

MANTECA UNIFIED SCHOOL DISTRICT 2025-26 Annual Report



SYSTEMS AT WORK

For Student Achievement



Our Vision

Every student works to achieve grade level standards, feels safe, and is supported to realize individual success.



A woman with long dark hair and glasses is smiling and looking to her right. She is wearing a light-colored cardigan over a dark top. She is sitting at a table in what appears to be a classroom or meeting room. In the background, there are blurred figures of other people and educational materials. The image has a warm, golden-brown overlay. There are decorative blue concentric circles in the top right corner and yellow concentric circles in the bottom left corner.

Our Mission

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.

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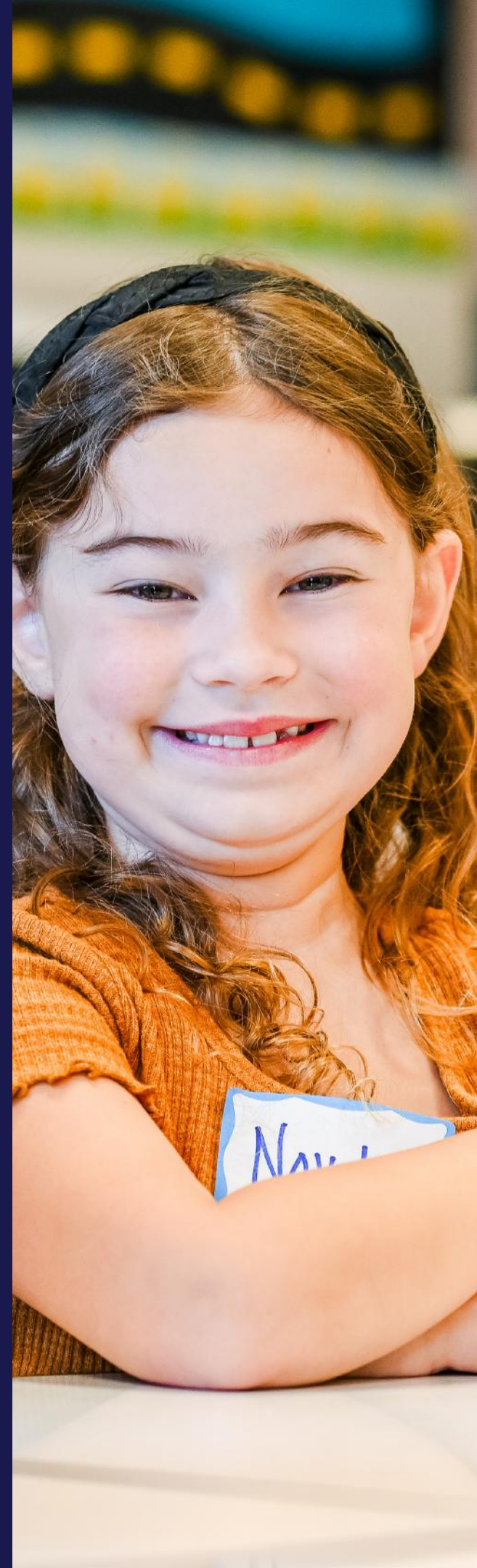
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Board of Education

The Board of Education provides governance and leadership in advancing the District's Vision, Mission, and Targets. Their work directly informs the systems MUSD uses to advance student achievement. We are grateful to have a Board that is deeply devoted to the students of MUSD.



Stephen J. Schluer
President



Eric Duncan Sr.
Vice President



Denise Mathews
Clerk



Kathy Howe
Trustee



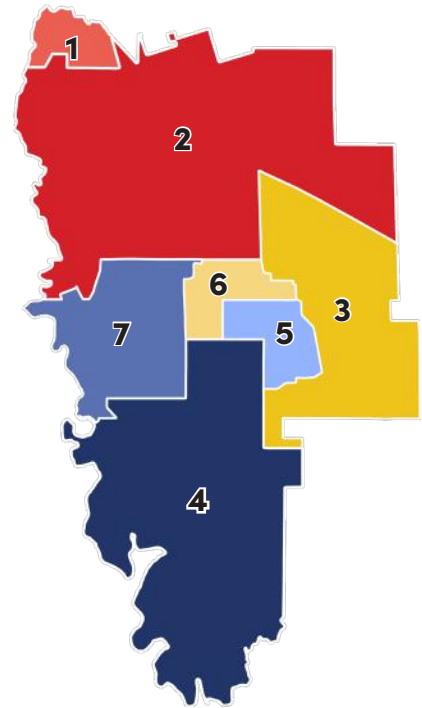
Marie Freitas
Trustee



Cathy Pope-Gotschall
Trustee



Bob Wallace
Trustee



Grade Level Standards

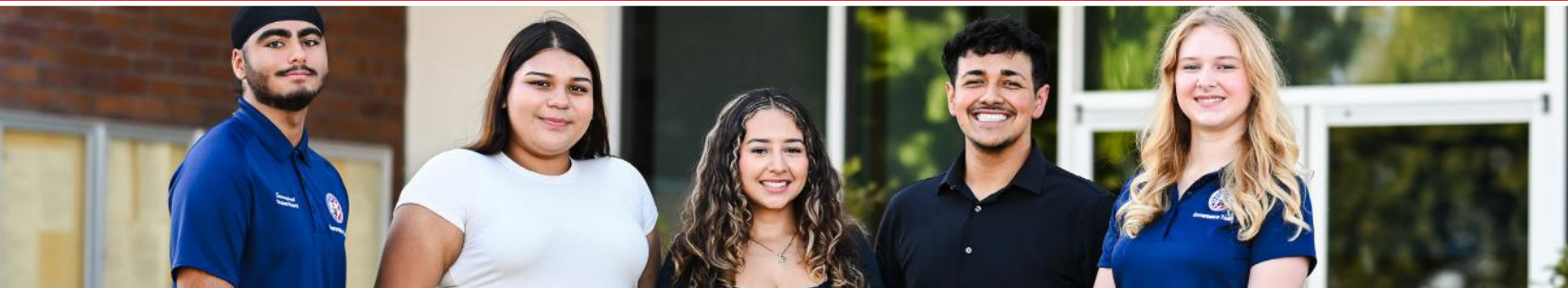


Safety



Emerging Students

2025-26 Student Board Members



Janessa Arredondo-Avila
Weston Ranch High School

Joshua Ramirez
Lathrop High School

Sanampreet Singh
Sierra High School

Emilia Barojas
Manteca High School

Annette DuBois
East Union High School

Systems Working Together for Students



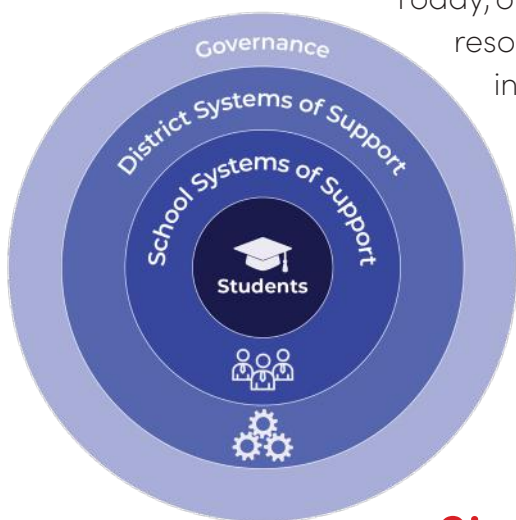
Dr. Clark Burke

Dear Manteca Unified Community,

In MUSD, we believe that student achievement does not happen by chance – it is the result of intentional, aligned systems working together to support every learner.

Over the past several years, our District has focused on building what we call our Systems for Student Achievement. These systems are a reliable set of connected processes and practices that guide how we serve students each day. At the center of this work are our students, surrounded by layers of support from our schools, District systems, and Board governance. Each layer plays a critical role, but it is the alignment between them that makes the greatest impact.

Beginning in the 2018–2019 school year, we committed to a clearer direction, grounded in our Vision, Mission, and targeted goals, and to building organizational capacity to support it. Over the years, we have built a culture that understands that student achievement is not the result of a single program or initiative; it is the outcome of multiple systems working together. With this understanding, we have focused on strengthening and better aligning the systems we already have, including how we approach instruction, leadership, staffing, engagement, and operations.



Today, our District systems work together in a coordinated way, positioning resources, planning, and decision-making for the priorities outlined in our three-year strategic plan, also referred to as our Local Control and Accountability Plan (LCAP). Through this alignment, we have created a more focused and sustainable educational environment that enables us to put students first, invest in staff, and provide safe, modern campuses.

In this report, you will learn more about each of these District systems and how they work together to ensure all students have the opportunity to learn, grow, and achieve academically.

Sincerely,



Superintendent's Cabinet



Roger Goatcher
Deputy Superintendent



Victoria Brunn
Assistant Superintendent,
Business Services



Clara Schmiedt
Assistant Superintendent,
Education Services



Melanie Greene
Assistant Superintendent,
Education Services



Dr. Jody Burriss
Senior Director,
Special Education

Our Departments

Accounts Payable
Community Relations & Engagement
Elementary Education
Facilities & Operations
Fiscal Services
Health Services
Human Resources
Information Technology (IT)
MTSS for College, Career & Enrichment
MTSS for Emerging Students

MTSS for Standards
MTSS for Student Services
Nutrition Education
Payroll & Employee Benefits
Purchasing
Risk Management
Secondary Education
Special Education
Strategic Alignment & Accountability
Transportation

Systems Designed For Student Achievement

Student Achievement is not the result of a single program or initiative. It is the emergent outcome of multiple, aligned systems working together to ensure all students learn at high levels.



Our Systems

- Fiscal & Operational Reliability
- Staffing, Support & Stability
- Academic Achievement & Instructional Quality
- Educational Equity & School Climate
- Family, Student & Community Engagement
- A Cycle of Continuous Improvement

2018-21

2021-24

Governance & Leadership

Foundation & Direction

- Establish Vision & Mission: Our purpose
- Strategic Superintendent & Board Governance
- Committees and Programs for Parent & Student Voice
- \$42M to Modern Curriculum & Technology
- Commitment to School Modernization
- Adoption of Equity Board Policy (BP 0415)
- COVID-19 Response (2020)

Centering Equity & Strategic Alignment

- Use of meaningful, aligned data to drive decisions
- Equity at the center of governance and direction
- Transition to a unified, comprehensive LCAP strategy
- Strategic planning at school and department levels

Fiscal & Operational Reliability

Foundation & Stabilization

- Defined operational, base, and supplemental funding structures
- Refined Master Facilities Plan
- School Modernizations: GW, LE, LC, SQ, SH, Neil H.; WRHS Stadium
- Launch of community summer meals program
- Correcting a budget deficit

Fiscal Integrity & System Development

- Structural funding gap: Passing of Measure A
- Modernizations: McP., NG, FC, SHS; New H., EUHS, MHS
- Flexible Classroom Furniture (TK-12)
- Achieved balanced budget
- Household income collection system: Securing Title 1 & SED funding
- Financial data dashboard for visibility

Beginning in 2018–19, Manteca Unified undertook a deliberate effort to rebuild our systems and redefine what it means to be truly student-centered. This work started with governance and leadership, establishing a clear Vision and Mission that defines why we exist and what we are here to accomplish for students.

From there, the District developed interconnected systems designed to work in alignment in real-time. These systems are intentionally integrated, each supporting and strengthening the others to create coherence across the organization. Planning, instruction, operations, and resource allocation all align to the Board’s Vision and District priorities, with the LCAP serving as our 3-year strategic plan and accounting for every available dollar.

Our District recognizes that student achievement improves when systems align, not when initiatives multiply.

This progress reflects both continuous improvement and pride in how far the District has come since 2018 in building a cohesive, student-centered system. Looking ahead to the 2027–30 strategic cycle, the District will continue to deepen alignment, strengthen integration, and accelerate student achievement.

