



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.

Lathrop High School

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Manteca Unified School District

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School Site Vision

The vision of Lathrop High School is to be the central fixture in our united community through the establishment of a rigorous academic program, which promotes social and academic responsibility among all of our stakeholders.

School Site Mission

The mission of LHS is to provide each student with a diverse education in a safe and supportive environment that promotes self-discipline, accountability, and life-long achievement. Along with peers, staff, and parents and the community, LHS strives to prepare its students with the skills and abilities to be successful in their post-secondary careers and become contributing members of their evolving communities in our diverse and challenging society.

Purpose and Description

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

Schoolwide Program

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.

To ensure all students meet or exceed grade-level standards, our strategic plan focuses on providing a safe and inclusive learning environment, along with a guaranteed and viable curriculum implemented through consistent, evidence-based instructional strategies. Particular emphasis is placed on addressing the needs of students who are at risk, including English learners, foster youth, homeless students, and students with disabilities.

To ensure equitable access to grade-level content, the plan includes targeted support for remediation and enrichment. Students who require individualized support will receive timely and differentiated interventions. We will continue to expand opportunities for parent and family engagement, recognizing their vital role in student success. Additionally, we will invest in ongoing, job-embedded professional development and instructional coaching to ensure teachers are equipped to meet diverse student needs and improve instructional practices.

This plan is aligned with our Local Control and Accountability Plan (LCAP) and leverages funding and support from federal, state, and local programs to ensure coherence, equity, and high levels of learning for all students.

School Site Description

Lathrop High School (LHS), home of Spartan Nation, is the newest of Manteca Unified's five comprehensive high schools and the only public comprehensive high school serving the city of Lathrop. Since opening its doors in August 2008 with just 481 students, LHS has grown to serve more than 1,500 students as of 2025. The 54-acre campus includes state-of-the-art facilities such as two gymnasiums, a dance room, conditioning room, swimming pool, stadium, two shop buildings, a greenhouse, and more than 70 classrooms.

LHS is committed to building a positive school culture rooted in high expectations and a focus on college and career readiness for every student. The adoption of a 4x4 block schedule allows for greater access to a wide variety of courses, enabling students to explore interests deeply while meeting graduation and college entrance requirements.

The 2022–2023 school year marked a significant milestone with the integration of the District's Career Technical Education (CTE) programs into LHS. Students now have access to high-quality pathways in agricultural mechanics, game design, education and family services, health science, and manufacturing and product design. Many students go on to complete one or more pathways, earning recognition as CTE Pathway Completers or Supercompleters.

LHS offers a broad range of UC a–g approved courses, Advanced Placement (AP) offerings in English, math, science, social science, Spanish, and French, and a variety of engaging electives including art, piano, dance, sewing, culinary arts, business, and world languages. Students also thrive in programs like band, choir, Academic Decathlon, agriculture and FFA, JROTC, and woodshop. All freshmen participate in the Success 101 program, designed to help students develop a ten-year plan and set a foundation for future success. Students needing academic support can access tutoring through GECAC, Sproxte, and individual teacher office hours.

Student needs are further supported through the school's Coordination of Services Team (COST), which provides interventions and coordinates support services.

Student connectedness is a key component of success at LHS. With over 28 active student clubs and more than 600 students participating in after-school athletics annually, LHS fosters a strong sense of community and engagement. Leadership students cultivate school spirit and belonging through events and initiatives aligned with the motto: “We Are Spartan Nation.” Student involvement is tracked via the Five-Star app, with 89% of students checking into one or more events. Students also earn “Savage Spartan” points for participation, which can be redeemed for Spartan gear through Agora, the student-run store.

As Lathrop continues to be one of California's fastest-growing cities, LHS anticipates sustained growth. The school community reflects a blend of long-standing local families and newer residents, many of whom commute from the Bay Area. LHS staff recognize the importance of maintaining a safe, inclusive, and academically focused campus while fostering a vibrant school culture.

At the core of the LHS community is the SHIELD philosophy—Spartans Honor Integrity, Engagement, Leadership, and Determination—which sets the foundation for student expectations and school citizenship. Students are celebrated for demonstrating these values through Student of the Month recognitions and the prestigious Golden Shield awards at SHIELD rallies.

Together with families and community partners, Lathrop High School is dedicated to preparing students for post-secondary success and empowering them to become contributing, responsible members of society.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1535	48.5	14.3	1
Total Number of Students enrolled in Lathrop High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,509	63.5%	13%	0.7%
Total Number of Students enrolled in Lathrop High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	196	13%
Foster Youth	11	0.7%
Homeless	41	2.7%
Socioeconomically Disadvantaged	958	63.5%
Students with Disabilities	158	10.5%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	101	6.6
American Indian	9	0.6
Asian	172	11.2
Filipino	171	11.1
Hispanic	858	55.9
Two or More Races	58	3.8
Pacific Islander	17	1.1
White	149	9.7

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	96	6.4%
American Indian	5	0.3%
Asian	181	12%
Filipino	170	11.3%
Hispanic	840	55.7%
Two or More Races	60	4%
Pacific Islander	17	1.1%
White	140	9.3%

Conclusions based on this data:

1. The largest ethnic group at LHS is Hispanic/Latino. Given that the largest ethnic group at Lathrop High School is Hispanic/Latino, the strategic plan should prioritize culturally responsive instruction, inclusive family engagement, and targeted academic support to ensure equity. This includes integrating Hispanic/Latino perspectives into the curriculum, strengthening bilingual communication with families, and providing interventions that address any academic disparities. Ensuring equitable access to advanced coursework, college and career pathways, and student leadership opportunities is essential. Additionally, fostering student voice through cultural clubs or feedback mechanisms can help create a more inclusive school environment.
2. More than half of the students at Lathrop High School are socioeconomically disadvantaged, which calls for a strategic focus on equity, access to resources, and support systems that address barriers to learning. The plan should include expanding access to academic interventions, mental health services, and basic needs support, while also ensuring that all students have equal opportunities to participate in extracurricular programs, college

and career pathways, and technology-based learning. Strengthening partnerships with community organizations and providing staff with training on the impacts of poverty can further support student success.

3. Lathrop High School has more than twice as many homeless youth as foster youth, highlighting the need for a strategic focus on housing instability and its impact on student learning. This need is currently addressed in part through the school's COST (Coordination of Services Team) process, which identifies and connects students with support services. The strategic plan should strengthen this system by ensuring regular follow-up, increased staff awareness, and expanded community partnerships to promote stability, consistent attendance, and academic success for homeless students.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

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

CAASPP Results

English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly 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	2603.	2607.	2602.	25.14	25.31	26.07	35.84	34.84	34.96	21.97	23.31	22.35	17.05	16.54	16.62
All Grades	N/A	N/A	N/A	25.14	25.31	26.07	35.84	34.84	34.96	21.97	23.31	22.35	17.05	16.54	16.62

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	2536.	2538.	2550.	7.18	5.81	8.02	15.80	15.91	18.34	22.99	28.28	27.79	54.02	50.00	45.85
All Grades	N/A	N/A	N/A	7.18	5.81	8.02	15.80	15.91	18.34	22.99	28.28	27.79	54.02	50.00	45.85

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	60.29	61.03
Female	69.70	65.84
Male	51.89	53.50

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
American Indian or Alaska Native	--	0
Asian	69.70	67.31
Black or African American	60.00	51.61
Filipino	79.17	71.70
Hispanic or Latino	55.32	57.29
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	50.00
White	54.29	57.78
English Learners	6.06	11.90
Foster Youth	--	--
Homeless	--	35.71
Military	--	76.92
Socioeconomically Disadvantaged	54.04	54.07
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	8.11	8.57

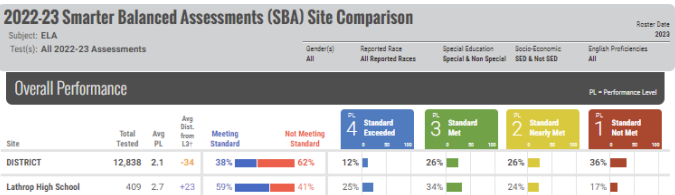
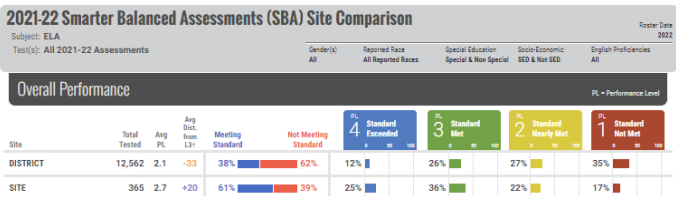
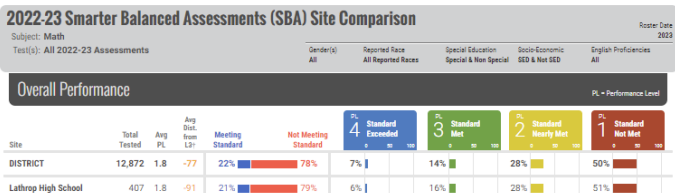
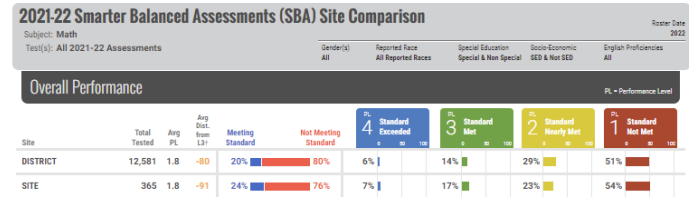
**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	22.73	26.36
Female	21.08	25.37
Male	24.19	17.68
American Indian or Alaska Native	--	0
Asian	39.39	32.69
Black or African American	20.00	6.67
Filipino	33.33	33.96
Hispanic or Latino	16.40	18.27
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	22.22
White	25.00	20.00
English Learners	0.00	2.38
Foster Youth	--	--
Homeless	--	14.29
Military	--	7.69
Socioeconomically Disadvantaged	19.50	15.94
Students Receiving Migrant Education Services	0.00	0

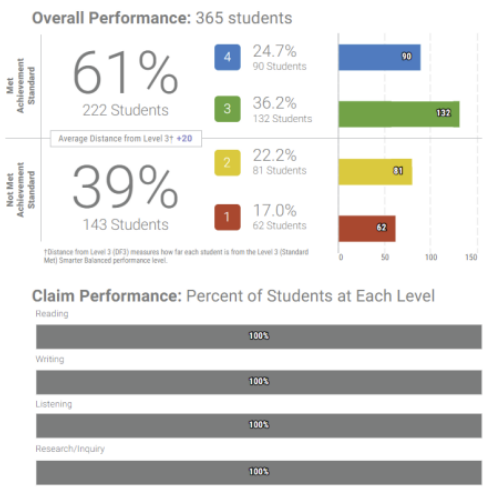
CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
Students with Disabilities	2.70	0.00

Data

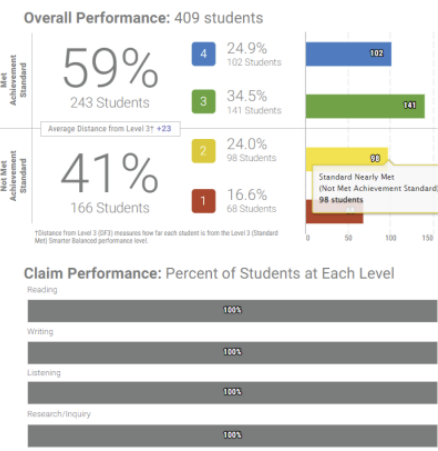
data



2021-22 Smarter Balanced
CAASPP File Edition-Performance Summary
ELA (Summative): All Grades
Site: Lathrop High School
Gender: Female & Male
Grades: All
English Proficiencies: All
Reported Race: All
Special Education: SPED & Not SPED
Socio-Economic: SED & Not SED



2022-23 Smarter Balanced
CAASPP File Edition-Performance Summary
ELA (Summative): All Grades
Site: Lathrop High School
Gender: Female & Male
Grades: All
English Proficiencies: All
Reported Race: All
Special Education: SPED & Not SPED
Socio-Economic: SED & Not SED



2021-22 Smarter Balanced

CAASPP File Edition: Performance Summary
Math (Summative): All Grades

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

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

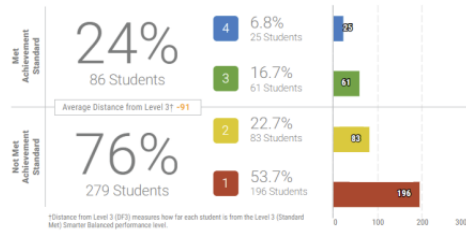
Overall Score Levels

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

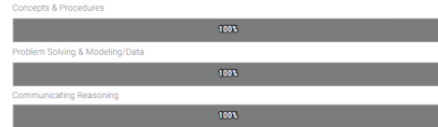
Claim Score Levels

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

Overall Performance: 365 students



Claim Performance: Percent of Students at Each Level



2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary
Math (Summative): All Grades

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

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

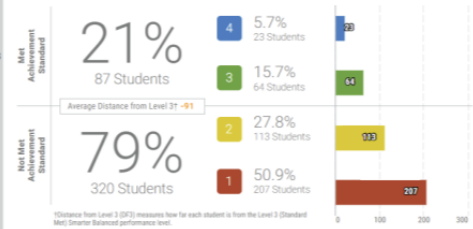
Overall Score Levels

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

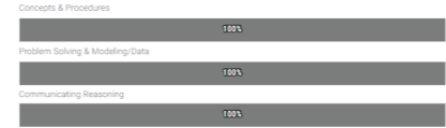
Claim Score Levels

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

Overall Performance: 407 students



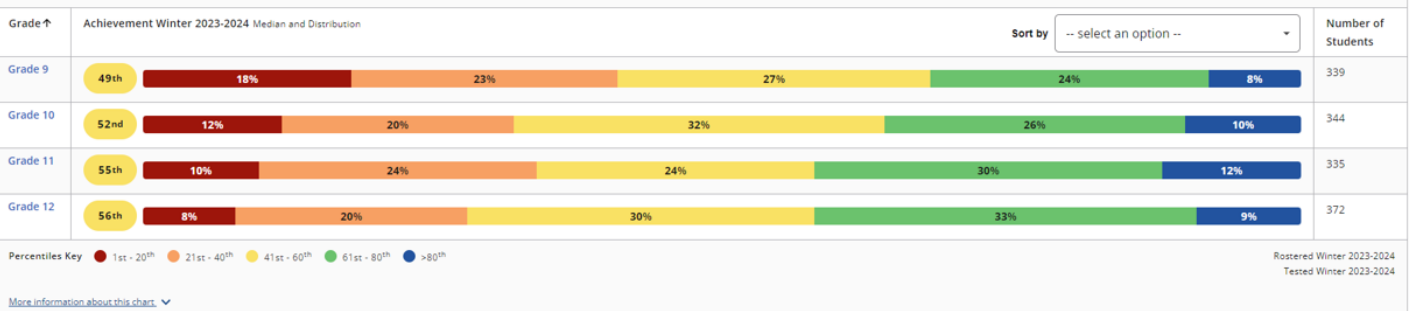
Claim Performance: Percent of Students at Each Level



