Manteca Unified School District Strategic Plan

2024-2025

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.

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

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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 strategic 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 help students achieve by focusing on the district targets: safety, grade, level standards and emerging students.

School Site Description

Welcome to the 2024- 2025 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.

Calla High School is one of two WASC accredited continuation high schools in Manteca Unified School District. Over the last few years, 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 a changing generation of students is being felt now at the continuation schools for students who are now seniors who are behind in credits.

Comprehensive Needs Assessment Components

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

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

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.
Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
180	**67.8**	**17.8**	**1.1**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	17.8
Foster Youth	2	1.1
Homeless	7	3.9
Socioeconomically Disadvantaged	122	67.8
Students with Disabilities	20	11.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	3.9
Asian	8	4.4
Filipino	2	1.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	127	70.6
Two or More Races	5	2.8
Pacific Islander	4	2.2
White	27	15

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. This also includes our population of English Learners.

Grade Level Standards

District Goal

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

Site Tier 1 Goal

Improve student learning as measured by test scores 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)

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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.	2493.	1.89	2.91	1.12	11.32	14.56	14.61	50.94	38.83	40.45	35.85	43.69	43.82
All Grades	N/A	N/A	N/A	1.89	2.91	1.12	11.32	14.56	14.61	50.94	38.83	40.45	35.85	43.69	43.82

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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.	2444.	0.00	0.98	0.00	1.75	0.00	0.00	7.02	22.55	10.11	91.23	76.47	89.89
All Grades	N/A	N/A	N/A	0.00	0.98	0.00	1.75	0.00	0.00	7.02	22.55	10.11	91.23	76.47	89.89

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	15.73
Female	13.89
Male	16.98
American Indian or Alaska Native	0
Asian	--

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Black or African American	--
Filipino	--
Hispanic or Latino	17.19
Native Hawaiian or Pacific Islander	--
Two or More Races	--
White	16.67
English Learners	0.00
Foster Youth	--
Homeless	--
Military	--
Socioeconomically Disadvantaged	15.63
Students Receiving Migrant Education Services	--
Students with Disabilities	0.00

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	0.00
Female	0.00
Male	0.00
American Indian or Alaska Native	0
Asian	--
Black or African American	--
Filipino	--
Hispanic or Latino	0.00
Native Hawaiian or Pacific Islander	--
Two or More Races	--
White	0.00
English Learners	0.00
Foster Youth	--
Homeless	--
Military	--
Socioeconomically Disadvantaged	0.00
Students Receiving Migrant Education Services	--
Students with Disabilities	0.00

Data

Data Analysis

In the ELA CAASPP test, Calla High students have more students meeting the "Nearly Met" category (40.45%) in the 22/23 and increased the number of students in the "Standard met" column from 14.56% in the 21/22 school year to 14.61% in the 22/23 school 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 22/23 school year (89.89%) 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. The percentage of students obtaining 20/20 credits has greatly increased during the 2023-2024 school year. Block 1 increased from 67% to 75%, Block 2 increased from 62% to 63%, We are still monitoring for the rest of the block this school year. 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 2023 & Winter 2024), 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

SMART Goal 1

Each block (6) 65% of students will earn 20/20 credits during the 2024-2025 school year.
Progress Monitoring
Block 1
Block 2
Block 3
Block 4
Block 5
Block 6

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
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	Block credits data-reports are run from Q	66% (average from 2023-2024)	66%	67%	68%	Time Money People

gift bags will be awarded for 20 credits attained.						

Progress Monitoring

Total Students with 20/20 Credits		107	95	100
Number of Students Enrolled		143	150	164
Percentage of Students with 20/20		75%	63%	61%

Total Students with 20/20 Credits	107	95	100	76	91
Number of Students Enrolled	143	150	164	155	151
Percentage of Students with 20/20	75%	63%	61%	49%	60%

Data

Data Analysis

Directed studies (DS) teacher meet 3 times a year with their DS students to create MAP testing goals for both math and reading. Students look at their previous scores and set an attainable goal for growth. Goal sheets are used with each student and students keep goal sheets on their desks during testing. Post testing conferences with students take place with the DS teacher where students look at their current scores and growth. Our goal is for 50% of students to meet their projected growth between tests for both math and reading.

