



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.

Yosemite Community Day School (K-6)

39685936114847

Manteca Unified School District

39685930000000

School Site Vision

We are dedicated to breaking down barriers to student learning and build of foundation for each student's future success.

School Site Mission

Yosemite Day School will help students achieve freedom, opportunity and self-respect using education and interventions to motivate and create positive change.

Mantra: Every student, every need, every day

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.

Yosemite Day School will help students address individual behavior and attendance needs to build a foundation to have future success at an alternative high school or comprehensive school while making individual growth with grade level standards.

School Site Description

Yosemite Day School is an alternative school setting where students are placed on Suspended Enforcement of their expulsion order or after violating their School Attendance Review Board (SARB) attendance contract.

The program focuses on modifying student behavior and improving overall student attendance. Yosemite Day School staff are highly qualified and trained to support students in making the necessary changes to their behavior and attendance that will allow them to be successful when they return to their comprehensive school sites. Yosemite Day School's overall vision, is Students Taking Ownership & Reaching for More. Students are supported in changing their perspective and taking ownership and accountability of the actions that resulted in their placement at Yosemite Day School, which allows them to move forward

with an enhanced skill set that allows them to access their education and meet their full potential. Yosemite Day School's mission is to help students achieve freedom, opportunity and self-respect using education and interventions to motivate and create positive change. Both align to the vision and mission that the Manteca Unified School District has outlined. In conjunction to supporting students achieve grade level standards, attend school in a safe and healthy environment and committing to meeting individual student needs, Yosemite Day School uses intervention programs and strategies to ensure that the students' social/emotional needs are being met.

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)

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)

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
Total Number of Students enrolled in Yosemite Community Day School (K-6).	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
10	90%	10%	0.0%
Total Number of Students enrolled in Yosemite Community Day School (K-6).	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		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	10%

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
Foster Youth	0	0.0%
Homeless	1	10%
Socioeconomically Disadvantaged	9	90%
Students with Disabilities	1	10%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	30%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	6	60%
Two or More Races	1	10%
Pacific Islander	0	0.0%
White	0	0.0%

Conclusions based on this data:

1.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

By Spring of 2024 the percentage of students in our program for a full semester will meet their English Language Arts and Math growth projection will increase by at least 5% as measured by Fall to Spring MAP data.

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 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 11															
All Grades	N/A	N/A	N/A			*			*			*			*

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 3			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
All Grades	N/A	N/A	N/A			*			*			*			*

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	NT	
Female	NT	
Male	NT	
American Indian or Alaska Native	NT	
Asian	NT	
Black or African American	NT	
Filipino	NT	
Hispanic or Latino	NT	
Native Hawaiian or Pacific Islander	NT	
Two or More Races	NT	
White	NT	
English Learners	NT	
Foster Youth	NT	
Homeless	NT	
Military	NT	
Socioeconomically Disadvantaged	NT	
Students Receiving Migrant Education Services	NT	
Students with Disabilities	NT	

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	NT	
Female	NT	
Male	NT	
American Indian or Alaska Native	NT	
Asian	NT	
Black or African American	NT	
Filipino	NT	
Hispanic or Latino	NT	
Native Hawaiian or Pacific Islander	NT	
Two or More Races	NT	
White	NT	
English Learners	NT	

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
Foster Youth	NT	
Homeless	NT	
Military	NT	
Socioeconomically Disadvantaged	NT	
Students Receiving Migrant Education Services	NT	
Students with Disabilities	NT	

Data



Student Growth Summary Report

Aggregate by School

Term: Fall 2023-2024
District: Manteca Unified School District

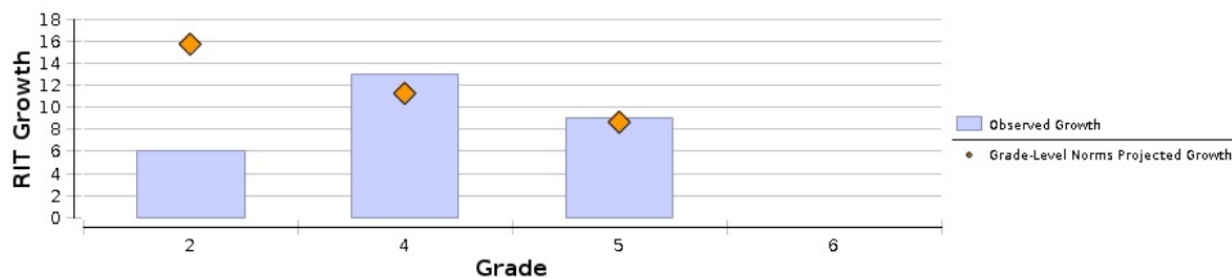
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Fall 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 4 (Fall 2023)
Grouping: None
Small Group Display: Yes

