



## 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.

### **Sierra High School**

39685933930310

### **Manteca Unified School District**

39685930000000

### School Site Vision

The vision of Sierra High School is to empower all students to acquire positive academic, social, and emotional skills in order to allow them to become productive citizens and lifelong learners.

#### Sierra High Student Learning Outcomes:

Students at Sierra High School will:

- communicate effectively
- be responsible citizens
- develop positive relationships
- develop and apply problem-solving skills

## School Site Mission

The mission of Sierra High School is to promote excellence by offering challenging curriculum and programs which enable all students to communicate effectively, become responsible citizens, demonstrate positive relationships, and solve problems.

### 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.

This plan details the way that Sierra High effectively meets the requirements of ESSA (Every Student Succeeds Act) in alignment with the Local Control and Accountability Plan (LCAP). First, Sierra has set high academic standards aligned with state and local requirements. Second, students in the 11th grade are tested annually with CAASSP to assess the degree to which students are prepared in English and Math and Science. Students whose primary language is something other than English are given the ELPAC annually until tested out of the EL program. Sierra is measured annually on the state's report card with the graduation rate, discipline (suspension), college readiness, and chronic absenteeism. Third, Sierra has set ambitious academic goals for our students as a part of our WASC accreditation process; these goals include students from all levels of achievement. Fourth, the achievement statistics are published annually on the CDE website; the information published includes the requirements of test scores, graduation rates, school funding, and teacher qualifications. Fifth, Sierra, with district support has implemented MAP assessments three times a year to measure student progress in Math and English. The full implementation of this testing method was during the 21-22 school year.

Manteca Unified and Sierra High School aligned the ESSA requirements by putting forth three goals:

Goal 1: is to provide a safe, healthful, and expansive environment.

Goal 2: is to promote engaging learning opportunities for all students, inclusive of emerging students inside and outside the classroom.

Goal 3: The final goal is to maximize student achievement by supporting effective instruction aligned to state standards.

Finally, Sierra's goals as a part of WASC accreditation also align with ESSA and the LCAP. The three major goals are to improve student achievement on standardized tests, improve students achievement in all subject areas by developing effective communication skills to assist students in being college and career ready, and to strengthen school culture for student personal and academic growth by evaluating and increasing student support systems. The WASC goal outlined in the Spring 24 visit are also addressed in this plan.

## School Site Description

Welcome to Sierra High School - Home of the Timberwolves! Our student population of about 1,700 (2024) is a reflection of the diverse community of Manteca, located in the heart of the San Joaquin Valley. Sierra High School is a dynamic and creative high school that consistently strives to prepare students for the world in which they will live and work. Since opening in 1994, we have had steady academic growth and our recent CAASPP scores reflect the top high school scores in the district. Our extra-curricular activities have been very popular with our students, as we offer a full complement of athletic, club, and co-curricular offerings. One of our goals is to connect every student with a program or mentor on campus to get them involved in school and the community. Every student at Sierra High School has a 1:1 Dell laptop to support them in their quest for knowledge. Additionally, the Sierra High staff recognizes the importance of Professional Learning Communities and the need for ongoing professional development, focusing on quality instruction to increase student achievement. We will continue to explore avenues for our students to experience success and challenge them with accessible, rigorous and meaningful curriculum. In all facets, academic, extracurricular, athletic, and the visual and performing arts, we exist for our students. The Sierra High community is committed to working together to find areas of improvement and putting in the countless hours needed to make our school a better place for all students. Go T-Wolves!

Sierra High is one of five comprehensive high schools in Manteca Unified. We opened in 1994-95 and graduated our first class in 1997. In the fall of 1999, we implemented the 4x4 Block Schedule, and its impact has had an overwhelmingly positive effect on student learning and school climate. We take great pride in our athletic and academic programs, as well as our extra and co-curricular programs. Our grounds are clean and well-maintained. Student support and guidance is very effective, and we have a firm, fair, and consistent discipline policy. Sierra High School is a safe place for students. Our Link Crew program is very involved and successful in assisting students with academic resources and interpersonal relationship issues, especially focusing on 9th and 10th grade students. Our curriculum is rigorous and standards based. We have created a positive climate and culture, along with 30 years of tradition, which includes strong academics, athletics, and a nurturing learning environment in our block schedule. Our Schoolwide Learner Outcomes: 1) Communicate Effectively, 2) Be Responsible Citizens, 3) Develop Positive Relationships and 4) Develop Problem Solving Skills), our WASC Critical Areas for Follow-Up, LCAP, and our Strategic Plan drive our curriculum and our resource allocation. Sierra HS is now a full Title 1 school effective at the beginning of the 2020-21 school year. Previously, we were a Title 1 targeted assistance school during the 2019-2020 school year.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

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

### Classroom Observations

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels.

The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

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

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

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

## Staffing and Professional Development

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

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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



## Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

### Intervention TOSA

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

### Restorative Practices

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

### Suicide Prevention

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

### Yellow Ribbon Suicide Prevention Program

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

### Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

#### Elevate Mentoring

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

#### Journey Mentoring

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

#### Multi-Tiered System of Support (MTSS)

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

#### Positive Behavioral Interventions and Supports

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

#### Valley Community Counseling

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

## Social Emotional Learning

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

### Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Evidence-based educational practices to raise student achievement

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

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

## **Parental Engagement**

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

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

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

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

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

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

## **Funding**

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

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

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

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

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

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

#### Fiscal support (EPC)

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

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

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

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1693</b>	<b>41.6</b>	<b>11.9</b>	<b>0.2</b>
Total Number of Students enrolled in Sierra 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	201	11.9
Foster Youth	3	0.2
Homeless	20	1.2
Socioeconomically Disadvantaged	704	41.6
Students with Disabilities	157	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	64	3.8
American Indian	4	0.2
Asian	283	16.7



Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	104	6.1
Hispanic	782	46.2
Two or More Races	73	4.3
Pacific Islander	19	1.1
White	364	21.5

**Conclusions based on this data:**

1. Over 40% of our student population is considered to be socioeconomically disadvantaged. As previously mentioned, staff cannot readily identify students who fit this category. This is the reason that our school will receive Title I funds in the 2024-25 school year. This number has decreased by 10% from the previous year.
2. While the number of Foster youth is extremely low, the number of homeless at Sierra is 20 students. The number of homeless students has increased by five students.
3. The Hispanic population continues to be the largest subgroup of students. However, the number of Asian students (particularly students who are Punjabi) continues to increase.



# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

Improve student growth and achievement of grade-level content standards as measured by the CAASSP, NWEA/MAP and other site formative and summative assessments.

