



Manteca Unified School District Strategic Plan

2024-2025

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 2024-2025 school year for the following student groups:

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

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

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 grade level 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.

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 public 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 2023. The school grounds cover 54 acres and include two gyms, a dance room, a conditioning room, a swimming pool, 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 needs 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, and business. For those students who need assistance, LHS offers tutoring opportunities through GECAC, Sproxte, 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. LHS utilizes the Coordination of Services Team (COST) to address student intervention needs.

School connectedness is a vital part of LHS student success. Lathrop High Spartans are strongly encouraged to participate in athletics, community service, and extra-curricular activities which helps students feel supported and keeps them engaged in learning on campus. There are more than 28 active student clubs with strong teacher support and more than 600 students participate in 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 79% 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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies, and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12. The adopted science materials are Amplify for grades K-8 and Stemsopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

| 2022-23 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1535 | 48.5 | 14.3 | 1 |
| 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. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 219 | 14.3 |
| Foster Youth | 15 | 1 |
| Homeless | 36 | 2.3 |
| Socioeconomically Disadvantaged | 744 | 48.5 |
| Students with Disabilities | 159 | 10.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 101 | 6.6 |
| American Indian | 9 | 0.6 |
| Asian | 172 | 11.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| Filipino | 171 | 11.1 |
| Hispanic | 858 | 55.9 |
| Two or More Races | 58 | 3.8 |
| Pacific Islander | 17 | 1.1 |
| White | 149 | 9.7 |

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

District Goal

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

Site Tier 1 Goal

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

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly | | | % Standard Not Met | | |
| | 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. | 2607. | 30.04 | 25.14 | 25.31 | 38.02 | 35.84 | 34.84 | 16.73 | 21.97 | 23.31 | 15.21 | 17.05 | 16.54 |
| All Grades | N/A | N/A | N/A | 30.04 | 25.14 | 25.31 | 38.02 | 35.84 | 34.84 | 16.73 | 21.97 | 23.31 | 15.21 | 17.05 | 16.54 |

CAASPP Results Mathematics (All Students)

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly | | | % Standard Not Met | | |
| | 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. | 2538. | 4.21 | 7.18 | 5.81 | 21.84 | 15.80 | 15.91 | 22.99 | 22.99 | 28.28 | 50.96 | 54.02 | 50.00 |
| All Grades | N/A | N/A | N/A | 4.21 | 7.18 | 5.81 | 21.84 | 15.80 | 15.91 | 22.99 | 22.99 | 28.28 | 50.96 | 54.02 | 50.00 |

CAASPP Results English Language Arts/Literacy (All Students)

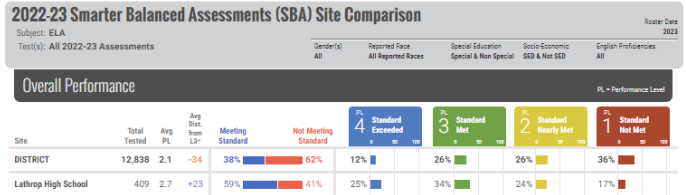
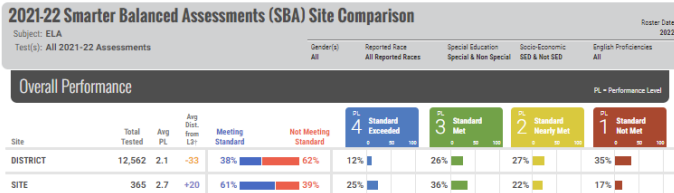
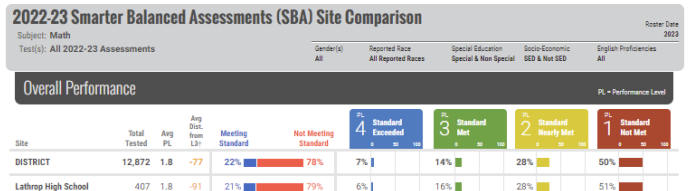
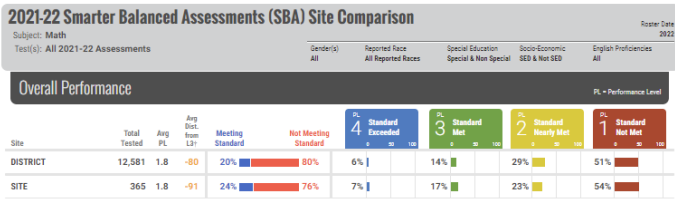
| CAASPP Student Groups | CAASPP Percent Met or Exceeded |
|----------------------------------|--------------------------------|
| All Students | 59.70 |
| Female | 65.84 |
| Male | 53.50 |
| American Indian or Alaska Native | 0 |
| Asian | 67.31 |
| Black or African American | 51.61 |

| CAASPP Student Groups | CAASPP Percent Met or Exceeded |
|---|--------------------------------|
| Filipino | 71.70 |
| Hispanic or Latino | 57.29 |
| Native Hawaiian or Pacific Islander | -- |
| Two or More Races | 50.00 |
| White | 57.78 |
| English Learners | 11.90 |
| Foster Youth | -- |
| Homeless | 35.71 |
| Military | 76.92 |
| Socioeconomically Disadvantaged | 54.07 |
| Students Receiving Migrant Education Services | 0 |
| Students with Disabilities | 8.57 |

**CAASPP Results
Mathematics (All Students)**

| CAASPP Student Groups | CAASPP Percent Met or Exceeded |
|---|--------------------------------|
| All Students | 21.55 |
| Female | 25.37 |
| Male | 17.68 |
| American Indian or Alaska Native | 0 |
| Asian | 32.69 |
| Black or African American | 6.67 |
| Filipino | 33.96 |
| Hispanic or Latino | 18.27 |
| Native Hawaiian or Pacific Islander | -- |
| Two or More Races | 22.22 |
| White | 20.00 |
| English Learners | 2.38 |
| Foster Youth | -- |
| Homeless | 14.29 |
| Military | 7.69 |
| Socioeconomically Disadvantaged | 15.94 |
| Students Receiving Migrant Education Services | 0 |
| Students with Disabilities | 0.00 |

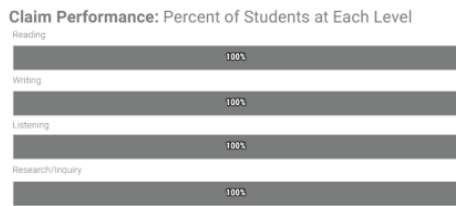
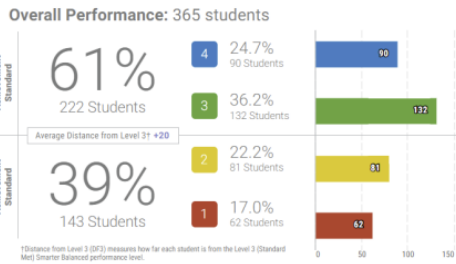
Data



2021-22 Smarter Balanced

CAASPP File Edition: Performance Summary
ELA (Summative): All Grades
Site: Lathrop High School
Gender: Female & Male
Grades: All
English Proficiencies: All
Reported Race: All
Special Education: SPED & Not SPED
Socio-Economic: SED & Not SED

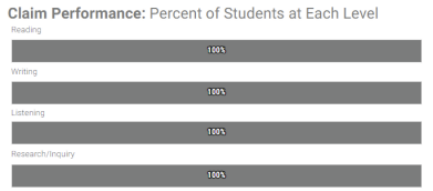
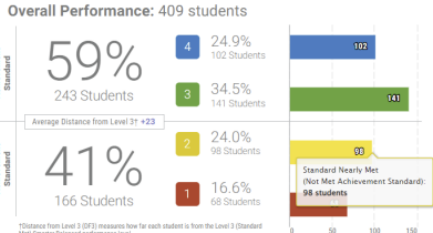
More information about this report can be found at help.illustrated.com.



2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary
ELA (Summative): All Grades
Site: Lathrop High School
Gender: Female & Male
Grades: All
English Proficiencies: All
Reported Race: All
Special Education: SPED & Not SPED
Socio-Economic: SED & Not SED

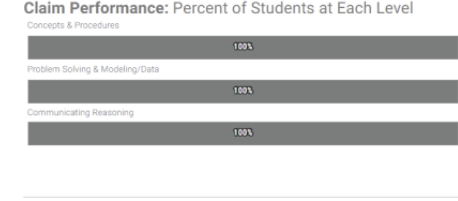
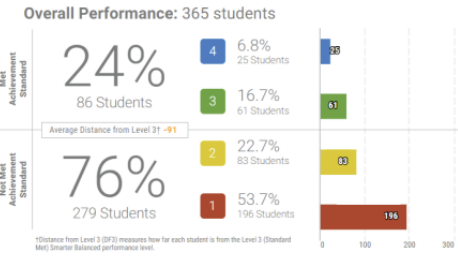
More information about this report can be found at help.illustrated.com.



