

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.

Manteca High School

39685933935103

Manteca Unified School District

39685930000000

School Site Vision

To provide an environment for students to become productive citizens in a rapidly changing global society.

School Site Mission

Through innovative collaboration, the MHS community will continuously adapt according to measurable results, providing a safe environment for students to explore and choose their direction as they become global citizens.

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.

Promote academic eligibility, reduce achievement gaps, create student career plans, and raise the number of A-G eligible students with alignment to LCAP goals and targets, and forming a Multi-Tiered System of Support (MTSS).

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

Parents, students, and staff at Manteca High School collaborate in developing and monitoring student learning plans, college and career options, and/or other educational goals. The school community and parents at Manteca High are informed of and offered a variety of ways to participate. Parents and community members have many opportunities to engage in LCAP decision making, to become members of the School Site Council or ELAC, to be athletic boosters, to participate on WASC self-study committees, and in a variety of other site-based groups. Administration and staff at Manteca High welcome and encourage stakeholder involvement. MHS hosts an annual Back to School Night event, and the counseling department offers grade-level information nights, AP and FAFSA information nights, as well as eighth grade parent night.

All Manteca educational partners had the opportunity to review and provide input for our SPSA. During our May 8th, 2023, School Site Council Meeting, parent and teacher members reviewed and discussed the 2023-24 Title 1 budget and gave input. During our ELAC and Student Advisory Committee (Buffalo Brigade) meetings held on April 24th, 2023, and April 25th, 2023, respectively, students and parents were given an opportunity to review and discuss the SPSA as well give input through a needs assessment. Manteca's leadership team has reviewed the Dashboard, CAASPP, MAP data, 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.

For the 2022-23 school year, Manteca High served 1,800 students, of which 1/3 are special ed and/or ELD students. Many of our ELD students have not been enrolled into state mandated ELD services this year, but through significant change to the master schedule, and amounts increased of professional development in ELD/special ed instructional strategies, these issues will be addressed during the 23-24 school year. A structural shift in how our EL and special ed paraprofessional aides support those students will also be in place for the 23-24 school year. Teachers of both ELD and special ed will be collaborating with general education teachers on base curriculum and instructional to ensure the same access to grade level standards for all.

School Site Description

Vision

To provide an environment for students to become productive citizens in a rapidly changing global society.

Mission

Through innovative collaboration, the MHS community will continuously adapt according to measurable results, providing a safe environment for students to explore and choose their direction as they become global citizens.

Social Vision Statement

While following a tradition of excellence and honoring the code, Manteca High respects others, and takes pride in both who we are, and who we will become.

With an eye toward college and career readiness, MHS offers students a variety of specialized learning pathways. Currently, students can individualize their learning experience in the following academic programs: Agriculture; Arts Media and Entertainment; Automotive/Transportation; Business/Finance, Communications; Energy, Environment and Utilities; Hospitality, Tourism, and Recreation; Information Technologies; Public Services; Be.SPN/Sports; and the most recently added, Education, Child Development, and Family Services. Other specialized offerings at MHS include the student run Student Store, an entrepreneurship course established for students to explore how small businesses operate. Enrollment in the course gives students real-world work experience while still on campus. Leadership and Link Crew are student-driven programs designed to unite the entire student body and encourage a positive campus climate. Leadership students organize and oversee approximately 50 events each year.

Manteca High offers a variety of CTE Capstone classes including: Advanced Ag Wood, Ag Welding II, Ag Chemistry and Soil Science, Introduction to Veterinarian Science, Advance Floriculture, Landscaping/Design and Maintenance, Animal Care, Careers in Children, Fashion Merchandising, Interior Design, Health Science Nutrition, Health Careers, Introduction to Medical Terminology, Culinary Arts, Student Store, Small Business Management, Administration of Justice, Foundations of Teaching II, First Responders and Multimedia Video Production. An active Environmental Science class manages the MHS recycling program and analyzes data from the campus solar panels. MHS offers Robotics as a math elective and an opportunity for students to get involved with basic coding, electronics, and robotics. In 2015, MHS also piloted a college and career readiness program called Success 101. The nine-week course was adopted and is now required for all incoming freshmen. Success 101 encourages students to consider who they are, what they want in life, and a path for achieving those goals. With guidance in their history classes, students continue to modify their achievement plan created in Success 101 through a series of six modules. In 2018 – 2019, a bridge unit for Success 101 was implemented at the eight-grade level. In 2019, MHS implemented the Advantage Future Teachers program to help train future teachers. In addition, MHS offers 18 Advance Placement courses.