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

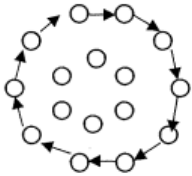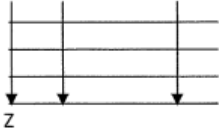| Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources

Staff who attends PLC conference will bring back and present information to the rest of the group to implement the instruction of essential standards in classrooms.	MAP Growth scores for Reading & Math	8/12 teachers trained	9/12	10/12	11/12	Money Time People
Teachers need extra pay/ sub/ contracted services and the supplemental materials to support PLC training (District TOSA, Brandon Doubek, etc.) to teach to the standards in every class on campus to improve student learning for all students.	MAP Growth scores for Reading & Math	71% 11th grade Math met projected growth 62% 12th grade Math met projected growth 43% 11th grade Reading met projected growth 49% 11th grade reading met projected growth	Increase by 2 students for all areas	Increase by 4 students for all areas	Increase by 6 students for all areas	Time Money People
New reading material and robotics supplies are some examples of supplemental materials that need to be purchased.	MAP Growth scores for Reading & Math	71% 11th grade Math met projected growth 62% 12th grade Math met projected growth 43% 11th grade Reading met projected growth 49% 11th grade reading met projected growth	Increase by 2 students for all areas	Increase by 4 students for all areas	Increase by 6 students for all areas	Time Money People
Students need a rigorous curriculum from contracted services (Brandon Doubek) with depths of knowledge across content areas.	Use of instructional strategies and assessments	Assessments used in the block- 1 pre and 1 post per subject area (13 core classes)	13 assessments Use of 8 instructional strategies	13 assessments Use of 9 instructional strategies	13 assessments Use of 10 instructional strategies	Time Money People

| Administer TOMS interim assessment (IAB) 6x a year | Test Scores from each assessment | 6/6 Assessments given | 6/6 Assessments given | 6/6 assessments given | | |

Progress Monitoring

Progress Monitoring

Strategy Review Chart

Name of Strategy	Primitive (What it Looks Like – how mind will remember it)	Cognitive Process/Function	Remember to:	Best Use: Community Builder(CB)/Before/ During/After Framework	Comments How will you use this?
Name 5	1_____ 2_____ 3_____ 4_____ 5_____	Description/Comparison	Time it Have exchange Debrief why we do this	CB	Might be used on a Monday to change tone
Handshake problem		DOK 3 Bloom 4	Group students Time events Hint Verify	During	Creating a pattern that they need to figure out
ABC Taxonomy	A – words – share words Z	DOK 1 Before, but...	Time it Moving Collaborating – brainstorm	CB Before Strategy	
Anticipation Guide					

Calla High School

Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events‡	Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		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	32	214.6	12.9	5	218.8	16.8	8	4	2.4	1.7	2.15	98	32	21	66	68
12	97	219.2	16.1	11	222.4	18.4	17	3	1.6	0.1	2.51	99	97	54	56	60

Math: Math K-12

Calla High School

Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events‡	Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		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	38	215.2	12.7	6	219.0	16.9	8	4	2.1	1.7	1.80	96	38	25	66	71
12	86	218.2	15.0	9	222.0	17.9	16	4	1.6	0.1	3.02	99	86	49	57	62

Math: Math K-12

Calla High School

Language Arts: Reading

Grade (Winter 2024)	Total Number of Growth Events‡	Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		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	33	213.4	14.0	11	211.6	14.6	6	-2	2.6	1.2	-2.41	1	33	15	45	25
12	95	215.6	13.9	19	215.6	13.0	20	0	1.1	-0.2	0.16	57	95	42	44	47