### 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	2578.	2610.	2616.	19.06	24.15	29.16	33.09	41.55	36.06	25.90	20.05	20.97	21.94	14.25	13.81
All Grades	N/A	N/A	N/A	19.06	24.15	29.16	33.09	41.55	36.06	25.90	20.05	20.97	21.94	14.25	13.81

### 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	2534.	2539.	2559.	3.79	6.08	8.46	15.53	15.57	20.26	28.79	25.55	24.87	51.89	52.80	46.41
All Grades	N/A	N/A	N/A	3.79	6.08	8.46	15.53	15.57	20.26	28.79	25.55	24.87	51.89	52.80	46.41

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

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	64.56
Female	67.16
Male	61.78
American Indian or Alaska Native	0
Asian	74.65
Black or African American	68.75

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Filipino	78.57
Hispanic or Latino	54.44
Native Hawaiian or Pacific Islander	--
Two or More Races	84.21
White	68.54
English Learners	6.45
Foster Youth	0
Homeless	--
Military	--
Socioeconomically Disadvantaged	60.98
Students Receiving Migrant Education Services	--
Students with Disabilities	10.34

**CAASPP Results  
Mathematics (All Students)**

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	28.43
Female	27.09
Male	29.84
American Indian or Alaska Native	0
Asian	40.28
Black or African American	25.00
Filipino	35.71
Hispanic or Latino	22.29
Native Hawaiian or Pacific Islander	--
Two or More Races	40.00
White	26.97
English Learners	0.00
Foster Youth	0
Homeless	--
Military	--
Socioeconomically Disadvantaged	25.47
Students Receiving Migrant Education Services	--
Students with Disabilities	0.00

**Data**

# 2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary

## Math (Summative): All Grades

Site: **Sierra High School**  
 Gender: **Female & Male**  
 Grades: **All**  
 English Proficiencies: **All**  
 Reported Race: **All**  
 Special Education: **SPED & Not SPED**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

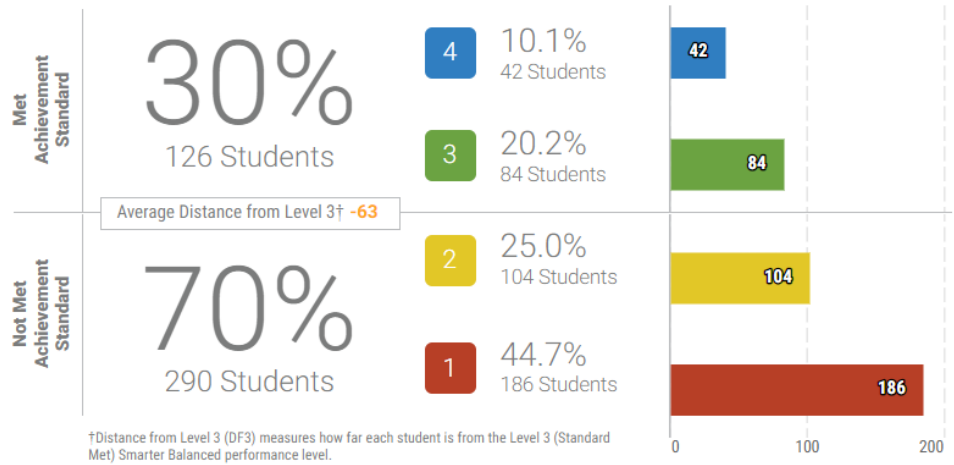
### Overall Score Levels

- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

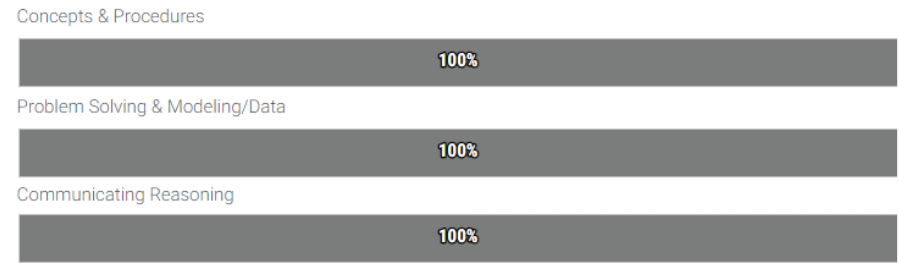
### Claim Score Levels

- **Above Standard**
- **Near Standard**

## Overall Performance: 416 students



## Claim Performance: Percent of Students at Each Level



# 2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary

## ELA (Summative): All Grades

Site: **Sierra High School**  
 Gender: **Female & Male**  
 Grades: **All**  
 English Proficiencies: **All**  
 Reported Race: **All**  
 Special Education: **SPED & Not SPED**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

