Manteca Unified School District Strategic Plan

2025-2026

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.

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 Stemscopes 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 Fundations, 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**
1693	**41.6**	**11.9**	**0.2**
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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,637	**57.7%**	**11.4%**	**0.1%**
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

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	186	11.4%
Foster Youth	2	0.1%
Homeless	53	3.2%
Socioeconomically Disadvantaged	945	57.7%
Students with Disabilities	140	8.6%

2022-23 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	64	3.8
American Indian	4	0.2
Asian	283	16.7
Filipino	104	6.1
Hispanic	782	46.2
Two or More Races	73	4.3
Pacific Islander	19	1.1
White	364	21.5

2023-24 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	59	3.6%
American Indian	3	0.2%
Asian	311	19%
Filipino	118	7.2%
Hispanic	732	44.7%
Two or More Races	65	4%
Pacific Islander	21	1.3%
White	328	20%

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 Met			% Standard Not Met			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 11	2610.	2616.	2611.	24.15	29.16	27.59	41.55	36.06	38.18	20.05	20.97	20.69	14.25	13.81	13.55	
All Grades	N/A	N/A	N/A	24.15	29.16	27.59	41.55	36.06	38.18	20.05	20.97	20.69	14.25	13.81	13.55	

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 11	2539.	2559.	2556.	6.08	8.46	7.73	15.57	20.26	17.96	25.55	24.87	29.18	52.80	46.41	45.14	
All Grades	N/A	N/A	N/A	6.08	8.46	7.73	15.57	20.26	17.96	25.55	24.87	29.18	52.80	46.41	45.14	

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	65.55	64.56
Female	70.48	67.16
Male	59.69	61.78

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
American Indian or Alaska Native	--	0
Asian	78.95	74.65
Black or African American	58.33	68.75
Filipino	78.26	78.57
Hispanic or Latino	58.37	54.44
Native Hawaiian or Pacific Islander	--	--
Two or More Races	82.35	84.21
White	67.37	68.54
English Learners	11.43	6.45
Foster Youth	--	0
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	61.85	60.98
Students Receiving Migrant Education Services	--	--
Students with Disabilities	17.50	10.34

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	21.69	28.43
Female	21.88	27.09
Male	21.47	29.84
American Indian or Alaska Native	--	0
Asian	38.60	40.28
Black or African American	0.00	25.00
Filipino	26.09	35.71
Hispanic or Latino	15.94	22.29
Native Hawaiian or Pacific Islander	--	--
Two or More Races	23.53	40.00
White	24.47	26.97
English Learners	2.86	0.00
Foster Youth	--	0
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	18.13	25.47
Students Receiving Migrant Education Services	--	--

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
Students with Disabilities	5.00	0.00

Data

| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Fall 2023 | | | Winter 2024 | | | | | Grade-Level Norms | | | Student Norms | | | |
Grade (Winter 2024)	Total Number of Growth Events‡	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
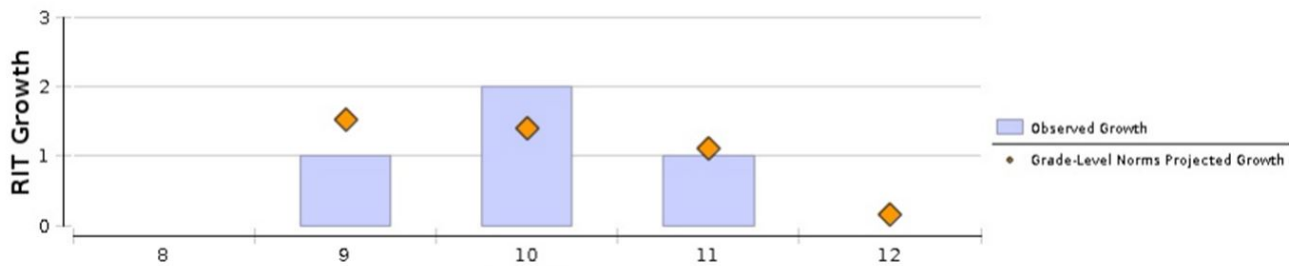
School Profile
Growth and Achievement Overview
Sierra High School | Reading

Grade		Number of Students ⓘ
All Grades	Growth Median and Distribution 49th 24% 19% 17% 18% 22% Achievement Fall 2023-2024 Median and Distribution 56th 9% 20% 27% 30% 14% Achievement Winter 2023-2024 Median and Distribution 55th 9% 21% 27% 31% 12%	1541

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th   Rostered Spring 2023-2024

Math: Math K-12
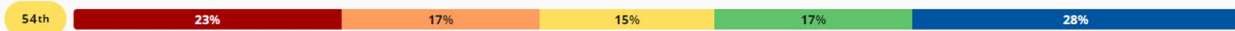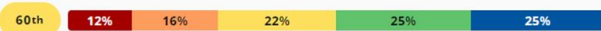
| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Fall 2023 | | | Winter 2024 | | | | | Grade-Level Norms | | | Student Norms | | | |
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard 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
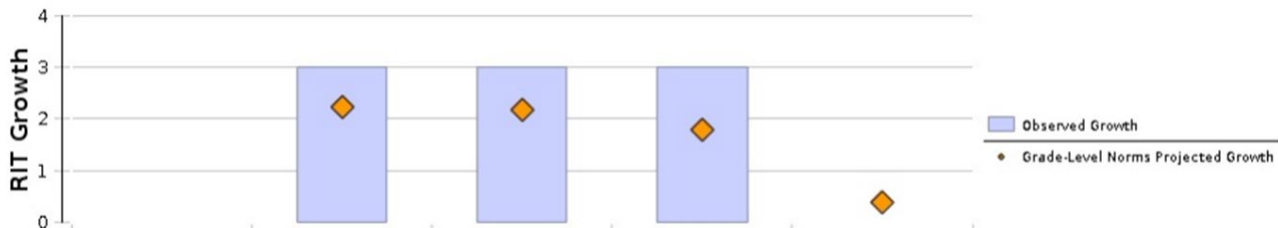
Growth and Achievement Overview

