



Manteca Unified School District Strategic Plan

2025-2026

Vision Statement

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

Mission Statement

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

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

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 Stemsscopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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

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

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

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

Teaching and Learning

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
153	78.4%	24.8%	1.3%
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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	24.8%
Foster Youth	2	1.3%
Homeless	14	9.2%
Socioeconomically Disadvantaged	120	78.4%
Students with Disabilities	20	13.1%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	3.9
Asian	8	4.4
Filipino	2	1.1
Hispanic	127	70.6
Two or More Races	5	2.8
Pacific Islander	4	2.2
White	27	15

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	5.9%
American Indian	2	1.3%
Asian	8	5.2%
Filipino	1	0.7%
Hispanic	111	72.5%
Two or More Races	3	2%
Pacific Islander	1	0.7%
White	18	11.8%

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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2506.	2493.	2506.	2.91	1.12	5.36	14.56	14.61	16.07	38.83	40.45	32.14	43.69	43.82	46.43
All Grades	N/A	N/A	N/A	2.91	1.12	5.36	14.56	14.61	16.07	38.83	40.45	32.14	43.69	43.82	46.43

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2470.	2444.	2454.	0.98	0.00	0.00	0.00	0.00	1.75	22.55	10.11	14.04	76.47	89.89	84.21
All Grades	N/A	N/A	N/A	0.98	0.00	0.00	0.00	0.00	1.75	22.55	10.11	14.04	76.47	89.89	84.21

CAASPP Results English Language Arts/Literacy (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	17.48	15.73
Female	20.59	13.89

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
Male	15.94	16.98
American Indian or Alaska Native	0.00	0
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	12.12	17.19
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	23.81	16.67
English Learners	5.88	0.00
Foster Youth	--	--
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	15.38	15.63
Students Receiving Migrant Education Services	0.00	--
Students with Disabilities	--	0.00

**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	0.98	0.00
Female	0.00	0.00
Male	1.47	0.00
American Indian or Alaska Native	0.00	0
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	--	--
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
Students Receiving Migrant Education Services	0.00	--
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
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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.	Block credits data-reports are run from Q	66% (average from 2023-2024)	66%	67%	68%	Time Money People
Graduation rate: academic excursions (college/trade school)	# of students engaged in excursions					Time Money People
All teachers will schedule academic probation meetings for students at the end of the block who did not earn 20/20 credits	# of meetings held by teachers and entered into Q	0	70% held and documented	80% held and documented	90% held and documented	Time People
Reiterate bathroom policy surrounding tardies connected to students who earned 19.5 credits	Staff meeting held to discuss and reiterate policy		100% attendance for meetings	100% attendance for meetings	100% attendance for meetings	
Conduct mapping bus stop assessment to determine correlation between no transportation and chronic absenteeism.						

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We are making progress towards our first SMART goal. Block 1 we surpassed	Block 1 71% of students earned 20/20 credits Block 2 53% of students earned 20/20 credits	Considering that we met our goal for Block 1 but did not meet our goal for Block 2 our next	Continue

<p>our goal of 65% of students earning 20/20 credits. However, for Block 2 we did not meet our goal of 65% of students earning 20/20 credits.</p> <p>Block 1 71% of students earned 20/20 credits</p> <p>Block 2 53% of students earned 20/20 credits</p>	<p>Block 3 65% of students earned 20/20 credits</p>	<p>steps will include the following: 1. Focus on attendance considering attendance and credits are linked. This will include mapping bus stops and students addresses to see if there is a correlation between no transportation and chronic absenteeism 2. Having teachers schedule in person academic probation meetings to help increase the number of students earning 20/20 credits. 3. Focus on decreasing the number of tardies and students who earned 19.5 credits (12)</p>	
<p>Cycle 2:</p> <p>We are making progress towards our first SMART goal. Block 1 we surpassed our goal of 65% of students earning 20/20 credits. However, for Block 2 we did not meet our goal of 65% of students earning 20/20 credits. Block 3 and 4, we are back on track to meet our goal</p> <p>Block 1 71% of students earned 20/20 credits</p> <p>Block 2 53% of students earned 20/20 credits</p> <p>Block 3 65% of students earned 20/20 credits</p> <p>Block 4 73% of students earned 20/20 credits</p>	<p>Block 1 71% of students earned 20/20 credits</p> <p>Block 2 53% of students earned 20/20 credits</p> <p>Block 3 65% of students earned 20/20 credits</p> <p>Block 4 73% of students earned 20/20 credits</p>	<p>Considering that we met our goal for Block 1 but did not meet our goal for Block 2 our next steps will include the following: 1. Focus on attendance considering attendance and credits are linked. This will include mapping bus stops and students addresses to see if there is a correlation between no transportation and chronic absenteeism 2. Having teachers schedule in person academic probation meetings to help increase the number of students earning 20/20 credits. 3. Focus on decreasing the number of tardies and students who earned 19.5 credits (12)</p>	<p>Continue</p>
<p>Cycle 3:</p> <p>We are making progress towards our first SMART</p>	<p>Block 1 71% of students earned 20/20 credits</p>	<p>We met our goal four out of five blocks with an average of 68%. Next</p>	<p>Continue</p>

<p>goal. Block 1 we surpassed our goal of 65% of students earning 20/20 credits. However, for Block 2 we did not meet our goal of 65% of students earning 20/20 credits. Block 3 and 4, we are back on track to meet our goal.</p> <p>Block 1 71% of students earned 20/20 credits Block 2 53% of students earned 20/20 credits Block 3 65% of students earned 20/20 credits Block 4 73% of students earned 20/20 credits Block 5 78% of students earned 20/20 credits</p>	<p>Block 2 53% of students earned 20/20 credits Block 3 65% of students earned 20/20 credits Block 4 73% of students earned 20/20 credits Block 5 78% of students earned 20/20 credits</p>	<p>steps will include the following: 1. Focus on attendance considering attendance and credits are linked. This will include mapping bus stops and students addresses to see if there is a correlation between no transportation and chronic absenteeism 2. Having teachers schedule in person academic probation meetings to help increase the number of students earning 20/20 credits. 3. Focus on decreasing the number of tardies and students who earned 19.5 credits (12)</p>	
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Progress Monitoring 25-26