In 2013, MHS began the Honor the Code (HTC) program in an effort to bolster a positive campus climate. In 2023, Honor the Code is being refreshed as HTC 2.0, with a focus on folding in significant PBIS incentivization of positive behaviors for students. As a positive reward intervention system, Honor the Code symbolizes the Buffaloes strength in its commitment to our students. Each month, teachers are encouraged to recognize their students who are making an impact in the classrooms and around campus. Students are given a ticket to be redeemed for the HTC monthly theme bracelet: Believe, Unite, Focus, Fortitude, Attitude, Loyal, Opportunity, Excel, and Succeed. Having the bracelet of the month qualifies students for rewards and incentives such as reduced prices for school events and a weekly drawing for an HTC T-shirt. So far, over 60,000 bracelets have been given to students for their positive contributions. The program has been recognized by other high schools throughout Northern California with requests information and campus visits to learn about the HTC program.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.50	74.14	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.70	2.10	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	18.70	22.63	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.90	1.12	0.90	0.09	18854.30	6.86
Total Teaching Positions	83.00	100.00	1050.10	100.00	274759.10	100.00

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

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)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.50	
Misassignments	17.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	18.70	

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)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.70	

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
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1

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).

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. In 2023, the California Youth Tobacco Survey was administered to all 9th and 11th grade students. In 2023, during the search for the new principal, students staff parents and the community were surveyed about what qualities the principal should possess and also what things on campus were most important for the administration to address.

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 team comprised of the principal, assistant/vice-principal, 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 2022-23 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2022-23 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, primary 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, custodial 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
1,864	56.7	15.8	0.7
Total Number of Students enrolled in Manteca 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	295	15.8
Foster Youth	13	0.7
Homeless	29	1.6
Socioeconomically Disadvantaged	1,056	56.7
Students with Disabilities	321	17.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	84	4.5
American Indian	13	0.7
Asian	125	6.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	61	3.3
Hispanic	1,130	60.6
Two or More Races	57	3.1
Pacific Islander	11	0.6
White	383	20.5

Conclusions based on this data:

1. English learners constituted 15.8% of the 1,864 students for the 2022-23 school year which is maintaining that population.
2. Hispanic students constituted 60.6% of the total student population for the 2022-23 school year.
3. Homeless and socioeconomically disadvantaged students constituted 1.6% and 56.7% of the total student population, respectively.



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

All students will attain grade level mastery in all subjects.

Base Requirements

Every student will receive effective, engaging instruction in base curriculum including services, materials and supplies.

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	391	422		352	397		351	397		90.0	94.1	
All Grades	391	422		352	397		351	397		90.0	94.1	

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	2576.	2527.		14.81	10.58		35.33	20.15		26.78	28.46		23.08	40.81	
All Grades	N/A	N/A	N/A	14.81	10.58		35.33	20.15		26.78	28.46		23.08	40.81	

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	20.51	14.11	6.5	60.40	58.19	41.0	19.09	27.71	29.0
All Grades	20.51	14.11	6.5	60.40	58.19	41.0	19.09	27.71	29.0

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	16.24	11.34		57.26	43.83		26.50	44.84	
All Grades	16.24	11.34		57.26	43.83		26.50	44.84	

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	12.54	6.80		71.79	71.54		15.67	21.66	
All Grades	12.54	6.80		71.79	71.54		15.67	21.66	

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	27.35	7.56		60.97	68.26		11.68	24.18	
All Grades	27.35	7.56		60.97	68.26		11.68	24.18	

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	387	422		354	406		354	406		91.5	96.2	
All Grades	387	422		354	406		354	406		91.5	96.2	

* 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	2512.	2516.		3.39	4.19		9.60	11.08		25.99	24.63		61.02	60.10	
All Grades	N/A	N/A	N/A	3.39	4.19		9.60	11.08		25.99	24.63		61.02	60.10	

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	7.34	6.90		37.01	41.13		55.65	51.97	
All Grades	7.34	6.90		37.01	41.13		55.65	51.97	

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	3.11	5.17		69.49	61.58		27.40	33.25	
All Grades	3.11	5.17		69.49	61.58		27.40	33.25	