2024-27

Our Commitments for 2027-30

Systemwide Coherence & Alignment

- Reaffirm Vision, Mission, and Purpose
- New LCAP fully aligned to identified student needs
- Coherence across vision, strategic plans, and budget
- Every dollar aligned to a clear goal, plan, and purpose
- Establish shared organizational language (e.g., need vs. want; achievement vs. success)

Sustainability, Intentionality & Partnership

- New LCAP: refined to ensure coherence and continuous improvement
- All students can achieve: One Student, One Standard, One Lesson at a Time
- Operating reliably within a Balanced Budget
- Policies updated to sustain optimal conditions for teaching & learning
- Governance and resources aligned for shared accountability

Investment & Operational Strength

- Continued modernization: AK, BE, JC, SB, LHS; New H., EUHS, MHS; WRH & SHS pools; Nutrition Warehouse
- Board approval of new schools
- Fresh, scratched cooked meals served daily
- Strengthened cybersecurity systems
- Needs-based budgeting through strategic resource allocation

Reliability & Stewardship

- Development of Facilities Master Plan aligned to needs, demographics, and funding
- Modern Schools sustained with dedicated funding
- Systems and investments maintained to ensure long-term operational reliability
- Refine needs-based budget based on data

Staffing, Support & Stability

Foundation of Stability

- All employee agreements negotiated
- Commitment to 85% COLA percentage formula to salary schedules
- Staff success by design: all staff have the tools, resources, and support needed
- Classified Training and Certification Program

Targeted Support & Investment

- All employee agreements negotiated
- Staffing positions based on student need
- Leadership Cultural Proficiency Trainings
- Incentives Years of Service for recruitment (Bus Drivers)

Academic Achievement & Instructional Quality

Recovery & Foundation

- Academic Recovery Programs to address learning disruption
- Define base and supplemental programming
- Implementation of standards-aligned core curriculum
- Academic progress monitoring assessments

Alignment & Capacity Building

- New Curricula: ELA (K-8), Science (K-8), PE (K-8), TK, CTE
- Aligned CTE pathways for A-G readiness
- Implementation of a Multi-Tiered System of Supports (MTSS) framework
- Strengthening Tier 1 instruction, reducing over-identification for intervention
- Early Literacy Priority: Expand TK Programs; Full-Day Kindergarten

Educational Equity & School Climate

Identification & Foundation

- Identification of high-needs student groups (“Emerging Students”)
- Establishment of wraparound services and Coordination of Services Teams
- Expansion of health & wellness services
- Strengthened safety systems, relationships, and emergency response structures (Incident Command Team)

Access & System Development

- Refinement of School Safety Plans
- Establishing an integrated continuum of supports (foundational work in positive behavior systems and early interventions)
- Expanded Access: Homeless/foster liaisons; improved identification systems
- Expanded Learning Opportunities Program
- New Curricula: ELD (K-6)

Family, Student & Community Engagement

Foundation of Engagement & Voice

- Parent engagement established as a core strategy
- Structures for communication, participation, and feedback
- Student voice: Student Board Program
- Partnerships with city agencies

Access & Opportunities

- Student recognition events tied to growth and achievement
- Goal-setting conferences to connect families
- Expanded access to learning tools & resources from home

A Cycle of Continuous Improvement

Foundation of Data & Improvement

- Culture of continuous improvement
- Student baseline data defined & collected
- Systems begin aligning data, programs, and priorities
- Early progress monitoring to inform decisions

Building Capacity & Coherence

- Leadership capacity strengthened for strategic planning
- Data systems expanded to monitor student progress and program impact
- Review cycles established to guide decisions
- Increasing alignment between data, planning, and resource allocation

Systemwide Support & Empowerment

- All employee agreements negotiated
- Organizational Restructure: Intentional District Classroom Support
- Dedicated Recruitment
- Increased Support staff for classrooms
- Continuous staff development

Shared Ownership & Partnership

- All employee agreements negotiated
- Competitive, sustainable salaries
- Collective staff responsibility in planning, monitoring, and improving student outcomes

Rigor, Access & Coherence

- Tier 1 Instruction refined to be rigorous, inclusive, and differentiated
- MTSS implementation deepened to ensure appropriate supports at all tiers
- Reflective teaching based on data
- Professional Development (TOSA; IS)
- K-12 math priority with Math Curriculum Adoption Committee
- New Curricula: Math (K-8), ELA (K-8), VAPA (K-8), CTE

Outcomes & Acceleration

- Guaranteed access to standards-aligned, differentiated Tier 1 instruction
- Fully realized MTSS framework with targeted, effective supports at all levels
- Student learning based on data aligned to state standards
- New Curricula: Math (9-12), SS (K-6), World Lang. (9-12), Science (K-6)
- Graduates are college + career ready
- Accelerated learning and enrichment

Integration & Inclusive Practice

- Integrated continuum of supports expanded: SEL, restorative behavior, and trauma-informed practices
- Prioritized services for high-needs students (e.g., transportation)
- Expanded inclusive practices (greater access to general education settings)
- New Curricula: ELD (7-8), SEL

Outcomes & Individual Success

- Fully implemented continuum of supports
- Systemic programming ensures ALL students feel supported to realize their individual success
- Students receiving specialized services are integrated into general education
- Barriers removed through aligned supports, services, and instruction

Intentional Partnership

- Family engagement supported through a mobile application platform
- Targeted attendance initiatives to strengthen student connection
- Families understand and engage with student learning expectations

Shared Ownership

- Family engagement fully realized, with active support and monitored learning
- Students, families, and partners share responsibility for outcomes
- Engagement informs decision-making and continuous improvement

Alignment, Measures & Practice

- Defined key data points to monitor progress toward goals
- Standards-based report cards (TK-6)
- Ongoing cycles of data review and responsive action
- Systems aligned to ensure decisions, actions, and resources are connected

Shared Accountability; Ongoing Refinement

- LCAP, Strategic Plans, and Budget evolve together to meet student needs
- Shared accountability across staff, students, families, and partners
- Data-driven decision-making at all levels
- Continuous refinement ensures systems remain responsive and effective

MUSD at a Glance

Manteca Unified School District serves the cities of Manteca, Lathrop, the township of French Camp, and Stockton's Weston Ranch community. Located in the heart of the rapidly growing San Joaquin County, our population is diverse, enrollment is rising, and our District is set to grow.

#PROUDTOBEMUSD



25,561

TK-12 Students

Source: CALPADS



All Title I Schools

29
SCHOOLS

- 5 Comprehensive High Schools
- 20 TK-8 Schools (+3 coming soon!)
- 3 Alternative Schools
- 1 Adult School



19%

of students classified as **English Learners**

12% of English Learners **reclassified as English Proficient in 2025-26**

of English Learners **reclassified as English Proficient in 2025-26**

5M MEALS SERVED **2.9K** STUDENTS TRANSPORTED



Source: CA Dashboard 2025



68.3% of students are **Socioeconomically Disadvantaged**

Source: Q Information Systems



Employees

1,460 Certificated

1,584 Classified

Student Ethnicities

54.5%
Hispanic

11%
Asian

13.2%
White

5.7% Black/
African American

5.4% Filipino

5% Other

Source: CALPADS

WASC Accreditation

All of our high schools—including all five comprehensive high schools and two continuation high schools—earned a full six-year WASC accreditation. This recognition from an external agency validates the hard work our high schools have invested in strategic planning for students and affirms the focused, intentional efforts underway across our system.



Top 10 Languages Spoken in MUSD

Spanish
Punjabi
Filipino
Vietnamese
Farsi

Hindi
Arabic
Telugu
Pashto
Tamil

Student Achievement

Fall 2025 - Spring 2026

Source: Measure of Academic Progress (MAP)

Math Achievement Data



Reading Achievement Data



2.64%

Increase among Students Receiving English Development Services

2.19%

Increase among Students Receiving Special Education Services

3.16%

Increase among Students Receiving English Development Services

3.00%

Increase among Students Receiving Special Education Services

School Recognitions

Our California Distinguished and Model Schools exemplify a shared commitment to excellence across our district. These recognitions reflect the dedication of our students, staff, and families, as well as the hard work invested in fostering achievement and opportunity for all.



Lathrop High School
2025 National Model School



Manteca High School
2026 CA Distinguished School



Sierra High School
2026 CA Distinguished School



Calla High School
2025 CA Model School



New Vision High School
2025 CA Model School



Yosemite Day School
2025 CA Model School

Budget Annual Review

Manteca Unified School District's daily educational and operational needs are supported by a mix of local, state, and federal funding that can be either restricted or unrestricted. Restricted funds refers to money that has been designated for specific purposes, while unrestricted funds can be used more flexibly.

All figures reported in this section are based on the 2025-26 Estimated Actuals, as projected in the 2026-27 Proposed Budget.

Where Funds Come From



LCFF

\$356,095,538

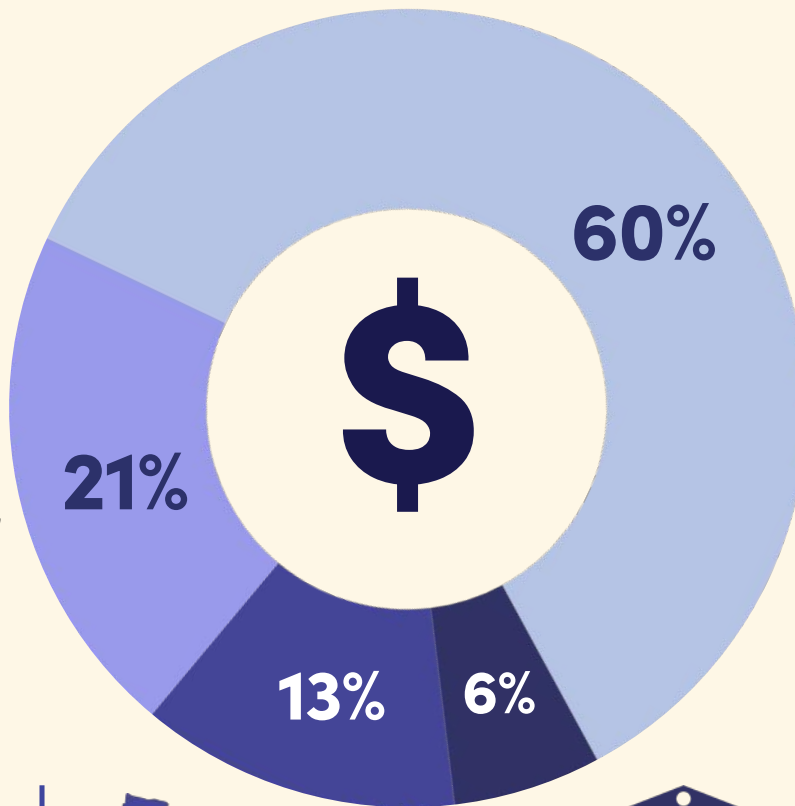
California's Local Control Funding Formula (LCFF) is calculated based on student populations, demographics, and economic needs.



Local

\$126,411,191

Local funds come from property taxes as well as local bond measures, special taxes like Mello-Roos, and developer fees.



Non-LCFF funding from the CA Dept. of Education that supports specific programs and general education.



Other State

\$77,152,689



Federal

\$33,761,424

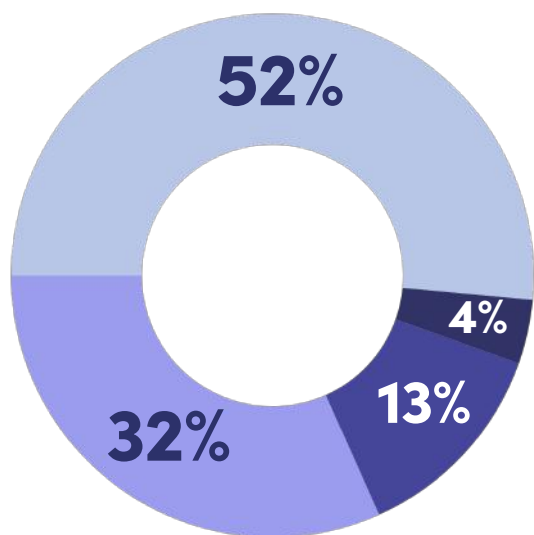
Federal funding is from the U.S. Dept. of Education or other federal agencies and is typically restricted to specific uses.

3%
Reserve

Based on our General Fund Expenditures, MUSD maintains a strong reserve, meeting and exceeding the state mandated 3% Reserve for Economic Uncertainty. This reserve acts as a vital safeguard against economic fluctuations.

How Funds Are Used

MUSD is committed to using resources wisely and strategically to support student success. Every dollar spent by MUSD is carefully tracked and aligned with our goals to improve student outcomes. The following is an overview of how funds are allocated to meet the needs of our students, staff, and schools.



Instruction
\$384,102,553

Teaching & day-to-day school functions at general, special, & adult education schools



Whole Student
\$95,439,109

Before/after-school programs, student activities, health & nutrition services, safety, etc.