Sierra High School | Math K-12

Grade		Number of Students ⓘ
All Grades	**Growth** Median and Distribution	1556

Growth Median and Distribution

54th	23%	17%	15%	17%	28%

Achievement Fall 2023-2024 Median and Distribution

61st	12%	17%	21%	26%	24%

Achievement Winter 2023-2024 Median and Distribution

60th	12%	16%	22%	25%	25%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2023-2024
Tested Fall 2023-2024 - Winter 2023-2024

LEARN MORE

Mathematics

All Students   **State**

Yellow

67 points below standard

Increased 19 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Level

Red	Orange	Yellow	Green	Blue
0	2	4	0	0

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:

Sierra High students need to continue improving their proficiency in Math grade level standards by utilizing the core standards-based curriculum supported by strong Tier 1 and Tier 2 teaching and learning practices.

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
Debbie Williams engagement strategies utilized in math classes, focusing on rigorous lesson design and mathematical practices.	Learning Walk Proficiency Rubric Data

Percent of teachers using PEBC's based on learning walk data as measured by a rubric.

Corollary data between learning walk rubric and MAP growth scores. | 4 out of 8 teachers trained in 2023-24.

3 points growth on MAP, determined in spring 2024. | MET | | | Time Money People |
| 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 Walk Data- SHS & Region 4

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. | MET

Learning Walks- Not Met | | | People Time Money |
| Math teachers will administer a prerequisite | Screening results will be used to identify | Prerequisite screening will begin in | Not Met. Some teachers using MAP | | | Time People Money |

screening within the first two days of each term to determine student learning needs.	achievement levels of students.	August/January of 2024-25, Pass-rate in Math Classes is currently	diagnostic data and only 2 teachers gave the prerequisite screening in math.			
Professional Development on scaffolding and differentiation, restorative attendance practices and equity strategies in Tier I to provide targeted interventions during class time.	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	MET			Money People 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.	NWEA MAP growth and achievement results.	Establish baseline in 24-25	Still gathering tutoring data until May 19th			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	Still gathering AP data. Exams and tutorials will end on May 16, 2025.			Money Time People
Revisit our CAASPP and MAP incentive programs to align with current student needs.	Math CAASPP & MAP achievement scores.	CAASPP- 30% in 2022-23 SY CAASPP- 26% in 2023-24 SY MAP Growth- +6% (138 Students) from Fall 2024-Spring 2025.	MET- MAP Waiting in result from 2025 CAASPP			Money People

Progress Monitoring 24-25

2024-2025 Strategic Plan   Page 23 of 55   Sierra High School

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Debbie Williams engagement strategies utilized in math classes, focusing on rigorous Tier 1 lesson design and the 8 mathematical practices.	Six teachers currently completing the PEBC math training. Upon completion of this training, we will have 8/9 math teachers on campus who have completed the training.	Teachers will complete the training. Administration and the Math department will refine the learning walk rubric to include focus on lesson design and instructional practices.	Continue
Cycle 2: NWEA MAP Growth decline by 3% (22 students) based on Fall 2024-Winter 2025 data. Professional Development on scaffolding, differentiation, restorative attendance practices and equity strategies in Tier I to provide targeted interventions during class time.	NWEA MAP Growth decline by 3% (22 students) based on Fall 2024-Winter 2025 data. On September 6, 2024, we held whole staff professional development with focused workshops in the areas of literacy strategies and translation apps to use within instruction. We had the lowest ineligibility rate across grade levels (lowest D/F rate) despite a focus on rigorous lesson design the past two years. Attendance rates continue to improve as well based on Months 1 & 3 ADA report. Major hit in month2 due to 3-day "swatting" incident. Teacher evaluations show continued, targeted strategies to include all learners in feedback, questioning strategies, etc.	We need more prevalent and definitive data across all content areas evaluation the extent to which effective Tier 1 teaching strategies are being implemented. TIME FOR MORE LEARNING WALKS!	Continue
Cycle 3: MAP math data from fall to spring (2024-25) shows a growth of 6% (138 students).	MAP math data from fall to spring (2024-25) shows a growth of 6% (138 students).	Continue Debbie Williams teaching strategy model. Continue Math specific learning walks at SHS and region four. Strengthen PLC model across SHS. Core discipline CFA's- 3 per semester/6 per term.	Continue

Progress Monitoring 25-26

Progress Monitoring

Grade						Number of Students ⓘ
All Grades	Growth Median and Distribution					1597
	52nd	24%	17%	16%	17%	26%
	Achievement Fall 2024-2025 Median and Distribution			Achievement Winter 2024-2025 Median and Distribution		
	62nd	12%	15% 21% 24% 28%	63rd	11%	16% 21% 25% 27%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th
Rostered Winter 2024-2025
Tested Fall 2024-2025 - Winter 2024-2025

Grade						Number of Students ⓘ
All Grades	Growth Median and Distribution					1527
	42nd	29%	19%	16%	17%	19%
	Achievement Fall 2024-2025 Median and Distribution			Achievement Winter 2024-2025 Median and Distribution		
	59th	8% 17%	27% 31% 17%	56th	9%	18% 28% 30% 15%

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th
Rostered Winter 2024-2025
Tested Fall 2024-2025 - Winter 2024-2025

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:

Sierra High students need to continue improving their proficiency in ELA grade level standards by utilizing the standards-based curriculum supported by strong Tier 1 and Tier 2 teaching and learning practices.

