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.

Manteca High School
39685933935103

Manteca Unified School District
39685930000000

School Site Vision

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

School Site Mission

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

Purpose and Description

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

Schoolwide Program

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

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

School Site Description

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

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

MHS continues to expand the Honor the Code (HTC) and PBIS program in an effort to bolster a positive campus climate and increase student engagement. in 2023-24, Honor the Code was refreshed as HTC 2.0, with a focus on folding in significant PBIS incentivization of positive behaviors for students. As a positive reward intervention system, Honor the Code symbolizes the Buffaloes strength in its commitment to our students. Each month, teachers are encouraged to recognize their students who are making an impact in the classrooms and around campus by awarding 5-Star points that can be redeemed in the HERD store. The PBIS program has currently been rated as "silver" and in 2025 we applied for "gold" status.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Five Peaks 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.

<u>Funding</u>

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,858	**71.4%**	**16.1%**	**0.3%**
Total Number of Students enrolled in Manteca High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

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

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	299	16.1%
Foster Youth	6	0.3%
Homeless	92	5%
Socioeconomically Disadvantaged	1,327	71.4%
Students with Disabilities	294	15.8%

2022-23 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	80	4.4
American Indian	13	0.7
Asian	126	7
Filipino	62	3.4
Hispanic	1132	62.5
Two or More Races	54	3
Pacific Islander	12	0.7
White	330	18.2

2023-24 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	81	4.4%
American Indian	10	0.5%
Asian	132	7.1%
Filipino	64	3.4%
Hispanic	1,149	61.8%
Two or More Races	64	3.4%
Pacific Islander	15	0.8%
White	343	18.5%

Conclusions based on this data:

1. English Learners constitute 16% of the 1,864 students for the 2024-25 school year which is a decrease of that population by 2% from the last school year.
2. Special Ed students constitute 16% of the 1,864 students for the 2024-25 school year which is a decrease of that population by 2% from the last school year.
3. Homeless and socioeconomically disadvantaged students constitute 76% of the total student population, respectively. This is an encrease of 13% from the previous school year.

Grade Level Standards

District Goal

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

Site Tier 1 Goal

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

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly 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	2527.	2590.	2587.	10.58	19.25	17.54	20.15	38.25	39.34	28.46	25.50	24.88	40.81	17.00	18.25
All Grades	N/A	N/A	N/A	10.58	19.25	17.54	20.15	38.25	39.34	28.46	25.50	24.88	40.81	17.00	18.25

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	2516.	2528.	2531.	4.19	3.69	5.13	11.08	15.52	13.29	24.63	25.86	27.74	60.10	54.93	53.85
All Grades	N/A	N/A	N/A	4.19	3.69	5.13	11.08	15.52	13.29	24.63	25.86	27.74	60.10	54.93	53.85

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	30.42	57.32
Female	33.68	67.20
Male	27.62	48.85

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
American Indian or Alaska Native	--	--
Asian	37.04	62.96
Black or African American	31.58	40.00
Filipino	52.94	70.59
Hispanic or Latino	29.05	55.14
Native Hawaiian or Pacific Islander	--	--
Two or More Races	8.33	--
White	29.63	63.86
English Learners	1.69	12.31
Foster Youth	--	--
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	28.11	52.77
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	5.26	10.71

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	15.12	19.07
Female	12.24	17.02
Male	17.84	20.81
American Indian or Alaska Native	--	--
Asian	17.86	24.14
Black or African American	27.78	10.00
Filipino	47.06	47.06
Hispanic or Latino	12.15	13.71
Native Hawaiian or Pacific Islander	--	--
Two or More Races	0.00	--
White	16.67	26.83
English Learners	1.54	4.23
Foster Youth	--	--
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	11.31	14.17
Students Receiving Migrant Education Services	0.00	0

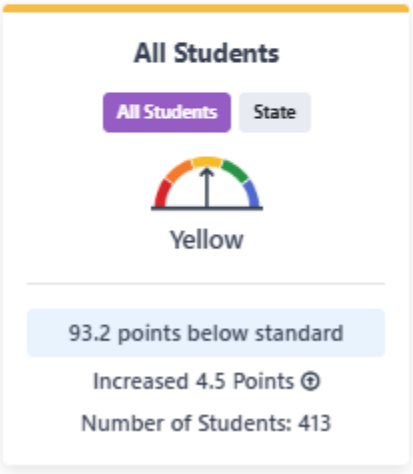
CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
Students with Disabilities	0.00	0.00

Data

Mathematics

All Students

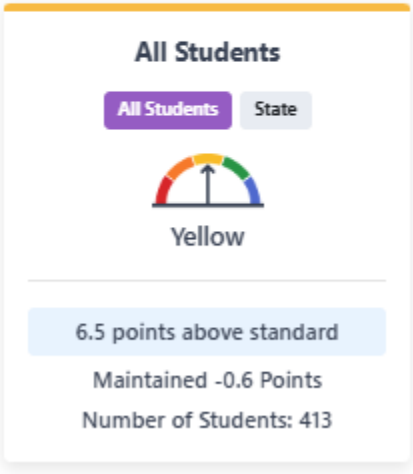
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Data Analysis

Our data shows that although we had growth in math (4.5 points) CAASPP, we are still 93.2 points below standard. Unfortunately, our MAP data shows a 2% drop in students achieving at the 61st percentile or higher from 2023-24 to 2024-25.

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Quarterly progress monitoring and teacher teams to develop intervention strategies based on campus-wide-student need.	Quarterly average increase in student scores on MAP assessments compared to baseline scores, with the goal of achieving a cumulative 10% improvement by the end of the academic year.	Spring 2024 MAP and CAASPP data.	Did not meet (will refine)			Time Money
Teacher release days for collaboration on common formative assessments.	Measure the frequency and effectiveness of teacher pull-out days for collaboration on common formative assessments by tracking the number of sessions held per quarter and assessing the impact on instructional practices and student performance.	Currently fewer than 50% of teachers are using CFAs with fidelity.	met			Time Money
Continue Kagan coaching sessions, while participants engage in interactive activities focused on cooperative learning structures. These sessions include demonstrations,	Monitor the participation rates of teachers utilizing Kagan strategies through learning walks and teacher surveys. Increased participation will suggest a growing interest and belief in	Currently fewer than 25% of teachers are consistently utilizing Kagan-type structures in instruction.	met/in progress			Time Money

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

attendance, including recognition ceremonies and fun events for students during both instructional and non-instructional time. We will be specifically targeting students from disproportionate groups (African-American and Hispanic).						
SJCOE Minds on Math Workshop Training with Debbie Williams	Students enrolled in classes taught by teachers who have completed specialized training have shown measurable gains in academic achievement. This correlation underscores the value of ongoing professional development and its direct impact on instructional quality and student outcomes. By equipping teachers with research-based strategies and effective practices, the training has contributed to more engaging, inclusive, and results-driven classrooms.	Two teachers successfully completed the training during the 2023–24 school year, laying the foundation for enhanced instructional practices in their classrooms. The remaining eight teachers are currently completing the program during the 2024–25 school year. Once completed, all ten participating educators will be equipped with advanced strategies designed to boost student engagement, close achievement gaps, and improve overall academic outcomes. This phased	met			Time Money

		implementation reflects a sustained commitment to professional growth and instructional excellence across the school.				
Alignment of grading practices & common rubrics to Insure equity and access within grade levels and classes.			making progress			
Deepen vertical articulation with feeder schools, increasing the amount of time those teachers spend collaborating.			in progress			
Create an alleviated testing schedule and MAP test at the beginning and end of terms only.			did not meet (refining)			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Students taught by teachers who completed the math workshop training with Debbie Williams from SJCOE demonstrated significant improvements in MAP scores com pared to those taught by teachers who had not yet participated in the training. Baseline data for Kagan/Collaborative strategies, collected on	The average MAP RIT score for 9th graders increased from 232 to 246 among students taught by a teacher who completed the Math Workshop training. After completing the second MAP administration in mid-January, we will evaluate the effectiveness of instruction that consistently incorporated Kagan and collaborative strategies. As of 11/25/24, Five-Star data reveals the following:	Complete Minds on Math Workshop training for ALL math department teachers. Review MAP results to identify trends, growth areas, and gaps in student performance. Compare current data with baseline metrics to assess the impact of Kagan and collaborative strategies.Identify successful practices and	Refine

11/22 (see chart below), shows that 89% of participants are regularly implementing these strategies. As research shows that students more engaged in school activities have higher rates of academic achievement, we are monitoring Five-Star data regarding student engagement levels in order to connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus. So far, Five Star data shows a significant increase in student engagement compared to the same period last year.	This Year to Date: 1,712 students have earned behavior points, and 1,770 students have checked into an event., and 54,816 points have been awarded so far. Last Year (Full Year): 1,559 students earned behavior points, and 1,563 students checked into an event. A total of 37,424 points were awarded last year. Link to data from the MHS Administrative Learning Walk in math (copy and paste into new browser window): https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=xwIvig2perXWmND1XyznBD4yezz1khBL&id=4GMJwTXo9Ea9bkyTW-jJtmrKu7MDm1hNkfrDiahuRotUNDVJTjRLS1VDNFRBT0JGMzBHRDVYVVZUWC4u	share them as best practices across teams.Address areas where strategies were less effective and provide targeted professional development or support. Create or refine plans to enhance the use of Kagan and collaborative strategies in instruction. Establish a process to continually track the implementation and effectiveness of these strategies in the classroom.Share the positive data with staff, students, and families to reinforce the importance of engagement.Highlight standout programs or individuals driving engagement, using incentives or recognition where appropriate. Replicate successful strategies or events across different grades or groups. Provide support for teachers and staff to implement similar engagement practices in their areas. Use data to identify groups or events with lower engagement and target them with tailored strategies.Provide additional resources, training, or adjustments as needed to ensure inclusive engagement opportunities.s	

		Regularly update stakeholders on engagement trends to keep the school community informed and motivated.	
Cycle 2: PEBC training, walkthroughs, administration of interim CAASPP assessments are all continuing. Our dashboard data shows we have maintained in levels of student achievement in math.	Our dashboard data reflects stability in student achievement levels in mathematics, suggesting that the combination of professional development, instructional monitoring, and data-driven decision-making is contributing to consistent student performance. Continued focus on these efforts will be essential to both sustain and accelerate growth in the coming terms.	MHS will continue to improve our collaborative data meetings where teachers and instructional leaders can dive deeper into interim assessment results, identify trends, and adjust instruction based on student needs. We will also use formative and interim assessment data to identify students who are approaching proficiency and provide timely, targeted support through small-group instruction or intervention blocks. We will continue professional development focused on high-leverage instructional strategies, particularly in math discourse, scaffolding, and differentiation to ensure all students are challenged and supported. Admin will refine the walkthrough process to include more targeted look-fors aligned with schoolwide math goals,	Continue

		and use feedback to drive coaching and PLC conversations.	
Cycle 3: The Manteca High School math department is nearing the successful completion of their PEBC training under the guidance of instructional coach Debbie Williams. This professional development series has focused on fostering deeper student thinking, improving instructional practices, and building a collaborative culture around high-quality mathematics instruction.	Maintaining steady levels of student achievement in math despite potential challenges indicates that the current combination of PEBC training, classroom walkthroughs, and interim CAASPP assessments is supporting student learning effectively. Teachers are likely using the tools and strategies learned through PEBC training to address student needs, and ongoing assessments provide data that helps inform instruction. Moving forward, it will be essential to continue leveraging these data sources to ensure continuous improvement, particularly in identifying and addressing any gaps in student performance.	Maintain the momentum of PEBC training by providing ongoing support and follow-up sessions to ensure teachers are consistently applying best practices in their classrooms. Offer opportunities for teachers to deepen their understanding and refine their instructional strategies, particularly in areas that have shown improvement.	Continue