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	4.24	5.17		64.12	60.84		31.64	33.99	
All Grades	4.24	5.17		64.12	60.84		31.64	33.99	



School Profile

Logged in as mpetersong

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[MAP Growth Reports](#) > School

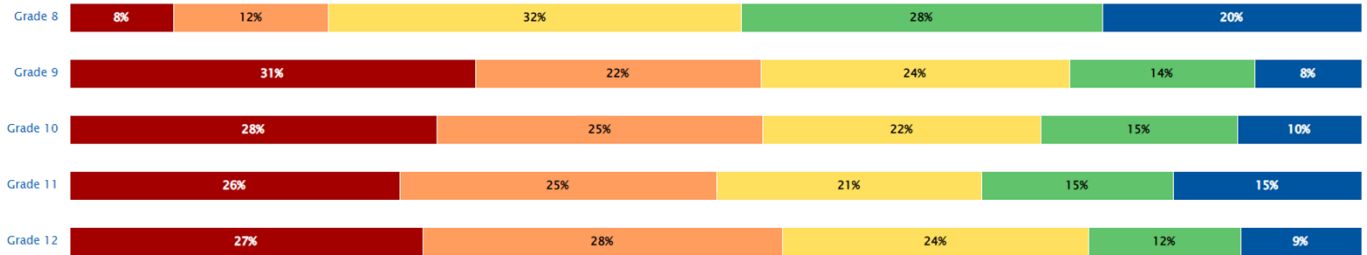
School * Academic Year * Term Tested * Course * Ethnicity Gender

Manteca High School 2022-2023 Winter Math K-12 is any value is any value

just now

Manteca High School

School Achievement: Math K-12



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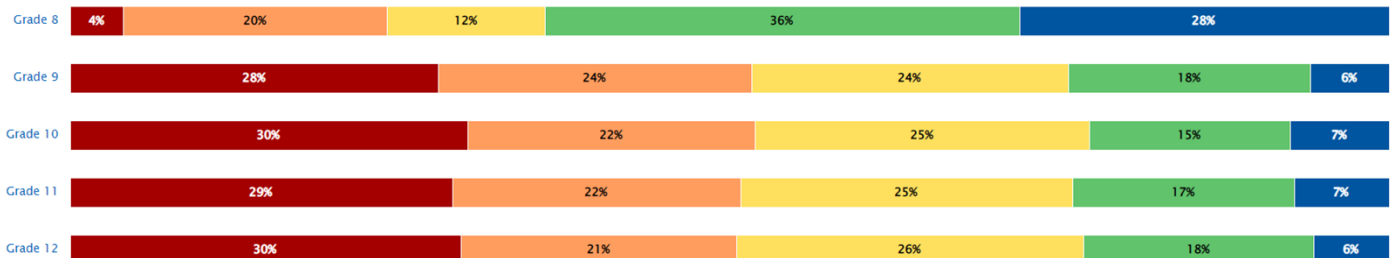
School * Academic Year * Term Tested * Course * Ethnicity Gender

Manteca High School 2022-2023 Winter Reading is any value is any value

just now

Manteca High School

School Achievement: Reading



MANTECA HIGH

Academic Performance

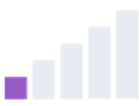
View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students

State



Very Low

54.7 points below standard

EQUITY REPORT

Number of Student Groups in Each Level

5	0	0	0	0
Very Low	Low	Medium	High	Very High


View More Details

LEARN MORE

Mathematics

All Students

State



Low

111 points below standard

EQUITY REPORT

Number of Student Groups in Each Level

4	1	0	0	0
Very Low	Low	Medium	High	Very High

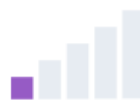
View More Details

LEARN MORE

English Learner Progress

All Students

State



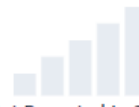
Very Low

30% making progress towards English language proficiency

View More Details

LEARN MORE

College/Career



Not Reported In 2022

School: Manteca High

CDS Code: 39-68593-3935103 | County: San Joaquin | District: Manteca Unified

Report Options

Year:

2021-22

Grade:

All Grades

Student Group:

