

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.

**Manteca High School**

39685933935103

**Manteca Unified School District**

39685930000000

School Site Vision

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

School Site Mission

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

**Purpose and Description**

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

Schoolwide Program

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

Promote academic eligibility, reduce achievement gaps, better support emerging students, increase attendance rates, reduce discipline issues, create student career plans, and raise the number of A-G eligible students with alignment to LCAP goals and targets.

School Site Description

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

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

MHS continues to expand the Honor the Code (HTC) program in an effort to bolster a positive campus climate. In 2023-24, Honor the Code was refreshed as HTC 2.0, with a focus on folding in significant PBIS incentivization of positive behaviors for students. As a positive reward intervention system, Honor the Code symbolizes the Buffaloes strength in its commitment to our students. Each month, teachers are encouraged to recognize their students who are making an impact in the classrooms and around campus. Students are given a ticket to be redeemed for the HTC monthly theme bracelet. Having the bracelet of the month qualifies students for rewards and incentives such as reduced prices for school events and a weekly drawing for an HTC T-shirt. So far, over 60,000 bracelets have been given to students for their positive contributions. The program has been recognized by other high schools throughout Northern California with requests for information and campus visits to learn about the HTC program.

## 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 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
<b>1811</b>	<b>60.7</b>	<b>18</b>	<b>0.6</b>
Total Number of Students enrolled in Manteca High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	326	18
Foster Youth	11	0.6
Homeless	43	2.4
Socioeconomically Disadvantaged	1099	60.7
Students with Disabilities	321	17.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	80	4.4
American Indian	13	0.7
Asian	126	7



Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	62	3.4
Hispanic	1132	62.5
Two or More Races	54	3
Pacific Islander	12	0.7
White	330	18.2

**Conclusions based on this data:**

1. English Learners constitute 15.8% of the 1,864 students for the 2024-25 school year which is a maintaining of that population.
2. Hispanic students constitute 62.5% of the total student population for the 2024-25 school year.
3. Homeless and socioeconomically disadvantaged students constitute 2/.% and 60.7% of the total student population, respectively.



# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

Every student will receive effective, engaging instruction that allows all students to meet standards in base curriculum including services, materials and supplies.

### 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	2576.	2527.	2590.	14.81	10.58	19.25	35.33	20.15	38.25	26.78	28.46	25.50	23.08	40.81	17.00
All Grades	N/A	N/A	N/A	14.81	10.58	19.25	35.33	20.15	38.25	26.78	28.46	25.50	23.08	40.81	17.00

### 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	2512.	2516.	2528.	3.39	4.19	3.69	9.60	11.08	15.52	25.99	24.63	25.86	61.02	60.10	54.93
All Grades	N/A	N/A	N/A	3.39	4.19	3.69	9.60	11.08	15.52	25.99	24.63	25.86	61.02	60.10	54.93

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

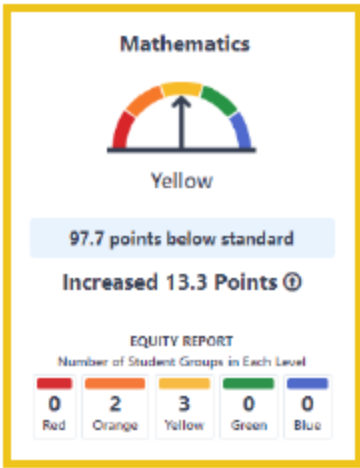
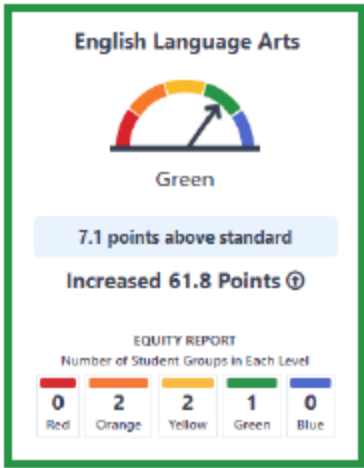
CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	57.32
Female	67.20
Male	48.85
American Indian or Alaska Native	--
Asian	62.96
Black or African American	40.00

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Filipino	70.59
Hispanic or Latino	55.14
Native Hawaiian or Pacific Islander	--
Two or More Races	--
White	63.86
English Learners	12.31
Foster Youth	--
Homeless	--
Military	--
Socioeconomically Disadvantaged	52.77
Students Receiving Migrant Education Services	0
Students with Disabilities	10.71

**CAASPP Results  
Mathematics (All Students)**

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	19.07
Female	17.02
Male	20.81
American Indian or Alaska Native	--
Asian	24.14
Black or African American	10.00
Filipino	47.06
Hispanic or Latino	13.71
Native Hawaiian or Pacific Islander	--
Two or More Races	--
White	26.83
English Learners	4.23
Foster Youth	--
Homeless	--
Military	--
Socioeconomically Disadvantaged	14.17
Students Receiving Migrant Education Services	0
Students with Disabilities	0.00

**Data**



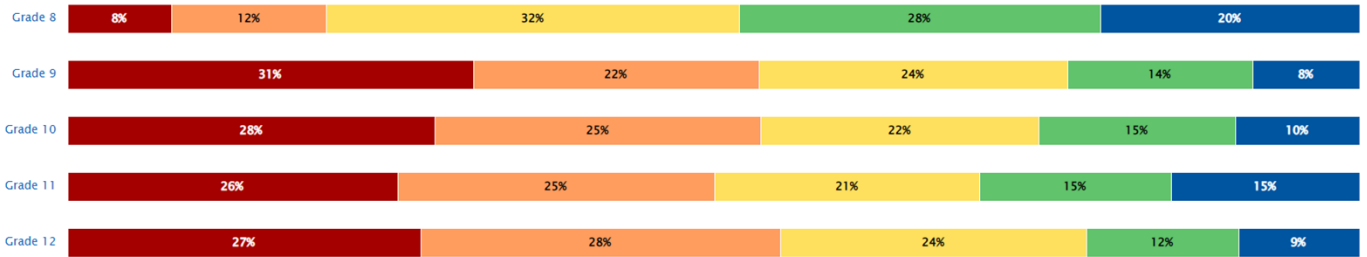
MAP School Profile

MAP Growth Reports > School

School \* Manteca High School x  
 Academic Year \* 2022-2023 x  
 Term Tested \* Winter x  
 Course \* Math K-12 x  
 Ethnicity is any value  
 Gender is any value

just now

Manteca High School  
School Achievement: Math K-12



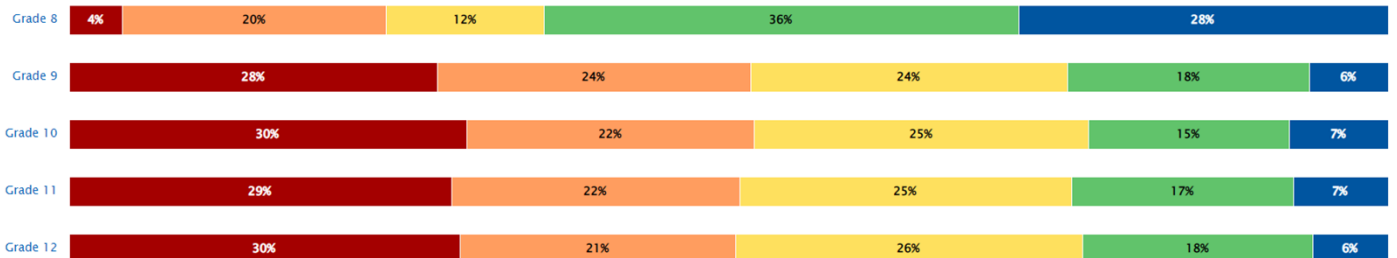
MAP School Profile

MAP Growth Reports > School

School \* Manteca High School x  
 Academic Year \* 2022-2023 x  
 Term Tested \* Winter x  
 Course \* Reading x  
 Ethnicity is any value  
 Gender is any value

just now

Manteca High School  
School Achievement: Reading



### Data Analysis

Our data shows that although we had growth in math (13.3 points) CAASPP, we are still 97.7 points below standard. Additionally, our current MAP data shows 72% are below standard. However, 41% of our students showed growth.

#### Student Need 1:

Improvement in students meeting or exceeding standards in math as measured by CAASPP and MAP scores.

### SMART Goal 1

Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.