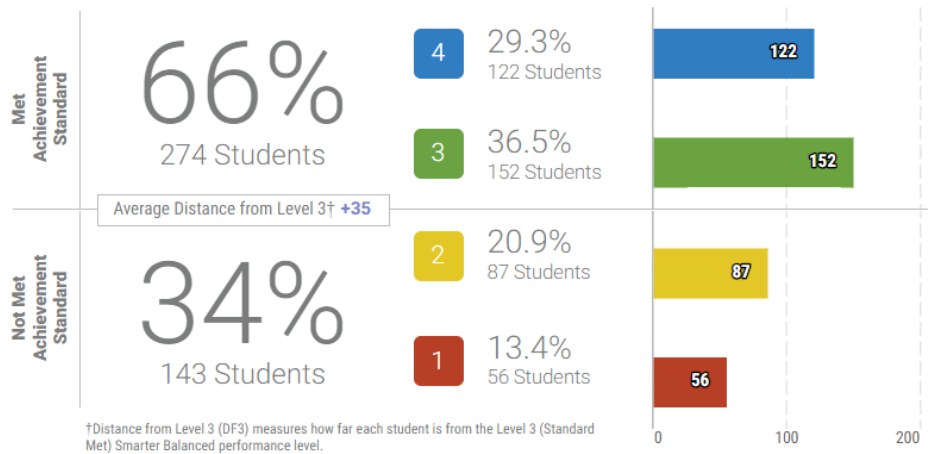
### Overall Score Levels

- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

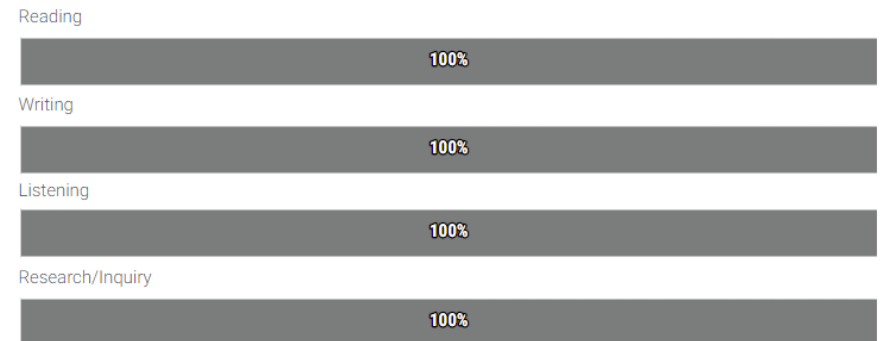
### Claim Score Levels

- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

## Overall Performance: 417 students



## Claim Performance: Percent of Students at Each Level



Grade (Winter 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against										
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms					
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
8	0	**			**				**					**				
9	355	222.2	12.9	64	223.1	13.0	61	1	0.4	1.5	-0.56	29	355	173	49	47		
10	411	222.9	12.6	57	224.7	12.2	58	2	0.4	1.4	0.42	66	411	217	53	52		
11	390	223.6	13.0	50	224.9	12.8	51	1	0.4	1.1	0.15	56	390	207	53	55		
12	352	227.2	13.6	64	226.7	14.1	62	0	0.5	0.2	-0.52	30	352	161	46	46		

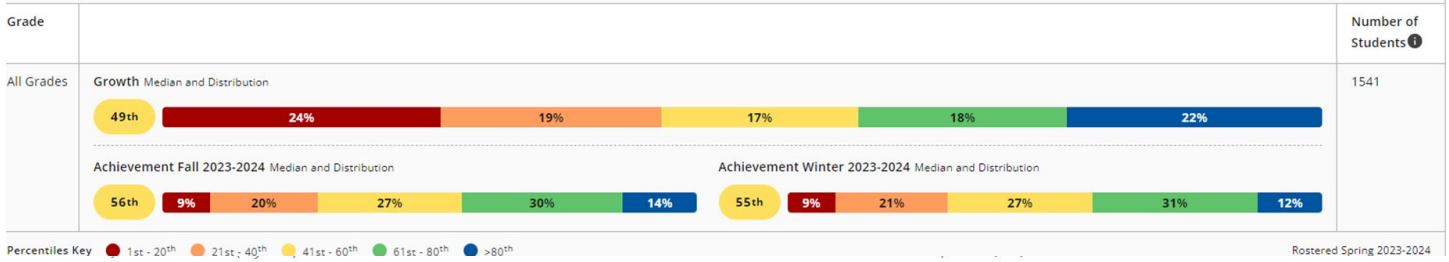
### Language Arts: Reading



School Profile

### Growth and Achievement Overview

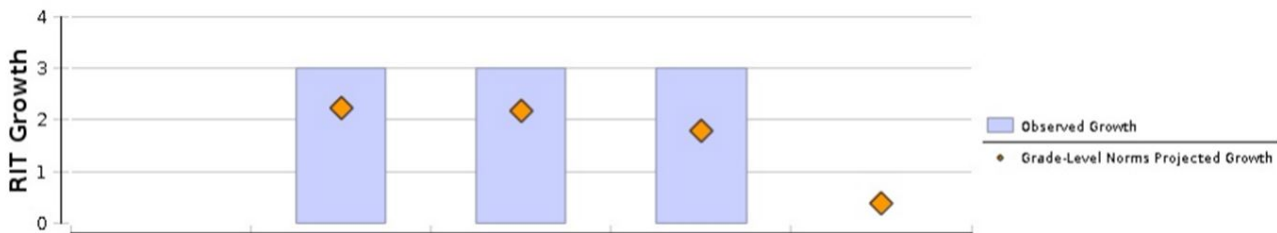
Sierra High School | Reading



Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
8	0	**			**				**					**			
9	360	231.0	16.7	68	234.2	18.2	71	3	0.5	2.2	0.87	81	360	213	59	58	
10	419	233.5	18.5	67	236.1	18.6	68	3	0.4	2.2	0.38	65	419	232	55	53	
11	388	234.5	18.5	60	237.1	19.1	63	3	0.5	1.8	0.72	76	388	216	56	54	
12	355	239.5	20.7	72	239.9	21.0	72	0	0.5	0.4	0.02	51	355	174	49	49	

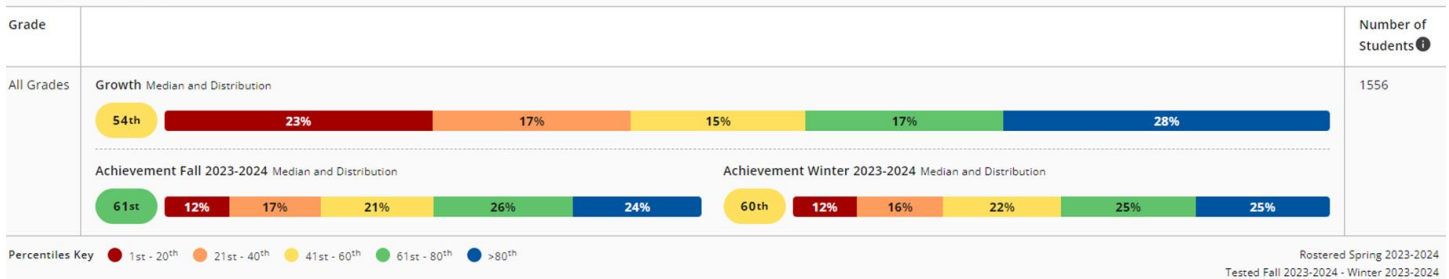
### Math: Math K-12



School Profile

### Growth and Achievement Overview

Sierra High School | Math K-12



LEARN MORE  
**Mathematics**

All Students

State



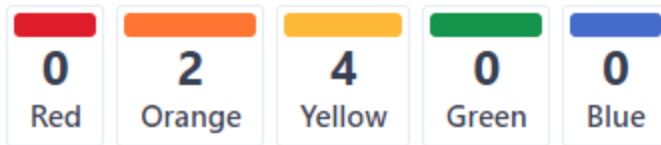
Yellow

67 points below standard

Increased 19 Points ⬆️

**EQUITY REPORT**

Number of Student Groups in Each Level



[View More Details](#) ➔

**Data Analysis**

Student proficiency in Math indicates 70% of students are not achieving the standard, and 34% of students are not achieving the standard in English Language Arts.

**Student Need 1:**

Students need to continue improving their proficiency in Math grade level standards.

### SMART Goal 1

Sierra students will increase the percentage who meet growth on the NWEA Math assessment by 3% (50 students) by May of 2025, an additional 3% (50 students) in May of 2026, and an additional 4% (65 students) in 2027.

#### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PEBC and Debbie Williams engagement strategies utilized in math classes, focusing on rigorous lesson design and mathematical practices.	Learning Walks Percent of teachers using PEBC's based on learning walk data as measured by a rubric. Corollary data between learning walk rubric and MPA growth scores.	4 out of 8 teachers trained in 2023-24.  3 points growth on MAP, determined in spring 2024.	[100% of all math teachers trained in PEBC.]  [3% (50 students) MAP Growth]			Time Money
Professional Learning Communities will identify student needs, analyze data, and develop rigorous lesson plans that address Tier 1 student needs and mastery of math content area standards.	Learning Walks Region Articulation meetings PLC agendas and minutes in OneNote that summarize student data analysis and identify appropriately aligned lesson plans, and include CFA's aligned to Tier 1 student needs.	10% of teachers participated in site learning walks in 2023-24.  7 of 12 departments have submitted PLC agendas and minutes at least 75% of the time in 2023-24.	[100% (72 teachers) utilizing standards aligned lessons meeting student needs.]  [100% of teachers utilizing CFA's aligned to Tier 1 student needs.]			People Time
Math teachers will administer a prerequisite screening within the first two days of each term to determine student learning needs.	Screening results will be used to identify achievement levels of students.	Prerequisite screening will begin in August/January of 2024-25, Pass-rate in Math Classes is currently	[3% increase in pass-rate]			Time
Professional Development on scaffolding and differentiation, restorative attendance practices and equity strategies in	Increase in student performance as measured by the MAP test.  Decreased number of students on the D/F list in Algebra A/B.	3 points growth on MAP,  Establish baseline D/F grade in spring of 24	3 points growth			Money

Tier I to provide targeted interventions during class time.						
Students will attend targeted tutorials for a specific math concept outside the school day to support basic math needs as identified by individual classroom teachers through class CFA's.	Pre assessment: Post assessment -/- students showed growth on targeted skill	Establish baseline in 24-25				People Money Time
Increased opportunities for students to attend AP tutorials/review sessions to increase student performance on AP exams outside of the school day.	Number of students accessing available tutorials and review sessions.	Establish baseline in 24-25				Money
Continue the CAASPP and MAP incentive program	Math CAASPP achievement scores	30% at or above standard in 22-23 CAASPP				Money People

**Progress Monitoring**

**Progress Monitoring**

**Data**

**Data Analysis**

In the Spring of 2023, 66% of students were proficient in ELA as measured by the CAASSP while 34% did not meet the proficiency requirements.

**Student Need 2:**

Students need to continue to improve their proficiency in ELA as measured by the CAASSP.

**SMART Goal 1**



By May of 2027, Sierra High School students will improve ELA CAASSP scores from 66% to 70% (20 students) of students who meet or exceed standards (1% by May of 2025, 1% by May of 2026 and 2% by 2027).

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Administrators will evaluate, monitor and adjust the CAASSP incentive program	Increased number of students meeting or exceeding grade level standards as measured by the CAASSP scores.	66% proficiency on CAASSP in ELA	1%			Time Money
Professional Development on scaffolding and differentiation in Tier I..	Increased number of students meeting or exceeding grade level standards as measured by the MAP scores.	3% growth in MAP	3% growth	3%	4%	Time People
Professional Learning Communities will create agendas that examine CFA data.	Increased frequency of PLC minutes reflecting data analysis of common formative assessment results.	2 CFAs per term	3 CFAs per term			Time People

### Progress Monitoring

### Progress Monitoring

### Data

### Data Analysis

In the 23-24 administration of the Math portion of the MAP test, 9th, 10th and 11th grade students showed a growth rate of 3 points from fall to winter. Seniors showed no growth.

### Student Need 3:

Students need to demonstrate growth and mastery of standards in the area of math.
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### SMART Goal 1

During the 24-25 school year, students will increase percentage of growth in the administration of the MAP Math test from fall to winter to spring by two points per grade level.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
All Math teachers will use MAP results to guide lesson design and plan instruction.	PLC minutes will reflect discussions regarding scores, data and student growth on the tests.	40% proficiency	4% increase per grade level	1% increase per grade level	1% increase per grade level	Time Money
Refinement and adjustment of MAP incentive program to build awareness of and accountability for individual scores with our students while recognizing achievement as well as growth.	Increased number of students meeting their growth targets on the MAP test.	40% proficiency	4% increase per grade level	1% increase per grade level	1% increase per grade level	Time People

### Progress Monitoring

### Progress Monitoring

### Data

### Data Analysis

In the 23-24 administration of the Reading portion of the MAP test, 9th and 11th grade students showed a growth rate of 1 points from fall to winter and 10th graders showed growth of 1 point. Seniors showed no growth.

### Student Need 4:

Students need to demonstrate growth from fall to spring on the administration of the NWEA reading test.

### SMART Goal 1

In the 24-25 school year, student will increase percentage of growth in the administration of the MAP Reading test from fall to winter to spring by two points in each administration.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
All ELA teachers will use MAP results to inform instruction	PLC Team Diagnostic Rubric to measure the number of teams in the "Highly Effective" and "Mostly Effective" range: Highly Effective ____	In 2023-24, the following PLC Diagnostic Audits were conducted and the results:	Move			Time

	<p>Mostly Effective ____  Progressing ____  Emerging ____</p> <p>Number of PLC's that show evidence of growth on PLC Diagnostic Rubric based on department practices of examining data and best teaching practices being implemented.</p>	<p>Mostly Effective 3 teams  Progressing- 7 teams  Emerging- 2 teams</p>				
Refinement and adjustment of MAP incentive program	Student & staff survey to determine the effectiveness of MAP & CAASPP Incentive Program.	40% growth	4% increase in each grade level			Time

**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**

At Sierra High School, every student will feel safe and connected in the classroom environment, in supplemental programs and intervention programs.