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.	65.77% proficiency on CAASSP in ELA in 2024.	TBD- [Goal is 67% or higher on ELA CAASPP in 2025]			Time Money People
Professional Development focusing on literacy strategies, vocabulary enrichment, scaffolding and	Increased number of students meeting or exceeding grade level standards as measured by the MAP scores.	43% growth on MAP Reading from Fall to Winter 2024-25 (654 students met growth target).	MET			Time People Money

differentiation in Tier I.		53% had growth on MAP Reading from Winter to Spring 2024-25 (826 students met growth target).				
Professional Learning Communities will analyze CFA data and determine next steps and instructional practices.	Increased frequency of PLC minutes reflecting data analysis of common formative assessment results.	2 CFAs per term in 2023-24.	MET			Time People Money

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: There was a slight increase (0.5%) to 65.77% in our 2024 CAASPP scores over 2023. This is a mild victory based on the NWEA MAP ongoing performance and projection of last year's 11th grade students.	CAASPP 2023 and 2024 results	Ensure continued progress towards 2-3 CFA's in the ELA department per semester. Continue progress on writing portfolios and onboarding new teachers.	Continue
Cycle 2: Continue with CFA's and analyze MAP data from Fall to Winter. We had a decrease in MAP scores of 4% from Spring 2023 to Fall 2024.	MAP Fall 2024 to Winter 2025 scores show a decrease in student growth of 4%.	Reassess why scores were down from Fall to Winter MAP assessment. Determine if refinement is needed.	Continue
Cycle 3: MAP data shows a 53% had growth on MAP Reading from Winter to Spring 2024-25 (826 students met growth target).	MAP data shows a 10% increase in student growth scores from winter to fall of 2025.	Continue focusing on rigorous Tier 1 lesson design, CFA's, learning walks, and Region Four 6-12th grade articulation.	Continue

Progress Monitoring 25-26

Data

Data Analysis

The data shows that SHS student growth and achievement on the CAASPP decreased 4

Student Need 3:

Sierra High students need to continue improving their proficiency in Math grade level standards by utilizing the core standards-based curriculum supported by strong Tier 1 and Tier 2 teaching and learning practices.

SMART Goal 1

During the 2024-25 school year, students will increase the 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 rigorous lesson design.	PLC minutes will reflect discussions regarding scores, data and student growth on the tests.	2023-24 Fall to Spring MAP Growth 9th- 59% growth (219 students) 10th- 54% growth (224 students) 11th- 58% growth (221 students) 12th- 46% growth (158 students)	MET			Time Money People
Refinement and adjustment of MAP incentive program to build awareness of and accountability for individual scores with our students while recognizing growth and achievement.	Increased number of students meeting their growth targets on the MAP test.	2023-24 Fall to Spring MAP Growth 9th- 59% growth (219 students) 10th- 54% growth (224 students) 11th- 58% growth (221 students)	MET			Time People Money

		12th- 46% growth (158 students)				

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: PLC teams analyze MAP data from 2023-24 and utilize results to guide Tier 1 lesson design and Debbie Williams strategies/training in PEBC.	2023-24 Fall to Spring MAP Growth 9th- 59% growth (219 students) 10th- 54% growth (224 students) 11th- 58% growth (221 students) 12th- 46% growth (158 students)	Continue math learning walks, rigorous lesson design. What are we doing if students are not learning (Tier 2)? Deeper dive into PEBC and Debbie Williams strategies.	Continue
Cycle 2: PLC analysis of MAP Math results from 2023-24 to 2024-25 shows decreasing growth or stagnation.	2024-25 Fall to Winter MAP Growth 9th- 46% growth (219 students) 10th- 56% growth (224 students) -3% decrease 11th- 54% growth (221 students) 0% growth 12th- 52% growth (158 students) -6% decrease	Continue math learning walks, rigorous lesson design. What are we doing if students are not learning (Tier 2)? Deeper dive into PEBC and Debbie Williams strategies.	Continue
Cycle 3: PLC analysis of MAP Math results from Winter 2024 to Spring 2025 shows large increases in math MAP results by grade level.	2024-25 Winter to Spring MAP Growth 9th- 67% growth (267 students) +21% increase (48 students) 10th- 62% growth (243 students) +6% increase (19 students) 11th- 65% growth (269 students) +11% increase (45 students) 12th- 43% growth (158 students) -9% decrease (4 student decrease)	Continue math learning walks, rigorous lesson design. What are we doing if students are not learning (Tier 2)? Deeper dive into PEBC and Debbie Williams strategies.	Continue

Progress Monitoring 25-26

Progress Monitoring

Safety

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

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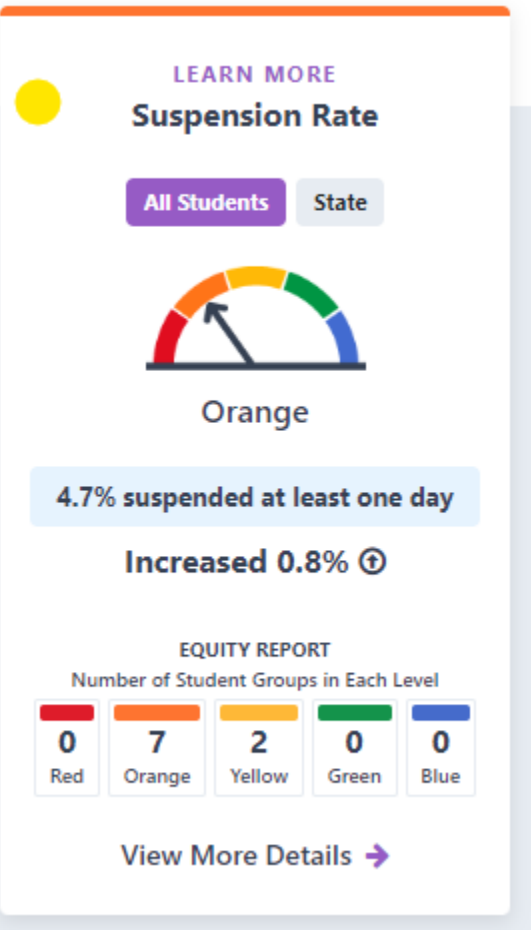
LEARN MORE