Language Arts: Reading

Safety
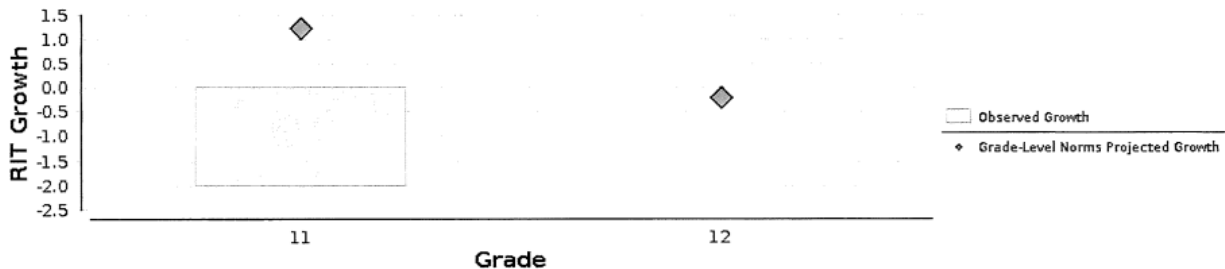
District Goal

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

Site Tier 1, 2, and 3 Goals

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

Climate

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.74	11.97	0.91	4.62	0.20	3.17
Expulsions	0.00	1.16	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	8.18	4.96	3.60
Expulsions	0.37	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

All Students	269	255	112	43.9
Female	102	94	41	43.6
Male	165	159	70	44.0
American Indian or Alaska Native	2	2	1	50.0
Asian	13	13	7	53.8
Black or African American	9	9	4	44.4
Filipino	4	4	0	0.0
Hispanic or Latino	190	181	77	42.5
Native Hawaiian or Pacific Islander	4	3	1	33.3
Two or More Races	8	6	2	33.3
White	39	37	20	54.1
English Learners	58	56	20	35.7
Foster Youth	4	4	1	25.0
Homeless	20	19	12	63.2
Socioeconomically Disadvantaged	191	181	82	45.3
Students Receiving Migrant Education	1	1	0	0.0
Students with Disabilities	34	33	12	36.4

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 campus while increasing student/community engagement. Safety Student need 1: All Calla High School students need to connect with school in ways that keep them attending regularly, focused on strong academics and out of trouble on campus.
Action 10: Enrichment activities before, after, during intersession, or weekends to connect students to school and focused on strong academic and out of trouble.
LCAP 2.5

SMART Goal 1

93% of students will attend school each period each day of the 2024-25 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
.Administration will purchase gift cards from local businesses for students with perfect attendance.	Attendance data provided by the Student Information System - Q	93.8% Average for August-January 24-25	94%	95%	96%	Time Money People
Students will receive gift cards for perfect attendance. Teachers, clerical staff, and administration will contact parents when students are not present both by an NTI message each night and personal phone calls home. Engagement will be supported through before school and after school activities, community events/night and enrichment excursions through the expanded learning opportunities program.	Attendance data provided by the Student Information System - Q	93.8% Average for August-January 24-25	94%	95%	96%	Time Money People
Enrichment activities, excursions and community events/nights and other activities.	The number of trips students go on throughout the year, including after school activities (athletics and clubs), community events and other family events (paint night).	Students went to the Manteca Government day and a trip to Delta College (or Delta to do an assembly on campus)	2-3 field trips	2-3 field trips	2-3 field trips	Time Money People
Plan and implement parent engagement nights throughout the school year.	Back to school night, paint nights (2x per year) STEM night (1x per year), etc.	Include all the events listed	Include all the events listed	Include all the events listed	Include all the events listed	Time Money People

Progress Monitoring

Progress Monitoring

Data

Student Need 2:

