

Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

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

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

Calla High School

39-68593-3935111

Manteca Unified School District

39685930000000

School Site Vision

Calla High School offers a safe, new beginning for students in an alternative setting. Students will achieve academic goals, develop appropriate interpersonal skills and make positive independent choices.

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Calla High School's current Schoolwide Learner Outcomes (revised in Spring, 2018) are:

ACT NOW: Calla High School students will...

Act Responsibly
Commit to Academic Excellence
Think Critically

Navigating personal needs
Opt in to Calla's procedures
Work collaboratively

School Site Mission

Calla High School will prepare students by providing them with the tools, resources and opportunities which encourage all students to live and work collaboratively with others in the diverse world of the 21st century.

Purpose and Description

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

Schoolwide Program

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

Calla High School will prepare students by providing them with the tools, resources, and opportunities which encourage all students to live and work collaboratively with others in the diverse world of the 21st century. Calla High School offers a safe, new beginning for students in a alternative setting to achieve credit recovery in order to obtain a diploma. Staff, student, and parental input will be used to make informed decisions based on data to ensure all students are successful.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Calla High School holds quarterly meetings to discuss the needs of the school and its students. These meetings include the School Site Council and the English Language Advisory Committee. During this meeting, data is shown and discussed to make informed decisions based on the needs of the students, parents, and staff at Calla High School.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

All students who attend Calla High School are at-risk of not graduating due to lack of credits. Students attend Calla High School to obtain the credits that they are missing so they can graduate with a high school diploma, either from Calla High School or they may return to their comprehensive school site. Within this population, there are students that need counseling to meet their more severe emotional needs.

School Site Description

Welcome to the 2022 - 2023 school year! The entire staff at Calla High School advocates for second chances. Calla High School offers a safe, new beginning for students in an alternative setting.

Mission Statement

Our mission is to prepare students by providing them with the tools, resources, and opportunities which encourage all students to live and work collaboratively in the diverse world of the 21st century. Our students truly define what it means to be resilient, as many have faced numerous adverse life experiences.

Calla High School's main focus is on student success. Our students are routinely recognized for their positive behaviors, academic excellence, and perfect attendance. Local community organizations also honor the students with the Kiwanis Student of the Month, the Soroptimist Girl of the Year and generously provide student scholarship opportunities. We truly believe that all students are capable of academic and personal success if they take advantage of the opportunities at Calla High School.

School Description

Calla High School is one of two WASC accredited continuation high schools in Manteca Unified School District. This year we have seen an increase in students due to the learning loss caused by the COVID-19 pandemic. Originally established as a grammar school, in 1971 it was converted to a continuation high school site. Calla High School currently has a faculty of twelve teachers, along with a support staff of ten. Students who meet eligibility criteria may petition to return to their home high school in August or January.

Calla High School's instructional program works in conjunction with the increased use of technology to better prepare students' marketability after graduation. Inside the classroom, we utilize innovative teaching techniques using real world software applications. Students are afforded the challenges of leading lessons, giving presentations, and collaborating using OneNote, StudySync and Big Ideas Math.

In addition, Calla High School provides students access to a variety of opportunities which expand their minds to a multitude of careers in preparation for post high school life. They attend on and off campus presentations exhibiting career technical education and the more traditional educational pathways. Students connect with a variety of community resources to meet their social and emotional needs. The goal of these experiences is to open avenues of interest. As students journey to success, teachers and staff work cooperatively to help each young adult learn how to make thoughtful, responsible choices and gain an understanding of the realities of society and culture. The goal is to facilitate a smooth transition from high school to college, occupational training, the military, or the work force.

This year, Calla High School is at full capacity. The effects of learning loss during COVID is being felt now at the continuation schools for students who are now seniors who are behind in credits.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.80	65.00	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	8.33	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.20	26.67	11.40	1.09	12115.80	4.41

Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	12.00	100.00	1050.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.20	
Total Out-of-Field Teachers	3.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Beginning with the 2018-2019 school year and continuing through the 2021-2022 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

Classroom Observations

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

The site leadership team team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2019-2020 school year, which improved from the previous year where there were 4 misassigned teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 2020-2021 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

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

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of inclusive academic instruction in the 2021-2022 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction, formerly known as BTSA, will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most at risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Student outcomes, primarily indicated by MAP growth assessment data, will determine the efficacy of the support.