Progress Monitoring 25-26

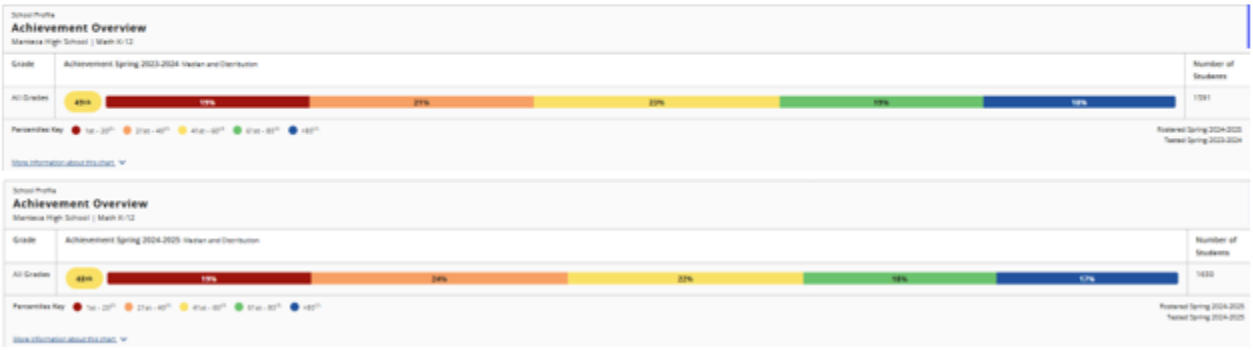
Progress Monitoring

Tested 2023 – 24

Math: 19 – 21 – 23 – 19 – 18 (37% of our students achieving at 61st percentile or higher)

Tested 2024 – 25

Math: 19 – 24 – 22 – 18 – 17 (35% of our students achieving at 61st percentile or higher)



Data

Data Analysis

Our data shows that we "maintained" in ELA (-0.6 points) CAASPP, and we are 6.5 points above standard. Our MAP scores in Reading improved by three percentage points from 2023-24 to 2024-25.

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Ongoing professional development sessions or training for teachers to familiarize themselves with the curriculum, instructional strategies, and resources provided by HMH during both instructional and non-instructional time. This training might include workshops, seminars, webinars, or online courses facilitated by HMH representatives or teacher collaboration days.	Assess the extent to which teachers are implementing HMH curriculum and instructional strategies in their classrooms as intended. This could include observations, self-reports, learning walk data and teacher reflections.	No teachers completely trained in HMH. We have 2 - 3 teachers using the curriculum with fidelity.	in progress			Time Money
Teachers need training and collaboration time to effectively implement new ELD curriculum. This includes understanding the curriculum objectives,	Quarterly analysis of student performance, data, such as language proficiency assessments, standardized test scores and reclassification rates will determine if there are improvements	Currently all ELD teachers are trained and using the newly adopted ELD curriculum.	met			Time Money

instructional strategies, assessment methods, and differentiation techniques during both instructional and non-instructional time..	following the implementation of the ELD curriculum by trained teachers. Improved student outcomes can indicate effective teacher training.					
Increase the number of VAPA/CTE instructors, and provide supplemental material to increase access to new standards-based VAPA/CTE experiences for our students.	Additional teachers will be hired and enrollment in VAPA/CTE courses will increase.	Currently, we have six Visual and Performing Arts (VAPA) instructors on staff, with one position already funded through Proposition 28 resources. This investment supports our commitment to expanding access to high-quality arts education for all students. Looking ahead, we are in the process of hiring an additional Career Technical Education (CTE) teacher for the 2025–26 school year. This new role will further strengthen our pathways in college and career readiness, ensuring students gain hands-on experience and industry-aligned skills that prepare them for future success.	in progress			Time Money

Book Fair	Number of students that participate in the Book Fair.	A minimum of 200 students will participate in the book fair.	met			Time Money
Specialized professional development with David La Rose to strategically improve instruction. This may include teacher pull out for intensive instructional development training.	Base curriculum use, MAP scores, ineligibility rates, etc.	We have successfully completed our collaborative work with David LaRose, whose expertise supported our efforts in leadership development and systemic improvement. Building on that momentum, we are actively working to secure coaching with Dr. Johnathan Brice through the Model Schools initiative for the 2025–26 school year. Dr. Brice brings a wealth of experience in educational equity, school transformation, and student-centered leadership, and his guidance will be instrumental as we continue to advance our strategic goals and deepen our impact on student success.	in progress			Money 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: Students taught by teachers who completed the math workshop training with Debbie Williams from SJCOE demonstrated significant improvements in MAP scores com pared to those taught by teachers who had not yet participated in the training. Baseline data for Kagan/Collaborative strategies, collected on 11/22 (see chart below), shows that 89% of participants are regularly implementing these strategies. As research shows that students more engaged in school activities have higher rates of academic achievement, we are monitoring Five-Star data regarding student engagement levels in order to connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus. So far, Five Star data shows a significant increase in student engagement compared to the same period last year.	The average MAP RIT score for 9th graders increased from 232 to 246 among students taught by a teacher who completed the Math Workshop training. After completing the second MAP administration in mid-January, we will evaluate the effectiveness of instruction that consistently incorporated Kagan and collaborative strategies. As of 11/25/24, Five-Star data reveals the following: This Year to Date: 1,712 students have earned behavior points, and 1,770 students have checked into an event., and 54,816 points have been awarded so far. Last Year (Full Year): 1,559 students earned behavior points, and 1,563 students checked into an event. A total of 37,424 points were awarded last year. 10 teachers scheduled time to bring their classes to the book fair, allowing students to engage with a wide variety of books and learning materials, and approximately 330 EL (English Learner) students participated in the event, selecting books to support their language development and literacy skills.	Complete Math Workshop training for ALL math department teachers. Review MAP results to identify trends, growth areas, and gaps in student performance. Compare current data with baseline metrics to assess the impact of Kagan and collaborative strategies. Adjust Instructional Practices: Identify successful practices and share them as best practices across teams. Address areas where strategies were less effective and provide targeted professional development or support. Create or refine plans to enhance the use of Kagan and collaborative strategies in instruction. Set specific goals for the next instructional period based on findings. Share the positive data with staff, students, and families to reinforce the importance of engagement. Highlight standout programs or individuals	Refine

		driving engagement, using incentives or recognition where appropriate. Replicate successful strategies or events across different grades or groups. Provide support for teachers and staff to implement similar engagement practices in their areas. Use data to identify groups or events with lower engagement and target them with tailored strategies. Regularly update stakeholders on engagement trends to keep the school community informed and motivated.	
Cycle 2: The remaining eight math teachers are currently completing their Math Workshop Training, which focuses on student-centered instruction, differentiated learning, and strategies to deepen conceptual understanding in mathematics. This professional development is designed to enhance math instruction by promoting active engagement and fostering a growth mindset among students.	Attendance records from the Math Workshop training sessions serve as confirmation of staff participation and engagement. Training materials, detailed agendas, and aligned lesson plans outline the key topics addressed during the sessions, demonstrating both the depth of content and the progress made in instructional practices. Kagan coaching schedules and observation notes from the Kagan consultant's visit further validate the ongoing implementation of collaborative structures. Feedback from the coach highlights areas of strength and suggests next steps for continued	Finish the remaining training sessions by the end of the school year and consistently apply the strategies learned in the classroom. Analyze MAP results to assess the impact of the math department's participation in Math Workshop Training and identify areas for further improvement. Analyze the Kagan coach’s notes to identify strengths and areas for	Refine

In addition, two weeks of Kagan Structures coaching were successfully completed during the 2024–25 school year. The Kagan coach expressed high praise for our staff's implementation of collaborative learning strategies and noted their strong commitment to fostering interactive, student-driven classrooms. These efforts reflect our continued focus on professional growth and innovative teaching practices that elevate student learning across content areas.	improvement. Together, these materials present a comprehensive picture of professional development efforts and the commitment to continuous instructional improvement at MHS.	improvement. Share key takeaways with staff. Targeted Coaching & Support – Use the coaching schedule to provide follow-up training, model lessons, and classroom observations focused on specific Kagan strategies.Incorporate Kagan strategies into PLC discussions, allowing teachers to share successes, challenges, and best practices for implementation. Arrange peer walk-throughs where teachers observe Kagan strategies in action and reflect on ways to incorporate them into their own classrooms. Ensure lesson plans explicitly incorporate Kagan structures, reinforcing consistent use across classrooms and grade levels. Schedule follow-up check-ins with teachers to assess progress, address challenges, and adjust implementation plans as needed.	
Cycle 3: MHS is committed to building on the success of our ongoing partnership with Kagan, which has already had a positive impact on classroom engagement and collaborative learning. As we look to deepen our professional growth, we also plan to bring in an	Round 2 of Kagan Structures Training reflects positive staff engagement with collaborative teaching strategies. The Kagan coach's approval shows teachers are effectively implementing these strategies, likely improving student interaction and participation. This ongoing professional development highlights a commitment to refining teaching methods and creating a more dynamic learning environment. The staff's collaboration also strengthens	We have successfully completed our collaborative work with David LaRose, whose expertise supported our efforts in leadership development and systemic improvement. Building on that momentum, we are actively working to secure coaching with Dr.	Refine

additional educational expert to complement this work. This added support will provide fresh perspectives, introduce evidence-based strategies, and help our staff continue to grow in areas such as instructional rigor, student engagement, and differentiated support. Together, these efforts will strengthen our professional learning culture and enhance teaching and learning across all content areas.	team cohesion, benefiting the overall school culture.	Johnathan Brice through the Model Schools initiative for the 2025–26 school year. Dr. Brice brings a wealth of experience in educational equity, school transformation, and student-centered leadership, and his guidance will be instrumental as we continue to advance our strategic goals and deepen our impact on student success.	

Progress Monitoring 25-26

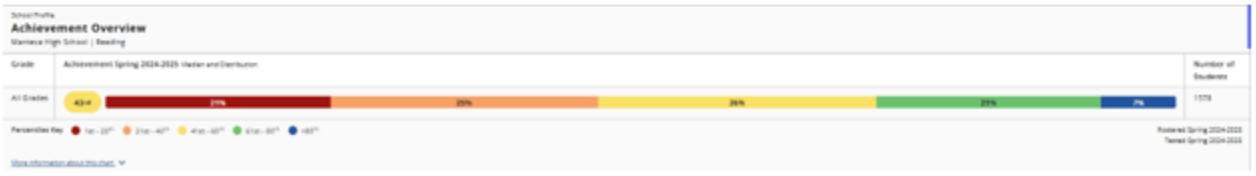
Progress Monitoring

Tested 2023 – 24

Reading: 23 – 27 – 25 – 18 – 7 (25% of our students achieving at 61st percentile or higher)

Tested 2024 – 25

Reading: 21 – 25 – 26 – 21 – 7 (28% of our students achieving at 61st percentile or higher)



Data

Data Analysis

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

Student Need 3:

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

SMART Goal 1

Increase AP exam participation rates by 10% per year by implementing targeted initiatives to address barriers such as lack of awareness, financial constraints, and inadequate preparation. This will be achieved by providing comprehensive information sessions, offering financial assistance or fee waivers, and organizing exam preparation workshops. Progress will be monitored through regular tracking of student registrations and participation rates, with adjustments made to strategies as needed to ensure success.