2021-22 Smarter Balanced

CAASPP File Edition: Performance Summary
Math (Summative): All Grades
Site: Lathrop High School
Gender: Female & Male
Grades: All
English Proficiencies: All
Reported Race: All
Special Education: SPED & Not SPED
Socio-Economic: SED & Not SED

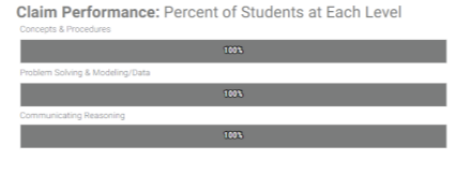
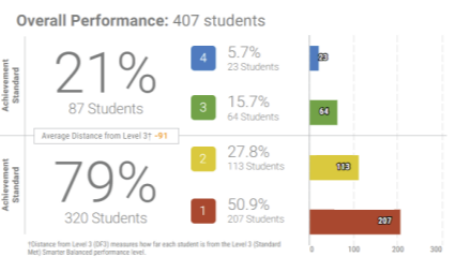
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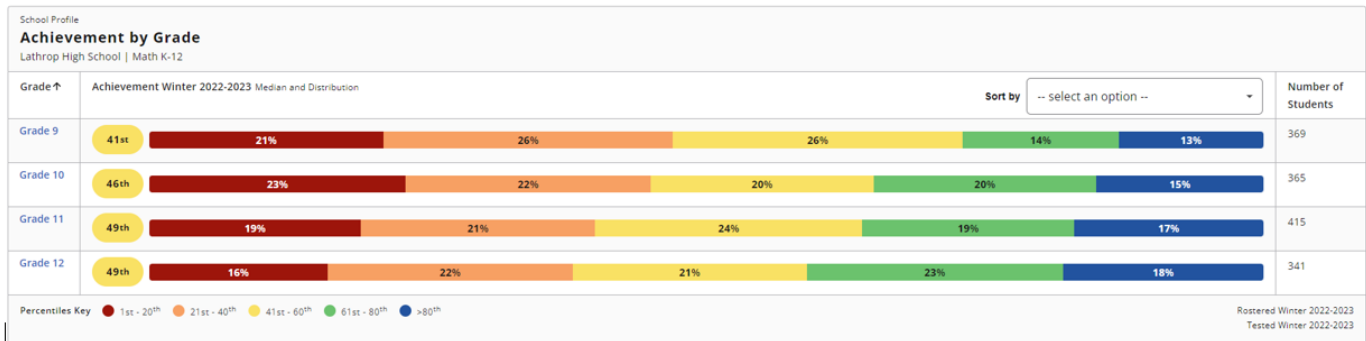
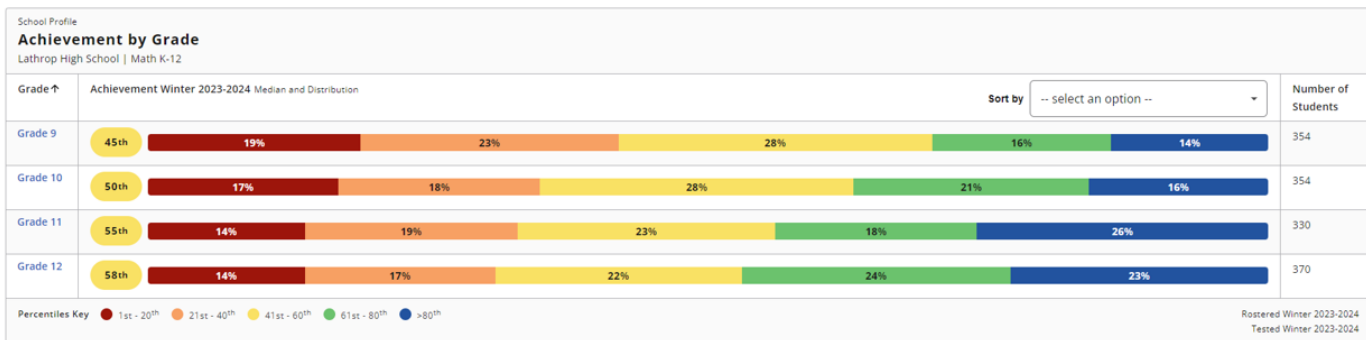
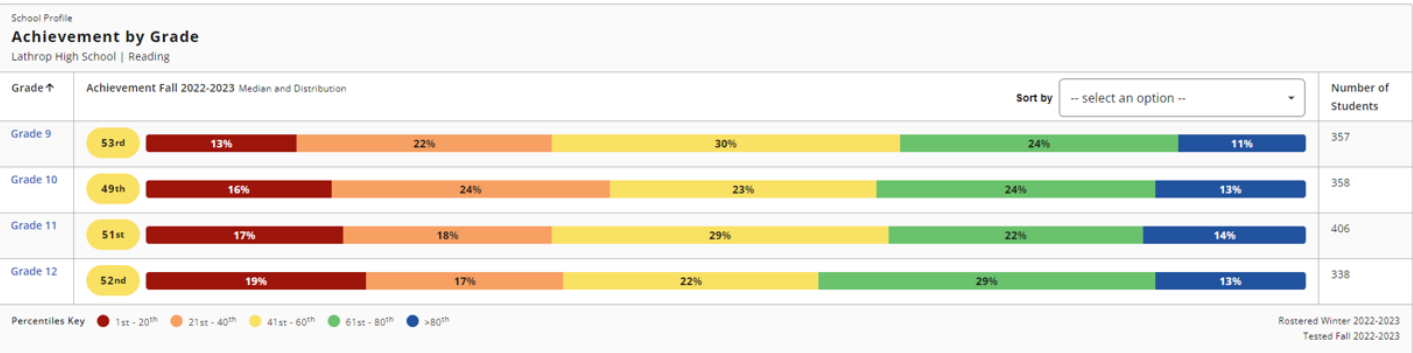
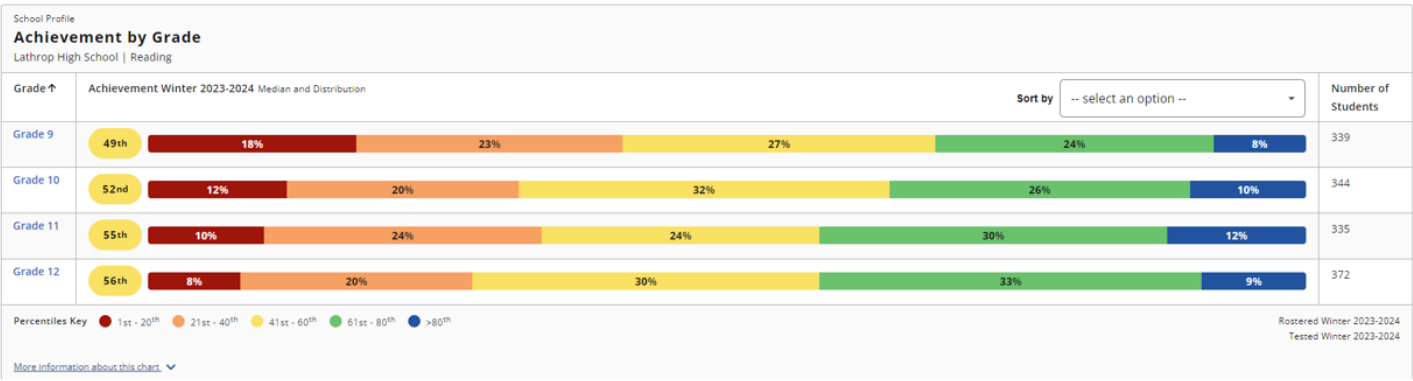


2022-23 Smarter Balanced

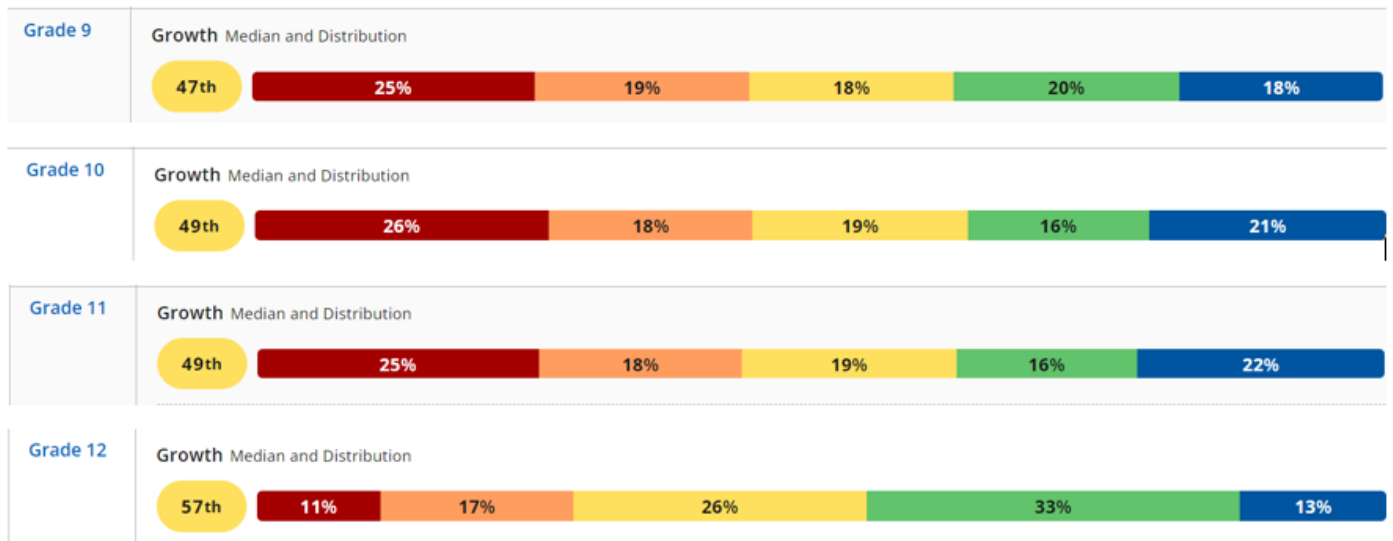
CAASPP File Edition: Performance Summary
Math (Summative): All Grades
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Grades: All
English Proficiencies: All
Reported Race: All
Special Education: SPED & Not SPED
Socio-Economic: SED & Not SED

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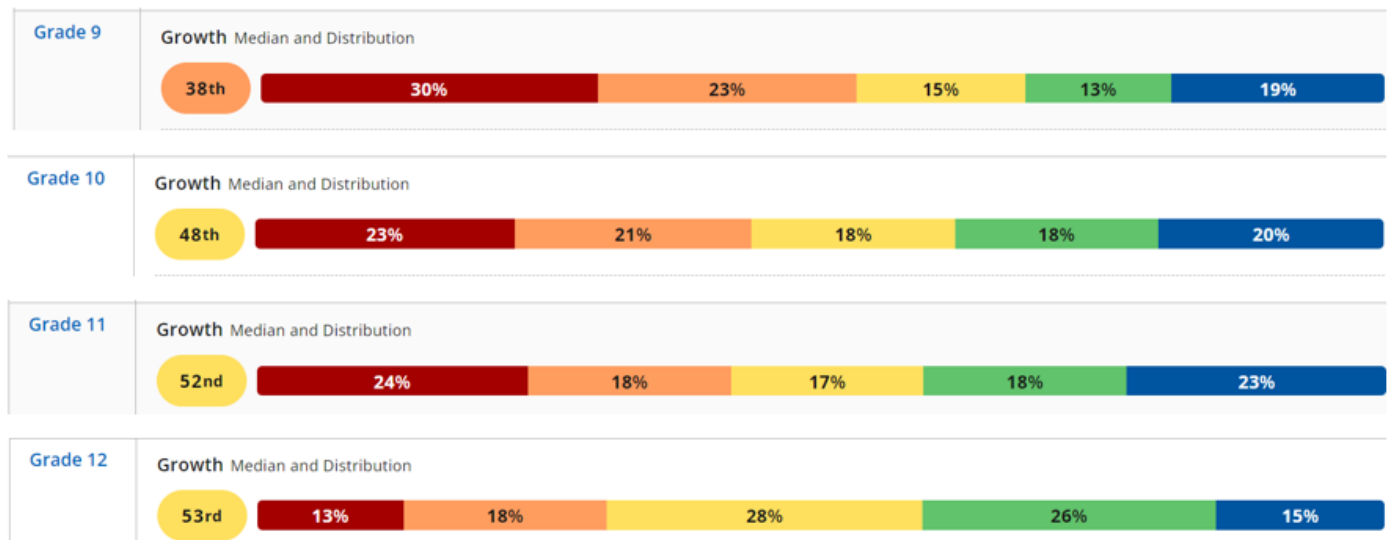