### Implementation Plan

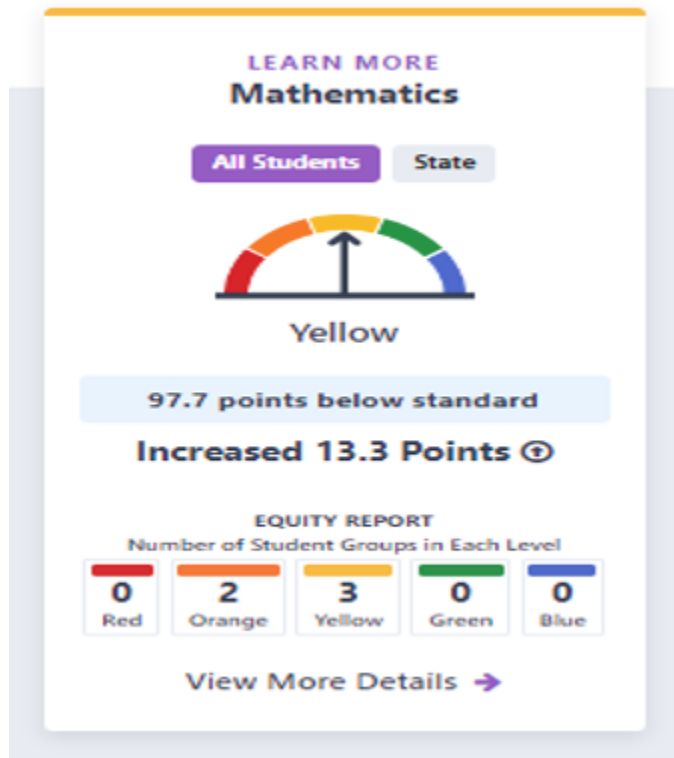
Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Quarterly progress monitoring and teacher teams to develop intervention strategies based on campus-wide-student need.	Quarterly average increase in student scores on MAP assessments compared to baseline scores, with the goal of achieving a cumulative 10% improvement by the end of the academic year.	Spring 2024 MAP and CAASPP data.				Time Money
Teacher release days for collaboration on common formative assessments.	Measure the frequency and effectiveness of teacher pull-out days for collaboration on common formative assessments by tracking the number of sessions held per quarter and assessing the impact on instructional practices and student performance.	Currently fewer than 50% of teachers are using CFAs with fidelity.				Time Money
Continue Kagan coaching sessions, while participants engage in interactive activities focused on cooperative learning structures. These	Monitor the participation rates of teachers utilizing Kagan strategies through learning walks and teacher surveys. Increased participation will suggest a growing	Currently fewer than 25% of teachers are consistently utilizing Kagan-type structures in instruction.				Time Money

<p>sessions include demonstrations, practice opportunities, reflection, and feedback.</p>	<p>interest and belief in the efficacy of these strategies.</p>					
<p>Provide ongoing teacher training and collaboration time to effectively implement new ELD curriculum. This includes understanding the curriculum objectives, instructional strategies, assessment methods, and differentiation techniques for diverse learners during both instructional and non-instructional time.</p>	<p>Analysis of student performance, data, such as language proficiency assessments, standardized test scores and reclassification rates will determine if there are improvements following the implementation of the ELD curriculum by trained teachers. Improved student outcomes also indicate effective teacher training.</p>	<p>Currently we have one teacher piloting ELD curriculum.</p>				<p>Time Money</p>
<p>Offer tutoring programs with personalized support in math, science, and language through regular sessions with qualified tutors, STEM Activities and to engage students with hands-on STEM activities and educational field trips to reinforce learning and spark interest in STEM fields, 8th Grade Coaching Clinics to provide to develop crucial skills for high school transition, such as study habits and time management, and attendance incentive events, implement a</p>	<p>Number of students involved in activities by using Five Star, Q attendance reports will be analyzed as well.</p>	<p>Teachers took advantage of ELOP monies in 23-24 through STEM activities, field trips and funding for the flag football program.</p>				<p>Time Money</p>

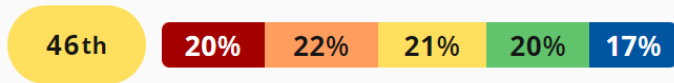
<p>rewards system to encourage good attendance, including recognition ceremonies and fun events for students during both instructional and non-instructional time. We will be specifically targeting students from disproportionate groups (African-American and Hispanic).</p>						
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**Progress Monitoring**

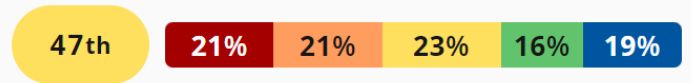
**Progress Monitoring**



**Achievement Fall 2023-2024** Median and Distribution



**Achievement Winter 2023-2024** Median and Distribution



**Data**

**Data Analysis**

Our data shows that we had significant growth in ELA (61.8 points) CAASPP. However, our current MAP data shows 72% are below standard, yet 36% showed proficiency growth in MAP Reading.

**Student Need 2:**

Improvement in students meeting or exceeding standards on the CAASPP and MAP assessments in ELA/Reading.

**SMART Goal 1**

Increase the percentage of students meeting or exceeding standards on the CAASPP and MAP assessments in Reading by 10% by Spring of 2027, through targeted interventions, professional development for teachers, data-driven instruction, and family engagement.

**Implementation Plan**

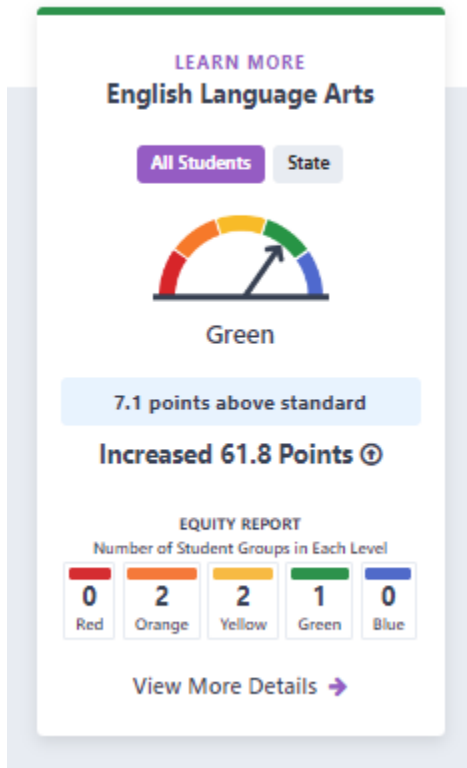
Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Ongoing professional development sessions or training for teachers to familiarize themselves with the curriculum, instructional strategies, and resources provided by HMH during both instructional and non-instructional time. This training might include workshops, seminars, webinars, or online courses facilitated by HMH representatives or teacher collaboration days.	Assess the extent to which teachers are implementing HMH curriculum and instructional strategies in their classrooms as intended. This could include observations, self-reports, learning walk data and teacher reflections.	No teachers completely trained in HMH. We have 2 - 3 teachers using the curriculum with fidelity.				Time Money



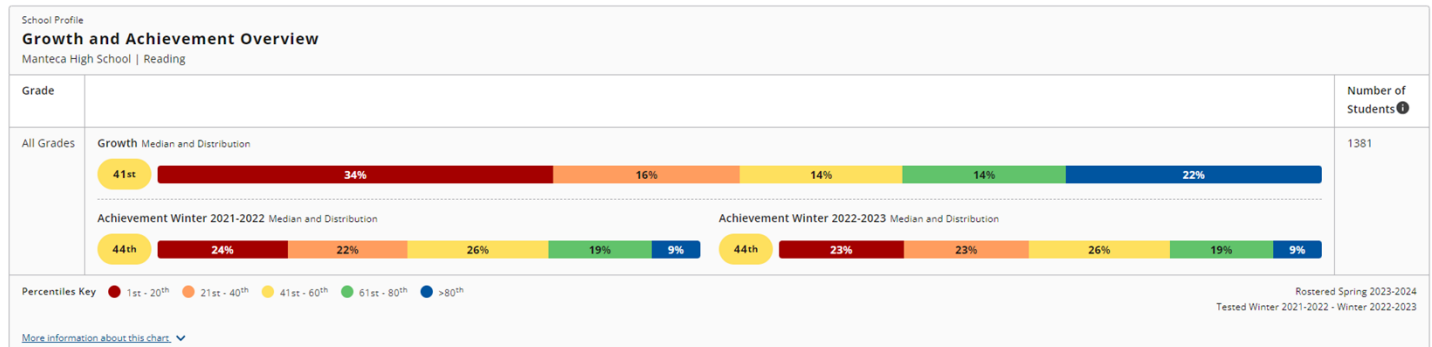
Teachers need training and collaboration time to effectively implement new ELD curriculum. This includes understanding the curriculum objectives, instructional strategies, assessment methods, and differentiation techniques during both instructional and non-instructional time..	Quarterly analysis of student performance, data, such as language proficiency assessments, standardized test scores and reclassification rates will determine if there are improvements following the implementation of the ELD curriculum by trained teachers. Improved student outcomes can indicate effective teacher training.	Currently we have one teacher piloting ELD curriculum.				Time Money
						Time Money
						Time Money

**Progress Monitoring**

**Progress Monitoring**



## Manteca High School



## Data

### Data Analysis

The current data reveals that only 45% (188/419) of students enrolled in AP courses actually take the cumulative AP exam.

### Student Need 3:

There is a clear student need for increased support and encouragement to participate in AP exams. This need may arise from various factors such as lack of awareness about the benefits of AP exams, financial constraints, or insufficient preparation. Therefore, addressing this need requires initiatives aimed at providing information, resources, and support to students to enable them to confidently and successfully take AP exams.