Implementation Plan

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

financial constraints. Work with school administration, local organizations, or sponsors to secure funding for exam fees or preparation materials.						
Offer exam preparation workshops led by experienced teachers or AP coordinators to help students build confidence and enhance their test-taking skills during both instructional and non-instructional time.. Provide access to practice exams, study guides, and online resources to support students' exam preparation efforts.	Percentage of students attending exam preparation workshops compared to the total number invited or enrolled in AP courses.	Currently limited practice.	met/in progress			Money
Implement targeted outreach strategies to reach students who may not be aware of the benefits of AP exams or the available support services. Utilize various communication channels, including school websites, social media platforms, and direct emails or announcements, to disseminate	Number of likes on social media posts promoting AP exams and support initiatives.	Currently not in practice.	met/in progress			Money Time

information and updates about AP exam opportunities and support initiatives. We will be specifically targeting students from disproportionate groups (African-American and Hispanic).						
Updated training of all currrent AP teachers to ensure improvement of their adherance to the AP curriculum with fidelity.	Percent of teachers who have attended an AP conference by the spring of 2027.	Currently in practice.	in progress			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: We have been tracking registration numbers monthly and collecting qualitative feedback from students about barriers they face. AP teachers have been providing detailed information about exam formats, registration processes, and available resources for exam preparation.	Presently at MHS, 176 students are enrolled in AP classes during term 1, and to-date 174 AP exams have been ordered.	Break data down by grade level, demographic groups, and subject areas to identify trends and underserved populations, and schedule at least 2-3 sessions. Provide clear, concise materials on the benefits of AP exams, the process, and success stories. Partner with counseling to identify eligible students eligible for financial assistance early. Promote fee waivers/scholarships widely and provide step-by-step instructions for applying.	Continue

Cycle 2: We are in the process of establishing regular Advanced Placement (AP) department meetings to promote collaboration among AP teachers. These meetings will focus on aligning instructional practices, sharing effective preparation strategies, analyzing student data, and ensuring consistency in rigor and expectations across all AP courses.	Meeting Agendas & Minutes – Documentation of scheduled meetings, topics discussed, and action items. Attendance Records – Lists of participating AP teachers to demonstrate engagement. Shared Resources – Collaborative lesson plans, instructional materials, and assessment strategies developed during meetings.	Evaluate the outcomes of each meeting, identifying trends, recurring topics, and areas for improvement. Ensure action items are followed up on and implemented consistently in classrooms. Ensure regular participation by all AP teachers. If any teachers are missing, proactively address attendance to ensure full department engagement. Encourage active involvement through targeted follow-ups. Continue building and refining lesson plans, materials, and assessments that reflect the collaborative strategies discussed. Regularly update and expand the resource pool, making sure they align with curriculum goals and student needs. Create a system to monitor how shared resources and strategies are being implemented in the classroom. Collect ongoing feedback from teachers regarding the effectiveness and adaptability of these materials.	Refine
Cycle 3: MHS created an AP Department Chair position to assist with making the AP teaching staff aware of the	During the 2024-25 school year, MHS offered 17 Advanced Placement (AP) courses and administered 18 distinct AP exams. Of the 275 students enrolled in at least one AP course, 158 students—	To continue building on the momentum established during the 2024–25 school year, MHS will take several	Continue

importance of students taking the AP exam, and also ways to motivate kids to do so. We also made information available regarding financial aid opportunities that kids can use to assist with payment of exam fees.	approximately 57%—have opted to take the corresponding AP exams. This is an increase over the 23-24 school year of 12%, meeting our annual increase goal. In total, 315 exams are being taken, reflecting strong student engagement and a growing commitment to academic rigor. These numbers highlight both the breadth of our AP offerings and the dedication of students pursuing college-level coursework while still in high school.	strategic next steps to further strengthen its Advanced Placement (AP) program. First, the school will expand its outreach and recruitment efforts to ensure more students—especially those from underrepresented groups—are informed and encouraged to enroll in AP courses. Hosting AP Information Nights and family outreach sessions will help demystify the AP process and highlight the benefits of participation. Additionally, regularly scheduled AP department meetings will be established to promote collaboration among teachers, allowing them to align instructional strategies, share best practices, and develop consistent approaches to exam preparation and student support. To help students succeed, targeted academic support systems will be implemented, including tutoring, peer mentoring, and weekend study sessions, which will provide extra reinforcement and boost confidence. Ongoing data analysis will play a critical role, helping to identify trends in enrollment and exam performance and guiding improvements	

		in instruction and outreach. Finally, the school will prioritize recognizing and celebrating both student and staff achievements, fostering a culture that values academic rigor and college readiness.	

Progress Monitoring 25-26

Progress Monitoring

Data

Data Analysis

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

Student Need 4:

Students in Algebra A/B require personalized interventions to address learning gaps and enhance proficiency in mathematics, given the concerning 40% failure rate. Additionally, more strategic support will need to be provided to all students as 80% of all freshman will be enrolling into Algebra I for the 25-26 school year. This is a significant shift that will create a need for additional teacher training in Tier I intervention for kids that struggle.

SMART Goal 1

By the spring of 2027, increase the pass rate in Algebra A/B and Algebra 1 by 15%, as evidenced by a decrease in the percentage of students failing at least one time, from the current 40% to 25%. This will be achieved through targeted interventions, differentiated instruction, teacher training, teacher collaboration and regular progress monitoring.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teacher pull-out days for implementation of vertical articulation designed to facilitate collaboration and	The percent of educators from various grade levels or subject areas participating in teacher pull-out days.	The current baseline for teacher pull-out days is inadequate in terms of quantity, indicating an	in progress			Time Money

communication among educators across different grade levels.	Survey responses from participants about the quality and usefulness of the collaboration and communication opportunities provided during teacher pull-out days (Forms surveys). Number of action plans, curriculum revisions, or instructional resources developed as a result of collaboration during teacher pull-out days. Trends and patterns of student attendance, participation, feedback, MAP growth, and outputs over time to identify areas of strength and areas for improvement of student achievement.	insufficient number of opportunities for educators to collaborate and communicate across different grade levels.				
SJCOE Minds on Math Workshop Training with Debbie Williams	Students enrolled in classes of teachers who have completed the training leading to improved student achievement.	Two teachers completed the training in the 2023-2024 school year. The final Eight teachers are completing the training in the 2024-2025 school year.	met/in progress			Money 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: Data indicates that teachers who have completed the Minds on Math Workshop Training with Debbie Williams are experiencing measurable gains in student	An analysis of one of the two teachers who completed the Minds on Math Workshop Training with Debbie Williams revealed significant improvement in student achievement. In the 2023-24 school year T1S1, 21 out of 28 students in Algebra A received F's.	Ensure all math teachers complete Math Workshop Training.	Continue

achievement. This professional development focuses on implementing research-based, student-centered instructional strategies that promote deeper conceptual understanding and engagement in mathematics. Teachers report increased confidence in facilitating meaningful math discussions, encouraging productive struggle, and using formative assessments to guide instruction. As a result, students are demonstrating improved problem-solving skills, greater perseverance, and stronger performance on both formative and summative assessments. These positive trends suggest that continued investment in this type of training can lead to sustained growth in math achievement and a more equitable learning experience for all students.	Following the training, this number decreased to 10 out of 28 students in the 2024-25 school year T1S1 (see chart below).		
Cycle 2: Analysis of student performance data reveals that 42% of students enrolled in Algebra A/B did not earn a passing grade. This high rate of course failure is a significant concern and highlights the need for targeted instructional support and intervention. The data suggests that a substantial portion of students are struggling to grasp foundational mathematical concepts, which may	Use grade reports in Q to break down students' performance by assignment type (homework, tests, quizzes) and by unit or topic. This data will help pinpoint which specific areas of the curriculum need more attention. By examining grade reports, you can track how individual students progress over time, noting any improvement or consistent struggles. This allows for a more personalized intervention approach.	Investigate the specific assessments, assignments, and exams that contributed to the high failure rate. Identify patterns (e.g., particular topics, skills, or question types) where students struggled the most. Given the data, it may be important to hold AP department meetings (or team meetings) to discuss strategies for improving instruction, reteaching key concepts,	Refine

impact their long-term success in subsequent math courses. Addressing this issue will require a multi-faceted approach, including earlier identification of at-risk students, enhanced instructional strategies, increased academic support such as tutoring or peer mentoring, and ongoing professional development for teachers focused on effective remediation techniques.		or offering additional support to students who are struggling. Develop targeted intervention strategies such as tutoring, peer mentoring, or additional practice sessions for students who did not perform well. Utilize differentiated instruction to meet the needs of diverse learners. More frequent formative assessments (quizzes, discussions, mini-projects) can help identify learning gaps early on, providing opportunities for timely remediation. Proactively reach out to students and their parents regarding the challenges and failure rates. Provide suggestions for improvement and encourage consistent engagement in class and additional resources. Set a goal to reduce the failure rate in future terms by tracking student progress and adjusting instruction based on real-time data and feedback.	
Cycle 3: Student achievement data for Term 2 of Semester 1 reveals a significant improvement in Algebra A and B performance. Only 25% of students in Algebra	Looking ahead to the 2025–2026 school year, approximately 80% of all freshmen are projected to enroll in Algebra I—a significant shift that will require a more strategic and proactive support system for all students. This change underscores the importance of	To support the successful transition of approximately 80% of incoming freshmen into Algebra I during the 2025–2026 school year, the following next steps	Continue

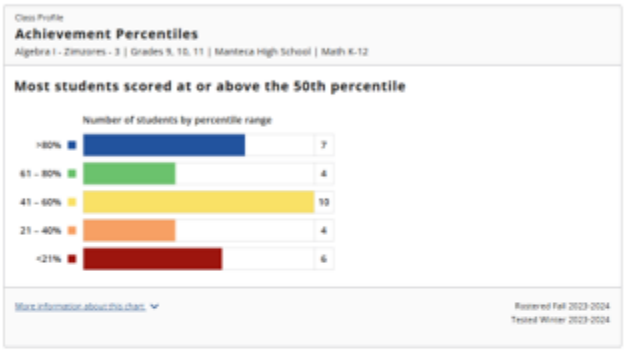
A and 22% in Algebra B received failing marks—reflecting an almost 20% reduction in the overall failure rate compared to previous terms. This progress suggests that recent instructional adjustments and targeted interventions are beginning to yield positive results. Continued focus on differentiated instruction, timely academic support, and progress monitoring will be key to sustaining and building upon this momentum.	ensuring that every student is equipped for success in this foundational course. To meet this challenge, it will be essential to provide targeted professional development for teachers, with a strong emphasis on Tier I interventions. Building teacher capacity in early identification of learning gaps, differentiated instruction, and classroom-based supports will be critical to effectively address the needs of struggling learners and maintain high levels of achievement across the board.	will be implemented. First, a comprehensive professional development plan will be launched to deepen teacher expertise in Tier I interventions, with a specific focus on strategies for differentiation, formative assessment, and proactive support within the general education classroom. Collaborative data teams will be established to regularly review student performance, identify learning gaps early, and plan responsive instructional strategies. In addition, a curriculum audit will be conducted to ensure alignment with key standards and vertical articulation from middle school math pathways. The development of a structured support system—including targeted tutoring, math labs, and access to intervention specialists—will also be prioritized. Finally, we will implement a monitoring and feedback cycle that allows for regular progress checks and instructional adjustments to ensure students remain on track for success in Algebra I and beyond.	