School Profile

Achievement by Grade

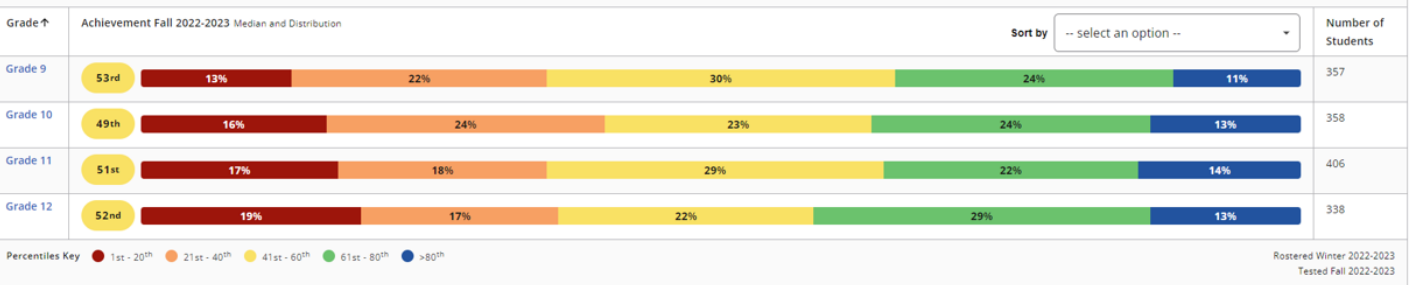
Lathrop High School | Reading



School Profile

Achievement by Grade

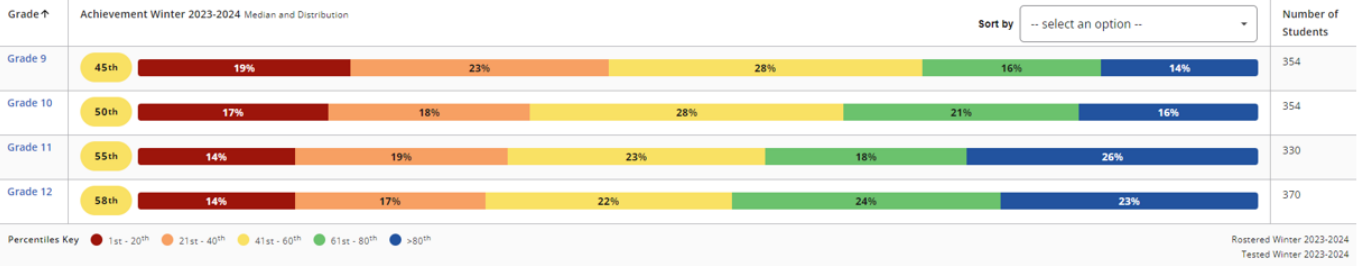
Lathrop High School | Reading



School Profile

Achievement by Grade

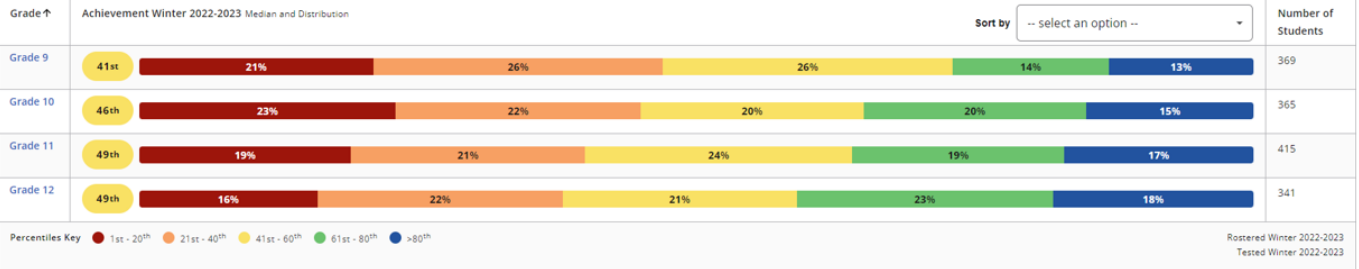
Lathrop High School | Math K-12



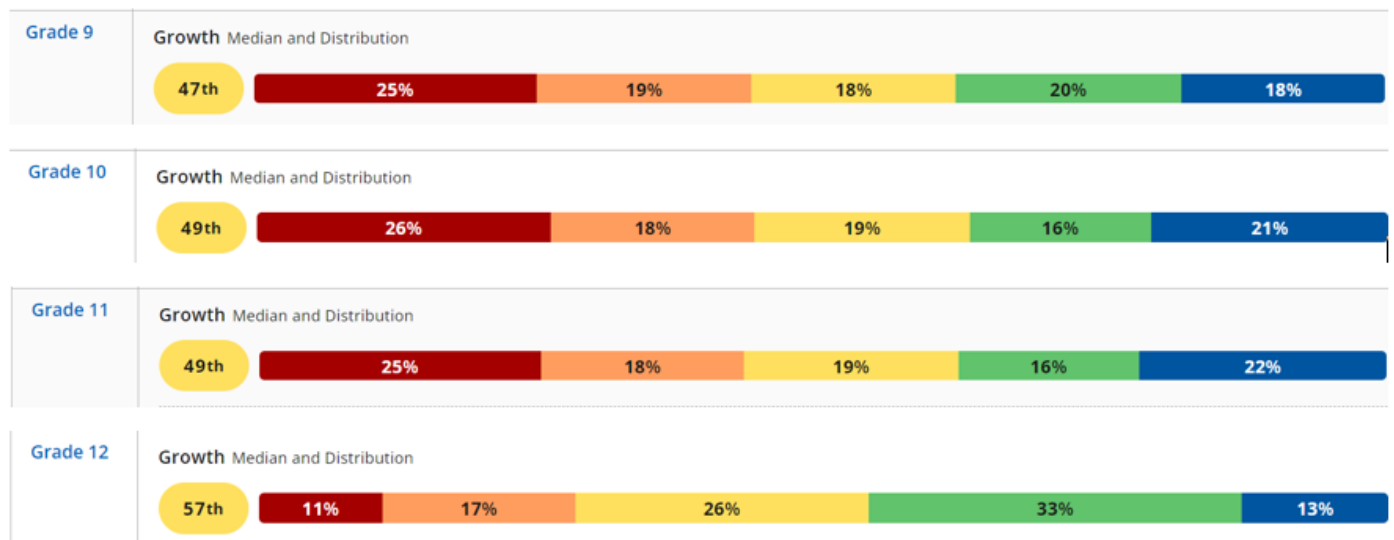
School Profile

Achievement by Grade

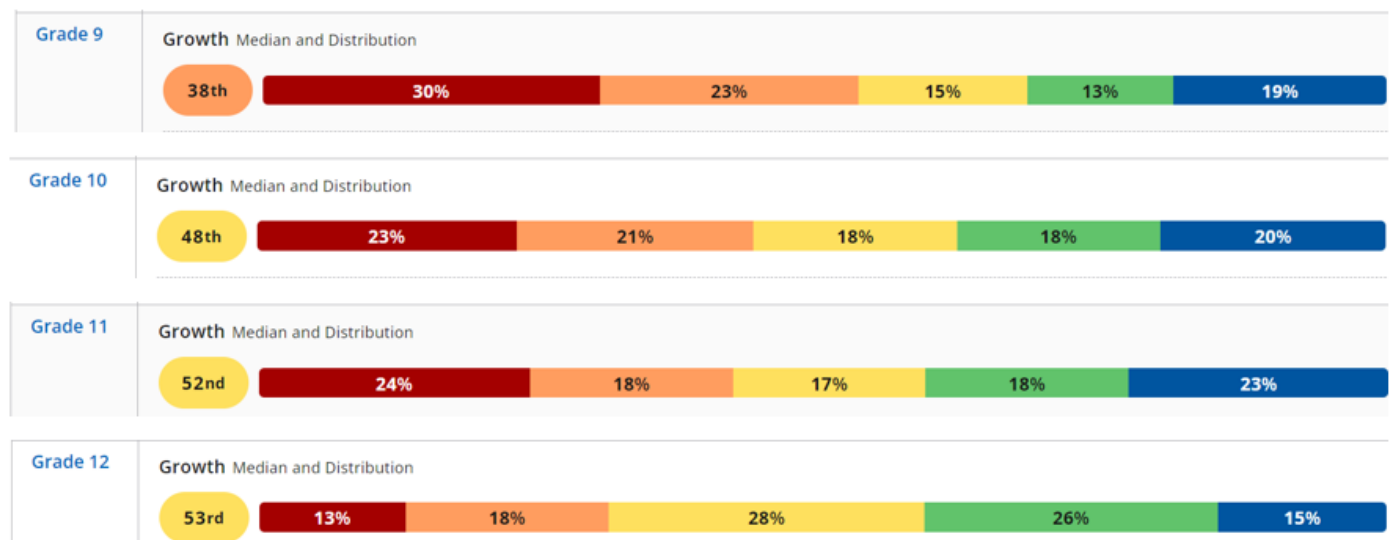
Lathrop High School | Math K-12



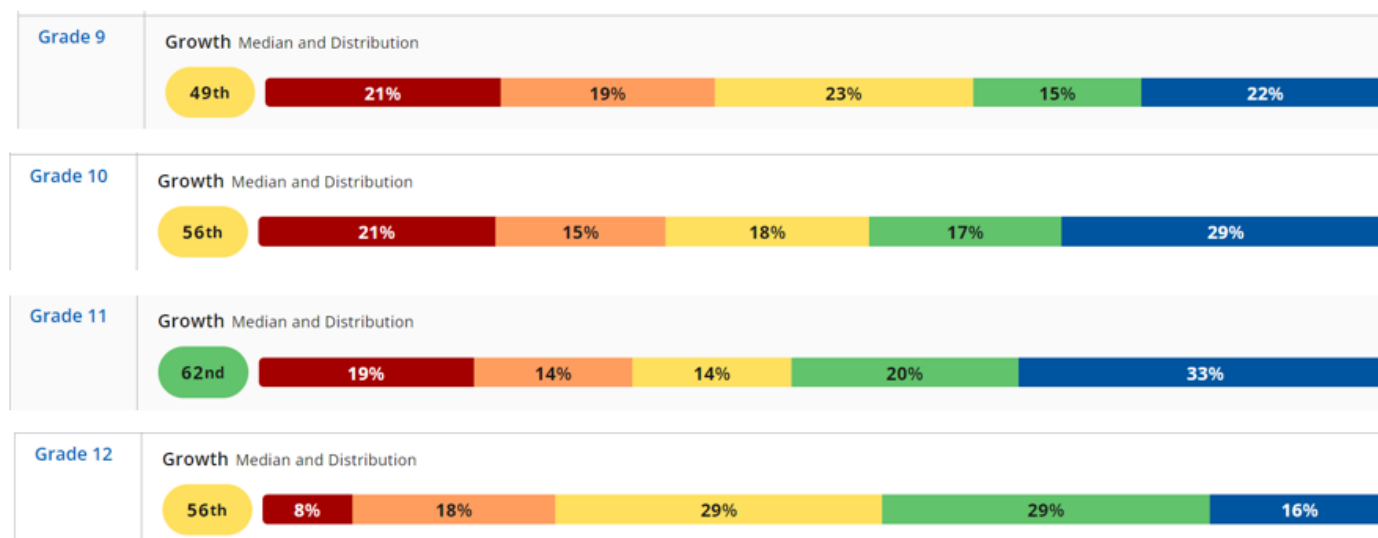
MAP READING Growth 2022-2023



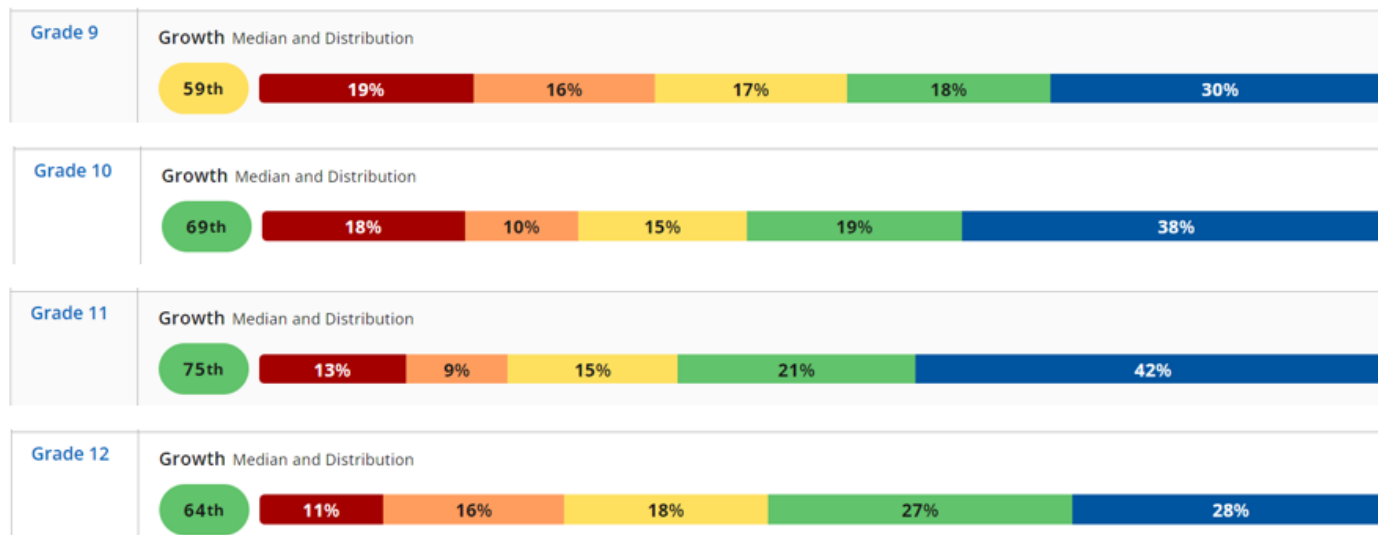
MAP READING Growth 2023-2024



MAP MATH Growth 2022-2023



MAP MATH Growth 2023-2024



Data Analysis

LHS CAASPP Scores 18-19 20-21 21-22 22-23 23-24

Subject	18-19	20-21	21-22	22-23	23-24
English Language Arts	61.43%	68.06%	60.98%	60.15%	61.03%
Mathematics	22.22%	26.05%	22.98%	21.72%	26.36%

22-23: In ELA our SWD are in the red (declined 16.7 points) with EL in orange (while still below standard increased 10.9 points) and SED in yellow (while still below maintained 0.7 points) indicating areas of need.

In Math our SWD are in the red (declined 10.4 points) with EL in orange (while still below standard increased 20.5 points) and SED in orange (declined 7.4 points) and white students (declined 6.2 points) indicating areas of need. Females are outperforming males in both ELA (65.84% female, 53.5% male) and Math (25.37%female, 17.68% male).

23-24:

In ELA our SWD are now in the orange increasing by 4.8 points while EL increased 9.2 points but remain in the orange. Our SED are now in the green and increased by 15.9 points.

In Math our SWD are not in the orange with an increase of 11.8 points. with EL in orange with an increase of 29 points.

Current MAP growth scores from January 2023 to January 2024 compared to January 2022 to January 2023 shows a decrease in reading when comparing the same grade level year to year. When tracking the students as they progress from one grade to the next, each grade level increased. MAP growth for Math January 2023 to January 2024 compared to January 2022 to January 2023 shows growth comparing like grades as well as tracking grade progression. In 2024 to 2025 we saw an increase from 9th to 10th grades and an overall increase in reading. In math in 2024-2025 we saw an increase in growth from 9th to 10th only.

Median Growth	Grade 9	Grade 10	Grade 11	Grade 12	All
Reading 2022-2023	47	49	49	57	51
Reading 2023-2024	38	48	52	53	50
Reading 2024-2025	51	54	49	50	51
Mathematics 2022-2023	49	56	62	56	56
Mathematics 2023-2024	59	69	74	64	67
Mathematics 2024-2025	54	64	56	56	57

LHS MAP Achievement comparisons show that student achievement in Reading and Math is increasing with strong gains in mathematics. Students in the lowest achievement bands showed significant growth from winter 23 to winter 24 in both Reading and Mathematics. Achievement in years 24-25 increased at 9th, 10th, and 11th and overall in reading and the same for math. When the same cohort of students is tracked for the last three years we see growth at all grade levels in both Reading and Math, but the growth in Achievement in Math is tremendous: 41, 50, 53 for our current 11th grade students. 46, 55, 65 for our current 12th grade students.

LHS MAP ACHIEVEMENT Winter 2023 to Winter 2024 then to Winter 2025

Median Achievement	Grade 9	Grade 10	Grade 11	Grade 12	All
Reading 2023	51	55	51	56	53
Reading 2024	49	52	55	56	52
Reading 2025	51	53	53	56	53
Mathematics 2023	41	46	49	49	47
Mathematics 2024	45	50	55	58	51
Mathematics 2025	54	48	53	65	55

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

We recognized in 2024 that we have a Tier 1 instruction issue that we plan to address with such actions as learning walks and PLC structures, data analysis and ongoing support via the Intervention TOSA for a guaranteed viable curriculum in all classes. Targeted professional development focused on research-based strategies in our identified areas. We will continue to enhance Tier 1 instruction, particularly for 9th grade and the lower-performing student groups.

The intervention TOSA will continue to support the implementation of a viable curriculum, with a focus on increasing rigor, relevance, and student engagement. In addition, the upcoming data from the Instructional Practice Review will inform our next steps in improving classroom instruction and overall academic performance.

Student Need 1:

Students need greater support in meeting and exceeding the rigor of grade level standards in English and Math.

All LHS English and Math faculty (including Special Education staff) will continue in their concerted efforts to teach the MUSD base curriculum with fidelity. Additionally, ELA competencies and Math Practices will become a greater area of focus for all teachers across the curriculum in order to increase rigor.