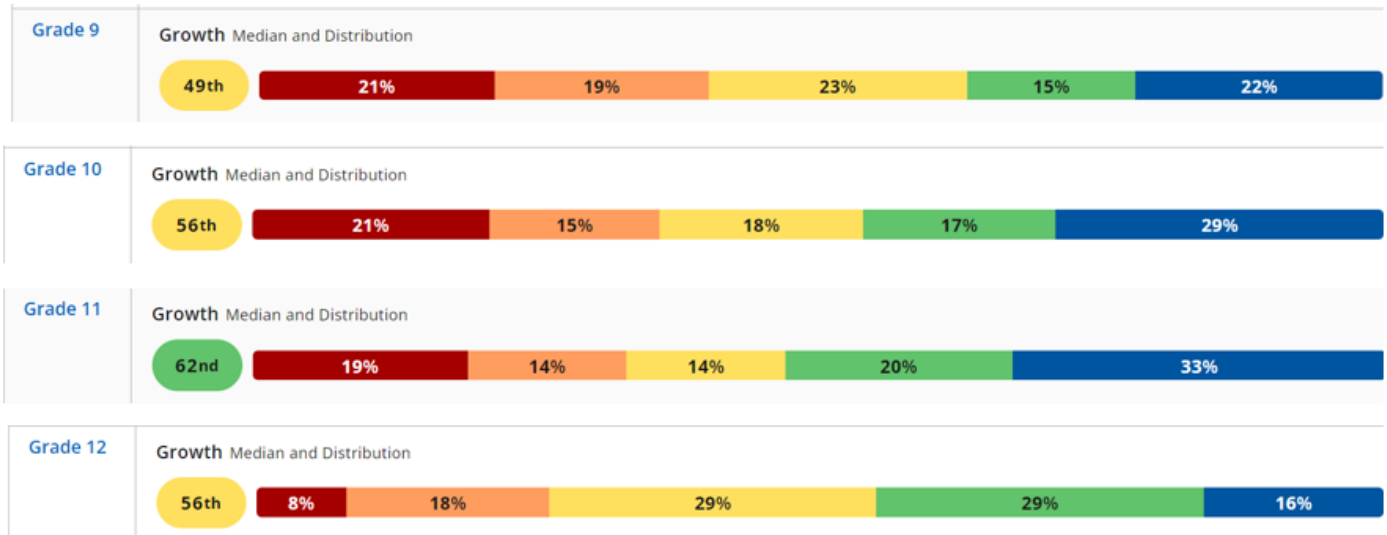
MAP READING Growth 2022-2023



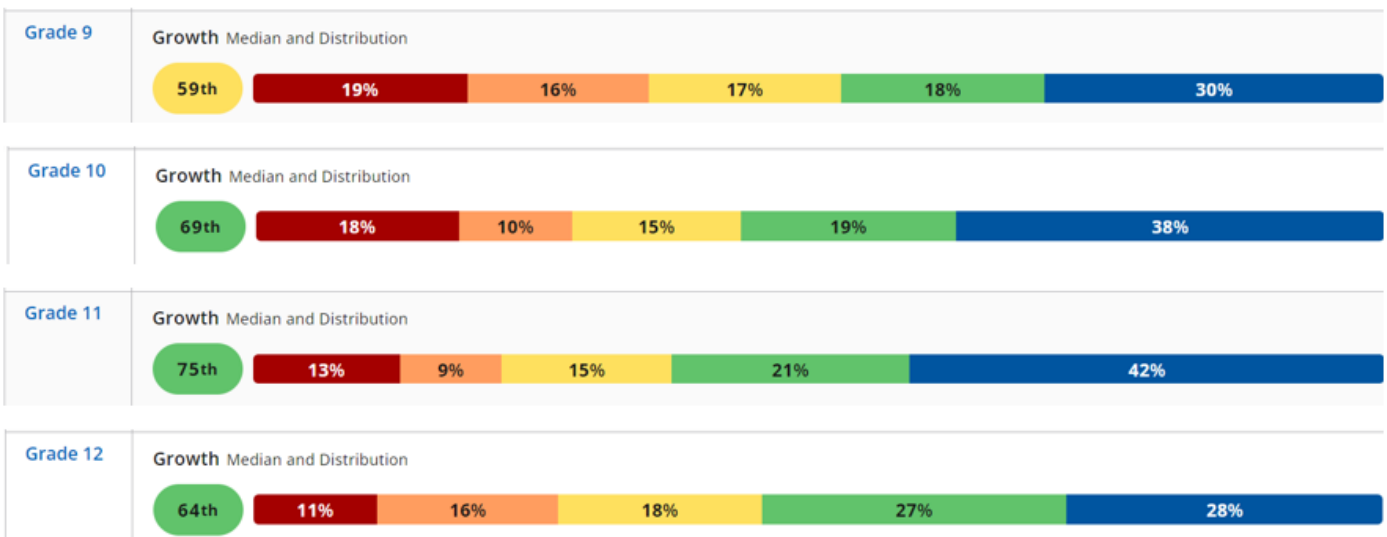
MAP READING Growth 2023-2024



MAP MATH Growth 2022-2023



MAP MATH Growth 2023-2024



Data Analysis

CAASPP scores from 2022-2023 indicate a decrease in student proficiency in both English (0.83% decrease) and Math (1.26% decrease).

LHS CAASPP Scores 18-19 20-21 21-22 22-23
 English Language Arts 61.43% 68.06% 60.98% 60.15%
 Mathematics 22.22% 26.05% 22.98% 21.72%

In ELA our SWD are in the red (declined 16.7 points) with EL in orange (while still below standard increased 10.9 points) and SED in yellow (while still below maintained 0.7 points) indicating areas of need.

In Math our SWD are in the red (declined 10.4 points) with EL in orange (while still below standard increased 20.5 points) and SED in orange (declined 7.4 points) and white students (declined 6.2 points) indicating areas of need.

Females are outperforming males in both ELA (65.84% female, 53.5% male) and Math (25.37%female, 17.68% male).

Current MAP growth scores from January 2023 to January 2024 compared to January 2022 to January 2023 shows a decrease in reading when comparing the same grade level year to year. When tracking the students as they progress from one grade to the next, each grade level increased. MAP growth for Math January 2023 to January 2024 compared to January 2022 to January 2023 shows growth comparing like grades as well as tracking grade progression.

| Median Growth | Grade 9 | Grade 10 | Grade 11 | Grade 12 | All |
|-----------------------|---------|----------|----------|----------|-----|
| Reading 2022-2023 | 47 | 49 | 49 | 57 | 51 |
| Reading 2023-2024 | 38 | 48 | 52 | 53 | 50 |
| Mathematics 2022-2023 | 49 | 56 | 62 | 56 | 56 |
| Mathematics 2023-2024 | 59 | 69 | 74 | 64 | 67 |

LHS MAP Achievement comparisons 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 winter 23 to winter 24 in both Reading and Mathematics.

LHS MAP ACHIEVEMENT Winter 2023 to Winter 2024

| Median Achievement | Grade 9 | Grade 10 | Grade 11 | Grade 12 | All |
|--------------------|---------|----------|----------|----------|-----|
| Reading 2023 | 51 | 55 | 51 | 56 | 53 |
| Reading 2024 | 49 | 52 | 55 | 56 | 52 |
| Mathematics 2023 | 41 | 46 | 49 | 49 | 47 |
| Mathematics 2024 | 45 | 50 | 55 | 58 | 51 |

While CAASPP scores reflect a decline in academic achievement, MAP scores

In November of 2023, LHS participated in an Instructional Practice Review of four critical instructional practice areas: rigor, relevance, engagement, and relationships (Rigor/Relevance Framework). During the review 34 classrooms were observed with the findings indicating learner engagement (active participation, learning environment, formative processes and tools) as an area of strength, with the need for 1. consistency among all classrooms with bell-to-bell instruction to increase rigor (thoughtful work, academic discussion, high-level questioning), and 2. increased clarity of student expectations through success criteria to increase relevance (meaningful work, authentic resources, learning connections).

We recognize we still have a Tier 1 instruction issue that we plan to address with such actions as learning walks and PLC structures, data analysis and ongoing support via the Intervention TOSA for a guaranteed viable curriculum in all classes. Targeted professional development will focus on research-based strategies in our identified areas.

Student Need 1:

Students need greater support in meeting and exceeding the rigor of 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 in order to increase rigor.

To increase student’s ability to engage with rigorous tasks (thoughtful work academic discussion, high-level questioning) in classrooms that focus on reading, writing, and speaking:

SMART Goal 1

LHS will increase the number of students meeting/exceeding standards (blue and green bands) on the Smarter Balanced Assessment in English by 2% yearly.