### SMART Goal 1

Increase AP exam participation rates by 10% per year by implementing targeted initiatives to address barriers such as lack of awareness, financial constraints, and inadequate preparation. This will be achieved by providing

comprehensive information sessions, offering financial assistance or fee waivers, and organizing exam preparation workshops. Progress will be monitored through regular tracking of student registrations and participation rates, with adjustments made to strategies as needed to ensure success.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Organize informational sessions for students and parents to highlight the benefits of AP exams, including potential college credits, advanced standing, and improved college applications during both instructional and non-instructional time.</p> <p>Provide detailed information about exam formats, registration processes, and available resources for exam preparation.</p>	<p>Percentage of students and parents attending information sessions compared to the total number invited.</p>	<p>Currently not in practice.</p>				<p>Time Money</p>
<p>Explore more comprehensive options for providing financial assistance or fee waivers for students facing financial constraints.</p> <p>Work with school administration, local organizations, or sponsors to secure funding for exam fees or preparation materials.</p>	<p>Percentage of eligible students who apply for and receive financial assistance or fee waivers for AP exams.</p>	<p>Currently limited practice.</p>				<p>Time Money</p>

<p>Offer exam preparation workshops led by experienced teachers or AP coordinators to help students build confidence and enhance their test-taking skills during both instructional and non-instructional time..</p> <p>Provide access to practice exams, study guides, and online resources to support students' exam preparation efforts.</p>	<p>Percentage of students attending exam preparation workshops compared to the total number invited or enrolled in AP courses.</p>	<p>Currently limited practice.</p>				<p>Money</p>
<p>Implement targeted outreach strategies to reach students who may not be aware of the benefits of AP exams or the available support services.</p> <p>Utilize various communication channels, including school websites, social media platforms, and direct emails or announcements, to disseminate information and updates about AP exam opportunities and support initiatives. We will be specifically targeting students from disproportionate groups (African-American and Hispanic).</p>	<p>Number of likes on social media posts promoting AP exams and support initiatives.</p>	<p>Currently not in practice.</p>				<p>Money Time</p>

Updated training of all current AP teachers to ensure improvement of their adherence to the AP curriculum with fidelity.	Percent of teachers who have attended an AP conference by the spring of 2027.	Currently in practice.				Money
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**Progress Monitoring**

**Progress Monitoring**

**Data**

**Data Analysis**

Current data reveals that almost 40% of MHS students enrolled in Algebra A/B fail at least once.

**Student Need 4:**

Students in Algebra A/B require personalized interventions to address learning gaps and enhance proficiency in mathematics, given the concerning 40% failure rate.

**SMART Goal 1**

By the spring of 2027, increase the pass rate in Algebra A/B by 25%, as evidenced by a decrease in the percentage of students failing at least one time, from the current 40% to 25%. This will be achieved through targeted interventions, differentiated instruction, teacher training, teacher collaboration and regular progress monitoring.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teacher pull-out days for implementation of vertical articulation designed to facilitate collaboration and communication among educators across different grade levels.	The percent of educators from various grade levels or subject areas participating in teacher pull-out days.  Survey responses from participants about the quality and usefulness of the collaboration and communication opportunities provided during teacher pull-out days (Forms surveys).	The current baseline for teacher pull-out days is inadequate in terms of quantity, indicating an insufficient number of opportunities for educators to collaborate and communicate across different grade levels.				Time Money

	<p>Number of action plans, curriculum revisions, or instructional resources developed as a result of collaboration during teacher pull-out days.</p> <p>Trends and patterns of student attendance, participation, feedback, MAP growth, and outputs over time to identify areas of strength and areas for improvement of student achievement.</p>					
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**Progress Monitoring**

**Progress Monitoring**

**Data**

**Data Analysis**

Our data show just over 15% of our teaching staff have attended a PLC conference, and Learning Walks have shown that improvement is needed in the number of teachers embracing Kagan-type instructional structures. It seems like there's an acknowledgment of progress in staff performance at MHS, but there's still a gap when it comes to student engagement and collaboration. To address this, several strategies should be considered:

**Student Need 5:**

More of the staff attending the PLC conference and implementing collaborative instructional strategies will result in larger buy-in to a collaborative culture at MHS. This will improve the quality of the lesson design and instruction for all students.

**SMART Goal 1**

Ten additional teachers will attend the PLC conference each year, and all teachers will participate in Kagan coaching.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
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<p>Offer training sessions to educators on the principles and practices of PLCs, including the importance of collaboration, data-driven decision-making, and collective responsibility for student success during both instructional and non-instructional time..</p>	<p>Samples of student work to assess the quality and depth of student learning. This would involve both teachers and admin examining completed assignments, projects, or assessments to gauge student understanding and mastery of the material.</p>	<p>15 teachers are PLC trained, 76 participated in Kagan coaching</p>				
<p>Implement teaching methods that actively involve students in the learning process. This could include project-based learning, group discussions, hands-on activities, and other interactive approaches that encourage participation and collaboration.</p>	<p>Documentation of how students interact with each other and with the teacher during instruction. This might include noting instances of peer collaboration, student questions and responses, and the level of student-to-student and student-to-teacher interaction during learning walks.</p>	<p>Currently in limited practice.</p>				
<p>Foster a classroom and school culture where students feel comfortable expressing their ideas, asking questions, and collaborating with their peers. This might involve promoting respect, empathy, and inclusivity among students and staff.</p>	<p>Qualitative data through learning walks and informal classroom observations will show strengths and weaknesses of Tier 1 instruction and identify areas for improvement to enhance student engagement and collaboration.</p>	<p>Currently in limited practice.</p>				
<p>Integrate technology tools and platforms that facilitate collaboration and engagement, both inside and outside the classroom.</p>	<p>Track the usage rate of technology tools, educators can assess the extent to which technology is being effectively integrated to enhance collaboration and</p>	<p>Currently in limited practice.</p>				

This could include online forums, collaborative document editing, virtual group projects, and educational apps.	engagement both inside and outside the classroom.					
Empower students to take ownership of their learning and school community by involving them in decision-making processes, Leadership/Link Crew, clubs, and extracurricular activities.	Patterns or trends in participation data and identify areas of success and areas that may require additional support using Forms surveys and Five Star data.	Currently in limited practice.				
Encourage regular feedback from students about their learning experiences and use this information to continually refine teaching practices and improve student engagement. Additionally, provide opportunities for students to reflect on their own learning and collaboration skills.	The number of students who participate in providing feedback through Forms surveys and student focus groups. Monitor the frequency and quality of feedback provided by students. Record the number of students who engage in program evaluations.	Currently in limited practice.				

**Progress Monitoring**

**Progress Monitoring**





**District Goal**

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

**Site Tier 1, 2, and 3 Goals**

To create a culture in which all students feel safe in their educational endeavors and are engaged in classes and activities. Additionally, every student is entitled to a safe, clean and engaging school environment which includes the supplies, services and activities necessary to make and keep the campus appropriate for students.

**Climate**

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

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

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
<b>Suspensions</b>	1.74	8.63	0.91	4.62	0.20	3.17
<b>Expulsions</b>	0.16	0.25	0.01	0.09	0.00	0.07

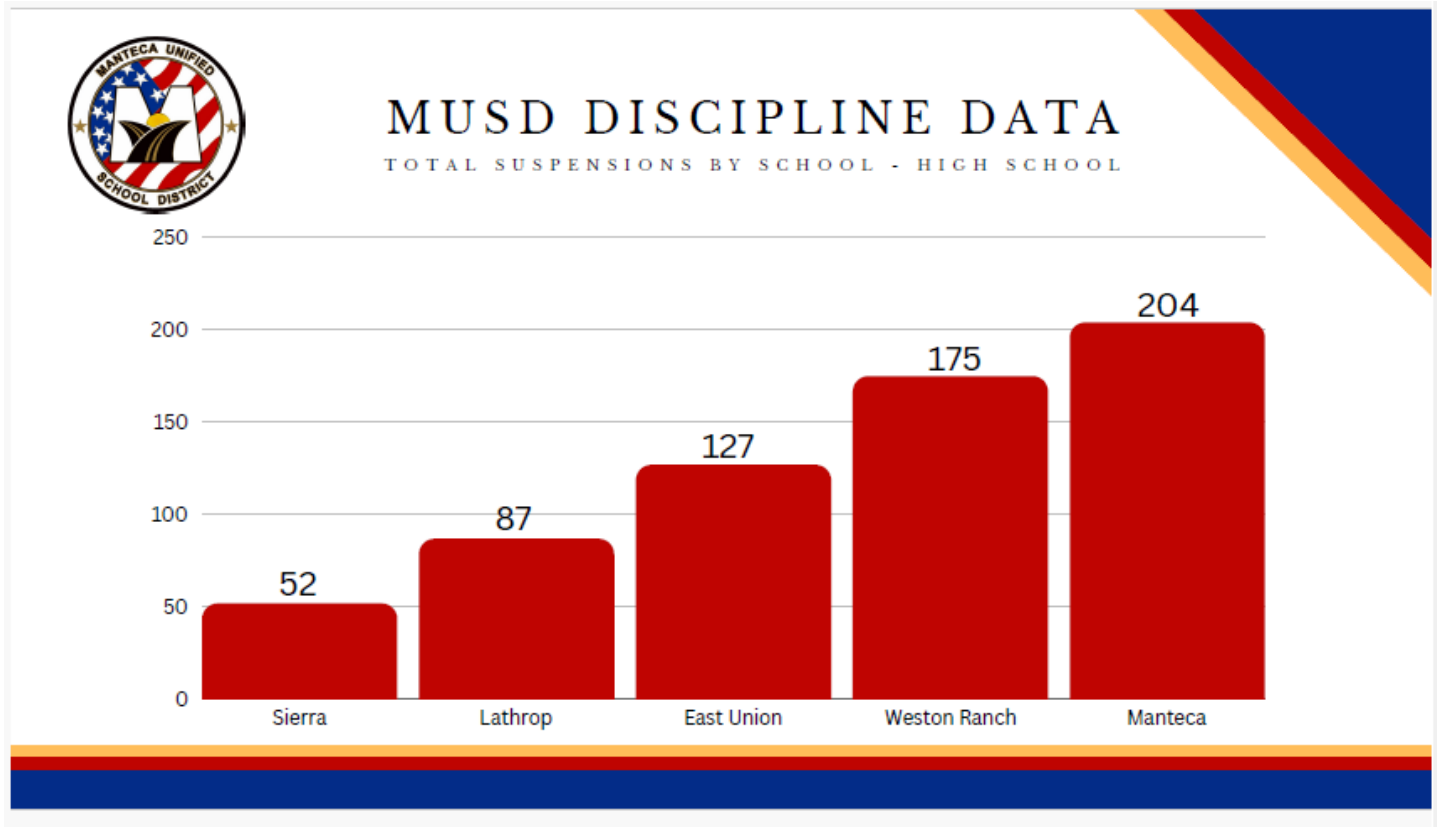
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the 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.