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%

Total Students with 20/20 Credits	90	69			
Number of Students Enrolled	127	131			
Percentage of Students with 20/20	71%	53%			

Total Students with 20/20 Credits			90	69	89	88	75
Number of Students Enrolled			127	131	135	120	96
Percentage of Students with 20/20			71%	53%	66%	73%	78%

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

50% of 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	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	Increase by 2 students for all areas	Increase by 4 students for all areas	Increase by 6 students for all areas	Time Money People

improve student learning for all students.		49% 11th grade reading met projected growth				
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		
Math/Reading: After school tutoring	Pre/ Post assessment					Time Money People
Teachers will hold MAP goal setting conferences in Directed Studies 3 times a year before each testing session						
Utilize additional staff to support student intervention in math and reading and provide instructional coaching for teachers	Test scores/student achievement					Time Money People
Learning walks						

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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We will review data in Winter after MAP testing for reading and math to measure if students made growth in both areas.	TBD	TBD	Continue
Cycle 2: The MAP goal was for 50% of students to meet their projected growth. We met this goal in math but did not meet the goal for reading. 59% of 11th grade students met their math goal 60% of 12th grade students met their math goal 43% of 11th grade students met their reading goal 49% of 12th grade students met their reading goal	See data image below	Based on current analysis, the next steps are to improve reading scores to increase our number of students meeting projected growth.	Continue
Cycle 3: The MAP goal was for 50% of students to meet their projected growth. We met this goal in math but did not meet the goal for reading. 59% of 11th grade students met their math goal 57% of 12th grade students met their math goal 46% of 11th grade students met their reading goal 47% of 12th grade students met their reading goal	See data image below	Based on current analysis, the next steps are to improve reading scores to increase our number of students meeting projected growth.	Continue

Progress Monitoring 25-26

Progress Monitoring

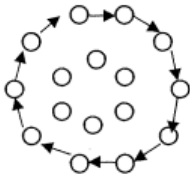

Calla High School

Math: Math K-12

		Comparison Periods						Growth Evaluated Against								
		Fall 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2025)	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	43	219.5	12.9	13	225.0	17.6	21	6	2.2	1.9	2.90	99	43	25	58	59
12	64	218.4	16.1	9	220.9	16.5	14	2	1.2	0.1	1.84	97	64	35	55	60

Math: Math K-12

Strategy Review Chart

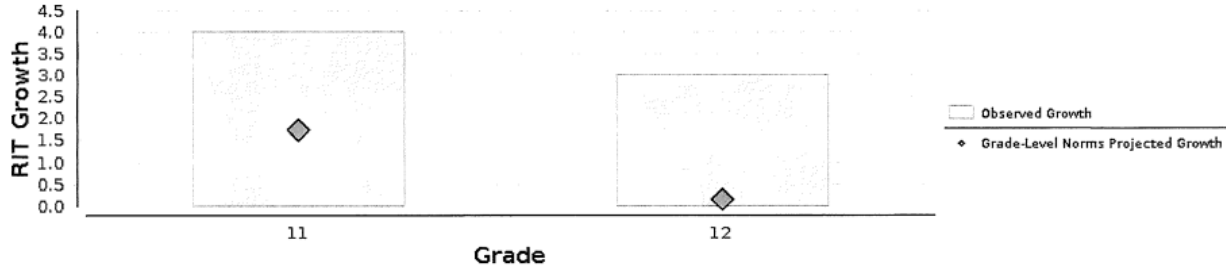
Name of Strategy	Primitive (What it Looks Like – how mind will remember it)	Cognitive Process/Function	Remember to:	Best Use: Community Builder(CB)/Before/ During/After Framework	Comments How will you use this?
Name 5	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	Description/Comparison	Time it Have exchange 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 	DOK 1 Before, but...	Time it Moving Collaborating – brainstorm	CB Before Strategy	
Anticipation Guide					

Calla High School

Math: Math K-12

		Comparison Periods						Growth Evaluated Against								
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	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	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

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

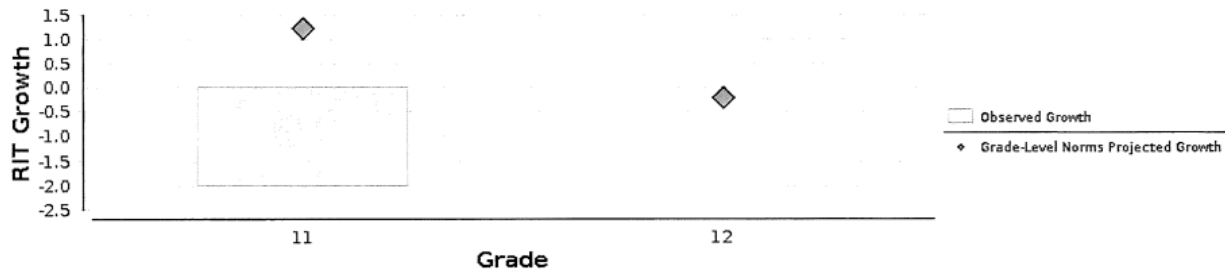
Math: Math K-12

Calla High School

Language Arts: Reading

Grade (Winter 2024)		Comparison Periods							Growth Evaluated Against							
		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





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

An average of 93% of students will attend school each day of the 2024-25 school year as measured Calla's average daily attendance.