In addition, the District provides three days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English Learners and Special Education students. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

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

Manteca Unified provides instructional assistance and ongoing support to all teachers of ELA/ELD, Mathematics, core classes, and intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

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

Teaching and Learning

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

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

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

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

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

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

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

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

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. Intervention programs include Rosetta Stone, and ALEKS. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

MUSD provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
145	64.1	18.6	3.4
Total Number of Students enrolled in Calla High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	18.6
Foster Youth	5	3.4
Homeless	7	4.8
Socioeconomically Disadvantaged	93	64.1
Students with Disabilities	21	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	5.5
American Indian	1	0.7
Asian	12	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	5	3.4
Hispanic	88	60.7
Two or More Races	4	2.8
Pacific Islander	1	0.7
White	26	17.9

Conclusions based on this data:

1. The Socioeconomically Disadvantaged student group continues to grow while the other groups remain steady. This is based on previous data obtained before the issue of the DashBoard.
2. The student population fluctuates greatly during the school year so the data presented will change, some drastically, during the school year so percentages may be skewed.
3. The Hispanic population is growing at the largest rate while the white population is shrinking at the highest rate. All other ethnicities remain fairly stable.



Grade Level Standards

Grade Level: 10-12

District Goal

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

Site Strategic Goal

Improve student testing and academic achievement by increasing depths of knowledge across content areas (SLO#1 & 2, 3 & 6) through more rigorous curriculum aligned to state standards and taught utilizing best instructional practices. (District Goal #3)

Base Requirements

Teachers will receive adequate supplies to teach the base curriculum. Those teachers who are not trained in the base curriculum will receive training in this area. Currently the base curriculum in all core areas is being utilized. All students are issued district-issued tablets in order to have equal access to curriculum. Those students who do not have internet access are provided with hotspots.

LCAP A/S
1.1

LCAP A/S
1.1

[illegible]

1	Site Name: Calla		Function: 8200 Operations										LCAP A/S
2	Location: 550		Goal: 0000										1.1
3	Administrator: 0		Mgmt: 0000 (unless listed below)										
4	High School Site Base - Resource 0000												
5	OPERATIONS												
6	Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Mgmt	Estimated Annual Cost									
7				1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
8	Safety	Custodial Supplies				12,000							
9	Safety	Maintenance Repairs								5,000			
10	Safety	Custodial Equipment					1,500						5,500
11	Safety	Custodial Equipment Repairs								5,000			
12	Safety	Staff Lounge & Office Paint									3,000		
13	Safety	Blinds Replacement					5,000						
14													
15													
16													
17													
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34													
35													
36													
37													
38													
39													
40	TOTAL		-	-	-	12,000	6,500	-	-	-	10,000	3,000	5,500
41	GRAND TOTAL												37,000

[illegible]

Site Name: Calla	Budget	Function: 1000 Instructional			
Location: 550	156000.00	Goal: 1110			
Administrator: 0		Mgmt: 0000 (unless listed below)			

High School Site Supplemental - Resource 3182

[illegible]

Data

CAASPP Results

English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	61	106		53	103		53	103		86.9	97.2	
All Grades	61	106		53	103		53	103		86.9	97.2	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2512.	2506.		1.89	2.91		11.32	14.56		50.94	38.83		35.85	43.69	
All Grades	N/A	N/A	N/A	1.89	2.91		11.32	14.56		50.94	38.83		35.85	43.69	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.43	7.77		71.70	62.14		18.87	30.10	
All Grades	9.43	7.77		71.70	62.14		18.87	30.10	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	1.89	3.88		35.85	41.75		62.26	54.37	
All Grades	1.89	3.88		35.85	41.75		62.26	54.37	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.43	7.77		66.04	73.79		24.53	18.45	
All Grades	9.43	7.77		66.04	73.79		24.53	18.45	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.66	3.88		75.47	68.93		18.87	27.18	
All Grades	5.66	3.88		75.47	68.93		18.87	27.18	