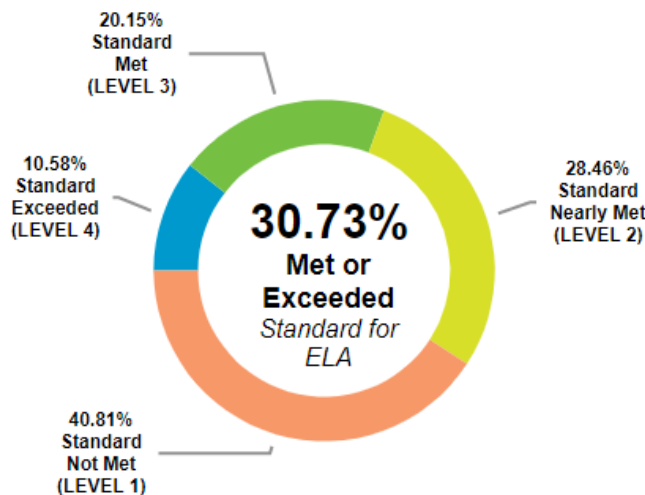
All Students (Default)

School Type:

All Schools

ELA

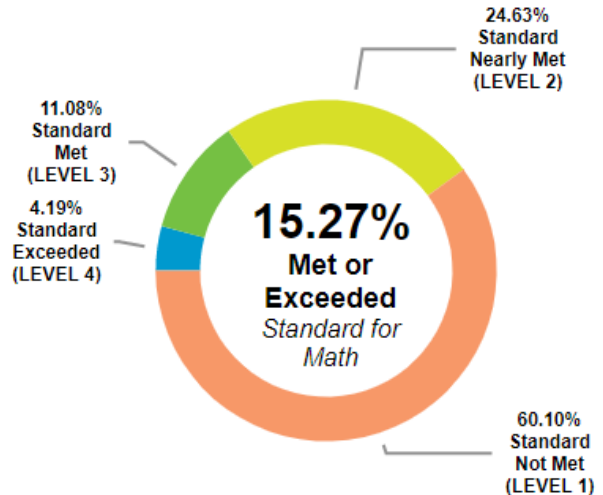
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

Data Analysis

Results from MAP and CAASPP demonstrate that a majority of our students are not achieving mastery of the math and English standards.

Student Need 1:

Improve students' English and mathematics skills and content knowledge in order to achieve grade level standards mastery.

Implementation Plan

MUSD is adopting a new curriculum for English districtwide. The expectation at Manteca High School is that all English teachers will teach the adopted curriculum with fidelity and will be held accountable for doing so. Additionally, professional development will be provided to all English teachers in HMH/English instruction and in instructional techniques that are effective with ELD and Special Education students. Math teachers will receive the same ELD/Special Ed instructional strategy training. We will be sending teachers to Kagan coaching training, PLC conferences and HMH training.

SMART Goal

The percentage of students meeting grade level standards in English and math on the SBAC test will increase each year by 5 percent.

Metric/Indicator	Baseline	Expected Outcome
SBAC scores	English - 30.73% Math - 15.27% met or exceeded standard.	36% & 21% of students will meet or exceed standard on the 22-23 SBAC resupts.
All English teachers will inplement the new curriculum with fidelity.	n/a	All English teachers will inplement the new curriculum with fidelity.

Targeted Resources Applied

Action	Resources	Money/Budget
Teacher professional development - ELD/SpEd	LCFF- Supplemental	13,100.00
Teacher professional development	Title I Part A: Allocation	29,407.00
Substitutes	Title I Part A: Allocation	20,000.00
Conferences	Title I Part A: Allocation	15,600.00
Subject Tutoring (English and math)	LCFF- Supplemental	14,500.00

Progress Monitoring

October

January

April

Data

Data Analysis

Student Need 2:

Students need consistency in curriculum and instruction both horizontally and vertically within departments.

Implementation Plan

The Professional Learning Communities (PLCs) at MHS will be reconfigured to better meet the needs of the school. Fourteen staff members will be attending the 2023 PLC conference to work as a team to formulate this plan. Throughout the 23-24 school year, funding will be available to provide the neccessaary professional development to all

teachers to meet this goal. The expectation will be schoolwide that the board adopted curriculum will be taught with fidelity and a focus will be on teachers utilizing Kagan strategies to more deeply engaged students in the learning process. Two, week-long Kagan coaching sessions have been scheduled for the 23-24 school year.