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

SMART Goal 1

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

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
GLSN1G1A1 To support students' engagement with high yield strategies to increase academic rigor and achievement, the Guiding Coalition PD team will develop, design, and deliver site PD (July 30, Jan. 15, during prep periods, and/or embedded into staff meetings throughout the year) with the support of a	Percentage of students meeting individual MAP growth targets in Reading.	MAP Growth 2023-2024 (Fall)	MAP Growth 2024-2025 (Fall)			Time Money People
		9th 38	9th 56			
		10th 48	10th 64			
		11th 52	11th 60			
		12th 53	12th 54			
		All 50	All 59			
	Percentage of students meeting MAP Achievement targets in Reading.					
	number of teachers implementing strategies as measured by learning walk data	MAP Achievement 2023-2024 (Fall)	MAP Achievement 2024-2025 (Fall)			
		9th 50	9th 53			
		10th 54	10th 56			
		11th 51	11th 56			
		12th 58	12th 59			
		All 53	All 56			

<p>Model Schools Coach. Specific high yield strategies will be selected and monitored for implementation by the Guiding Coalition, PLC leads, and department chairs.</p> <p>Professional development will include data literacy to help teachers and staff effectively interpret and apply student performance data to instructional planning.</p> <p>*24-25 vertical articulation consulting for English 7-12 regionwide.</p> <p>\$3,500 (Eng) 0709 \$2800 TSSP</p> <p>2024-2025 \$3500 Teachers' hourly GC \$2800 TSSP \$30,000 Model Schools consulting</p>		<p>MAP Growth 2023-2024 (Spring)</p> <p>9th 38 10th 48 11th 52 12th 53 All 50</p> <p>MAP Achievement 2023-2024 (Spring)</p> <p>9th 38 10th 48 11th 52 12th 53 All 50</p> <p>learning walks - baseline</p>	<p>MAP Growth 2024-2025 (Spring)</p> <p>9th 55 10th 49 11th 48 12th 47 All 49</p> <p>MAP Achievement 2024-2025 (Spring)</p> <p>9th 55 10th 53 11th 53 12th 56 All: 53</p>			
<p>GLSN1G1A2 To support students' engagement with high yield strategies to increase academic rigor and achievement, teachers may participate in the following:</p> <p>training in group work/collaborative</p>	<p>Percentage of students meeting individual MAP growth targets in Reading.</p> <p>Percentage of students meeting MAP Achievement targets in Reading.</p>	<p>MAP Growth 2023-2024 (Fall)</p> <p>9th 38 10th 48 11th 52 12th 53 All 50</p> <p>MAP Achievement 2023-2024 (Fall)</p> <p>9th</p>	<p>MAP Growth 2024-2025 (Fall)</p> <p>9th 56 10th 64 11th 60 12th 54 All 59</p> <p>MAP Achievement 2024-2025 (Fall)</p> <p>9th 53</p>			Time Money People

learning and communication		10th	10th 56			
		11th	11th 56			
		12th	12th 59			
		All	All 56			
learning walks to share practice in action, engage in reflection, and commit to refine a practice in with students.		MAP Growth 2023-2024 (Spring)	MAP Growth 2024-2025 (Spring)			
		9th	9th 55			
		10th	10th 49			
		11th	11th 48			
		12th	12th 47			
		All	All 49			
collaborative planning to analyze data, design rigorous lessons for students that align to essential standards, include effective strategies and a CFA to monitor student learning.		MAP Achievement 2023-2024 (Spring)	MAP Achievement 2024-2025 (Spring)			
		9th 46	9th 55			
		10th 51	10th 53			
		11th 53	11th 53			
		12th 55	12th 56			
		All: 51	All: 53			
co-teaching, coaching with the intervention TOSA or peer teacher, to further increase student engagement.						
learning lab facilitator with an open classroom, posting lesson plans for collaboration, co-teaching opportunities for department						
\$5,000 (Eng) 0709						
\$5,000 (subs learning walks)						
\$2000 (learning walk debrief)						
\$6,000 (PLC collab)						
\$7,200 (learning lab facilitator)						
2024-2025						
\$5,000 planning time (subs)						
\$6,000 PLC collab						

\$2000 walk through/debrief/planning						
<p>GLSN1G1A3 To support implementation of high yield strategies to increase academic rigor and achievement members of the Guiding Coalition will identify, learn, and teach strategies that increase rigor in the classroom by attended Model Schools Conference, collaborating with a Kagan and/or a Model Schools Coach/Consultant, planning and designing PD and implementing with supplemental supplies and materials.</p> <p>\$19,000-admin \$16,000 teachers 0709 \$15,000 Kagan/Model School consultant 3010</p> <p>2024-2025 \$18,500 Model Schools Conference \$600 Science enrichment \$600 (science conference) \$1800 (science transportation)</p>	<p>Number of classes having evidence of increased rigor for students (thoughtful work, high level questioning, academic discussion) on the ICLE Rigor Rubric</p>	<p>Instructional Practice Review Data T1-S2 2023-2024 - of 34 classrooms observed</p> <p>Rigor - Indicator: Thoughtful Work Well Developed 0 Developed 5 Beginning 8 Emerging 15 Not Observed 6</p> <p>Rigor - Indicator: High-Level Questions Well Developed 0 Developed 3 Beginning 8 Emerging 15 Not Observed 8</p> <p>Rigor - Indicator: Academic Discussion Well Developed 0 Developed 3 Beginning 10 Emerging 15 Not Observed 6</p>				<p>Time Money People</p>

\$19,000 Model Schools Conference						
GLSN1G1A4 Counseling will support students in meeting A-G requirements and increase student access to college (PLC collaboration, UC/CSU conference). \$4000 (counseling) \$6,700 (library conf) 2024-2025 \$4,000 counseling conference	Percentage of students who meet A-G eligibility for UC CSU.	A-G Senior eligibility of the students who earned diplomas in 2023: 102/243 (42%)				

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 number of students (by grade level) meeting individual MAP growth targets in Reading FALL 2024 showed significant gains from the baseline year.	<p>Reading 2023 (Baseline Fall)</p> <p>9th 38 10th 48 11th 52 12th 53 All 50</p> <p>Reading 2024</p> <p>9th 56 10th 64 11th 60 12th 54 All 59</p> <p>The 9th grade students demonstrated the largest jump from 38 to 64 (26 point jump) while the 10th grade students jumped from 48 to 60 (12 point gain).</p> <p>This tremendous progress is a result of the targeted PD efforts to increase rigor and achievement in the classroom.</p>	<p>Our Guiding Coalition PD team has designed and will execute site PD for Term 2 to continue to increase rigor in the classroom on January 15 and follow-up at staff meetings. We will be working to implement writing and differentiation strategies with a focus on lesson design with the support of our Model Schools coach.</p> <p>PLC teams will continue to participate in collaboration and shared planning time for the purpose of engagement in the classroom as well as</p>	Continue

	<p>With the support of our model schools coach, the Guiding Coalition PD team designed and executed site specific PD for the start of the school year and has additional days of support and monitoring planned for Term 1 and Term 2.</p> <p>PLC teams have participated in collaboration and shared planning time for the purpose of engagement in the classroom as well as designing lessons leading to the CFAs.</p> <p>Peer teachers as well as the intervention TOSA have co-taught and coached teachers within the English department.</p> <p>22 teachers participated in two different learning walks for one period at a time.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/mb_eattie_musd_net/EZcJt9iessNDvrE6ActSPxEBaAES7_s3fD6e9uKeVotzAw?e=1MROPK</p>	<p>designing lessons leading to the CFAs. Some teams are working on vertical articulation for better course alignment.</p> <p>Departments will continue to schedule learning walks within their department.</p> <p>Continue to support co-teaching and coaching with peer teachers as well as the intervention TOSA.</p> <p>The English Department will work with an outside consultant, alongside the district ELA TOSA, and feeder school teachers to vertically align standards and expectations by grade level.</p>	
<p>Cycle 2: number of students (by grade level) meeting individual MAP Achievement in Reading WINTER2024</p>	<p>Reading Achievement Baseline 2025 9th 37 10th 46 11th 52 12th 58 All:</p> <p>Reading Achievement Winter 2025 9th 54 10th 49 11th 55 12th 63</p> <p>Last Year's 9th Graders (Now 10th Grade) +12%</p> <p>Improved from 37% to 49%, showing strong gains in their transition to sophomore year. This could reflect effective interventions or increased engagement</p>	<p>The Guiding Coalition PD Team will continue executing Term 2 professional development to further increase rigor in the classroom. Lesson design will remain a key focus, with continued support from our Model Schools coach in refining differentiation strategies.</p> <p>PLC teams will continue structured collaboration and shared planning time, ensuring alignment of lessons with Common Formative Assessments (CFAs) and fostering student</p>	

	<p>strategies in 9th grade. It can also reflect a change in instructor in 10th grade.</p> <p>Last Year's 10th Graders (Now 11th Grade) +9%</p> <p>Growth from 46% to 55%.</p> <p>Last Year's 11th Graders (Now 12th Grade) +11%</p> <p>Significant growth from 52% to 63%, showing strong reading achievement gains as students enter their final year.</p>	<p>engagement. Teams will also examine MAP data as well as explore the use of interim assessments in addition to DO CFAs.</p> <p>ELA teachers will continue their work on vertical articulation through a three-day training session with an HMH consultant, strengthening course alignment across grade levels.</p> <p>Departments will continue conducting learning walks to observe and refine instructional strategies, promoting shared best practices within their teams.</p> <p>Co-teaching and instructional coaching will continue as a priority, with peer collaboration and support from the intervention TOSA to enhance instructional effectiveness.</p> <p>The English Department will continue working with an external consultant, the district ELA TOSA, and feeder school teachers to further vertical alignment of standards and expectations by grade level.</p> <p>By continuing these targeted efforts, we will reinforce instructional consistency and further</p>	
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		strengthen student reading achievement.	
Cycle 3: number of students (by grade level) meeting individual MAP Achievement in Reading Spring 2024	Reading Achievement Baseline 2024 9th 46 10th 51 11th 53 12th 55 All: 51 Reading Achievement Spring 2025 9th 55 10th 53 11th 53 12th 56 All 53 Last Year's 9th Graders (Now 10th Grade): +9 points Improved from 46% to 55%. Last Year's 10th Graders (Now 11th Grade): +2 points Improved from 51% to 53%. Last Year's 11th Graders (Now 12th Grade): +2 points Improved from 51% to 53%.	The Guiding Coalition PD Team will maintain its focus on professional development, emphasizing the need for increased classroom rigor. Ongoing work around lesson design will remain a priority, with continued guidance from the Model Schools coach to enhance differentiated instruction techniques. PLC teams will persist in their collaborative work, ensuring lesson planning aligns with Common Formative Assessments (CFAs) while strengthening student engagement strategies. Focus aligning with our WASC goals will be to focus on the structure of the engagement strategy. Teams will continue to analyze MAP data to assess student progress focusing on the four quadrants and will explore the integration of interim assessments alongside DO CFAs to enhance the responsiveness of their instruction. ELA teachers will build on their efforts in vertical articulation, engaging in a continued series of workshops with an external HMM consultant to ensure a consistent approach	

		<p>across grade levels and courses.</p> <p>Departmental learning walks will remain a tool for teachers to observe one another's practices and refine instructional strategies. These walks will continue to promote the exchange of best practices and encourage cross-departmental dialogue about instructional techniques.</p> <p>The continued focus on co-teaching will be supported by dedicated instructional coaching, alongside increased opportunities for peer collaboration. The intervention TOSA will provide targeted support to strengthen instructional strategies and student interventions across the board.</p> <p>In the English Department, ongoing work with the district ELA TOSA and feeder school teachers will focus on furthering vertical alignment of grade-level standards and expectations. This will help ensure smooth transitions for students as they progress through the grade levels.</p> <p>Through these sustained efforts, we will reinforce instructional consistency and continue building on the growth in</p>	
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		student reading achievement.	
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Progress Monitoring 25-26

SMART Goal 2

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

Baseline: 21% meeting/exceeding standards

GOAL Year 1: 23% meeting/exceeding standards

GOAL Year 2: 25% meeting/exceeding standards

GOAL Year 3: 27% meeting/exceeding standards

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
GLSN1G2A1 To support students' engagement with high yield strategies to increase academic rigor and achievement, the Guiding Coalition PD team will develop, design, and deliver site PD (July 30, Jan. 15, during prep periods, and/or embedded into staff meetings throughout the year) with the support of a Model Schools Coach. Specific high yield strategies will be selected and monitored for implementation by the Guiding Coalition, PLC leads, and department chairs.	Percentage of students meeting individual MAP growth targets in Math.	MAP Growth 2023-2024 (Fall) 9th 45 10th 50 11th 55 12th 58 All 51	MAP Growth 2024-2025 (Fall) 9th 68 10th 62 11th 57 12th 62 All 62			Time Money People
	Percentage of students meeting individual MAP Achievement targets in Math.	MAP Achievement 2023-2024 (Fall) 9th 40 10th 47 11th 52 12th 58 All 49	MAP Achievement 2024-2025 (Fall) 9th 52 10th 52 11th 51 12th 64 All 54			
	number of teachers implementing strategies as measured by learning walk data	MAP Growth 2023-2024 (Spring) 9th 45 10th 50 11th 55 12th 58 All 51	MAP Growth 2024-2025 (Spring) 9th 47 10th 64 11th 50 12th 44 All 51			
		MAP Achievement	MAP Achievement			

<p>Professional development will include data literacy to help teachers and staff effectively interpret and apply student performance data to instructional planning. \$3500 (math) 0709</p> <p>2024-2025 \$3500 GC hourly</p>		<p>2023-2024 (Spring)</p> <p>9th 45 10th 48 11th 55 12th 66 All: 53</p>	<p>2024-2025 (Spring)</p> <p>9th 56 10th 53 11th 58 12th 59 All: 55</p>			
<p>GLSN1G2A2 To support students' engagement with high yield strategies to increase academic rigor and achievement, Math teachers may participate in the following:</p> <p>training in group work/collaborative learning and communication</p> <p>lesson studies and coaching with county math coordinator to implement the math workshop model. (teachers who did not participate in 23-24)</p> <p>learning walks to share practice in action, engage in reflection, and commit to refine a practice in with students.</p>	<p>Percentage of students meeting individual MAP growth targets in Math.</p> <p>Percentage of students meeting individual MAP Achievement targets in Math.</p>	<p>MAP Growth 2023-2024 (Fall)</p> <p>9th 45 10th 50 11th 55 12th 58 All 51</p> <p>MAP Achievement 2023-2024 (Fall)</p> <p>9th 40 10th 47 11th 52 12th 58 All 49</p> <p>MAP Growth 2023-2024 (Spring)</p> <p>9th 45 10th 50 11th 55 12th 58 All 51</p> <p>MAP Achievement 2023-2024 (Spring)</p> <p>9th 45 10th 48 11th 55 12th 66 All: 53</p>	<p>MAP Growth 2024-2025 (Fall)</p> <p>9th 68 10th 62 11th 57 12th 62 All 62</p> <p>MAP Achievement 2024-2025 (Fall)</p> <p>9th 52 10th 52 11th 51 12th 64 All 54</p> <p>MAP Growth 2024-2025 (Spring)</p> <p>9th 47 10th 64 11th 50 12th 44 All 51</p> <p>MAP Achievement 2024-2025 (Spring)</p> <p>9th 56 10th 53 11th 58 12th 59 All: 55</p>			Time Money People

<p>collaborative planning to analyze data, design rigorous lessons for students that align to essential standards, include effective strategies and a CFA to monitor student learning.</p> <p>co-teaching, coaching with the intervention TOSA or peer teacher, to further increase student engagement.</p> <p>use Delta Math to build common CFA and use the strategies embedded into the program.</p> <p>learning lab facilitator with an open classroom, posting lesson plans for collaboration, co-teaching opportunities for department</p> <p>\$5,000 (math) \$15,000 Kagan/Model School consultant 3010 0709 \$7,200 (Learning lab facilitator)</p> <p>2024-2025 \$1500 Delta Math \$3500 learning walks, collab</p>						
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Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: The number of students (by grade level) meeting individual MAP growth targets in Math FALL 2024 showed significant gains from the baseline year.	<p>Math 2023 (Baseline)</p> <p>9th 45 10th 50 11th 55 12th 58 All 51</p> <p>Math 9th 68 10th 62 11th 57 12th 63 All 61</p> <p>Overall, we saw a 10 point increase for the school with the most dramatic gains made from 9th to 10th grade with a 17 point increase.</p> <p>Just like English, this tremendous progress is a result of the targeted PD efforts to increase rigor in the classroom. With the support of our model schools coach, the Guiding Coalition PD team designed and executed site specific PD for the start of the school year and has additional days of support and monitoring planned for Term 1 and Term 2. Increasing rigor and engagement on a daily basis is part of the ongoing conversation.</p> <p>PLC teams have participated in collaboration and shared planning time for the purpose of engagement in the classroom as well as designing lessons leading to the CFAs. Additionally, the second half of the math team is participating in the lesson study with Debbie Williams.</p> <p>Peer coaching and support have been implemented with teachers within the math department.</p> <p>22 teachers participated in two</p>	<p>We have site PD designed for Term 2 to continue to increase rigor in the classroom. We will be working to implement writing and differentiation strategies with a focus on lesson design.</p> <p>The second half of the math team will continue to participate with the math lesson study with Debbie Williams.</p> <p>PLC teams will continue to participate in collaboration and shared planning time for the purpose of engagement in the classroom as well as designing lessons leading to the CFAs. Some teams are working on vertical articulation for better course alignment.</p> <p>Departments will continue to schedule learning walks within their department.</p>	Continue

	<p>different learning walks for one period at a time.</p> <p>https://musd-my.sharepoint.com/:w:/g/personal/mb_eattie_musd_net/EZcJt9iessNDvrE6ActSPxEBaAES7_s3fD6e9uKeVotzAw?e=1MROPK</p>																		
<p>Cycle 2: number of students (by grade level) meeting individual MAP Achievement in Math WINTER 2024</p>	<p>Math Achievement (baseline Winter 2024)</p> <table><tr><td>9th</td><td>41</td></tr><tr><td>10th</td><td>46</td></tr><tr><td>11th</td><td>56</td></tr><tr><td>12th</td><td>73</td></tr></table> <p>Math Winter 2025</p> <table><tr><td>9th</td><td>60</td></tr><tr><td>10th</td><td>54</td></tr><tr><td>11th</td><td>58</td></tr><tr><td>12th</td><td>78</td></tr></table> <p>These scores are achievement scores with last year as the baseline and this year.</p> <p>Last Year’s 9th Graders (Now 10th Grade) +13%</p> <p>Significant improvement from 41% to 54%, indicating that these students made strong gains as they transitioned into sophomore year. This could reflect effective support in their freshman year and improved instructional approaches in 10th grade.</p> <p>Last Year’s 10th Graders (Now 11th Grade) +12%</p> <p>Growth from 46% to 58% is positive. This suggests steady progress but may indicate areas to strengthen in the transition to upper-level math.</p> <p>Last Year’s 11th Graders (Now 12th Grade) +22%</p> <p>The is the biggest jump, from 56% to 78%, showing a major improvement in math achievement.</p>	9th	41	10th	46	11th	56	12th	73	9th	60	10th	54	11th	58	12th	78	<p>We will continue to support peer coaching as we can see evidence of instructional strategies present in mentee's classroom.</p> <p>We will continue to monitor the floor as well as targeted efforts to increase engagement and rigor in the classroom.</p> <p>Debbie Williams will continue to work with the second half of the math team in the lesson study.</p> <p>We will continue learning walks through the math department with timely feedback and encouragement.</p>	<p>Continue</p>
9th	41																		
10th	46																		
11th	56																		
12th	73																		
9th	60																		
10th	54																		
11th	58																		
12th	78																		

	This could be due to a focused effort in higher level math.		
Cycle 3: number of students (by grade level) meeting individual MAP Achievement in Math SPRING 2024	Achievement Baseline 2024 9th 45 10th 48 11th 55 12th 66 All: 53 Math Spring 2025 9th 56 10th 53 11th 58 12th 59 All: 55 9th grade showed the strongest improvement, with a 24% gain. 10th grade saw a moderate 10% increase. 11th grade experienced a smaller, more gradual increase of 3%. 12th grade had a notable decline of 7%.	We will sustain our focus on peer collaboration, recognizing the positive impact of shared instructional strategies and the growth they create in classroom practice. We will maintain our emphasis on monitoring classroom dynamics, with a focus on enhancing student engagement and increasing rigor to further support academic growth. Debbie Williams will continue her work with the math team, focusing on the SPED teachers, guiding them through the lesson study process to deepen instructional practices and improve student outcomes. Additionally, we will continue learning walks across the math department, ensuring that teachers receive timely, constructive feedback and support to strengthen their teaching methods.	Continue

Progress Monitoring 25-26

SMART Goal 3

LHS PLC teams will grow to be mostly effective/highly effective in Data, Next Steps, and Success Criteria categories on the PLC Audit by 2027 as measured yearly from August to April with the intent of increasing A-G completion rates for all students and provide college readiness opportunities to ensure equity of access for all students.