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	67	106		57	102		57	102		85.1	96.2	
All Grades	67	106		57	102		57	102		85.1	96.2	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2452.	2470.		0.00	0.98		1.75	0.00		7.02	22.55		91.23	76.47	
All Grades	N/A	N/A	N/A	0.00	0.98		1.75	0.00		7.02	22.55		91.23	76.47	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.98		19.30	27.45		80.70	71.57	
All Grades	0.00	0.98		19.30	27.45		80.70	71.57	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	1.75	0.98		47.37	58.82		50.88	40.20	
All Grades	1.75	0.98		47.37	58.82		50.88	40.20	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00		54.39	60.78		45.61	39.22	
All Grades	0.00	0.00		54.39	60.78		45.61	39.22	

2022/2023 Block Credits												
				Blk 1	Blk 2	Blk 3	Blk 4	Blk 5	Blk 6			
Total Students with 20/20 Credits				108	112	111	95	93				
Number of Students Enrolled				162	182	176	159	148				
Percentage of Students with 20/20				67%	62%	63%	60%	63%				
YEAR	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10	MONTH 11	AVG/TOTAL
2014-15	91.32	91.36	90.28	89.08	88.04	90.46	91.59	90.08	89.99	90.05	89.38	90.15
2015-16	90.49	90.25	87.29	87.30	86.82	87.61	86.17	86.29	87.29	85.50	85.67	87.33
2016-17	89.25	87.07	86.24	83.37	84.48	81.93	86.07	86.19	87.64	83.48	86.14	85.62
2017-18	89.96	89.60	89.18	86.81	88.85	85.17	87.61	87.26	88.45	86.81	85.4	87.74
2018-19	89.57	87.58	85.61	80.13	85.23	86.08	85.66	87.2	88.25	87.88	87.9	86.46
2019-2020	91.52	88.76	85.85	85.68	86.46	84.47	84.84	84.44				86.5025
2020-2021	88.97	87.77	87.69	85.84	85.27	83.14	85.25	87.62	86.57	89.89	81.3	86.30
2021-2022	93.92	92.37	92.34	92.55	93.19	82.43	91.5	92.92	94.15	93.55	88.1	91.54727273
2022-2023	96.55	96.7	95.65	95.61	95.59	91.74	94.98	93.04	94.29			
2021/2022 Block Credits												
				Blk 1	Blk 2	Blk 3	Blk 4	Blk 5	Blk 6			
Total Students with 20/20 Credits				79	81	96	70	63	65			
Number of Students Enrolled				123	145	167	167	154	157			
Percentage of Students with 20/20				64%	56%	57%	42%	41%	41%			

Data Analysis

In the ELA CAASPP test, Calla High students have more students meeting the "Nearly Met" category (38.83%) in the 21/22 and increased the number of students in the "Standard met" column from 11.32% in the 21/22 school year from 11.32% in the 20/21 year. Although the percentage of students in the categories exceeded or met still remains low, the increase of students in the "Nearly Met" and "Standard met" category is significant in getting students to meet the standards. In the area of mathematics, Calla High School students remain mostly in the "Standards Not Met" for the 21/22 school year (76.47%) however this number is decreasing compared to 91.23% in the 20-21 school, and the 18/19 school year (93.42%). There is still much more work to do in this area but significant growth is being made as 22.55% of students are in the nearly met category. This is huge growth from the 7.02 % in the 20/21 school year. The percentage of students obtaining 20/20 credits has greatly increased during the 2022-2023 school year. Block 1 increased from 64% to 67%, Block 2 increased from 56% to 62%, Block 3 57% to 63%. Block 4 increased from 42% to 60% and Block 5 increased from 41% to 63%. This is mainly because students have been fully on campus for the entire year. Attendance has vastly improved as well. This can also be connected with all students returning to campus fulltime for 2 years. The number of credits earned indicates that students are achieving grade level standards and meeting their requirements. This last school year our PLC team has started to analyze MAP RIT scores for Reading & Math (Fall & Winter 2022), The

students' RIT score indicates the student's instructional level in both Math and Reading. Our goal for next school year is to increase the percentage of projected growth met in both Reading and Math for both 11th & 12th grade students.

Student Need 1:

The number of credits earned per block (total of 20) needs to increase per student. This can be obtained by students meeting the grade level standards for each class. LCAP 2.5

Implementation Plan

Calla High School will continue with two incentive programs. Students will be awarded gift cards for obtaining perfect attendance for each block. Students will be given a gift bag for obtaining twenty (20) credits per block.