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, sports, clubs, 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; 1 club	2-3 field trips; 2 clubs	2-3 field trips; 3 clubs	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 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We are making progress towards our goal. For Month one our ADA was 95.72%, month two was 94.98% and month three was 94.5%.	See document uploaded below for evidence. While we are meeting our goal currently and based on passed years attendance we are tracking to meet the goal this school year we are concerned about our chronic absenteeism rate. Programs and incentives to improve attendance have been implemented in the 2024-2025 school year through our PBIS Calla confetti system.	The next steps include monitoring monthly attendance and ensure that all programs and incentives are being implemented with fidelity. This will be monitored weekly by the admin. team and counselor.	Continue
Cycle 2: Currently, Calla's Average Daily Attendance is at 94% for the 24/25 school year	94% is approximately 2.13% below where we were at this time last year. While we have had a strong focus on attendance this year, we have seen an increase in illnesses, doctors' notes, flu, and flu with doctors notes. The CDC has indicated that this is the worst flu season since 2009 and it has impacted both our ADA and Chronic Absenteeism Rate.	We will continue to monitor our ADA as we exit Flu season. We have incentives set-up through our student of the block assembly and will also continue to monitor our Tier 3 students and make calls/perform home visits when necessary.	Continue
Cycle 3: Currently, Calla's Average Daily Attendance is at 95% for the 24/25 school year.	95% is approximately 1% above where we were at this time last year. While we have had a strong focus on attendance this year, we have seen an improvement in the last couple months.	We will continue to monitor our ADA. We have incentives set-up through our student of the block assembly and will also continue to monitor our Tier 3 students and make calls/perform home visits when necessary.	Continue

Progress Monitoring 25-26

Progress Monitoring

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
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	95.63	95.59	91.74	94.98	93.04	94.29	93.96	95.63	94.89
2023-2024	95.93	94.89	96.13	95.76	93.59	92.38	92.66	94.03	96.84	96.84	93.49	94.78
2024-2025	95.72											

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
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	95.63	95.59	91.74	94.98	93.04	94.29	93.96	95.63	94.89
2023-2024	95.93	94.89	96.13	95.76	93.59	92.38	92.66	94.03	96.84	96.84	93.49	94.78
2024-2025	96.15	94.98	94.5	94.75	97.06	93.89	95.67	95.68				

YEAR	MONTH 1	MONTH 2	MONTH 3
2021-2022	93.92	92.37	92.34
2022-2023	96.55	96.7	95.65
2023-2024	95.93	94.89	96.13
2024-2025	95.72	94.98	94.5

Data

Student Need 2:

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

SMART Goal 1

By Spring 2025, Calla High School will foster a positive learning environment by reducing the number of suspensions to at or below the state average, through the consistent implementation of restorative practices, as measured by discipline referral data.

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	The number of staff members who are	2/25 staff members	10/25 staff members	15/25 staff members	20/25 staff members	Time Money

restorative practices	successfully trained in restorative practices					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 students who receive SLO of the block award.	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 assemblies that align with our SLO ACT NOW.	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
All students also need alternative means of corrections available on campus. All students need access to restorative practices.						
Suspension: Events, activities, incentives, sports, academic excursions, after school clubs	# of opportunities and # of attending	0	1	2	3	Time Money People
Chronic Absenteeism: before/after school incentives, events, clubs, sports	ADA, # of students participating	0				Time People

Progress Monitoring 24-25

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

Cycle 1: We are making progress towards this goal based on the current suspension rates for the 2024-2025 school year. For Block 1 current enrollment, our suspension rate was 3.15%.	See evidence below For Block 1 current enrollment, our suspension rate was 3.15%. The 2023-2024 school year state average for suspension rate was 3.3% This has been achieved through the implementation of restorative practices such as alternative placements, accountability projects, conflict mediation and BASE modules.	Next steps include continuing the use of restorative practices and other means of corrects when discipline issues arise. This also includes the continued implementation of PBIS incentives to award students positive behavior on campus.	Continue
Cycle 2: Currently, Calla has had 9 total and unduplicated suspensions total.	The total number of suspensions is currently the same as this time last year. 4.7% is 3.5% below out rate last year. We are tracking to have a lower suspension rate than the year prior, but above the state average. Calla has tried to innovate ideas to hold students accountable while ensuring they do not miss time at school. We have done through our use of restorative practices and evaluating if our assignment of traditional consequences was really bringing about a change in behavior.	We will continue to use our restorative conversations, use of alternative placement in lieu of suspension, and trauma informed practices when dealing with student issues. We will continue to monitor our suspension closely in our COST meetings and continue to reevaluate our practices.	Continue
Cycle 3: Currently, Calla has had 10 total and unduplicated suspensions total.	The total number of suspensions is currently 7 less than this time last year. We are tracking to have a lower suspension rate than the year prior, but above the state average. Calla has tried to innovate ideas to hold students accountable while ensuring they do not miss time at school. We have done through our use of restorative practices and evaluating if our assignment of traditional consequences was really bringing about a change in behavior.	We will continue to use our restorative conversations, use of alternative placement in lieu of suspension, and trauma informed practices when dealing with student issues. We will continue to monitor our suspension closely in our COST meetings and continue to reevaluate our practices.	Continue

Progress Monitoring 25-26

Progress Monitoring

[LEARN MORE](#)