Baseline

August 2023:

Data:

0/20 highly effective

8/20 mostly effective

10/20 progressing

2/20 emerging

Success Criteria:

1/20 highly effective

8/20 mostly effective

10/20 progressing

1/20 emerging

Next Steps:

4/20 highly effective

7/20 mostly effective

9/20 progressing

0/20 emerging

A-G

STUDENTS MEETING A-G REQUIREMENTS UPON GRADUATION

School Year	2021-22	2022-23	2023-24
Meeting Requirements	44%	40%	40%
Not Meeting Requirements	56%	60%	60%

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
GLSN1G3A1 To increase student mastery of a guaranteed viable curriculum to increase A-G completion rates: PLC Leads will meet monthly to analyze CFA data, coordinate engagement and instructional strategies, and share practices.	The number of PLC teams scoring mostly effective, progressing, and emerging.	August 2024: Data: 0/20 highly effective 8/20 mostly effective 10/20 progressing 2/20 emerging Success Criteria: 1/20 highly effective 8/20 mostly effective 10/20 progressing	May 2025 Data: 0/18 highly effective 9/18 mostly effective 8/18 progressing 1/18 emerging Success Criteria: 1/18 highly effective 9/18 mostly effective 8/18 progressing			Time Money People

<p>PLC teams will meet weekly to identify what all students are to know and be able to do (essential and supporting standards), identify how they will demonstrate that learning (CFA, success criteria), develop a plan for students who have mastered the learning and students who have not yet mastered the learning.</p> <p>\$8,000 0709 \$1,000 (supplies) \$1200 (PE conf. subs) \$2200 (PE conf) \$1800 (PLC subs 3010) \$6,500 (PLC supplies) \$7,500 (PLC sub time + conference)</p> <p>2024-2025 \$7,000 materials \$8,000 PLC Leads \$1,800 Subs PLC</p>		<p>1/20 emerging Next Steps: 4/20 highly effective 7/20 mostly effective 9/20 progressing 0/20 emerging</p>	<p>0/18 emerging Next Steps: 3/18 highly effective 10/18 mostly effective 5/18 progressing 0/18 emerging</p>			
<p>GLSN1G3A2 To increase student mastery of a guaranteed viable curriculum focused on essential standards for each course:</p> <p>Teachers may participate in learning walks to share practice in action, engage in reflection, and commit to refine</p>	<p>The number of PLC teams scoring mostly effective, progressing, and emerging.</p>	<p>August 2024: Data: 0/20 highly effective 8/20 mostly effective 10/20 progressing 2/20 emerging Success Criteria: 1/20 highly effective 8/20 mostly effective</p>	<p>May 2025 Data: 0/18 highly effective 9/18 mostly effective 8/18 progressing 1/18 emerging Success Criteria: 1/18 highly effective 9/18 mostly effective</p>			<p>Time Money People</p>

practice with students.		10/20 progressing 1/20 emerging Next Steps: 4/20 highly effective 7/20 mostly effective 9/20 progressing 0/20 emerging	8/18 progressing 0/18 emerging Next Steps: 3/18 highly effective 10/18 mostly effective 5/18 progressing 0/18 emerging			
<p>GLSN1G3A3 To increase student mastery of a guaranteed viable curriculum in order to complete A-G courses:</p> <p>Teachers may engage in collaborative planning to analyze data, design rigorous lessons for students that align to essential standards, include effective strategies and a CFA to monitor student learning.</p> <p>24-25 \$4,250 Cert hrly (CSE, site focus PLC committees)</p>	The number of PLC teams scoring mostly effective, progressing, and emerging.	<p>August 2024: Data: 0/20 highly effective 8/20 mostly effective 10/20 progressing 2/20 emerging Success Criteria: 1/20 highly effective 8/20 mostly effective 10/20 progressing 1/20 emerging Next Steps: 4/20 highly effective 7/20 mostly effective 9/20 progressing 0/20 emerging</p>	<p>May 2025 Data: 0/18 highly effective 9/18 mostly effective 8/18 progressing 1/18 emerging Success Criteria: 1/18 highly effective 9/18 mostly effective 8/18 progressing 0/18 emerging Next Steps: 3/18 highly effective 10/18 mostly effective 5/18 progressing 0/18 emerging</p>			Time Time People
<p>GLSN1G3A4 To provide students access to highly effective Advanced Placement courses with highly qualified teachers:</p> <p>Teachers will attend AP</p>	Number of students enrolled in AP courses.	AP student enrollment 2023-2024: 327	AP student enrollment 2024-2025: 414			

trainings as needed \$2,400 (subs) \$4000 (conference) 2024-2025 \$2,400 (subs) \$6,000 (conference)						
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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 number of PLCs achieving highly effective and mostly effective grew by the fall audit of 2024 for the categories of Data, Success Criteria, and Next Steps.	Baseline August 2023: Data: 0/20 highly effective 8/20 mostly effective 10/20 progressing 2/20 emerging Success Criteria: 1/20 highly effective 8/20 mostly effective 10/20 progressing 1/20 emerging Next Steps: 4/20 highly effective 7/20 mostly effective 9/20 progressing 0/20 emerging Fall 2024 Data: 1/18 highly effective 11/18 mostly effective 6/18 progressing 0/18 emerging Success Criteria: 1/18 highly effective 10/18 mostly effective 7/18 progressing 0/18 emerging Next Steps: 6/18 highly effective 6/18 mostly effective	We will continue to monitor the progress of PLC teams by attending weekly meetings to provide support, observe their practices, and offer actionable feedback. Additionally, we will maintain the practice of holding PLC lead meetings to sustain focus on data-driven decision-making, instructional planning, and collaboration. These lead meetings will culminate in another evidence exchange in term 2, providing an opportunity for teams to showcase their growth, share successful strategies, and learn from one another.	

	<p>6/18 progressing 0/18 emerging</p> <p>PLC teams have demonstrated significant growth, particularly in the area of data collection. Teams meet weekly for structured collaboration with the emphasis on improving data rituals. Lead meetings have emphasized not only the collection of data but also its effective use in informing instructional practices. Administration has actively supported this progress by regularly attending individual PLC meetings to provide guidance and encouragement. Additionally, we organized a site-wide PLC evidence exchange, fostering collaboration and the sharing of best practices across teams.</p> <p>Teachers across disciplines and PLCs have participated in learning walks as well as additional collaborative planning for the purpose of designing rigorous lessons.</p> <p>All PLCs participated in one site-wide evidence exchange where teams shared their practices for analyzing data, and identifying and implementing intervention for students who did not meet the learning target during initial instruction.</p>		
<p>Cycle 3: The number of PLCs achieving highly effective and mostly effective grew by the spring audit for the categories of Data, Success Criteria, and Next Steps.</p>	<p>Fall 2024 Data: 1/18 highly effective 11/18 mostly effective 6/18 progressing 0/18 emerging Success Criteria: 1/18 highly effective 10/18 mostly effective 7/18 progressing 0/18 emerging Next Steps: 6/18 highly effective 6/18 mostly effective 6/18 progressing 0/18 emerging</p>	<p>We will begin the 2025-2026 school year with a PLC launch session that revisits expectations for the PLC process, showcases exemplars of “highly effective” practice, and allows teams to reflect on barriers encountered this spring. The emphasis will be on realigning PLCs with the instructional cycle, especially in the areas of</p>	

	<p>May 2025</p> <p>Data:</p> <p>0/18 highly effective</p> <p>9/18 mostly effective</p> <p>8/18 progressing</p> <p>1/18 emerging</p> <p>Success Criteria:</p> <p>1/18 highly effective</p> <p>9/18 mostly effective</p> <p>8/18 progressing</p> <p>0/18 emerging</p> <p>Next Steps:</p> <p>3/18 highly effective</p> <p>10/18 mostly effective</p> <p>5/18 progressing</p> <p>0/18 emerging</p> <p>There was a slight decline in overall PLC performance compared to the previous cycle, with no teams rated as "highly effective" in current data, a decrease from 1 out of 18 in Fall 2024. The number of "mostly effective" teams decreased from 11 out of 18 to 9 out of 18, and "progressing" teams increased from 6 out of 18 to 8 out of 18. Additionally, one PLC team has regressed to the "emerging" category, where previously no teams were rated at that level.</p> <p>Although the success criteria remained largely consistent, the dip in actual data and the increase in progressing and emerging levels indicate that some teams are struggling to maintain previously achieved levels of implementation, particularly with sustained data application and intervention cycles. This decline may be attributed to a range of potential factors, including testing season and end-of-year fatigue reducing time for deep data conversations, turnover in team members, and gaps in ongoing support or accountability in maintaining effective data practices.</p>	<p>intervention and data-responsive instruction.</p> <p>The 1 "emerging" team and the 8 "progressing" teams will be identified for additional support. Administration will continue to meet with PLC Leads individually to provide support.</p> <p>PLC Lead meetings will resume with a more focused agenda. These meetings will center on calibration using team evidence, peer feedback, and time for specific planning. Support will be differentiated for leads who are new or struggling, and mentorship pairings will be arranged where appropriate.</p> <p>Weekly PLC observations will continue by administration. Teams will be invited to self-assess using the rubric twice per year to reflect and adjust their practices.</p> <p>A site-wide PLC Evidence Exchange will be hosted again in Fall 2025 to highlight growth and encourage peer learning. Each PLC will bring one piece of tangible student evidence and a reflection on their intervention impact to support meaningful dialogue among teams.</p>	
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Progress Monitoring 25-26

Progress Monitoring

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
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District Goal

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

Site Tier 1, 2, and 3 Goals

All LHS students need to connect with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus.

Climate

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

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

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

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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All Students	1630	1600	339	21.2
Female	804	792	164	20.7
Male	825	807	174	21.6
American Indian or Alaska Native	9	9	2	22.2
Asian	181	180	33	18.3
Black or African American	114	110	20	18.2
Filipino	176	176	23	13.1
Hispanic or Latino	919	897	206	23.0
Native Hawaiian or Pacific Islander	17	17	4	23.5
Two or More Races	60	59	11	18.6
White	154	152	40	26.3
English Learners	247	239	57	23.8
Foster Youth	18	17	9	52.9
Homeless	60	59	22	37.3
Socioeconomically Disadvantaged	897	880	211	24.0
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	178	171	62	36.3

Data Analysis

Suspensions at LHS have decreased 1.15% since the 2021–2022 school year. As of Term 2, Semester 1, our current suspension rate is 4.6%. To address this issue and continue the downward trend, Lathrop High School will continue to refine its MTSS tiered system of support, with a focus on Tier II interventions to provide alternative means of correction and reduce reliance on exclusionary discipline practices.

The chronic absenteeism rate remains a significant challenge. It increased from 7.1% in 2021 to 21.2% in 2023, with the number of chronically absent students rising from 106 to 339. While this was initially impacted by mandatory COVID-related quarantines in the 2021–2022 school year, chronic absenteeism remains disproportionately high among underperforming subgroups, including Hispanic/Latinx, African-American, English Learner students, and students with disabilities. Current data from the 2024–2025 school year shows an ADA of 92.9%, a continued decline from prior years, suggesting that chronic absenteeism continues to impact instructional access and overall student achievement.

Engagement levels through 5-Star show steady growth, increasing from 77% in previous years to over 85% participation in semester 3 of this school year. This metric includes students rostered to LHS who are also on Independent Study. This increase in student involvement correlates with a rebound in academic eligibility: after dipping to 84% earlier in the year, eligibility has risen to 87% in semester 3. These gains suggest that intentional efforts to boost connectedness—such as mentorship programs, expanded events, and targeted outreach—are positively influencing academic and behavioral outcomes.

Student Need 1:

All LHS students need to connect with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus.

SMART Goal 1

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

Baseline: 2023-2024 T1S1: 78%; T1S2: 80.5%

GOAL Year 1: 82% student eligibility rate

GOAL Year 2: 84% student eligibility rate

GOAL Year 3; 86% student eligibility rate

By strategically connecting students with school, maintain a suspension rate of no more than 4% by the end of the 2026-2027 school year.

Baseline: 2023-2024 T1S1: 0.019%; T1S2: 2.7% T2S2 (as of April): 4.6%

GOAL Year1: 4% suspension rate

GOAL Year 2: 4% suspension rate

GOAL Year 3: 4% suspension rate

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
SN1G1A1 To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus: Students may attend Sproxte/tutoring before school for additional academic support. \$2,000 Sproxte 2024-2025 \$2,000 Sproxte	Percentage of students engaging in one or more activity measured on 5-Star .	T1S1: 78% T1S2: 80.5% T2S1: 82.1% T2S2: 83.5%	T1S1: 80% T1S2: 81% T2S1: 87% T2S2:			Time Money People

<p>SN1G1A2 To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus:</p> <p>The PBIS team will develop, design, implement, and monitor site-wide behavioral interventions and incentives to increase positive school culture, increase engagement, accountability, and student achievement. Activities may occur before, during, or after school.</p> <p>Spartan Ready Students programs including 8th Grade Spartan Preview Day and Summer Bridge program to connect students and families with school.</p> <p>\$600 (science conference) \$1800 (science transportation) \$2500 (JROTC subs) \$12,000 (Spartan Ready) \$3000 (PBIS cert time) \$1500 Spartan Ready Subs \$5000 (sub for RTI conf)</p>	<p>Percentage of students engaging in one or more activity measured on 5-Star.</p> <p>Percentage of students attending school daily.</p> <p>Percentage of SWD attending school daily.</p> <p>Percentage of student academically eligible.</p> <p>Percentage of students suspended from school.</p>	<p>5 Star T1S1: 78% T1S2: 80.5% T2S1: 82.1% T2S2: 83.5%</p> <p>ADA T1S1: 95.06% T1S2: 94.10% T2S1: 93.58% T2S2: 92.64%</p> <p>SWD ADA T1S1: 93.23% T1S2: 92.38% T2S1: 90.03% T2S2: 87.99%</p> <p>Eligibility T1S1: 90% T1S2: 85.6% T2S1: 87% T2S2: 86%</p> <p>Suspension Rate T1S1: 0.019% T1S2: 2.7% T2S1: 4.06% T2S2: 7.2%</p>	<p>5 Star T1S1: 80% T1S2: 81% T2S1: 87% T2S2: 90.8%</p> <p>ADA T1S1: 94.63% T1S2: 93.93% T2S1: 92.9% T2S2: 93.5%</p> <p>SWD ADA T1S1: 92.65% T1S2: 91.43% T2S1: 92.9% T2S2: 90.1%</p> <p>Eligibility T1S1: 89% T1S2: 84% T2S1: 87% T2S2: 89%</p> <p>Suspension Rate T1S1: 0.084% T1S2: 2.3% T2S1: 5.88% T2S2: 6.5%</p>			Time Money People

\$1000 (sub for RTI classified) \$15000(RTI conference) \$1050 ACADEC registration \$2500 Spartan Ready Supplies \$1500 Spartan Ready Services \$1000 PBIS Service \$2000 cert time-incentives \$500 classified time incentives \$13,000 Incentives 2024-2025 \$3000 Spartan Ready Supplies \$2500 (JROTC subs) \$1500 8th grade busing \$1000 PBIS supplies \$2800 (PBIS cert time) \$1500 Spartan Ready subs \$2000 Spartan services (custom) \$15,000 Spartan Ready (cert. hrly) \$14,550 Incentives \$1200 Subs for 8th grade						
SN1G1A3 To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus: CADA conference attendance for school culture leaders to continue to	Percentage of students engaging in one or more activity measured on 5-Star. Percentage of students attending school daily. Percentage of student academically eligible.	5 Star T1S1: 78% T1S2: 80.5% T2S1: 82.1% T2S2: 83.5% ADA T1S1: 95.06% T1S2: 94.10% T2S1: 93.58% T2S2: 92.64% Eligibility T1S1: 90% T1S2: 85.6% T2S1: 87% T2S2: 86%	5 Star T1S1: 80% T1S2: 81% T2S1: 87% T2S2: 90.8% ADA T1S1: 94.63% T1S2: 93.93% T2S1: 92.9% T2S2: 90.8%92.42% Eligibility T1S1: 89% T1S2: 84% T2S1: 87%			Time Money People