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

SMART Goal 1

By Spring of 2025, in order Calla High School will to provide a positive learning environment, as measured by reducing the number of discipline violation by 10% through the use of restorative practices.
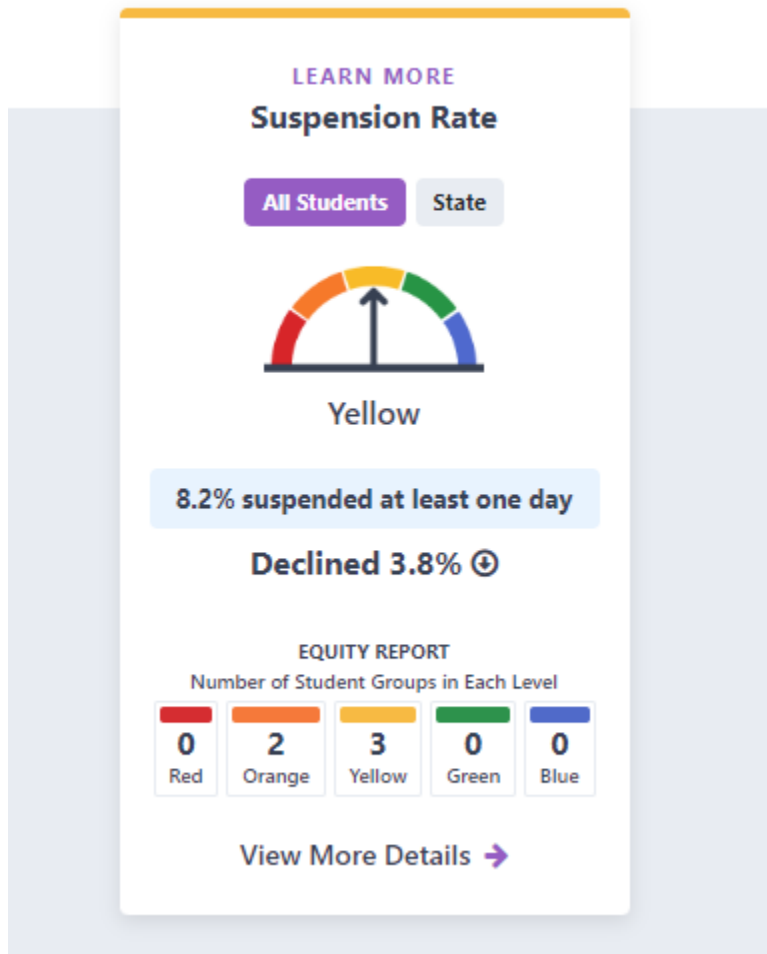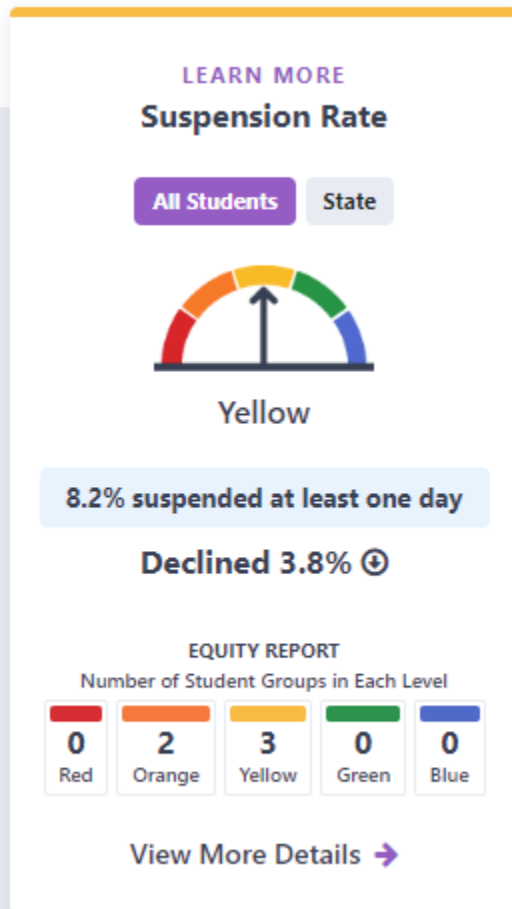
Implementation Plan

All 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.	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.	Administration will monitor the completion of 2 BASE modules per block	100% (12 BASE Modules per year)	100% (12 BASE Modules per year)	100% (12 BASE Modules per year)	Time Money People
All staff to receive training in restorative practices	The number of staff members who are successfully trained in restorative practices	2/25 staff members	10/25 staff members	15/25 staff members	20/25 staff members	Time Money People
Library aide will complete SEL curriculum with intervention students as alternative means to correction past work hours.	Suspension rates will decrease due to offering In School Suspension	8.2% suspended at least 1 day Decreased 3.8%	Decrease 2%	Decrease 2%	Decrease 2%	Time Money People
Students need positive recognition on campus to promote a safe learning environment. Administration will purchase gift cards from local businesses for	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. Calla staff will select 12 students each block to be recognized at our SLO of the block	12 students recognized each block in 2023-2024 school year	72 students each year 100%	72 students each year 100%	72 students each year 100%	Time Money People

students who receive SLO of the block award.	assemblies that align with our SLO ACT NOW.					
All students also need alternative means of corrections available on campus. All students need access to restorative practices.						