SMART Goal

Each block (6) 65% of students will earn 20/20 credits during the 2023-2024 school year.

Metric/Indicator	Baseline	Expected Outcome
Block credits data- reports are run from Q	63% (average from 2022-2023)	65%

Targeted Resources Applied

Action	Resources	Money/Budget
Administration and clerical staff will keep track of perfect attendance and 20 credit achievement for every block. Gift cards will be awarded for attendance and gift bags will be awarded for 20 credits attained	LCFF- Supplemental	1500.00

Progress Monitoring

October

January

April

Data

Data Analysis

Student Need 2:

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

Implementation Plan

Teachers will print goals from NWEA site and review with each student pre/post testing sessions during MAP goal setting conferences (3 times a year). Teachers will give MAP test during the Fall, Winter and Spring and PLC team will look at student growth summary report on NWEA; This percentage will show staff if students are achieving their growth goals.

SMART Goal

Students will meet their projected growth between testing sessions on both Reading and Math (3 times a year).

Metric/Indicator	Baseline	Expected Outcome
11th grade students who met projected growth scores on MAP Reading (Fall to Spring)	32%	35% (3 more students)
11th grade students who met projected growth scores on MAP Math (Fall to Spring)	45%	47% (2 more students)
12th grade students who met projected growth scores on MAP Reading (Fall to Spring)	31%	34% (1 more student)
12th grade students who met projected growth scores on MAP Math (Fall to Spring)	53%	56% (1 more student)

Targeted Resources Applied

Action	Resources	Money/Budget
Students need adequate supplies (pencil, pen, notebooks, calculators, etc.)	LCFF- Supplemental	1000

Progress Monitoring

October

January

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Sample MAP goal setting conferences

Data

Calla High School

Math: Math K-12

		Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
11	74	217.1	13.8	8	217.3	15.0	6	0	1.3	2.5	-1.20	12	74	33	45	39	
12	32	215.3	14.7	6	217.7	11.9	8	2	1.6	0.6	0.85	80	32	17	53	60	

Math: Math K-12

Grouping: None
Small Group Display: No

Calla High School

Language Arts:
Reading

		Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
11	76	213.1	13.5	10	211.4	14.8	5	-2	0.9	1.5	-1.53	6	76	24	32	37	
12	32	209.7	20.9	6	208.3	18.6	6	-1	1.8	-0.3	-0.50	31	32	10	31	51	

Language Arts: Reading

2.0

Data Analysis

Student Need 3:

Teachers need all the supplemental materials and PLC training needed to teach to the standards in every class on campus. New reading material and robotics supplies are some examples of supplemental materials that need to be purchased.

Implementation Plan

As the standards are taught in each class, supplemental material will be purchased to enhance the lessons of certain classes. EL reading material, robotics extra's, and updated videos that are not included in base curriculum will need to be purchased.

SMART Goal

Staff who attends PLC conference will bring back and present information to the rest of the group to implement the instruction of essential standards in classrooms.

Metric/Indicator	Baseline	Expected Outcome
8/12 staff members have attended PLC training institutes as indicated by conference attendance. This was also seen as a need in the "needs assessment".	8/12	12/12
Initial Back to school presentation from PLC conference group	0	1 presentation
1st week of PLC each block-instructional strategy/skill training by TOSA team x6	0	6

3rd week o PLC each block- analyze student data aligned to skill of the block x6	0	12
Assessments used in the block- 1 pre and 1 post per subject area (13 core classes)	0	26

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated teachers who have not attended PLC implementation conference will attend.	Title I Part A: Allocation	10000.00
Administration will attend conferences such as PLC or leadership conferences to support the learning of all students.	Other	2000.00
Teachers and administration will purchase supplemental instructional materials to enhance student learning. Example can be but not fully inclusive are: updated health videos, EL reading resources, Robotics supplies	LCFF- Supplemental	2000.00
Office Depot - Open PO for supplies (Administration)	District Funded	4500.00
Office Depot - Open PO for classroom materials (Instructional)	District Funded	5000.00
Herff Jones _ Open PO for graduation supplies (Administration)	District Funded	2000.00
Home Depot - Open PO for school garden (Instructional)	District Funded	1000.00
Redi-Mark - Open PO for customized services (Administration)	District Funded	750.00
Food 4 Less - Open PO for classroom materials (Instructional)	District Funded	1500.00
Leonard Photography - Open PO for student ID cards and yearbook portraits (Administration)	District Funded	1000.00
Nasco - Open PO for art supplies (Instructional)	District Funded	500.00
Ricoh - Open PO for copy machine (Administration)	District Funded	1000.00