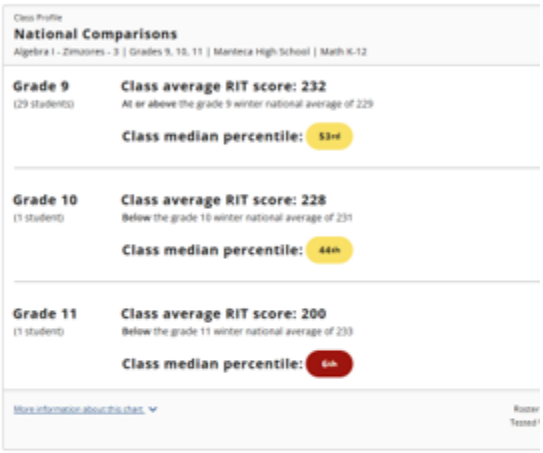
Progress Monitoring 25-26

Progress Monitoring

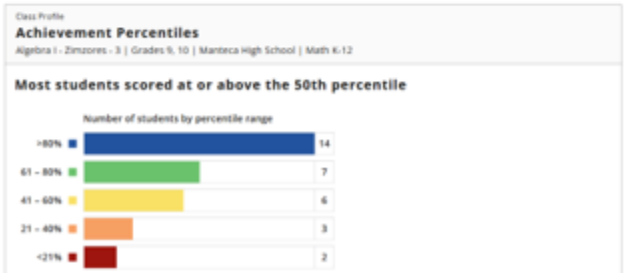
A. Zimzores MAP-Math Pre and Post Math Workshop Training

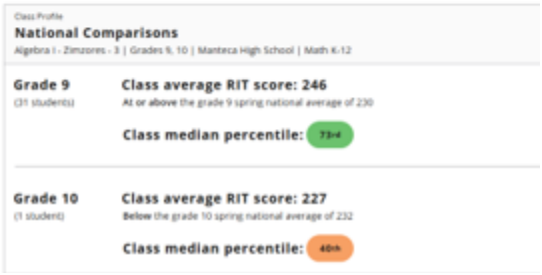
Winter 2023 – 2024 Math MAP Data (Pre Math Workshop Training):





Spring 2023 – 2024 Math MAP Data (Post Math Workshop Training):





Grade Results: Term 2, Semester 1, 24-25 School Year

Class	Failed (F)	Enrolled	Percentage Failed
Algebra A	27	109	24.8
Algebra B	43	196	22

Data

Data Analysis

Learning Walks have emphasized the need for more teachers to embrace Kagan-style instructional structures and fully commit to the PLC process. While staff performance at MHS has shown progress, there are still gaps in promoting student engagement and collaboration.

Student Need 5:

More of the staff implementing collaborative instructional strategies will result in larger buy-in to a collaborative culture at MHS. Additionally, more effective use of PLC time, and creation of CFAs & CSAs in all classes, which will improve the quality of the lesson design and instruction for all students.

SMART Goal 1

All teachers will participate in Kagan coaching during both terms.

Implementation Plan

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

might involve promoting respect, empathy, and inclusivity among students and staff.	improvement to enhance student engagement and collaboration.					
Integrate technology tools and platforms that facilitate collaboration and engagement, both inside and outside the classroom. This could include online forums, collaborative document editing, virtual group projects, and educational apps.	Track the usage rate of technology tools, educators can assess the extent to which technology is being effectively integrated to enhance collaboration and engagement both inside and outside the classroom.	Currently in limited practice.	in progress			
Empower students to take ownership of their learning and school community by involving them in decision-making processes, Leadership/Link Crew, clubs, and extracurricular activities.	Patterns or trends in participation data and identify areas of success and areas that may require additional support using Forms surveys and Five Star data.	Currently in limited practice.	in progress			
Encourage regular feedback from students about their learning experiences and use this information to continually refine teaching practices and improve student engagement. Additionally, provide opportunities for students to reflect on their own learning and collaboration skills.	The number of students who participate in providing feedback through Forms surveys and student focus groups. Monitor the frequency and quality of feedback provided by students. Record the number of students who engage in program evaluations.	Currently in limited practice.	in progress			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: All teachers participated in a dedicated week of Kagan Cooperative Learning coaching, engaging in hands-on, classroom-based professional development designed to enhance student engagement, collaboration, and academic achievement.	Feedback from the Kagan coach, who had previously conducted a coaching visit, was much more positive compared to past visits. This improvement was reflected in emails and follow-up conversations between MHS administration and the Kagan coach.	Present the improved feedback to MHS staff during a meeting or professional development session to celebrate progress and highlight effective practices and continue to monitor Kagan strategies during Learning Walks and informal walkthroughs. Collaborate with the Kagan coach to establish targeted goals for further development, ensuring continued growth and sustained positive outcomes. Foster open lines of communication between MHS administration, the teaching staff and the Kagan coach to address any emerging challenges and ensure continued support for staff development.	Refine
Cycle 2: Round two of Kagan Structures Training was completed last week, and the Kagan coach was impressed with our staff's implementation of Kagan and collaborative instructional strategies.	Round 2 of Kagan Structures Training reflects positive staff engagement with collaborative teaching strategies. The Kagan coach's approval shows teachers are effectively implementing these strategies, likely improving student interaction and participation. This ongoing professional development highlights a commitment to refining teaching methods and creating a more dynamic learning environment. The staff's collaboration also strengthens team cohesion, benefiting the overall school culture.	Keep using Kagan strategies consistently and effectively. Share Best Practices: Encourage teachers to share successful Kagan strategies with peers. Track student engagement and performance to assess the impact of Kagan strategies.	Continue

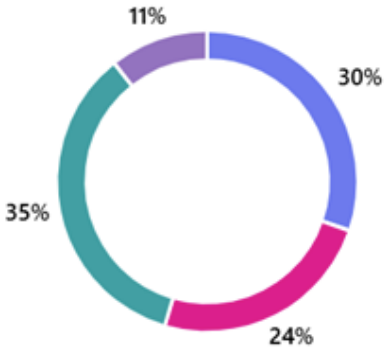
Cycle 3: "Teachers are consistently enhancing their implementation of Kagan cooperative learning strategies, integrating them more effectively and frequently into classroom instruction to promote student engagement, collaboration, and active participation."	Walkthrough observations consistently show that collaborative instructional strategies are being implemented in the majority of classrooms, reflecting a positive shift toward more student-centered learning. To sustain and deepen this practice, ongoing, structured coaching and support will be essential. This continued professional development will help ensure that teachers not only maintain these collaborative approaches but also refine and adapt them to meet the evolving needs of their students.	To build on this positive momentum, the next steps will include establishing a regular cycle of peer walkthroughs and instructional rounds focused specifically on collaborative strategies. These will provide teachers with opportunities to observe and learn from one another, reinforcing effective practices and encouraging reflective dialogue. Additionally, we will offer targeted professional development sessions throughout the year that go deeper into advanced Kagan structures and other collaborative tools. Instructional coaches will continue to support teachers through co-planning, model lessons, and real-time feedback. Lastly, incorporating collaboration-focused goals into department meetings and PLC agendas will help embed these strategies into the school's instructional culture, ensuring long-term sustainability and impact.	Continue

Progress Monitoring 25-26

Progress Monitoring

1. How often do you utilize Kagan or other collaborative strategies in your lessons? (0 point)

Daily	20
2 - 3 times per week	16
About once per week	23
Never	7



District Goal

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

Site Tier 1, 2, and 3 Goals

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

Climate

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

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

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

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	6.28	4.96	3.60
Expulsions	0.31	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	1960	1907	517	27.1
Female	950	921	273	29.6
Male	1008	984	244	24.8
American Indian or Alaska Native	12	12	6	50.0
Asian	134	128	18	14.1
Black or African American	92	87	25	28.7
Filipino	63	63	6	9.5
Hispanic or Latino	1221	1195	358	30.0
Native Hawaiian or Pacific Islander	16	15	2	13.3
Two or More Races	60	57	14	24.6
White	360	348	87	25.0
English Learners	357	349	109	31.2
Foster Youth	22	18	6	33.3
Homeless	64	58	26	44.8
Socioeconomically Disadvantaged	1249	1213	376	31.0
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	353	341	134	39.3

Data Analysis

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

Student Need 1:

Decrease the amount of students suspended at Manteca High School by 10% annually.

SMART Goal 1

The school administration will implement a series of targeted interventions and incentives that will decrease suspension rates by 10% each academic school year (2025-27).

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PBIS/HTC Incentives (T-shirts, bracelets, Teacher's Choice	Feedback from students, teachers, and parents through Forms surveys or	Currently in limited practice.	met/in progress			Time Money

Award Banquet, Honor pins, Honor letters, Honor certificates)	interviews to gauge perceptions of the effectiveness of PBIS incentives.					
PBIS/HTC Incentives (lanyands, waterbottles, gift cards, quartely giveaways)	Feedback from students, teachers, and parents through Forms surveys or interviews to gauge perceptions of the effectiveness of PBIS incentives.	Currently in limited practice.	met/in progress			Time Money
Intervention TOSA will work closely with at promise students to improve attendance, behavior and engagement.	Attendance rates will improve by 5%, and discipline incidents will decline by 5% with this population.	N/A	not met (refining goals and actions)			Time Money
Functional PA/Emergency Alert System	All classrooms have the ability to be informed of safety concerns on campus.	There are only 28 classrooms that can hear the emergency alert system.	in progress			Time Money
ID Cards, attendance magnets, and Lanyards for All Students	Every student and staff member will wear IDs and lanyards daily. Parents will utilize attendance magnets to more efficiently report student absences.	Currently not in practice.	in progress			Money Time
Herd Store Incentive Items	Feedback from students, teachers, and parents through Forms surveys or interviews to gauge perceptions of the effectiveness of PBIS incentives.	Currently in limited practice.	met/in progress			Money Time
Elevate Program	Behavioral data, such as attendance records, disciplinary incidents, and academic performance, to identify any changes that may result from participation in the Elevate program. This will help reduce the disproportionality of suspension of our African American students.	Over the past two years we have serviced 15-20 students per term.	met/in progress			Money

Plus Program	Reduction in suspensions, and by tracking the outcomes of restorative justice cases, such as rates of successful resolution, satisfaction of parties involved, and recidivism rates compared to traditional justice processes. This will help reduce the disproportionality of suspension of our African American students.	Currently in very limited practice.	in progress			Money Time
Trauma Informed Teaching Practices/Restorative Practices Training	Behavioral data, such as attendance records, disciplinary incidents, and academic performance, to identify any changes that may result from the implementation of trauma-informed practices. This will help reduce the disproportionality of suspension of our African American students.	Currently not in practice	in progress			Time Money
Buffs Begin Program	Behavioral data, such as attendance records, disciplinary incidents, and academic performance, to identify any changes that may result from the implementation of the Buffs Begin Program	First implementation occurred on the first day of school.	met/in progress			Time Money
Creation of a School Leadership Team			in progress			
More effective communication with the entire school community utiolizing a centralized communication hub such as "Smore."			in progress			
Streamline the SEL referral process			in progress			

Provide hard copy and e-copy of the faculty handbook to teachers annually.			met/in progress			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Student data indicates a notable reduction in suspensions, reflecting the effectiveness of recent behavioral interventions and support systems implemented at Manteca High School. This decline is a direct result of the proactive strategies focused on positive behavior reinforcement, restorative justice practices, and increased support for at-risk students. The data suggests that students are better equipped to manage conflicts and exhibit improved behavior, leading to fewer disruptions in the learning environment.	We are increasingly implementing intentional interventions, expanding the use of PBIS, and utilizing "other means of correction" more than in previous years. Additionally, we are assigning BASE lessons more frequently. Suspensions were reduced from 57 during the 2023-24 school year to 48 during the same time period as of November 6, 2024.	Continuously track the impact of intentional interventions, PBIS, and other corrective strategies to assess their effectiveness in reducing suspensions and improving student behavior. Based on data, refine and tailor interventions to better meet the needs of individual students, ensuring that supports are targeted and proactive. Provide ongoing professional development for staff on implementing PBIS and other corrective strategies effectively, ensuring consistency across classrooms.Enhance the frequency and quality of BASE lessons, incorporating student feedback to ensure that lessons are engaging, relevant, and impactful.	Refine
Cycle 2: Student data indicates a significant reduction in suspensions-to-date compared to the same time	Suspensions continue to decrease at Manteca High School. Incidents decreased from 118 during the 2023–24 school year to 97 in the 2024–25 school	Regularly assess the impact of intentional interventions, PBIS, and other corrective strategies to determine	Continue

period last year, highlighting the success of our targeted interventions and behavioral support strategies. This decline reflects a concerted effort by the school to address student behavior more effectively through a combination of restorative justice practices, increased counselor and mentor support, and a more proactive approach to addressing underlying issues before they escalate. The reduction in suspensions not only demonstrates an improvement in student behavior but also underscores the positive impact of fostering a more supportive, inclusive, and engaged school environment. With a greater focus on addressing the root causes of disruptive behavior, students are now receiving the necessary tools and resources to make better choices, which has resulted in fewer incidents that lead to disciplinary action.	year, based on data collected through Term 2, Semester 1.	their success in reducing suspensions and improving student behavior. Use data to adjust and personalize interventions to better address the unique needs of each student, ensuring that support is both targeted and proactive. Offer continuous professional development for staff to improve their implementation of PBIS and other corrective strategies, ensuring consistent application across all classrooms. Improve the frequency and quality of BASE lessons, incorporating student feedback to make sure lessons are engaging, relevant, and impactful.	
Cycle 3: Both suspensions and expulsions at Manteca High School continue to show a noticeable and encouraging decline, demonstrating the effectiveness of the comprehensive strategies we have implemented to improve student behavior and foster a positive school climate. This decline is a direct result of our	Suspensions decreased significantly from 161 during the 2023–24 school year to 86 in the 2024–25 school year, based on data collected through Term 2, Semester 1. As of April 24, 2025, comparing the same time frame year over year, suspensions have declined from 178 to 140 — representing a 22% annual decrease. Expulsions have decreased from 14 in the 2023–24 school year to 11 in 2024–25, a 23% decrease annually.	Increase Tier 1 SEL instruction to ensure all students receive consistent social-emotional learning and behavior expectation instruction.Train students to help resolve low-level conflicts (peer resource class), and continue training staff on trauma-informed practices, de-escalation,	Continue

commitment to creating a supportive environment where students are not only held accountable for their actions but also given the necessary resources and guidance to learn from their mistakes and grow.		and culturally responsive approaches.	