Yosemite School Community Day (K-6)

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Fall 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Fall 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
		1	150.0	6	156.0		1	6		15.8	-4.20	1	1	0	0	0	
		1	173.0	1	186.0		2	13		11.3	1.10	86	1	1	100	0	
		2	177.0	8.5	1	185.5	10.6	1	9	1.5	8.7	-0.12	45	2	1	50	42
		0	**			**			**					**			

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Fall 2023-2024
District: Manteca Unified School District

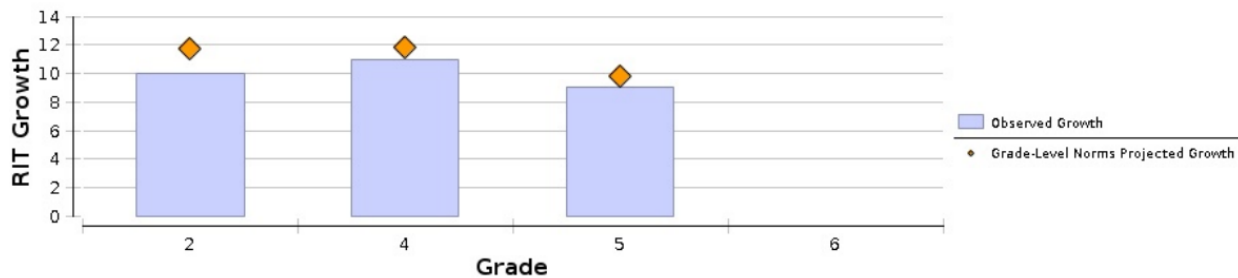
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Fall 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 4 (Fall 2023)
Grouping: None
Small Group Display: Yes

Yosemite School Community Day (K-6)

Language Arts:
Reading

		Comparison Periods						Growth Evaluated Against								
		Fall 2022			Fall 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Fall 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	1	130.0		1	140.0		1	10		11.8	-0.74	23	1	0	0	0
4	1	149.0		1	160.0		1	11		11.8	-0.43	33	1	0	0	0
5	2	157.5	2.1	1	166.5	12.0	1	9	7.0	9.8	-0.56	29	2	1	50	44
6	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
† Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Data Analysis

This is Yosemite Community Day School's first year and we are monitoring current students in program to assess the students individual needs and the school needs to provide support in learning for all students.

Student Need 1:

Students need teachers with access to the base curriculum and support materials to best support individual student learning, which includes professional development and supplemental materials for individual learning needs.

SMART Goal 1

Increase the number of students engaged in learning as measured by the number of students meeting their MAP Growth Targets in Math and Reading.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Conducted a PLC meeting to establish norms for the staff to meet students' needs. Waiting to complete the waiver to begin implementation of monthly PLC meetings. Teachers teach to the essential standards in every class on campus to improve student learning for all students.	<p>% of students who showed growth on the MAP ELA assessment from Fall to Winter</p> <p>% of students who showed growth on the MAP ELA assessment from Winter to Spring</p> <p>% of students who showed growth on the MAP Math assessment from Fall to Winter</p> <p>% of students who showed growth on the MAP Math assessment from Winter to Spring</p>	10% of students met their growth target in MAP (Average from 2023-2024)	<p>Fall MAP testing: MAP Math: 1 of 4 students improved by at least one point. 25 % improved. MAP Reading: 1 of 4 student improved by at least one point. 25 % improved. MAP Language usage: 1 of three students improved by at least one point. 33% improved.</p> <p>Winter MAP testing: MAP Math: 1 of 9 students improved by at least one point. 11% improved. MAP Reading: 2 of 9 student improved by at least one point. 22% improved. MAP Language usage: 4 of 5 students improved by at least one point. 80% improved.</p> <p>Spring MAP testing: MAP Math: 6 of 13 students improved by at least one point. 46% improved. MAP Reading: 7 of 13 students</p>			Time People Money