Facilities & Operations
\$235,256,198

Site modernizations & construction, bond repayment, maintenance, custodial & grounds services



Central Administration
\$28,927,451

District finances, information technology, programs & services, risk management & more

Restricted Funds

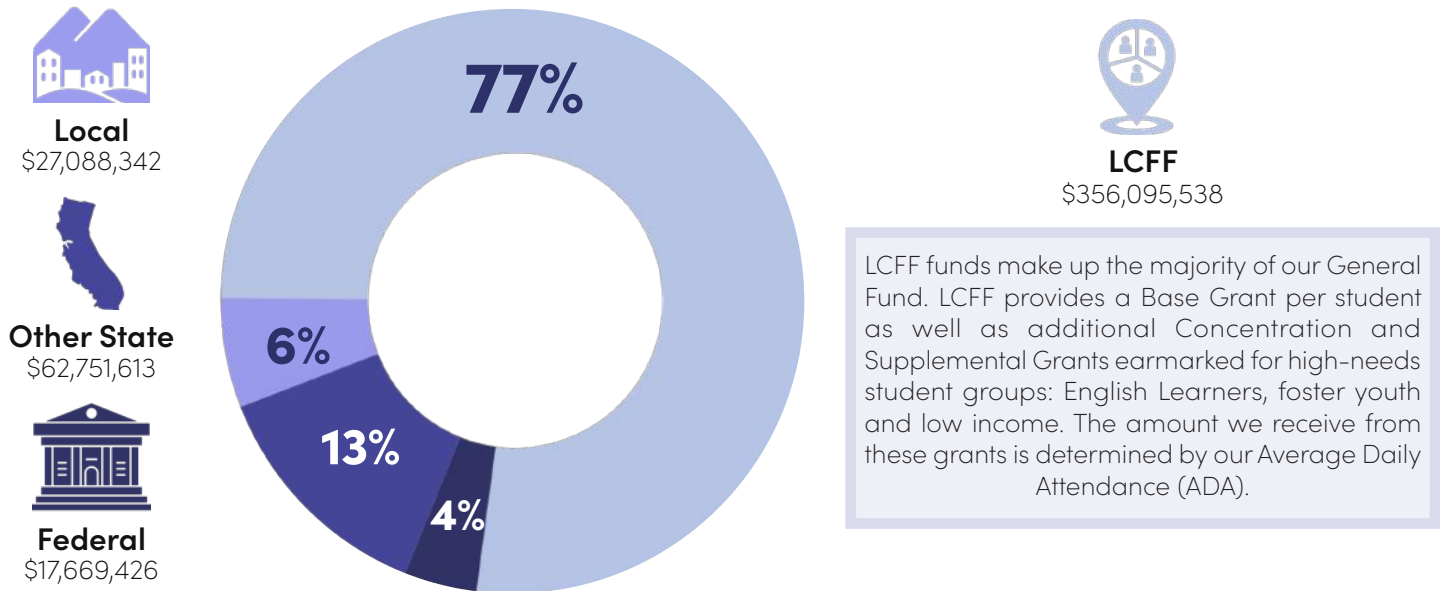
These funds can only be used for their intended purposes - such as facilities modernization or food services. Below is a selection of the restricted funds that MUSD utilizes.

| Fund | Use | Beginning Balance | Revenue | Expenditures | Projected Ending Balance |
|--|---|-------------------|--------------|--------------|--------------------------|
| Adult Education | Adult education including ESL, vocational training and more | \$465,996 | \$3,166,500 | \$3,372,129 | \$260,367 |
| Child Development | Early childhood education | \$1,461,727 | \$2,329,284 | \$2,329,284 | \$1,461,727 |
| Nutrition Education | Food services | \$33,687,803 | \$26,360,350 | \$42,565,769 | \$17,482,384 |
| Building Fund | Facility modernization & construction | \$175,275,405 | \$15,201,138 | \$79,669,301 | \$110,807,242 |
| Capital & County Schools Facilities | Developer fees & Facilities Master Plan projects | \$65,649,195 | \$9,469,981 | \$24,691,125 | \$50,428,051 |
| Special Reserve for Capital Outlay | Facilities projects over \$10,000 | \$59,289,159 | \$5,593,905 | \$25,925,687 | \$38,957,375 |
| Building Interest & Redemption and Debt Service | Repayment of facility bonds | \$59,005,670 | \$38,453,056 | \$40,766,464 | \$56,692,262 |
| District Farm | Maintenance and operations | \$36,783 | \$91,049 | \$112,200 | \$15,632 |
| Self-Insurance | Risk management | — | \$1,618,973 | \$1,618,973 | — |
| Capital Project Fund for Blended Component Units | Mello-Roos/CFD Funding for facilities projects | \$122,053,503 | \$25,674,602 | \$22,869,756 | \$124,858,349 |

The General Fund

The General Fund is the foundation of MUSD's budget and pays for most of the daily operations in the District.

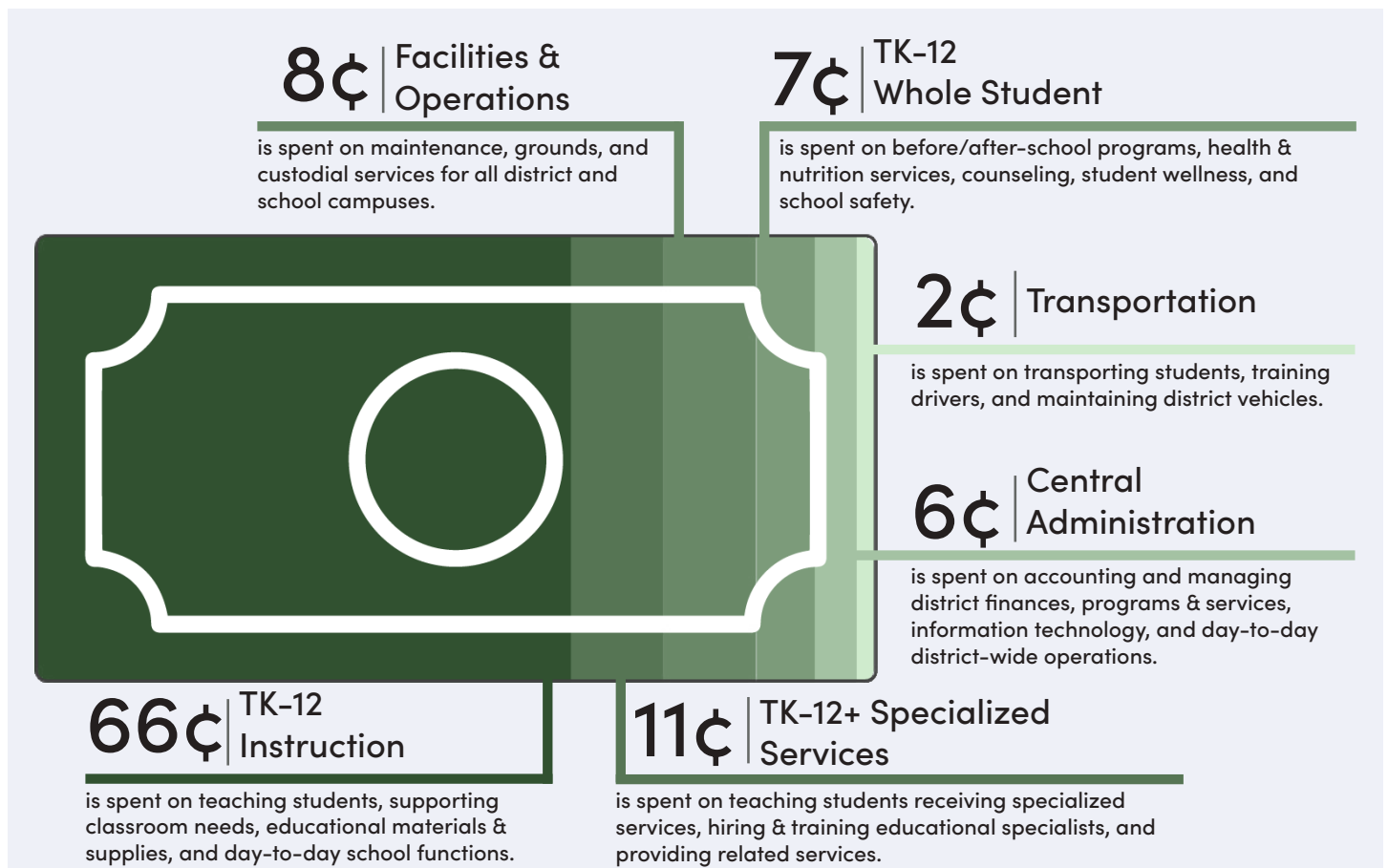
Revenue



LCFF funds make up the majority of our General Fund. LCFF provides a Base Grant per student as well as additional Concentration and Supplemental Grants earmarked for high-needs student groups: English Learners, foster youth and low income. The amount we receive from these grants is determined by our Average Daily Attendance (ADA).

Expenditures

General Fund expenditures are illustrated using a dollar bill, visually breaking down how each cent of the dollar is allocated. **84¢ of every dollar is spent in support of direct services for the classroom.**





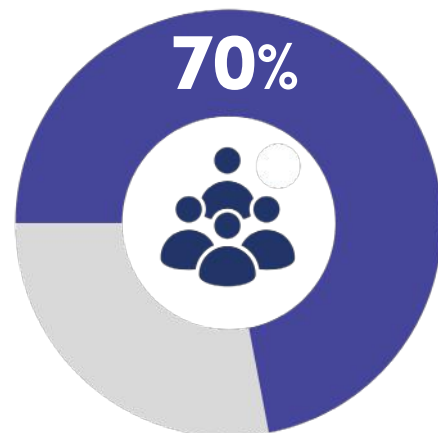
Viewing the Budget Through a Staff Lens

At MUSD, investing in qualified staff is essential to achieving our mission. When viewing the budget through a staff lens, it is clear that this priority is reflected in our actions. The District has worked in active collaboration with employee groups to prioritize stability, fairness, and long-term planning. As a result, approximately **70% of the General Fund, or 70 cents of every dollar**, is dedicated to salaries and benefits.

This sustained investment reflects a deliberate commitment to attracting, retaining, and supporting skilled educators and staff, ensuring that students are guided by professionals who contribute to a safe, supportive, and effective learning environment.

Expenditures

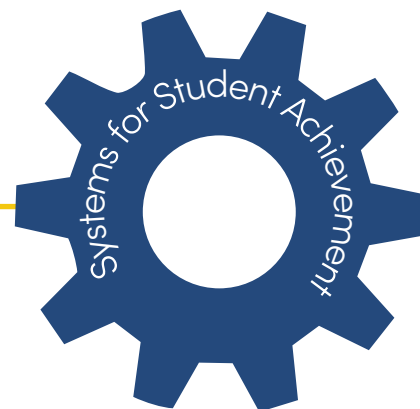
| | |
|-----------------------|---------------|
| Certificated Salaries | \$172 Million |
| Classified Salaries | \$73 Million |
| Benefits | \$99 Million |



Transparency and responsible stewardship are essential to supporting student success.

Visit our "Budget" webpage to learn more about Manteca Unified's financial planning and commitment to investing in student achievement.

Fiscal & Operational Reliability



Victoria Brunn
Assistant Superintendent

A strong school system requires a strong foundation. Fiscal & Operational Reliability ensures that Manteca Unified can support students not just today, but for years to come.

Reliability is not the result of a single budget decision. It requires careful alignment between how we plan, spend, staff, and monitor our work. Over time, our District has shifted from short-term budgeting practices to a more balanced, strategic approach that prioritizes long-term stability and student needs.

A key part of this work is how we use resources. District funding is governed by specific requirements that determine how dollars can be spent, making it essential that we are both compliant and strategic. We are intentional about using time-limited funds to establish programs and services that can later be sustained with ongoing funding sources. This careful planning helps prevent disruptions and ensures the resources students rely on remain in place year after year.

Our budget is not a standalone document – it is developed from our District and school strategic plans, which outline our goals and priorities. Every dollar has a purpose and a plan.

As development in San Joaquin County expands, we also carefully monitor enrollment trends and local indicators to ensure we accurately plan for future growth and facility needs and project the necessary resources for the students of tomorrow.

This system extends beyond financial planning alone. Operational services play a critical role in ensuring schools function effectively every day and that students have consistent access to the resources and environments they need to learn.

From maintaining safe and welcoming campuses to transporting students, providing nutritious meals, supporting classroom technology, engaging community through communications, and ensuring schools have the supplies and infrastructure they need to operate, Business Services departments make learning possible in countless ways each day.

Strong and stable budgeting practices also allow us to invest in our staff. When funding structures are reliable and priorities are clear, we can attract, support, and retain high-quality employees who can focus on what matters most – serving students.





Our Budgeting & Planning Strategy

Providing a Needs-Based Budget for Student Achievement

The Manteca Unified School District budget doesn't begin with numbers; it begins with students.

Assistant Superintendent Victoria Brunn stated, "When it comes to the budget, we don't talk in terms of dollars given or dollars provided. We talk about 'What do our students need to meet grade-level standards, and how do we effectively assign dollars to best meet those needs?' This philosophy guides all district planning and spending for both the current and future school years.



Each school site and department begins by reviewing student achievement data to determine current performance and identify needed supports. Teams analyze test results, review program outcomes, and consider evidence-based interventions to improve student success. These identified needs are translated into goals and strategies within school and department strategic plans, which collectively inform and shape the District's Local Control and Accountability Plan (LCAP), guiding districtwide priorities, strategies, and funding decisions.

Director of Strategic Alignment & Accountability Dr. Lisa Herrin explained, "What makes Manteca Unified's LCAP unique is that it accounts for every dollar in the General Fund. Rather than existing as a separate planning document, the LCAP serves as the roadmap that guides how resources are invested to meet student needs."

For school leaders like French Camp Elementary Principal Gerardo Guzman, the link between planning and funding is evident daily. Strategic planning boards in his office serve as ongoing reminders of the goals, actions, and outcomes his school aims to achieve.



"Any resource that I ask for has to be justified by a goal and an action on my strategic plan," Guzman shares as he points to the boards in his office.

The District's needs-based budgeting approach also ensures every investment is fully aligned with the Board's Vision and Mission. "Every dollar we have is assigned to one of our three targets: Grade Level Standards, support for Emerging Students, and Safety," Brunn explained.

Work continues after the budget is approved. District and site leaders regularly monitor whether funded programs and strategies make a measurable difference for students.

"The success of the strategic plan is important," Guzman underlined, noting that there are multiple checkpoints each year to review progress and evaluate results.