Suspension Rate

All Students

State



Yellow

8.2% suspended at least one day

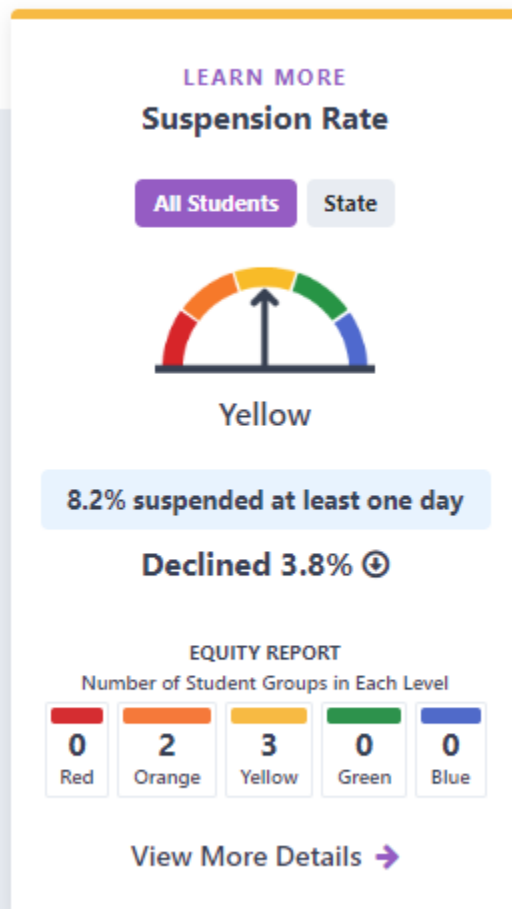
Declined 3.8% ↴

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



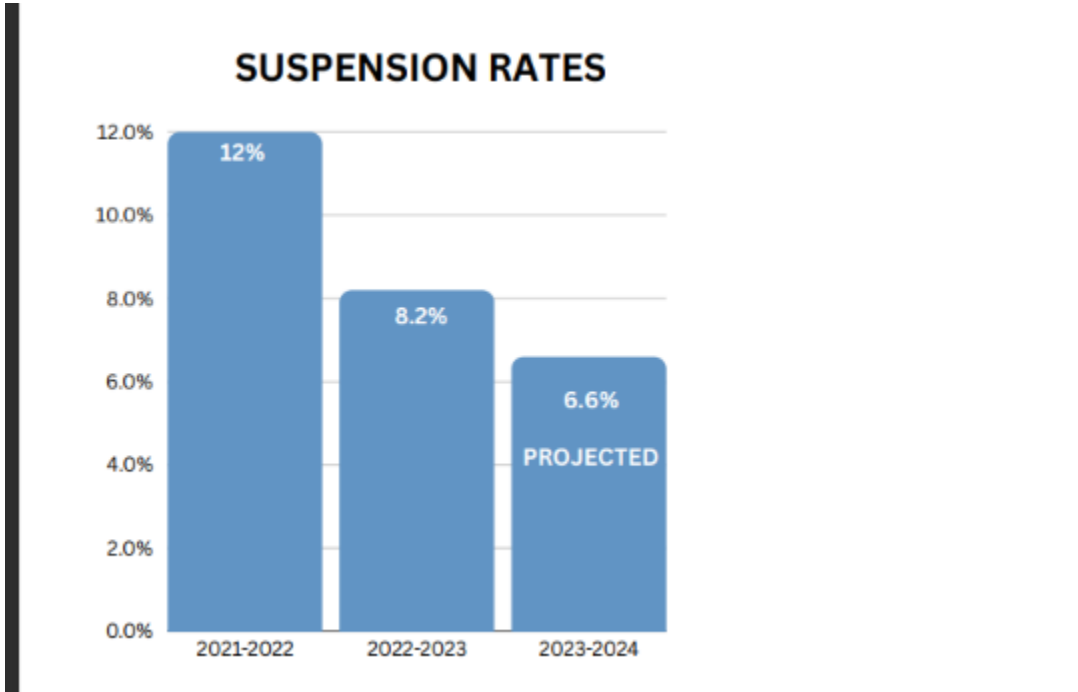
Act Responsibly	Commit to Academic Excellence	Think Critically	Navigate Meeting Needs	Opt-In	Work Collaboratively
Block 1 Base Module: <u>Character Traits</u> Base Module: <u>Impulsive Decision-Making</u> A	Block 2 Base Module: <u>ALL or Nothing Thinking</u> Base Module: <u>Self-Esteem</u> C	Block 3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