			improved by at least one point. 54% improved. MAP Language usage: 5 of 9 students improved by at least one point. 56% improved.			
Practical applications and real-world opportunities will be provided: Needed materials: New reading material, CTE supplies and training;	# of students successfully completing (\geq C) in a CTE course	CTE teacher is working with K-6th grade students on Typesy program. She is also researching educational field trips and excursions.	HOLD.			Time People Money
Increasing the number of books for the school library.	We have received a range of books for K-12 grade students, to begin creating a school library. All students will have access to the school library at least twice per month. ELA TOSA has worked to organize the books for use at each grade level.	School library does not currently exist. Next school year, 2025/2026, there will be a library rotation for students to visit the library.	HOLD.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Compared to the 2023/2024 school year, we have 25% and 33% of our current students improve	Fall MAP testing: MAP Math: 1 of 4 students improved by at least one point. 25 % improved. MAP Reading: 1 of 4 student improved by at least one point. 25 % improved.	We will continue to stress the importance of the MAP testing to our students. Helping them build the resiliency to	Continue

their MAP, (Math, Reading, and Language Arts), scores.	<p>MAP Language usage: 1 of three students improved by at least one point. 33% improved.</p> <p>We will continue to track our current student population to record their scores and any improvement. We will likely not have the same students for more than two trimesters, so growth will always vary.</p>	focus on and complete the test.	
<p>Cycle 2:</p> <p>Compared to the 2023/2024 school year, we have 11%, 22% and 80% of our current students improve their MAP, (Math, Reading, and Language Arts), scores.</p>	<p>Winter MAP testing:</p> <p>MAP Math: 1 of 9 students improved by at least one point. 11% improved.</p> <p>MAP Reading: 2 of 9 student improved by at least one point. 22% improved.</p> <p>MAP Language usage: 4 of 5 students improved by at least one point. 80% improved.</p> <p>We will continue to track our current student population to record their scores and any improvement. We will likely not have the same students for more than two trimesters, so growth will always vary.</p>		Continue
<p>Cycle 3:</p> <p>Compared to the 2023/2024 school year, we have 46%, 54% and 56% of our current students improve their MAP, (Math, Reading, and Language Arts), scores.</p>	<p>Spring MAP testing:</p> <p>MAP Math: 6 of 13 students improved by at least one point. 46% improved.</p> <p>MAP Reading: 7 of 13 students improved by at least one point. 54% improved.</p> <p>MAP Language usage: 5 of 9 students improved by at least one point. 56% improved.</p> <p>We will continue to track our current student population to record their scores and any improvement. We will likely not have the same students for more than two trimesters, so growth will always vary.</p>		Continue

Progress Monitoring 25-26

Progress Monitoring

Data

Data Analysis

We had 6 out of 13 students did not earn a positive readmission to their comprehensive sites because they had two or more areas that they did not meet positive readmission criteria. Teacher collaboration and individualizing student learning is essential in challenging students at their individual goals that are attainable.

Student Need 2:

Students need an individualized learning plan to monitor and meet the individual needs of each unique student. Students will receive this plan based off the MAP RIT score growth between the 3 testing sessions. Staff will continue to utilize the NWEA reports to monitor student growth and progress on MAP Reading & Math to get them to grade level standards.

SMART Goal 1

Each Trimester (3) 25% of students in K-6th Grade will satisfactory progress in all standards during the 2024-2025 school year.

Progress Monitoring:

Trimester 1

Trimester 2

Trimester 3

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Staff who attends PLC conference will bring back and present information to the rest of the group to implement the instruction of essential standards in classrooms.	Standards Based Progress Report	2024-2025 Students Meeting Standards	HOLD, unable to run an accurate report. It does not pull all Standards accurately. I will update when the bug in the system is fixed.			Time People Money

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1:	After trimester 1 we had the following results: (1) kindergarten student was	Continue to work with parents and students to	Continue