Suspension Rate

All Students **State**

Orange

4.7% suspended at least one day

Increased 0.8% ⊕

EQUITY REPORT
Number of Student Groups in Each Level

Red	Orange	Yellow	Green	Blue
0	7	2	0	0

View More Details →

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 fianl 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 thru May 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)	Backcasting [95.5% average daily attendance (25-26)]	96% average daily attendance (26-27)	Money People 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%)	People Money 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 People Money
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	Money People Time

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: ADA for October, 2024 was 96.02. This is a decrease as compared to last year's total ADA which was 96.18.	Every student that is on the SART report is reviewed and a plan of action is put in place for each student.	Measure effectiveness of SART by monitoring the student list every meeting and monitor student progress. Growth of the SART team to expand impact.	
Cycle 2: Monthly meeting of Student Attendance Review Team. Individual student conferences with Intervention TOSA for goal setting	Intervention TOSA sent multiple family emails connecting attendance to academic success. We have moved from whole school to specific targeted sub-groups. Specific focus on attendance of our SPED population for review and addition of attendance goals to student IEP's. Adjustment of school Tardy Contract to embed interventions and offer student incentive to improve their personal attendance. Regular SART meetings which examine individual student needs. Month 6 attendance improved from 94.52% to 95.34% over the course of a year.		

Progress Monitoring 25-26

Progress Monitoring

YEAR	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 1	MONTH 1	AVG/TOTAL
2008-09	97.47	96.53	96.69	96.33	96.80	96.34	95.26	95.94	95.51	96.13	97.38	96.40
2009-10	97.53	96.33	95.61	95.79	96.39	96.11	94.65	96.50	95.82	96.49	95.03	96.02
2010-11	98.24	97.32	96.24	95.63	96.96	95.70	95.05	95.60	96.24	96.38	98.14	96.50
2011-12	97.84	97.13	97.18	95.78	96.53	96.56	95.67	96.78	96.09	97.07	96.58	96.66
2012-13	97.47	96.89	97.06	95.55	96.83	96.45	95.95	96.37	96.07	96.78	97.71	96.65
2013-14	97.78	97.13	97.01	96.67	96.23	96.29	95.85	96.28	96.57	96.64	96.56	96.64
2014-15	98.16	97.05	97.55	96.49	96.51	96.59	95.89	96.66	96.44	96.40	97.01	96.80
2015-16	97.78	96.98	97.43	96.56	96.82	97.08	95.68	95.96	96.53	96.57	97.38	96.80
2016-17	97.71	97.08	97.44	96.29	95.92	96.63	94.99	95.91	96.13	96.24	96.14	96.41
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	96.75
2020-21	98.70	98.88	99.03	98.07	95.46	94.87	94.26	95.68	95.07	94.13	93.78	96.18
2021-22	93.80	93.46	94.62	94.54	93.49	88.14	90.28	90.28	93.89	93.88	93.52	92.72
2022-23	95.69	95.24	95.70	93.41	93.11	94.90	93.81	94.81	94.22	94.68	93.13	94.43
2023-24	96.81	95.64	96.18	95.01	95.07	94.52	94.47	95.62	94.27	94.94	95.15	95.24
2024-25	96.76	94.66	96.56	94.45	94.21	95.34						

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 daily instruction.

SMART Goal 1

Sierra High will decrease total number of suspensions by 10% (10 students) from school year 2023-24 to 2024-25.

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	Decrease in number of students suspended Increase in number of students participating in clubs and extracurricular activities as measured by 5 Star and school engagement data.	4.7% suspension rate	Decrease suspension rate by .5%			Time Money People

outside the school day.						
Staff training on how to integrate PBIS in classrooms to improve teacher student rapport and build relationships to improve school culture and make students feel safe and accepted in the learning environment.	Increase number of opportunities for professional development in the area of PBIS for staff.	Implementation of PACK program and staff PBIS training	Decrease suspension rate by .5%			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: As of December 2024 our suspension rate is..	As of December 1, 2024 we have had ( ) suspensions for the school year. We attribute this decrease to the implementation of the PACK program, PBIS training, and implementation of more restorative practices.	Continued evaluation and growth of the PACK program. 25-26 school year-staff training PBIS and additional restorative practice methods.	Refine
Cycle 2: As of March 7, the suspension rate is unofficially	As of March 7, 2025 we have had ( ) suspensions for the school year. We attribute this decrease to the implementation of the PACK program, PBIS training, and implementation of more restorative practices.	Continued evaluation and growth of the PACK program. 25-26 school year-staff training PBIS and additional restorative practice methods.	Refine
Cycle 3: As of April 2025, the suspension rate is unofficially 2.6%. We are on pace to meet our goal of a reduction of 10%.	As of April 25, 2025 we have had 47 suspensions for the school year. We attribute this decrease to the implementation of the PACK program, PBIS training, and implementation of more restorative practices	Continued evaluation and growth of the PACK program. 25-26 school year-staff training PBIS and additional restorative practice methods.	Continue

Progress Monitoring 25-26

Progress Monitoring

Data

Student Need 3:

Sierra High School will increase student connectedness and engagement, 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% (84 students) 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.	48 official clubs with 30-35 active clubs	30-35 active clubs with varied 5-star tracking			Money People Time
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.	ACADEC meetings, Robotics club, AP test preparation meetings, College visits, EL visit to Delta, HYLC visit to Stan State, College visits to school, FAFSA night, Dual enrollment workshops, Parent/Student college night, Military recruitment visits, Senior Awards night	10 specific outreach events and programs designed to target STEM, Literacy, AP and college and career readiness			Money People Time
Events, activities, educational excursions to support college and career readiness for	Number of opportunities offered to students Number of students accessing opportunities	ACADEC meetings, Robotics club, AP test preparation meetings,	10 specific outreach events and programs designed for college and			Money People Time

students outside the school day.		College visits, EL visit to Delta, HYLC visit to Stan State, College visits to school, FAFSA night, Dual enrollment workshops, Parent/Student college night, Military recruitment visits, Senior Awards night	career readiness			
Provide additional student education, activities, and materials to decrease vaping.	Decrease vaping incidents at school by 10% (5 total based on 2023-24).	Vaping is specifically addressed in the freshman health classes	All freshman receive education and information on vaping			Money People Time