SMART Goal

The percentage of students meeting grade level standards in English and math on the SBAC test will increase each year by 5 percent.

Metric/Indicator	Baseline	Expected Outcome
SBAC scores	English - 30.73% Math - 15.27% met or exceeded standard.	36% & 21% of students will meet or exceed standard on the 22-23 SBAC resupts.
MAP scores		

Targeted Resources Applied

Action	Resources	Money/Budget
No Red Ink	Title I Part A: Allocation	10,000.00
Pull out subs	LCFF- Supplemental	13,000.00
Book Fair	Title I Part A: Allocation	4,900.00
Library Commons materials	Title I Part A: Allocation	5,000.00

Progress Monitoring

October

January

April

Data

Data Analysis

Student Need 3:

Increase parent involvement through improved communication with families and school community.
--

Implementation Plan

Needs assessment and climate surveys will be sent to all educational partners quarterly. Additionally, parents will be invited to campus activities monthly, such as Coffee with the Principal, PIQE, Parent Partners, Back to School night, parent orientations and informational meetings.

SMART Goal

A minimum of 30% of educational partners will respond to surveys and that amount will increase by 5% each quarter.

Metric/Indicator	Baseline	Expected Outcome
35% of parents will respond to surveys	n/a	35% of parents will respond to surveys
50% of parents will participate in campus activities, such as Coffee with the Principal, PIQE, Parent Partners, Back to School nights, parent orientations and informational meetings.	n/a	50% of parents will participate in campus activities, such as Coffee with the Principal, PIQE, Parent Partners, Back to School nights, parent orientations and informational meetings.

Targeted Resources Applied

Action	Resources	Money/Budget
Coffee with the Principal	Title I Part A: Allocation	1,000.00
PIQE	Title I Part A: Allocation	5,000.00
School Site Council materials	LCFF- Supplemental	1,000.00
ELAC Materials	LCFF- Supplemental	1,000.00

Progress Monitoring

October

January

April



District Goal

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

Site Goal

To create a culture in which all students feel safe in their educational endeavors and are engaged in classes and activities.

Base Requirements

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

Climate

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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	9.41	1.74	5.22	0.91	3.47	0.20
Expulsions	0.34	0.16	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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.41	4.19	2.45
Expulsions	0.28	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1844	1818	199	10.9
Female	886	880	108	12.3
Male	956	936	90	9.6
American Indian or Alaska Native	13	13	4	30.8
Asian	117	116	9	7.8
Black or African American	93	87	12	13.8
Filipino	67	67	2	3.0
Hispanic or Latino	1108	1093	124	11.3
Native Hawaiian or Pacific Islander	11	11	1	9.1
Two or More Races	56	56	8	14.3
White	379	375	39	10.4
English Learners	301	297	35	11.8
Foster Youth	10	7	1	14.3
Homeless	59	55	15	27.3
Socioeconomically Disadvantaged	1329	1307	160	12.2
Students Receiving Migrant Education	1	1	0	0.0
Students with Disabilities	348	334	50	15.0

Data Analysis

Data suggests chronic absenteeism is having a negative impact on student learning.

Student Need 1:

More opportunities for every single student to feel connected to school and realize their individual success.

Implementation Plan

Site administration is working with the district office to create a comprehensive plan to address absenteeism. Additionally, the "HTC 2.0"/PBIS team is formulating plans for a robust schoolwide rollout of incentives for improved attendance and behavior.

SMART Goal

Chronic absenteeism will decrease by 3% during the 23-24 school year.

Metric/Indicator	Baseline	Expected Outcome
Attendance will increase by 3% from 22-23 to 23-24.	Current attendance rates are 92%,	Attendance rates will be at 96% for the 23-24 school year.

Resources to Support

Action	Resources	Money/Budget
MTSS cordination with SJCOE.	Title I Part A: Allocation	1,200.00
PBIS & HTC 2.0 expansion	Title I Part A: Allocation	3,500.00

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 2:

Students need recognition for increased levels of student achievement and character improvement.

Implementation Plan

"HTC 2.0" will be implemented through the efforts of the MHS staff, Link Crew and Leadership to promote a positive school culture and student character building.

SMART Goal

At least 900 students will be recognized by Honor the Code during the 23-24 school year.

