in March and April, the groups above discussed and approved moving forward into 23-24 with revisions to our safety plan goals to address suspension rates and school connectedness. School Site Council approved our 2023024 Strategic Plan at the SSC meeting in April 2023.



## 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
- 2 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Greg Leland	Principal
Ashley Wright	Classroom Teacher
Stephanie Maestretti	Classroom Teacher
Kira Rashada	Classroom Teacher
Andrea Wisnieski	Other School Staff
Melissa Beattie	Other School Staff
Oscar Munguia	Parent or Community Member
Jennifer Torres O-Callahan	Parent or Community Member
Joshua Basant	Parent or Community Member
Sonia Cross	Parent or Community Member
Omar Amin	Secondary Student
Keziah Boating	Secondary Student

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 School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA 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 SPSA 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 SPSA was adopted by the SSC at a public meeting on April 13, 2023.	

Attested:

Principal, Greg Leland on April 13, 2023
SSC Chairperson, Ashley Wright on April 13, 2023