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: As of December 1, we have 35 active clubs on campus with 45 official clubs. We have had ( ) enrichment activities which are ( ).	5-star activity demonstrates that 35 clubs are currently active	Increase 5-star usage for existing clubs and increase the number of active clubs	Continue
Cycle 2: As of March 7, we have ( ) active clubs. We have approximately ( ) enrichment events and programs designed to enrich and target STEM, Literacy, Advanced Placement, college and career readiness which are ( ).	10 enrichment activities and programs	Increase the number and scope of enrichment activities	Continue
Cycle 3: As of May (?) Vaping is specfiically addressed in the freshman health classes	Alll health teachers report that vaping is specifically addressed in the the freshman health curriculum	Analyze the effectiveness of the current vape educate program and explore ways to continue to reach the higher levels	Continue

Progress Monitoring

SHS Security Camera Review – October 2024

Not Working

Room 42 N 180-1
Room 42 N 180-2
Room 42 N 180-3
Room 42 N 180-4

Angle Adjustment Needed

Admin E 180-2 (include top of door)
Admin NW 270-4
Large Gym Outdoor N 180-3 (to show parking lot)
Large Gym Outdoor SE 270-4
Room 13 NE 270-4
Room 16 SE 270-4
Room 17 NW 270-4
Room 20 SW 270-2
Room 24 180-2
Room 24 190-3
Room 30 180-2
Room 30 180-3
Room 39 SW 270-4
Room 5 E 180-2
Room 5 E 180-3
Room 55 SW 270-4
Room 78 NE 270-4
Room 9 NE 270-4
Small Gym Outdoor SW 270-4 (adjust up)
Teacher Lounge SE 270-4

SHS Security Camera Review – October 2024

Not Working

Room 42 N 180-1
Room 42 N 180-2
Room 42 N 180-3
Room 42 N 180-4

Angle Adjustment Needed

Admin E 180-2 (include top of door)
Admin NW 270-4
Large Gym Outdoor N 180-3 (to show parking lot)
Large Gym Outdoor SE 270-4
Room 13 NE 270-4
Room 16 SE 270-4
Room 17 NW 270-4
Room 20 SW 270-2
Room 24 180-2
Room 24 190-3
Room 30 180-2
Room 30 180-3
Room 39 SW 270-4
Room 5 E 180-2
Room 5 E 180-3
Room 55 SW 270-4
Room 78 NE 270-4
Room 9 NE 270-4
Small Gym Outdoor SW 270-4 (adjust up)
Teacher Lounge SE 270-4

Data

Student Need 4:

Sierra High needs to add additional cameras throughout campus to decrease blind spots to provide additional safety for students, staff, visitors and facilities.

SMART Goal 1

By May of 2027, Sierra High will decrease the number of reported issues of vandalism, theft, physical altercations in outdoor spaces on campus by 10%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Install additional cameras in currently	Improved ability to investigate reported incidents.	There are 20 documented incidents from the 2024-25	N/A	Reduction in number of unmonitored incidents.		Money Time

unmonitored areas.		school year that were unwitnessed, and we did not have surveillance camera footage to substantiate reported claims.				

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: There were 4-5 identified incidents that were not able to be investigated due to no camera footage. Administration submitted a ticket to IT and did a needs assessment for cameras on campus to address existing blind spots.	Based on the current camera system, the identified blind spots, and the recent increase in reports of behavioral incidents, there is a need to increase camera coverage to provide more surveillance.	Requested additional cameras to be installed.	Continue
Cycle 2: Conducted site administrative walk through to assess needs.	New cameras were ordered.	Installation of new cameras and determine future needs assessment.	Continue
Cycle 3: First wave of new cameras to be installed May 8 and 9, 2025.	TBD		Continue

Progress Monitoring 25-26

Progress Monitoring

Emerging Students

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.