Updated 5.2.23 Calla High School

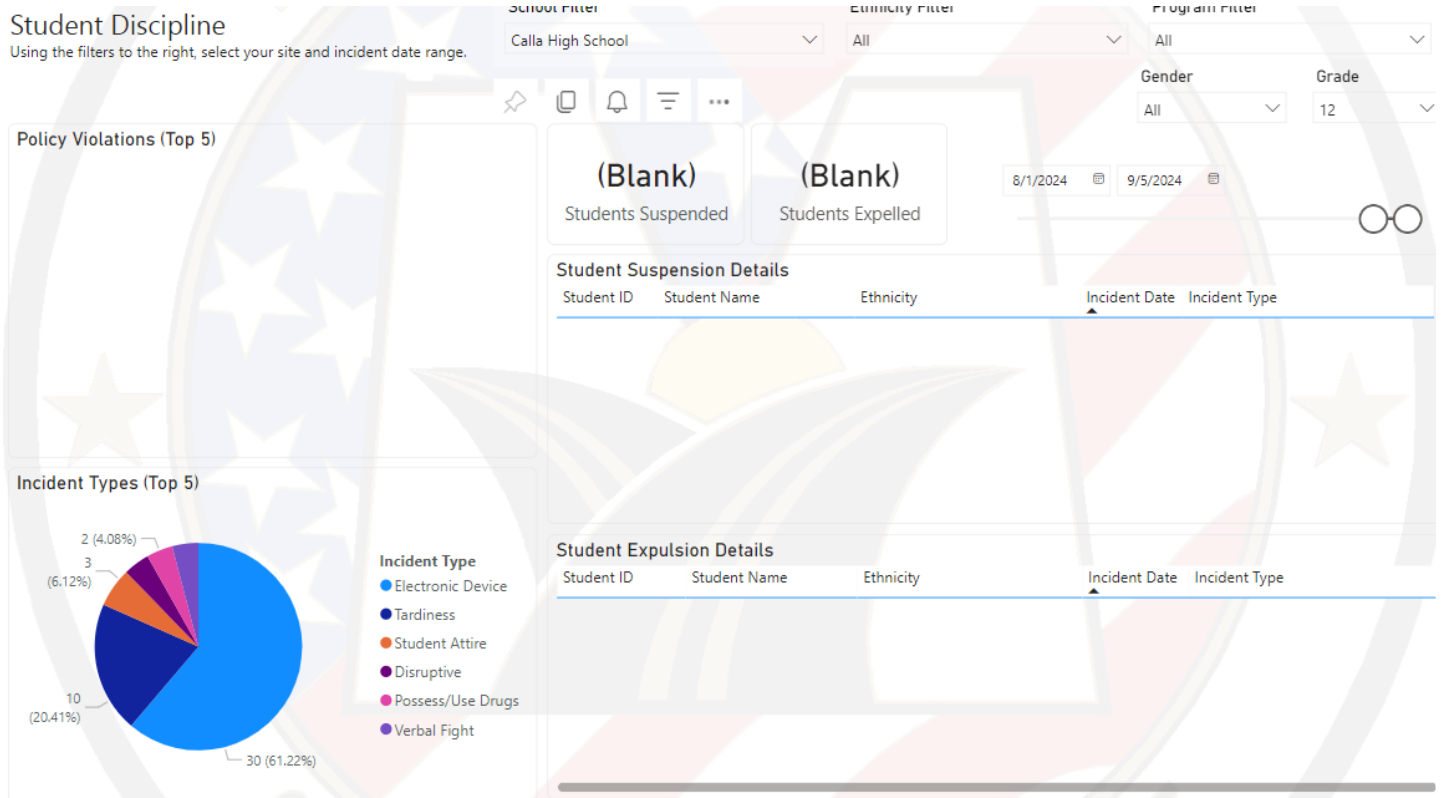
SUSPENSION RATES

A bar chart titled 'SUSPENSION RATES' showing a downward trend. The y-axis represents the suspension rate as a percentage, ranging from 0.0% to 12.0% in 2.0% increments. The x-axis shows three time periods: 2021-2022, 2022-2023, and 2023-2024. The bars are blue. The first bar for 2021-2022 reaches 12.0% and is labeled '12%'. The second bar for 2022-2023 reaches 8.2% and is labeled '8.2%'. The third bar for 2023-2024 reaches 6.6% and is labeled '6.6%' and 'PROJECTED'.

Period	Suspension Rate
2021-2022	12%
2022-2023	8.2%
2023-2024	6.6% (PROJECTED)



Using the filters to the right, select your site and incident date range.



In the 2023-2024 School year, all Directed studies teachers implemented BASE modules in their DS classes. Students complete 2 BASE modules per block (that align with our School SIO'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
Staff to attend an at-risk student conference to support students' social emotional learning and to be able to provide students with restorative practices.	The number of suspensions decreasing for the overall student population.					

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We are making progress towards this goal. For Blocks 1 and 2 this school year, 100% of students enrolled so far this school year have completed their 2 modules in Directed Studies class each block.	See evidence below Based on the BASE module data, students are averaging a minimum of 2 BASE modules per block following the Calla High School Student Learning Outcomes plan.	Next Steps will be continue to implement the plan in each DS class and monitor progress monthly (or more frequently) by the district SEL TOSA's.	Continue
Cycle 2: We are making progress towards this goal. For	See evidence below	Next Steps will be continue to implement the plan in each DS class	Continue

Blocks 1, 2, 3, and 4 this school year, 100% of students enrolled so far this school year have completed their 2 modules in Directed Studies class each block.	Based on the BASE module data, students are averaging a minimum of 2 BASE modules per block following the Calla High School Student Learning Outcomes plan.	and monitor progress monthly (or more frequently) by the district SEL TOSA's	
Cycle 3: We are making progress towards this goal. For all blocks this school year, 100% of students enrolled so far this school year have completed their 2 modules in Directed Studies class each block.	See evidence below Based on the BASE module data, students are averaging a minimum of 2 BASE modules per block following the Calla High School Student Learning Outcomes plan.	Next Steps will be continue to implement the plan in each DS class and monitor progress monthly (or more frequently) by the district SEL TOSA's	Continue

Progress Monitoring 25-26

Progress Monitoring

Room Name	Minutes - Past 30 Days
Zgonc Directed Study	606
Armstrong DS	432
Directed Study - Suzuki	414
DS Maruyama	390
DS Millard	342
McGonigle Directed Study	246
Lanter's Fabulous DS 3rd Period	186
Dalisday DS	139
Zgonc Advisory	120
Talistu DS Period 3	98
DS Cook 3rd Period	77
DS Leland	58
Bryson ISS	51
Carter 3rd Period	47



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 <i>Vision of Self</i>	Base Module <i>Stress Management</i>	Base Module <i>Primary & Secondary Impacts of Behavior</i>	Base Module <i>Talking to Adults</i>	Base Module <i>Future Goals</i>	Base Module <i>Bullying Cyberbullying</i>
Base Bonus <i>Getting to Know You</i>	Base Bonus <i>Resilience</i>	Base Bonus <i>Learned Helplessness</i>	Base Bonus <i>Learning How to Say No Thanks</i>	Base Bonus <i>Life Changes & Adjustments</i>	Base Bonus <i>Putting it all Together</i>
A	C	T	N	O	W

Room Name	Minutes - Past 30 Days
Zgonc Directed Study	606
Armstrong DS	432
Directed Study - Suzuki	414
DS Maruyama	390
DS Millard	342
McGonigle Directed Study	246
Lanter's Fabulous DS 3rd Period	186
Dalisday DS	139
Zgonc Advisory	120
Talistu DS Period 3	98
DS Cook 3rd Period	77
DS Leland	58
Bryson ISS	51
Carter 3rd Period	47

August 1, 2024 - Present (10.22.24)							
School	# of Unique Active Students SY 22-23	# of Modules Started	# of Modules Completed	Total Minutes Spent in Courses	BASEline #1 # of students	BASEline #2 # of students	BASEline #3 # of students
Calla High School	123	429	353	8,251	125	0	0
TOTAL	123	429	353	8251	125	0	0

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 at each of the 6 assemblies.	60 students	60 students	60 students	60 students	Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We are making progress towards this goal as we have had both of our student of block assemblies for Block 1 and Block 2. 24 students have already been awarded student of the block this school year.	See data below Students have been positively recognized for both Blocks 1 and 2 this school year at our Student of the block assembly. Parent participation in the event has also been tracked and we have noticed an increase in parent participation.	Next steps may include increasing the types of number and incentives for students who receive recognition.	Continue
Cycle 2: We are making progress towards this goal as we have had both of our student of block assemblies for Block 1 and Block 2. 24 students have already been awarded student of the block this school year.	See data below Students have been positively recognized for both Blocks 1 and 2 this school year at our Student of the block assembly. Parent participation in the event has also been tracked and we have noticed an increase in parent participation.	Next steps may include increasing the types of number and incentives for students who receive recognition.	Continue
Cycle 3: We are making progress towards this goal as we have had both of our student of block assemblies for Block 1 and Block 2. 24 students have already been awarded student of the block this school year.	See data below Students have been positively recognized for both Blocks 1 and 2 this school year at our Student of the block assembly. Parent participation in the event has also been tracked and we have noticed an increase in parent participation.	Next steps may include increasing the types of number and incentives for students who receive recognition.	Continue

Progress Monitoring 25-26

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

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.