"For example, if I have an educational program implemented for one particular grade level, but I don't see results – I don't see students progressing – then we need to either eliminate that program or make changes according to the data," Guzman explained.

This ongoing review ensures resources are evaluated for impact, not just spent.



Along with strategic alignment, this process requires careful stewardship. The district's Fiscal team is charged with ensuring funds are used responsibly and effectively. *"Part of our role and responsibility is to be the keeper of the funds and make sure they're used for their intended purposes, which we take very seriously,"* Director of Fiscal Services Dana Vaccarezza affirmed.

This commitment is evident in how the District allocates resources. After each budget cycle, Manteca Unified reports fund distribution across classrooms, transportation, specialized services, student wellness, operations, and central administration.

"We're very pleased that \$0.84 of every dollar is consistently applied towards classroom instruction, specialized services, and then to the overall well-being of the students," Vaccarezza underscored.

Ultimately, this approach is guided by one principle: Focus on need first; funding will naturally follow.

By continuously monitoring outcomes, evaluating effectiveness, and making evidence-based adjustments, Manteca Unified ensures its investments remain focused on student growth and achievement.



Watch our video "Needs Based Budgeting in Manteca Unified" to learn more about our budgeting & planning philosophy.

The Work Behind the "Why" Where Compliance Meets Culture

Our Business Services division operates with a clear understanding that every process, every decision, and every dollar connect back to one thing: student success. While much of their work happens behind the scenes, its impact is anything but distant.



What sets Manteca Unified apart is not just the strength of our systems, but the culture that drives them. Across Fiscal Services, Purchasing, and Accounts Payable, our teams constantly collaborate to ensure that our processes do not stop at compliance, but move intentionally toward supporting our schools and classrooms even when the path forward is complex.

These three departments recognize that the work they do is deeply interconnected, a true throughline.

From building a budget to procuring services to issuing payments, each step relies on the next. And when challenges arise, they do not stop at "no", they problem-solve together, asking, "How can we make this happen for our students?"

This culture of collaboration, accountability, and student-centered decision-making enables our Business Services teams to operate not just as individual departments, but as a finely-tuned system designed to serve our schools at the highest level. In short, the entire system works for our students, and this is our culture.



Clarity in the Dollars

Making financial data visible, usable, and meaningful for schools

Needs-Based Budgeting starts with one question: What do our students need to achieve? That student-first mindset drives the Fiscal Services team's work, helping schools align funding and resources to support programs and services tied to their strategic goals. Because at the end of the day, budgets are not just numbers; they represent opportunities and support for students.

To strengthen this districtwide approach, the team developed a finance dashboard that gives administrators access to near-real-time budget data in a clear, visual, and easy-to-navigate format. What once required waiting weeks for an obsolete report can now be accessed daily, allowing schools to better track available resources, monitor spending trends, and make informed decisions aligned to their plans and goals.

“By tracking the dashboard, teams remain closely aligned to their strategic plans, ensuring that every dollar is intentionally directed toward today's students.”

– Dana Vaccarezza,
Director of Fiscal Services

Moving schools beyond monitoring budgets to executing goals with resources, this powerful tool helps keep focus on what matters most: students.

Designed to Deliver

Creating clear systems that keep projects compliant, coordinated, and moving forward without barriers

The Purchasing Department has built a Request for Proposal (RFP) process that is not only compliant but easy for departments and vendors to navigate. While purchasing departments can sometimes carry the stigma of delays and “red tape”, MUSD's team has focused their approach on clarity, communication, and customer service.

When a department is ready to move forward with a project or service, Purchasing helps them map timelines, establish deadlines, and guide each step required for Board approval and vendor selection. From advertising and bid openings to evaluations, job walks, contractor coordination, and final approvals, the process is designed to keep everyone aligned and informed. Through these efforts, departments have a consistent process that supports both compliance requirements and the day-to-day needs of school sites.

“We always start with, ‘What does the school need, and how do we build the timeline to make sure it happens and they meet their goal?’”

– Brenda Alvarez,
Purchasing Agent

The Purchasing team works to remove barriers, simplify complex processes, and, ultimately, help schools find solutions to ensure our students' needs are met.

Closing the Loop

Making sure every dollar reaches the students it was intended to serve

The work of the Accounts Payable team is detail-driven and purposeful: to ensure that every dollar has been used as intended, in the year it was planned to be spent. Rooted in compliance but guided by deep responsibility, they ensure resources are used at the right time for the right students.

One impactful way the team has strengthened this work is by improving the district's Year-End Liability process, ensuring expenses are recorded in the correct fiscal year even when invoices arrive after services have been provided. This prevents one year's obligations from carrying into the next.

Recognizing that this work requires strong coordination, the team partnered closely with Purchasing and school site staff to build a more collaborative and supportive process.

“At the end of the day, it's about making sure every dollar is supporting the students it was meant for, and that we are getting it right.”

– Terra Garcia,
Accounts Payable Supervisor

Through training and guidance, staff are gaining a clearer understanding of how to maximize the resources available to them now.

Modernizing MUSD

Facilities Highlights 2025-26

School modernizations reflect more than updated facilities – they represent a shared investment in students and the future of our community. Made possible by our voters’ support, these spaces create opportunities for learning, growth, and connection. Together, we are building environments that prepare students for tomorrow while reflecting the pride and purpose of a community that values education.



East Union High School

In August, East Union unveiled the school’s first two-story classroom building.

Thoughtfully designed to mirror the look and feel of a college campus, the new space includes 31 classrooms, a library/media center, a student commons, and outdoor learning areas that prepare students for the university environment. The project also added a new weight room and a new auxiliary gym, expanding opportunities for student wellness, athletics, and activities.

Manteca High School

Recent renovations at Manteca High have been thoughtfully made with the school’s rich history in mind. Two new two-story “V Buildings” have been built, providing 22 classrooms and a Career Technical Education (CTE) shop to support hands-on, future-focused learning.

An additional two-story classroom building, called the “L-wing”, is currently under construction. When complete, the building will feature 31 classrooms, a library/media center, a student commons, and outdoor learning areas.





Lathrop High’s stadium modernization has enhanced campus life by expanding opportunities for student participation and school connection.

The new all-weather track strengthens athletic programs and provides a durable, year-round space for training, competition, and student gatherings. These upgrades have energized school spirit, and the varsity football team made the playoffs this past season!



New Haven Elementary

New Haven has been transformed with improvements to student and bus drop-off areas, expanded parking, upgraded play and basketball courts, renovated restrooms, expanded play yards, and new shade structures and playgrounds that support recreation and engagement.



The campus now features a new administration building and a new classroom building, including 8 new classrooms and a learning commons. Renovated classrooms and purpose-built spaces support programs such as speech services, counseling, and expanded learning opportunities. Many of these areas now provide flexible environments for before, during, and after-school programming.





Nile Garden Elementary



Nile Garden is undergoing major improvements focused on student safety and modern instruction. Completed upgrades include new and relocated playgrounds and added shade structures for more comfortable outdoor spaces. Redesigned drop-off and pick-up areas improve traffic flow during busy arrival and dismissal times.

Campus learning spaces are expanding with two new 8-classroom buildings, each hosting an attached learning commons, replacing portables on the campus. Additional upgrades include dedicated science and project-based learning classrooms that support hands-on instruction.



Brock Elliott & Joshua Cowell Elementary

Modernization at Brock Elliott and Joshua Cowell included new fire alarm systems, campus-wide paging systems, new flooring, updated security door hardware, solar installations, and reconfigured parking lots for pick-up and drop-off efficiency.



New shade structures and trees enhance outdoor spaces, creating cooler, more welcoming environments, while new playgrounds and play courts encourage active play. Additional improvements include a new multipurpose room, adding a classroom and a stage for performing arts.

Next, the schools will have their libraries integrated into the existing cafeteria, with 4 new portable classrooms added at Brock Elliott. Administration offices will move to the existing libraries.



Grounds for Excellence

Highlighting the MUSD Grounds Department

The Manteca Unified Grounds Department oversees 29 schools and more than 300 acres of grass and fields, ensuring that every campus is safe, functional, and beautiful. Their work goes far beyond mowing lawns; they maintain playgrounds, athletic fields, trees, shrubs, and irrigation systems, supporting environments where students can learn, play, practice, and compete.

Manteca Unified performs most grounds and maintenance work in-house, enabling faster response times, higher safety standards, and lower costs. From minor repairs to urgent requests, the Grounds team is always ready to address issues as they arise, keeping campuses prepared for the next school day.

Proactive maintenance is at the heart of the department's philosophy. Crews regularly inspect playgrounds and fields, address irrigation and tree issues before problems occur, and renovate elementary fields with the same care used for high school athletic fields. By anticipating needs rather than reacting to them, the team ensures that students can enjoy outdoor spaces every day.

"The goal for us is to keep kids learning," stated Daniel Brown, Grounds Supervisor.

The department operates multiple crews to cover different needs. "Front crews" focus on campus beautification and curb appeal, "back crews" maintain fields and level surfaces for safety, and high school crews manage athletic fields to the highest standards. Recent efforts have expanded high-quality field care to elementary campuses, with a focus on feeder program alignment.

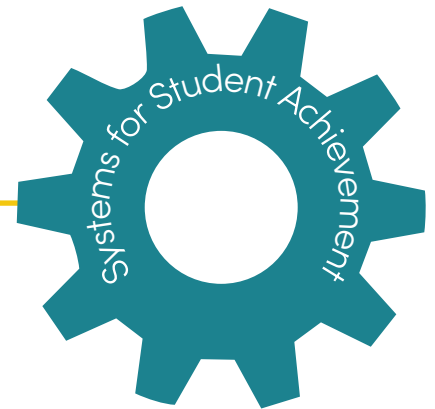
Innovation and sustainability are also key priorities. The Grounds team has invested in electric equipment, including mowers, blowers, and battery-operated turf tools, and has upgraded irrigation systems to improve water and energy efficiency. These measures help maintain beautiful campuses while conserving resources.

Ultimately, the Grounds Department supports student safety and achievement by maintaining clean, welcoming campuses that foster learning, play, and community pride across the district.



Staffing, Support & Stability

Roger Goatcher
Deputy Superintendent



At the heart of every successful school district are the people who make the work happen each day. The Staffing, Support & Stability system ensures that every school and department has the right people and structures needed to serve all students effectively.

This starts with clear expectations and steady leadership. Across the District, our staff understands our shared Vision and Mission, but it is our responsibility to ensure they are prepared with the tools, training, and support needed to contribute to it. This includes establishing common language, consistent practices, and a shared sense of responsibility and accountability for student success.

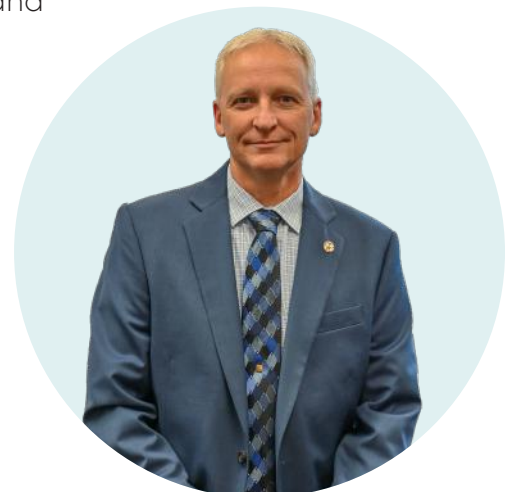
Staffing decisions are deliberate. They are aligned with District priorities, available resources, and the needs of students and schools. Through ongoing monitoring, we evaluate how well our staffing structures are working and adjust as needed to maintain stability and continuity.

Supporting staff also means investing in their growth and long-term success. Professional learning, collaboration opportunities, coaching, and ongoing support systems help employees strengthen their practice and remain connected to the District's goals and priorities. Creating stable and supportive work environments helps retain talented employees and fosters consistency for students and families. This work extends across all employee groups and departments, recognizing that every role contributes to the overall success of our schools and the experiences students have each day.

This collaborative system includes our working relationships and negotiated agreements which help establish a positive and productive professional environment. Through thoughtful planning and collaboration, we ensure the support of both staff success and student achievement.

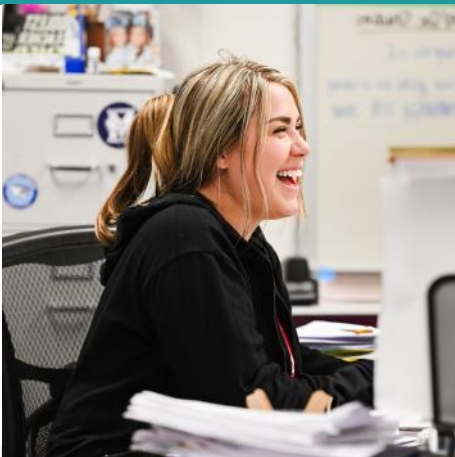
The Board of Education plays an important role in this system by setting policies, allocating resources, and prioritizing workforce stability and capacity.

These efforts ensure that our District has a stable, aligned workforce focused on supporting every student.