English Learner Progress

All Students | State

Orange

48.4% making progress towards English language proficiency

Declined 5.6% ⊕

Number of EL Students: 161

LEARN MORE
College/Career

All Students | State

Medium

53.4% prepared

EQUITY REPORT
Number of Student Groups in Each Level

0	2	3	0	1
Very Low	Low	Medium	High	Very High

View More Details →
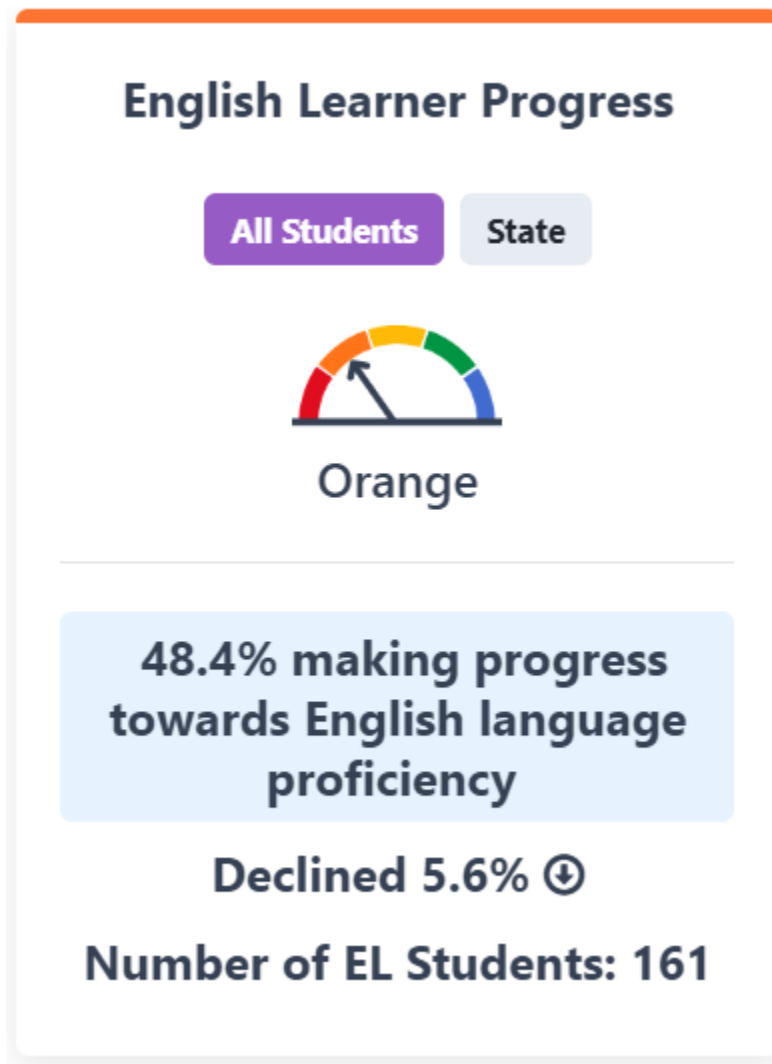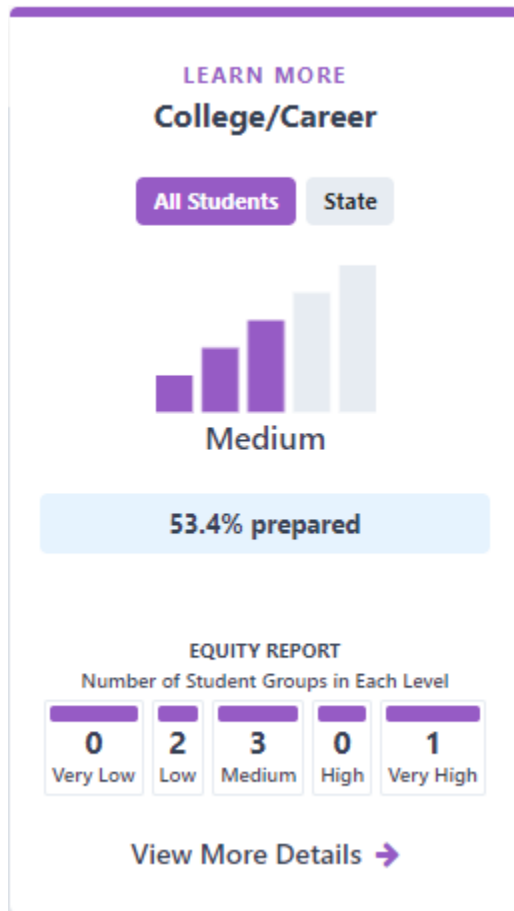
Sierra High (Manteca, CA)
Manteca Unified

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%

English Learner Progress Indicator - Student Group Five-by-Five Placement

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

View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 10.1 p.pts or more)*	DECLINED *from Prior Year (by 2.0 p.pts to 10.0 p.pts)*	MAINTAINED *from Prior Year (declined or increased by 1.9 p.pts or fewer)*	INCREASED *from Prior Year (by 2.0 p.pts to 9.9 p.pts)*	INCREASED SIGNIFICANTLY *from Prior Year (by 10.0 p.pts or more)*
VERY HIGH 65.0% or greater in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 55.0% to 64.9% in Current Year	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM 45.0% to less than 54.9% in Current Year	Orange (None)	Orange ▪ English Learners	Yellow (None)	Green (None)	Green (None)
LOW 35.0% to 44.9% in Current Year	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW 34.9% or less in Current Year	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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	192	201	186	10.0%	11.8%	11.4%
Fluent English Proficient (FEP)	490	527	545	30.0%	30.1%	33.3%
Reclassified Fluent English Proficient (RFEP)				11.0%		

Data Analysis

Student Need 1:

Sierra High School will provide targeted interventions for English Language Learners who do not meet ELD reclassification requirements.

SMART Goal 1

Sierra High School will increase the percentage of English Language Learners meeting reclassification requirements by 10% (14 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 equity practices, including differentiated instruction for all students who are not meeting basic college entrance standards. This will include school and district trainings and attending the CABE conference county PBIS trainings.	Increased scores for EL students as reported on the MAP assessments and a higher percentage of reclassified students.	23-24 improvement and proficiency data-Math Proficiency-43% (68 students), ELA proficiency-58% (87 students)	24-25 improvement and proficiency on MAP, Math proficiency-60% (85 students), ELA proficiency-63% (88 students)			Money People Time
Targeted, individual and small group math tutoring made available during ELD classes.	EL student individual growth on the math MAP assessments.	23-24 EL Map Math data-proficiency and improvement-Math proficiency-43% (68 students)	24-25 EL Map math data-proficiency and improvement-Math proficiency-60% (85 students)			Money People Time
Academic tutoring offered after school in Spanish.	Reduce number of students on the D/F list.	32% of Hispanic students earned a D, 23% of Hispanic students earned an F				Money People Time

Team being sent to CABE conference to bring back best practices for our teachers to utilize in their instruction of EL students.	Increased number of teachers using targeted instructional strategies as evidenced in Learning Walk data.	Implement learning walks in 23-24	24 total learning walks in 24-25			Money People Time

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Teachers will receive training on equity practices, including differentiated instruction for all students who are not meeting basic college entrance standards. This will include school and district trainings and attending the CABE conference county PBIS trainings. Team is being sent to CABE training (March), Visits being arranged to visit highly effective EL schools, TOSA going to training for instructional strategies for integrated and designated EL. PD in August for all staff in translation tools, REC	Four teachers registered to attend CABE training in March 2025. Debrief of training to occur after the training.	Survey teachers on the use of translation tools, Learning Walks on the use of new EL strategies.	Continue
Cycle 2: Targeted, individual and small group math tutoring made available.	After school math tutorial conducted in Spanish for ELD students.		Refine