<b>Subject</b>	<b>School 2022-23</b>	<b>District 2022-23</b>	<b>State 2022-23</b>
<b>Suspensions</b>	6.28	4.96	3.60
<b>Expulsions</b>	0.31	0.24	0.08

**2022-23 Chronic Absenteeism by Student Group**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>

<b>All Students</b>	1960	1907	517	27.1
<b>Female</b>	950	921	273	29.6
<b>Male</b>	1008	984	244	24.8
<b>American Indian or Alaska Native</b>	12	12	6	50.0
<b>Asian</b>	134	128	18	14.1
<b>Black or African American</b>	92	87	25	28.7
<b>Filipino</b>	63	63	6	9.5
<b>Hispanic or Latino</b>	1221	1195	358	30.0
<b>Native Hawaiian or Pacific Islander</b>	16	15	2	13.3
<b>Two or More Races</b>	60	57	14	24.6
<b>White</b>	360	348	87	25.0
<b>English Learners</b>	357	349	109	31.2
<b>Foster Youth</b>	22	18	6	33.3
<b>Homeless</b>	64	58	26	44.8
<b>Socioeconomically Disadvantaged</b>	1249	1213	376	31.0
<b>Students Receiving Migrant Education</b>	0	0	0	0.0
<b>Students with Disabilities</b>	353	341	134	39.3

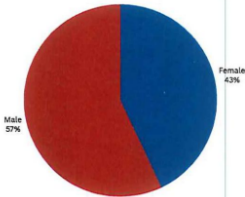




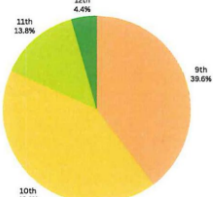
# MHS SUSPENSION DATA



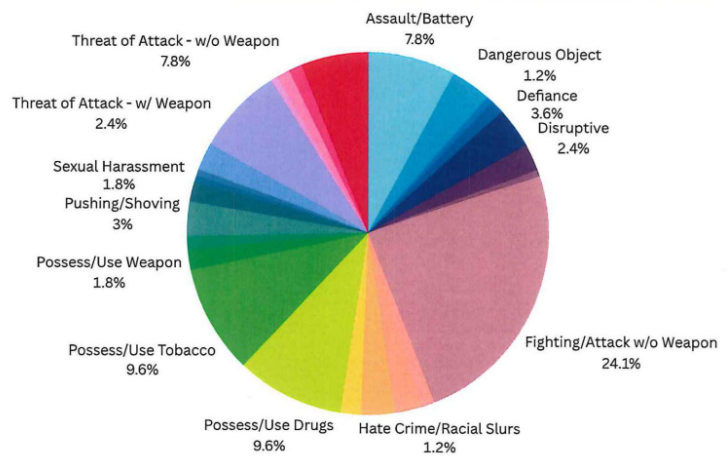
## GENDER



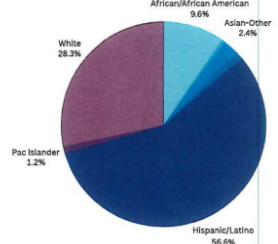
## GRADE LEVEL



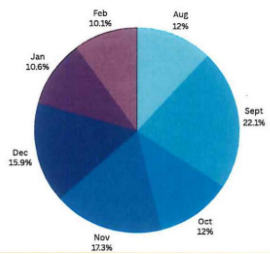
## INCIDENT



## ETHNICITY



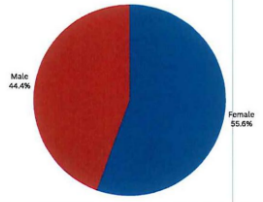
## Month



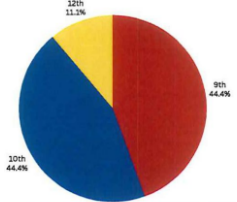
# MHS EXPULSION DATA



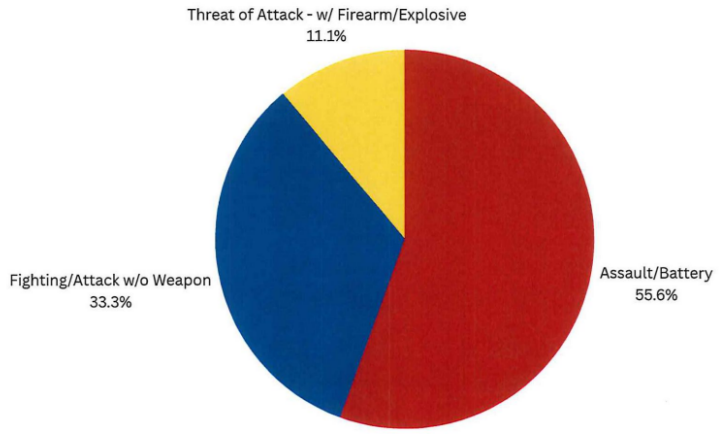
## GENDER



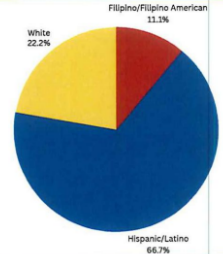
## GRADE LEVEL



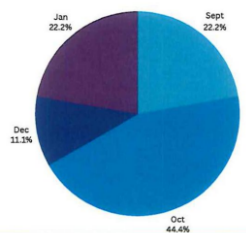
## INCIDENT



## ETHNICITY



## Month



### Data Analysis

Currently MHS suspension/expulsion rates are significantly higher than both the district and state.

### Student Need 1:

Decrease the amount of students suspended at Manteca High School.

### SMART Goal 1

The school administration will implement a series of targeted interventions aimed at decreasing suspension rates by 10% each academic school year (2025-27).

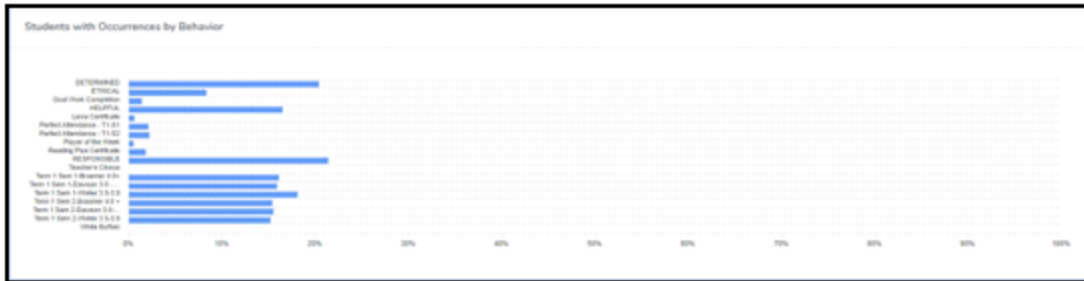
#### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PBIS/HTC Incentives (T-shirts, bracelets, Teacher's Choice Award Banquet, Honor pins, Honor letters, Honor certificates)	Feedback from students, teachers, and parents through Forms surveys or interviews to gauge perceptions of the effectiveness of PBIS incentives.	Currently in limited practice.				Time Money
PBIS/HTC Incentives (lanyards, waterbottles, gift cards, quartely giveaways)	Feedback from students, teachers, and parents through Forms surveys or interviews to gauge perceptions of the effectiveness of PBIS incentives.	Currently in limited practice.				Time Money
Functional PA/Emergency Alert System	All classrooms have the ability to be informed of safety concerns on campus.	There are only 28 classrooms that can hear the emergency alert system.				Time Money
ID Cards, attendance magnets, and Lanyards for All Students	Every student and staff member will wear IDs and lanyards daily. Parents will utilize attendance magnets to more efficiently report student absences.	Currently not in practice.				Money Time
Herd Store Incentive Items	Feedback from students, teachers, and parents through Forms surveys or interviews to gauge perceptions of the effectiveness of PBIS incentives.	Currently in limited practice.				Money Time
Elevate Program	Behavioral data, such as attendance records, disciplinary incidents, and academic performance, to identify any changes that may result from participation in the Elevate program. This	Over the past two years we have serviced 15-20 students per term.				Money

	will help reduce the disproportionality of suspension of our African American students.					
Restorative Practices Training for 9th	Reduction in suspensions, and by tracking the outcomes of restorative justice cases, such as rates of successful resolution, satisfaction of parties involved, and recidivism rates compared to traditional justice processes. This will help reduce the disproportionality of suspension of our African American students.	Currently in very limited practice.				Money Time
Trauma Informed Teaching Practices Training	Behavioral data, such as attendance records, disciplinary incidents, and academic performance, to identify any changes that may result from the implementation of trauma-informed practices. This will help reduce the disproportionality of suspension of our African American students.	Currently not in practice				Time Money

**Progress Monitoring**

**Progress Monitoring**



**Data**

**Data Analysis**

Five Star data shows that 74% of students are involved in one or more activities on campus.

**Student Need 2:**

Improve student engagement by increasing the amount of students involved in extra-curricular activities and improved communication with families and the community.