**Climate**

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.47	3.93	0.91	4.62	0.20	3.17
Expulsions	0.00	0.29	0.01	0.09	0.00	0.07

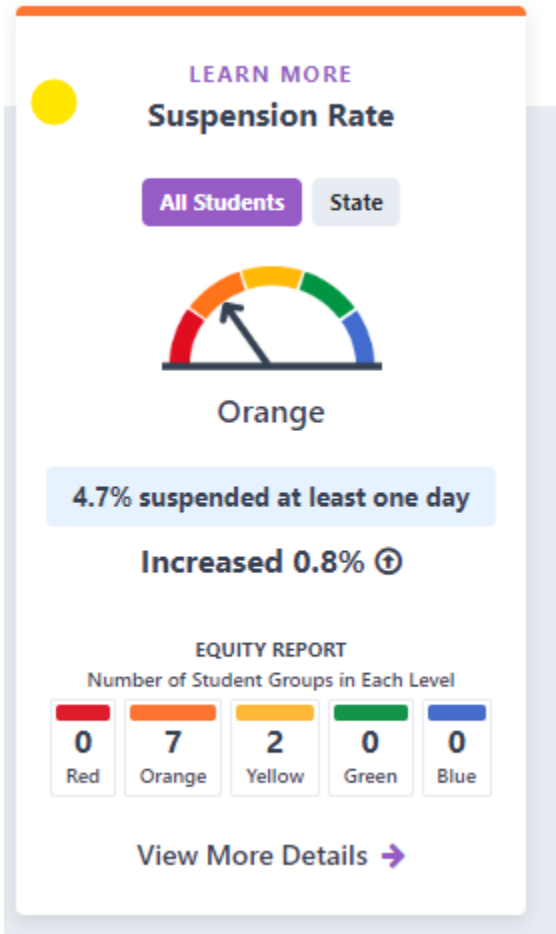
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	4.70	4.96	3.60
Expulsions	0.56	0.24	0.08

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

<b>All Students</b>	1789	1759	256	14.6
<b>Female</b>	902	892	131	14.7
<b>Male</b>	885	866	125	14.4
<b>American Indian or Alaska Native</b>	4	4	0	0.0
<b>Asian</b>	304	296	37	12.5
<b>Black or African American</b>	71	69	16	23.2
<b>Filipino</b>	108	108	5	4.6
<b>Hispanic or Latino</b>	832	819	135	16.5
<b>Native Hawaiian or Pacific Islander</b>	21	21	3	14.3
<b>Two or More Races</b>	71	69	7	10.1
<b>White</b>	377	372	52	14.0
<b>English Learners</b>	245	241	42	17.4
<b>Foster Youth</b>	6	6	2	33.3
<b>Homeless</b>	42	42	15	35.7
<b>Socioeconomically Disadvantaged</b>	838	824	147	17.8
<b>Students Receiving Migrant Education</b>	2	2	0	0.0
<b>Students with Disabilities</b>	173	168	37	22.0



2017-18	97.62	97.32	97.40	96.19	96.63	96.99	96.56	96.25	96.11	96.84	97.35	96.84
2018-19	97.98	97.12	97.46	94.17	97.09	97.29	96.73	96.26	96.70	96.25	96.67	96.70
2019-20	98.28	97.22	97.31	96.37	95.75	96.64	96.28	96.11	Covid	Covid	Covid	95.99
2020-21	98.70	98.88	99.03	98.07	95.46	94.87	94.26	95.68	95.07	94.13	93.78	96.17
2021-22	93.80	93.46	94.62	94.54	93.49	88.14	90.28	90.28	93.89	93.88	93.52	92.71
2022-23	95.69	95.24	95.70	93.41	93.11	94.90	93.81	94.81	94.22	94.68	93.13	94.42
2023-24	96.81	95.65	96.18	94.97	95.07	94.24	94.38	95.39				

FALL SPORTS								
	Girls Golf	Cross Country	Football	Girls Tennis	Volleyball	Water Polo	TOTAL # Participants	
# of levels/ who can participate	1 Girls	1 Both	3 Both	1 Girls	3 Girls	2 Both	-	
2020-21	9	11	67	12	33	20	152	
2021-22	8	16	74	24	38	26	186	
2022-23	8	32	95	16	40	35	226	
WINTER SPORTS								
	Boys Basketball	Girls Basketball	Wrestling	Girls Soccer	Boys Soccer	TOTAL # Participants		
# of levels/ who can participate	3 Boys	3 Girls	2 Both	2 Girls	2 Boys	-		
2020-21	34	22	14	35	25	130		
2021-22	43	33	34	38	40	188		
2022-23	41	32	36	40	51	200		
SPRING SPORTS								
	Baseball	Boys Golf	Boys Tennis	Track	Softball	Swimming	Boys Volleyball	TOTAL # Participants
# of levels/ who can participate	3 Boys	1 Boys	1 Boys	2 Both	3 Girls	1 Both	2 Boys	
2020-21	34	7	14	37	25	21	11	149
2021-22	52	9	20	81	28	22	23	235
2022-23	53	9	20	139	23	35	25	304

CLUBS					
Year	# Clubs Surveyed	# Clubs No Response	# Males Involved	# Females Involved	Total
2020-21	N/A	N/A	N/A	N/A	N/A
2021-22	10	25	737	527	1264
2022-23	41	11	428	547	976

### Data Analysis

Suspension Data:

The overall suspension for 20-21 was .5% (pandemic year), 21-22 was 3.9% and in 22-23 the rate was 4.7%. A majority of the suspension are due to vaping and/or drug use.

Student Connectedness:

In 20-21, 152 students participated in fall sports, 130 in winter and 149 in spring. In 21-22, 186 students participated in fall sports, 188 in winter and 235 in spring. In 22-23, 226 participation in fall sports, 200 in winter and 304 in spring. In the last three years, we have seen a large increase of students participating in sports.

For clubs, no club participation was recorded in 20-21 due to the pandemic. In 21-22, 1,264 students were involved in a club and in 22-23. 976 students were active members of a club. In the two years of data collection we have seen a slight decrease in club participation.

Attendance:

Attendance levels have struggled to get back to pre-pandemic levels. Before the pandemic, Sierra's attendance rate ranged from 96 to 98%. At present our average ADA hovers around 95%.

Link Crew: in the 23-24 school year, 120 students (25%) saw overall learning improvement and academic marks from T2S1 progress reports to final T2S1 final grades. The process has helped at least five ninth grade students in each class that were worked with in Term 2.

**Student Need 1:**

Sierra will work to continue improving average daily attendance to improve student learning.