Thank You to Our Employee Groups

Years of Continuous Collaboration



Union Groups

MEA | CSEA 50 | CSEA 864

22 Negotiations Meetings

30 Union Agreements

Across California, many school districts are facing significant challenges: financial instability, staff reductions, and difficult labor negotiations. Current news highlights strikes, layoffs, and uncertainty.

In Manteca Unified, our experience has been different by design. Through years of intentional collaboration between the district and our employee groups, we have prioritized long-term stability and sustainability over short-term decisions. Together, we recognize that the choices we make today must be sustainable for the future, for both our staff and our students.

In districts facing challenges, a common pattern has emerged: commitments that could not be sustained financially. The result has often been layoffs, larger class sizes, and reduced programs.

We have worked together to take a different approach, one grounded in transparency, shared understanding, and fiscal responsibility. Each year, the District commits to a salary increase equal to 85% of the Cost-of-Living-Adjustment percentage formula directly to staff. This guarantee, combined with our 2.5% step-and-column increase structure that honors staff retention and experience, ensures reliable compensation growth while avoiding unsustainable spending decisions that lead to unexpected layoffs.

When we rebuilt district systems in 2018, strengthening partnerships with our employee groups became a central priority. This approach has helped create consistency and trust in our negotiations process, and today we are proud to have negotiated stable agreements with all employee groups through 2029. Because of these agreements, not only can we ensure staff are compensated fairly, but we can also provide every employee with the tools, resources, and support they need to do their best work, with more resources reaching classrooms and worksites where they're needed most.

As a professional institution rooted in respect and shared responsibility, we take pride in the collective work that allows us to sustain fiscally responsible labor agreements that support long-term stability for our schools. These relationships are essential to maintaining the conditions that allow our district to move forward and safeguard students' educational experiences.

Since 2019, this collaborative approach has delivered **average one-time bonuses of \$20K and set certificated and classified salary schedules on track for a projected 26% total increase through 2029**. Along with step-and-column raises, these compounding values ensure staff compensation grows year after year. These figures reflect a District that deliberately budgets to put our people first. We don't negotiate whether to pass this funding to employee groups, it's a guarantee.

2026 Educators, Employees & Counselor of the Year



Frances Lopez
Paraprofessional Services



Yurica Avila
Clerical & Administrative
Services



Elsa Forrest
Food & Nutrition Services



Josh Gosnell
Custodial & Maintenance
Services



Kim Lewis
Transportation Services

Employee Recognition Celebrating Years of Service

Each year, the District holds an event to honor staff who have reached service milestones of 20, 25, 30, 35, 40 years and beyond! These dedicated educators and staff have shaped our schools and inspired generations of students through their passion and commitment.

The evening was full of laughter, warm hugs, and special moments like hearing, "That's my mom!" or "That's my teacher!" These reminders show the love and pride we share for our work and community.

Scan the QR code to see more celebration photos and learn about our **Employees of the Year**.



Meet this year's Educators, Employees & Counselor of the Year!

Manteca Unified's annual recognition program honors employees who exemplify excellence, dedication, and a strong commitment to supporting students and schools across the .



Sandra Basil
Elementary Educator



Julieta Salcedo
Secondary Educator



Jodi Beaty
Support Services Educator



Lisa Wilson
School Counselor



A Culture That Starts with People

Connecting talent, purpose, and student success from day one.



Every employee who serves in Manteca Unified, whether guiding learning in a classroom, greeting students at a bus stop, or supporting families in a school office, begins their journey in the same place: Human Resources (HR).

As the first department many prospective employees interact with, HR helps set the tone for what it means to work in Manteca Unified. From the first conversation at a job fair to employee onboarding, Human Resources works to identify and support highly qualified individuals who not only possess the right credentials and experience, but who also align with the District's Mission, Vision, and values.

“We deeply connect the work that happens in this department with student achievement,” said Dr. Francine Baird, Director of Human Resources. ***“We have a thumbprint on every single human who is employed by MUSD. We understand that every person we hire will have a significant impact on students, and we look for the most qualified individuals who are committed to supporting their success.”***

Recruiting the best possible employee is especially important when hiring teachers, who directly impact student learning every day. Human Resources works diligently to build strong pipelines of qualified educators while also seeking skilled classified staff who help schools operate safely and effectively.



As part of this work, the department continuously evaluates ways to improve the recruitment experience for candidates. For example, after hearing repeated questions from prospective teachers about credentialing and “new teacher” support, Human Resources revised their job fair materials to ensure these questions are addressed.

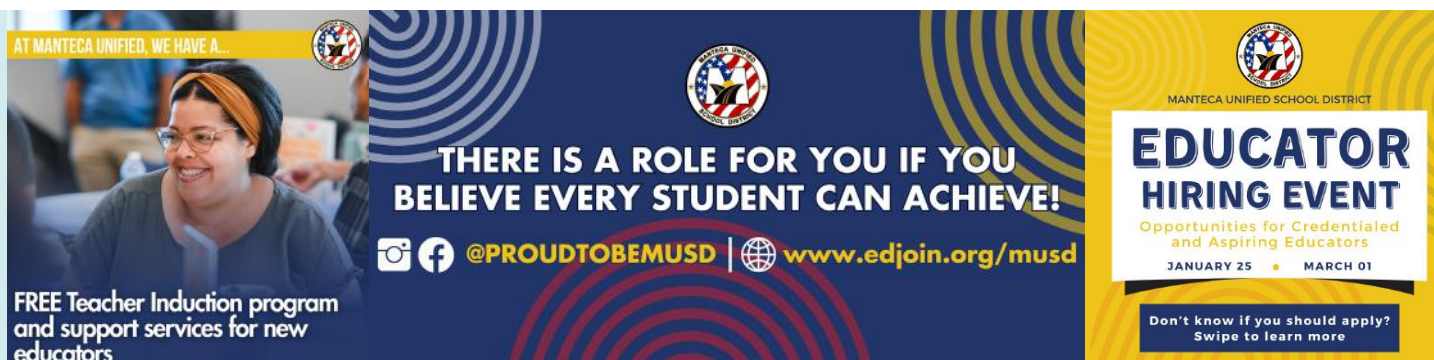
Throughout every interaction, Human Resources helps candidates understand the expectations, culture, and priorities of Manteca Unified.

“From scheduling interviews to walking [prospective employees] through the interview process, they’re getting to know us, and we’re getting to know them,” shared Darla Permenter, Director of Classified Human Resources. *“It’s a two-way street. It’s not just about who we want. They have to want us, too, and feel aligned with who we are.”*

That focus continues through onboarding and training, where new employees are introduced to district expectations, support systems, and the shared responsibility of helping every student succeed. Along with maintaining a student-centered focus, Human Resources also strives to create an environment where employees are welcomed, respected, and valued as members of the Manteca Unified team. This intentional approach has resulted in more than just successful hiring. It has helped Manteca Unified consistently attract and retain employees, even during times of statewide and national staffing shortages.

Increasingly, candidates are not just applying... they are choosing MUSD. They are drawn by the district’s competitive salaries, its commitment to a sustainable and supportive work environment, and a culture that prioritizes both student success and employee well-being.

“We treat everyone like they’re already family,” Permenter said. *“We all remember how it feels to be new and how important it is to feel supported.”* That sense of belonging carries on long after an employee’s first day of work. Manteca Unified continues to invest in staff members through professional development opportunities, recognition programs such as “Employee of the Year” and “Years of Service”, and ongoing support designed to help staff grow and succeed in their roles. District leadership has also increased visibility at school sites through efforts such as “Learning Walks”, providing opportunities to connect directly with teachers and staff.

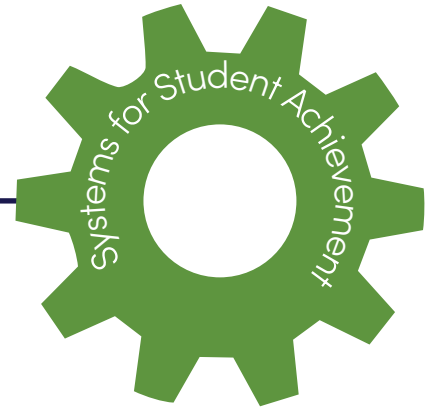


Cross-Department Collaboration for Recruitment

Included in recruitment efforts is a strong partnership with the Community Relations & Engagement Department, who help spread the word about job opportunities through ads, videos, and community-wide communication.

Recognizing that first impressions are often shaped through a district’s online presence, Manteca Unified prioritizes authentic storytelling that reflects its culture and values. This year’s recruitment campaign centered around the message, “There is a role for you if you believe every student can achieve.” Manteca Unified is more than a workplace, it is a professional organization and community united by purpose and a belief in the success of every student.

Academic Achievement & Instructional Quality



Clara Schmiedt & Melanie Greene
Assistant Superintendents

Student learning is the purpose of our work. Every system we design exists to strengthen what happens in the classroom: teaching and learning.

Our Academic Achievement & Instructional Quality system ensures that what students learn – and how they learn – is rigorous, effective, engaging, and aligned to state standards. This consistency guarantees every student has access to strong core instruction every day.

In Manteca Unified, this work is driven by an aligned system that connects school sites and departments. Each school's strategic plan is directly tied to the District's Vision, Mission, and instructional priorities, particularly in literacy and mathematics. Educational Services teams work alongside sites to reinforce these same priorities, creating shared accountability for student outcomes.

A central focus of this system is strengthening "Tier 1 instruction", which is the core learning experience provided to all students, by ensuring that every classroom consistently uses standards-aligned curriculum and effective teaching strategies. This strong foundation allows "Tier 2" and "Tier 3" supports, which are additional, layered services, to be more targeted, responsive, and impactful.

Data plays a key role in guiding this work. We use multiple measures to inform decision making, including common formative assessments, curriculum-based formative assessments, interim assessments, and overall summative performance indicators to monitor progress, identify trends, and ensure continuous improvement across systems. Through highly collaborative grade-level teams, educators regularly review this information and adjust their teaching to meet student needs.

We also emphasize visibility and coherence across the system. Through Learning Walks, data reviews, and professional development, District and site leaders work together to ensure that instructional practices are aligned and continuously improving.

Together, these efforts create a coherent instructional system where decisions are aligned, practices are consistent, and the focus remains clear: improving outcomes for every student, in every classroom, every day.





Tomorrow's Success Starts in Today's Classroom

Professional development is not a one-time event but an ongoing system that strengthens instructional quality and effectiveness, keeping students engaged in meaningful learning.



Effective teaching leads to effective learning. Today, instruction must be engaging and rigorous, meaning students are actively thinking, collaborating, problem-solving, and participating in their learning rather than passively receiving information. Today, teachers serve as facilitators who guide the classroom experience, empowering students to take ownership of their learning.

“When students are engaged, they own and understand what they’re trying to learn,” said Julie Hollander, Director of MTSS Standards, a department focused on teaching and learning to meet state standards. ***“The classroom must be way more engaging than a student’s phone.”***

To do that, teaching strategies include real-world connections that help students understand what they’re learning and why. Creating inclusive classrooms where students feel connected and supported builds the confidence needed to actively participate in the classroom and with each other.

The physical classroom environment also has an important impact on students’ ability to participate. Recognizing this, three years ago, the District launched a flexible furniture program to design classrooms that maximize engagement and comfort.

“Our classrooms are now dynamic spaces where comfort meets creativity, empowering every student to engage, collaborate, and connect,” said Frank Gonzales, Director of Secondary Education. ***“When learning environments adapt to students, confidence grows, participation increases, and real-world connections come to life.”***

Effective instruction must also be rigorous. In MUSD, rigor does not mean more work; it means increasing the level of difficulty so that students are challenged to think more critically. Students then demonstrate their understanding— this can include interpreting data, identifying patterns and common themes, providing examples, describing the cause and effect, or applying the concept in another context, to name a few.



As students move from one grade level to the next, expectations continue to rise, challenging them to think more deeply and apply their learning in increasingly complex ways. Even if students have not yet reached grade-level standards, they are consistently exposed to rigorous, grade-level content while receiving the targeted support they need to keep growing. Maintaining access to this level of instruction is critical.

To ensure instruction is effective, teachers consistently check for understanding. Through quick, informal assessments – such as a brief survey or a simple show of hands – teachers can immediately gauge how well students have mastered the daily objective. This real-time insight helps identify who needs additional support, who is ready for greater challenge, or when the instructional strategy needs to shift.

That same cycle of continuous improvement guides professional development across the district. Support for educators is intentionally designed around subject areas and teacher needs. Teachers receive targeted development from Core Content Specialists at the district level and Instructional Specialists at each school site. Core Content Specialists focus on the big picture, such as implementing new curriculum, managing resources, and leading district-wide professional learning, while Instructional Specialists provide hands-on, day-to-day coaching to help teachers address immediate challenges in the classroom.



“We are layers of support for schools,” said Core Content Specialist, Jodi Beaty. ***“We provide tools, resources, and ongoing professional development to make sure students are getting the effective instruction they need to master standards.”***

Learning Walks are one key way the MTSS Standards department guides and refines professional development across the District. During these on-site visits, district leadership and Board Members observe classrooms to identify strengths and areas for growth, and to gain insight into effective instruction.

“I’m looking to see if the training we provide is transferring over into the classroom and what the next steps are to continue improving instruction,” said Hollander.