Progress Monitoring 25-26

Progress Monitoring

Data

Data Analysis

Five Star data shows that currently 91% of students are involved in one or more activities on campus.

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

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

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

non-instructional 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: Both suspensions and expulsions at Manteca High School continue to show a noticeable decline, reflecting the effectiveness of our comprehensive strategies to improve student behavior and foster a positive school climate. This decline is a direct result of our commitment to creating an environment where students are held accountable for their actions but also provided with the necessary resources to grow and learn from their mistakes.	This data is reflected in student check-ins for events like dress-up days, dances, plays, clubs, sports, and more, all tracked through Five Star. Our Intervention TOSA has been dedicated to training staff on the Five Star program and raising awareness among students. Additionally, our HERD store—where students can redeem points earned through Five Star—is now fully operational and becoming an integral part of the MHS school culture. Manteca High School has experienced a 10% increase in student engagement during the 24-25 school year, rising from 74% to 84%.	Continue to provide ongoing training for staff to deepen their understanding of the Five Star program and ensure consistent usage across all departments. Host refresher workshops for teachers and staff to share best practices and discuss any challenges with using the system effectively. Launch additional student-focused campaigns to promote the benefits of using Five Star for check-ins and earning points. Regularly update the HERD store offerings to keep students engaged and excited about spending their points. Solicit student input on potential items or experiences they'd like to see available in the store. Increase visibility of the HERD store through school-wide promotions and events to drive further participation. Regularly track engagement data through Five Star to identify trends and areas for improvement,	Refine

		ensuring the program is meeting its goals.	
Cycle 2: Manteca High School continues to experience a significant increase in student engagement, reflecting our ongoing efforts to create a dynamic and inclusive learning environment. Through the integration of student-centered instructional strategies, including collaborative learning, project-based activities, and real-world applications, we have made learning more relevant and engaging for our students. Additionally, the introduction of new extracurricular opportunities, mentorship programs, and student leadership initiatives has fostered a sense of ownership and involvement among students, encouraging them to take an active role in their education.	Manteca High School has seen a significant increase in student engagement during the 2024-2025 school year, rising from 84% in Term 1 to 92% as of Term 2, Session 1. This increase reflects the success of our strategic efforts to foster a more inclusive and dynamic learning environment. Key initiatives, such as the implementation of student-centered instructional practices, active learning strategies, and expanded extracurricular opportunities, have contributed to greater student involvement. Additionally, strengthened support systems and a focus on social-emotional development have helped students feel more connected and motivated, driving their increased engagement in both academic and school community activities.	Continue providing ongoing training for staff to deepen their understanding of the Five Star program and ensure its consistent use across all departments. Offer refresher workshops for teachers and staff to share best practices and address any challenges in effectively utilizing the system. Launch additional campaigns targeted at students to highlight the benefits of using Five Star for check-ins and earning points. Keep the HERD store offerings fresh and exciting by regularly updating the available items and experiences. Gather input from students on what they'd like to see in the store. Increase visibility of the HERD store with school-wide promotions and events to encourage more participation. Continuously track engagement data through Five Star to spot trends and areas for improvement, ensuring the program is fulfilling its goals.	Continue
Cycle 3: Manteca High School continues to demonstrate notable growth in student engagement, as reflected in increased participation	As of April 23, 2025, 5-Star data reflects substantial gains in student participation and positive behavior recognition at Manteca High School. 2024–2025 School Year Highlights:	Involve students in developing new and creative ways to earn points. This could include student-driven initiatives, peer	Refine

across academic, extracurricular, and school climate initiatives.	Student Involvement: 91% Positive Behavior Tracking: 100% Total Points Awarded: 130,261 Compared to 2023–2024 Data Student Involvement: 80.7% Positive Behavior Tracking: 93.1% Total Points Awarded: 36,279 These year-over-year increases indicate a significant improvement in both student engagement and staff consistency in recognizing and rewarding positive behaviors. The dramatic rise in points awarded — over 3.5 times more than the previous year — reflects a school-wide commitment to reinforcing positive actions and building a culture of recognition.	recognition, and integrating cultural or community-based activities into the reward system. Introduce additional recognition levels or “milestones” that encourage incremental engagement, motivating students to continue progressing. Continue training staff on the effective use of the 5-Star system, ensuring they are equipped to recognize positive behaviors in diverse student populations. Create a feedback loop to ensure the system is being consistently applied across all grade levels and departments, and identify any inconsistencies or challenges in recognition practices.	

Progress Monitoring 25-26

Progress Monitoring

Data

Data Analysis

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

Student Need 3:

Decrease the number of students suspended for vaping.

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Vaping sensor bathroom pilot ($10,000)	Reduction of vaping suspensions by 20% during the 24-25 school year.	37 kids have been suspended as of T2,S1.	not met (refining process)			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: We have seen an increase in vaping-related suspensions.	It is clear that MUSD needs a district-wide anti-vaping curriculum for grades 7-12. Additionally, our school must implement more effective interventions to reduce the number of students vaping on campus. Data from our feeder school shows that many students are starting to vape as early as middle school. Vaping suspensions have increased from 5 at this point last year to 8 this year.	Develop a District-Wide Anti-Vaping Curriculum (Grades 7-12): Collaborate with school leaders, health educators, and community partners to design a comprehensive anti-vaping curriculum. Ensure the curriculum addresses the health risks of vaping, the legal consequences, and the social pressures students face. Integrate interactive and engaging materials (e.g., videos, peer-led discussions, role-playing) to resonate with students. Pilot the curriculum at select schools and gather feedback for refinement before full district-wide implementation.	Refine

		Implement Targeted Interventions on Campus: Identify and train staff members (counselors, administrators, teachers) to recognize and address vaping behaviors effectively. Develop clear, consistent policies for handling vaping incidents on campus, ensuring they are fair and well-communicated to students and parents. Establish a student support system for those caught vaping, including counseling and education on the risks of vaping and nicotine addiction. Organize peer-led education and awareness campaigns to reduce vaping and provide students with alternatives for stress relief and socializing.	
Cycle 2: We decreased vaping-related suspensions by 50% from semester 2 to semester 3	Vaping-related suspensions begun to decline from 2023-24 to 2024-25, with only 12 so far this year.	Develop a District-Wide Anti-Vaping Curriculum (Grades 7-12) Collaborate with school leaders, health educators, and community partners to create a comprehensive anti-vaping curriculum. Ensure the curriculum highlights the health risks of vaping, legal consequences, and the	Continue

		social pressures students encounter. Incorporate interactive, engaging materials such as videos, peer-led discussions, and role-playing to effectively connect with students. Pilot the curriculum in select schools and gather feedback to refine it before a district-wide rollout. implement Targeted Interventions on Campus: Identify and train staff members (counselors, administrators, and teachers) to recognize and address vaping behaviors effectively. Develop clear, consistent policies for managing vaping incidents on campus, ensuring fairness and clear communication with students and parents. Create a support system for students caught vaping, including counseling and education on the risks of vaping and nicotine addiction. Organize peer-led education and awareness campaigns to reduce vaping and offer students healthier alternatives for stress relief and socializing.	

Cycle 3: Vaping suspensions have declined significantly.	Vaping-related suspensions have seen a notable decline, dropping from 38 incidents in the 2023–24 school year to 28 in 2024–25. This 26% reduction suggests that current prevention efforts, education campaigns, and policy enforcement may be having a positive impact on student behavior.	Goal has been met. Manteca High will continue to monitor vaping incidents moving forward to maske sure	Refine

Progress Monitoring 25-26

Progress Monitoring

Data

Data Analysis

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

Student Need 4:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Create a supportive and inclusive school environment where students feel valued, safe, and motivated to attend regularly. Implement programs that foster a sense of belonging and connectedness among students.	Surveys to gather feedback from students about their feelings of safety, belonging, and motivation to attend school.	Currently in limited practice.	in progress			Time Money

Involve parents and the local community in addressing absenteeism. Communicate regularly with parents about attendance expectations, provide resources for addressing barriers to attendance, and offer workshops or informational sessions on the importance of regular attendance during both instructional and non-instructional time.	Response rate to communication efforts aimed at parents/guardians regarding attendance expectations and resources available.	Currently in limited practice.	in progress			Time Money
Offer incentives for good attendance, such as rewards, recognition, or privileges. This can motivate students to attend school regularly and reduce absenteeism during both instructional and non-instructional time. TSSP stipend.	Percentage change in overall attendance rates before and after implementing the incentive program	Currently in limited practice.	in progress			Time Money
Intervention TOSA will work closely with at promise students to improve attendance, behavior and engagement.	Attendance rates will improve by 5% with this population.	N/A	not met (refining process)			Time
Additional clerical support to help with attendance phone calls.	Chronic absenteeism rates	300+ Students	not met (in progress)			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: The data on chronic absenteeism at Manteca High School remains comparable to the same time last year, reflecting both challenges and areas of stability in our efforts to address attendance. While the numbers have not significantly changed, this consistency offers an opportunity to assess the effectiveness of our current strategies and identify areas for further improvement. Our ongoing efforts to support at-risk students, including personalized interventions and increased communication with families, continue to focus on reducing absenteeism. Moving forward, targeted initiatives aimed at increasing student engagement, providing social-emotional support, and strengthening community partnerships will be essential to reduce chronic absenteeism.	The data indicates that the number of chronically absent students has remained fairly consistent between 2023 and 2024. In 2023, 332 students were chronically absent, and in 2024, that number is slightly lower, at 330 students. This stability suggests that our current strategies may not have significantly impacted absenteeism yet, but it also provides us with a clear baseline to analyze trends moving forward. It is important to note that while the numbers are similar, targeted interventions, continued support, and strengthened engagement strategies will be critical in further reducing chronic absenteeism and improving overall student attendance in the future.	Conduct a deeper analysis to understand the underlying reasons for chronic absenteeism, such as personal, academic, or socio-economic factors, and tailor interventions accordingly. Increase access to counseling, mentorship, and community resources that can help address issues contributing to absenteeism, such as mental health, transportation, or family issues. Implement or expand incentive programs to reward students for consistent attendance, motivating both students and families to prioritize regular school participation. Provide more engaging academic and extracurricular opportunities that make school more appealing and relevant to students, increasing their motivation to attend regularly.	Refine
Cycle 2: The number of chronically absent students at Manteca High School has remained relatively unchanged compared to the same time last year. Despite ongoing efforts to address this issue, including targeted interventions,	During Cycle 2 progress monitoring, data indicates that the chronic absenteeism rate at Manteca High School remains largely unchanged compared to the same time last year. The figures show 346 chronically absent students in the 2023–24 school year, compared to 339 in the 2024–25 school year, demonstrating a slight decrease of just 7 students. While this represents a	Conduct a thorough analysis to uncover the underlying factors contributing to chronic absenteeism, including personal, academic, or socio-economic issues, and design targeted interventions based on these findings.Enhance	Continue