- Baseline: 60% meeting/exceeding standards
- GOAL Year 1: 62% meeting/exceeding standards
- GOAL Year 2: 64% meeting/exceeding standards
- GOAL Year 3: 66% meeting/exceeding standards

Implementation Plan

| Action | Metric/Indicator | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources |
|---|---|---|----------------|----------------|----------------|-------------------------|
| To support students' engagement with high yield strategies to increase academic rigor and achievement, the Guiding Coalition PD team will develop, design, and deliver site PD (July 30, Jan. 15, during prep periods, and/or embedded into staff meetings throughout the year) with the support of a Model Schools Coach. Specific high yield strategies will be selected and monitored for implementation by the Guiding Coalition, PLC leads, and department chairs. | Percentage of students meeting individual MAP growth targets in Reading. number of teachers committing to a strategy via survey data after each PD session number of teachers implementing strategies as measured by learning walk data | MAP Growth 2023-2024 Reading 9th 38 10th 48 11th 52 12th 53 All 50 survey data - baseline learning walks - baseline | | | | Time Money People |
| To support students' engagement with high yield | Percentage of students meeting individual MAP growth targets in Reading. | MAP Growth 2023-2024 Reading | | | | Time Money People |

| | | | | | | |
|---|--|---|--|--|--|------------------------------------|
| <p>strategies to increase academic rigor and achievement, teachers may participate in the following:</p> <p>learning walks to share practice in action, engage in reflection, and commit to refine a practice in with students.</p> <p>collaborative planning to analyze data, design rigorous lessons for students that align to essential standards, include effective strategies and a CFA to monitor student learning.</p> <p>co-teaching, coaching with the intervention TOSA or peer teacher, to further increase student engagement.</p> | | <p>9th 38 10th 48 11th 52 12th 53 All 50</p> | | | | |
| <p>To support implementation of high yield strategies to increase academic rigor and achievement members of the Guiding Coalition will identify, learn, and teach strategies that increase rigor in the classroom by attended Model Schools Conference, collaborating with</p> | <p>Number of classes having evidence of increased rigor for students (thoughtful work, high level questioning, academic discussion) on the ICLE Rigor Rubric</p> | <p>Instructional Practice Review Data T1-S2 2023-2024 - of 34 classrooms observed</p> <p>Rigor - Indicator: Thoughtful Work Well Developed 0 Developed 5 Beginning 8</p> | | | | <p>Time Money People</p> |

| | | | | | | |
|--|--|---|--|--|--|--|
| <p>a Model Schools Coach/Consultant, planning and designing PD.</p> | | <p>Emerging 15 Not Observed 6</p> <p>Rigor - Indicator: High-Level Questions Well Developed 0 Developed 3 Beginning 8 Emerging 15 Not Observed 8</p> <p>Rigor - Indicator: Academic Discussion Well Developed 0 Developed 3 Beginning 10 Emerging 15 Not Observed 6</p> | | | | |
| <p>Counseling will support students in meeting A-G requirements and increase student access to college (PLC collaboration, UC/CSU conference).</p> | <p>Percentage of students who meet A-G eligibility for UC CSU.</p> | <p>A-G Senior eligibility of the students who earned diplomas in 2023: 102/243 (42%)</p> | | | | |

Progress Monitoring

| | | | |
|---|--------------------------------|--|-------------------------------------|
| <p>SMART Goal(s) and How to Measure the Progress</p> | <p>Analysis of Data</p> | <p>Review Growth/Effectiveness of action items with team members. Who? How? When?</p> | <p>Evaluation/Next Steps</p> |
|---|--------------------------------|--|-------------------------------------|

| | | | |
|---|--|--|--|
| Benchmark 1: number of students (by grade level) meeting individual MAP growth targets in Reading FALL 2024 | | | |
| Benchmark 2: number of students (by grade level) meeting individual MAP growth targets in Reading WINTER2024 | | | |
| Benchmark 3: number of students (by grade level) meeting individual MAP growth targets in Reading Spring 2024 | | | |
| Benchmark 4: percentage of students who meet A-G eligibility for UC CSU at the end of Term 1 | | | |
| Benchmark 5: percentage of students who meet A-G eligibility for UC CSU at the end of Term 2 | | | |

SMART Goal 2

LHS will increase the number of students meeting/exceeding standards (blue and green bands) on the Smarter Balanced Assessment in Mathematics by 2% yearly.

- Baseline: 21% meeting/exceeding standards
- GOAL Year 1: 23% meeting/exceeding standards
- GOAL Year 2: 25% meeting/exceeding standards
- GOAL Year 3: 27% meeting/exceeding standards

Implementation Plan

| Action | Metric/Indicator | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources |
|--|---|---|----------------|----------------|----------------|-------------------------|
| To support students' engagement with high yield strategies to increase academic rigor and achievement, the Guiding Coalition | Percentage of students meeting individual MAP growth targets in Math. number of teachers committing to a strategy via survey | MAP Growth 2023-2024 Math 9th 45 10th 50 11th 55 12th 58 All 51 | | | | Time Money People |

| | | | | | | |
|---|---|--|--|--|--|--|
| <p>PD team will develop, design, and deliver site PD (July 30, Jan. 15, during prep periods, and/or embedded into staff meetings throughout the year) with the support of a Model Schools Coach. Specific high yield strategies will be selected and monitored for implementation by the Guiding Coalition, PLC leads, and department chairs.</p> | <p>data after each PD session</p> <p>number of teachers implementing strategies as measured by learning walk data</p> | <p>survey data - baseline</p> <p>learning walks - baseline</p> | | | | |
| <p>To support students' engagement with high yield strategies to increase academic rigor and achievement, Math teachers may participate in the following:</p> <p>lesson studies and coaching with county math coordinator to implement the math workshop model. (teachers who did not participate in 23-24)</p> <p>learning walks to share practice in action, engage in reflection, and commit to refine a practice in with students.</p> <p>collaborative planning to</p> | <p>Percentage of students meeting individual MAP growth targets in Math.</p> | <p>MAP Growth 2023-2024</p> <p>Math</p> <p>9th 45</p> <p>10th 50</p> <p>11th 55</p> <p>12th 58</p> <p>All 51</p> | | | | <p>Time</p> <p>Money</p> <p>People</p> |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>analyze data, design rigorous lessons for students that align to essential standards, include effective strategies and a CFA to monitor student learning.</p> <p>co-teaching, coaching with the intervention TOSA or peer teacher, to further increase student engagement.</p> <p>use Delta Math to build common CFA and use the strategies embedded into the program.</p> | | | | | | |
|---|--|--|--|--|--|--|

Progress Monitoring

| SMART Goal(s) and How to Measure the Progress | Analysis of Data | Review Growth/Effectiveness of action items with team members. Who? How? When? | Evaluation/Next Steps |
|--|-------------------------|---|------------------------------|
| Benchmark 1: number of students (by grade level) meeting individual MAP growth targets in Math FALL 2024 | | | |
| Benchmark 2: number of students (by grade level) meeting individual MAP growth targets in Math SPRING 2024 | | | |
| Benchmark 3: number of students (by grade level) meeting individual MAP growth targets in Math SPRING 2024 | | | |

SMART Goal 3

LHS PLC teams will grow to be mostly effective/highly effective in Data, Next Steps, and Success Criteria categories on the PLC Audit by 2027 as measured yearly from August to April.

Baseline

August 2023:

Data:

- 0/20 highly effective
- 8/20 mostly effective
- 10/20 progressing
- 2/20 emerging

Success Criteria:

- 1/20 highly effective
- 8/20 mostly effective
- 10/20 progressing
- 1/20 emerging

Next Steps:

- 4/20 highly effective
- 7/20 mostly effective
- 9/20 progressing
- 0/20 emerging

Implementation Plan

| Action | Metric/Indicator | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources |
|---|---|---|----------------|----------------|----------------|----------------------------------|
| <p>To increase student mastery of a guaranteed viable curriculum focused on essential standards for each course:</p> <p>PLC Leads will meet monthly to analyze CFA data, coordinate engagement and instructional strategies, and share practices.</p> <p>PLC teams will meet weekly to identify what all students are to know and be able to do (essential and supporting standards),</p> | <p>The number of PLC teams scoring mostly effective, progressing, and emerging.</p> | <p>August 2023: Data: 0/20 highly effective 8/20 mostly effective 10/20 progressing 2/20 emerging Success Criteria: 1/20 highly effective 8/20 mostly effective 10/20 progressing 1/20 emerging Next Steps: 4/20 highly effective 7/20 mostly effective</p> | | | | <p>Time Money People</p> |

| | | | | | | |
|--|---|--|--|--|--|----------------------------------|
| <p>identify how they will demonstrate that learning (CFA, success criteria), develop a plan for students who have mastered the learning and students who have not yet mastered the learning.</p> | | <p>9/20 progressing 0/20 emerging</p> | | | | |
| <p>To increase student mastery of a guaranteed viable curriculum focused on essential standards for each course:</p> <p>Teachers may participate in learning walks to share practice in action, engage in reflection, and commit to refine practice with students.</p> | <p>The number of PLC teams scoring mostly effective, progressing, and emerging.</p> | <p>August 2023: Data: 0/20 highly effective 8/20 mostly effective 10/20 progressing 2/20 emerging Success Criteria: 1/20 highly effective 8/20 mostly effective 10/20 progressing 1/20 emerging Next Steps: 4/20 highly effective 7/20 mostly effective 9/20 progressing 0/20 emerging</p> | | | | <p>Time Money People</p> |
| <p>To increase student mastery of a guaranteed viable curriculum focused on essential standards for each course:</p> <p>Teachers may engage in collaborative planning to</p> | <p>The number of PLC teams scoring mostly effective, progressing, and emerging.</p> | <p>August 2023: Data: 0/20 highly effective 8/20 mostly effective 10/20 progressing 2/20 emerging Success Criteria:</p> | | | | <p>Time Time People</p> |

| | | | | | | |
|---|--|--|--|--|--|--|
| analyze data, design rigorous lessons for students that align to essential standards, include effective strategies and a CFA to monitor student learning. | | 1/20 highly effective 8/20 mostly effective 10/20 progressing 1/20 emerging Next Steps: 4/20 highly effective 7/20 mostly effective 9/20 progressing 0/20 emerging | | | | |
| To provide students access to highly effective Advanced Placement courses with highly qualified teachers: Teachers will attend AP trainings as needed. | Number of students enrolled in AP courses. | AP student enrollment 2023-2024 | | | | |

Progress Monitoring

Progress Monitoring

| SMART Goal(s) and How to Measure the Progress | Analysis of Data | Review Growth/Effectiveness of action items with team members. Who? How? When? | Evaluation/Next Steps |
|--|-------------------------|---|------------------------------|
|--|-------------------------|---|------------------------------|



District Goal

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

Site Tier 1, 2, and 3 Goals

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

Climate

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.54 | 6.73 | 0.91 | 4.62 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.13 | 0.01 | 0.09 | 0.00 | 0.07 |