<p>All students at Yosemite School Community Day are exposed to the same curriculum that the comprehensive sites have.</p>	<p>proficient in 2 of the standards. (1) second grade student was proficient in zero standards. (2) third grade students, (1) was proficient in three standards, and (1) was proficient in one standard, (2) sixth grade students, (1) was proficient in five standards, and (1) was proficient in one standard.</p> <p>Kindergarten, second, and a third-grade student have behaviors that slows their progression toward meeting standards. One sixth grade students does not routinely attend school, and the other is defiant and often refuses to complete work.</p>	<p>get the student(s) to school.</p>	
<p>Cycle 2: All students at Yosemite School Community Day are exposed to the same curriculum that the comprehensive sites have.</p>	<p>After trimester 2 we had the following results: (1) kindergarten student was proficient in 4 of the standards. (1) second grade student was proficient in zero standards. (2) third grade students, (1) was proficient in seven standards, and (1) was proficient in ten standards, (4) sixth grade students, (1) was proficient in five standards, (1) was proficient in six standards, and (2) are proficient in one standard.</p> <p>Kindergarten students' behaviors have lessened, and he is acquiring more standards. Second (1) third grade student is exhibiting behaviors that limit his ability to acquire standards. One sixth grade students continues to be absent often, limiting her ability to acquire additional standards.</p>	<p>Continue to meet with parents and students to discuss the importance of regular school attendance. Improvement in standards acquisition is evident.</p>	<p>Continue</p>
<p>Cycle 3: All students at Yosemite School Community Day are exposed to the same curriculum that the comprehensive sites have.</p>	<p>After trimester 3 we had the following results: (1) kindergarten student was proficient in 13 of the standards. (1) second grade student was proficient in eight standards. (2) third grade students, (1) was proficient in eight standards, and (1) was proficient in 16 standards, (3) fourth grade students, (1) was proficient in seven standards, and (2) were proficient in zero standards. (1) fifth grade student is proficient in five standards. (5) sixth grade students, (1) was proficient in ten standards, and</p>	<p>Continue to meet with parents and students to discuss the importance of regular school attendance. Improvement in standards acquisition is evident. More parent conferences when attendance begins to slip.</p>	<p>Continue</p>

	<p>(2) are proficient in nine standards, (2) are proficient in zero standards.</p> <p>Kindergarten student has shown excellent growth and is acquiring additional standards. Second grade students' behaviors have improved, and he is acquiring additional standards. Both third grade students are showing excellent growth in acquiring additional standards. Fifth grade student was struggling with attendance issues prior to coming to Yosemite School, but attendance is improving and so is acquisition of standards.</p>		
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Progress Monitoring 25-26

Progress Monitoring



District Goal

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

Site Tier 1, 2, and 3 Goals

Students, faculty and staff will all have access to a safe, supportive and clean learning environment.

Climate

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

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

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

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0

Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

Data Analysis

Students coming to school on a regular basis appear to be showing more growth with academics, engagement and more frequent appropriate behavior. All of the students in our program have social and emotional barriers to learning that are effecting their attendance and/ or behavior due to trauma in their life.

Student Need 1:

Students need to attend school daily on time for the entire school day on a consistant basis and feel safe.

SMART Goal 1

By the end of the 2024-2025 school year, Yosemite Day students who have been with us for two semesters will have an attendance rate of 90% or better.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
COST meetings to monitor individuals	# of students who are identified as	We currently have 35 students who	Q1/Trimester1 -(27) students			Time People Money

on Chronic Absenteeism Report	Chronically Absenteeism (power bi)	were referred to our program due to chronic absenteeism	receiving COST. Q2- (28) students receiving COST. Trimester 2- (26) students receiving COST. Q3- (24) students receiving COST. Trimester 3- (29) students receiving COST. Q4- (29) students receiving COST.			
Administration will purchase gift cards from local businesses for students with perfect attendance for the month.	# of students per month who have perfect attendance (on time and stay all day) (q reports- Lindsey)	Number of students referred under a SARB contract violation	August- 0 September- 1 October- 1 November- 3 December- 1 January- 1 February-1 March- 1 April- 1 May-			Time People Money
Students will receive gift cards for perfect attendance. Teachers, clerical staff, and administration will contact parents when students are not present both by an NTI message each night and personal phone calls home. Engagement will be supported through school activities, enrichment excursions and parent activities.	# of students >= 90% Attendance (System - Q)	Number of students referred under a SARB contract violation	August- (1) 1st 95% September- (1) K 93% (1) 1st 100% October- (1) K 100%, (1) 1st 94% November- (1) K, 1st, and 3rd 100% December- (1) K 93% (1) 1st 100% January- (1) 1st 100% (1) 3rd 94% February- (1) 1st 100% (1) 6th 92% March- (1) K 94% (1) 1st			Time People Money