<p>increase school connectedness.</p> <p>Professional development for administration and faculty related to positive school culture, increasing student eligibility and engagement, and student activities - including time-sheeting and release time for collaboration and analysis.</p> <p>Peer Mediation Training CRU Institute training to create a peer mediation program. The program involves training faculty and students to be mediators for others in dispute and ultimately to use mediation skills as a means for resolving their own disputes; "being their own mediator."</p> <p>2024-2025 \$900 subs for CADA 0000 \$3,000 conference 0000 \$2,000 conference 0000 \$5,000 conference 0000 \$2,000 conference 0000</p> <p>2025-2026 \$11,000 CRU Training contract</p>	<p>Percentage of students suspended from school.</p>	<p>Suspension Rate</p> <p>T1S1: 0.019%</p> <p>T1S2: 2.7%</p> <p>T2S1: 4.06%</p> <p>T2S2: 7.5%</p>	<p>T2S2: 89%</p> <p>Suspension Rate</p> <p>T1S1: 2.35</p> <p>T1S2: 2.3%</p> <p>T2S1: 5.88%</p> <p>T2S2: 6.5%</p>			
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\$3,600 cert. subs (CRU training) \$750 class. subs (CRU training) \$1550 materials resources CRU \$12,000 CADA conference costs \$4,800 cert subs						
SN1G1A4 To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus: Access to 5-Star student app for managing data related to school connectedness activities, events, and rewards. \$2200 5-Star 2024-2025 \$2500 5-Star	Percentage of students engaging in one or more activity measured on 5-Star.	5 Star T1S1: 78% T1S2: 80% T2S1: 82.1% T2S2: 83.5%	5 Star T1S1: 80% T1S2: 81% T2S1: 87% T2S2: 90.8%			Time Money People
SN1G1A5 To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus: The Intervention TOSA will oversee, plan, provide, and monitor behavioral and academic intervention to students through COST.	Percentage of students engaging in one or more activity measured on 5-Star Percentage of students attending school daily. Percentage of student academically eligible. Percentage of students suspended from school.	5 Star T1S1: 78% T1S2: 80.5% T2S1: 82.1% T2S2: 83.5% ADA T1S1: 95.06% T1S2: 94.10% T2S1: 93.58% T2S2: 92.64% Eligibility T1S1: 90% T1S2: 85.6% T2S1: 87% T2S2: 86% Suspension Rate T1S1: 0.019%	5 Star T1S1: 80% T1S2: 81% T2S1: 87% T2S2: 90.8% ADA T1S1: 94.63% T1S2: 93.93% T2S1: 92.9% T2S2: 90.8% Eligibility T1S1: 89% T1S2: 84% T2S1: 87% T2S2: 89% Suspension Rate T1S1: 0.084%			Time Money People

<p>To support students who need additional behavioral, academic, and/or social-emotional supports:</p> <p>Teachers and classified staff need release time/ extra hours to work collaboratively through the COST process</p> <p>Books, materials, and supplies related to addressing barriers to learning and school connectedness.</p> <p>\$4,000 COST 3010 \$2000 COST sub time \$1000 COST supplies \$450 TOSA supplies \$500 New Teacher supplies</p> <p>2024-2025 \$3,800 COST \$1000 COST supplies</p>		<p>T1S2: 2.7% T2S1: 4.06% T2S2: 7.5%</p>	<p>T1S2: 2.3% T2S1: 5.88% T2S2: 6.5%</p>			
<p>SN1G1A6 To connect students with school in ways that keep them attending regularly, focused on strong academics, and out of trouble on campus:</p> <p>Monitor and maintain all areas of the physical environment near</p>	<p>Percentage of students engaging in one or more activity measured on 5-Star</p> <p>Percentage of students suspended from school.</p>	<p>5 Star T1S1: 78% T1S2: 80.5% T2S1: 82.1% T2S2: 83.5%</p> <p>Suspension Rate T1S1: 0.019% T1S2: 2.7% T2S1: 4.06% T2S2: 7.5%</p>	<p>Eligibility T1S1: 89% T1S2: 84% T2S1: 87% T2S2: 89%</p> <p>Suspension Rate T1S1: 2.35 T1S2: 2.3% T2S1: 5.88% T2S2: 6.5%</p>			<p>Time Money People</p>

and around campus as well as the students' wellbeing to ensure proactive and preventative safety and learning focus for students so that every student feels safe in the school environment inclusive of design, security, and climate. 2024-2025 \$5,800 supplies						
SN1G1A7 Increase connectedness opportunities for students through events, activities, and educational excursions outside of the instructional day. 2024-2025 ELOP TBD	Number of opportunities for students. Number of students attending opportunities as measured by check in on 5-Star.	Will establish baseline in 24/25.				

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: The % of students engaged through 5-Star in semester one has grown. The ADA % of students attending daily in semester 1 was 94.63. The % of students academically eligible in Semester 1 was 89%.	The T1S1 engagement rate has risen to 79.9%, an improvement from last year's 78% at the same point. It's important to note that 5-Star captures data for all students, including those on Independent Study or no longer active, which slightly skews our numbers. While 5-Star lists our enrollment as 1,528 students, our actual enrollment is 1,485. Excluding the 43 students would reflect an even higher engagement rate. 5-Star also tracks participation in Sproxte tutoring, where we've seen	We will continue monitoring 5-Star engagement, focusing on students identified as inactive, with targeted outreach efforts led by Link Crew and Leadership. Additionally, we will enhance the promotion of Sproxte tutoring and evaluate the viability of the math sessions,	Continue

	<p>strong attendance with over 100 students utilizing Spanish and ELD tutoring sessions, although there has been no attendance in math tutoring so far.</p> <p>Additionally, we offered a discounted Spartan Nation activities card to all incoming freshmen to encourage greater involvement in school activities.</p> <p>Progress toward SMART Goal: The ADA % of students attending daily in semester 1 was 94.63.</p> <p>This represents a slight decline in attendance compared to the same time last year, when the rate was 95.06%.</p> <p>A small group of students with 30 or more absences has significantly impacted our overall attendance data.</p> <p>Additionally, a swatting incident in October had a drastic and negative effect on our attendance rate.</p> <p>We have also observed a higher number of TSSP and foster students on our rosters. These students often experience significant transiency, leaving our campus and not returning, yet they cannot be removed from enrollment until officially registered at another school. This delay in updating records further impacts our attendance data.</p> <p>Through our PBIS program, we have recognized students each month for perfect attendance, and through our "Monday Matters" campaign, we've worked to address the trend of frequent Monday absences, as highlighted on our attendance dashboard. Additionally, we launched the "Everyday Counts" initiative, incentivizing both students and teachers to achieve 95% attendance by offering an early release to lunch once a month.</p>	<p>considering their current lack of participation. If no students take advantage of math tutoring, we will consider reallocating resources to better meet student needs.</p> <p>First, we will target chronic absenteeism by focusing on students with 30 or more absences and implementing specific interventions such as counseling, academic support, and possibly home visits. The COST team will continue to monitor these students and provide additional support where needed.</p> <p>We will also work to address the transiency of TSSP and foster students by expediting their removal from rosters once they leave our campus. This will help ensure accurate attendance reporting and avoid data discrepancies.</p> <p>To further improve attendance, we will continue reinforcing initiatives like Everyday Counts and Monday Matters by expanding and promoting these programs, adding incentives for students who demonstrate consistent attendance</p>	
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	<p>To further improve attendance, we've enhanced parent communication by using NTIs to address chronic absenteeism and celebrate positive attendance growth. As part of our outreach efforts, we created a QR code placed on magnets to direct families to the attendance dashboard and provide resources aimed at reducing absenteeism</p> <p>The Coordination of Services Team (COST) is actively identifying students with chronic absenteeism and targeting appropriate interventions. COST ensures key stakeholders are informed about attendance concerns and works collaboratively to address them. Additionally, the team reviews the T1 attendance report to assess trends and determine further actions.</p> <p>Our first parent Coffee Social was focused on educating parents about the importance of attendance, what makes a student chronically absent, and how to help students attend school regularly. The meeting was held in English and Spanish. Parent feedback was strong, with many not realizing two-days a month is chronic absenteeism. (14 parent attended)</p> <p>Progress toward SMART goal: The % of students academically eligible in Semester 1 was 89%.</p> <p>This represents a 1% decrease in eligibility compared to Semester 1 of 2023. However, maintaining an 89% eligibility rate highlights our ongoing efforts to keep students engaged and connected to school. Over 100 students participated in Sproxtet tutoring for Spanish and ELD, demonstrating our commitment to targeted academic support. Additionally, we expanded our Spartan Ready programs, introducing specialized courses for incoming freshmen to strengthen their academic</p>	<p>improvement. Using our attendance dashboard, we will continue to measure Monday attendance and decrease our red status.</p> <p>In addition, we will enhance our communication with parents by continuing to use NTIs to address absenteeism, while exploring additional tools like text alerts to keep parents informed. The QR code for accessing attendance resources will remain in use for easy access.</p> <p>We will regularly monitor attendance data through the T1 report and attendance dashboard, adjusting strategies as needed to address emerging trends and issues. The COST team will also meet regularly to assess the effectiveness of interventions and ensure all stakeholders are engaged and informed.</p> <p>We will review attendance data weekly, paying particular attention to the effectiveness of interventions for students with chronic absenteeism. On a monthly basis, we will assess the success of the Everyday Counts and Monday Matters initiatives and adjust as needed. Throughout this process, we will track</p>	
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	<p>foundation. To further support this initiative, we implemented a parent orientation for freshmen families, emphasizing the critical role of academic eligibility in student success.</p>	<p>parent engagement and outcomes for targeted support, refining our strategies to ensure maximum impact. Additionally, the COST team will continue to monitor student progress and adjust interventions accordingly.</p> <p>We will continue providing Sproxe tutoring to support students academically.</p> <p>Furthermore, all 9th-grade students with two or more failing grades have been identified and paired with a staff mentor. These mentorship pairings will provide ongoing support and closely monitor students' progress to ensure their success.</p>	
<p>Cycle 2: The % of students engaged through 5-Star in semester two has grown.</p> <p>The ADA % of students attending daily in semester 1 was 93.93.</p> <p>The % of students academically eligible in Semester 1 was 84%.</p>	<p>Student engagement through 5-Star has continued to grow to 85%, reflecting the success of efforts like the discounted Spartan Nation activities card and expanded outreach. Increased participation in school activities demonstrates a stronger connection to campus life. Data is collected monthly outlining specific uninvolved students and targeted intervention is designed.</p> <p>Average daily attendance (ADA) for Semester 1 is 93.93%, a decline from 94.63% in the first cycle and 95.06% last year. A small group of students with excessive absences continue to be an issue as do recent upticks in the flu as</p>	<p>To reverse these trends, attendance and academic interventions will continue, with a focus on parent communication, targeted tutoring, and engagement strategies on a Tier One instructional level.</p> <p>We will evaluate the effectiveness of the Monday Matters program monthly. Currently, we are not seeing a direct impact of</p>	Continue

	<p>well as the impact of A Day Without An Immigrant. Attendance initiatives such as PBIS incentives, "Monday Matters," and "Everyday Counts" remain in place to address these challenges. Parent outreach, including Coffee Socials and NTIs, continues to reinforce the importance of attendance.</p> <p>Academic eligibility has declined to 84%, down from 89% in the first cycle and 90% last year. Increased academic challenges, attendance struggles, and low participation in tutoring may have contributed to this drop.</p>	<p>Monday Matters on attendance.</p> <p>We will continue to offer Tier 1 support particularly focusing on engagement strategies in the classroom. We have seen a direct correlation between effectively engaging instruction and academic achievement.</p> <p>We will continue to monitor our 9th grade students who have mentors.</p>	
<p>Cycle 3: The % of students engaged through 5-Star in semester three has grown.</p> <p>The ADA % of students attending daily in semester 3 was 92.9 .</p> <p>The % of students academically eligible in Semester 3 was 87 %.</p>	<p>Student Engagement (5-Star): Student engagement through 5-Star continues its upward trend, with semester 3 participation increasing beyond the 85% previously reported. This growth reflects the continued success of outreach strategies such as the discounted Spartan Nation card, targeted classroom promotions, and collaboration with student leaders to highlight campus events. The use of monthly 5-Star reports has allowed staff to identify students with low engagement and provide timely intervention, such as personal invitations to events and incentives for participation. The upward trend suggests that students are increasingly seeing value in being part of campus life.</p> <p>Average Daily Attendance (ADA): The ADA for semester 3 is 92.9%, which represents a continued decline from 93.93% in semester 1 and 94.63% in the first cycle. This drop may be attributed to lingering seasonal illness trends, a spike in student apathy during testing season, and fatigue in both students and families during the final months of</p>	<p>Refine Engagement Interventions: Continue to use 5-Star monthly data to identify under-engaged students and coordinate timely interventions. Consider launching a student ambassador team through Leadership or Link Crew to increase peer-to-peer encouragement to participate in campus activities.</p> <p>Restructure Attendance Campaigns: Reevaluate the effectiveness of "Monday Matters" and "Everyday Counts." Consider student focus groups to understand barriers to attendance and gather input for improving incentive programs. Collaborate with teachers to</p>	Refine

	<p>school. While overall trends are concerning, subgroup analysis reveals that a small cohort of chronically absent students continues to skew overall averages. Attendance-focused campaigns like “Monday Matters” and “Everyday Counts” have maintained visibility but have not yet shown a measurable impact on improving daily attendance. Data suggests that these campaigns may need to be restructured or personalized to better resonate with students.</p> <p>Academic Eligibility: Academic eligibility improved in semester 3 to 87%, up from 84% in the previous cycle but still below the 89% baseline from semester 1. This modest rebound may be linked to increased staff communication regarding academic standing, targeted academic interventions, and strategic outreach to students ineligible for co-curricular activities. However, gaps remain, especially among students with persistent attendance issues and low engagement. Data also indicates underutilization of tutoring services and a need for more consistent Tier 1 instructional practices to support struggling students before they become ineligible.</p> <p>Mentorship: Our ongoing mentorship of 9th-grade students remains a key component of Tier 1 safety and engagement work. Initial results continue to show that students with active mentoring relationships report higher levels of connectedness, and those who meet regularly with mentors tend to have stronger engagement and attendance outcomes. Continued tracking of this group through spring will help determine if there is a measurable long-term benefit in academic or behavioral data.</p>	<p>implement classroom-based attendance tracking and mini-challenges to re-engage students.</p> <p>Strengthen Academic Support: Expand Tier 1 engagement strategies in classrooms, with an emphasis on student choice, active participation, and real-world relevance. Collaborate with academic support staff to increase visibility and structure of tutoring opportunities, ensuring students know how and when to access help.</p> <p>Enhance Parent Communication: Reinforce attendance and academic eligibility through ongoing parent outreach, including NTIs and end-of-year communication about summer learning opportunities or interventions.</p> <p>Mentorship Program Development: Collect end-of-year feedback from both mentors and mentees to assess the impact of the 9th-grade mentoring program and identify ways to expand or refine it for next year.</p>	
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Progress Monitoring

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
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Data

Student Need 2:

Progress Monitoring

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
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Data

Student Need 3:

Progress Monitoring

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
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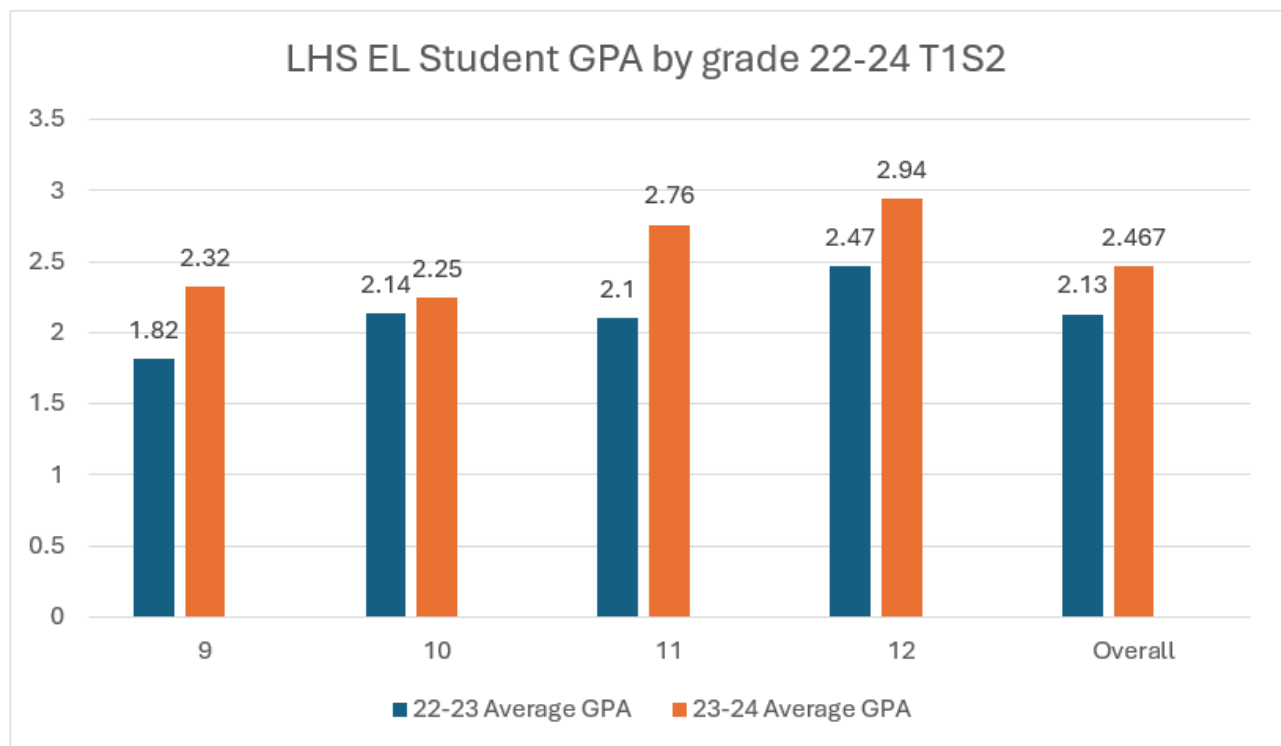