Ricoh - Open PO for copy machine (Instructional)	District Funded	1000.00
Amazon - Open PO for Admin Supplies (Administration)	District Funded	500.00
Amazon - Open PO for Instructional Supplies - Mgt 3145 (Instructional)	District Funded	2500.00
Amazon - Open PO for Instructional Supplies - Base (Instructional)	District Funded	2000.00
Amazon - Open PO for books (Instructional)	District Funded	500.00
Nasco - Science Materials (Instructional)	District Funded	500.00
Counseling Conferences - TBD	District Funded	1000.00
Nasco - Art Instructional Materials (Instructional)	District Funded	500.00
Summary Extra Duty (Office Manager)	District Funded	1500.00
PE stationary Equipment	District Funded	

Progress Monitoring

October

There were no supplemental materials purchased at this time. We are still using last year's supplies but eventually those will need to be replaced.

January

April

Data

Data Analysis

Student Need 4:

Students need a rigorous curriculum with depths of knowledge across content areas

Implementation Plan

All teachers will receive professional development training with Brandon Doubeck.

All teachers will receive professional development training on Illuminate to help align standards with assessments.

Teachers will also receive staff development training from district TOSA on rigor across content areas.

SMART Goal

Over the 2023-2024 students will receive a rigorous curriculum with depths of knowledge as each class will focus on the same skill cross curricular (1 skill per block). Staff will receive training on this each block during the first week.

Metric/Indicator	Baseline	Expected Outcome
Assessments used in the block- 1 pre and 1 post per subject area (13 core classes)	0	26

Targeted Resources Applied

Action	Resources	Money/Budget
All teachers will receive staff development with a consultant regarding rigor and depths of knowledge across content areas.	Comprehensive Support and Improvement (CSI)	7500.00

Progress Monitoring

October

January

April



District Goal

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

Site Goal

To maintain a safe, nurturing environment both physically and emotionally, so all students can find success in both academics and their social-emotional state.

Base Requirements

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students. The parking lot needs to be resurfaced due to extreme cracking, HVAC needs to be replaced, flooring needs replacement, door hardware replaced, and safety alterations to the front of school needs to be added. There are also some larger purchases needed for replacement of old equipment such as the floor scrubber, backpack blower, and wet/dry vacuum. Attendance and 20 credit incentives need to continue as students respond to the positive acknowledgement. Students will also receive BASE social emotional learning curriculum in every directed studies classroom.

Climate

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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	12.59	1.74	5.22	0.91	3.47	0.20
Expulsions	0.74	0.00	0.23	0.01	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	12.39	4.19	2.45

Expulsions	1.33	0.14	0.05
------------	------	------	------

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	230	212	84	39.6
Female	82	77	36	46.8
Male	148	135	48	35.6
American Indian or Alaska Native	1	1	1	100.0
Asian	9	9	3	33.3
Black or African American	18	16	6	37.5
Filipino	4	4	3	75.0
Hispanic or Latino	152	142	57	40.1
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	5	4	1	25.0
White	39	34	11	32.4
English Learners	42	38	15	39.5
Foster Youth	4	4	1	25.0
Homeless	27	27	15	55.6
Socioeconomically Disadvantaged	180	167	69	41.3
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	35	32	15	46.9

Data Analysis

Attendance plays a major roll in student success. Calla High School has been averaging 87% over the past seven years. Calla High School has implemented a student incentive program for those students with perfect attendance. Gift cards are given to students by administration who obtain perfect attendance each block.

Student Need 1:

Increase student attendance on a daily basis to ensure students are safe on campusLCAP 2.5
--

Implementation Plan

Students will receive gift cards for perfect attendance. Teachers, clerical staff, and administration will contact parents when students are not present both by an NTI message each night and personal phone calls home.

SMART Goal

93% of students will attend school each period each day of the 2023-24 school year.