			94% (1) 2nd 100% (1) 3rd 97% (1) 6th 94% April- (1) K 100% (1) 6th 91%			
--	--	--	--	--	--	--

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: COST meetings are held continually to determine best practices to assist students.</p> <p>We had two students with perfect attendance during the first trimester.</p> <p>Parents receive a phone call from attendance clerk when their student is absent.</p>	<p>We have completed home visits, made calls home to parents, and spoken to students at school to help them understand the importance of daily regular attendance.</p> <p>Two students received gift cards for perfect attendance.</p> <p>Record of calls home is logged in "Q".</p>	<p>Continue with COST meetings to assist students with attendance issues.</p> <p>Continue to find ways to improve attendance and other incentives to get students to attend school regularly.</p> <p>Continue to call parents when students are absent. Work with parents to get student to school.</p>	Continue
<p>Cycle 2: COST meetings are still held to find ways to help our students become successful at attending school.</p> <p>We had six students with perfect attendance during the second trimester.</p> <p>Parents continue to receive phone call from attendance clerk, as well as wake up calls to students to improve attendance.</p>	<p>We have completed home visits, made calls home to parents, instituted daily wake up calls to students, and spoken to students at school to help them understand the importance of daily regular attendance.</p> <p>Six students received gift cards for perfect attendance.</p> <p>Phone calls to both parents and students.</p>	<p>Continue with COST meetings to assist students with attendance issues. Review possibility of adding an attendance liaison for daily pick-up of chronically absent students.</p> <p>Continue to find ways to improve attendance and other incentives to get students to attend school regularly. Conduct more parent meetings to connect with parents and students on importance</p>	Continue

		<p>of attending school regularly.</p> <p>Calls to students helped improve attendance for three of our students. We are looking at adding a liaison person to perform daily pick up of students who are chronically absent.</p>	
<p>Cycle 3: COST meetings are still necessary to assist students to improve attendance, grades, and behavior.</p> <p>We had six students with perfect attendance during the second trimester.</p> <p>Parents continue to receive phone call from attendance clerk, as well as wake up calls to students to improve attendance.</p>	<p>HOLD</p> <p>Two students received gift cards for perfect attendance.</p> <p>HOLD</p>	<p>HOLD. Continue process next year.</p> <p>Continue to work with local community to receive donations, as incentives for perfect attendance. We have received gift cards from In-and-Out, and we are looking into different companies to provide gift cards or gift certificates.</p> <p>HOLD</p>	

Progress Monitoring 25-26

Progress Monitoring

Data

Data Analysis

The students referred to our program need support in how to be a student and interact appropriately with others, while learning how to grow academically.

Student Need 2:

Students need a clean, safe, and secure environment. LCAP 1.1 , 2.3

SMART Goal 1

By Spring of 2025, Yosemite Day School will to provide a positive learning environment, as measured by reducing the number of discipline violation by 10% through the use of restorative practices.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
All students need access to Sanford Harmony and PBIS for social emotional learning to feel secure with themselves and be able to learn in safe environment that meets personal needs	Number of behavior incidents	the number of behavior incident first trimester compared to the number of incidents at the third trimester.	Trimester 1- (5 students) 3 incidents. Trimester 2- (9 students) 19 incidents. Trimester 3- (13 students) 21 incidents.			Time People Money
All staff to receive training in restorative practices	The number of staff members who are successfully trained in restorative practices	1 out of 5 staff members	Entire staff, 30 employees, all attended Trauma Informed Practices training.			Time People Money
The campus monitor and teachers will complete SEL curriculum with intervention students as alternative means to correction past work hours.	Discipline rates will decrease due to offering In Behavior Intervention	Number of students with discipline referrals	Student referrals showed a small increase compared to 2023/2024 school year.			Time People Money
Students need positive recognition on campus to promote a safe learning environment. Administration will purchase gift cards from local businesses for incentives.	Yosemite Day staff will select 2 students each month to be recognized for meeting criteria to earn readmission.	2 students recognized each month in the 2023-2024 school year.	We did not recognize students in December and January. We need to make a concerted effort to recognize students every month.			Time People Money