individualized outreach, and increased collaboration with families, the data indicates that the overall rate of chronic absenteeism has plateaued.	modest shift, the overall trend suggests that efforts to reduce absenteeism have yet to yield the significant improvements hoped for.	access to counseling, mentorship, and community resources that address barriers to attendance, such as mental health, transportation, and family-related challenges. Launch or expand incentive programs that reward students for consistent attendance, encouraging both students and families to prioritize regular school participation. Offer more engaging academic and extracurricular opportunities to make school more appealing and relevant, boosting students' motivation to attend regularly. We are requesting a part-time clerical to make phone calls, assisting with interventions for this subgroup.	
Cycle 3: Despite ongoing efforts to address chronic absenteeism, Manteca High School is currently experiencing an increase in the number of students classified as chronically absent. While initiatives aimed at reducing absenteeism — such as personalized outreach, family engagement strategies, and targeted academic interventions — have shown promise, the overall trend indicates that	The number of chronically absent students has increased from 311 in the 2023–24 school year to 394 in 2024–25, marking a 27% rise. This upward trend highlights the growing need for targeted attendance interventions and increased support for students facing barriers to regular school participation. Addressing the root causes—such as transportation challenges, health concerns, or engagement issues—will be essential in reversing this trend and improving overall student outcomes.	Ensure that the curriculum and extracurricular offerings are engaging, relevant, and inclusive to meet the diverse needs and interests of all students. Implement or expand restorative practices to build stronger relationships between students, staff, and peers, promoting a sense of belonging and accountability. Strengthen positive reinforcement	Continue

more sustained and comprehensive measures are necessary. Factors contributing to this increase could include a variety of external challenges faced by students and families, ranging from health issues to transportation barriers and personal circumstances. These obstacles may require a multi-faceted approach that include enhanced student support systems, and greater emphasis on school climate and engagement. Moving forward, the school will continue to refine its efforts by deepening family collaboration and exploring additional strategies for keeping students connected to their learning community. Regular monitoring and feedback loops will be crucial in adapting interventions and tracking their effectiveness in real-time.		programs, such as the 5-Star system, to celebrate students who demonstrate consistent attendance and positive behaviors.	

Progress Monitoring 25-26

Progress Monitoring

District Goal

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

Site Tier 2 and 3 Goals

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

Resource Inequities

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

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

Comprehensive Needs Assessment

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

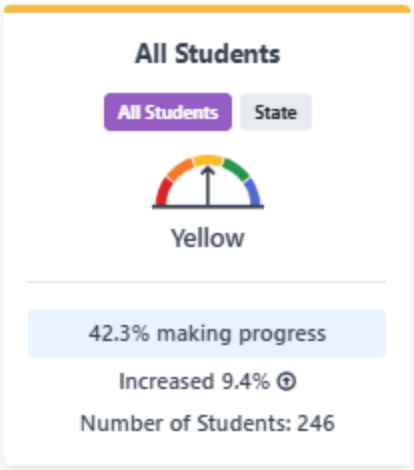
Analysis of Dashboard and local data shows that our Special Education, ELD and SED students are in need of extra support to meet grade level standards.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	295	326	299	15.6%	15.8%	16.1%
Fluent English Proficient (FEP)	498	485	518	26.3%	26.7%	27.9%
Reclassified Fluent English Proficient (RFEP)	n/a	20		1.8%	n/a	

English Learner Progress Indicator

All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Data Analysis

The data analysis reveals that out of 266 English Learner (EL) students, 218 are Long-Term English Learners (LTELs), indicating a significant portion of the EL student population experiencing challenges in achieving English language proficiency within an expected timeframe. However, according to 2024 CAASPP results, of all MHS EL students, 42.3% are "making progress'" which increased 9.4% from the 2023 results.

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Analyze assessment data to identify specific language skills and areas of weakness for each student.	Accuracy of language skills and weaknesses identified for each LTEL based on assessment data analysis.	Teachers are beginning to be trained to provide this analysis.	in progress			Time Money

Collaboration between teachers, paras, and other support staff to tailor instruction and interventions to meet the diverse needs of LTELs.	Forms surveys, walkthrough data and/or feedback sessions to assess effectiveness of collaboration among staff members involved in supporting LTELs.	Currently in limited practice.	met/in progress			Time Money
Provide differentiated instruction and scaffolding to support LTELs in accessing grade-level content while developing English language proficiency.	Data from classroom observations or learning walks to assess the implementation of differentiated instruction and scaffolding techniques during instruction.	Two ELD Learning Walks took place in the 2023-24 school year.	met/in progress			Money Time
Provide professional development opportunities for teachers focused on effective strategies for teaching English language learners, differentiation, and culturally responsive instruction.	Records of teacher attendance at professional development sessions related to ELL instruction, differentiation, and culturally responsive teaching.	Currently in limited practice.	met/in progress			Time Money
Streamline ELD reclassification criteria	Increased reates of ELD reclassification.	2023-24: 18 students reclasssified.	met/in progress			Time 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: Progress is being made through several key initiatives aimed at improving student achievement, particularly in the area of English Language Development (ELD). The implementation of the ELD curriculum has provided a structured	Classroom walkthrough data, department meeting agendas, dedicated pull-out time, and targeted training for ELD teachers have all contributed to the positive increase in our reclassification numbers. The full implementation of the new ELD curriculum has contributed to the reclassification of 19 students so far this school year.	Review interim assessment results to determine the impact of the new ELD curriculum on student progress. Analyze reclassification data to ensure the gains are sustainable and not just short-term. Provide ongoing professional development and	Refine

framework to support language acquisition and literacy skills. In addition, teacher participation in targeted professional development ensures that educators are equipped with effective strategies to address the diverse needs of English learners. The administration of interim assessments further supports this progress by offering timely feedback on student performance, allowing for data-driven adjustments to instruction. These combined efforts reflect a continued commitment to improving outcomes for ELD students.		resources to support ELD teachers in refining their instructional practices. Offer targeted coaching or mentoring for teachers needing additional support in implementing the curriculum. Explore ways to further engage ELD students in their learning through differentiated instruction, technology integration, or project-based learning, and gather student feedback to identify barriers or challenges to their progress. Foster collaboration between ELD and content-area teachers to ensure consistent support for ELD students across disciplines. Hold regular department meetings to discuss student progress and share successful strategies. Continue administering interim assessments to track student growth and adjust instruction as needed. Set specific reclassification goals for the remaining school year and monitor progress toward those targets. Communicate the success of the ELD program to staff, students, and families to maintain momentum and increase buy-in for continued efforts.	

		Conduct regular reviews of the ELD curriculum to ensure it meets the needs of students and remains aligned with best practices. Consider adding supplementary materials or modifications based on student feedback and performance data.	
Cycle 2: Progress continues to be made through a multifaceted approach that includes the implementation of a comprehensive ELD curriculum designed to enhance language skills and literacy. Teacher participation in ongoing professional development ensures that educators are equipped with the latest strategies and best practices for supporting English learners. Additionally, the administration of interim assessments plays a critical role in monitoring student progress, providing valuable data that informs instructional adjustments. These efforts, along with other targeted interventions, are contributing to continuous improvement in student outcomes, particularly for English learners.	The ELPAC testing has officially begun, marking a key milestone in assessing the effectiveness of our ongoing strategies for supporting English learners. The results of this testing will provide critical data on student progress in language acquisition and will help determine whether the implemented strategies—such as the ELD curriculum, teacher professional development, and targeted interventions—are yielding the desired outcomes. This data will guide future instructional decisions, allowing us to refine our approach and ensure continued progress for all students.	Review interim assessment results to assess the impact of the new ELD curriculum on student progress. Analyze reclassification data to ensure that improvements are sustainable and not just temporary. Offer continuous professional development and resources to help ELD teachers refine their instructional practices. Provide targeted coaching or mentoring for teachers who need additional support in implementing the curriculum effectively. Explore strategies to further engage ELD students, such as differentiated instruction, technology integration, or project-based learning. Collect student feedback to identify challenges or obstacles hindering their progress. Encourage collaboration between ELD and content-area teachers to ensure consistent	Continue

		support for ELD students across all subjects. Hold regular department meetings to review student progress and share successful teaching strategies. Continue administering interim assessments to track student growth and make necessary adjustments to instruction. Set specific reclassification goals for the remainder of the school year and monitor progress toward those targets.Communicate the successes of the ELD program to staff, students, and families to maintain momentum and foster ongoing support. Regularly review the ELD curriculum to ensure it aligns with best practices and effectively meets the needs of students. Consider adding supplementary materials or adjustments based on student feedback and performance data.	
Cycle 3: All ELD teachers have been consistently implementing the base curriculum with fidelity, ensuring that students are fully aware of the reclassification criteria and the steps required to achieve proficiency. To further support this process, targeted interventions and enhanced instructional strategies have been	The 2023 data analysis revealed that out of 266 EL students, 218 were LTELs, indicating a significant portion of the EL student population experiencing challenges in achieving English language proficiency within an expected timeframe. Current data shows improvement in reclassification of our LTELs, as we have reclassified 36 students during the 2024-25 SY. Additionally, according to 2024 CAASPP results, of all MHS EL students, 42.3%	Next steps for further improving the reclassification process and supporting the continued growth of our EL students include increasing targeted interventions for LTEL students. These interventions should focus on areas where they face the greatest challenges, such as	Continue

introduced, including a more comprehensive and rigorous ELD curriculum. These efforts are complemented by differentiated support tailored to meet the individual needs of students. Additionally, ongoing professional development for teachers has been prioritized, equipping them with the tools and knowledge necessary to effectively address the diverse needs of their students and foster continued progress in language acquisition.	are "making progress'" which increased 9.4% from the 2023 results.	reading comprehension and academic language development, and be tailored to each student's needs based on assessment data. Strengthening collaboration between ELD teachers, general education teachers, and support staff will ensure consistent and targeted support across all subjects, promoting both accessibility and academic rigor. Additionally, expanding professional development opportunities for staff will empower them with strategies to differentiate instruction and support language development. Regular monitoring of LTEL students' progress through formative assessments will help adjust instructional strategies and interventions as needed. Lastly, enhancing engagement with the families of LTEL students is critical. By offering workshops, resources, and regular communication, we can build a strong home-school partnership that supports student success. These efforts will continue to improve reclassification rates and help EL students make sustained progress toward English language proficiency.	