**SMART Goal 1**

Beginning in May 2024, through 2027, overall student attendance will increase by 0.5% as measured by Average Daily Attendance reports.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Students will attend attendance events/incentives outside of the school day who have perfect or improved attendance each semester	ADA report Number of students meeting criteria to attend each semester	First semester +/- students had perfect attendance.	94.9% average daily attendance (24-25)	95.5 average daily attendance (25-26)	96 average daily attendance (26-27)	Time
Student Attendance Review Team	Reduction in the number of SARB's	15 SARBs in 22-23	14 SARBs in 24-25 (6%)	13 SARBs in 25-26 (6%)	12 SARBs in 26-27 (6%)	Time
Individual student conferences with Intervention TOSA for goal setting	Increased number of visits as recorded in student data system	4,727 total visits and contacts in 23-24	Increase by 50 visits to 4,777	Increase by 50 visits to 5,727	Increase by 50 visits to 5,777	Time
Student outreach via Link Crew Leaders for peer support of positive attendance strategies	Number of visits as recorded by Link Crew Leadership class	2,500 visits with freshman	Maintain current visit levels and increase student success rate by five students	Maintain current visit levels and increase student success rate by ten students	Maintain current visit levels and increase student success rate by fifteen students	Time



**Progress Monitoring**

**Progress Monitoring**

**Data**

**Data Analysis**

Suspension Data:

The overall suspension for 20-21 was .5% (pandemic year), 21-22 was 3.9% and in 22-23 the rate was 4.7%. A majority of the suspension are due to vaping and/or drug use.

**Student Need 2:**

Sierra High will work to keep students at school daily by decreasing the number of suspensions, so all students have access to instruction.

**SMART Goal 1**

Sierra High will decrease total number of suspension by 10% (10 students) from school year 23-24 to 24-25.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Implementation of robust PBIS efforts with student outreach including incentives and LOBO Gold Program,, school branding, student activities and recognition components to include community engagement outside the school day.	Decrease in number of students suspended  Increase in number of students participating in clubs and extracurricular activities as measured by 5 Star	4.7% suspension rate	Decrease suspension rate by .5%			
Staff training on how to integrate PBIS in classrooms to improve teacher student rapport, and build relationships to improve school	Increase number of opportunities for professional development in the area of PBIS for staff.					

culture and make students feel safe and accepted in their learning environments.						
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**Progress Monitoring**

**Progress Monitoring**

**Data**

**Student Need 3:**

Sierra High School will increase student connectedness and engagement to school, which will support increased academic growth, improved social and emotional learning and attendance.

**SMART Goal 1**

Beginning in May 2024, through 2027, Sierra High will increase the percentage of students participating in clubs and/or extracurricular activities by 5% as measured by 5-Star data.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase connectedness opportunities for students through events, activities, and educational excursions outside the instructional day.	Number of opportunities available to students Number of students participating in/attending opportunities.					
Enrichment events held to target STEM, Literacy, Advanced Placement, college and career readiness,	Number of event plans that have an academic focus that support site academic need as reviewed by administration.					
Events, activities, educational excursions to support college and career readiness for	Number of opportunities offered to students Number of students accessing opportunities					

students outside the school day.						
Provide additional student education, activities, and materials to decrease vaping.	Decrease vaping incidents at school by 10% (5 total based on 2023-24).					

**Progress Monitoring**

**Progress Monitoring**

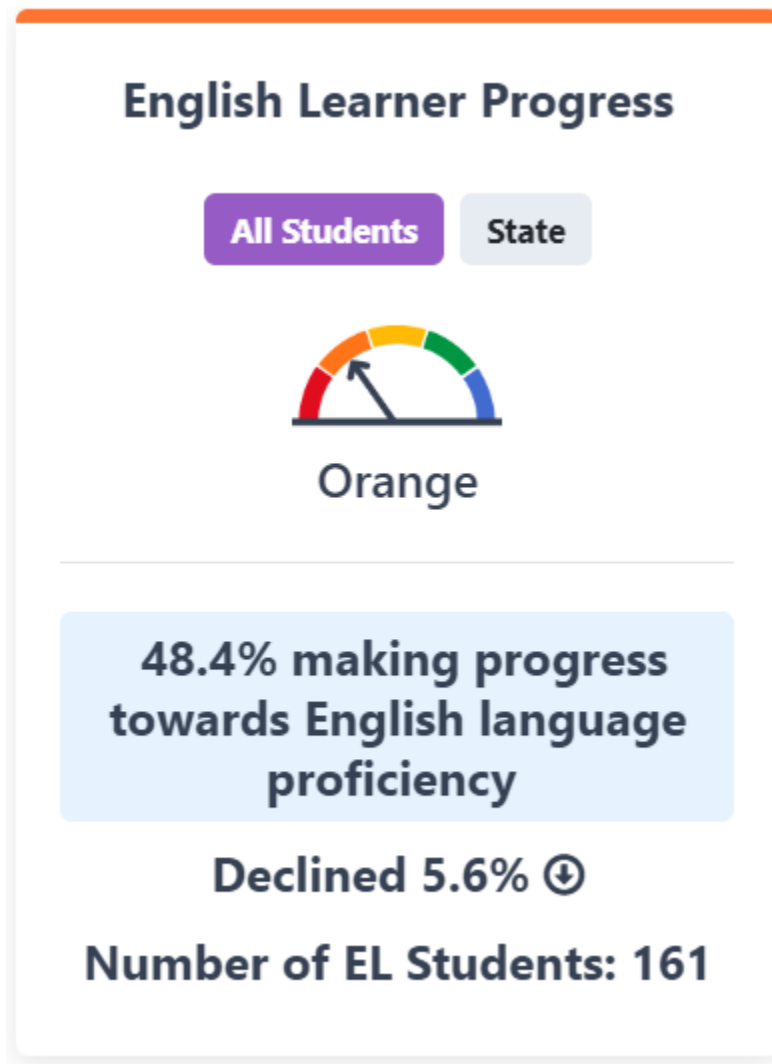


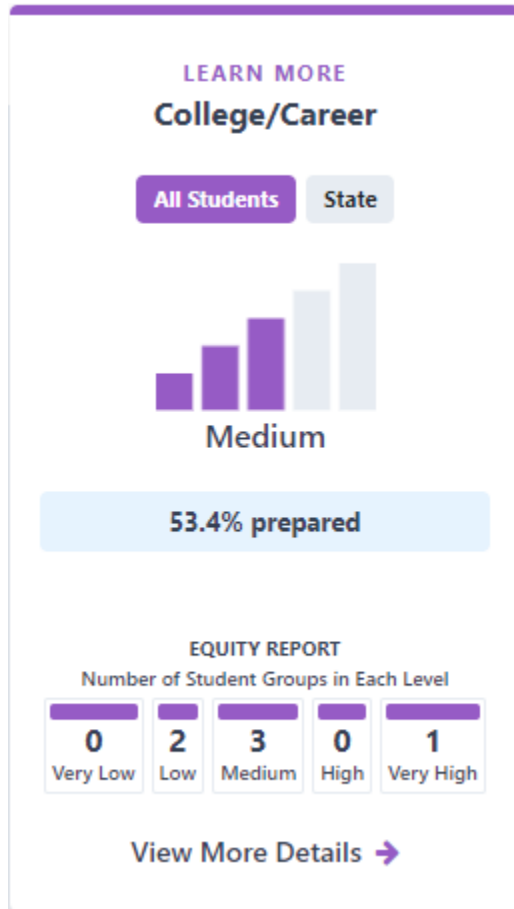
District Goal

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

Site Tier 2 and 3 Goals

Sierra High School will close the achievement gap by aligning fiscal and human resources to provide support for identified target subgroups for improvement towards the Schoolwide Learning Outcomes and grade-level proficiency.