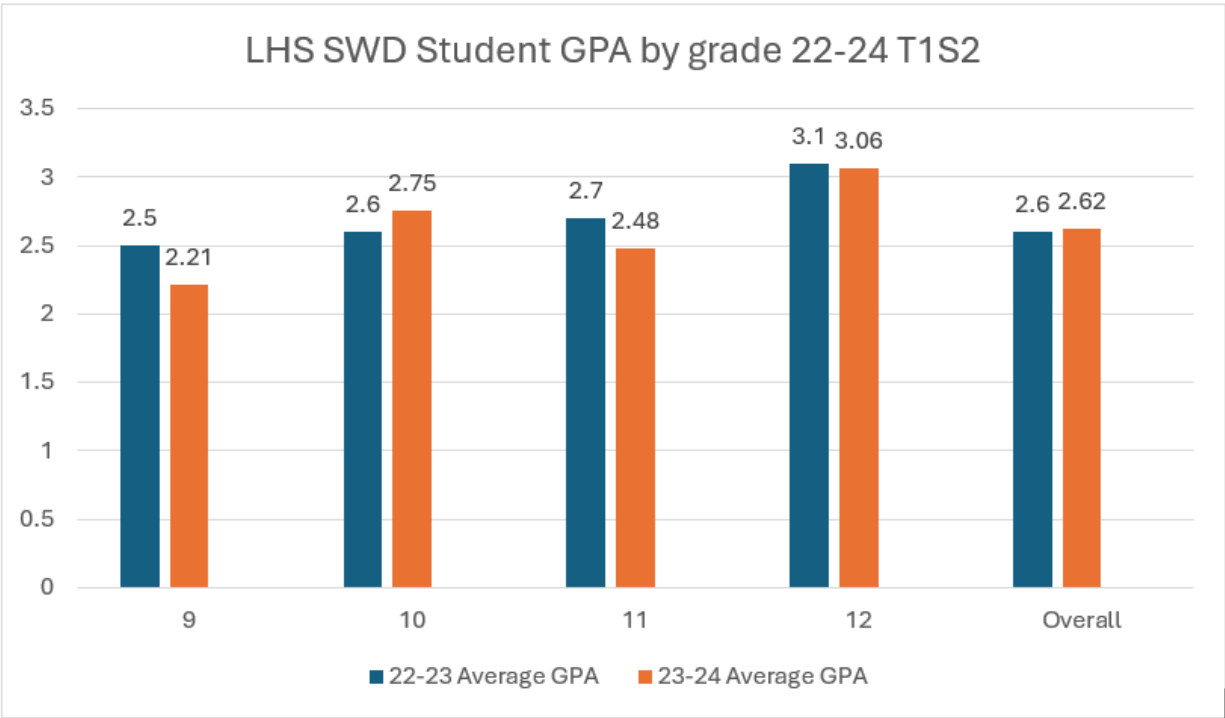
District Goal

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

Site Tier 2 and 3 Goals

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





Smarter Balanced Subgroup Summary

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

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

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

Performance Level and Percent Proficient Gaps

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

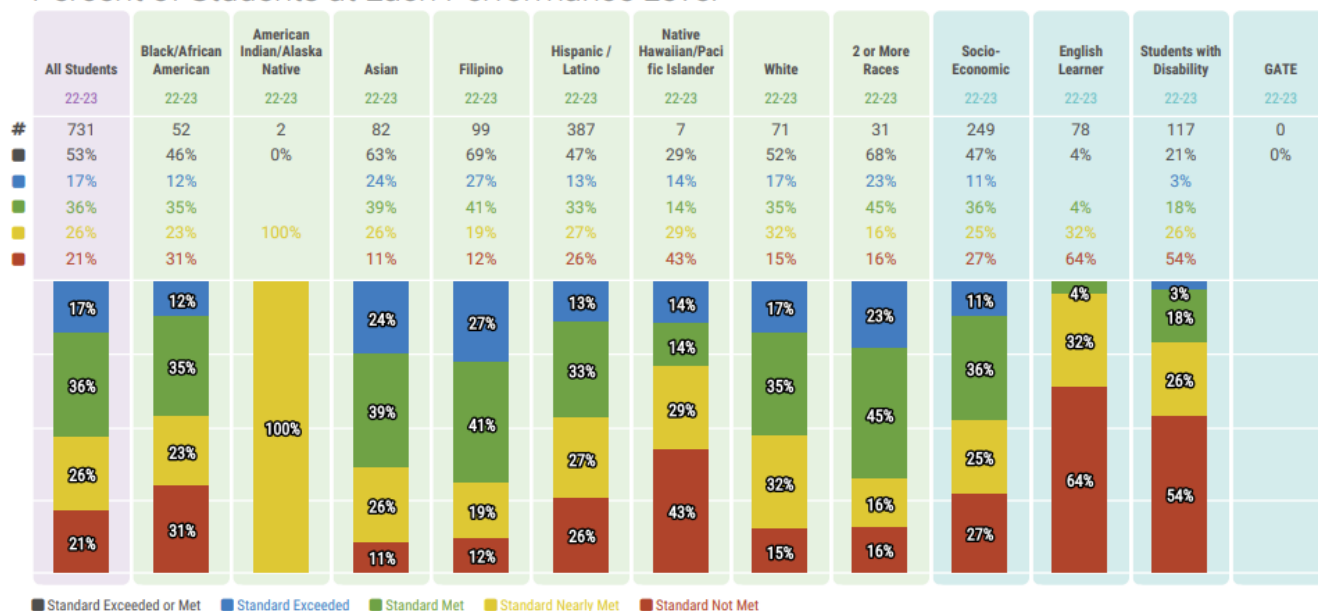
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 Reported Race(s): **All Reported Races**
 Special Ed: **Special & Non Special Ed**
 Socio-economic: **null**
 English Proficiencies: **All**

Percent of Students at Each Performance Level



Resource Inequities

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

Comprehensive Needs Assessment

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

African American students and EL students are in the red for suspensions while all students are in green. While not a significant population, homeless students are in the orange for suspensions. To address these discrepancies, we are implementing a peer mediation program as a means of prevention, we have established and implemented a mentoring program for 9th grade students, and we continue to refine the MTSS site wide. We have designed site wide PD to support EL instructional practices.

Students with disabilities are in the red for graduation rate while all students are in green. African American students are in the orange for graduation rates. To address these discrepancies, we have created peer

mentoring for teachers, and are building a collaborative teaching model to be implemented 25-26 school year in English and Math at the 9th and 10th grade levels.

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	196	219	196	12.5%	13.3%	13.0%
Fluent English Proficient (FEP)	523	524	524	34.8%	35.4%	34.7%
Reclassified Fluent English Proficient (RFEP)				2.2%		

Data Analysis

English Learners (EL)

From 2022-2023 T1S2 to 2023-2024 T1S2, all EL students at every grade level demonstrated GPA growth:

9th grade: +0.50

10th grade: +0.11

11th grade: +0.66

12th grade: +0.47

While this upward trend is encouraging, 64% of EL students scored in the Very Low band on the SBAC. This suggests a continued need to build academic language proficiency and literacy aligned to grade-level standards.

All EL students are enrolled in designated ELD instruction and began using a new curriculum in 2023-2024. With the shift from integrated ELD within ELA to designated EL courses, we anticipate continued GPA and language proficiency growth, particularly for LTELs who need greater support meeting the GPA requirement for reclassification.

The most recent GPA monitoring data from S3 shows the following for EL students:

9th grade: 2.43

10th grade: 2.17

11th grade: 2.31

12th grade: 2.92

Overall GPA: 2.38

Professional learning is still needed to help teachers deliver explicit instruction in language development, grammar, and writing mechanics. Teachers also need time to collaboratively review assessment results and design instruction responsive to student needs.

During the 2023-2024 school year, the EL department chair provided PD at staff meetings on topics such as identifying EL students, strategic vocabulary development, and leveraging AI to translate core texts. The goal of these sessions was to support all teachers in meeting the diverse needs of EL students across disciplines.

Students with Disabilities (SWD) – ATSI Group

GPA data from 2022-2023 T1S2 to 2023-2024 T1S2 showed the following trends:

9th grade: -0.29
10th grade: +0.15
11th grade: -0.22
12th grade: -0.04

Only 10th grade students demonstrated growth. All other grade levels experienced GPA declines. Additionally, 54% of SWD students scored in the Very Low band on the SBAC.

Monitoring data from 2025 S3 shows:

9th grade: 2.49
10th grade: 2.46
11th grade: 2.83
12th grade: 2.68
Overall GPA: 2.61

While GPA data indicates that students are generally performing in the mid-range, the decline in growth and low SBAC performance highlight a need for strengthened Tier I instruction and increased access to grade-level content.

Currently, all English SWD students are being taught with a newly adopted curriculum. The special education department consists of eight teachers, only one of whom is a veteran. There is a pressing need for targeted professional learning focused on the teaching-learning-assessment cycle, scaffolding instruction, and differentiating core content. Support for this team will be critical in driving student progress in the final year of the three-year plan.

Student Need 1:

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

SMART Goal 1

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

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

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

Overall GPA 2.62
Grade 09: 2.21
Grade 10: 2.75
Grade 11: 2.48
Grade 12: 3.06

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

Overall GPA 2.75
Grade 09: 2.5
Grade 10: 2.95

Grade 11: 2.70
Grade 12: 3.1

GOAL Year 2: SY 2025-26 - Term 1, Semester 2
Overall GPA 2.85
Grade 09: 2.8
Grade 10: 3.0
Grade 11: 2.95
Grade 12: 3.2

GOAL Year 3: SY 2026-27 - Term 1, Semester 2
Overall GPA 3.0
Grade 09: 3.0
Grade 10: 3.0
Grade 11: 3.2
Grade 12: 3.3

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ESN1G1A1 To increase access to grade-level content/skills for SWD: Sp Ed teachers will participate in PD (designed by Guiding Coalition, intervention TOSA, Program Specialist) to support implementation of base materials and effective classroom management and learner engagement strategies. \$1,000 classified time 0000 \$500 materials and supplies 0000 2024-2025 \$500 materials and supplies	Average GPA of SWD by grade level.	2023-24 - Term 1, Semester 2 Overall GPA 2.62 Grade 9: 2.21 Grade 10: 2.75 Grade 11: 2.48 Grade 12: 3.06	2024-25 - Term 1, Semester 2 Grade 9: 2.59 Grade 10: 2.37 Grade 11: 2.68 Grade 12: 2.83 Overall 2.62			Time Money People

<p>ESN1G1A2 To increase access to grade-level content/skills for SWD:</p> <p>Sp Ed teachers will participate in learning walks to share practice in action, engage in reflection, and commit to refine a practice with students.</p> <p>Sp Ed teachers/paras will engage in collaborative planning to analyze data, design rigorous lessons for students that align to essential standards, include effective strategies and a CFA to monitor student learning with the support of the Intervention TOSA.</p> <p>Sp Ed teachers may engage in co-teaching, coaching with the intervention TOSA or peer teacher, to further increase student engagement.</p> <p>Sp Ed teachers/paras may attend curriculum trainings (base or supplemental) to design lessons to meet the needs of SWD.</p>	<p>Average GPA of SWD by grade level.</p>	<p>2023-24 - Term 1, Semester 2 Overall GPA 2.62 Grade 9: 2.21 Grade 10: 2.75 Grade 11: 2.48 Grade 12: 3.06</p>	<p>2024-25 - Term 1, Semester 2 Grade 9: 2.59 Grade 10: 2.37 Grade 11: 2.68 Grade 12: 2.83 Overall 2.62</p>			<p>Time Money People</p>
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\$3,300 cert. extra time 0000 \$3,600 sub time 0000 2024-2025 \$5,300 cert. planning \$3,600 sub time						
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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 average GPA of SWD increased in two of four grade levels in Semester 1.	Baseline SY 2023-24 - Term 1, Semester 2 Overall GPA 2.62 Grade 9: 2.21 Grade 10: 2.75 Grade 11: 2.48 Grade 12: 3.06 2024 S1 9th 2.7 10th 2.43 11th 2.67 12th 2.95 Overall 2.68 The GPA trends for students with disabilities show positive growth, especially from 9th to 10th grade (2.21 to 2.67) and 11th to 12th (2.48 to 2.95), reflecting the impact of targeted coaching and differentiated instruction by SPED teachers and the Intervention TOSA. While there was a slight dip from last year's 10th grade (2.75) to this year's 11th grade (2.67), overall GPA improvements suggest progress in meeting students' individual goals and needs. Teachers have participated in targeted PD efforts to increase rigor and achievement in the classroom. With the support of our model schools coach, the	We will maintain regular collaboration with Department Chairs and PLC leads to assess department needs and track progress toward established goals. Ongoing instructional coaching and support for SWD teachers will be provided through the combined efforts of the Intervention TOSA and mentor teachers, ensuring tailored assistance for their unique, individual challenges. The Guiding Coalition has developed additional professional development sessions, scheduled for upcoming staff meetings and January 15, to further empower educators in delivering rigorous and engaging instruction.	Continue

	<p>Guiding Coalition PD team designed and executed site specific PD for the start of the school year and has additional days of support and monitoring planned for Term 1 and Term 2.</p> <p>The Sped department participated in learning walks to share practice and refine individual classroom practices. The Intervention TOSA as well as departmental peers have engaged with teachers in co-teaching and coaching in Tier 1 instruction.</p>		
<p>Cycle 2: The overall average GPA of SWD decreased from 2.62 in 2024 to 2.41 in 2025</p>	<p>SY 2023-24 - Term 1, Semester 2 Overall GPA 2.62 Grade 9: 2.21 Grade 10: 2.75 Grade 11: 2.48 Grade 12: 3.06</p> <p>2025 S2 Grade 9: 2.59 Grade 10: 2.37 Grade 11: 2.68 Grade 12: 2.83 Overall 2.62</p> <p>The goal was to see an increase in the overall GPA for students with disabilities in Semester 2 compared to the same period last year. However, instead of an increase, the overall GPA declined from 2.68 in Semester 1 to 2.41 in Semester 2.</p> <p>Teachers engaged in targeted professional development to enhance rigor in the classroom. A temporary decline in GPA may reflect students' adjustment to higher expectations and more challenging coursework.</p> <p>Attendance rates declined compared to the previous year, leading to increased instructional gaps and negatively impacting overall academic performance. Chronic absenteeism may have disproportionately affected students struggling with coursework, leading to lower GPAs.</p>	<p>Continue regular meetings to assess department needs and track progress toward instructional goals in PLCs. Provide targeted support based on data analysis of specific courses or student groups with the most significant GPA declines.</p> <p>Identify SWD who have shown a decline in grades or attendance and refer them for COST support to provide targeted interventions.</p> <p>The Intervention TOSA and mentor teachers will continue providing individualized coaching and support. Learning walks will be used to refine instructional practices and strengthen classroom instructional strategies.</p>	Continue

	While Tier 1 instructional coaching and co-teaching were implemented, additional support may be needed through COST to address students who require more intensive interventions.		
Cycle 3: The overall GPA of SWD remained the same from 2025 S2 to 2025 S3 of 2.6.	2025 S3 Grade 9: 2.49 Grade 10: 2.46 Grade 11: 2.83 Grade 12: 2.68 Overall 2.61 The overall GPA for students with disabilities (SWD) has remained nearly flat compared to Semester 2 (2.62 ? 2.61), signaling a stabilization following the decline observed earlier in the year. The most notable improvement occurred in Grade 11, which rose from 2.68 to 2.83—suggesting that instructional supports and interventions may be starting to show impact with upperclassmen who have had more time to adjust to higher expectations. However, GPA declines in Grades 9 and 12 (and minimal growth in Grade 10) suggest continued struggles with academic consistency and possible gaps in foundational support, particularly for students at entry and exit points of high school. The slight overall decrease from 2.62 in Semester 2 to 2.61 in Semester 3 is minimal, but paired with persistent chronic absenteeism and instructional gaps, it highlights the need for increased intervention, especially in the lower grades.	COST Referrals & Attendance Review: Identify SWD students in Grades 9 and 10 with GPA declines or excessive absences and refer them to COST for targeted support, including attendance interventions and academic case management. Targeted Department Analysis: Use GPA trend data to identify subject areas where SWD are underperforming. Support department leads in analyzing patterns during PLCs and align Tier 1 supports accordingly. Increase Mentor & TOSA Touchpoints: Increase frequency of check-ins between mentor teachers, the Intervention TOSA, and case carriers for students in lower grade levels to ensure instructional accommodations are consistently implemented and effective. Instructional Refinement via Learning Walks: Continue learning walks with a specific focus on	Refine

		<p>scaffolded instruction, clarity of objectives, and student engagement strategies for SWD.</p> <p>9th Grade Focus: Provide intentional support to 9th-grade SPED teachers through collaborative planning, peer observation opportunities, and access to curriculum coaching to ease the transition into high school academic rigor.</p>	
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Progress Monitoring 25-26

Data

Student Need 2:

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

SMART Goal 1

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

Baseline: SY 2023-24 - Term 1, Semester 2
 Overall GPA 2.467
 Grade 09: 2.32
 Grade 10: 2.25
 Grade 11: 2.76
 Grade 12: 2.75