**SMART Goal 1**

Increase the amount of students involved in extra-curricular activities by 10% each school year (2025-27) as measured by Five Star data.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Will increase the number of PBIS/HTC Incentives earned by students.	Five Star data will show higher levels of student involvement in school activities.	1395 Five Star points have been earned so far in the 23-24 school year.				Money Time
Continue to utilize Five Star for tracking of student involvement in school activities	Five Star data/usage increase from 23-24 school year.	1395 Five Star points have been earned so far in the 23-24 school year.				Money Time
Additional Stipends for Club Advisors working with students during non-instructional time.	Increase in the number of clubs available for student participation. Sign in sheets, meeting minutes and student survey data will be used to assess growth.	Currently not in practice.				Money Time
Field Trips will be offered to students as an enrichment activity during both instructional and non-instructional time..	Evaluate whether the field trip achieved its intended learning outcomes. This could involve pre- and post-trip assessments to gauge knowledge acquisition and retention related to the trip's theme or objectives.	Currently in limited practice.				Money Time
Offer tutoring programs with personalized support in math, science, and language through regular sessions with qualified tutors, STEM Activities and to engage students with hands-on STEM activities and educational field trips to reinforce learning and spark interest	Number of students involved in activities by using Five Star, Q attendance reports will be analyzed as well.	Teachers took dvantage of ELOP monies in 23-24 through STEM activities, field trips and funding for the flag football program.				Time Money

<p>in STEM fields, 8th Grade Coaching Clinics to provide to develop crucial skills for high school transition, such as study habits and time management, and attendance incentive events, implement a rewards system to encourage good attendance, including recognition ceremonies and fun events for students during both instructional and non-instructional time.</p>						
<p>Install functional Marquee.</p>	<p>Number of Forms surveys responded to quarterly to gauge parents' awareness of school events and their satisfaction with the information dissemination process. Include and measure responses to questions related to awareness of school events and communication effectiveness.</p>	<p>Marquee is not working.</p>				<p>Money</p>
<p>Engage parents/guardians, and the wider community in supporting student engagement and collaboration efforts. This could involve hosting events, volunteer opportunities, and partnerships with local organizations during both instructional and non-instructional time.</p>	<p>Feedback through surveys or feedback forms to gauge the level of satisfaction and perception of engagement efforts from parents, caregivers, and the community. Ask specific questions about the effectiveness of events, partnerships, and volunteer opportunities.</p>	<p>Currently in limited practice.</p>				<p>Time Money</p>



**Progress Monitoring**

**Progress Monitoring**

**Data**

**Data Analysis**

Q discipline data shows we had 37 incidents of students being suspended for vaping.

**Student Need 3:**

Decrease the number of students suspended for vaping.

**SMART Goal 1**

Decrease the number of students suspended each school year (2025-27) for vaping by 20%.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Vaping sensor bathroom pilot (\$10,000)	Reduction of vaping suspensions by 20% during the 24-25 school year.	37 kids have been suspended as of T2,S1.				Money

**Progress Monitoring**

**Progress Monitoring**

**Data**

**Data Analysis**

332 students are deemed chronically absent in the 2023-24 school year.

**Student Need 4:**

Reduction in the number of students chronically absent by ten percent each academic school year (2025-27).

**SMART Goal 1**

The number of students chronically absent at MHS will be reduced by 10% each school year (2025-27) as measured by attendance data in Q.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Create a supportive and inclusive school environment where students feel valued, safe, and motivated to attend regularly. Implement programs that foster a sense of belonging and connectedness among students.</p>	<p>Surveys to gather feedback from students about their feelings of safety, belonging, and motivation to attend school.</p>	<p>Currently in limited practice.</p>				
<p>Involve parents and the local community in addressing absenteeism. Communicate regularly with parents about attendance expectations, provide resources for addressing barriers to attendance, and offer workshops or informational sessions on the importance of regular attendance during both instructional and non-instructional time.</p>	<p>Response rate to communication efforts aimed at parents/guardians regarding attendance expectations and resources available.</p>	<p>Currently in limited practice.</p>				
<p>Offer incentives for good attendance, such as rewards, recognition, or privileges. This can motivate students to attend school regularly and reduce absenteeism during both instructional and</p>	<p>Percentage change in overall attendance rates before and after implementing the incentive program</p>	<p>Currently in limited practice.</p>				

non-instructional time..						
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**Progress Monitoring**

**Progress Monitoring**



**District Goal**

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

**Site Tier 2 and 3 Goals**

To provide an supportive educational environment in which all students can learn, and provide appropriate supports for those students who are failing to meet grade level standards and language fluency.

**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.

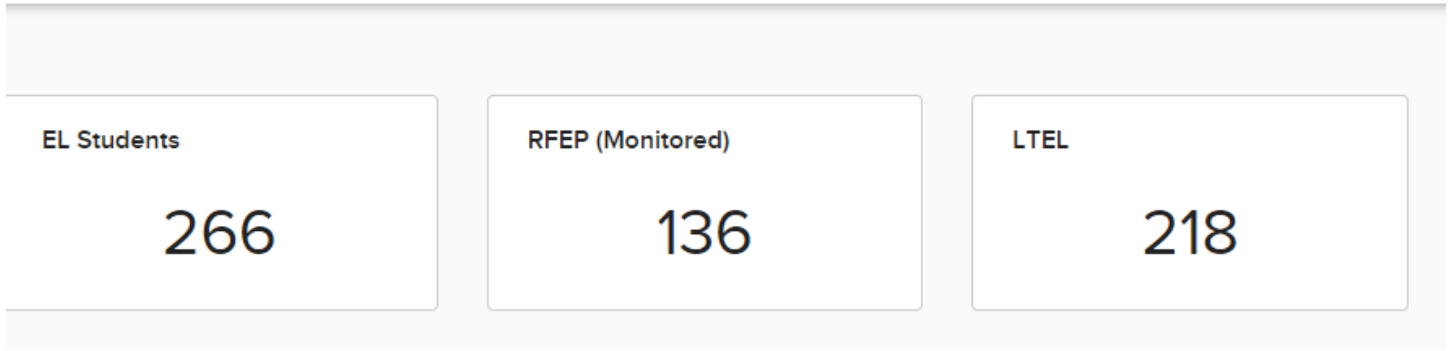
Teacher training is needed to provide support for improvement of instructional strategies used to raise achievement levels with our Special Education, ELD and SED populations.

**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.

Analysis of Dashboard and local data shows that our Special Education, ELD and SED students are in need of extra support to meet grade level standards.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	272	295	326	15.6%	15.8%	18.0%
Fluent English Proficient (FEP)	459	498	485	26.3%	26.7%	26.8%
Reclassified Fluent English Proficient (RFEP)	5	n/a	20	1.8%	n/a	6.1%



**Data Analysis**

The data analysis reveals that out of 266 English Learner (EL) students, 218 are Long-Term English Learners (LTELs), indicating a significant portion of the EL student population experiencing challenges in achieving English language proficiency within an expected timeframe.

**Student Need 1:**

Language Proficiency Development: LTELs require targeted interventions and support to enhance their English language proficiency skills, including listening, speaking, reading, and writing.

**SMART Goal 1**

Increase LTELs' English language proficiency by one level on the English Language Proficiency Assessment by the end of each academic year (2025-2027) through targeted interventions, individualized plans, and ongoing monitoring.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Analyze assessment data to identify specific language skills and areas of weakness for each student.	Accuracy of language skills and weaknesses identified for each LTEL based on assessment data analysis.	Teachers are beginning to be trained to provide this analysis.				Time Money
Collaboration between teachers, paras, and other support staff to tailor instruction and interventions to meet the diverse needs of LTELs.	Forms surveys, walkthrough data and/or feedback sessions to assess effectiveness of collaboration among staff members involved in supporting LTELs.	Currently in limited practice.				Time Money
Provide differentiated	Data from classroom observations or	Two ELD Learning Walks				Money Time

instruction and scaffolding to support LTELs in accessing grade-level content while developing English language proficiency.	learning walks to assess the implementation of differentiated instruction and scaffolding techniques during instruction.	took place in the 2023-24 school year.				
Provide professional development opportunities for teachers focused on effective strategies for teaching English language learners, differentiation, and culturally responsive instruction.	Records of teacher attendance at professional development sessions related to ELL instruction, differentiation, and culturally responsive teaching.	Currently in limited practice.				Time Money

### Progress Monitoring

#### 2022-23 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA  
 Test(s): All 2022-23 Assessments  
 Gender(s): All | Reported Race: All Reported Races | Special Education: Special Ed | Socio-Economic: null | English Proficiencies: All  
 Roster Date: Control Panel (05-26-2023)

#### Overall Performance

PL = Performance Level

Site	Total Tested	Avg PL	Avg Dist. from L3+	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
						0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	1,956	1.6	-96	18%	82%	4%			14%			20%			62%		
Manteca High School	79	1.8	-77	28%	72%	5%			23%			24%			48%		

### Data

#### 2022-23 Smarter Balanced Assessments (SBA) Site Comparison

Subject: Math  
 Test(s): All 2022-23 Assessments  
 Gender(s): All | Reported Race: All Reported Races | Special Education: Special Ed | Socio-Economic: null | English Proficiencies: All  
 Roster Date: Control Panel (05-26-2023)

#### Overall Performance

PL = Performance Level

Site	Total Tested	Avg PL	Avg Dist. from L3+	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
						0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	1,965	1.4	-135	10%	90%	3%			7%			17%			73%		
Manteca High School	79	1.3	-176	6%	94%	0%			6%			14%			80%		

**Data Analysis**

Special Education students are not meeting grade level standards in English and math.