Progress Monitoring

Progress Monitoring

LEARN MORE

Suspension Rate

All Students | State

Yellow

8.2% suspended at least one day

Declined 3.8%

EQUITY REPORT
Number of Student Groups in Each Level

0	2	3	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

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: Character Traits	Base Module: ALL or Nothing Thinking	Base Module: Irrational Thinking	Base Module: Anger Management	Base Module: Truancy	Base Module: Healthy Communication
Base Module: Impulsive Decision-Making	Base Module: Self-Esteem	Base Module: Mindfulness	Base Module: Coping Strategies	Base Module: Motivation	Base Module: Healthy Relationships
A	C	T	N	O	W

Updated 5.2.23 Calla High School

Data

Data Analysis

In the 2023-2024 School year, all Directed studies teachers implmented BASE modules in their DS classes. Students complete 2 BASE modules per block (that align with our School SlO's) and progress is tracked each block. Teachers have discussions with students about the modules and social emotional development has been observed.

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.

SMART Goal 1

All students in the 2024-2025 school year will complete 2 BASE modules per block based on the school wide schedule (see upload).

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Administration will monitor the completion of 2 BASE modules per block	Number of BASE modules completed	12	12	12	12	Time Money People
All staff to receive training in restorative practices	Number of staff to attend training	2	4	6	8	Time Money People

Progress Monitoring

Progress Monitoring

Data

Data Analysis

Calla High School implemented Student of the block assemblies this school year (6 assemblies). Directed studies teachers choose one student from their 3rd period class who exemplified the SLO of the block (Act responsibly, commit to academic excellence, think critically, navigate meeting need, opt- in and work collaboratively. Parents are invited to attend the assembly and we have had a great turn out. Teachers read a short speech honoring the student and students receive a certificate.

Student Need 4:

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

SMART Goal 1

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.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
12 students recognized each block	Number of students receiving awards	60 students	60 students	60 studnets	60 students	Time Money People

Progress Monitoring

Progress Monitoring

District Goal

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

Site Tier 2 and 3 Goals

To 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, including Career technical education (District Goal #2)

Resource Inequities

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

CSI school

Comprehensive Needs Assessment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	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%		

At Calla High School, we want to prepare students for life after high school. We will continue to work to analyze what our students do after graduation to give us more insight on improving in this area.

Student Need 1:

All students need to be aware of what opportunities they have post high school. This will include a 40% CTE teacher from our region 6. LCAP 2.5 , 3.4 , 3.5 , 3.6

SMART Goal 1

In the 2024-2025 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 or assemblies on campus.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
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.	The number of students who attend the field trips	The number of students who went on field trips in 2023-2024 school year.	Sustain the number of students	Sustain the number of students and increase	Sustain the number of students and increase	Time Money People
Calla High School will also give student and parent surveys at orientation.						Time Money People
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.) DELAC instructions for parent connect, and other	The number of events we host at Calla High School	The number of events from 2023-2024 school year.	Sustain the number of events	Sustain the number of events and increase the number of events	Sustain the number of events and increase the number of events	Time Money People

pertinent information.						
40% CTE Teacher to give all students all opportunities for what's available after high school.						Time Money People
Calla High School will purchase 2 school vans to be able to take students to CTE field trips, CTE classes when the district busing is unavailable and other CTE opportunities.	The number of students successfully enrolled and complete CTE course at MUSD and our CTE exploration class on campus.	Culinary? Semester 1: 12 students ? Semester 2: 7 students? ? Industrial Maintenance ? Semester 1: 6 students? Semester 2: 4 students	Sustain the number from the years past	Sustain the number from the years past	Sustain the number from the years past	Time Money People
CAVA Conference						

Progress Monitoring

Data

Data Analysis

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

Student Need 2:

> In the 2024-2025 school year, the support of EL students for each student to move one level on the ELPAC. EL goal included. Actions: PLCs, bilingual aides to 8 hours per day.