Sierra High (Manteca, CA)  
**Manteca Unified**

**College/Career Indicator - 2023**

Student Group	Status Level	CURRENT STATUS - 2022-23 Percent Prepared
All Students	Medium	53.4%
English Learners	Low	20.8%
Foster Youth	--	*
Homeless	--	25.0%
Socioeconomically Disadvantaged	Medium	49.1%
Students with Disabilities	Low	17.8%
African American	--	33.3%
American Indian or Alaska Native	--	*
Asian	Very High	75.0%
Filipino	--	54.2%
Hispanic	Medium	48.3%
Native Hawaiian or Pacific Islander	--	*
White	Medium	51.5%
Two or More Races	--	66.7%

Reporting Year: 2023 Select a Report: 5x5 English Learner Progress Placement Report

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 10.1 p.pts or more)</i>	DECLINED <i>from Prior Year (by 2.0 p.pts to 10.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 1.9 p.pts or fewer)</i>	INCREASED <i>from Prior Year (by 2.0 p.pts to 9.9 p.pts)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 10.0 p.pts or more)</i>
<b>VERY HIGH</b> <i>65.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>HIGH</b> <i>55.0% to 64.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
<b>MEDIUM</b> <i>45.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange • English Learners	Yellow (None)	Green (None)	Green (None)
<b>LOW</b> <i>35.0% to 44.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY LOW</b> <i>34.9% or less in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

### Resource Inequities

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

### Comprehensive Needs Assessment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	146	192	201	10.0%	11.8%	11.9%
Fluent English Proficient (FEP)	439	490	527	30.0%	30.1%	31.1%
Reclassified Fluent English Proficient (RFEP)	16			11.0%		

## Data Analysis

### Student Need 1:

Sierra High School will provide targeted interventions for English Language Learners who do not meet growth projections on the NWEA MAP.

### SMART Goal 1

Sierra High School will increase the percentage of English Language Learners meeting growth targets on the MAP assessment by 10% (20 students) at the conclusion of the 2027 school year.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will receive training on differentiated instruction for EL/SED	Increased scores for EL students as reported on the MAP assessments.					
Math tutoring made available during ELD class	Increased scores for EL students as reported on the MAP assessments					

### Progress Monitoring

### Data

### Data Analysis

53.4% of students are College and Career Ready as measured by the College and Career Readiness indicator in the Spring of 2023.

### Student Need 3:

Sierra High School will support emerging students explore college and career aspirations by providing guidance and opportunities to ensure equitable access and resources and reduce barriers to success.

### SMART Goal 1

By the Spring of 2023, Sierra High students will improve their College and Career Readiness by 1% (5 students) as measured by the California Dashboard.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Implementation of the Full Success 101 program/GFSF	Implementation of GFSF in 24-25 for sophomores, 25-26 for Juniors, 26-27 for Seniors	53.4% College and Career Readiness-Spring 2023				
Targeted student outreach including assemblies, guest speakers and individual student meetings with academic counselors and an intervention TOSA targeting EL students, students with disabilities, and homeless students to increase the percentage of these students who continue their education post-secondary.	Increased percentages for EL, TSSP, and students with disabilities on the college and career indicator.	EL students at 20.8% on 2022-23 CCI.				

**Progress Monitoring**



## Budget Summary

Description of Position Needed & Identify Goal in STRAT Plan	Requested Hours Per Day	FTE (full time/part time)	Position Type	Purpose of change	Department/Program Administrator Additional Notes & Links to support documents
# of Punjabi speakers is 15% of student body and is need for translation in class and with our parents of EL students. Emerging Students.	5	Part-time position	Supplemental Position	Punjabi translator (new)	
Due to one way in and one way out parking lot, we need one monitor at each gate checking students leaving campus and those checking back in. Also to cover lunches for monitors. Coverage for service road gates for county classes with new bussing pick up & drop off zones that were mandated. Need another female monitor to assist with restroom checks as vaping in restrooms has become our largest discipline issue. See map link for safety zones. Most monitor absences also go unfilled. Safety.	8	Full-time position	Permanent Position	Campus Monitor for safety (new)	<a href="#">School Map (002).jpg</a>
Due to expanding counselor caseloads, this position would focus and lead in the areas of college & career readiness, A-G status, Success 101, & Link Crew/9th Grade Transition. Grade Level Standards	8	Full-time position	Permanent Position	College & Career/A-G Counselor (new)	no-work with C & C Director to empower current counselors
Part of COST team; Assist with student interventions and progress monitor for student needs and effectiveness of assigned programs. Continue assisting new teachers with effective Tier 1 instructional strategies. Work with site admin to communicate COST data and student needs/intervention plans. Emerging Students, Grade Level Standards.		Full-time position	Supplemental Position	Intervention TOSA (continue current position)	
VAPA Teacher for growth		Full-time position	Permanent Position	growth	

### Supplemental Programs/Services

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

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	Superintendent/Executive Admin Notes/Questions/Feedback
Amazon	0000	Books		\$ 1,500.00	Admin Books	CS approved Ok -RG
Timesheeting- Teacher Subs or covering on prep	0000	Certificated Sub-time		\$ 12,000.00	undesignated	CS approved Ok -RG
Timesheeting- Extra time	0000	Classified Extra-time		\$ 8,000.00	undesignated	CS approved Ok -RG
Timesheet - Classified Supervision	0000	Classified Extra-time		\$ 2,500.00	graduation	CS approved Ok -RG
Timesheeting	0000	Classified Extra-time			Custodial Site (Refer to Athletics Budget)( \$275 each)	OK -RG
Timesheeting	0000	Classified Extra-time			Custodial Joint/Co., (Refer to athletics Budget)(\$200 each)	OK -RG
Time Sheets - Website	0000	Classified Extra-time		\$ 3,000.00		CS approved OK -RG
AP Summer Institute - AP Chem	0000	Conferences		\$ 3,000.00		CS approved Conditional - RG
AP Summer Institute Psych	0000	Conferences		\$ 3,000.00		CS approved Conditional - RG
ASB & CADA (Admin Only)	0000	Conferences		\$ 10,000.00	admin	10,000 1 year 3,000 year 2 Conditional - RG
CADA	0000	Conferences		\$ 7,000.00	Per person, travel & hotel	7,000 1 year Conditional - RG
NIAAA/CSADA Conference	0000	Conferences		\$ 6,000.00		6,000 1 year Conditional - RG
Playoff expenses for coaches	0000	Conferences		\$ 1,800.00		CS approved Conditional - RG
National Art Association	0000	Conferences		\$ 2,000.00	Users: Kira, Katelyn, Katrice	2,000 year 1/2,000 year 2 / 2,000 year 3 Conditional - RG
NASSP - NHS Institutional Dues	0000	Dues and Membership		\$ 200.00	admin	CS approved Conditional - RG
NIAAA/CSADA Conference	0000	Dues and Membership		\$ 250.00		CS approved Conditional - RG
Theater Association	0000	Dues and Membership		\$ 1,200.00		CS approved Conditional - RG