Metric/Indicator	Baseline	Expected Outcome
2023-2024 Honor the Code 2.0 Participation Data	1500 HTC Bracelets are given to students for showing good character.	The expectation is that all teachers will get involved in honoring MHS students with HTC incentives.

2023-2024 5 Star Participation Data	1864 Students - 60.4% are involved in at least one activity at MHS 2067 Individuals <ul style="list-style-type: none"> • 11.7% participated in Athletics • 0.5% participated in Clubs • 10.1% participated in Performing Arts • 24.5% participated in Service and Scholastic Groups 	The expectation is that more than 70% of the MHS student body is involved in at least one type of activity. We hope to increase this involvement by 10% each year.
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Resources to Support

Honor the Code 2.0 sponsored events: perfect attendance, teacher's choice dinner, patch assembly, senior signing, student academic recognition, kickoff assembly, Student Improvement Lunch	LCFF- Supplemental	10,500.00
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Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 3:

Data suggests an additional administrator is needed to provide appropriate interventions, support and supervision on campus.

Implementation Plan

Another administrator is necessary to appropriately support Special Ed and the ELD population.

SMART Goal

District permission to hire an additional administrator will increase our ability to effectively support our neediest students by 25%.

Resources to Support		
Action	Resources	Money/Budget
Additional administrative support	Title I Part A: Allocation	15,000.00

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 4:

Reduction in suspensions for the following student groups: African American, English Learners, homeless, students with disabilities, and students of two of more races.

Implementation Plan

We will provide professional development to staff in the area of de-escalation and continue to provide opportunities for student engagement for these student subgroups. A committee of representative students from these subgroups will be formed to assist administration in developing a menu of opportunities that are attractive to these kids. Additionally we will track participation in these activities.

SMART Goal

The percentage of students suspended in our targeted subgroups will reduce by 5% over the course of the 23-24 school year.

Resources to Support

Action	Resources	Money/Budget
Field trips	Title I Part A: Allocation	2,000.00
Staff deescalation and engagement training	Title I Part A: Allocation	5,000.00

Progress Monitoring

September

December

March

Data



District Goal

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

Site Strategic Goal

To provide an supportive educational environment in which all students can learn.

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	272	295	326	15.6%	15.8%	18.0%
Fluent English Proficient (FEP)	459	498	485	26.3%	26.7%	26.8%
Reclassified Fluent English Proficient (RFEP)	5	n/a	20	1.8%	n/a	6.1%

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

[View Test Results](#)
[Search / Compare Results](#)
[Understanding Results](#)
[Research Files](#)

Test Results at a Glance

Type a School, District

School: Manteca High

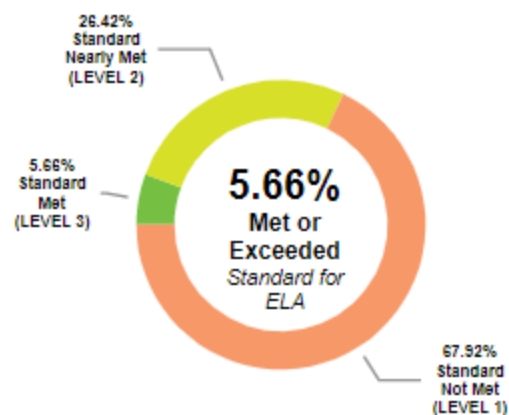
CDS Code: 39-88593-3935103 | County: San Joaquin | District: Manteca Unified

Report Options

Year:
 Grade:
 Student Group:
 School Type:

ELA

Percent of students within each achievement level

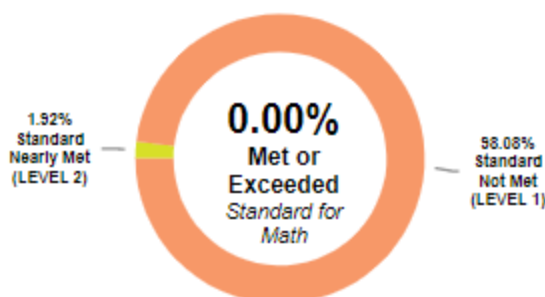


Standard Exceeded (LEVEL 4) is 0.00%

[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



Standard Met (LEVEL 3) is 0.00%
 Standard Exceeded (LEVEL 4) is 0.00%

[VIEW MATH DETAILED TEST RESULTS](#)



English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

[View Test Results](#)
[Search / Compare Results](#)
[Understanding Results](#)
[Research Files](#)