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

| Subject | School 2022-23 | District 2022-23 | State 2022-23 |
|-------------|----------------|------------------|---------------|
| Suspensions | 5.58 | 4.96 | 3.60 |
| Expulsions | 0.61 | 0.24 | 0.08 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---------------|-----------------------|---|---------------------------|--------------------------|
| All Students | 1630 | 1600 | 339 | 21.2 |

| | | | | |
|---|-----|-----|-----|------|
| Female | 804 | 792 | 164 | 20.7 |
| Male | 825 | 807 | 174 | 21.6 |
| American Indian or Alaska Native | 9 | 9 | 2 | 22.2 |
| Asian | 181 | 180 | 33 | 18.3 |
| Black or African American | 114 | 110 | 20 | 18.2 |
| Filipino | 176 | 176 | 23 | 13.1 |
| Hispanic or Latino | 919 | 897 | 206 | 23.0 |
| Native Hawaiian or Pacific Islander | 17 | 17 | 4 | 23.5 |
| Two or More Races | 60 | 59 | 11 | 18.6 |
| White | 154 | 152 | 40 | 26.3 |
| English Learners | 247 | 239 | 57 | 23.8 |
| Foster Youth | 18 | 17 | 9 | 52.9 |
| Homeless | 60 | 59 | 22 | 37.3 |
| Socioeconomically Disadvantaged | 897 | 880 | 211 | 24.0 |
| Students Receiving Migrant Education | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 178 | 171 | 62 | 36.3 |

Data Analysis

Suspensions at LHS have decreased 1.15% since the 21-22 school year. At T2S1 our current suspension rate is 4.6%. To address this issue and continue the rate decrease, LHS will continue to 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 grew from 7.1%, to 21.2% with a student total of 106 in 2021 to 339 in 2023. 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. It is important to note that during the 2021-2022 many students were quarantined for COVID which was a 10 day minimum. These required quarantines automatically designated students as chronically absent.

Our engagement level grew from 77% to 80% as reported on 5-Star representing the percentage of student participating in at least 1 activity school related, yet outside of school time. This number includes students rostered to LHS, yet on IS. As our engagement increased, so did our eligibility rate. Eligibility at the end of T1S1 spiked to 90%.

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.

SMART Goal 1

By strategically connecting students with school, we will increase the average student eligibility rate by 6% by the end of the 2026-2027 school year.

Baseline: 2023-2024 T1S1: 78%; T1S2: 80.5%
 GOAL Year 1: 82% student eligibility rate
 GOAL Year 2: 84% student eligibility rate
 GOAL Year 3; 86% student eligibility rate

By strategically connecting students with school, maintain a suspension rate of no more than 3% by the end of the 2026-2027 school year.

Baseline: 2023-2024 T1S1: 0.019%; T1S2: 2.7% T2S2 (as of April): 4.6%
 GOAL Year1: 4% suspension rate
 GOAL Year 2: 3.5% suspension rate
 GOAL Year 3: 3% suspension rate

Implementation Plan

| Action | Metric/Indicator | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources |
|---|--|---|----------------|----------------|----------------|-------------------------|
| To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus: Students may attend Spraxte/tutoring before school for additional academic support. | Percentage of students engaging in one or more activity measured on 5-Star . | T1S1: 78% T1S2: 80.5% T2S1: 82.1% T2S2: | | | | Time Money People |
| To connect students with school in ways that keep them attending regularly, focused on strong | Percentage of students engaging in one or more activity measured on 5-Star. | 5 Star T1S1: 78% T1S2: 80.5% T2S1: 82.1% T2S2: ADA | | | | Time Money People |

| | | | | | | |
|---|---|--|--|--|--|----------------------------------|
| <p>academics, and out of trouble on campus:</p> <p>The PBIS team will develop, design, implement, and monitor site-wide behavioral interventions and incentives to increase positive school culture, increase engagement, accountability, and student achievement. Activities may occur before, during, or after school.</p> <p>Spartan Ready Students programs including 8th Grade Spartan Preview Day and Summer Bridge program to connect students and families with school.</p> | <p>Percentage of students attending school daily.</p> <p>Percentage of SWD attending school daily.</p> <p>Percentage of student academically eligible.</p> <p>Percentage of students suspended from school.</p> | <p>T1S1: 95.06% T1S2: 94.10% T2S1: 93.58% T2S2:</p> <p>SWD ADA T1S1: 93.23% T1S2: 92.38% T2S1: 90.03% T2S2: 87.99%</p> <p>Eligibility T1S1: 90% T1S2: 85.6% T2S1: 87% T2S2:</p> <p>Suspension Rate T1S1: 0.019% T1S2: 2.7% T2S1: 4.06% T2S2:</p> | | | | |
| <p>To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus:</p> <p>CADA conference attendance for school culture leaders to continue to increase school connectedness.</p> <p>Professional development for</p> | <p>Percentage of students engaging in one or more activity measured on 5-Star.</p> <p>Percentage of students attending school daily.</p> <p>Percentage of student academically eligible.</p> <p>Percentage of students suspended from school.</p> | <p>5 Star T1S1: 78% T1S2: 80.5% T2S1: 82.1% T2S2:</p> <p>ADA T1S1: 95.06% T1S2: 94.10% T2S1: 93.58% T2S2:</p> <p>Eligibility T1S1: 90% T1S2: 85.6% T2S1: 87% T2S2:</p> <p>Suspension Rate T1S1: 0.019% T1S2: 2.7%</p> | | | | <p>Time Money People</p> |

| | | | | | | |
|--|--|---|--|--|--|----------------------------------|
| <p>administration and faculty related to positive school culture, increasing student eligibility and engagement, and student activities - including time-sheeting and release time for collaboration and analysis.</p> | | <p>T2S1: 4.06% T2S2:</p> | | | | |
| <p>To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus:</p> <p>Access to 5-Star student app for managing data related to school connectedness activities, events, and rewards.</p> | <p>Percentage of students engaging in one or more activity measured on 5-Star.</p> | <p>5 Star T1S1: 78% T1S2: 80% T2S1: 82.1% T2S2:</p> | | | | <p>Time Money People</p> |
| <p>To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus:</p> <p>The Intervention TOSA will oversee, plan, provide, and monitor behavioral and academic intervention to students through COST.</p> | <p>Percentage of students engaging in one or more activity measured on 5-Star</p> <p>Percentage of students attending school daily.</p> <p>Percentage of student academically eligible.</p> <p>Percentage of students suspended from school.</p> | <p>5 Star T1S1: 78% T1S2: 80.5% T2S1: 82.1% T2S2:</p> <p>ADA T1S1: 95.06% T1S2: 94.10% T2S1: 93.58% T2S2:</p> <p>Eligibility T1S1: 90% T1S2: 85.6% T2S1: 87% T2S2:</p> <p>Suspension Rate</p> | | | | <p>Time Money People</p> |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>To support students who need additional behavioral, academic, and/or social-emotional supports:</p> <p>Teachers and classified staff need release time/ extra hours to work collaboratively through the COST process</p> <p>Books, materials, and supplies related to addressing barriers to learning and school connectedness.</p> | | <p>T1S1: 0.019%</p> <p>T1S2: 2.7%</p> <p>T2S1: 4.06%</p> <p>T2S2:</p> | | | | |
| <p>To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus:</p> <p>Monitor and maintain all areas of the physical environment near and around campus as well as the students' wellbeing to ensure proactive and preventative safety for students so that every student feels safe in the school environment inclusive of design, security, and climate.</p> | <p>Percentage of students engaging in one or more activity measured on 5-Star</p> <p>Percentage of students suspended from school.</p> | <p>5 Star</p> <p>T1S1: 78%</p> <p>T1S2: 80.5%</p> <p>T2S1: 82.1%</p> <p>T2S2:</p> <p>Suspension Rate</p> <p>T1S1: 0.019%</p> <p>T1S2: 2.7%</p> <p>T2S1: 4.06%</p> <p>T2S2:</p> | | | | <p>Time</p> <p>Money</p> <p>People</p> |

| | | | | | | |
|--|--|-----------------------------------|--|--|--|--|
| | | | | | | |
| Increase connectedness opportunities for students through events, activities, and educational excursions outside of the instructional day. | Number of opportunities for students. Number of students attending opportunities as measured by check in on 5-Star. | Will establish baseline in 24/25. | | | | |

Progress Monitoring

| SMART Goal(s) and How to Measure the Progress | Analysis of Data | Review Growth/Effectiveness of action items with team members. Who? How? When? | Evaluation/Next Steps |
|---|-------------------------|---|------------------------------|
| Benchmark 1: Measure the % of students engaged through 5-Star in each semester. | | | |
| Benchmark 2: Measure the average % of students attending daily each semester. | | | |
| Benchmark 3: Measure the % of students academically eligible each semester. | | | |
| Benchmark 4: Measure the % of students suspended from school each semester. | | | |

Progress Monitoring

| SMART Goal(s) and How to Measure the Progress | Analysis of Data | Review Growth/Effectiveness of action items with team members. Who? How? When? | Evaluation/Next Steps |
|--|-------------------------|---|------------------------------|
| | | | |

Data

Student Need 2:

Progress Monitoring

| | | | |
|--|-------------------------|---|------------------------------|
| SMART Goal(s) and How to Measure the Progress | Analysis of Data | Review Growth/Effectiveness of action items with team members. Who? How? When? | Evaluation/Next Steps |
|--|-------------------------|---|------------------------------|

Data

Student Need 3:

Progress Monitoring

| | | | |
|--|-------------------------|---|------------------------------|
| SMART Goal(s) and How to Measure the Progress | Analysis of Data | Review Growth/Effectiveness of action items with team members. Who? How? When? | Evaluation/Next Steps |
|--|-------------------------|---|------------------------------|