**Student Need 2:**

Development of targeted interventions and support plans to address the specific academic needs of Special Education and ELD students in English and math.

**SMART Goal 1**

Develop targeted interventions and support plans to address the specific academic needs of Special Education students in English and math, ensuring teachers utilize the base curriculum with fidelity, resulting in measurable academic growth (MAP) for Special Education students each school year (2025-27).

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Provide training and resources to teachers on evidence-based instructional strategies for supporting Special Education students in English and math.	Classroom observation data and fidelity checklists to assess the extent to which teachers are implementing the base curriculum with fidelity when delivering instruction in English and math during learning walks, walkthroughs and teacher evaluations.	Currently in limited practice.				Time Money
Offer professional development workshops, teacher collaboration days and coaching sessions to support teachers in effectively utilizing the base curriculum with fidelity and implementing evidence-based interventions.	Data regarding correlation between professional development sessions related to curriculum fidelity and evidence-based interventions.	Currently in limited practice.				Time Money

**Progress Monitoring**

## 2022-23 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date

Subject: Math

Control Panel (05-26-2023)

Test(s): All 2022-23 Assessments

Gender(s)  
All

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
null

English Proficiencies  
English Learner

### Overall Performance

PL = Performance Level

Site	Total Tested	Avg PL	Avg Dist. from L3+	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	2,535	1.3	-129	6%	94%	1%	5%	19%	74%
Manteca High School	60	1.1	-190	5%	95%	0%	5%	3%	92%

## 2022-23 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date

Subject: Math

Control Panel (05-26-2023)

Test(s): All 2022-23 Assessments

Gender(s)  
All

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
null

English Proficiencies  
English Learner

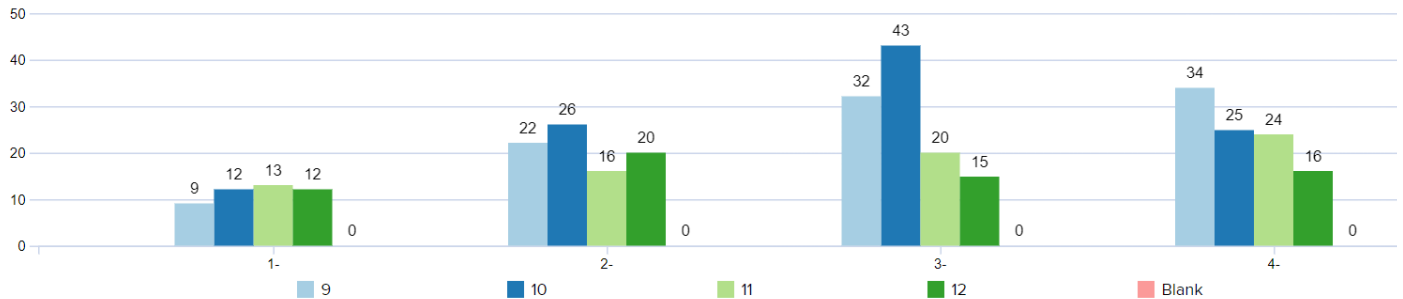
### Overall Performance

PL = Performance Level

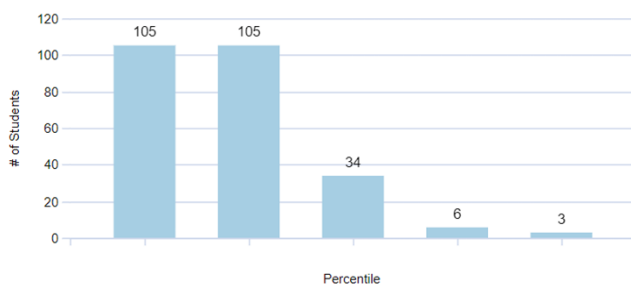
Site	Total Tested	Avg PL	Avg Dist. from L3+	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	2,535	1.3	-129	6%	94%	1%	5%	19%	74%
Manteca High School	60	1.1	-190	5%	95%	0%	5%	3%	92%

## Data

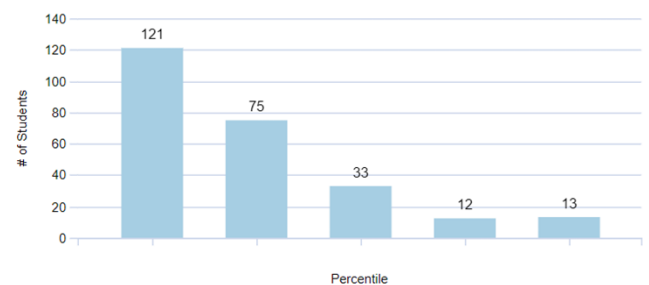
### Active ELs 2023-2024



### MAP ELA Percentile Scores

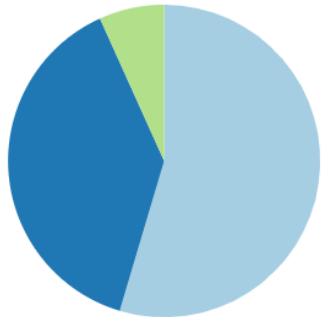


### MAP Math Percentile Scores

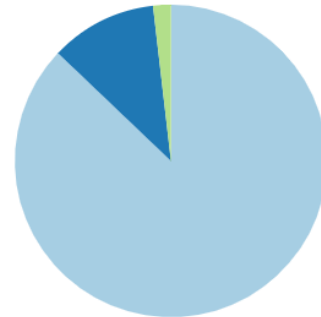




**SBAC ELA**  
EL students



**SBAC Math**  
EL students



**Data Analysis**

Our ELD students are not reclassifying or achieving at the level expected by the state, and we have no existing ELD curriculum.

**Student Need 3:**

All ELD students will receive effective instruction with the adopted MUSD ELD curriculum, and all staff will be trained in integrated ELD instructional strategies.

**SMART Goal 1**

Each school year (2025-27), there will be a 15% increase in language proficiency assessment scores, a 10% increase in standardized test scores (MAP, CAASPP), and a 20% increase in reclassification rates among ELL students following implementation of the ELD curriculum by trained teachers.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Comprehensive professional development in ELD instruction. These workshops should cover the framework behind the curriculum, instructional strategies, assessment techniques, and differentiation	Walkthrough data at designated intervals after the workshop to measure the extent to which participants have implemented workshop content in their classrooms. Walkthrough data regarding changes in instructional practices, student outcomes, and Forms	Currently in limited practice.				Time Money

methods to meet the needs of diverse learners.	surveys measuring teacher confidence levels over time.					
Whole-staff professional development focused on integrated ELD instructional strategies to support ELLs across ALL subject areas.	Verified implementation of ELD strategies in classrooms using learning walks data and observations. Improved language proficiency, reclassification rates and content area grades for improvements.	MHS staff has participated in three PD sessions regarding integrated ELD instruction.				Time Money
Field trips for ELD students to enhancing their language skills while also providing them with enriching experiences.	Feedback via surveys from ELD students, teachers, and field trip organizers through surveys, interviews, or focus group discussions to identify strengths, challenges, and areas for improvement and impact on student interest in post-secondary education.	Currently in limited practice.				Time Money

**Progress Monitoring**

# Budget Summary

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

Description of Need	Base Tracking Management Number	Function of activity	Type	Object of Expenditure	Type	Cost Estimate	Site/Dept Administrator Additional Notes
Amazon/Books, ODR, Stores Warehouse	0262	Program		Materials & Supplies		\$ 12,255.00	World Language- \$500/Books
Print Shop/ Copy Charges, VISTA	0262	Program		Services		\$ 31,575.00	\$1000.00 for Print Shop/Copy Charges
Conferences	0262	Program		Conferences		\$ 17,500.00	Conference for 5 Teachers
Sub Coverage for Conferences	0262	Program		Certificated Sub-time		\$ 200.00	
						\$ 61,530.00	
						\$ (153,130.00)	

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## Transportation Inventory Requests

Vehicles, Trucks, Vans, Vehicle leases, Golfcarts, Utility Vehicles, Mule  
 Transportation Routing/Capacity Request

Description of Need (Type of Request)	Purpose	Object (Type of Expenditure)	Total count of current transportation inventory	Vehicle # (For item being replaced)	Mileage (For item being replaced)	Year of Cycle	Cost Estimate	Inspection of current transportation inventory completed	Site Administrator Additional Notes
Van	Replacement	Purchase	5	78	112,986	Year 1	\$ 40,000.00	Yes	
Van	Replacement	Purchase	5	80	119,904	Year 1	\$ 40,000.00	Yes	
Golf Cart	Replacement	Purchase	4	186		Year 1	\$ 6,000.00	Yes	
Golf Cart	Replacement	Purchase	4	445		Year 1	\$ 6,000.00	Yes	