Comprehensive Needs Assessment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	27	32	38	21.5%	18.6%	24.8%
Fluent English Proficient (FEP)	35	47	27	16.9%	24.1%	17.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Data Analysis

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 or attend an informational session Community Colleges or trade school session at Calla or 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/guest speakers 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	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

connect, and other 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						
						Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We are making progress towards this goal. On September 3rd, Delta College visited our campus and held an informational session in the counseling center. They will return on December 5th for the same session. On December 2nd, METC representatives will	Sign in sheets from sessions held on campus and flyers/emails from events Based on the number of college and career presentations scheduled so far this school year, we will be on track to meet our goal. We need to ensure that we do a better job of marketing these college and career opportunities	Next steps including that there are sign in sheets for each event so data can be collected.	Continue

<p>be on campus to present about Delta college and trade opportunities. The following college informational events are also scheduled Cash for College Night at Calla HS (Host Delta College) 12/09/24, 5p-7p. Financial Aid Informational Night 01/15/25, 5:30p-7p.</p>	<p>because only 5 students attended the 9/3 session.</p>		
<p>Cycle 2: We are making progress towards this goal. On September 3rd, Delta College visited our campus and held an informational session in the counseling center. They will return on December 5th for the same session. On December 2nd, METC representatives will be on campus to present about Delta college and trade opportunities. The following college informational events are also scheduled Cash for College Night at Calla HS (Host Delta College) 12/09/24, 5p-7p. Financial Aid Informational Night 01/15/25, 5:30p-7p</p> <p>Since then MJC and Delta have both had tables on campus during lunch as well.</p>	<p>Sign in sheets from sessions held on campus and flyers/emails from events</p> <p>Based on the number of college and career presentations scheduled so far this school year, we will be on track to meet our goal. We need to ensure that we do a better job of marketing these college and career opportunities because only 5 students attended the 9/3 session.</p>	<p>Next steps including that there are sign in sheets for each event so data can be collected</p>	<p>Continue</p>
<p>Cycle 3: In cycle 3 student have participated in the following: Women's Empowerment Day ,Tesla Presentation, Career Fair, CTE Business Summit, Delta College Visit, Construction Trades Presentation.</p>	<p>Sign in sheets from sessions held on campus and flyers/emails from events</p> <p>Based on the number of college and career presentations scheduled so far this school year, we will be on track to meet our goal. We need to ensure that we do a better job of marketing these college and career opportunities</p>	<p>Next steps including that there are sign in sheets for each event so data can be collected</p>	<p>Continue</p>

	because only 5 students attended the 9/3 session.		
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Progress Monitoring 25-26

CAUTION: This e-mail originated from outside of Manteca Unified. Be cautious when clicking links or opening attachments if this message is unsolicited.
Hello—

I'm glad we were able to get some presentations scheduled over the phone. Per our conversation these are the dates we discussed:

- Tuesday, September 3 from 11:55am-1:00pm: Why Delta/Application Info.
- Thursday, December 5 from 11:55am-1:00pm: Why Delta/Application Info.
- Monday, February 3 from 11:55am-1:00pm: Why Delta/Application Info.
- Thursday, April 3 from 11:55am-1:00pm: Why Delta/Application Info.

I'll send over the flyer for the Sept. 3rd workshop by the end of the week.

Feel free to let me know if you have any questions. I look forward to working with you and your students.

Best,
Jessica Torres
Student Programs Specialist
San Joaquin Delta College at Mountain House
(209) 954.5151 ext. 6008

Seniors

Meeting December 2nd

Start January

Industrial Maintenance

Prepare for a career in Industrial Maintenance. Learn entry level skills for application in a warehouse or industrial setting! **Course includes Electricity Fundamentals, Welding, Shop Safety and OSHA-10.**

**Interested? Sign up with
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2271 W. Louise Ave
Manteca, CA 95337



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

By the end of the 2026-2027 school year, our overall average ELPAC band placement will be Level 3 for all students

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
EL- Math/ Reading: Tutoring	NWEA map growth	30% of students increased 1 or more bands.	35% of students increase 1 or more bands.	40% of students increase 1 or more bands.	45% of students increase 1 or more bands.	

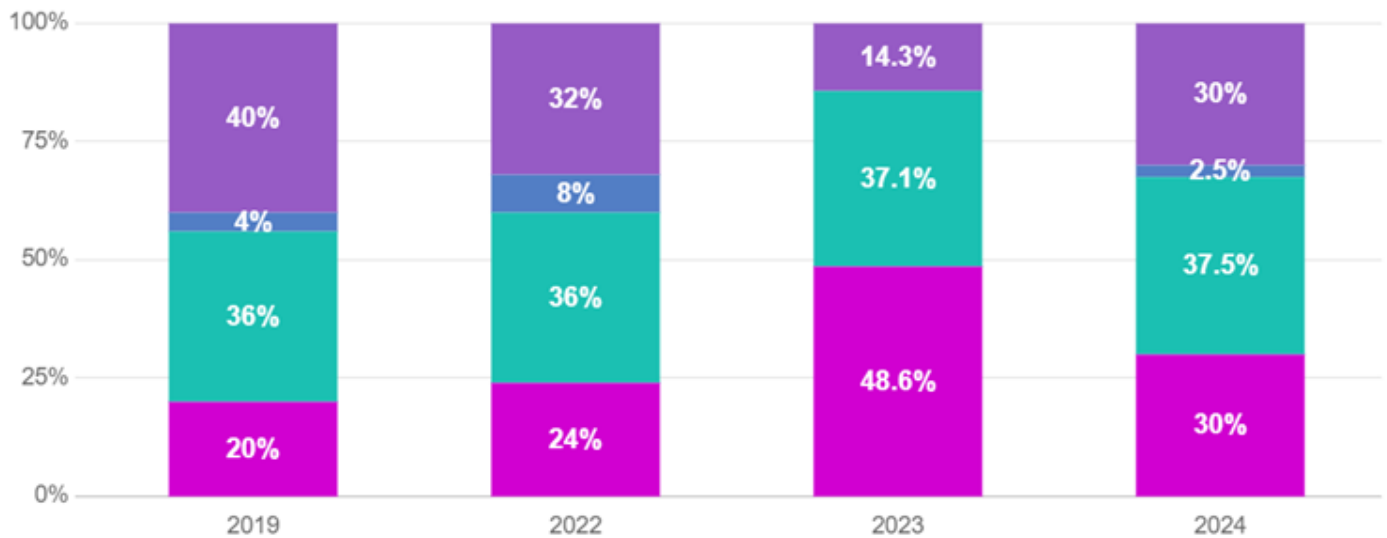
Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We have to wait until Spring ELPAC data to look at the results.	ELPAC Results have not been released yet	Next steps include implementation of formative assessments in ELD classes to track progress before the ELPAC test.	Continue
Cycle 2: We have to wait until Spring ELPAC data to look at the results.	ELPAC Results have not been released yet	Next steps include implementation of formative assessments in ELD classes to track progress before the ELPAC test.	Continue
Cycle 3: CHS tested 12 students with results (juniors) and saw progress in our average placement for 23-24 was level 2 and the average placement for 24-25 was level 3.	See chart below	The next steps include continuing the increase of bilingual aide hours, using the base curriculum for ELD, teaching ELPAC test strategies in our ELD classrooms and emphasizing language development and strategies in all classrooms on campus.	Continue