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: BASE SEL completed weekly with students in classroom and also as an intervention in the Zen Den.</p> <p>Student of the month recognized in August through October.</p>	<p>Unfortunately, BASE and SEL lessons have not resulted in a decrease of behaviors. We will continue to evaluate BASE lessons. Reviewing effectiveness with teachers shows we have to define expectations better with students.</p> <p>2 students each month were chosen as student of the month. These students were bought the lunch of their choice and either had lunch with the principal or other staff member.</p>	<p>We need to monitor BASE SEL lessons for effectiveness and determine how to utilize them for more effectiveness.</p> <p>Continue to ask teachers for input on choosing student of the month.</p>	Continue
<p>Cycle 2: BASE SEL completed weekly with students in classroom and also as an intervention in the Zen Den.</p> <p>We did not choose a student of the month each month between November through January.</p>	<p>BASE and SEL lessons continue to be utilized to assist in reducing behaviors.</p> <p>2 students were chosen in November and January.</p>	<p>Continue to monitor and look at ways to get more student engagement.</p> <p>Continue to ask teachers for input on choosing student of the month. This task has been delegated to the campus monitor to gather input from teachers to maintain consistency of program.</p>	Refine
<p>Cycle 3: BASE SEL completed weekly with students in classroom and also as an intervention in the Zen Den.</p> <p>Student of the month chosen for February, March and April.</p>	<p>We changed the way we utilize BASE lessons to improve student input and work completion. We started having the students create an artifact for the work being completed. This improved the interaction between students and staff and brought about more communication versus completing the computer-based program.</p> <p>6 students, in total, were chosen.</p>	<p>BASE SEL lessons will now incorporate the use of individual or group projects to enhance learning and sharing of learning with whole class. Students will not engage with the computer; they will work on BASE SEL lesson with the teacher and then complete a project.</p> <p>Continue with program as an incentive for students.</p>	Continue

Progress Monitoring 25-26

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

We will increase student attendance across all sub-groups and ensure that all subgroups get their required instructional minutes from a certificated staff member.

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.

At Yosemite Day we want to build a foundation for students to have future success by addressing the individual barriers that are impacting individual success. All of our students have been referred to our program because they were not successful at their previous school for a variety of reasons including trauma that impacted learning due to behavior and/ or attendance.

Comprehensive Needs Assessment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners			1	71.4%		10.0%
Fluent English Proficient (FEP)			0	0.0%		0.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Data Analysis

All of our students have individual needs impacted their learning and need small groups, individual support and other resources and support to support success at their individual rate.

Student Need 1:

All students need to have enrichment opportunities to build foundational skills for future academic success and build interest in learning. This will include a 20% CTE teacher from our region 6. LCAP 2.5 , 3.4 , 3.5 , 3.6

SMART Goal 1

In the 2024-2025 school year all of our students enrolled in the K-6 program will be provided enrichment and supplemental learning activities such as typing agent to enhance student interest and engagement in learning essential standards.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
20% CTE Teacher to give all students all opportunities for what's available after high school.	Number of students receiving these opportunities	Officially beginning in 2024-2025	CTE teacher hired in January 2025. Had difficulty getting enrolled in Typesy and Dreamcatcher programs, so K-6 students did not have much availability in those programs.			Time People Money
Excursions (virtual and in-person) will support student engagement and real world application.	The number of students who attend event and trips. Number of students who apply for college courses.	TBD number of students that participated.	No excursions planned for K-6 students in 2024/2025 school year.			Time People Money
Elevate Mentorship Program to support students finding a positive path to their future	Number of students in program. Evaluate the number of behavioral incidences prior to mentorship versus after starting program.	70% of students participated in Elevate 90% or more of the time.	80% of students participated in the Elevate/5 Peaks program.			Time People Money
Artists In Schools to provide	Number of students in program. Survey after	All students invited.	All students enrolled at			Money Time