Progress Monitoring 25-26

Data

Data Analysis

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

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

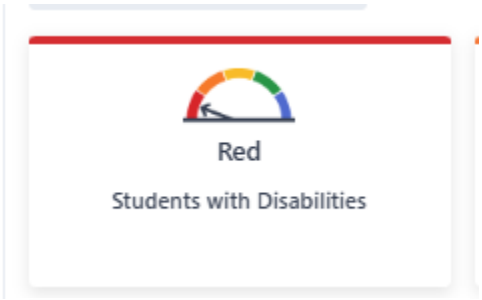
Progress Monitoring 24-25

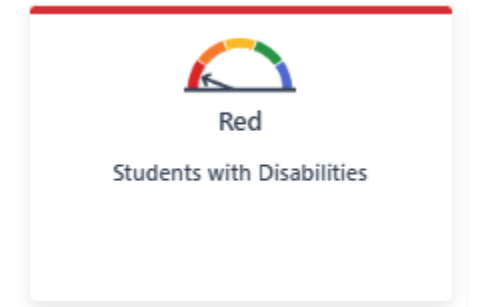
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Special Ed. focus will begin Term 2.	Walkthroughs data, department meeting attendance, learning walks data.	Provide targeted professional development on how to implement the base curriculum with fidelity while also addressing the specific needs of Special Education students. Ensure that general education and Special Education teachers work together in planning lessons and interventions to ensure consistency and alignment. Use ongoing formative assessments and MAP data to track student progress toward their individual academic goals. Regularly monitor and adjust interventions based on data.Schedule regular meetings between Special Education teachers, general education teachers, and support staff to review progress and make necessary adjustments. Based on assessment data, adjust instructional strategies and supports to better meet the needs of students. Conduct regular classroom observations and	Refine

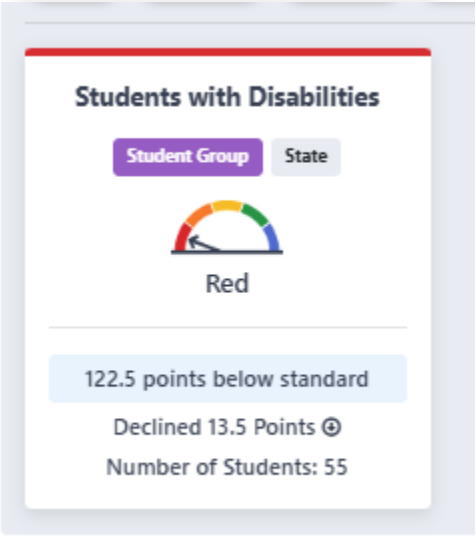
		walkthroughs to ensure teachers are delivering the base curriculum as intended and using the appropriate accommodations and modifications. Develop a plan to ensure that all teachers (Special Education and general education) are aligned in the use of the curriculum and instructional practices for Special Education students. Ensure that teachers have access to necessary materials, including specialized resources for Special Education students, such as adapted texts, assistive technologies, and math manipulatives. Foster a collaborative environment where teachers can share successful strategies, challenges, and resources to improve student outcomes.	
Cycle 2: A comprehensive audit of base curriculum implementation by Special Education staff has been completed to ensure alignment with district-approved instructional materials and instructional standards. As a result of the audit, any instances of noncompliance were addressed through timely and appropriate interventions. These actions included individualized support plans, targeted	All Special Education teachers identified as noncompliant have been provided with targeted professional development opportunities designed to address areas of need and ensure alignment with state and district expectations. In addition to training, they have been given access to scaffolded curriculum resources to support effective lesson planning and differentiated instruction for diverse learners. To promote accountability and continuous improvement, site administrators will conduct regular monitoring, including classroom observations, collaborative planning sessions, and ongoing coaching to	Offer targeted professional development focused on implementing the core curriculum with fidelity while addressing the unique needs of Special Education students. Facilitate collaboration between general education and Special Education teachers to ensure lesson and intervention planning is consistent and aligned.	Continue

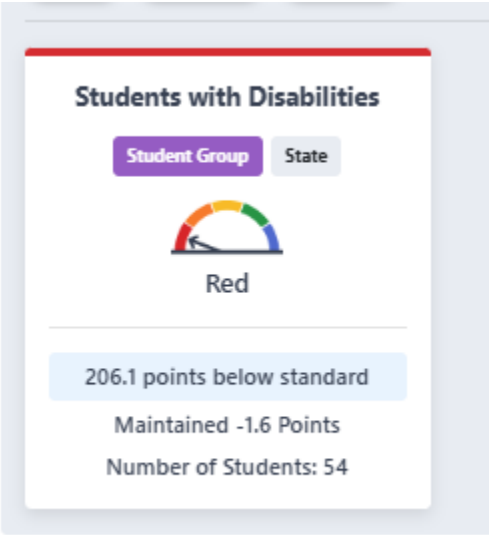
professional development, and follow-up coaching to ensure that all educators are effectively utilizing the approved curriculum. This process supports both instructional fidelity and equitable access to high-quality learning experiences for students with disabilities.	ensure compliance and support student achievement.	Utilize ongoing formative assessments and MAP data to monitor student progress toward their academic goals, adjusting interventions based on this data. Schedule regular meetings between Special Education teachers, general education teachers, and support staff to review student progress and make necessary adjustments.	
Cycle 3: Students enrolled in Special Education programs continue to perform significantly below grade-level expectations in both English Language Arts and Mathematics on the CAASPP assessments. Despite ongoing efforts to support diverse learning needs, these persistent achievement gaps highlight the need for more targeted interventions, inclusive instructional strategies, and data-informed supports to ensure equitable academic progress for all learners	The most recent CAASPP results from 2024 for students in Special Education highlight continued academic challenges in both English Language Arts (ELA) and Mathematics. According to the data, ELA scores were 122.5 points below the standard, representing a decline of 13.5 points compared to the 2023 assessment. In Mathematics, students performed 206 points below the standard and were classified as having "maintained" performance by the California Dashboard, despite a slight decline of 1.6 points from the previous year. In contrast, the 2023 CAASPP results showed more encouraging trends. At that time, ELA scores were 109 points below standard, but had improved by 26.5 points over 2022, indicating a brief upward trajectory. Similarly, in Mathematics, students were 204.6 points below standard—a significant gap—but had demonstrated a gain of 17.6 points compared to 2022.	This two-year comparison reveals troubling regression in ELA performance and stagnation in Math progress among Special Education students. While the 2023 data suggested modest academic gains, the 2024 results underscore the urgent need for renewed focus on differentiated instruction, evidence-based interventions, and stronger multi-tiered systems of support to reverse these declines and promote long-term academic growth.	Refine

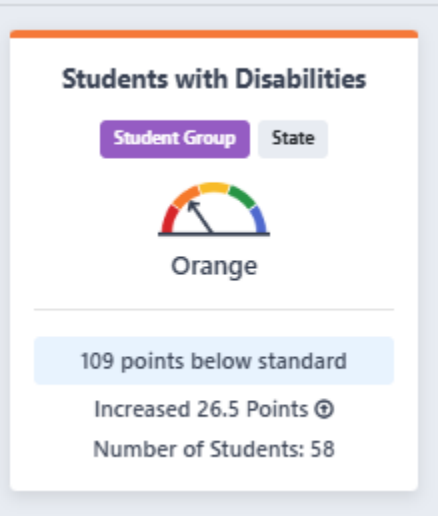
Progress Monitoring 25-26

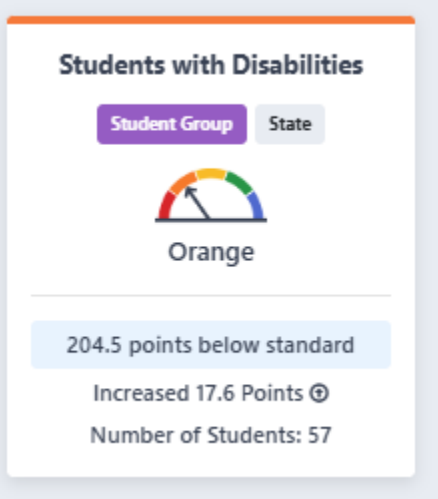

Red
Students with Disabilities


Red
Students with Disabilities


Students with Disabilities
Student Group
State
Red
122.5 points below standard
Declined 13.5 Points
Number of Students: 55


Students with Disabilities
Student Group
State
Red
206.1 points below standard
Maintained -1.6 Points
Number of Students: 54





Data

Data Analysis

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

Student Need 3:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources

Comprehensive professional development in ELD instruction. These workshops should cover the framework behind the curriculum, instructional strategies, assessment techniques, and differentiation methods to meet the needs of diverse learners.	Walkthrough data at designated intervals after the workshop to measure the extent to which participants have implemented workshop content in their classrooms. Walkthrough data regarding changes in instructional practices, student outcomes, and Forms surveys measuring teacher confidence levels over time.	Currently in limited practice.	in progress			Time Money
Whole-staff professional development focused on integrated ELD instructional strategies to support ELLs across ALL subject areas.	Verified implementation of ELD strategies in classrooms using learning walks data and observations. Improved language proficiency, reclassification rates and content area grades for improvements.	MHS staff has participated in three PD sessions regarding integrated ELD instruction.	in progress			Time Money
Field trips for ELD students to enhancing their language skills while also providing them with enriching experiences.	Feedback via surveys from ELD students, teachers, and field trip organizers through surveys, interviews, or focus group discussions to identify strengths, challenges, and areas for improvement and impact on student interest in post-secondary education.	Currently in limited practice.	in progress			Time 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: In progress: ELPAC testing will begin early next term. Interim assessments are being administered, and	Classroom observations and walkthrough data reveal the extent to which ELD strategies are being implemented.	Ensure that all necessary materials, accommodations, and support structures are in place for ELPAC testing.	Refine

curriculum training is ongoing. Pull-out days for department PD have been utilized effectively.	Specific evidence from walkthroughs includes the use of scaffolded instruction, language-building activities, and differentiated support for English learners. The data suggests that further targeted training and classroom coaching could help improve consistency, particularly in areas such as academic vocabulary development and differentiated instruction.	After testing, analyze ELPAC results to assess language proficiency growth and adjust support strategies as needed. Review interim assessment data as it is collected to identify trends, gaps, and areas for targeted interventions. Based on interim data, make real-time adjustments to instruction and interventions to address student needs. Follow up with additional professional development sessions, if needed, to ensure teachers are confidently implementing the curriculum. Offer coaching or mentoring for teachers who may need extra support in applying new strategies. After pull-out PD days, gather feedback from teachers to assess the effectiveness of the training and how it is being applied in the classroom. Use teacher feedback to refine the PD plan for upcoming sessions and identify any further training needs. Continue to facilitate collaboration during department meetings, encouraging teachers to share successful strategies from PD and interim assessments. Ensure that ELD, Special	

		Education, and content-area teachers are aligned in their instructional practices and use of curriculum.	
Cycle 2: In progress: ELPAC testing has begun. Interim assessments have been administered, and curriculum training is ongoing. Pull-out days for department PD have been utilized effectively.	Classroom observations and walkthrough data continue to provide insight into how effectively ELD strategies are being implemented in the classroom. Key evidence from the walkthroughs includes the use of scaffolded instruction, language-building activities, and differentiated support for English learners. Additionally, ELPAC scores are considered as another important measure of student progress in language acquisition. The data indicates a need for further targeted training and classroom coaching to improve consistency, especially in areas like academic vocabulary development and differentiated instruction, to better support English learners.	Organize professional development sessions focused on enhancing academic vocabulary development and differentiated instruction strategies. Emphasize strategies that specifically support English learners, based on the areas identified in the walkthrough data. Provide ongoing, individualized classroom coaching for teachers to support the implementation of effective ELD strategies. Focus on areas where consistency needs to be improved, such as scaffolded instruction and language-building activities. Regularly analyze ELPAC scores alongside classroom walkthrough data to assess the effectiveness of implemented strategies and student progress. Use this data to adjust instruction and identify areas for further growth. Facilitate collaboration between ELD teachers to plan lessons that incorporate effective scaffolding, language-building activities, and differentiated support. This collaboration will	Continue

		help ensure alignment and consistency across classrooms. Schedule regular classroom observations and walkthroughs to monitor the progress of ELD strategy implementation. Use this data to provide timely feedback and adjust instructional practices as needed.	
Cycle 3: ELPAC testing has now been successfully completed. We are proud to share that 39 students have been reclassified this year—a significant increase compared to the 18 students reclassified in the 2023–2024 school year. This represents a remarkable 117% increase in reclassification, reflecting the effectiveness of our targeted support strategies and the hard work of both students and staff.	The completion of the ELPAC testing for the 2024-25 school year has yielded promising results. A total of 39 students were reclassified, representing a significant improvement over the previous school year. This marks a 117% increase in reclassification, as only 18 students were reclassified in the 2023-24 school year. This substantial growth is indicative of the positive impact of the targeted interventions and instructional strategies put in place for our EL students. The increase in reclassification reflects not only the effectiveness of the ELD curriculum but also the dedicated efforts of our teaching staff to support language development and academic progress.	Building on the success of the 117% increase in reclassification, the next steps will focus on sustaining and expanding these gains. First, we will continue to refine and implement the ELD curriculum, ensuring that it remains rigorous and responsive to the needs of our students. We will also provide additional professional development opportunities for our ELD teachers to further enhance their instructional strategies and differentiate support for our English learners. To maintain momentum, we will closely monitor student progress through ongoing formative assessments and interim evaluations, enabling us to adjust instructional strategies as needed. In addition, we will work to create stronger partnerships with parents and guardians,	Continue

		ensuring that families are informed and involved in the reclassification process. By continuing to invest in targeted interventions, differentiated support, and a robust curriculum, we aim to further increase reclassification rates and support the academic success of all EL students at Manteca High School.	