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



2024-25 ELPAC Summative Student List

Includes: All ELPAC Levels
Site: Calla High School

Roster Date: Control Panel (05-19-2025)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: All
English Proficiencies: All

Overall Levels: ■ 4-Well developed
■ 3-Moderately developed

■ 2-Somewhat developed
■ 1-Beginning

Domain Performance Levels: ■ 3 - Well Developed ■ 2 - Somewhat/Moderately ■ 1 - Beginning

Student Name	Student ID	EL	Grade	District Entry		ELPI	OVERALL		ORAL		Listening		Speaking		WRITTEN		Reading		Writing	
				Date	Test Date		PL	SS	PL	SS	PL		PL	SS	PL	SS	PL		PL	
Site: Calla High School																				
1. Asadullah, Zuhra	610101384	Y	11		2025-03-04	1	1	1483	1	1463	1	Beginning	2	Somewhat/ Moderately	1	1503	1	Beginning	2	Somewhat/ Moderately
2. Bual, Prabhjot	610093975	Y	11		2025-03-04	3H	3	1612	4	1615	2	Somewhat/ Moderately	3	Well Developed	3	1608	2	Somewhat/ Moderately	2	Somewhat/ Moderately
3. Cortez, Abrielle	610053060	Y	11		2025-04-11	3L	3	1577	4	1584	3	Well Developed	3	Well Developed	2	1570	2	Somewhat/ Moderately	2	Somewhat/ Moderately
4. Esquivel, Javier	610052219	Y	11		2025-03-04	3L	3	1567	4	1584	2	Somewhat/ Moderately	3	Well Developed	2	1550	1	Beginning	2	Somewhat/ Moderately
5. Gill, Hargun	610099821	Y	11		2025-04-15	1	1	1483	1	1468	1	Beginning	2	Somewhat/ Moderately	1	1497	1	Beginning	1	Beginning
6. Ibarra Jimenez, Huriel	610075922	Y	11		2025-03-05	3L	3	1564	3	1571	2	Somewhat/ Moderately	3	Well Developed	2	1557	2	Somewhat/ Moderately	2	Somewhat/ Moderately
7. Lopez Escareno, Natalia	610095793	Y	11		2025-03-04	3H	3	1614	4	1636	2	Somewhat/ Moderately	3	Well Developed	2	1592	2	Somewhat/ Moderately	2	Somewhat/ Moderately
8. Montoya Majano, Andrea	610064738	Y	11		2025-03-04	3L	3	1580	3	1551	2	Somewhat/ Moderately	3	Well Developed	3	1608	2	Somewhat/ Moderately	3	Well Developed
9. Perez, Noel	610073322	Y	11		2025-03-05	3L	3	1564	3	1527	2	Somewhat/ Moderately	2	Somewhat/ Moderately	3	1600	2	Somewhat/ Moderately	2	Somewhat/ Moderately
10. Ruelas Silva, Cecilia	610070477	Y	11		2025-03-04	4	4	1633	4	1615	2	Somewhat/ Moderately	3	Well Developed	4	1650	2	Somewhat/ Moderately	3	Well Developed
11. Tellez Arellano, Luz	610061117	Y	11		2025-03-07	4	4	1654	4	1707	2	Somewhat/ Moderately	3	Well Developed	3	1600	2	Somewhat/ Moderately	2	Somewhat/ Moderately
12. Toro Ruiz, Maria Guadalupe	610077645	Y	11		2025-03-04	1	1	1461	1	1425	1	Beginning	1	Beginning	1	1497	1	Beginning	1	Beginning

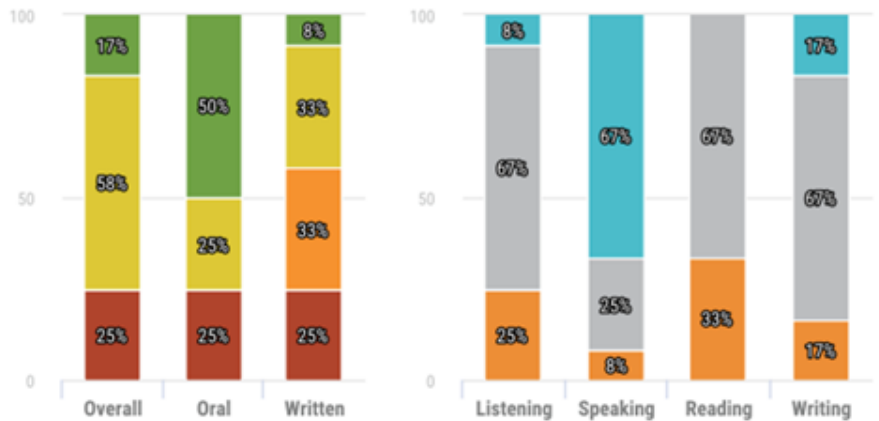
Calla – Summative ELPAC 24-25

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	16.7	2	50.0	6	8.3	1
Level 3	58.3	7	25.0	3	33.3	4
Level 2	0.0	0	0.0	0	33.3	4
Level 1	25.0	3	25.0	3	25.0	3