enrichment and other skills for future success.	class to determine if they enjoyed the Artists in school program.		Yosemite School Community Day were involved in program.			People
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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: CTE teacher is not in place at this time. We have not planned any excursions at this time. 4-6 grade students continue to attend Elevate/5 Peaks mentoring groups as support for building interpersonal skills. Artists in Schools is an ongoing art program that K-6 grade students attend to build a capacity for art.	No results, as we do not have a CTE teacher on site. No excursions due to lack of budgeting from prior year. We will look to have a visit to the Exploratorium in the 25/26 school year. Students routinely attend Elevate/5 Peaks groups. Student surveys will be given to students to see if this is a program we wish to continue with. Artists in schools involves all K-6 students and they are engaged in art related activities.	Continue looking for a CTE teacher to work with our K-6 grade students. Continue to find educational excursion of interest to K-6 grade students. Continue to evaluate the viability of this program. Continue Artists in Schools program, since it engages all students in a productive art activity.	Continue
Cycle 2: CTE teacher hired in January 2025. No planned excursions. Elevate/5 Peaks mentorship program continues to work with K-6 students to build social-emotional and interpersonal skills. Artists in School continues to be an important program for our students in building a capacity and love of art.	CTE teacher is working on Typesy program with K-6 students. No excursions planned due to no budget from prior year. All students are in groups to attend Elevate/5 Peaks groups. Groups meet weekly. All students continue to have access to Artists in School. They are enjoying the art projects during this time.	We are looking into additional programs to include our K-6 grade students in. We are evaluating excursions for next school year, Exploratorium and other local field trips. Continue with Elevate/6 Peaks through end of year. Survey students to get their input on viability of program. Continue to utilize Artists in School to expose out students to art related projects.	Continue
Cycle 3:	HOLD HOLD	HOLD HOLD	Refine

CTE teacher is in the process of getting access to Typesy and Dreamcatcher. Excursions for K-6 students need additional information to meet standards-based instruction. Elevate/5 Peaks is not meeting students' needs for social emotional support. Artists in School is working well with our kids allowing them to create artwork that displays their personality.	Elevate survey provided to students. Students did not find that the intervention is working to help them build resiliency, interpersonal skills, coping skills, etc.... HOLD	Discontinue based on student input and results of program. Hold	
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Progress Monitoring 25-26

Data

Data Analysis

EL students will continue to get support from all staff in all of their classes. Students need to become more successful in their regular English courses in order to be reclassified.

Student Need 2:

In the 2024-2025 school year, the support of EL students for each student to move one level on the ELPAC. EL goal included. Actions: PLCs, bilingual aides to 4 hours per day.

SMART Goal 1

In the 2024-2025 school year, the support of EL students for each student to move one level (band) on the ELPAC.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Number of reclassifications of EL students according to Dataquest and District data	In the 2024-2025 school year, the support of EL students will help to reclassify 5% of students. ELPAC scores, marks & MAP scores	Number of students in program for one year.	We had a total of three students in the EL program during the year. One student was reclassified as English			People Time People

			Language Proficient.			
Continue the support given to EL students in their ELD classes but also in their regular education classes. Teachers will continue to use PLC time to develop best teaching practices to meet the needs of all students but especially EL students to increase the reclassification of EL students. The English teachers will receive specialized training over the summer and during the school year and share this information to all staff.	ELPAC scores MAP scores	1 Student	1 student reclassified.			Time People Money
Increase bilingual time in class supporting students by the bilingual aide.	Time in class supporting students documented. Determine the average expected with other job duties included.	Current time estimated in class estimated daily.	Bilingual Aide created a daily/weekly schedule for either push-in or pull-out services to meet our EL's with their language needs.			Time People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Number of EL students currently enrolled in program is zero. Asked bilingual aide to create a schedule for supporting our EL students.	We have zero students classified as English Learners at this time. During certain times of the school year, we do not have EL students enrolled in our program.	Reevaluate when we have English Learner students in program. We will continue to provide appropriate levels of support in	Continue

During our PLC time we discuss how to best support our EL population.		working to reclassify students when possible.	
Cycle 2: Currently one student enrolled in English Learner program. Bilingual schedule is working well. There are defined times for support for all EL's in our program.	Student is receiving pull-out English Language support from Bilingual aide. With the bilingual aide creating a schedule to support students we are increasing our time to assist them in improving their ability to become English proficient,	Student is currently Level 3. Continued support of EL students is being completed on a daily basis. We look at deficiencies and ways to improve student progress.	Continue
Cycle 3: Currently three students enrolled in English Learner program. Bilingual schedule is working well. There are defined times for support for all EL's in our program.	Bilingual Aide is following schedule and meeting with students routinely.	HOLD	Continue