Portable AED Device	0000	Equipment over \$500-9999		\$ 2,000.00		CS approved Ok -RG
Food 4 Less	0000	Materials & Supplies		\$ 750.00	admin materials	CS approved Ok -RG
Food 4 Less-AP	0000	Materials & Supplies		\$ 500.00		CS approved Ok -RG
Misc Expenses-counseling	0000	Materials & Supplies		\$ 1,500.00		CS approved Ok -RG
Staff PD Luncheon	0000	Materials & Supplies		\$ 5,000.00		CS approved Ok -RG
Team Fitz	0000	Materials & Supplies		\$ 500.00		CS approved OK -RG
Misc Expenses/Repairs	0000	Materials & Supplies		\$ 1,500.00	admin	CS approved Ok -RG
Food 4 Less - VOL Monthly Meeting Supplies	0000	Materials & Supplies		\$ 500.00		CS approved Ok - RG
Food 4 Less	0000	Materials & Supplies		\$ 600.00		CS approved OK -RG
Food 4 Less	0000	Materials & Supplies		\$ 1,000.00	JROTC elective?	CS approved Ok -RG
Yellow Ribbon Supplies	0000	Materials & Supplies		\$ 1,000.00	Training & Materials	CS approved Ok-Rg
Misc Expenses/Repairs	0000	Services		\$ 1,500.00	admin	CS approved OK -RG
Team Fitz	0000	Services		\$ 750.00	admin	CS approved Ok - RG
Hudl - Premium Servies for more storage	0000	Services		\$ 13,000.00		CS approved Ok -RG
Patches	0000	Services		\$ 100.00	JROTC elective?	CS approved Ok - RG
Hoodies	0000	Services		\$ 300.00	JROTC elective?	CS approved OK -RG
Softinegration	0000	Services		\$ 6,000.00	combo licenses for 2 instructors?? Clara follow up	Need more info? -RG
Payroll Benefits	0000			\$ 3,500.00	undesignated	CS approved Ok -RG
CAASSP Timesheeting	0709	Certificated Extra-time	Year 1	\$ 2,200.00	LFCC Supplemental	OK-RG
Guardian Concussion Caps	2600	Materials & Supplies	Year 1	\$ 7,000.00	ELOP	OK -RG
Special Ed RSP Teacher Supplies	6500	Materials & Supplies	Year 1	\$ 2,000.00		OK -RG
Special Ed SDC Teacher Supplies	6500	Materials & Supplies	Year 1	\$ 2,200.00		OK -RG
Special Ed Psvcholoaist Suoplies	6500	Materials & Suoplies	Year 1	\$ 50.00		OK -RG
Amazon	7010	Materials & Supplies	Year 1	\$ 1,000.00	Ag Incentive \$500 / Matching \$500	Ag related supplies necessary for ag Ok -RG
Food \$ Less	7010	Materials & Supplies	Year 1	\$ 1,000.00	Ag Incentive \$500 / Matching \$500	OK -RG
Strand Ace Hardware	7010	Materials & Supplies	Year 1	\$ 1,000.00	Ag Incentive \$500 / Matching \$500	OK -RG
My Little Ballon Co	7412	Services		\$ 450.00	<b>8th grade parent night</b>	OK -RG
Interprogram Maintenance	8150			\$ 2,500.00		Conditional - RG
Rentals for AP/PSAT Testing	9010	Services	Year 1	\$ 500.00		OK -RG
PSAT/AP Testing	9010	Services	Year 1	\$ 45,155.00		OK -RG
Dual Enrollment		Certificated Extra-time	Year 1			OK -RG
Conferences		Conferences			Home ec	Need more info? -RG
Facility Use		Materials & Supplies	Year 1			OK -RG
Equitrac		Materials & Supplies			Home ec	Need more info? -RG
Print Shop		Materials & Supplies			Home ec	Need more info? -RG
Amazon		Materials & Supplies			Home ec	Need more info? -RG
Office Depot		Materials & Supplies			Home ec	Need more info? -RG
Grainger		Materials & Supplies			Home ec	Need more info? -RG
Nasco		Materials & Supplies			Home ec	Need more info? -RG
Warehouse		Materials & Supplies			Home ec	Need more info? -RG
CalCard		Materials & Supplies			Users: Valerie, Amanda, Marina	Need more info? -RG
Meissner		Repairs/Improvements			Home ec	Need more info? -RG
				\$ 166,505.00		

## 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

The Site Council, comprised of a representative body of educational partners, reviewed the strategic plan.

#### Date

4/23/24

#### Groups

Site Council

#### Outcome

## 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
- 6 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Steve Clark	Principal
Anne Marie Shaw	Other School Staff
Brent Van Zwaluwenburg 23-25	Classroom Teacher
Chris Courtney 22-24	Classroom Teacher
Elvis Narayan 22-24	Classroom Teacher
Melissa Harbison 22-24	Classroom Teacher
Belle Andrade 23-25	Classroom Teacher
Irwin Ibarrientos 22-24	Classroom Teacher
Donna Williamson 22-24	Parent or Community Member
Mike Gaston 23-25	Parent or Community Member
Phebe Grace Gollapalli 23-25	Parent or Community Member
Schneider Lim 23-25	Parent or Community Member
John Thomson 23-25	Parent or Community Member
Erfan Ballew 22-24	Secondary Student
Ana Asefi 23-25	Secondary Student
Colin Nguyen 23-25	Secondary Student
Alani Mullenix 23-24	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, WASC VC and Focus Groups, Health & Safety Committee

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 April 23, 2024.

Attested:

	Principal, Steven Clark on 6/10/2024
	SSC Chairperson, Brent Van Zwaluwenburg on 6/10/2024