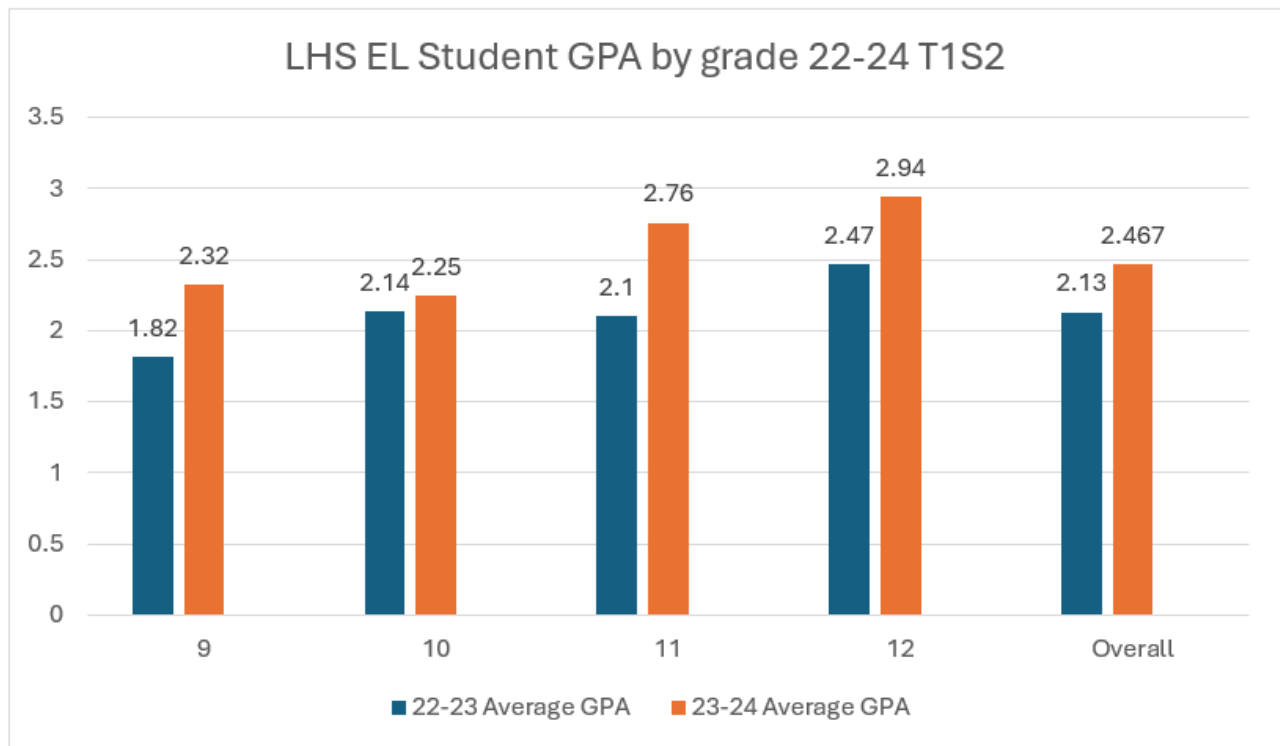


District Goal

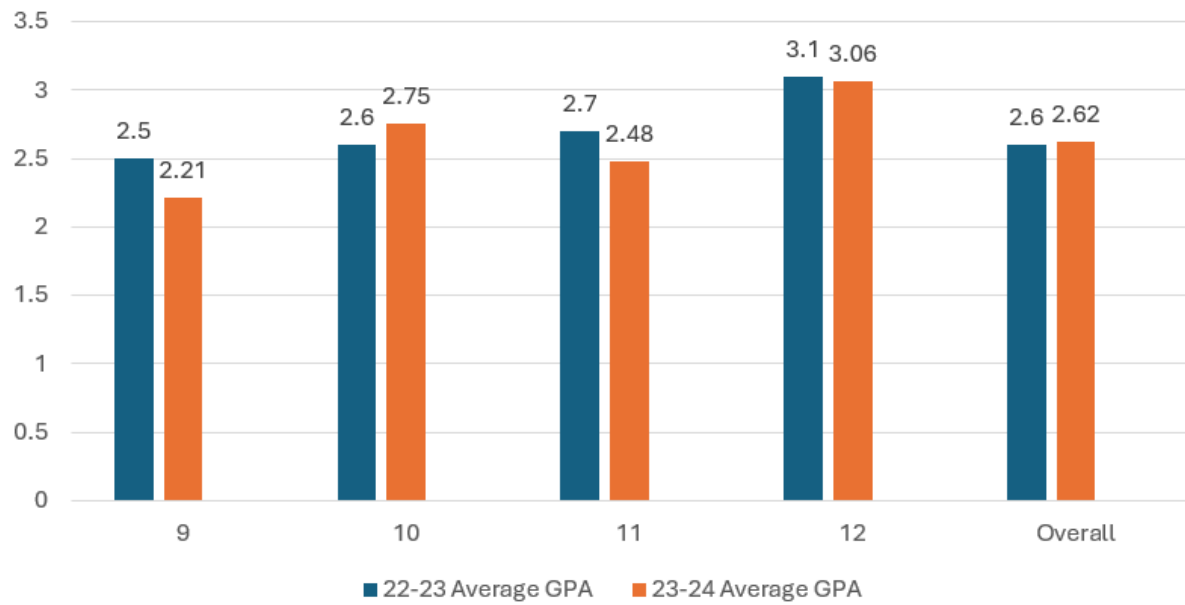
Every student is supported within a multi-tiered system to realize their individual success.

Site Tier 2 and 3 Goals

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



LHS SWD Student GPA by grade 22-24 T1S2



Smarter Balanced Subgroup Summary

2022-23 ELA (Summative): All Grade Levels Tested

Site: **Lathrop High School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: **Control Panel (01-14-2024)**
 Grade(s): **All**
 Gender(s): **All**
 Reported Race(s): **All Reported Races**
 Special Ed: **Special & Non Special Ed**
 Socio-economic: **null**
 English Proficiencies: **All**

Performance Level and Percent Proficient Gaps

| | All Students | Black/African American | American Indian/Alaska Native | Asian | Filipino | Hispanic / Latino | Native Hawaiian/Pacific Islander | White | 2 or More Races | Socio-Economic | English Learner | Students with Disability | GATE |
|---|--------------|------------------------|-------------------------------|-------|----------|-------------------|----------------------------------|-------|-----------------|----------------|-----------------|--------------------------|-------|
| | 22-23 | 22-23 | 22-23 | 22-23 | 22-23 | 22-23 | 22-23 | 22-23 | 22-23 | 22-23 | 22-23 | 22-23 | 22-23 |
| # | 731 | 52 | 2 | 82 | 99 | 387 | 7 | 71 | 31 | - | 78 | 117 | 0 |
| ■ | 2.5 | -0.2 | -0.5 | 0.3 | 0.3 | -0.1 | -0.5 | 0.1 | 0.3 | - | -1.1 | -0.8 | 0 |
| Performance Level Gap | | | | | | | | | | | | | |
| | | -0.2 | -0.5 | 0.3 | 0.3 | -0.1 | -0.5 | 0.1 | 0.3 | | -1.1 | -0.8 | |
| | | | | | | | | | | | | | |
| % | 53% | -7% | 0% | 11% | 16% | -6% | -24% | -1% | 15% | -5% | -49% | -32% | 0% |
| Percentage Standard Exceeded or Met Gap | | | | | | | | | | | | | |
| | | -7% | -53% | 11% | 16% | -6% | -24% | -1% | 15% | | -49% | -32% | |
| | | | | | | | | | | | | | |

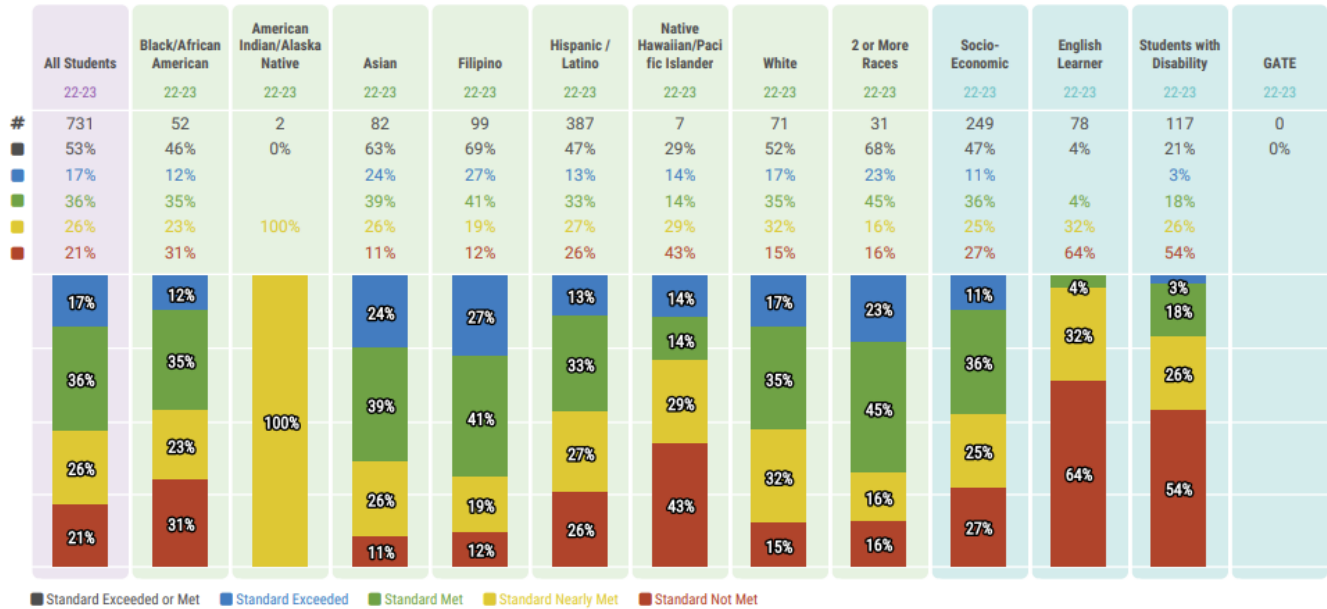
Smarter Balanced Subgroup Summary

2022-23 ELA (Summative): All Grade Levels Tested

Site: **Lathrop High School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: **Control Panel (01-14-2024)**
 Grade(s): **All**
 Gender(s): **All**
 Reported Race(s): **All Reported Races**
 Special Ed: **Special & Non Special Ed**
 Socio-economic: **null**
 English Proficiencies: **All**

Percent of Students at Each Performance Level



Resource Inequities

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

Comprehensive Needs Assessment

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

| 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% | | |

Data Analysis

All EL students at every grade level increased GPA from 22-23 T1S2 to 23-24 T1S2.

GPA Increase from 22-23 to 23-24 T1S2

9th- 0.5

10th- 0.11

11th- 0.66

12th- 0.47

64% of EL students performed in the very low band for SBAC.

All EL students are receiving designated instruction in ELD and have been supported to implement new curriculum.