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	8.3	1	66.7	8	0.0	0	16.7	2
Somewhat/Moderately	66.7	8	25.0	3	66.7	8	66.7	8
Beginning	25.0	3	8.3	1	33.3	4	16.7	2

# Tested		12
Overall Average	PL	3
	SS	1566
Oral Average	PL	3
	SS	1562
Listening Average	PL	2
Speaking Average	PL	3
Written Average	PL	2
	SS	1569
Reading	PL	2
Writing	PL	2
Count of Students Missing Domain(s)		0
ELPI Level: 1	ELPI Level: 3L	ELPI Level: 3H
3	5	2

Number of Students at Each Level



Budget Summary

550 - Calla High School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Training: GLS PLC Conferences PLC Conferences for improving student achievement (reduced from \$10,000)	TBD	\$ 7,995.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 2	SG 1
	Parent Engagement Events Catering, Light snacks only	TBD	\$ 500.00	3010 - ESSA-Title I Bas Gmts Low Inc	2700 - School Administration	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3		Safety	SN 1	SG 1
Total			\$ 8,195.00								

550 - Calla High School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Timesheet/Extra time PBIS/Interventions		\$ 7,500.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	SG 1
	Materials & Supplies: S. PBIS student incentives 'move to Goal 3200' student achievement	Food 4 Less	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3	SG 1
	Conference: GLS Robotics Symposium Conference for Robotics for improving student achievement	TBD	\$ 8,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	1005 - 1.5 Goal 1, A&S 5	1.5	Emerging Students	SN 1	SG 1
	Service: SEL Intervention Assemblies	TBD	\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	SG 1
Total			\$ 30,500.00								

550 - Calla High School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Materials & Supplies: Guitar Class Program Materials & Equipment	TBD	\$ 5,000.00	6370 - Arts & Music Prop 28	1000 - Instruction	4310 - Materials & Supplies	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 1	
	Equipment: Sounds System for guitar class Prop28 funds	TBD	\$ 5,000.00	6370 - Arts & Music Prop 28	1000 - Instruction	4400 - Non-Capitalized Equipment	1004 - 1.4 Goal 1, A&S 4	1.4	Students	SN 1	
Total			\$ 10,000.00								

550 - Calla High School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Materials & Supplies: Instructional Materials CTE Class Materials and supplies for CTE Class at Calla	Paxon Patterson	\$ 20,000.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	Emerging Students	SN 1	SG 2
	Materials & Supplies: Licenses	TBD	\$ 2,000.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	Emerging Students	SN 1	SG 2
	Conference: Curriculum Training & Conferences	TBD	\$ 4,000.00	7412 - A-G Access Success Grant	1000 - Instruction	5222 - Workshops/Trainings	0000 - Undesignated	1.5	Emerging Students	SN 1	SG 1
	Conferences and travel related to Dual Enrollment - split between sites		\$ 7,500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		1.5			
	CCEMC Dual Enrollment Coaching - split between sites		\$ 3,000.00	7339 - Dual Enrollment Opportunities	1000 - Instruction			1.5			
	Supplies for Dual Enrollment Committee		\$ 750.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	4310 - Materials & Supplies		1.5			
	Timesheeting/DE teacher stipend		\$ 500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	1107 - Teachers' Salaries Hourly		1.5			
Total			\$ 37,750.00								

550 - Calla High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Timesheet ES: Teacher time sheet student achievement		\$ 5,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	1107 - Teachers' Salaries Hourly	5003 - 5.1 Goal 5 A&S 3	5.3	GLS - System-Wide Work	SN 2	SG 1
	Timesheet Extra: Class Planning/Tutoring/Student Achievement		\$ 7,500.00	7399 - LCFF Equity Multiplier	1000 - Instruction	1107 - Teachers' Salaries Hourly	5003 - 5.1 Goal 5 A&S 3	5.3	GLS - System-Wide Work	SN 2	SG 1
	Salary: Bilingual Para - Salary not timesheeting Position moved from CSI to EM - Yr 2-5			7399 - LCFF Equity Multiplier	1000 - Instruction	2100 - Instructional Aides' Salaries	5001 - 5.1 Goal 5 A&S 1	5.1	Emerging Students	SN 2	SG 1
	Transportation: Program Mileage for Field Trips for Emerging Students	TED	\$ 4,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5624 - Transport By Private Vendor	5002 - 5.1 Goal 5 A&S 2	5.2	Emerging Students	SN 1	SG 1
	Equipment: Program computers Digital Photography Equipment for Digital Photo class	TED		7399 - LCFF Equity Multiplier	1000 - Instruction	4400 - Non-Capitalized Equipment	5002 - 5.1 Goal 5 A&S 2	5.2	Emerging Students	SN 1	SG 1
	Conference: GLS: Conferences for improving student achievement for all staff At Risk student conference YR = 5	TED	\$ 20,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5222 - Workshops/Trainings	5003 - 5.1 Goal 5 A&S 3	5.3	Safety	SN 3	SG 1
	Training: GLS: Rigor Coaching Strategies Workshops	M. Brandon Doubek	\$ 104,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5222 - Workshops/Trainings	5003 - 5.1 Goal 5 A&S 3	5.3	Safety	SN 2	SG 1
	Equipment: Program Equipment for new CTE classroom	TBD	\$ 5,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	4400 - Non-Capitalized Equipment	5002 - 5.1 Goal 5 A&S 2		Emerging Students	SN 1	SG 1
Total			\$ 145,500.00								

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
Nayson Sam	Secondary Student
Auriah Oyler	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 5/20/2024.

Attested:

	Principal, Michele Bryson on 5/22/2024
	SSC Chairperson, Erin Luke on 5/22/2024