Progress Monitoring 25-26

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 exploring 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 2025, Sierra High students will improve their College and Career Readiness by 3% (51 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	In 24-25, the college readiness rate is 60.3%, an increase of nearly 7%.			
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.	In 24-25, EL students prepared for college increased by 6.8% to 27.6%.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: In 2024-25, we were unable to reimplement module 1 of the Get Focused/Stay Focused college and career readiness program.	Course analysis and teacher interviews indicate that, while we are a year behind, there is a willingness and need to fully implement the GFSF program.	2025-26-Implement module 1 of Get Focused/Stay Focused program at the sophomore level.	Refine

Cycle 2: During the course of 24-25, multiple students and clubs went on college visits to enhance career readiness. CTE students attended employment and career days. SEC students attended forklift certification program.	In addition to the current Success 101 class, Sierra provides multiple avenues for students to explore college and career opportunities both on and off campus.	25-26-Implement a college/career interest survey to determine specific needs and student interest for college/university and career pathways	Continue

Progress Monitoring 25-26

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Timesheet - Articulation Meetings ELA with Region 4 elementary schools 6 times a year, non-student contact with 7,8,9,10 grades		$ 2,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	SN 1	
	Timesheet: English Tutoring		$ 1,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 4	
	Timesheet: Literacy Team Title 1 Part A: Allocation		$ 6,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	SN 2	
	Books	Perma-Bound	$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	SN 2	
	Books	Follett School Solutions Inc	$ 6,150.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	SN 2	
	Training: Eng Lit & Comp - Christina V	TBD	$ 300.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	SN 2	
	Online Subscription Renewal: Used in English Classes	Membean Inc	$ 11,250.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	SN 2	
	Reg Fees: AcaDec Registration Entry Fee (SJCOE)	TBD	$ 1,200.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Safety	SN 2	
	Reg Fees: AcaDec Scrimmages (CAD)	TBD	$ 400.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Safety	SN 2	
	Timesheet - Articulation Meetings Math with Region 4 elementary schools 6 times a year, non-student contact with 7,8,9,10 grades		$ 2,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS	SN 1	
	Timesheet: Math Tutoring		$ 2,499.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1	
	Transportation: Field Trip - Math Day Levi Stadium	TBD	$ 1,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5824 - Transport By Private Vendor	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Safety	SN 3	
	Timesheet: Science Tutoring		$ 2,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1003 - 1.3 Goal 1, A&S 3	1.3	GLS - Science	SN 1	
	Timesheet: Region 4 Articulation Social Science 6 times a year, non student contact with 7-10th grade		$ 2,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1004 - 1.4 Goal 1, A&S 4	1.4	GLS - Other Subjects		
	Timesheet: SocSci, PE, World Lang & VAPA/IRAKU Tutoring		$ 4,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 3	
	Training: European History - Jeff A	TBD	$ 300.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1004 - 1.4 Goal 1, A&S 4	1.4	GLS	SN 2	
	Training: Counselor Summit	TBD	$ 500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 3	
	Timesheet: Region 4 Articulation Articulation for 7th-10th grade teachers in core content areas to meet every 6 weeks.		$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	GLS	SN 1	
	Materials & Supplies: parent/family engagement activity	TBD	$ 1,200.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety		
	Timesheet: Field Trip Teacher Subs		$ 4,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	
	Subscription Renewal: 5-Star Students ELOG A/S 1.2	5-Star Students LLC	$ 5,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 2	
	Transportation:Field Trips	TBD	$ 6,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	
Total			$ 70,299.00								

700 - Sierra High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Timesheet: Link Crew Training		$ 8,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 1	
	Timesheet: Student Store		$ 5,400.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 1	
	Instructional Supplies: CalCard - CTE (Culinary Arts)		$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 3	
	License Fee: Roboblocky	Barobo Inc	$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 3	
	Online Class eFoodhandlers (Culinary Certification)	eFoodhandlers	$ 3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 3	
	Software Subscription Renewal: CSTEM for Math	UC Regents	$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 3	
	Bohlken - Materials & Supplies: FFA Leadership Packets (386 @ $10) *SPLIT FUND*		$ 1,930.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 3	
	Bohlken - Materials & Supplies: ShowSmart Animal Science curriculum & certifications		$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 3	
	Farnsworth - Materials & Supplies: Various kitchen equipment, blenders, hand mixers, cake pans		$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 3	
	Training: CTSO meeting, Fall Region Meeting, Fall Leadership Institute, Spring Region Meeting, State Leadership Conference, ServSafe Manager training, FCCLA Advisor Summit, Chapter Advisor Summit - Washington DC) - registration, travel, lodging, per diem *SPLIT FUND*		$ 7,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	Safety	SN 3	
	Brown - Equipment: Various classroom equipments: saws, sanding, belts, small tools		$ 6,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 3	
	Brown - Materials & Supplies: Supplies for 3D printers		$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 3	
	fall region meeting, Fall Leadership Institute, spring region, SLC, National LC, Chapter Advisor Summit, *SPLIT FUND*		$ 15,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	Safety	SN 3	
	Smith - Equipment: kitchen supplies - hand mixers and attachments, washer and dryer		$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	Safety	SN 3	
	Smith - Conference: Various FCCLA events - competitions and retreats (fall meeting, spring meeting, COLT, State meeting, National Leadership Institute, Chapter Advisor Summit, Leadership & Management) - registration & lodging *SPLIT FUND*		$ 4,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	Safety	SN 3	