Through professional development, collaboration, and layered support, the District is strengthening instructional quality in Tier 1 Instruction, which is the everyday, high-quality teaching all students receive. This work creates classrooms where students are engaged, challenged, and supported as they work toward grade-level standards and long-term success. More than a strategy, this work reflects the district’s commitment to supporting educators so every student has access to meaningful learning experiences that prepare them for the future.

From Play to Proficiency

Early literacy represents more than learning how to read. It is the foundation for how students communicate, think, learn, and build confidence at the start of their educational journey.



The early childhood years, from ages 2 to 7, are a critical stage of brain development when children begin to transition from “learning how to read” to “reading to learn”, making early literacy one of the most crucial investments a school district can make.

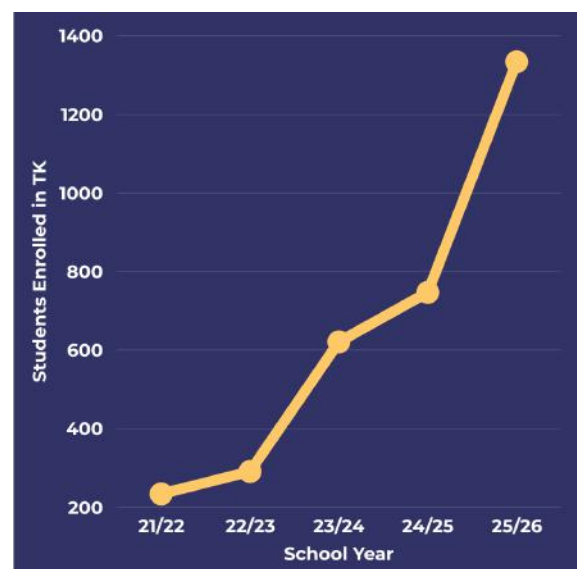
One of MUSD’s priorities is strengthening alignment across Transitional Kindergarten (TK) through Third grade, known as “TK-3 Alignment”. This ensures our curriculum, standards, and teaching strategies build intentionally upon one another, creating a strong, uninterrupted foundation in early literacy and math.

A critical piece of TK-3 Alignment is MUSD’s TK program. As more families recognize the value of this early-start program, TK enrollment has surged, increasing by 342% since 2021! To support this massive influx of young learners, Manteca Unified has worked swiftly to scale the program to meet enrollment needs.

Scaling the program requires more than just adding desks and classrooms. TK spaces are designed specifically for 4-year-olds and what their developmentally appropriate education should look like. These environments are engineered for discovery, interaction, and guided play.

In TK, play is the primary vehicle for academic growth. Through guided interaction with strategic materials, students are actively developing vocabulary, number sense, social-emotional skills, and problem-solving abilities.

“TK should not look the same as a Kindergarten class,” said Tsehai Russell, TK-3 Alignment Specialist. *“With TK, we want to allow students a lot of room for self-exploration, whether it’s self-guided or teacher-guided.”*



TK enrollment at MUSD has increased by 342% since 2021.



Growing a TK program also means equipping classrooms with qualified, early learning teachers. Because TK looks different than traditional grades, teachers must feel completely confident leading this unique, play-based style of instruction.

To build this capacity, Russell led ongoing professional development for all new and veteran TK teachers, ensuring the play-based model was implemented with fidelity so that 4-year-olds would be prepared for kindergarten.

“We truly care about our teachers, and it’s imperative they feel comfortable in the classroom,” said Early Learning Coordinator Jannette Price. ***“It is necessary for student success.”***

As enrollment in TK increases, educators see greater differences between students who have participated in the program and those who have not. Students who have completed TK are entering Kindergarten more confident and prepared with stronger literacy and social skills.

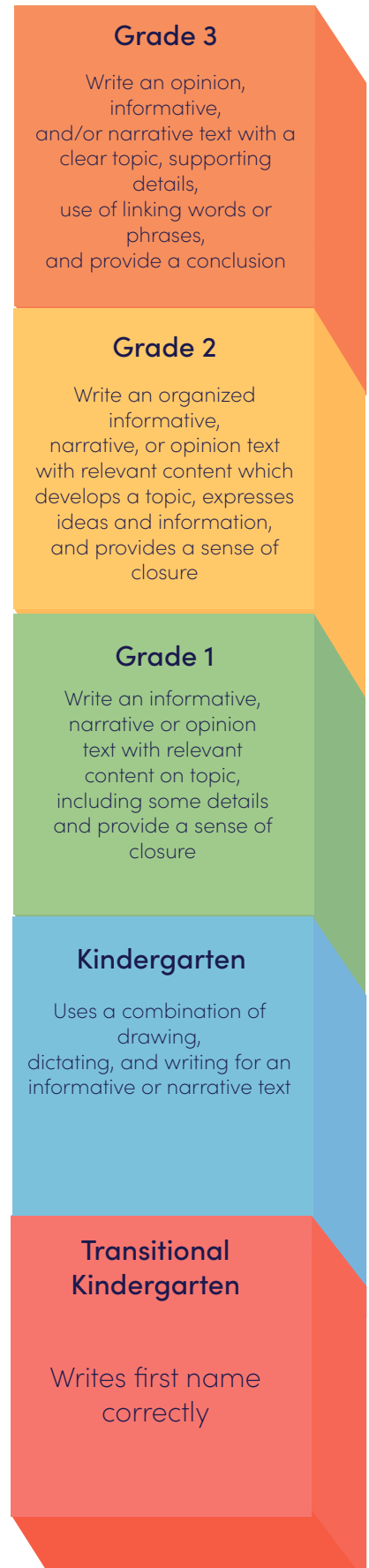
One notable outcome has been TK’s impact on multilingual learners. Because of the language-rich environment TK classrooms provide, students who speak a primary language other than English at home are now becoming proficient English speakers before entering Kindergarten. This is especially important because students are developing English proficiency early, often before language becomes a barrier.

“This success is a huge testament to how effective TK is,” added Suzanne McCreath, Director of Elementary Education. ***“Students are entering Kindergarten ready to access reading and grade-level content alongside their peers.”***

TK-3 Alignment culminates in 3rd grade, when a student makes the critical transition from “learning to read” to “reading to learn.” Research shows that if this crucial milestone is missed, students often face long-term academic struggles. By prioritizing TK-3 Alignment, we ensure our youngest learners develop the foundational skills they need, so every student is reading by 3rd grade.



Watch our video "Building Readers & Lifelong Learners" to learn more about Early Literacy at Manteca Unified.



Developing Mathematicians!

Every student will see themselves as mathematicians who collaborate and explain their thinking through hands-on problem-solving.

"If all students achieve Algebra 1 rigor in their freshman year, this opens the door for higher-level math courses in their sophomore, junior, and senior years," shared Director of Elementary Education Rene Knapp. But how do we ensure 8th-grade students are prepared to take this course when they arrive at their new campus?

Intentional Expectations in Learning Standards

As part of the Academic Achievement & Instructional Quality system, we have built a systemic structure to ensure the math standards of each year build on the last. Teachers utilize this structure to create a clear path forward for students to progress from one grade level to the next.

Strong K-6 Foundations

At every school, teachers engage students in relevant, real-world, and data-driven problems that spark curiosity, discussion, and reasoning. This instruction is guided by the "Math Workshop Model," which moves beyond memorization and helps students develop critical thinking through hands-on, student-centered learning.

Third-grade teacher Carla Bustos-Ochoa added, *"For me, the workshop model is about giving students the opportunity to share their learning, not just with me but with their classmates."* Like many of her colleagues, Ms. Bustos-Ochoa is seeing a new generation of thinkers take shape within Manteca Unified through innovative, collaborative teaching practices. As students progress through school, they carry these thinking skills with them – skills that apply not only in math, but across all subject areas.



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8th Grade students completed Algebra 1 before High School

8th Grade Students Take on Algebra 1!

At the junior high level, Manteca Unified provides accelerated opportunities for students who are ready to take on Algebra 1 before entering high school. During their 8th grade year, students can take the class at their future high school, allowing them to get a preview of the high school academic experience, including being taught by a high school teacher.

By offering this pathway, the District ensures that high-achieving students are challenged, supported, and motivated to continue growing. These early opportunities not only build confidence but also open the door to higher-level math courses throughout high school.

Supporting Educators & Students Alike

Our math initiatives are guided by the recent shifts in the California Math Framework, which influences both how students learn and how educators teach. Manteca Unified understands that supporting teachers through these changes requires a strong, district-wide commitment to professional development, peer-to-peer collaboration, and ongoing refinement of instructional practices.

The Peer Learning Lab model is a key part of this support. It provides teachers with opportunities to observe classrooms in action and learn from their colleagues. Each month, six to eight Learning Labs are held across elementary schools, allowing teachers to see effective Workshop Model strategies in practice and bring those approaches back to their own classrooms.

New K-8 Curriculum Adoption

Supporting teachers in implementing the new math framework requires a curriculum that aligns with and reinforces the updated practices. During the 2025–26 school year, a team of 56 teachers from across the District came together to identify and pilot a curriculum that will best meet the needs of Manteca Unified students with the necessary rigor to meet standards. This adoption committee included teachers from every grade level from kindergarten through 8th grade, along with special education teachers, Core Content Specialists, and various District leaders.

The newly adopted curriculum, launching in 2026–27, emphasizes student-centered learning and inquiry, helping students develop critical thinking skills and apply their knowledge in real-world contexts. A strong focus on building number sense across all grade levels lays the foundation for deep conceptual understanding and prepares students for success in Algebra 1.

Teachers are especially excited about the hands-on, collaborative nature of the curriculum, which encourages student thinking, discussion, and problem-solving. A new 9-12 math curriculum adoption will follow to ensure alignment from K-12. For both educators and students, this shift represents a meaningful step forward in strengthening mathematical understanding and engagement across the District.



At MUSD, #AnyoneCanDoMath

The dedication towards math proficiency is stronger than ever at Manteca Unified. Throughout social media and district communication, we've made our mission loud and clear with the tag #AnyoneCanDoMath. Scan the QR code to see our math initiatives in action!



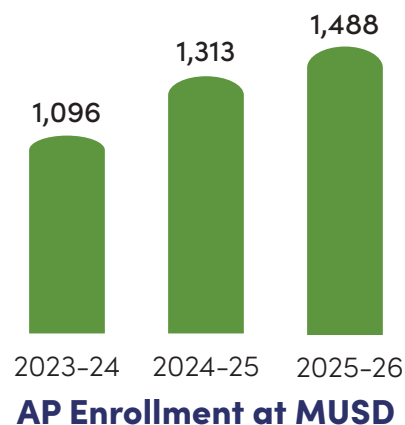
College & Career Milestones

The California College/Career Indicator (CCI) measures how well schools prepare students for life after high school, recognizing multiple pathways to readiness—from A–G completion to career programs and industry credentials. At Manteca Unified, CCI data helps align programs and design pathways to ensure every student graduates ready for college, careers, or both.

Dedicated Funding for AP Exams

Beginning in the 2025–26 school year, Manteca Unified began covering all Advanced Placement (AP) exam fees for students enrolled in the corresponding class.

Previously, only students who qualified for free or reduced lunch and applied for fee discounts received funding. Covering exam costs for all students removes a financial barrier and ensures equitable access to college-level opportunities.



Work-Based Learning Within Our Community

In the world of Career Technical Education, Work-Based Learning (WBL) has long been a practice in which students in advanced classes “learn about work by doing the work.” Several of our CTE pathways offer rigorous WBL opportunities for students to connect them directly to their desired industry.

This school year, Manteca Unified launched paid WBL for our CTE Education Pathway students, who aspire to work in child development or education. As part of their Work-Based Learning experience, these students work in K–3 classrooms across seven elementary sites while also earning certifications such as First Aid and CPR.

“Providing students with an opportunity to be mentored by local industry experts through their WBL gives them valuable, real-world work experience before they graduate”, said Amanda Peters, Director of MTSS for Career, College & Enrichment. For example, in our Automotive Technology pathway, students in the capstone class (the final, culminating class in a series of courses) are employed in various auto shops in the community and in MUSD’s Transportation Department, gaining essential knowledge from professional mechanics.





Bilingual Students are Ready for the Global Workforce

The Seal of Biliteracy recognizes students who have attained a high level of proficiency in two or more languages, indicating valuable communication and cross-cultural skills to colleges, employers, and our community.

By offering world language courses all four years of high school, Manteca Unified is strengthening a student's ability to communicate, compete, and succeed in a global economy.

245

Students Awarded Seal of Biliteracy

4,600+

Students Enrolled in Career Technical Education

classes, across **11** Industry Sectors.



Watch our video to learn more about CTE programs at MUSD.

Expanding Opportunities through Dual Enrollment

Dual enrollment allows MUSD students to take college-level courses for both high school and college credit, supporting those who may be interested in advancing their technical career or their academic career.

Looking ahead, work is already underway to expand dual enrollment offerings to CTE pathways and core course equivalencies, including offering in-person classes through San Joaquin Delta College that allow students to earn college credits during the school day. The College & Career team has also partnered with Modesto Junior College to further expand access and options for students starting next school year.

These opportunities build academic momentum, strengthen college and career readiness, and create a smoother transition from high school to postsecondary education.