SMART Goal 1

In the 2024-2025 school year, the support of EL students (41 students 1/29/24) for each student to move one level (band) on the ELPAC.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Number of reclassifications of EL students according to Dataquest and District data.	In the 2024-2025 school year, the support of EL students will help to reclassify 5% of students. ELPAC scores, GPA & MAP scores	1 student	2 students	3 students	4 students	Time Money People
Continue the support given to EL students in their ELD classes but also in their regular education classes. Teachers will continue to use PLC time to develop best teaching practices to meet the needs of all students but especially EL students to increase the reclassification of EL students. The English teachers will receive specialized training over the summer and during the school year and share this information to all staff.	ELPAC scores GPA MAP scores	1 student	2 students	3 students	4 students	Time Money People
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.	The number of teachers attending the PLC training	8/12 teachers	9/12 teachers	10/12 teachers	11/12 teachers	Time Money People
Increase Bilingual aide hours to 8 hours per day	Bilingual Para Hours	5 hour & additional 3 hour part time job	8 hour position	8 hour position	8 hour position	Time Money People

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Executive Administrator Notes/Questions/Feedback
GLS	#2/#1		GLS: PLC Conferences	3010	Conferences	Year 1	$ 7,372.00	PLC Conferences for improving student achievement	Approved -RG
							$ 7,372.00		

$ 7,372.00 Allocation (10)

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
1.2	rs	#2/#1	GLS: Robotics Symposium Conference	0709	Conferences	Year 1	$ 4,000.00	Conference for Robotics for improving student achievement
1.5	safety	#3/#1	Conferences for Counselor Staff	0709	Conferences		$ 6,000.00	Various Conferences for Counseling Staff
2.2	GLS	#2/#1	Conferences for Teaching Staff	0709	Conferences		$ 15,000.00	@$5,000)
1.5	GLS	#2/#1	Program Laptop Broadcast Video Productions	0709	Equipment over $500-9999	Year 1	$ 2,500.00	Equipment for Video Productions class
1.5	GLS	#2/#1	Program computers Digital Photography	0709	Equipment over $500-9999	Year 1	$ 2,500.00	Equipment for Digital Photo class
2.4	Safety	#3/#1	S: PBIS student incentives	0709	Materials & Supplies	Year 1	$ 3,000.00	student achievement
							$ 33,000.00	

$ 16,500.00 Allocation 78% UPP

$ (16,500.00)

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents	
1.8			Doubeck	3182-803	Conferences	Year 1	$ 40,000.00	Continuing Rigor Coaching Strategies Training	(
1.8			ES: Teacher time sheet	3182-803	Certificated Sub-time	Year 1	$ 20,000.00	student achievement	(
1.8			ES: Classified timee sheet	3182-803	Classified Extra-time	Year 1	$ 5,000.00	student achievement	(
1.8			S: Restorative Practices	3182-803	Services	Year 1	$ 5,000.00	student behaviors	(
1.8			ES: Staff Professional Development TBD	3182-803	Conferences	Year 1	$ 15,000.00	student acheivement	(
							$ 85,000.00		

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
	standard	#2/#1	Conferences for Admin	0000	Conferences		$ 15,000.00	WASC, Various Conferences for Admin Staff (CADA) $7,000
	Students	#1/#1	Program computers counseling center	0000	$500-9999		$ 5,000.00	Equipment for Counseling Center-replacement (computer lab)*one-time
	Emerging Students	#1/#1	Program Mileage	Ask Amanda about cost of mileage	Materials & Supplies		$ 3,000.00	Staff Mileage for CTE, Meetings, etc.-transportation for students to attend programming at the dist office (CTEIG?)
	Grade level standards	#2/#1	teacher devices	District Provided	Equipment over $500-9999		$ 6,000.00	Equipment for Admin***Teachers only-CM
							$ 29,000.00	

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

Discussed and met with the school site council team (1 parent, 2 students, 2 teachers, school counselor, office manager and principal) and reviewed the plan and received input

Date

January 19, 2024

Groups

School Site Council

Outcome

Strategic plan adopted and approved

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Michele Bryson	Principal
Sandy Suzuki	Classroom Teacher
Erin Luke	Other School Staff
Barbara Madera	Parent or Community Member
Cassodee Gulley	Secondary Student
Julissa Herrera	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Nancy Enriquez

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 1/19/2024.

Attested:

	Principal, Michele Bryson on 1/19/24
	SSC Chairperson, Erin Luke on 1/19/24