Purpose and/or Justification	Vendor	Cost Estimate	Funding Source	Function	Object	Management	LCAP A/S	Target	Student Needs	Smart Goal
Thompson - Equipment: OCUWELD VR trainers (10 @ $1000)		$10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5			
Thompson - Equipment: Hand tools		$12,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5			
Timesheet - AcaDec 20 hours for addtl study sessions		$1,100.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8			
Conference: PLC's (5 Staff)	TBD	$14,600.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8			
License Fee Renewal: 9th grade Health students take and complete the vaping modules	Action Educate LLC	$3,800.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2001 - 2.1 Goal 2, A&S 1	2.1	Safety	SN 3	
Student Incentives: PACK (PBIS)	TBD	$5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
Customization Services: PBIS Custom Signs	TBD	$4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
Conference: 5 Star (3 Teachers)	5-Star Students LLC	$5,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
Conference: CADA (1 Admin)	CADA	$2,500.00	0709 - Prev EIA/LCAP	2700 - School Administration	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
Conference: CADA (3 Teachers)	CADA	$8,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
Conference: CAHPERD (Birakos)	CAHPERD	$3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
Service: Subscription Renewal: 5 Star	5-Star Students LLC	$2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
Student Incentives: Testing CAASSP/MAP	TBD	$3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	GLS	SN 3	
Customization Services: AcaDec TShirts	TBD	$1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	
Customization Services: Link Crew TShirts	TBD	$2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	
Outside Services: AcaDec Patches	TBD	$500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	
Transportation/Admission: Field Trip to Gallo Performances	TBD	$5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	
Transportation/Admission: Field Trip to Gallo Performances	TBD	$5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	
Transportation: Field Trip - College Visits	TBD	$5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4			
Timesheet: Support EL students Academic Tutoring		$2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 3	
Transportation: Field Trips ELD Classes	TBD	$3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
Conference: CABE (2 ELD Teachers)	CABE	$3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
Total		**$166,830.00**								

700 - Sierra High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Conference: AP Summer Institute	TBD	$10,400.00	7412 - A-G Access Success Grant	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8			
	Bohlken - Materials & Supplies: FFA Leadership Packets (386 @ $10) *SPLIT FUND*		$1,930.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.5	Safety	SN 3	
	Bohlken - Conference: PDs (National Association of Ag Educators Convention in Nashville, TN - $3650;		-	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 3	
	Bohlken - Service: Floral cooler maintenance		$1,000.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 3	
	Bohlken - Service: Field trips (Tulare Ag Schow $3,650; 1 trip per class per term TBD $3600;) - transportation, tickets/registration		$7,250.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 3	
	Bohlken - Materials & Supplies: 6 large injection pads		$500.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.5	Safety	SN 3	
	Bohlken - Equipment: 1 sheep kit, 1 goat kit		$1,500.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	0000 - Undesignated	1.5	Safety	SN 3	
	Crooker - Service: 2 field trips		$2,000.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 3	
	Crooker - Conference: PD (hotels, travel, per diem) - Ellie & Melissa		-	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 3	
	training, CTSO meeting, Fall Region Meeting, Fall Leadership Institute, Spring Region Meeting, State Leadership Conference, ServSafe Manager training, FCCLA Advisor Summit, Chapter Advisor Summit - Washington DC) - registration, travel, lodging, per diem *SPLIT FUND*		$7,500.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 3	
	Brown - Service: 2 Field Trips		$4,000.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 3	
	Brown - Repairs: Parts & maintenance for laser cutter, engraver		$600.00	6387 - Career Technical Education	1000 - Instruction	5600 - Rents,Leases,Repairs,Imprvmnts	0000 - Undesignated	1.5	Safety	SN 3	
	fall region meeting, Fall Leadership Institute, spring region, SLC, National LC, Chapter Advisor Summit, *SPLIT FUND*		$15,000.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 3	
	Flores - Service: Field trips (Hearst Castle/Madonna Inn/SLO)		$9,470.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 3	
	Flores - Service: ServSafe class and certification - registration		$495.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 3	
	Flores - Conference: PD (F&ID Conference, FCS Leadership & Management Conference		$5,145.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 3	
	Smith - Conference: Various FCCLA events - competitions and retreats (fall meeting, spring meeting, COLT, State meeting, National Leadership Institute, Chapter Advisor Summit, Leadership & Management) - registration & lodging *SPLIT FUND*		$4,500.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 3	
	Thompson - Conference: PD (NAAE, CATA)		-	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5			
	Instructional Supplies	Amazon Business US Communities	$1,000.00	7010 - Agricultural Vocational Ed	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.5			
	Instructional Supplies	Food 4 Less	$1,000.00	7010 - Agricultural Vocational Ed	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.5			
	Instructional Supplies	Office Depot	$1,000.00	7010 - Agricultural Vocational Ed	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.5			
	Instructional Supplies	Strand Ace Hardware	$1,000.00	7010 - Agricultural Vocational Ed	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.5			
	Outside Services: 8th grade parent night	TBD	$1,000.00	7412 - A-G Access Success Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 3	
	Conferences and travel related to Dual Enrollment - split between sites		$7,500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5222 - Workshops/Trainings		1.5			
	CCEMC Dual Enrollment Coaching - split between sites		$3,000.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		1.5			
	Supplies for Dual Enrollment Committee		$750.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	4310 - Materials & Supplies		1.5			
	Timesheeting/DE teacher stipend		$500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	1107 - Teachers' Salaries Hourly		1.5			
Total			**$88,040.00**								

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

May 1, 2025

Groups

Site Council, ELAC, Healt/Safety, WASC FG's

Outcome

The outcome of SSC, Health & Safety Committee, WASC, & ELAC educational partner meetings have been focused on school data in 2023-24 & 2024-25. Their collective input has been recorded in meeting minutes and into our 2024-2027 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

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 23-25	Classroom Teacher
Elvis Narayan 23-25	Classroom Teacher
Melissa Harbison 23-25	Classroom Teacher
Belle Andrade 23-25	Classroom Teacher
Irwin Ibarrientos 23-25	Classroom Teacher
Donna Williamson 23-25	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 24-25	Secondary Student
Ana Asefi 23-25	Secondary Student
Colin Nguyen 23-25	Secondary Student
Alani Mullenix 24-25	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
(signature)	English Learner Advisory Committee
(signature)	Other: School Site Council, ELAC, 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, 2025.

Attested:

(signature)	Principal, Steven Clark on 5/1/25
(signature)	SSC Chairperson, Brent Van Zwaluwenburg on 5/1/25