Progress Monitoring 25-26

Budget Summary

961 - YCD K-6 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
	Service: Why Try		\$ 1,200.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
	Materials & Supplies: Coffee with the principal (Family engagement)		\$ 100.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 1
	Materials & Supplies: Parent nights (Family engagement)		\$ 493.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 1
Total			\$ 1,793.00								

961 - YCD K-6 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
	Materials & Supplies: Amazon Cool Cave supplies-SEL		\$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	SG 1
	Sub: timesheeting for teacher training (SEL trainings)		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2004 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
Total			\$ 3,000.00								

961 - YCD K-6 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
	Service: Artist in Schools Art Class, Incentive		\$ 2,000.00	6770 - Arts & Music Prog 28	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.4	Emerging Students	SN 1	SG 1
Total			\$ 2,000.00								

961 - YCD K-6 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
	Service: subscription to Typokey College & Career will need to enter funding for req		\$ 117.00	6337 - Career Technical Education	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	Safety	SN 1	SG 1
Total			\$ 117.00								

961 - YCD K-6 School
Supplemental Programs/Services

Priority	Title Purpose and/or Justification	Vendor	Cost Estimate (Title Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP AS	Target	Student Needs	Smart Goal
	Service: Mystery Science		\$ 2,500.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		1.3	GLS - Science	SN 1	SG 1
	Service: Elevate Youth Solutions		\$ 15,100.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		2.2	Emerging Students	SN 1	SG 1
	Conference: Conference for Admin			7399 - LCFF Equity Multiplier	1000 - Instruction	5220 - Conference Expense		2.2	Safety	SN 1	SG 1
	Conference: Conference for Teaching Staff			7399 - LCFF Equity Multiplier	1000 - Instruction	5220 - Conference Expense		2.2	Safety	SN 1	SG 1
	Service: Why Try		\$ 2,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		2.2	Emerging Students	SN 1	SG 1
	Service: Elevate Youth Solutions		\$ 17,700.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		2.2	Emerging Students	SN 1	SG 1
	Training: Workshop			7399 - LCFF Equity Multiplier	1000 - Instruction	5220 - Conference Expense		2.2	Safety	SN 1	SG 1
	Training: for staff on trauma-responsive practices		\$ 2,500.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		2.2	Safety	SN 1	SG 1
	Timesheet: Administration (PBIS, SEL, and conference/training)		\$ 2,000.00	7399 - LCFF Equity Multiplier	2700 - School Administration	2407 - Clerical And Office Sal Hourly		2.2	Safety	SN 1	SG 1
	Timesheet: Behavior First Class Extra Time (Classified) as needed, depending on student crisis		\$ 2,500.00	7399 - LCFF Equity Multiplier	2700 - School Administration	2407 - Clerical And Office Sal Hourly		2.2	Emerging Students	SN 1	SG 1
	Timesheet: for professional development and PBIS training		\$ 2,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	1107 - Teachers' Salaries Hourly		2.2	Safety	SN 1	
	Materials & Supplies: Food 4 Less Open PO Instruc incentives, Reamission		\$ 500.00	7399 - LCFF Equity Multiplier	1000 - Instruction	4310 - Materials & Supplies		2.4	Safety	SN 1	SG 1
	Materials & Supplies: Food 4 Less Open PO Admin incentives, Readmission, Parent Group	Food 4 Less	\$ 750.00	7399 - LCFF Equity Multiplier	1000 - Instruction	4310 - Materials & Supplies		2.4	Safety	SN 1	SG 1
	Service: Moby Max (provides a comprehensive view of student learning across all subjects)		\$ 5,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		2.4	GLS - TK-3 Alignment	SN 1	SG 1
Total			\$ 52,550.00								

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

Discussed and met with the Site Leadership Team (Including:1 parent, 1 student, 1 teacher, office manager and principal) We reviewed the plan and received input.

	Date
November 20, 2024 & April 9, 2025	
	Groups
School Site Council/ Leadership	
	Outcome
Strategic plan adopted & approved	

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
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Brian Keeney	Principal
Kathleen Hart	Classroom Teacher
Martha Villegas	Other School Staff
Cynthia Valenzuela	Parent or Community Member
Lily Owens	Secondary Student

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	Other: Cynthia Valenzuela

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 04-09-2025.

Attested:

	Principal, Brian Keeney on 04-09-2025
	SSC Chairperson, Kathleen Hart on 04-09-2025