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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 of Expenditure (Type)	Cost Estimate	Site/Dept Administrator Additional Notes
Print Shop/ Copy Charges	0269	Program	Services	\$ 800.00	
B&H, Rose Brand	0271	Program	Equipment over \$500-9999	\$ 4,000.00	
Amazon, ODP Stores Warehouse, Playscripts, Dramatic	0271	Program	Materials & Supplies	\$ 4,850.00	Theatre
Print Shop/ Copy Charges, San Francisco Shakespear	0271	Program	Services	\$ 2,175.00	
Amazon, ODP Food 4 Less MHS Ag Floral,	0274	School Sponsored Activities	Materials & Supplies	\$ 6,950.00	Leadership
Amazon, J&J Printing, Home Depot, Ace, Softly Creations	0276	Program	Materials & Supplies	\$ 2,250.00	JROTC
MUSD Busses, gas charges	0276	Program	Services	\$ 700.00	
NIAA CSADA Playoffs,	0277	Athletics	Conferences	\$ 14,500.00	
CIF Fees, CIF Dues, VOL, NIAAA, CIF Dues	0277	Athletics	Dues and Membership	\$ 17,900.00	
BSN, Valero, Med Supplies, Riddell, Savement, Basix, AA Bob Allen	0277	Athletics	Materials & Supplies	\$ 67,000.00	
MMSS, Hudl Ambulance Fee, M&J, Home Campus, Fitguard, Rentals, Irans, Misc	0277	Athletics	Services	\$ 363,600.00	
Pet Emergency Education	0280	Program	Dues and Membership	\$ 1,600.00	
Amazon, Home Dept, CA Weld, Modesto Steel, AM Lumber, Floral Fresh, paper	0280	Program	Materials & Supplies	\$ 105,980.00	Ag Dept
ICEV, Print/Copy charges	0280	Program	Services	\$ 14,200.00	ICEU-Digital Curriculum
Amazon, Follett, Perma Bound, paper, lissue, etc	0282	Library	Materials & Supplies	\$ 18,300.00	
Books, Follett, Perma Bound	0282	Library	Materials & Supplies	\$ 10,300.00	books
Printshop, copies, Gale database	0282	Library	Services	\$ 10,200.00	
Sub Coverage for Conferences	0283	Program	Certificated Sub-time	\$ 350.00	
CA All State Band Clinic	0283	Program	Conferences	\$ 600.00	
JW Pepper, Woodwind and Brasswind, Stroes Warehouse	0283	Program	Materials & Supplies	\$ 3,040.00	Band
Print Shop/ Copy Charges, MUSD Busses	0283	Program	Services	\$ 1,100.00	
Dick Blick	0285	Program	Equipment over \$500-9999	\$ 2,655.00	
Dick Blick, Amazon, Home Depot, ODP, Stores Warehouse	0285	Program	Materials & Supplies	\$ 21,120.00	Art
Print Shop/ Copy Charges	0285	Program	Services	\$ 800.00	
Amazon, ODP, Home Depot, Food 4 Less, Stores Warehouse	0289	Program	Materials & Supplies	\$ 3,500.00	Photo
Print Shop/ Copy Charges	0289	Program	Services	\$ 200.00	
ODP Food 4 Less, Stores warehouse	0401-change to mg 0270	Program	Materials & Supplies	\$ 9,600.00	SPED-SDC
ODP Stores Warehouse, IT printers	0401-change to mg 0270	Program	Materials & Supplies	\$ 6,400.00	SPED- RSP
Print/Copy Charges	0401-change to mg 0270	Program	Services	\$ 400.00	SPED-SDC
Print/copy charges, postage	0401-change to mg 0270	Program	Services	\$ 1,700.00	SPED- RSP
				\$ 1,192,760.00	

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**Supplemental Programs/Services**

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
1.50	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Time Sheet for Link Crew Finals Cram	0709	Certificated Extra-time		\$ 2,500.00	
3.10	Emerging Students	Student Need 2 - Development of targeted interventions and support plans to address the specific academic needs of Special Education and ELD students in English and math.	Summer School Program/Remediation-ELD	0709	Certificated Extra-time	Year 1	\$ 20,000.00	Emerging Students
1.10	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Sub Coverage for Conferences	0709	Certificated Sub-time		\$ 4,800.00	English sub coverage
1.20	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Sub Coverage for Conferences	0709	Certificated Sub-time		\$ 400.00	math
1.20	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Subs	0709	Certificated Sub-time	Year 1	\$ 20,000.00	Standards
1.40	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Sub Coverage for Conferences	0709	Certificated Sub-time		\$ 200.00	foreign lang
1.40	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Sub Coverage for Conferences	0709	Certificated Sub-time		\$ 6,100.00	Social science dept

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Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
3.10	Emerging Students	Student Need 2 - Development of targeted interventions and support plans to address the specific academic needs of Special Education and ELD students in English and math.	Sub Coverage for Conferences	0709	Certificated Sub-time		\$ 3,350.00	EL
1.20	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Summer Conferences	0709	Conferences	Year 1	\$ 35,000.00	Standards
1.40	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Conferences	0709	Conferences		\$ 17,500.00	Conference for 5 Teachers - Foreign lang
1.50	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Learning and the Brain, CMC Asilomar Conferences, C-Stem Conference	0709	Conferences		\$ 3,050.00	\$450- C-STEM Conf
1.50	Safety	Student Need 2 - Improve student engagement by increasing the amount of students involved in extra-curricular activities and improved communication with families and the community.	SJCOE, Sac County Office of Education	0709	Conferences		\$ 400.00	Acadec
1.50	Safety	Student Need 2 - Improve student engagement by increasing the amount of students involved in extra-curricular activities and improved communication with families and the community.	Training/Conferences	0709	Conferences		\$ 1,000.00	link crew
1.70	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Conferences: CSLA	0709	Conferences		\$ 5,000.00	Library

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Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
3.10	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	CABE Conference	0709	Conferences		\$ 5,000.00	ELD
3.10	Emerging Students	Student Need 2 - Development of targeted interventions and support plans to address the specific academic needs of Special Education and ELD students in English and math.	Training - EL/Sped	0709	Conferences	Year 1	\$ 10,000.00	Emerging Students
1.50	Safety	Student Need 2 - Improve student engagement by increasing the amount of students involved in extra-curricular activities and improved communication with families and the community.	SJCOE, CA Academic Decathlon,	0709	Dues and Membership		\$ 880.00	
1.50	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Amazon, ODP, Stores Warehouse Manteca Ag Floral	0709	Materials & Supplies		\$ 1,475.00	Link Crew
1.50	Emerging Students	Student Need 2 - Development of targeted interventions and support plans to address the specific academic needs of Special Education and ELD students in English and math.	Intervention Counseling Supplies	0709	Materials & Supplies	Year 1	\$ 2,500.00	Safety
2.40	Safety	Student Need 2 - Improve student engagement by increasing the amount of students involved in extra-curricular activities and improved communication with families and the community.	Incentives (HTCand PBIS)	0709	Materials & Supplies	Year 1	\$ 15,000.00	Safety
3.10	Emerging Students	Student Need 2 - Development of targeted interventions and support plans to address the specific academic needs of Special Education and ELD students in English and math.	Dreambox/Lexia	0709	Materials & Supplies	Year 1	\$ 5,000.00	Emerging Students ELD
3.10	Emerging Students	Student Need 2 - Development of targeted interventions and support plans to address the specific academic needs of Special Education and ELD students in English and math.	ELAC Materials	0709	Materials & Supplies	Year 1	\$ 2,000.00	Emerging Students

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Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
1.10	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Print/Copy, No Red Ink	0709	Services		\$ 18,400.00	English
1.20	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Professional Development (Guest Speakers)	0709	Services	Year 1	\$ 34,407.00	Standards
1.50	Grade Level Standards	Student Need 1 - Increase student achievement on CAASPP and MAP assessments in math by 10% by Spring of 2027 through targeted interventions and teacher professional development, with quarterly progress monitoring.	Print/Copy Charges, Lakeshore Learning, Robotics site license	0709	Services		\$ 4,000.00	robotics licensing supplemental?
2.20	Safety	Student Need 2 - Improve student engagement by increasing the amount of students involved in extra-curricular activities and improved communication with families and the community.	HTC/PBIS	0709	Services	Year 1	\$ 20,000.00	Safety
2.20	Safety	Student Need 2 - Improve student engagement by increasing the amount of students involved in extra-curricular activities and improved communication with families and the community.	MUSD Busses, City High, Basix, Jeremy Bates, Tru Hope, Print/copy	0709	Services		\$ 11,100.00	Jeremy Bates- Multicultural Assembly/Freshman Assembly -Link Crew
2.40	Emerging Students	Student Need 2 - Development of targeted interventions and support plans to address the specific academic needs of Special Education and ELD students in English and math.	Print/Copy charges, Student Incentives/Intervention	0709	Services		\$ 3,780.00	
							\$ 252,842.00	
							\$ 167,800.00	Allocation 74% UPP
							\$ (85,042.00)	