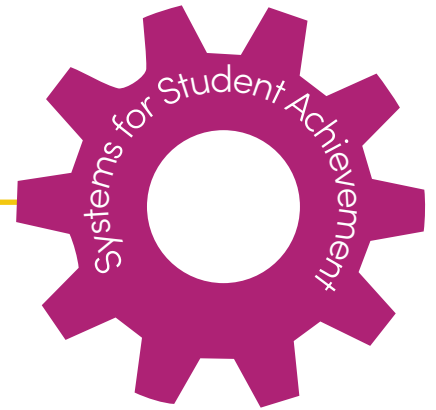


286

Dually Enrolled High School Students

Educational Equity & School Climate

Dr. Jody Burriss
Senior Director of Special Education



For students to succeed, they must feel supported, included, and ready to learn. The Educational Equity & School Climate system ensures every student has access to the opportunities and resources they need and deserve. We believe all students can achieve at high levels and recognize that they may need different types of support to get there.

In Manteca Unified, equity is not a separate initiative; it is a guiding principle embedded in all aspects of our work. Our Board Policy 0415 reflects a commitment to identifying and removing barriers so every student can fully access their right to an education. This includes examining not only student outcomes, but also the systems, practices, and conditions that influence them. By prioritizing access, inclusion, and opportunity, we aim to equip every student to reach their full potential.

Through a Multi-Tiered System of Supports (MTSS), schools identify student needs and provide appropriate academic, behavioral, and social-emotional support. Services may include targeted instruction, intervention, counseling, behavioral support, or enrichment opportunities to keep students engaged and progressing.

We ask ourselves, *"What does this individual student need to be successful?"*

This work is carried out through coordinated systems that include services for students with disabilities, students learning English, students experiencing housing instability, and others needing additional assistance. Collaboration among teachers, specialists, administrators, and families ensures services are responsive, aligned, and work together to address each student's unique needs.

A positive school climate is also essential. Building environments where all students feel connected, along with opportunities for student engagement, help shape campuses where students can grow both academically and personally.

We continuously monitor outcomes to ensure that our efforts are making a meaningful difference. By reviewing data, evaluating programs, and refining our practices, we work to support all students in fair and effective ways.





Inclusive Instruction Designed for Every Learner

Inclusion classrooms have had an incredible impact on student growth, both academically and socio-emotionally.



At Walter Woodward Elementary, 1st grade teacher Heather Anderson watched as her young student struggled to play with a hula hoop during recess. With the hoop at her feet, the student stared down hesitantly, appearing to give up on the idea of hula-hooping. Suddenly, her classmate approached and exclaimed, “Got you!” as she wrapped a hula hoop around the lone student. “Let’s play!”

Before she knew it, Mrs. Anderson turned around to find a train of students from her class, each inside the hula hoop of a friend in front of them, forming a long, lively chain.

An adult walking by might notice a student or two in this group with a perceivable disability, but in Mrs. Anderson’s class, that doesn’t stop the learning, and it sure doesn’t stop the fun. Everyone works together, and no one is left behind.

This heart-warming landscape reflects inclusive teaching practices; an instructional strategy honed through district-guided professional development, setting teachers up for success as they support students with unique and diverse needs. These practices bring students together, regardless of their differences, so they can be equally challenged, equally motivated to grow, and most importantly, equally educated.

In the 2025–26 school year, Walter Woodward Elementary launched a school-wide inclusion initiative to increase the time students with disabilities spend in general education classrooms. By Spring 2026, students at Walter Woodward were joining their general education class 71% of the time, meaning that the majority of their school day was spent learning alongside their peers—with equal access to the same curriculum and equal access to work that challenges them, based on their specific needs.

In Mrs. Anderson’s 1st grade classroom, students with disabilities are fully immersed, 100% percent of the time. Mrs. Anderson co-teaches alongside an Education Specialist, Mrs. Sarah Smith, creating a highly supportive inclusion class where any student who needs extra help or is ready to be challenged further has dedicated guidance.



At Walter Woodward Elementary, students with disabilities are in general education classrooms 71% of the time.

This practice is transforming outcomes for all students at Walter Woodward. In Mrs. Anderson's classroom, general education students achieved a 14% increase in English Language Arts (ELA) scores, a milestone that led to the majority of her students receiving the school's Growth Award. Across campus, students with disabilities experienced a 7% increase in ELA achievement (Source: MAP Assessment).

+7%

Increase in Achievement for Students with Specialized Needs

+14%

Increase in Achievement for General Education Students

This incredible growth reinforces what many special education professionals have long known: Students with disabilities are capable of being challenged and successful in general education classes.

Senior Director of Special Education Dr. Jody Burriss has been a long-time champion of this inclusion philosophy and is working closely with all schools to ensure it becomes the norm. The phrase "Special Education is a Service, Not a Place" has already become common language across the district with administrators and educators alike.

"It is really critical for all students to feel accepted and have the opportunity to be with peers so that they can learn and grow, not only academically, but socially and emotionally," stated Dr. Burriss.

District-wide in 2025-26, inclusion initiatives have shown significant positive impacts on students.

- 54.5% of MUSD students are in the General Education environment at least 80% of their day.
- 77% of MUSD students are in the General Education environment at least 40% of their day.
- **99% of all MUSD students are included in some portion of General Education.**

Through this Collaborative Teaching Model, *"The rigor is there for all, and everyone is getting what they need,"* said Dr. Burriss. This equal opportunity not only supports students' academic outcomes but also prepares them for higher education and life beyond school.

The successes of inclusive teaching at Walter Woodward hint at the opportunities ahead for our students. From playground hula-hoop trains to making the world a better place, our inclusion model is a promise of equity – one Manteca Unified will continue to champion.



At Lathrop High School, their Algebra inclusion class has put 8 additional seniors on track to graduate in 2026, a testament to the power of inclusion.

Watch our video, "Expanding Inclusion Through the Collaborative Teaching Model" to learn more about inclusive learning at MUSD.

Closing Achievement Gaps For Multilingual Learners

Emerging students classified as English Learners are being supported to own their academic goals and achieve beyond English proficiency.

At Manteca Unified School District, we recognize that the English Language Development program is central to the educational experience of many of our students. 19% of our student population is classified as English Learners, meaning these students speak a language other than English at home as their primary language.

As students build English proficiency while engaging with rigorous academic content, they navigate an especially complex learning experience. To ensure they can fully demonstrate their abilities and succeed across all subject areas, access to targeted support and high-quality instruction remains essential.

Coordinator of Multilingual Services Sandy del Mundo emphasized the importance of this work, sharing, *“Our multilingual learners bring incredible strengths, including their languages and cultural assets, into the classroom. By investing in those strengths, Manteca Unified is creating learning environments where students can build confidence, achieve academic success, and thrive in a multilingual world.”*

A districtwide focus on high-quality English Language Development instruction and inclusive teaching practices is helping ensure multilingual learners have access to the support they need. In recent years, MUSD implemented an updated ELD curriculum, providing a consistent foundation for instruction across schools. In addition, every school site maintains a strategic plan goal focused on multilingual learner success and their equitable access to rigorous grade-level learning.



Reclassification Ceremonies honor students who have achieved English proficiency. These events often include cultural performances that celebrate students' identities and the diverse backgrounds they bring to our schools.

A key driver of this success is an emphasis on highly collaborative grade-level teams and Learning Walks. These strategies bring teams of educators together to share best practices, analyze student data, and refine instructional strategies that work across subject areas. Both campuses are seeing increased student engagement, which is contributing to higher achievement scores and higher reclassification rates into English proficiency.

At Manteca High, 75 students were reclassified this school year, a significant increase from 18 students last year. At Sierra High, multilingual learner reclassification rates have remained steady, while the school has seen notable growth in English Language Arts, including a 7% increase in the “High” and “High Average” achievement bands.

883

English Learners reclassified as English proficient
in the 25–26 school year

3.16%

increase in ELA achievement among English
Learners



Beyond the data, the impact of this work is deeply personal. Sierra High senior Solomon Hashimi was reclassified as English proficient this year after just two years in the district. He shared that the social aspect of learning English was one of the greatest challenges: “It is hard when you don’t know how to answer... when you have to repeat yourself.” **As Solomon reflected, “My teachers were the people who always listened to me and encouraged me to learn.”**

Manteca High Principal Megan Peterson connected that supportive environment to academic success, explaining that “if you want to see jumps in student achievement, you have to have a plan that is based on data.” She added, “We’ve done a lot of hard work in terms of focusing on educational strategies that work for all kids in all classrooms,” emphasizing the school’s focus on effective teaching practices that help all students succeed.

Similarly, Steve Clark, principal of Sierra High School, emphasized the importance of both support and planning, stating that “closing the achievement gap means that you have people who care about all 1,750 students on our campus and have a plan for each student.”

By creating supportive classrooms, building strong relationships, and using effective strategies to meet students’ needs, MUSD continues to promote educational success and opportunity for all students.



Watch our “2026 Distinguished Schools” video to see how Manteca and Sierra High are closing achievement gaps and creating more equitable learning opportunities.

A Systematic Approach to Understanding Behavior

By shifting focus to understanding the needs of our students, we are creating a more responsive and supportive approach to discipline.



Across Manteca Unified School District, a meaningful shift has taken place, one that has changed not only how discipline is approached, but how we support students every day. While suspension rates have declined, we haven't narrowed our focus to simply reducing these numbers. Instead, we have redefined what it means to provide "student support," intentionally shifting from a system that reacts to behavior to one that works to understand it, address it, and ultimately, better support the students we serve.



Over the past three years, MUSD's suspension rate has declined from 4.9% in 2023 to 3.6% in 2025, reflecting the district's investment in proactive student supports.

Schools across the district are seeing the impact firsthand, with suspension rates improving at many schools, including Great Valley Elementary (8.3% to 2.4%), Sierra High School (4.7% to 2.4%), and Sequoia Elementary (6.5% to 3%).

At the center of this work is our Integrated Continuum of Supports (ICS), designed to remove social, emotional, and behavioral barriers that limit access to learning. Director of MTSS Student Services Hans Schmitz and his team have aligned efforts such as positive behavior support, social-emotional learning (SEL), restorative practices, and trauma-informed strategies into a cohesive framework. This has created greater consistency across schools, helping staff understand what to do when students struggle, and when and why to use each approach.

"This is a whole student wellness and safety approach to remove barriers to learning," emphasized Schmitz. "Our purpose as a school district is to educate, so removing barriers to a child's learning is fundamental."

In the past, discipline often focused primarily on consequences. While consistent, it did not always address root causes. Today, our mindset has evolved. Instead of focusing solely on rules and punishment, we are asking: What does this student need right now to be successful? How can I meet those needs?

This shift recognizes that behavior is often a form of communication, requiring us to look beyond actions to understand the nonverbal cues and the circumstances that motivate them. For some students, that means restorative conversations to repair harm and rebuild relationships. For others, it involves targeted support, counseling, or connections to additional resources.

Accountability remains an important part of this process, but we first teach the skills that build accountability: recognizing, reflecting on, and taking ownership of one’s behavior.

One key outcome of this shift is that more students remain in school, which means they don’t miss instruction. When suspension is no longer the default, students are given more opportunities to reflect, learn, and feel connected, even when they make mistakes. Schools are implementing restorative approaches, including accountability projects that help students reflect on their actions and foster important skills like empathy and responsibility.

“We’ve seen a shift toward a more proactive culture,” shared Great Valley Principal Theresa Johnson. *“Our staff is more focused on integrating SEL and positive behavioral programs into everyday instruction.”*

Sequoia Elementary Principal Denise Buske noted that sense of connection is increasingly visible on campus. *“We’re seeing a shift in our students that’s creating a much deeper sense of connectedness throughout our school community,”* she shared.

“Students feel more comfortable coming to us when they are upset about something. The hesitancy is gone! What used to be a ‘What did I do?’ or ‘Am I in trouble?’ conversation is now ‘Can I tell you about my problems, and can you help me with them?’”

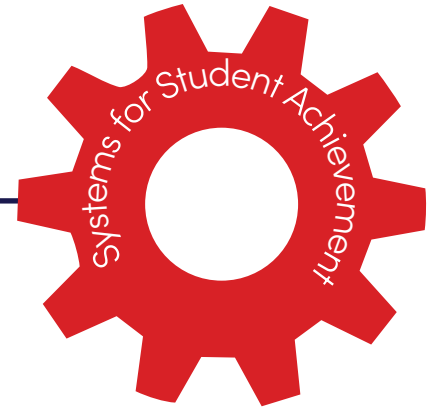


A critical piece of this work has been strengthening Coordination of Services Teams (COST) at every school site. These teams bring together administrators, counselors, and staff to connect students with targeted interventions based on their needs before challenges escalate.

The impact of this system is being felt across campuses. Schools report greater confidence in their ability to respond to student behavior.

While this work requires time and collaboration, it is creating a more connected school environment where students feel seen and supported, which includes being held accountable in meaningful ways.

Family, Student & Community Engagement



Thank you for your partnership in student achievement.

A strong educational experience is built through true partnership. Engagement is not occasional involvement; it is the consistent, shared responsibility of families, students, schools, and the community working together to support and shape student learning.