Progress Monitoring 25-26

Budget Summary

High	Field Trips/College, Trade Tours Subs		$ 2,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3
	Sub coverage for pull out day with Dr. Brice-Intensive PD		$ 4,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 2
High	Subs for Professional Development/Conferences-(PLC, etc)	TBD	$ -	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1
High	Subs for Professional Development/Conferences-ELA	TBD	$ 5,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2
High	Subs for Professional Development/Conferences-Math	TBD	$ 7,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1
High	Subs for Professional Development/Conferences-Science	TBD	$ -	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1003 - 1.3 Goal 1, A&S 3	1.3	GLS - Science	SN 1
high	Certificated TSSP Liason		$ 3,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Emerging Students	SN 2
High	Extra time (PLC is AS 1.8)		$ 1,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 5
High	Tutoring (ELA)		$ 5,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2
High	Tutoring (Electives)		$ 6,539.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1004 - 1.4 Goal 1, A&S 4	1.4	GLS - Other Subjects	SN 1
high	Tutoring (Math) Standards		$ 7,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1
High	Tutoring (Science)		$ 5,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1003 - 1.3 Goal 1, A&S 3	1.3	GLS - Science	SN 1
high	Classified TSSP Liason		$ 500.00	3010 - ESSA-Title I Bas Gmts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Emerging Students	SN 2
High	Book Fair - Emerging Students	Scholastic Book Fairs	$ 4,900.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4200 - Books Other Than Textbooks	2004 - 2.4 Goal 2, A&S 4	2.4	Emerging Students	
High	No Red Ink Standards	TBD	$ 10,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2
	Conference: CMC North, C-Stem, Learning and The Brian, Hotels/Milage?Per/Diem/Tolls	TBD	$ 8,405.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5220 - Conference Expense	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1
High	Conference: Learning and the Brain- this should be 1.2 for Math, CMC Asilomar Conferences, C-Stem Conference $450- C-STEM Conf - include sub coverage here. SN 1?	TBD	$ -	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5220 - Conference Expense	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Grade Level Standards	SN 1
High	Training: Professional Development-(PLC, etc)	TBD	$ 19,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 5
High	Conference: Professional Development--ELA	TBD	$ -	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2
High	Conference: Professional Development-Math	TBD	$ -	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1
high	Conference: Professional Development-Science	TBD	$ -	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1003 - 1.3 Goal 1, A&S 3	1.3	GLS - Science	SN 1
High	Field Trips/College, Trade Tours	TBD	$ 2,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 4
	Intensive PD with Dr. Brice (4x/yr		$ 24,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 5
High	PIQE	TBD	$ 15,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 4
Total			$ 129,344.00							

650 - Manteca 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
High	Conferences: CSLA Library: Sub Timesheeting	TBD	$ -	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1007 - 1.7 Goal 1, A&S 7	1.7	GLS - Tech & Assesments	SN 1	
High	Sub Coverage for Conferences EL-CABE, etc		$ 3,350.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
High	Subs for Professional Development/ Conferences- Soc. Sc, PE, WL, VAPA	TBD	$ -	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1004 - 1.4 Goal 1, A&S 4	1.4	GLS - Other Subjects	SN 1	
High	Subs for Professional Development/ Conferences-CTE	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 1	
high	Time Sheeting for Buffs Begin, PLUS	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
High	Pack the Plaza-Personnel	TBD	$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
High	Time Sheeting for Buffs Begin, PLUS	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
High	Tutoring (CTE)		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 1	
High	Para Extra Time Tutoring/Translating EL Students	TBD	$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	2187 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
High	Pack the Plaza Supplies	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	
High	Amazon, ODP, Stores Warehouse Manteca Ag Floral Link Crew	TBD	$ 1,475.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 1	
	Behler - Career Solutions Publishing - supplemental curriculum to support essential skills		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 1	
High	Dreambox/Lexia Emerging Students ELD	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
High	ELAC Materials Emerging Students	TBD	$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
	Field Trips Safety	TBD	$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 4	
High	Incentives (HTC, PBIS, Counseling) Safety	TBD	$ 45,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 4	
High	Intervention Counseling Supplies Safety	TBD	$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	Emerging Students	SN 1	
High	Library Commons Standards	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	
	Fast - Miscellaneous supplies for Adv. Entrepreneurship class screenprinting business: screens, tape, squeegee rack, dunk tank, shelving, storage containers		$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 1	
	McIntrye - Reality Works supplies		$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 1	
	Anaya - Supplies for Interior Design on-campus projects		$ 6,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 1	
	McIntrye - Various classroom supplies and materials for PBL		$ 4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 1	
	McIntrye - WBL scrub tops and embroidery		$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 1	

	Burns - Dell laptops - run Adobe apps		$ 21,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	Safety	SN 1	
High	HTC/PBIS, Buffs Begin, CADA, etc	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
	Conference ACADEC Event/Competition	TBD	$ 3,000.00	0709 - Prev EIA/LCAP	4000 - Ancillary Services	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	
High	Conference CABE - (1) Counselor	TBD	$ 3,000.00	0709 - Prev EIA/LCAP	3110 - Guidance & Counseling Services	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	3.1	Grade Level Standards	SN 1	
High	Conference CABE - Assistant Principal	TBD	$ 2,500.00	0709 - Prev EIA/LCAP	2700 - School Administration	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	3.1	Grade Level Standards	SN 1	
High	Conference CABE- (1) Bilingual Para	TBD	$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	3.1	Grade Level Standards	SN 1	
High	Conference CABE- 2 teachers	TBD	$ 3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	3.1	Grade Level Standards	SN 1	
	Conference CABE, Transportation/Hotels	TBD	$ -	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
High	Conference CSADA - 1 admin	TBD	$ 2,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	5220 - Conference Expense	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 4	
High	Conference PLC/TBA - Admin	TBD	$ 4,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 5	
High	Conference PLC/TBA - Teachers	TBD	$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 5	
	Conference: ACTFL 2025 5 Teachers, CABE	TBD	$ -	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1004 - 1.4 Goal 1, A&S 4	1.4	GLS - Other Subjects	SN 1	
High	Conferences: CSLA Library (1 librarian/1 teacher librarian)	TBD	$ -	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1007 - 1.7 Goal 1, A&S 7	1.7	Grade Level Standards	SN 1	
	Behler - Field trips (HOSA ALC, Fall Leadership Conference $3850; Regional Leadership Conference $25/student; SLC $57500; ILC $80560; Disney YES Leadership $7000; Washington Leadership Conference $35520) - registration, transportation, lodging *SPLIT FUND*		$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	Safety	SN 1	
High	Conference/Training link crew	TBD	$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 1	
high	Conference: Professional Development- Soc. Sci, PE, WL, VAPA	TBD	$ -	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1004 - 1.4 Goal 1, A&S 4	1.4	GLS - Other Subjects	SN 1	
High	Training: SJCOE, Sac County Office of Education Acadec	TBD	$ 400.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 1	
	Fresno State Comps, Conferences JROTC	TBD	$ 4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 1	
High	Professional Development/Conferences-CTE		$ -	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 1	
High	Training - EL/Sped Emerging Students	TBD	$ -	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
High	SJCOE, CA Academic Decathlon	TBD	$ 880.00	0709 - Prev EIA/LCAP	1000 - Instruction	5300 - Dues & Memberships	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 1	
	(EL trips) MUSD-Busses for Field Trips-Delta, MJC, UC Stanislaus	TBD	$ 1,185.00	0709 - Prev EIA/LCAP	1000 - Instruction	5712 - Interprogram Transportation	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 4	
High	HTC/PBIS Safety	TBD	$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
High	Print/Copy Charges, Lakeshore Learning, Robotics site license robotics licensing supplemental?	TBD	$ 4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level Standards	SN 1	
High	Professional Development (Guest Speakers) Standards	TBD	$ -	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 5	
	Creighton - Canon cameras, lights, backdrops, memory cards		$ 8,078.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	Safety	SN 1	
Total			$ 208,865.00								

650 - Manteca 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
	ADD UOP instructor contracted services	TBD	$ 249.00	6770 - Arts & Music Prop 28	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 1	
	New Digital Photo Teacher -INR			6770 - Arts & Music Prop 28	1000 - Instruction						
Total			$ 249.00								

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
	APSI, AP Annual Conference AP	TBD	$ 6,800.00	7412 - A-G Access Success Grant	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	
	Martinez - Meat slicer, additional lighting for reptile enclosures		$ 1,500.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	0000 - Undesignated	1.5	Safety	SN 1	
	Behler - Repairs for classroom equipment: SIM mannequins, poster printers, hospital beds, over-table beds, bedside tables		$ 30,000.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	0000 - Undesignated	1.5	Safety	SN 1	
	Behler - Field trips (HOSA ALC, Fall Leadership Conference $3850; Regional Leadership Conference $25/student; SLC $57500; ILC $80560; Disney YES Leadership $7000; Washington Leadership Conference $35520) - registration, transportation, lodging *SPLIT FUND*		$ 30,000.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 1	
	McIntyre - PD		$ 2,000.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 1	
	Burns - PD (Adobe Max Conference in LA, Society for Photogenic Edu Conference)		$ 5,000.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 1	
	Martinez - PD (Agriscience PLC)		$ 3,050.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 1	
	Anaya - PD (CTE Conference, NAEA, or Retail Innovation)		$ 3,250.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 1	
	Anaya - Fashion Show & VIP event - lighting & sound, glam bag totes & marketing materials, food, print shop		$ 12,000.00	6387 - Career Technical Education	2700 - School Administration	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 1	
	McIntrye - Field trips - Durham Ferry		$ 3,500.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 1	
	Martinez - Field trips (fall/spring TBD)		$ 6,600.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 1	
	Creighton - PD (Adobe Max Conference in LA, Society for Photogenic Edu Conference)		$ 5,000.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	Safety	SN 1	
	Anaya - Field trips: FIDM/Getty Museum/fashion designer ($18,900), Hearst Castle/Cal Poly/Madonna Inn/SLO ($11,000), SF walking tour ($2000) - transportation, lodging, per diem, tickets/registration		$ 31,900.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 1	
	Coggins - Woodshop		$ 40,000.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.5	Safety	SN 1	
	ADD CTE- Welders for Metal Shop Class	TBD	$ -	6387 - Career Technical Education	1000 - Instruction	6400 - Equipment	0000 - Undesignated	1.5	GLS - CTE	SN 1	
	Behler - Updated Anatomage table		$ -	6387 - Career Technical Education	1000 - Instruction	6400 - Equipment	0000 - Undesignated	1.5	Safety	SN 1	
	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			$ 192,350.00								

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

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

Date

9/23/24 (SSC), 11/5/24 (ELAC), 2/18/25 (student group/Buffalo Brigade), 3/24/25 (Support Staff), 4/9/25 (whole staff), 4/23/25 (Department Chairs)

Groups

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

Outcome

All groups approved of the Strategic Plan.

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

3 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 February 18, 2025.

Attested:

	Principal, Megan Peterson on 4/23/25
	SSC Chairperson, Elyce Smith on 4/23/25