Metric/Indicator	Baseline	Expected Outcome
Attendance data provided by the Student Information System - Q	91%	93%

Resources to Support

Action	Resources	Money/Budget
Administration will purchase gift cards from local businesses for students with perfect attendance.	LCFF- Supplemental	1000.00

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 2:

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

Implementation Plan

Custodial supplies will be obtained to ensure a safe and clean learning environment for the entire school site.

SMART Goal

All staff would work together to create a clean, safe and secure environment on the Calla campus for the 2023-2024 school year.

Resources to Support

Action	Resources	Money/Budget
Grainger - Open PO for custodial supplies (Operations)	District Funded	5000
Home Depot - Open PO for custodial supplies (Operations)	District Funded	2000
Waxie Sanitary Supply - Open PO for custodial supplies (Operations)	District Funded	2000
Door Hardware Replacement	District Funded	31,200
HVAC Unit Replacements	District Funded	286,000
Flooring Replacement & Abatement	District Funded	100,000
Asphalt Renovation Microsurfacing & Sealcoat	District Funded	66,000
Safety Alterations to School Frontage	District Funded	98,000
Floor Orbital Scrubber	District Funded	14,000
Echo Backpack Blower	District Funded	750
Shovel Nose Wet/Dry Vacuum	District Funded	1000
Security Cameras (5)	District Funded	7500

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 3:

Students need access to BASE social emotional learning curriculum to feel secure with themselves and be able to learn in safe environment that meets personal needs. Students also need alternative means of corrections available on campus. Students need access to restorative practices.

Implementation Plan

All Directed studies teachers will deliver 12 BASE SEL modules per school year to students in their 3rd period classes based on alignment with SLO's ACT NOW.

SMART Goal

All students in the 2023-2024 school year will complete 2 BASE modules per block based on the school wide schedule (see upload).

Metric/Indicator	Baseline	Expected Outcome
Administration will monitor the completion of 2 BASE modules per block	0	100%
All staff to receive training in restorative practices	0	100%

Resources to Support

Action	Resources	Money/Budget
Headphones	Comprehensive Support and Improvement (CSI)	15000
Library aide will complete SEL curriculum with students as alternative means to correction past work hours	Comprehensive Support and Improvement (CSI)	10000
Restorative Practices Conference	Comprehensive Support and Improvement (CSI)	5000

Progress Monitoring

September

December

March

Data



CALLA HIGH SCHOOL STUDENT LEARNING OUTCOMES



Act Responsibly	Commit to Academic Excellence	Think Critically	Navigate Meeting Needs	Opt-In	Work Collaboratively
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Base Module: <u>Character Traits</u>	Base Module: <u>ALL or Nothing Thinking</u>	Base Module: <u>Irrational Thinking</u>	Base Module: <u>Anger Management</u>	Base Module: <u>Truancy</u>	Base Module: <u>Healthy Communication</u>
Base Module: <u>Impulsive Decision-Making</u>	Base Module: <u>Self-Esteem</u>	Base Module: <u>Mindfulness</u>	Base Module: <u>Coping Strategies</u>	Base Module: <u>Motivation</u>	Base Module: <u>Healthy Relationships</u>
A	C	T	N	O	W

Updated 5.2.23 Calla High School

Climate

Data Analysis

Student Need 4:

Students need positive recognition on campus to promote a safe learning environment.

Implementation Plan

Calla staff will select 12 students each block to be recognized at our SLO of the block assemblies that align with our SLO ACT NOW.

SMART Goal

Calla staff will select 12 students each block to be recognized at our SLO of the block assemblies that align with our SLO ACT NOW.

Metric/Indicator	Baseline	Expected Outcome
12 students recognized each block	0	100%

Resources to Support

Action	Resources	Money/Budget
	LCFF- Supplemental	1000.00

Administration will purchase gift cards from local businesses for students who receive SLO of the block award.		
--	--	--

Progress Monitoring

September

December

March

Data



District Goal

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

Site Strategic Goal

School Achievement Goal #3: To strengthen student personal and academic growth (SLO #1-6) through engaging learning opportunities for all students inclusive of emerging students inside and outside of the classroom. (District Goal #2)

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	28	27	32	21.5%	18.6%	17.8%
Fluent English Proficient (FEP)	22	35	47	16.9%	24.1%	26.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Student Need 1:

Students need to be aware of what opportunities they have post high school. LCAP 2.5 , 3.4 , 3.5 , 3.6

Implementation Plan

Students will visit community colleges and take education excursions to see what opportunities are available to them. These visits and excursions could include trips to the local community colleges (Delta and MJC), trade schools, and job corp opportunities.