SWD students experienced an increase in GPA in grade 10, but a decrease in grades 9,11, and 12 for 22-23 T1S2 to 23-24 T1S2. (ATSI group)

GPA Increase or decrease from 22-23 to 23-24 T1S2

9th- 0.29 decrease

10th- 0.15 increase

11th- 0.22 decrease

12th- 0.04 decrease

54% of SWD students performed in the very low band for SBAC. (9ATSI group)

All English SWD teachers are learning a new curriculum.

With the move to designated EL courses during the 23-24 school year (from EL integrated in ELA), we anticipate seeing continued growth for our EL students, particularly LTEL students who need more support with meeting the GPA requirement for reclassification. That being said, teachers need professional learning specific to teaching language and mechanics to EL students, as well as time to analyze, discuss, and utilize the results of local assessments for instructional planning and design to improve designated instruction.

During the 23-24 school year, our EL department chair provided PD during staff meetings to all staff members in topics ranging from how to identify EL students, strategic vocabulary development, to using AI to translate core text for accessibility with the goal of developing the skills of all teachers in differentiating and meeting the needs of EL students.

Our Sp.Ed. department consists of 8 teachers with only one veteran teacher. There is a need for all members of the department to engage in more professional learning to support their use of the teaching, learning, assessment cycle for tier I instruction.

Student Need 1:

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

SMART Goal 1

All SWD will increase the overall GPA by .5 from Term 2 2024 to Term 2 2025 to increase the graduation rate (ATSI group).

By Spring 2027. the average GPA of SWD will increase to 3.0 for all grade-levels measured during Term 1, semester 2.

GOAL Baseline: SY 2023-24 - Term 1, Semester 2

Overall GPA 2.62

Grade 09: 2.21

Grade 10: 2.75

Grade 11: 2.48

Grade 12: 3.06

GOAL Year 1: SY 2024-25 - Term 1, Semester 2

Overall GPA 2.75

Grade 09: 2.5

Grade 10: 2.95

Grade 11: 2.70

Grade 12: 3.1

GOAL Year 2: SY 2025-26 - Term 1, Semester 2

Overall GPA 2.85

Grade 09: 2.8

Grade 10: 3.0

Grade 11: 2.95

Grade 12: 3.2

GOAL Year 3: SY 2026-27 - Term 1, Semester 2

Overall GPA 3.0

Grade 09: 3.0

Grade 10: 3.0

Grade 11: 3.2

Grade 12: 3.3

Implementation Plan

| Action | Metric/Indicator | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources |
|---|------------------------------------|---|----------------|----------------|----------------|-------------------------|
| To increase access to grade-level content/skills for SWD: | Average GPA of SWD by grade level. | SY 2023-24 - Term 1, Semester 2 Overall GPA 2.62 | | | | Time Money People |

| | | | | | | |
|--|---|--|--|--|--|----------------------------------|
| <p>Sp Ed teachers will participate in PD (designed by Guiding Coalition, intervention TOSA, Program Specialist) to support implementation of base materials and effective classroom management and learner engagement strategies.</p> | | <p>Grade 9: 2.21 Grade 10: 2.75 Grade 11: 2.48 Grade 12: 3.06</p> | | | | |
| <p>To increase access to grade-level content/skills for SWD:</p> <p>Sp Ed teachers will participate in learning walks to share practice in action, engage in reflection, and commit to refine a practice in with students.</p> <p>Sp Ed teachers will engage in collaborative planning to analyze data, design rigorous lessons for students that align to essential standards, include effective strategies and a CFA to monitor student learning with the support of the Intervention TOSA.</p> <p>Sp Ed teachers may engage in co-teaching, coaching with the intervention TOSA or peer teacher, to</p> | <p>Average GPA of SWD by grade level.</p> | <p>SY 2022-23 - Term 1, Semester 2 Overall GPA 2.62 Grade 9: 2.21 Grade 10: 2.75 Grade 11: 2.48 Grade 12: 3.06</p> | | | | <p>Time Money People</p> |

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>further increase student engagement.</p> <p>Sp Ed teachers may attend curriculum trainings (base or supplemental) to design lessons to meet the needs of SWD.</p> | | | | | | |
|--|--|--|--|--|--|--|

Progress Monitoring

| SMART Goal(s) and How to Measure the Progress | Analysis of Data | Review Growth/Effectiveness of action items with team members. Who? How? When? | Evaluation/Next Steps |
|---|-------------------------|---|------------------------------|
| Benchmark 1: Average GPA of SWD by grade level in Semester 1. | | | |

Data

Student Need 2:

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

SMART Goal 1

By Spring 2027, the average GPA of EL will increase to 3.0 for all grade-levels measured during Term 1, semester 2.

Baseline: SY 2023-24 - Term 1, Semester 2

Overall GPA 2.467

Grade 09: 2.32

Grade 10: 2.25

Grade 11: 2.76

Grade 12: 2.75

GOAL Year 1: SY 2024-25 - Term 1, Semester 2

Overall GPA 2.6

Grade 09: 2.5

Grade 10: 2.45

Grade 11: 2.96

Grade 12: 2.95

GOAL Year 2: SY 2025-26 - Term 1, Semester 2

Overall GPA 2.8

Grade 09: 2.7

Grade 10: 2.7

Grade 11: 3.1

Grade 12: 3.1

GOAL Year 3: SY 2026-27 - Term 1, Semester 2

Overall GPA 3.0

Grade 09: 3.0

Grade 10: 2.9

Grade 11: 3.2

Grade 12: 3.2

Implementation Plan

| Action | Metric/Indicator | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources |
|--|--|---|----------------|----------------|----------------|-------------------------|
| <p>To provide targeted support to EL students to reclassify as English Proficient:</p> <p>EL teachers will attend CABE Conference (with the goal of presenting best practices) to learn strategies and practices aimed at increasing language proficiency for EL learners.</p> | Average GPA of EL students by grade level. | SY 2023-24 - Term 1, Semester 2 Overall GPA 2.467 Grade 9: 2.32 Grade 10: 2.25 Grade 11: 2.76 Grade 12: 2.75 | | | | Time Money People |
| <p>To provide targeted support to EL students to reclassify as English Proficient:</p> <p>EL Teachers will engage in collaborative planning to analyze data, design lessons targeted at the four domains of</p> | Average GPA of EL students by grade level. | SY 2023-24 - Term 1, Semester 2 Overall GPA 2.467 Grade 9: 2.32 Grade 10: 2.25 Grade 11: 2.76 Grade 12: 2.75 | | | | Time Money People |

| | | | | | | |
|---|---|---|--|--|--|------------------------------------|
| <p>the CELDT assessment, include effective strategies and a CFA to monitor student learning.</p> <p>Teachers may engage in co-teaching, coaching with the EL TOSA or peer teacher, to further increase student language proficiency.</p> <p>EL teachers may attend curriculum trainings (base or supplemental) to design lessons to meet the needs of EL.</p> | | | | | | |
| <p>To provide targeted support to EL students to reclassify as English Proficient:</p> <p>Community liaison hours to increase communication with parents regarding progress toward student reclassification.</p> | <p>Average GPA of EL students by grade level.</p> | <p>SY 2023-24 - Term 1, Semester 2 Overall GPA 2.467 Grade 9: 2.32 Grade 10: 2.25 Grade 11: 2.76 Grade 12: 2.75</p> | | | | <p>Time Money People</p> |
| <p>To provide targeted support to EL students to reclassify as English Proficient:</p> <p>Translation services for meetings with parents.</p> | <p>Average GPA of EL students by grade level.</p> | <p>SY 2023-24 - Term 1, Semester 2 Overall GPA 2.467 Grade 9: 2.32 Grade 10: 2.25 Grade 11: 2.76 Grade 12: 2.75</p> | | | | <p>Time Money People</p> |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

Progress Monitoring

| SMART Goal(s) and How to Measure the Progress | Analysis of Data | Review Growth/Effectiveness of action items with team members. Who? How? When? | Evaluation/Next Steps |
|---|-------------------------|---|------------------------------|
| Benchmark 1: Average GPA of EL students by grade level.in Semester 1. | | | |
| Benchmark 2: Average GPA of EL students by grade level.in Semester 2. | | | |
| Benchmark 3: Average GPA of EL students by grade level.in Semester 3. | | | |
| Benchmark 4: Average GPA of EL students by grade level.in Semester 4. | | | |

Budget Summary

Required administrative costs to operate school site
 Required costs to fulfill operational needs
 Required materials, supplies, & services to implement base curriculum

[Template Assignment for Common Items.pdf](#)

| Description of Need | Base Tracking Management Number | Function (Type of activity) | Object (Type of Expenditure) | Cost Estima | Site/Dept Administrator Additional Notes |
|--|---------------------------------|-----------------------------|------------------------------|--------------|--|
| Be Cuisine - Additional Salaries | 0122 | Program | Certificated Extra-time | \$ 4,000.00 | |
| Saturday School Time sheeting | 0220 | Program | Certificated Extra-time | \$ 12,300.00 | |
| WASC Visiting & Training (Sub Time Sheeting) | 0236 | Admin | Certificated Sub-time | \$ 2,400.00 | |
| Activites - Graduation Practice Subs | 0256 | Admin | Certificated Sub-time | \$ 1,200.00 | |
| Subs to cover IEP's | 0270 | Program | Certificated Sub-time | \$ 3,800.00 | |
| VAPA - AP training (College board) Subs | 0271 | Program | Certificated Sub-time | \$ 1,500.00 | |
| Testing Coordinator (Maestretti) | 0272 | Admin | Certificated Sub-time | \$ 13,000.00 | ELD tester |
| Roving Subs | 0272 | Admin | Certificated Sub-time | \$ 1,300.00 | |
| Admin Designee Subs (School Days) | 0272 | Admin | Certificated Sub-time | \$ 2,800.00 | |
| TSS / Para extra hour time sheeting | 0272 | Admin | Classified Extra-time | \$ 3,200.00 | |
| Activities Director Time Sheeting | 0274 | Admin | Certificated Extra-time | \$ 14,000.00 | |
| Activites - Subs (Activities Director) | 0274 | Admin | Certificated Sub-time | \$ 3,000.00 | |
| Admin Designee (Game Coverage) | 0277 | Athletics | Certificated Extra-time | \$ 16,500.00 | |
| Certificated Subs for on campus coaches | 0277 | Athletics | Certificated Sub-time | \$ 12,500.00 | |
| Campus Monitor OT at athletics events | 0277 | Athletics | Classified Extra-time | \$ 3,800.00 | |
| Custodian OT at athletics events | 0277 | Athletics | Classified Extra-time | \$ 5,200.00 | |