Test Results at a Glance

School: Manteca High

CDS Code: 39-88593-3935103 | County: San Joaquin | District: Manteca Unified

Report Options

Year:

2021-22

Grade:

All Grades

Student Group:

English-Language Fluency

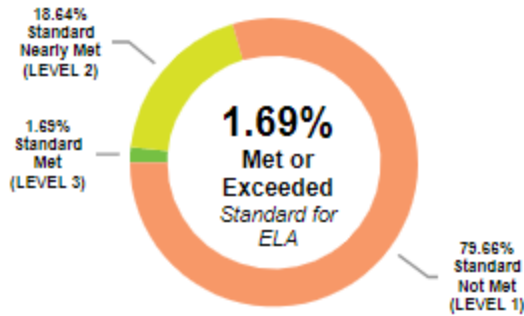
EL (English learner)

School Type:

All Schools

ELA

Percent of students within each achievement level

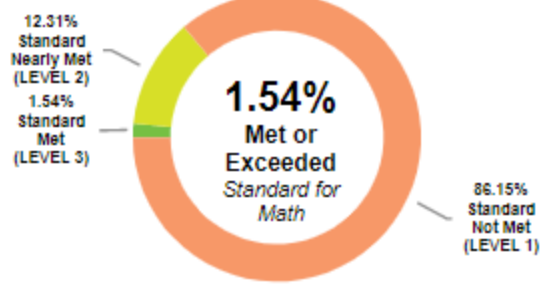


Standard Exceeded (LEVEL 4) is 0.00%

[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



Standard Exceeded (LEVEL 4) is 0.00%

[VIEW MATH DETAILED TEST RESULTS](#)

Student Need 1:

Improve special education and TSSP students' math and English skills and content knowledge in order to achieve grade level standards mastery.

Implementation Plan

MHS Special Education students will use various methods of measurement including MAP testing, formative assessments, and IEP testing to provide teachers and administration a glimpse at student progress throughout the

school year as well as a chance for students to develop personal goals in improving their math and English skills and content knowledge.

SMART Goal

The percentage of Special Education students meeting or exceeding standard in English and math on the SBAC exam will increase from 6% and 0% to 11% and 5%.

Metric/Indicator	Baseline	Expected Outcome
Fall-Spring 2022-2023 NWEA Math Assessment Summary	Students improved their RIT scores by 1 point from Fall to Spring 2022-2023	Expect 100% of MHS Special Education students will improve their overall MAP scores.
Fall-Spring 2022-2023 NWEA Reading Assessment Summary	Students RIT scores worsened by 1 point from Fall to Spring 2022-2023.	Expect 100% of MHS Special Education students will improve their overall MAP scores.
2022-2023 F Rate for SpEd in Math	2022-2023 F Rate for SpEd in Math T1S1 - 12.7% - 59 Fs T1S2 - 18.9% - 88 Fs T2S1 - 12.9% - 126 Fs T2S2 - Results will not be posted until the end of May 2023.	All Special Education students will achieve no lower than a C in Math Classes.
2022-2023 F Rate for SpEd in English	2022-2023 F Rate for SpEd in English T1S1 - 6.4% - 28 Fs T1S2 - 9.5% - 42 Fs T2S1 - 9.3% - 98 Fs T2S2 - Results will not be posted until the end of May 2023.	All Special Education students will achieve no lower than a C in English Class.
2022-2023 CAASPP Results for Math and ELA	16% Met or Exceeded Grade Level Standard in ELA, % in Math in 21-22	5% increase in each English and Math for 22-23

Targeted Resources Applied

Action	Resources	Money/Budget
Dreamboat/Lexia/Reading Plus	LCFF- Supplemental	8,000.00
Tutoring	Title I Part A: Allocation	10,000.00
TSSP teacher liason	LCFF- Supplemental	500.00
Subs TSSP liason	LCFF- Supplemental	500.00

Progress Monitoring

November

February

May

Data

Student Need 2:

Improve language skills of ELD students in order to achieve mastery of grade level standards in English and math.

Implementation Plan

MHS ELD students will use various methods of measurement including ELPAC, reclassification rates, MAP testing, and formative assessments to provide teachers and administration a glimpse at student progress throughout the school year as well as a chance for students to develop personal goals of improving their English skills.