SMART Goal

In the 2023-2024 school year 75% of senior students will visit community colleges and take education excursions to see what opportunities are available to them. These visits and excursions could include trips to the local community colleges (Delta and MJC), trade schools, and job corp opportunities.

Metric/Indicator	Baseline	Expected Outcome
Parent Survey: Has Calla High School adequately prepared your student to enter the	40% strongly	50%

workforce, community college, union trade apprenticeship program or military? 40% Strongly agree, 60% agree		
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Targeted Resources Applied

Action	Resources	Money/Budget
Students and staff will take educational excursions and college visits.	Title I Part A: Allocation	600.00
Students and staff will take educational excursions and college visits.	LCFF- Supplemental	500.00

Progress Monitoring

November

February

May

Data

Student Need 2:

Parents need to have more opportunities to connect to their student's education. LCAP 3.4 , 3.6

Implementation Plan

Calla High School will host a Back to School night, FAFSA/college information night, Parent engagement events (Paint night, Coffee with the counselor, STEM night, etc.) instructions for parent connect, and other pertinent information. Calla High School will also give student and parent surveys at orientation

SMART Goal

In the 2023-2024 school year Calla High School will host a Back to School night, FAFSA/college information night, Parent engagement events (Paint night, Coffee with the counselor, STEM night, etc.) instructions for parent connect, and other pertinent information.

Metric/Indicator	Baseline	Expected Outcome
	Only five responses	20 responses

Parent Survey: "How would you like to receive information from the school?" All respondents said email.		
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Targeted Resources Applied

Action	Resources	Money/Budget
Administration and counseling will plan Back to School Night, college visits and educational excursions. This will also include purchasing of light snacks to attract more parents.	Title I Part A: Allocation	1000.00

Progress Monitoring

November

February

May

Data

Student Need 3:

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

Continue the support given to EL students in their ELD classes but also in their regular education classes. Teachers will continue to use PLC time to develop best teaching practices to meet the needs of all students but especially EL students to increase the reclassification of EL students. The English teachers will receive specialized training over the summer and during the school year and share this information to all staff. We will also increase our bilingual aide to 8 hours to give more support to students.

SMART Goal

In the 2023-2024 school year, the support of EL students will help to reclassify 5% of students.

Metric/Indicator	Baseline	Expected Outcome
Number of reclassifications of EL students according to Dataquest and District data.	0	1

Targeted Resources Applied

Action	Resources	Money/Budget
Teachers will attend PLC conferences, literacy training, and other types of training in which best teaching strategies are obtained to specifically target students struggling to master the English language.	Title I Part A: Allocation	4000
Increase Bilingual aide hours to 8 hours per day	Comprehensive Support and Improvement (CSI)	11000

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	14,186	-1,414.00
LCFF- Supplemental	10,000	3,000.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	48,500.00
District Funded	640,700.00
LCFF- Supplemental	7,000.00
Other	2,000.00
Title I Part A: Allocation	15,600.00

Stakeholder Input

Date

April 20, 2022

Groups

School Site Council, entire staff to include both certificated and classified, student, and parent surveys.

Outcome

The School Site Council met and went over the 22/23 Strategic Plan and looked at outcomes and decided what was needed to be kept, modified, or discontinued. A needs assessment was done for the 22/23 school year. Staff, students, and parents received a needs assessment survey via FORMS. This data has been looked at by the SSC and recommendations were used to write the 22/23 Strategic Plan.

School Site Council Membership

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

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

Name of Members	Role
Dan Beukelman	Principal
Gina Jurkota	Other School Staff
Sandra Suzuki	Classroom Teacher
Amandeep Kaur	Parent or Community Member
Lopreet Dheraj	Secondary Student

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 27, 2022.

Attested:



Principal, Dan Beukelman on 4/27/2022

SSC Chairperson, Gina Jurkota on 4/27/2022