Superintendent/Executive Administrator Notes/Questions/Feedback

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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 of Expenditure (Type)	Cost Estimate	Site/Dept Administrator Additional Notes
Sub Coverage for Conferences	0000	Admin	Classified Sub-time	\$ 5,000.00	Athletics
computers, furniture,	0000	Admin	Equipment over \$500-9999	\$ 13,000.00	
Amazon,ODP, Stores Warehouse, radios, furniture, open PO's	0000	Admin	Materials & Supplies	\$ 45,000.00	
Amazon, ODP, Dell, Stores Warehouse	0000	Admin	Materials & Supplies	\$ 19,190.00	IT/ Site supplies
vehicle/equipment repairs	0000	Admin	Repairs/Improvements	\$ 1,000.00	
postage, copies, radio service, redimark, jostens, print shop,J&J etc	0000	Admin	Services	\$ 19,000.00	cbil 5800-\$4000
Additional Administrative Support	0000	Admin	Services	\$ 15,000.00	Safety
MUSD Busses,Redi Mark, 5 Star Students,MUSD Food Serv, Print/Copy charge	0000	Admin	Services	\$ 14,500.00	leadership
Print/Copy Charges, My Little Balloon, West Coast Sound and Lighting	0000	Admin	Services	\$ 7,100.00	fashion and design
Printer/scanner-ODP	0000	Counseling	Equipment over \$500-9999	\$ 660.00	
Amazon,ODP, Stores Warehouse	0000	Counseling	Materials & Supplies	\$ 2,700.00	
Amazon,ODP, Stores Warehouse, Panera, Food4Less	0000	Counseling	Materials & Supplies	\$ 2,700.00	
Grainger, Waxie, ACE, CA Welding, Warehouse	0000	Operations	Materials & Supplies	\$ 58,000.00	Custodial open PO's
Cal Welding	0000	Operations	Services	\$ 300.00	it's a lease not a service
extra work (leadership, website, media)	0000	Program	Certificated Extra-time	\$ 5,000.00	obit cose 1107 ***
Sub Coverage for Conferences	0000	Program	Certificated Sub-time	\$ 2,500.00	leadership
Sub Coverage for Conferences	0000	Program	Certificated Sub-time	\$ 500.00	AP
Sub Coverage for Conferences	0000	Program	Certificated Sub-time	\$ 5,000.00	Athletics
Sub Coverage for Conferences	0000	Program	Certificated Sub-time	\$ 350.00	JROTC
AP Training, NCTE Conference	0000	Program	Conferences	\$ 4,000.00	AP Training \$3000
Town and Country Conference, CADA Conference	0000	Program	Conferences	\$ 5,000.00	leadership
APSI, AP Annual Conference	0000	Program	Conferences	\$ 6,800.00	AP
Fresno State Comps, Conferences	0000	Program	Conferences	\$ 4,000.00	JROTC
SSC Materials	0000	Program	Materials & Supplies	\$ 1,000.00	Safety
services (leonards, basix, etc	0000	Program	Services	\$ 3,500.00	
County Honor Choir Fees	0123	Program	Dues and Membership	\$ 150.00	
Amazon, JW Pepper, Stores Warehouse	0123	Program	Materials & Supplies	\$ 3,690.00	Piano
Barkers Music	0123	Program	Materials & Supplies	\$ 2,800.00	
Print/Copy Charges	0123	Program	Services	\$ 200.00	
Amazon/Amazon Books, ODP, Stores	0124	Program	Materials & Supplies	\$ 15,150.00	EL- \$2000/Books
Amazon/Amazon Books, ODP,Stores Warehouse,	0125	Program	Materials & Supplies	\$ 5,470.00	Interior Design-Anaya
Marteca PD-Finger printing	0126	Program	Dues and Membership	\$ 1,680.00	
ODP,Stores Warehouse, Pocket Nurse, Amazon/Amazon Books	0126	Program	Materials & Supplies	\$ 10,820.00	Health Careers- Behler, \$1000 books
AHA training/CPR cards, Print/Copy Charges,	0126	Program	Services	\$ 11,055.00	
ODP, Amazon, Stores Warehouse	0129	Program	Materials & Supplies	\$ 4,270.00	Careers with Children-McIntyre
Print/Copy Charges	0129	Program	Services	\$ 2,000.00	
Amazon,USAD,	0237	Program	Materials & Supplies	\$ 650.00	ACADEC
USAD, Print/Copy charges, MUSD Busses	0237	School Sponsored	Activities	\$ 3,500.00	
Amazon,ODP, Stores Warehouse	0239	Program	Materials & Supplies	\$ 3,500.00	AP
Print Shop/ Copy Charges, AP Testing, AP Comp Sci Online Curriculum	0239	Program	Services	\$ 29,600.00	
Amazon,ODP, Homes Depot, B&H, Stores Warehouse	0241	Program	Materials & Supplies	\$ 2,700.00	Multimedia
Print Shop/ Copy Charges	0241	Program	Services	\$ 200.00	
Amazon, ODP Stores Warehouse	0260	Program	Materials & Supplies	\$ 1,175.00	Business
Print Shop/ Copy Charges	0260	Program	Services	\$ 325.00	
Amazon/Books, ODP, Stores Warehouse	0262	Program	Materials & Supplies	\$ 12,255.00	World Language- \$500/Books
Print Shop/ Copy Charges, VISTA	0262	Program	Services	\$ 31,575.00	\$1000.00 for Print Shop/Copy Charges
Amazon, ODP, Stores Warehouse, Academic Innovations Goodheart Wilcox	0264	Program	Materials & Supplies	\$ 47,000.00	Life Skills- \$42,000textbooks/workbooks
Academic Innovations subscriptions, Print/copy charges	0264	Program	Services	\$ 1,600.00	
IT Supplies-Surface Pro Keyboard, 8-omnibot pack	0266	Program	Equipment over \$500-9999	\$ 3,380.00	
Amazon, ODP Stores Warehouse	0266	Program	Materials & Supplies	\$ 17,310.00	Math \$4000-books(split into another line)
Amazon, BSN, Nasco, Office Depot, open PO's, paper, lissue, etc	0267	Program	Materials & Supplies	\$ 28,000.00	PE
Printshop, copies,	0267	Program	Services	\$ 500.00	
Amazon, ODP, Food 4 Less, Stores Warehouse	0268	Program	Materials & Supplies	\$ 4,100.00	Science
Print/copy charges, Fisher Scientific, Flinn Scientific, Wards Science, Pasco	0268	Program	Services	\$ 6,110.00	
Amazon,ODP, Stores Warehouse	0269	Program	Materials & Supplies	\$ 4,425.00	Social Science

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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

Administraton has involved all stakeholders from the beginning of the creation of this document. We met with teachers, parent groups, students and community members to gather needs assessment data and infused that information into every area of our plan. SSC has reviewed and approved the Title I Needs Assessment worksheets with the associated actions.

#### Date

4/3/24, 5/6/24, 5/6/24, 5/6/24, 5/6/24

#### Groups

Department Chairs, ELAC, certificated and classified staff, SSC, student group

#### Outcome

All groups approved of the Strategic Plan.

## School Site Council Membership

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

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

Name of Members	Role
Megan Peterson	Principal
Kahlia Nassano	Classroom Teacher
Steve Grant	Classroom Teacher
Deanna Diggs	Classroom Teacher
Melissa Woods	Other School Staff
Mary Buchanan	Other School Staff
Tina Cardoza	Parent or Community Member
Jailene Llamas	Other School Staff
Aimee Rubio	Parent or Community Member
Danielle Knight	Parent or Community Member
Peggy-Sue Anderson	Parent or Community Member
Teresa Navarro-Oropeza	Parent or Community Member
Kylie Anderson	Secondary Student
Kristine Michelle Timario	Secondary Student
Cristal Perez	Secondary Student
Alyssa Caravajal	Secondary Student

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



## Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council

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 6th, 2024.

Attested:

	Principal, Megan Peterson on 5/6/24
	SSC Chairperson, Kahlia Nassano on 5/6/24

## **SCC Meeting minutes 5/6/24**

Meeting called to order at 5:06pm by Kristine Timario.

### **Approval of meeting minutes from last meeting**

- Clarification on names missing from last meeting minutes, Updated.
- Update on Districts Cell phone policy presented by Mary Buchanan.

### **Strategic Plan presented by Principal Megan Peterson**

- This is a 3-year plan presented to the group.

Strategic plan motion to be approved – 1<sup>st</sup> Aimee Rubio 2<sup>nd</sup> Mary Buchanan

### **3010 funding source budget plan was motioned for approval and approved by**

#### **1<sup>st</sup> Deanna Diggs - 2<sup>nd</sup> Mary Buchanan**

- The group asked how one can access financial plans and budget are on once they are approved. Principal believes it is listed on the district website but will clarify for us once confirmed.

### **Principal Report – Presented by Principal Megan Peterson**

- Discussion about a new district-wide AP class test waiver available for students. There is a large percentage of students taking AP classes but not taking the exam which the school cannot mandate just recommend.
- New school marquee for Yosemite Street entrance was approve. Date for install TBD.
- Getting feeding schools/junior high teachers to have a clear understanding of the high school expectations is. Focused primarily on Math, English and Study Skills.
- We are continuing with 5-star app next year, students really enjoy it.
- Come up with ideas for feeder schools to review what it means to be a “READY BUFFALO” for incoming 9<sup>th</sup> graders. What skills do you need to be successful at Manteca High.
- Looking into what can be done to help the 9<sup>th</sup> graders at the beginning of the school year to set expectations. Student-led events? Because a high volume of suspension are 9<sup>th</sup> grade students.
- It is confirmed that we are moving to 1 lunch next year. 10-15 more tables are being purchased for the new year to accommodate more students outside.
- More tables along the side of the library in the shade were also requested.
- Cell Phone policy was also approved for the new school year. Parents should be receiving a survey sent home in the next few weeks. All classrooms will have a lock-box

- that the students will place their cell phone in during class. Box can easily be removed from class in case of an emergency.
- Physical ID cards on lanyards are going to be required starting next school year. All students will be required to wear them upon entering campus. Break-away lanyards suggested by the team.
  - Clip-Board bathroom passes suggested by parents, can be larger, sturdier, and more visible by campus monitors. Still using the assigned color-assigned bathrooms to prevent students from wandering around campus. Providing them a time limit as well.
  -

### **Open Discussion**

- Mr. Steve Grant requests more shade for lunch tables, the group was advised that the ones principal Peterson ordered have umbrellas connected.
- Mary Buchanan addressed the group and wants to have more groups at the school. Suggested a Chess club since students often come into the library to play. Mr. Grand suggested using ELOP money, which is for group support however the group would have to meet after school hours so that staff could be present.

**Meeting Adjourned at 5:52 called by 1<sup>st</sup> Alana Farris 2<sup>nd</sup> Kristine Timario**