SMART Goal

The percentage of ELD students meeting or exceeding standard in English and math on the SBAC exam will increase from 2% to 7%.

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores	1.6% met or exceeded standard in ELA and 1.5% met in Math in 21-22	6% will meet or exceed standard in both ELA and math on the 22-23 CAASPP test,
ELPAC Scores ???		

Targeted Resources Applied

Action	Resources	Money/Budget
ELAC materials, ELPAC training for ELD teachers	LCFF- Supplemental	1,000.00
Effective EL/SpEd instructional strategies training for all staff	LCFF- Supplemental	5,000.00

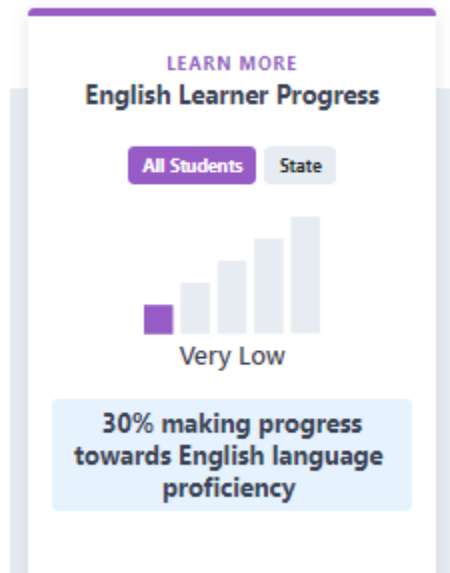
Progress Monitoring

November

February

May

Data



Student Need 3:

Increase the number of ELD students making progress toward English language proficiency, with a particular emphasis on our LTELs.

Implementation Plan

We are doing a complete restructuring of our ELD program at MHS. All ELD students will be enrolled in ELD classes all year and no waivers will be granted without a parent meeting with the principal for approval. Additionally, we are designating an ELD specific guidance counselor to provide effective support for our ELD population.

SMART Goal

The percentage of ELD students making progress toward English Language will increase from 30% to 40% in the 23-24 school year.

Metric/Indicator	Baseline	Expected Outcome
Percentage of ELD students enrolled in ELD classes all year long.	50% of ELD students were enrolled in ELD classes in 22-23.	100% of ELD students will be enrolled in ELD classes in 23-24, and all staff will receive training in effective ELD instructional strategies.

Targeted Resources Applied

Intervention counseling supplies and teacher training in effective ELD strategies.	Title I Part A: Allocation	2,500.00
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Progress Monitoring

November

February

May

Data

Student Need 4:

Data shows that we have a large number of students that can benefit from long term group counseling for increased levels of positive mental health.

Implementation Plan

MHS is partnering with Elevate, Inc. to provide two, term-long weekly group counseling sessions for students that are struggling with mental health issues which are affecting their academic growth.

SMART Goal

fifty students will participate in the ELevate program and will see 5% improvement in attendance and a .5 improvement in their collective GPAs.

Targeted Resources Applied

Action	Resources	Money/Budget
Elevate	Title I Part A: Allocation	17,000.00

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF- Supplemental	68,100	0.00
Title I Part A: Allocation	147,107	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	68,100.00
Title I Part A: Allocation	147,107.00

Stakeholder Input

Date

May 8th, 2023

Groups

ELAC, certificated and classified staff, SSC, Buffalo Brigade

Outcome

All groups approved of the Strategic Plan.

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
- 1 Classroom Teachers
- 1 Other School Staff

Name of Members	Role
Mary Buchanan	Other School Staff
Mike Cardenas	Parent or Community Member
Kahlia Nassano	Classroom Teacher
Peggy-Sue Anderson	Parent or Community Member
Tina Cardoza	Parent or Community Member
Aimee Rubio	Parent or Community Member
Dannielle Knight	Parent or Community Member
Salvador Suarez	Secondary Student
Nori Fawal	Secondary Student
Alexia Manucal	Secondary Student
Mariah Rameriz	Secondary Student
Deanna Diggs	Classroom Teacher
Megan Peterson	Principal
Wesley Ayala	
Charlette Gause	Other School Staff

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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: Faculty and student groups

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 May 8th, 2023.

Attested:

	Principal, Megan Peterson on May 8th, 2023
	SSC Chairperson, Kahlia Nassano on September 30, 2022