The Family, Student & Community Engagement system was intentionally designed around the belief that student success depends on active participation from all partners. We create the conditions for engagement by communicating clearly, setting expectations, and providing opportunities for involvement. In turn, families and students play an essential role by staying informed, participating in the learning process, and communicating their needs. This is not a one-sided effort, but a shared commitment.

At the school level, this partnership is most visible in the daily learning experience. Families participate in Goal-Setting Conferences, attend school events, and engage with ongoing communication so can connect to their child's progress. Educators bring expertise in instruction and the classroom, while families bring deep knowledge of their child and essential support at home, creating a true partnership in which increased support leads to stronger student success.

At the district level, engagement extends to shaping decisions and priorities. Families, students, and community members contribute through structured opportunities such as LCAP input sessions, advisory committees, and feedback groups. Students play a formal role through the Student Board program, ensuring their perspectives inform district planning. These are not symbolic roles; they are part of a system designed for meaningful participation.

Effective engagement depends on clear and transparent communication. We are committed to ensuring all partners understand not only what decisions are made, but why. This includes multilingual communication and intentional efforts to remove barriers to participation. Timely communication is also essential, especially during times of uncertainty, and families can trust the District to provide transparent, accurate updates during school emergencies and emergency situations so they remain informed and able to respond as partners.

This work is grounded in both responsibility and responsiveness. Families bring critical insight as their children's first teachers, while schools use feedback and data to strengthen systems and outcomes. When each partner fulfills their role, engagement becomes a driver of student success, not an optional layer.

We value this partnership and remain committed to listening, communicating, and working alongside you. Together, with shared responsibility and active participation, we can continue to strengthen the experience and outcomes for every student.

Seen, Celebrated, Supported

Across Manteca Unified, student achievement is not only measured but also recognized, celebrated, and shared. Through a system of districtwide and site-based recognitions, students are seen for their efforts and the growth they make throughout the year.



Twice a year, the Board of Education hosts Student Recognition Ceremonies, where one student from each school is honored for demonstrating meaningful academic growth. Selected by their principal and teacher, these students represent perseverance, often overcoming challenges or receiving specialized support services while continuing to move forward in their learning.

Students are recognized in front of their families, teachers, principals, and district leadership, creating a special, shared moment to celebrate their students' growth and achievement.

The District also proudly celebrates students who reach English proficiency through Reclassification Ceremonies—an important milestone that reflects the dedication and resilience of emerging multilingual learners. With over 500 students reclassified this year, this achievement opens new opportunities and marks a significant step in each student's academic journey.

At school sites, the recognitions continue in meaningful and personal ways. Students are celebrated both quarterly and yearly for reaching their growth trajectory, as well as their character and leadership, reflecting their school's core values.

"It felt good to see all my hard work pay off," said Socrates Solorzano, Weston Ranch High School Junior. "I'm very thankful for everyone who has helped me along the way to reach this milestone."

Together, these recognitions do more than celebrate achievement. They help students feel seen, encouraged, and proud of the progress they are making in their learning journey.



Goal-Setting Together

How families and teachers partner to set goals, track progress, and support student success.



When students walk into their classrooms for the first time each year, they bring far more than backpacks and school supplies. They arrive with unique personalities, strengths, challenges, experiences, and cultures shaped by their life at home.

At Manteca Unified, that understanding is the foundation for building strong partnerships between families and teachers. Through early-year Goal-Setting Conferences, schools create space for meaningful, forward-looking conversations about student learning. Unlike traditional parent-teacher conferences (which often occur after grading periods and focus on outcomes already determined), Goal-Setting Conferences take place before formal assessments are finalized. This timing allows families and teachers to work together

proactively, establishing shared goals, building understanding, and aligning support before a grade is ever assigned.

Parents bring deep knowledge of their child, while teachers bring expertise in instruction. Together, they form a powerful team. These teams rely on true partnership and collaboration. Families and teachers identify strengths, discuss areas for growth, and set realistic, individualized goals tailored to how each child learns best. Supporting this work are Standards-Based Report Cards, which outline the specific skills students are working toward. While the report cards provide clarity, Goal-Setting Conferences turn that information into shared action.

For Kindergarten teacher Viviana Angulo, these partnerships begin with trust and a commitment to understanding every child as an individual. At the beginning of the 2025-26 school year, Ms. Angulo met with a mother who shared concerns about her daughter's transition into a traditional classroom for the first time. Her child experienced challenges with communication, sensory sensitivities, and unfamiliar environments, and the start of school felt uncertain.

"I told her, 'We're going to work together and take it step by step,'" Ms. Angulo recalled. During their Goal-Setting Conference, Ms. Angulo introduced the Kindergarten standards and worked with the mother to break learning into manageable pieces aligned to the child's needs.

"Instead of focusing on everything at once, we focused on small steps," Ms. Angulo said. "We celebrated every accomplishment and built from there!"



What followed was not a single meeting, but an ongoing relationship. The student's mother regularly shared insights about routines and strategies that worked at home, while Ms. Angulo provided updates, resources, and encouragement from the classroom.

"That communication eased my nerves so much," the mother shared. "Knowing someone truly understands and supports your child makes all the difference."



89% of parents reported being able to communicate with teachers and staff when needed.

- MUSD's LCAP Survey



Over time, that partnership led to meaningful growth. The once-hesitant student now participates confidently, engages with peers, and takes pride in her progress. Consistency between home and school created a sense of stability that supported both learning and confidence. Today, she eagerly waves her hand in the air to answer questions, jumps at the chance to lead classroom activities, and proudly encourages her classmates right alongside her.

Questions to begin your parent-teacher partnership:



- What is my child expected to learn at this grade level?
- How can I support my child's learning goals at home?
- What are my child's strengths?
- What subject areas can my child improve in?

The experience reflects an important truth: learning extends beyond the classroom. Families play a vital role in reinforcing skills through reading, conversations, and encouragement. Goal-Setting Conferences help ensure families feel informed, empowered, and connected to that process from the very beginning, establishing a partnership that continues through consistent communication all year long.

"I think the worst thing you can do is feel discouraged," the mother said. "There's always room for growth. Supporting what's happening at school and continuing it at home makes a huge difference." That sense of partnership is reflected

districtwide. According to MUSD's School Climate Survey, 73% of parents and 76% of staff agreed that schools encourage family involvement, while 89% of parents reported being able to communicate with teachers when needed.

"I think it's important for families to know we're on the same team," Ms. Angulo shared. "When we communicate openly and support each other, children feel that care and consistency."

As Manteca Unified continues to expand family engagement, Goal-Setting Conferences remain a key strategy in ensuring every student is supported, both in the classroom and at home.

Community Conversations Shaping Student Support

Community voices play an important role in guiding decisions that support students and schools.



Meaningful engagement with students, families, staff, and community partners is a systematic function of how Manteca Unified plans for the future. Through climate surveys, parent and staff meetings, and open community forums, the District gathers valuable input that directly informs the Local Control Accountability Plan (LCAP), our three-year strategic plan that guides the District's priorities, programs, and funding decisions.

Now in Year 2 of the 2024-2027 cycle, the Strategic Alignment & Accountability team, with intentional support from the Community Relations & Engagement Department, continued outreach efforts to better understand what is working, where more resources are needed, and how services are impacting students across the district as we planned for Year 3.

This process begins with a districtwide climate survey, one of the District's most impactful tools for gathering feedback about schools from families, students, and staff. From there,

MUSD hosts a series of Community Input Meetings, both in-person and virtual, along with focused discussions with parent committees and employee groups.

This year's input meetings emphasized storytelling, encouraging families and staff to share real-life experiences that highlight how programs are supporting children or where improvements are needed. These voices bring the data to life, making sure decisions do not just reflect the numbers, but the lived experiences of our school communities.

"My daughter has benefited from services. The counselor has motivated her to improve her grades, behavior, and responsibility. She has also received personal items that help her feel safe despite recently arriving from another country."

- Parent Committee Member

To ensure alignment with district priorities, feedback is organized around three core goals: grade-level standards mastery, safe and supportive learning environments, and targeted support for emerging student populations. This structure allows the district to connect community voice directly to the goals and priorities in the LCAP.

Family Education Nights

Learning doesn't stop at the classroom door. Through Family Education Nights, schools empower families to stay connected and be part of their child's learning journey.



Across Manteca Unified, events like STEAM and Literacy Nights bring families onto campus for hands-on experiences that make learning meaningful and visible. These events give families a clearer understanding of what their children are learning and how to support that learning at home.

“STEAM Nights truly bring learning to life,” said Great Valley Principal Theresa Johnson.



“With students and families exploring science, math, and art side by side, these events foster curiosity, joy, and connection. We need families to feel engaged in their children's learning. This connection also strengthens the sense of community that makes our school so special.”



These family nights go beyond a single event. Schools provide families with practical strategies – such as reading together, asking purposeful questions, and encouraging curiosity – that reinforce learning beyond the classroom.

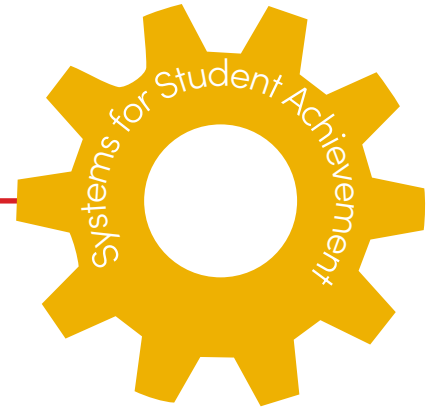
When families are engaged, students are more likely to stay motivated and see learning as a shared priority. It also sets a powerful example, showing students that learning matters and that everyone and anyone can be a learner!



Through a range of experiences, including classroom events, conferences, and campus-wide activities, schools are building consistent connections with families. These partnerships strengthen student learning and ensure families remain active participants in their child's educational journey.

A Cycle of Continuous Improvement

Our Shared Responsibility



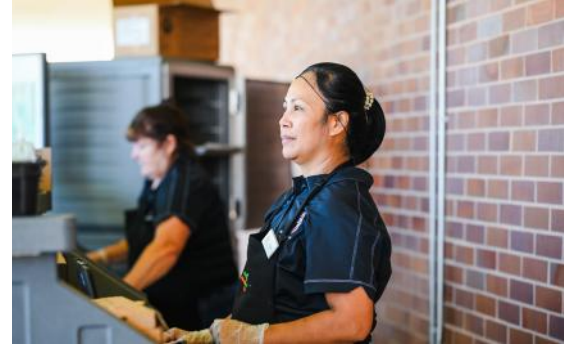
The Accountability & Continuous Improvement system is both the final system and a unifying framework embedded across all others. While our organizational systems are designed to be reliable, they are not static; they are built to evolve. Strong systems do more than plan; they actively monitor progress, measure impact, and continuously improve. This framework serves as the connective thread across all systems, ensuring decisions, actions, and resources remain aligned and effective.

Accountability in Manteca Unified is shared and interconnected. Our budget, data systems, and strategic plans hold us accountable, and so do our staff, students, families, and community partners. Importantly, these elements also hold one another accountable, creating a system of checks, balances, and collective responsibility that strengthens outcomes for students.

Data is central to this effort. We collect and analyze information from multiple sources to understand student progress toward grade-level standards, identify learning gaps, evaluate programs, and guide decision-making. Ongoing review processes help ensure decisions remain evidence-based, aligned to priorities, and responsive to the evolving needs of students.

We are proud of the strong, connected systems we have built to support student achievement. Our systems not only ensure accountability but also create conditions for learning and success every day for every student. Goals set the direction, but systems determine results.





Our LCAP

Manteca Unified School District’s Local Control and Accountability Plan (LCAP) for 2024–2027 serves as the district’s strategic blueprint, designed to align with the board directed Vision and Mission. This comprehensive plan is pivotal in guiding the district’s efforts to enhance educational outcomes and foster a supportive learning environment for all students.

One of the distinguishing features of Manteca Unified’s LCAP is its holistic approach to funding. Unlike traditional plans that may focus solely on supplemental dollars directed towards specific disadvantaged groups, MUSD integrates all available funding sources into the LCAP. This inclusive strategy ensures that every financial resource is leveraged to support the district’s goals, providing a robust foundation for sustained educational excellence. Put simply, this plan is fully aligned to MUSD’s budget and accounts for every dollar spent.

Our Strategic Goals



Goal 1: Grade Level Standards

This goal focuses on delivering effective, differentiated instruction aligned to state standards so that all students may work to achieve in an equitable and student-centered environment.



Goal 2: Safety

This goal focuses on addressing individual student barriers to safety in order to facilitate their access to learning.



Goal 3: Emerging Students

This goal focuses on addressing individual student barriers to education, providing Tier 2 and Tier 3 supports for students that need individual education plans or additional support services, to achieve in the classroom.



Community input plays an important role in shaping the future of our schools. Through the Local Control and Accountability Plan (LCAP), Manteca Unified works directly with our community to identify priorities and support student success.

Visit our "LCAP" webpage to learn more about our goals, progress, and opportunities to get involved.



MANTECA UNIFIED SCHOOL DISTRICT
2025-26 Annual Report