GOAL Year 1: SY 2024-25 - Term 1, Semester 2
 Overall GPA 2.6
 Grade 09: 2.5
 Grade 10: 2.45
 Grade 11: 2.96
 Grade 12: 2.95

GOAL Year 2: SY 2025-26 - Term 1, Semester 2
 Overall GPA 2.8
 Grade 09: 2.7
 Grade 10: 2.7

Grade 11: 3.1

Grade 12: 3.1

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

Overall GPA 3.0

Grade 09: 3.0

Grade 10: 2.9

Grade 11: 3.2

Grade 12: 3.2

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ESN2G1A1 To provide targeted support to EL students to reclassify as English Proficient: EL teachers will attend CABE Conference (with the goal of presenting best practices) to learn strategies and practices aimed at increasing language proficiency for EL learners. \$2000 subs CABE \$3600 subs CABE 0709 \$15000 CABE conference \$12000 CABE conference 2024-2025 \$2,400 subs CABE \$13000 CABE conference	Average GPA of EL students by grade level.	SY 2023-24 - Term 1, Semester 2 Overall GPA 2.467 Grade 9: 2.32 Grade 10: 2.25 Grade 11: 2.76 Grade 12: 2.75	2024 S2 9th 2.51 10th 2.33 11th 2.54 12th 2.56 Overall 2.47			Time Money People
ESN2G1A2 To provide targeted support to EL students to reclassify as English Proficient:	Average GPA of EL students by grade level.	SY 2023-24 - Term 1, Semester 2 Overall GPA 2.467 Grade 9: 2.32	2024 S2 9th 2.51 10th 2.33 11th 2.54 12th 2.56 Overall 2.47			Time Money People

<p>EL Teachers will engage in collaborative planning to analyze data, design lessons targeted at the four domains of the ELPAC assessment, include effective strategies and a CFA to monitor student learning.</p> <p>Teachers may engage in co-teaching, coaching with the EL TOSA or peer teacher, to further increase student language proficiency.</p> <p>EL teachers may attend curriculum trainings (base or supplemental) to design lessons to meet the needs of EL.</p> <p>\$1200 (subs) \$3600 (subs) \$3000 (classified collab) \$7800 (conferences)</p> <p>2024-2025 \$7800 (EL enrichment) \$1,200 Cert. subs \$1500 (classified collab)</p>		<p>Grade 10: 2.25 Grade 11: 2.76 Grade 12: 2.75</p>				
<p>ESN2G1A3 To provide targeted support to EL students to reclassify as English Proficient:</p>	<p>Average GPA of EL students by grade level.</p>	<p>SY 2023-24 - Term 1, Semester 2 Overall GPA 2.467 Grade 9: 2.32 Grade 10: 2.25 Grade 11: 2.76</p>	<p>2024 S1 9th 2.51 10th 2.33 11th 2.54 12th 2.56 Overall 2.47</p>			<p>Time Money People</p>

<p>Community liaison hours to increase communication with parents regarding progress toward student reclassification.</p> <p>\$2000 (certificated) \$1000 (classified) \$1000 (classified) 0709</p> <p>2024-2025 \$2000 (certificated) \$1000 (classified)</p>		Grade 12: 2.75				
<p>ESN2G1A4 To provide targeted support to EL students to reclassify as English Proficient:</p> <p>Translation services for meetings with parents.</p> <p>\$1000 (classified) 0709 \$1000 (translation service)</p> <p>2024-2025 \$1000 (translation service)</p>	Average GPA of EL students by grade level.	<p>SY 2023-24 - Term 1, Semester 2 Overall GPA 2.467 Grade 9: 2.32 Grade 10: 2.25 Grade 11: 2.76 Grade 12: 2.75</p>	<p>2024 S1 9th 2.51 10th 2.33 11th 2.54 12th 2.56 Overall 2.47</p>			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: The average GPA of EL students by grade level in Semester 1 increased in 3 of 4 grade levels.</p>	<p>SY 2023-24 - Term 1, Semester 1 Overall GPA 2.62 Grade 9: 2.21 Grade 10: 2.75 Grade 11: 2.48 Grade 12: 3.06</p> <p>2024 S1</p>	<p>We will maintain regular meetings with Department Chairs and PLC leads to address department needs and monitor progress toward goals.</p>	<p>Continue</p>

	<p>9th 2.51 10th 2.33 11th 2.54 12th 2.56 Overall 2.47</p> <p>Last year's 9th graders performed nearly the same as this first semester. 11th grade students did better than last year and 12th grade decreased slightly this semester. The overall GPA, however, for all grades remains the same. The performance trends among EL students suggest that 9th graders may be struggling with the high school transition, while 11th graders have likely benefited from targeted interventions or effective instructional strategies. The slight decline in 12th-grade performance might be due to a plateau in language proficiency or decreased motivation as graduation nears. Overall, while GPA has remained stable, refining supports, namely our interventions including our ELD Study Skills course, our 9th grade freshman full year ELD support class as well as spreading ELD across multiple disciplines, could help boost progress across all grades.</p> <p>EL teachers have participated in two dedicated pull-out sessions focused on collaborative planning to enhance instructional strategies. Additionally, the ELD Department Chair has actively supported peers through co-teaching and instructional coaching, fostering a culture of shared expertise and continuous improvement.</p> <p>While our department has requested the support of the district EL TOSA, scheduled sessions have been canceled with the recommendation Lathrop teachers use "your direct line of support for ELD curriculum and/or strategies on your campus." The goal was to receive coaching support to meet the district expectations for implementing the EL curriculum.</p>	<p>We will continue to provide ongoing instructional coaching and support for ELD teachers in collaboration with the Intervention TOSA and the EL Department Chair.</p> <p>We will facilitate another pull-out day for teachers to collaborate and strengthen rigorous instructional practices.</p> <p>We will transition our EL department Chair role to a new teacher (our current chair is moving to an Induction TOSA role) who will work with our AP to build a plan to provide the coaching and support requested from the district EL TOSA.</p>	
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	<p>Additionally, we have enhanced our outreach efforts to improve communication with parents and students regarding the reclassification process.</p>		
<p>Cycle 2: Average GPA of EL students by grade level.in Semester 2.</p>	<p>SY 2023-24 - Term 1, Semester 2 Overall GPA 2.62 Grade 9: 2.21 Grade 10: 2.75 Grade 11: 2.48 Grade 12: 3.06</p> <p>2024 S2 Grade 9: 2.32 Grade 10: 2.25 Grade 11: 2.29 Grade 12: 2.77 Overall 2.41</p> <p>The goal was to see an increase in the overall GPA for English Learner students in Semester 2 compared to the same period last year. However, the overall GPA has declined from 2.62 1 to 2.25 in Semester 2.</p> <p>9th graders continue to struggle with the transition to high school, which may be impacting their GPA. While 11th graders showed improvement in Semester 1, their performance has not been sustained.</p> <p>The ELD Study Skills course and 9th-grade full-year ELD support class have provided structured assistance, but the overall impact may need to be reevaluated to ensure effectiveness. The spread of ELD instruction across multiple disciplines has contributed to gains in certain areas, yet consistent implementation remains a challenge.</p> <p>EL teachers participated in another pull-out sessions to refine instructional strategies. The ELD Department Chair has played a crucial role in coaching and co-teaching efforts.</p>	<p>Evaluate the effectiveness of current EL intervention courses and make necessary adjustments to next year's master schedule to better meet student needs.</p> <p>Continue collaboration between the EL Department Chair and Intervention TOSA to provide consistent coaching support for ELD teachers. Explore additional on-site professional development opportunities through the district EL Department</p> <p>Establish professional development sessions next year to initiate discussions on establishing consistent grading practices across departments. This will help ensure fairness and clarity in assessing student progress.</p> <p>Identify EL students who have shown a decline in grades or attendance and refer them for COST support to provide targeted interventions.</p>	Continue

	<p>A lack of consistent grading practices across campus may be contributing to GPA fluctuations, making it difficult to accurately assess student progress. Establishing shared grading expectations could help provide a clearer picture of student performance and progress.</p> <p>Efforts to improve communication about the reclassification process have been strengthened, but continued engagement is necessary to ensure families and students fully understand the pathways to academic success.</p>		
<p>Cycle 3: Average GPA of EL students by grade level.in Semester 3.</p>	<p>2024 S3 9th 2.43 10th 2.17 11th 2.31 12th 2.92 Overall 2.38</p> <p>The goal for Cycle 3 was to continue improving GPA outcomes for EL students, particularly through the expanded use of designated ELD courses and embedded supports. The overall GPA of 2.38 represents a modest increase compared to the 2.25 recorded in Semester 2 of the prior year, suggesting a return to progress following a mid-year dip.</p> <p>Notably, 12th-grade EL students are performing well, with an average GPA of 2.92—approaching the threshold required for reclassification. However, 10th-grade students are still showing academic risk with the lowest GPA average of 2.17. This group may require additional scaffolding and case management to address language acquisition gaps and course content accessibility.</p> <p>While 9th graders have made slight gains since last semester, the ongoing transition to high school continues to impact their overall performance. Similarly, 11th-grade students have yet to recover the GPA growth seen in Semester 1.</p>	<p>Continue strengthening the coaching partnership between the EL Department Chair and the Intervention TOSA to provide targeted, site-specific support to designated ELD teachers.</p> <p>Identify 10th-grade EL students with GPAs below 2.0 and consider referring them to the COST team for tiered intervention and possible academic mentoring.</p> <p>Monitor the implementation of designated ELD curriculum and make instructional adjustments based on student performance data and teacher feedback.</p> <p>Collaborate with counseling and site leadership to refine next year's master schedule to ensure EL students receive appropriate instructional time and teacher placement.</p>	

	<p>The consistency and quality of designated ELD instruction continues to vary by teacher and course. Some teachers are effectively implementing strategies from professional development, while others require more embedded coaching and modeling.</p> <p>Efforts by the ELD Department Chair, including classroom visits, co-planning sessions, and staff PD, have had a positive influence on instructional delivery. However, inconsistent grading policies and varied expectations across departments still affect the reliability of GPA as a sole indicator of academic progress.</p>	<p>Initiate a cross-departmental dialogue in early fall around consistent grading practices and expectations to create equity and clarity in how progress is measured.</p> <p>Survey EL students and families to gather feedback on their understanding of the reclassification process and use this input to guide future family engagement efforts.</p>	
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Progress Monitoring 25-26

Budget Summary

Priority	Title Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCA/ A/S	Target	Student Needs	Smart Goal
	Sub: GLSN1G1A2: planning, training, conferences (ELA)		\$ 5,000.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1195 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A.S. 1 GLS-Base	1.1	Grade Level Standards	SN 1	
	Timesheet: GLSN1G1A1: Guiding Coalition(ELA)		\$ 3,500.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A.S. 1 GLS-Base	1.1	Grade Level Standards	SN 1	
	Service: GLSN1G1A1 Model Schools Service Contract (ELA) Inc. vertical articulation and RRE	TBD	\$ 25,000.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A.S. 1 GLS-Base	1.1	Grade Level Standards	SN 1	
	Timesheet: GLSN1G1A2: Learning Lab Facilitator for English (certificated extra pay)		\$ 7,200.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A.S. 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
	Timesheet: GLSN1G2A1: Guiding Coalition (math)		\$ 3,500.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A.S. 2 GLS-Sup	1.2	Grade Level Standards	SN 1	
	Service: GLSN1G2A2: Delta Math Supplemental (Clara approved)	TBD	\$ 1,500.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A.S. 2 GLS-Sup	1.2	Grade Level Standards	SN 1	
	Service: GLSN1G2A3: Model Schools Service Contract (Math) RRE	TBD	\$ 20,000.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A.S. 2 GLS-Sup	1.2	Grade Level Standards	SN 1	
	Timesheet: GLSN1G2A2: math planning, lesson study, learning walks		\$ 3,500.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A.S. 2 GLS-Sup	1.2	Grade Level Standards	SN 1	SG 2
	Timesheet: GLSN1G2A2: Learning Lab Facilitator for Math (certificated extra pay)		\$ 7,200.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A.S. 2 GLS-Sup	1.2	Grade Level Standards	SN 1	SG 3
	Conference: GLSN1G1A4 Counseling Dept (Conferences)	TBD	\$ 4,000.00	3010 - ESSA-Title I Bas Gmths Low Inc	3110 - Guidance & Counseling Services	5220 - Conference Expense	1005 - 1.5 Goal 1, A.S. 5	1.5	Grade Level Standards	SN 1	
	Materials & Supplies: Supplementally funded: TOSA Supplies	TBD	\$ 450.00	3010 - ESSA-Title I Bas Gmths Low Inc	2100 - Instr Supervision & Admin	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A.S. 8	1.8	System-Wld	SN 1	
	Sub: GLSN1G3A1: PLC (data analysis, planning)		\$ 1,800.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1195 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A.S. 8	1.8	Grade Level Standards	SN 3	
	Timesheet: GLSN1G1A2: PLC Collaboration		\$ 6,000.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A.S. 8	1.8	Grade Level Standards	SN 1	
	Timesheet: GLSN1G1A2: walkthrough debriefing/planning		\$ 2,000.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A.S. 8	1.8	Grade Level Standards	SN 1	
	Timesheet: GLSN1G3A1: PLC Leads (monthly meetings, data analysis)		\$ 8,000.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A.S. 8	1.8	Grade Level Standards	SN 1	
	Timesheet: GLSN1G3A3: Site PLC Committees (CSE) cert bty		\$ 4,250.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A.S. 8	1.8	System-Wld	SN 1	SG 3
	Materials & Supplies: GLSN1G3A1: PLC (data analysis, planning)	TBD	\$ 1,000.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A.S. 8	1.8	Grade Level Standards	SN 1	
	Materials & Supplies: GLSN1G3A1: PLC Materials and Supplies	TBD	\$ 7,000.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A.S. 8	1.8	Grade Level Standards	SN 1	
	related costs (Model Schools): Adjusted between goal/functions combo to account for 6 Teachers, 1 TOSA, 2 Admin) (10 people lodging 4 days, transportation, food, conf fee \$750)	TBD	\$ 21,600.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A.S. 8	1.8	Grade Level Standards	SN 1	
	Timesheet: SN1G1A5 - MTSS COST		\$ 3,600.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	1197 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1
	Materials & Supplies: parent/family engagement activities		\$ 3,330.00	3010 - ESSA-Title I Bas Gmths Low Inc	1000 - Instruction	4310 - Materials & Supplies	2005 - 2.3 Goal 2, A.S. 3	2.3	Safety	SN 1	SG 1
Total			\$ 140,130.00								

620 - Lathrop High School Supplemental Programs/Services

Priority	Title Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCA/ A/S	Target	Student Needs	Smart Goal	Implementation (Frequency)
	Materials & Supplies: Bc Cuisine-Supplies	Sylvia Central California	\$ 75,000.00	0709 - Prev EI&ALCAP	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A.S. 5	1.5	Safety	SN 1		
	Conference: Bc Cuisine - Fuel/Conference	Vicens Marketing & Supply	\$ 1,000.00	0709 - Prev EI&ALCAP	1000 - Instruction	5220 - Conference Expense	1005 - 1.5 Goal 1, A.S. 5	1.5	Safety	SN 1		
	Conference: AP Summer Conference AP Physics 1 - APB1 - Marin By the Bay - In Person - San Rafael 7/8 - 7/11, 2025 (1 teacher)	TBD	\$ -	0709 - Prev EI&ALCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A.S. 8	1.8	Grade Level Standards	SN 1		
	Sub: SN1G1A2: Spartan Readiness Programs (sub)		\$ 1,800.00	0709 - Prev EI&ALCAP	1000 - Instruction	1195 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Timesheet: SN1G1A2: PBIS (Cert hourly)		\$ 2,800.00	0709 - Prev EI&ALCAP	1000 - Instruction	1197 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Timesheet: SN1G1A2: Spartan Readiness Programs		\$ 15,000.00	0709 - Prev EI&ALCAP	1000 - Instruction	1197 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Materials & Supplies: SN1G1A2: Spartan Readiness Program supplies	TBD	\$ 3,000.00	0709 - Prev EI&ALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Materials & Supplies: SN1G1A5: MTSS COST (modest incentives, materials, supplies)	TBD	\$ 1,000.00	0709 - Prev EI&ALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Conference: SN1G1A3 CADA (conference attendance for school culture leaders to continue to increase school connectedness, conference fees and all related travel costs)		\$ 12,000.00	0709 - Prev EI&ALCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	
	Sub: SN1G1A3 CADA conference certificated subs (4 teachers x 4 days)		\$ 4,000.00	0709 - Prev EI&ALCAP	1000 - Instruction	1195 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	
	Membership: Supplementally Funded: AcaDec Registration Fee	TBD	\$ 2,200.00	0709 - Prev EI&ALCAP	1000 - Instruction	5200 - Dues & Memberships	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Service: SN1G1A2: PBIS	TBD	\$ 1,800.00	0709 - Prev EI&ALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Service: SN1G1A2: Spartan Readiness Programs	TBD	\$ 2,000.00	0709 - Prev EI&ALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Service: SN1G1A4: 5-Star engagement contract	TBD	\$ 2,500.00	0709 - Prev EI&ALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Sub: SN1G1A3 certificated subs for CRU Peer Mediation Training		\$ 3,600.00	0709 - Prev EI&ALCAP	1000 - Instruction	1195 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Timesheet: SN1G1A3 certificated subs (CMS) for CRU Peer Mediation Training		\$ 750.00	0709 - Prev EI&ALCAP	1000 - Instruction	2917 - Campus Aide Hourly	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
High	Service: SN1G1A3 CRU Peer Mediation Training Contract		\$ 11,000.00	0709 - Prev EI&ALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual
	Materials & Supplies: SN1G1A3 materials, incentive and resources for Peer Mediation		\$ 1,550.00	0709 - Prev EI&ALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A.S. 2	2.2	Safety	SN 1	SG 1	Annual