\$ 100,500.00

Equipment over \$10,000

| Description of Need (Type of Request) | Purpose | Function (Type of activity) | Equipment # (For item being replaced) | Inspection of current equipment inventory completed | Year of Cycle | Cost Estima | Site Administrator Additional Notes |
|---|--------------|-----------------------------|---------------------------------------|---|---------------|---------------------|---|
| Ice Machine (Work order placed, unable to be repaired. Need a new one. (safety Need 1) | Replacement | Operations | | | Year 1 | \$ 5,200.00 | Quote 243816 Ice Machine Install Quote .pdf |
| Vaping Sensor Bathroom Pilot - Drops, equipment, pathway materials | New Addition | Operations | N/A | | Year 1 | \$ 10,000.00 | per Clara (Safety Need 1) |
| | | | | | | \$ 15,200.00 | |

Routine Restricted Maintenance Site Projects/Services

****anything in year 2/3 will be re-evaluated for funding approval**

[Template Assignment for Common Items.pdf](#)

| Description of Need | Purpose | Year of Cycle | Cost Estima | Site Administrator Additional Notes |
|---|--|---------------|---------------|---|
| Large Gym Floor striping, refinishing and wall repainting | to support equitable access to quality facilities and pride in school. (refresh) | Year 1 | \$ 169,754.41 | |
| Security cameras for blind spot areas | to increase visibility in blind spots. Reviewed and approved by Safety Coordinator | | TBD | Met with Dennis Foster 11.16. Jesse Delgado to provide quote (site visit 1.5.24) talked to Colby (2.2.24 camreas likely covered by DO for safety) |
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One-time requests

| Description of Need | Purpose | Function (Type of activity) | Object (Type of Expenditure) | Year of Cycle | Cost Estima | Site Administrator Additional Notes |
|---------------------|---|-----------------------------|------------------------------|---------------|--------------|--|
| Wrestling Mats | PE and Athletics | Program | Materials & Supplies | Year 1 | \$ 15,000.00 | Have not been replaced in 16 years. well worn/safety hazard. Used for PE (base) and athletics (GLS Need 1) |
| Credit Card Machine | Growth - Placement in the Ticket Window | Admin | Materials & Supplies | Year 1 | \$ 675.00 | Safety Need 1 |

| Supplemental Programs/Services | | | | | | | | | |
|--------------------------------|---------------------------|--|---|-----------|---------------------------|----------|--------------|--|---|
| LCAP A/S | Target | Student Need/SMART Goal | Description of Program Service: Identify Target, SMART Goal/Student Need | Fund Sour | Object (Type of Expenditu | Year Cyl | Cost Esti | Department/Program Administrator Additional Notes & Links to support documents | Superintendent/Executive Administrator Notes/Questions/Feedback |
| Grade Level Standards | Mathematics by 2% yearly. | Mathematics by 2% yearly. | GLS N1 Action 1, 3, 6: PLC Collaboration | 3010 | Certificated Extra-time | Year 1 | \$ 6,000.00 | | Ok -RG |
| Grade Level Standards | Mathematics by 2% yearly. | Mathematics by 2% yearly. | GLS N1 Action 2, 4, 7: walkthrough debriefing/planning | 3010 | Certificated Extra-time | Year 1 | \$ 2,000.00 | | Ok -RG |
| Safety | | by strategically connecting students with school, we will increase the average student eligibility rate by 6% by the end of the 2026-2027 school year and maintain a suspension rate of no more than 3% by the end of the 2026-2027 school year. | Safety 1 Action 1: Tubring | 3010 | Certificated Extra-time | Year 1 | \$ 2,000.00 | | Ok -RG |
| Safety | | All EL students need more intentional intervention and support in achieving grade level standards, particularly EL whose CAASPP scores are far | Safety 1 Action 7: MTSS COST | 3010 | Certificated Extra-time | Year 1 | \$ 4,000.00 | | Ok -RG |
| Emerging Students | | of students meeting/exceeding standards (blue and green bands) on the Smarter Balanced Assessment in English by 2% yearly. AND LHS will increase the number of students meeting/exceeding standards (blue and green bands) on the Smarter Balanced Assessment in Mathematics by 2% yearly. | ES 2 Action 3: Community Liasions | 0709 | Certificated Extra-time | Year 1 | \$ 2,000.00 | | Ok -RG |
| Grade Level Standards | | of students meeting/exceeding standards (blue and green bands) on the Smarter Balanced Assessment in English by 2% yearly. AND LHS will increase the number of students meeting/exceeding standards (blue and green bands) on the Smarter Balanced Assessment in Mathematics by 2% yearly. | GLS N1 Action 1, 3, 6: PLC Collaboration (Eng, Math, EL 2+ yr: conference subs) | 3010 | Certificated Sub-time | Year 1 | \$ 7,500.00 | | Ok -RG |
| Grade Level Standards | | of students meeting/exceeding standards (blue and green bands) on the Smarter Balanced Assessment in English by 2% yearly. AND LHS will increase the number of students meeting/exceeding standards (blue and green bands) on the Smarter Balanced Assessment in Mathematics by 2% yearly. | GLS N1 Action 2, 4, 7: subs for walkthroughs | 3010 | Certificated Sub-time | Year 1 | \$ 5,000.00 | | Ok -RG |
| Safety | | by strategically connecting students with school, we will increase the average student eligibility rate by 6% by the end of the 2026-2027 school year and maintain a suspension rate of no more than 3% by the end of the 2026-2027 school year. | Safety 1 Action 7: MTSS COST | 3010 | Certificated Sub-time | Year 1 | \$ 2,000.00 | | Ok -RG |
| Grade Level Standards | | from August to April. | GLS N1 Action 5: PLC Leads (data analysis, planning) | 3010 | Certificated Sub-time | Year 1 | \$ 1,800.00 | | Ok -RG |
| Emerging Students | | All EL students need more intentional intervention and support in achieving grade level standards, particularly EL whose CAASPP scores are far | ES 2 Action 3: Community Liasions | 0709 | Classified Extra-time | Year 1 | \$ 1,000.00 | | Ok -RG |
| Grade Level Standards | | LHS PLC teams will grow to be mostly effective/highly effective in Data, Next Steps, and Success Criteria categories on the PLC Audit by 2027 as measured yearly from August to April. | GLS N1 Action 1, 3, 6: PLC Collaboration | 3010 | Materials & Supplies | Year 1 | \$ 6,500.00 | | Ok -RG |
| Safety | | by strategically connecting students with school, we will increase the average student eligibility rate by 6% by the end of the 2026-2027 school year and maintain a suspension rate of no more than 3% by the end of the 2026-2027 school year. | Safety 1 Action 7: MTSS COST | 3010 | Materials & Supplies | Year 1 | \$ 1,000.00 | | Ok -RG |
| Grade Level Standards | | Balanced Assessment in Mathematics by 2% yearly. | GLS N1 Action 8: Guiding Coalition: Model Schools Service Contract | 3010 | Services | Year 1 | \$ 30,000.00 | | Conditional -RG |

Routine Restricted Maintenance Site Projects/Services

**anything in year 2/3 will be re-evaluated for funding approval

| Template Assignment for Common Items.pdf | | | | |
|---|--|-------------|---------------|---|
| Description of Need | Purpose | Year of Cyl | Cost Estimat | Site Administrator Additional Notes |
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Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

School Site Council met monthly to discuss progress toward goals and actions, provide input, and approve any changes agreed upon by the SSC.

the LHS ELAC committee met quarterly to discuss all required compliance component of the ELAC committee, provide input on the strategic plan, and review progress towards goals and actions.

During our LHS Spartan Parent Coffee Socials, parents provided input into the safety goals and actions of our Strategic Plan, sharing ideas for increasing parent involvement, increasing school connectedness and safety for students.

The PBIS committee, which includes students, met quarterly to provide input around our goals and actions, plan actionable steps to increase student engagement and attendance and decrease student discipline.

Data and progress toward goals was also shared with staff during site staff meetings where any input provided was collected.

Feedback and ideas shared at the committee meetings were brought to the Guiding Coalition, who is responsible for setting the goals and actions for the LHS Strategic Plan.

Date

SSC: September 7, 2023, October 5, November 9, 2023, December 7, 2023, January 11, 2024, February 8, 2024, March 7, , April 11, 2024; May 9, 2024

ELAC:

Guiding Coalition: August 23; September 20; October 18; November 15; December 13; January 24; February 21; March 20; April 17; May 5

Parent Coffee Social: September 28, 2023; October 26, 2023; November 17, 2023; January 25, 2024, April 11, 2024

ELAC: August 16, 2023, November 30, 2023, January 31, 2024, May 16, 2024

Groups

School Site Council, ELAC, Department Chairs, PBIS 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 December and January, staff completed a needs survey; this data supported the use of and need for continued professional development and continued support of the PLC process. Also in March and April, the groups above will discuss and approve moving forward into 24-25 with revisions to our safety plan goals to address suspension rates and school connectedness. School Site Council will approve our 2024-2025 Strategic Plan at the SSC meeting in April 2024.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

| Name of Members | Role |
|----------------------------|----------------------------|
| Melissa Beattie | Principal |
| Ashley Wright | Classroom Teacher |
| Stephanie Maestretti | Classroom Teacher |
| Kira Rashada | Classroom Teacher |
| Andrea Wisnieski | Other School Staff |
| Oscar Munguia | Parent or Community Member |
| Jennifer Torres O-Callahan | Parent or Community Member |
| Sonia Cross | Parent or Community Member |
| Sage Coates | Secondary Student |
| Rachel Boateng | Secondary Student |
| Brandy Perkins | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

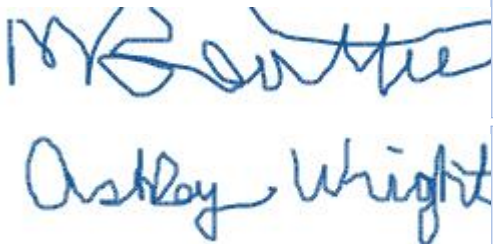
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this Strategic Plan and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This Strategic Plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This Strategic Plan was adopted by the SSC at a public meeting on May 9, 2024.

Attested:



Principal, Melissa Beattie, Ed.D. on May 31, 2024

SSC Chairperson, Ashely Wright on May 31, 2024