Sub: CADA x 4 (Subs)	CADA	\$ 4,200.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1	
Conference Link Crew Class Conference (Local MU50 Feeder Schools)	TBO	\$ 800.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1	
Conference: CADA (Conference) x 4	CADA	\$ 13,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1	
Materials & Supplies: SNT101A2 student incentives for academic & engagement (inc. Multi-Color Processing & Ingham Jewellers)	TBO	\$ 14,550.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	safety	SN 1	SG 1	Annual
Service: OLSN101A3: Educational Enrichment Activities (Science) (Transportation)	TBO	\$ 1,800.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1	Annual
Customization Service: SNT101A2 student incentives customization		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1	
Timesheet: De Cuisine - Additional Salaries	TBO	\$ 4,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1006 - 1.5 Goal 1, A&S 5	2.5	Safety	SN 1	SG 1	
Sub: ESNQ1A1 EL CARE (subs 2 teachers, 4 days)	TBO	\$ 2,400.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2001 - 3.1 Goal 3, A&S 1	3.1	Students	SN 2	SG 1	Annual
Sub: ESNQ1A2 certificated subs for CARE (4 days)		\$ 1,200.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2001 - 3.1 Goal 3, A&S 1	3.1	Students	SN 2	SG 1	
Timesheet: ESNQ1A3 Community Liaisons (Cert) EL		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2001 - 3.1 Goal 3, A&S 1	3.1	Students	SN 2	SG 1	Annual
Timesheet: ESNQ1A4 translating services		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	2001 - 3.1 Goal 3, A&S 1	3.1	Emerging	SN 2	SG 1	Annual
Timesheet: ESNQ1A2 EL (GASAP/ACA, training (Classified para and clerical) 12hrs/teachers		\$ 1,500.00	0709 - Prev EIALCAP	2700 - Support Administration	2407 - Clerical And Office Sal Hourly	2001 - 3.1 Goal 3, A&S 1	3.1	Students	SN 2	SG 1	Annual
Timesheet: ESNQ1A3 Community Liaisons (Class) EL		\$ 1,000.00	0709 - Prev EIALCAP	2700 - Support Administration	2407 - Clerical And Office Sal Hourly	2001 - 3.1 Goal 3, A&S 1	3.1	Students	SN 2	SG 1	Annual
Conference: ESNQ1A1 CARE Conference and all related costs (x 2)	TBO	\$ 13,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	2001 - 3.1 Goal 3, A&S 1	3.1	Students	SN 2	SG 1	Annual
Training: ESNQ1A2: Educational Enrichment Activities (ELD)	TBO	\$ 9,800.00	0709 - Prev EIALCAP	1000 - Instruction	5222 - Workshops/Trainings	2001 - 3.1 Goal 3, A&S 1	3.1	Emerging	SN 2	SG 1	Annual
Timesheet: OLSN101A1: Time Sheeting (1 Teacher / 1 classified/TSP)		\$ 2,800.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2004 - 3.4 Goal 3, A&S 4	3.4	Standards	SN 1	SG 1	Annual
Williams - Equipment: Various kitchen equipment: single door freezer, sandwich prep table, fryer, hose kit		\$ 23,200.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5				
Ariaz/Bollars - Materials & Supplies: Ag Leadership Packets (350 @ \$10 each) *SPLIT FUND*		\$ 1,750.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Ariaz/Bollars - Conference: PD student competitions - rooms, registration, per diem (State FFA Conference)*SPLIT FUND*		\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5				
Ariaz - Conference: National Convention in Indiana - room, rental car, registration, flight, per diem, (Ariaz only)*SPLIT FUND*		\$ -	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5				
Ariaz - Equipment: freeze dryer		\$ 4,000.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5				
Ariaz/Bollars - Conference: MFE / ALA Conference - registration, hotel, per diem		\$ 2,200.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5				
Ariaz - Service: Field trips (zoological wholesaler)		\$ 1,800.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5				
Bollars - Equipment: Plasma cutter		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5				

Bollars - Materials & Supplies: Welding jackets, helmets & gloves		\$ 5,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Wright - Materials & Supplies: Interactive business education simulations - 3 @ \$700 each		\$ 2,100.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Costa - Equipment: Jet Drill Press (1)		\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5				
Costa - Equipment: Bailey brake and beveler shear		\$ 3,600.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5				
Crowhurst - Materials & Supplies: Pocket Nurse Open Per*SPLIT FUND*		\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Crowhurst - Fall Leadership Conference - registration, transportation*SPLIT FUND*		\$ 1,930.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5				
Crowhurst - HOSA ALC - bus		\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	5824 - Transport By Private Vendor	15CT - LCAP CTE Pathways	1.5				
Crowhurst - State Leadership Conference - 50 students (registration, transportation, hotel, subs)*SPLIT FUND*		\$ 10,750.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5				
Crowhurst - HOSA blazers and ascots		\$ 1,800.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Crowhurst - ILC*SPLIT FUND*		\$ 6,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5				
Holloway - various kitchen items: mixer, replacement refrigerators, kitchen range and ovens, scales, utensils, pasta machine, potato ricers, pastry brushes, wooden spoons, pans, bowls, mills, knives, aprons, dishes, food warmer, cookware, fryers, food processor, cooking thermometers, containers, spatulas		\$ 12,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Myers - Scrub tops, embroidery		\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Myers - Reality Works supplies		\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Myers - Childcare Experience Program - Reality Works (4 baby package, storage, accessory bag, 2 3 month olds, 2 9 month olds)		\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Myers - Nasco Education supplies		\$ 2,800.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Ott - Fire fighter tools: axes, forcible entry tools, wildland tools, entry		\$ 2,975.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Ott - 25 helmets and boots		\$ 15,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				
Patterson - Metal bending roller - 2 @ \$1,000 each		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5				
Patterson - Drill press		\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5				
Windschitl - Various classroom supplies - sewing machines, silhouette machine, heat press, embroidery machine, sewing shears, rotary cutters, cutting mats		\$ 34,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5				

	Windschitl - Various FCCLA events (Chapter Officer Training, Fall and Spring Region Meeting, Fall Leadership Institute 10/22-24, State Leadership Conference, National Leadership Conference, Chapter Advisor Summit - Jan in Washington DC, National Art Edu Association National Convention - March 2025 in Louisville, KY, Leadership and Management,) - subs, travel, lodging, registration, per diem "SPLIT FUND"		\$ 7,475.00	0799 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP GTE Pathways	1.5			
	Conference: AP Calculus (June 2026)	TBD	\$ 2,000.00	0799 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1002 - 1.2 Goal 1, A&S 2 OLS-Sup	1.2	OLS - Math	SN 1	
	Training: GLSNTG1A3 Educational Enrichment Activities (Science)	TBD	\$ 600.00	0799 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1003 - 1.3 Goal 1, A&S 3	1.3	safety	SN 1	
	Sub: SN1G1A2 PE, JROTC Drill Camp Subs	TBD	\$ 3,000.00	0799 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 1	
	Conference: ACTFL 2025 Conference (2 teachers) November 21-23, comprehensive professional development event for language educators	TBD	\$ -	0799 - Prev EIA/LCAP	1000 - Instruction	5200 - Travel & Conferences	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 1	
	Membership: Annual memberships Teacher support for student engagement - Growing with Proficiency - The Spanish Teacher Academy/ Ascendencia Membership/ My Advanced Spanish Membership (5 teachers)	TBD	\$ 2,000.00	0799 - Prev EIA/LCAP	1000 - Instruction	5300 - Dues & Memberships	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 1	
	Sub: JROTC Camp Subs	TBD	\$ 1,800.00	0799 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	SN 1	
Total			\$ 395,530.00								

620 - Lathrop High School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Timesheet: SN1G1A1: Tutoring (Sprods)		\$ 4,200.00	2600 - Expenses Learning Apply Pgms	1000 - Instruction	1107 - Teachers' Salaries Hourly	1415 - ELOP-Enrichment	2.2	Safety	SN 1	SG 1
Total			\$ 4,200.00								

620 - Lathrop 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
	AP By the Sea Summer Institutes 7/7-7/10, 2025 (1 teacher)	TBD	\$ 3,190.00	7412 - A-G Access Success Grant	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	SN 1	
	Conference: AP Summer Conference AP Government and Politics Respectively - AP By the Sea Summer Institutes 7/7-7/10, 2025 (1 teacher)	TBD	\$ 3,190.00	7412 - A-G Access Success Grant	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	SN 1	
	Conference: AP Summer Conference AP Spanish Language and Culture - AP By the Sea Summer Institutes 7/7-7/10, 2025 (1 teacher)	TBD	\$ 3,190.00	7412 - A-G Access Success Grant	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	SN 1	
	Conference: AP Summer Conference AP English Literature - APSI - Marin by the Bay - In Person - San Rafael 7/8-7/11, 2025 (1 teacher)	TBD	\$ 2,740.00	7412 - A-G Access Success Grant	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	SN 1	
	Williams - Conference: Field trips (ProStart conference, Culinary 2 PD/research and development X4)		\$ -	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5			
	Araiz/Bottani - Materials & Supplies: Ag Leadership Packets (350 @ \$10 each) "SPLIT FUND"		\$ 1,750.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.5			
	Araiz/Bottani - Conference: PD / student competitions - rooms, registration, per diem (State FFA Conference)"SPLIT FUND"		\$ 2,500.00	6387 - Career Technical Education	2700 - School Administration	5220 - Conference Expense	0000 - Undesignated	1.5			
	Araiz - Conference: National Convention in Indiana - room, rental car, registration, flight, per diem, (Araiz only)"SPLIT FUND"		\$ 1,750.00	6387 - Career Technical Education	2700 - School Administration	5220 - Conference Expense	0000 - Undesignated	1.5			
	Araiz - Conference: AIFD Conference in July - room, travel, registration, per diem		\$ 3,600.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5			
	Teacher Training - \$2934, Arc Exposure Conference - \$3525,) - subs, registration, hotel, transportation/mileage, per diem		\$ 10,650.00	6387 - Career Technical Education	2700 - School Administration	5220 - Conference Expense	0000 - Undesignated	1.5			
	Wright - Service: Field trip - busses, materials/fees		\$ 3,000.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5			
	Costa - Equipment: Dust extractors for sanding - 2 @ \$2,400		\$ 4,800.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	0000 - Undesignated	1.5			
	Costa - Equipment: Dust extractors for CNC machines - 2 @ \$5,000		\$ 10,000.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	0000 - Undesignated	1.5			
	Crookhurst - Materials & Supplies: TB Serum for Adv HC students		\$ 1,500.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.5			

Crowhurst - Service: CPR certification and AED		\$ 3,500.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5			
Crowhurst - Materials & Supplies: Pocket Nurse Open Pe/SPLIT FUND*		\$ 1,500.00	6387 - Career Technical Education	2700 - School Administration	4310 - Materials & Supplies	0000 - Undesignated	1.5			
Crowhurst - Regional Leadership Conference - 50 students @ \$25		\$ 1,250.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5			
Crowhurst - Fall Leadership Conference - registration, transportation/SPLIT FUND*		\$ 1,930.00	6387 - Career Technical Education	2700 - School Administration	5220 - Conference Expense	0000 - Undesignated	1.5			
Crowhurst - State Leadership Conference - 50 students (registration, transportation, hotel, subs)/SPLIT FUND*		\$ 10,750.00	6387 - Career Technical Education	2700 - School Administration	5220 - Conference Expense	0000 - Undesignated	1.5			
Crowhurst - HOSA binders, plaques for industry partners		\$ 500.00	6387 - Career Technical Education	2700 - School Administration	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5			
Crowhurst - ILC/SPLIT FUND*		\$ 6,000.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5			
Holloway - PD (CTE Conference in Rancho Mirage)		\$ 2,500.00	6387 - Career Technical Education	2700 - School Administration	5220 - Conference Expense	0000 - Undesignated	1.5			
Myers - Field trips (Durham Ferry)		\$ 2,500.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5			
Patterson - 2 welders @ \$20,000 each			6387 - Career Technical Education	1000 - Instruction	6400 - Equipment	0000 - Undesignated	1.5			
Patterson - OSHA instructor renewal		\$ 2,000.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5			
Windschitl - Various FCCLA events (Chapter Officer Training, Fall and Spring Region Meeting, Fall Leadership Institute 10/22-24, State Leadership Conference, National Leadership Conference, Chapter Advisor Summit - Jan in Washington DC, National Art Edu Association National Convention - March 2025 in Louisville, KY, Leadership and Management,) - subs, travel, lodging, registration, per diem/SPLIT FUND*		\$ 7,475.00	6387 - Career Technical Education	2700 - School Administration	5220 - Conference Expense	0000 - Undesignated	1.5			
Sub: SN101A2: Subs for 8th grade feeder day		\$ 1,500.00	7412 - A-G Access Success Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1505 - T-5 Goal 1, A&S 5	1.5	Safety	SN 1	
Service: SN101A2: 8th Grade Readiness Day Busing Conference and travel related to Dual Enrollment - split between sites	TEO	\$ 1,500.00	7412 - A-G Access Success Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1505 - T-5 Goal 1, A&S 5	1.5	Safety	SN 1	
CCEMC Dual Enrollment Coaching - split between sites		\$ 7,500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5222 - Workshops/Trainings		1.5			
Supplies for Dual Enrollment Committee		\$ 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		\$ 106,515.00								

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

The School Site Council (SSC) met monthly to discuss progress toward goals and actions, provide input, and approve any changes agreed upon by the SSC. The LHS ELAC committee met quarterly to discuss all required compliance components, provide input on the Strategic Plan, and review progress toward goals and actions.

During our LHS Spartan Parent Coffee Socials, parents provided input into the safety goals and actions of our Strategic Plan, sharing ideas for increasing parent involvement, boosting school connectedness, and enhancing safety for students. The PBIS committee, which includes students, met quarterly to provide input around our goals and actions, plan actionable steps to increase student engagement and attendance, and reduce student discipline.

Data and progress toward goals were also shared with staff during site staff meetings, where input was gathered and documented. Feedback and ideas shared at committee meetings were brought to the Guiding Coalition, which is responsible for setting the goals and actions for the LHS Strategic Plan.

At the start of the year, stakeholder groups provided input on parent engagement, the school-parent compact, and trends reflected in student performance data, along with suggestions for meeting the goals outlined in the Strategic Plan. Throughout the year, these groups continued to review progress toward the goals and, when appropriate, offered guidance on revisions to inform the development of the following year's plan.

This year, as in the previous cycle, staff completed a needs assessment survey in December and January. The results highlighted the continued need for targeted professional development and support for the PLC process. In March and April, stakeholder groups again reviewed data and proposed revisions to the school's safety goals, with a particular focus on addressing suspension rates and strengthening school connectedness. The School Site Council is scheduled to review and approve the Strategic Plan during the May SSC meeting, continuing our annual cycle of collaborative input and review.

Date

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

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

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

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

SSC: September 5, 2024, October 3, 2024, November 7, 2024, December 5, 2024, January 9, 2025, February 13, 2025, March 6, 2025, April 10, 2024; May 8, 2025

Guiding Coalition: August 27; September 24; October 29; November 26; December 10; January 28; February 25; March 25; April 29; May 13

Parent Coffee Social: September 25, 2024; October 29, 2024; November 20, 2024; January 30, 2025, April 24, 2025

ELAC: August 14, 2024, November 20, 2024, January 29, 2025, May 14, 2025

Groups

School Site Council, ELAC, Department Chairs, PBIS committee, students, faculty, parents, classified staff

Outcome

At the start of the year, stakeholder groups provided input on parent engagement, the school-parent compact, and trends reflected in student performance data, as well as suggestions for meeting the goals outlined in the Strategic Plan. Throughout the year, these groups continued to review progress toward the goals and, when appropriate, offered guidance on revisions to inform the development of the following year's Strategic Plan.

This year, as in the previous cycle, staff completed a needs assessment survey in December and January. The results reinforced the ongoing need for targeted professional development and support for the PLC process. In March and April, stakeholder groups are again reviewing data and proposed revisions to the school's safety goals, with particular focus on addressing suspension rates and strengthening school connectedness. The School Site Council will review and approve the 2024–2025 Strategic Plan during the April SSC meeting, continuing the annual cycle of collaborative input and review and will review and approve the 2025-2026 Strategic Plan at the May 14 meeting.

This year's input and review cycle resulted in updated actions that target increased parent participation, greater staff collaboration around academic interventions, and more comprehensive strategies to reduce suspension and chronic absenteeism. The collective feedback from all stakeholder groups directly informed the revised goals and metrics in the 2024–2025 Strategic Plan and in the 2025-2026 Strategic Plan, ensuring alignment with the current needs of our student population.

School Site Council Membership

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

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

Name of Members	Role
Melissa Beattie	Principal
Ashley Wright	Classroom Teacher
Stephanie Maestretti	Classroom Teacher
Lisa Wilson	Other School Staff
Deannatus Edwards	Parent or Community Member
Oscar Munguia	Parent or Community Member
Jennifer Torres O-Callahan	Parent or Community Member
Brandy Perkins	Parent or Community Member
Sage Coates	Secondary Student
Rachel Boateng	Secondary Student
Irene Munguia	Classroom Teacher

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 May 8, 2025.

Attested:

	Principal, Melissa Beattie, Ed.D. on May 8, 2025
	SSC Chairperson, Ashely Wright on May 8, 2025