

Sierra High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Sierra High School
Street	1700 Thomas St.
City, State, Zip	Manteca, CA 95337
Phone Number	209-858-7413
Principal	Steve Clark
Email Address	sclark@musd.net
School Website	https://www.mantecausd.net/sierrahighschool
County-District-School (CDS) Code	39685933930310

2022-23 District Contact Information

District Name	Manteca Unified School District
Phone Number	(209) 825-3200
Superintendent	Clark Burke
Email Address	cburke@musd.net
District Website Address	www.mantecausd.net

2022-23 School Overview

Welcome to Sierra High School-Home of the Timberwolves! Our student population of about 1,700 (Term 2 Semester 1-2023) is a reflection of the diverse community of Manteca, located in the heart of the San Joaquin Valley. Sierra High School is a dynamic and creative high school that constantly strives to prepare students for the world in which they will live and work. Since opening in 1994, we have had steady academic growth and our recent CAASPP scores reflect the top high school scores in the district. Our extra-curricular activities have been very popular with our students, as we offer a full complement of athletic, club, and co-curricular offerings. One of our goals is to connect every student with a program or mentor on campus to get them involved in school and the community. Every student at Sierra High School has a 1:1 Dell laptop to support them in their quest for knowledge. In 2014, Sierra was named a Microsoft Showcase School for its use of personal devices as a way of supporting powerful teaching and learning. In 2017, Sierra High was named a Get Focused, Stay Focused Model Demonstration Site, for its work in supporting the freshman transition initiative.

Additionally, the Sierra High staff recognizes the importance of Professional Learning Communities and the need for ongoing professional development, focusing on quality instruction to increase student achievement. We will continue to explore avenues for our students to experience success and challenge them with accessible, rigorous and meaningful curriculum. In all facets, academic, extracurricular, athletic, or visual and performing arts, we exist for our students. The Sierra High community is committed to working together to find areas of improvement and putting in the countless hours needed to make our school a better place for all students. Go T-Wolves!

Sierra High is one of five comprehensive high schools in Manteca Unified. We opened in 1994-95 and graduated our first class in 1997. In the fall of 1999, we implemented the 4x4 Block Schedule, and its impact has had an overwhelmingly positive effect on student learning and school climate. We take great pride in our athletic and academic programs, as well as our extra and co-curricular programs. Our grounds are clean and well-maintained. Student support and guidance is very effective, and we have a firm, fair, and consistent discipline policy. Sierra High School is a safe place for students. Our Peer Resource program is very involved and successful in assisting students with academic resources and interpersonal relationship issues. Our curriculum is rigorous and standards based.

We have created a positive climate and culture, along with 26 years of tradition, which includes strong academics, athletics, and a nurturing learning environment in our block schedule. Our Schoolwide Learner Outcomes: 1) Communicate Effectively, 2) Be Responsible Citizens, 3) Develop Positive Relationships and 4) Develop Problem Solving Skills), our WASC Critical

2022-23 School Overview

Areas for Follow-Up, LCAP, and our Strategic Plan drive our curriculum and our resource allocation.

Sierra HS is now a full Title 1 school effective 2020-21 school year. Previously, we were a Title 1 targeted assistance school during the 2019-2020 school year. We do receive a small amount of funds to support all students in order to help them meet grade level standards.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	441
Grade 10	442
Grade 11	446
Grade 12	301
Total Enrollment	1,630

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.8
American Indian or Alaska Native	0.3
Asian	15.6
Black or African American	3.6
Filipino	5.6
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	1.2
Two or More Races	3.8
White	22.1
English Learners	11.8
Foster Youth	0.4
Homeless	0.9
Migrant	0.1
Socioeconomically Disadvantaged	39.3
Students with Disabilities	9.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.10	83.42	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	2.96	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.10	13.61	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	67.30	100.00	1050.10	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

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

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	9.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	9.10	

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.80	

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Most recent hearing on the sufficiency of instructional materials was on September 13, 2022.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Eng 1 - Study Sync, McGraw-Hill (Adopted 2015) Eng 2 - Study Sync, McGraw-Hill (Adopted 2015) Eng 3 - Study Sync, McGraw-Hill (Adopted 2015) Eng 4 - Study Sync, McGraw-Hill (Adopted 2015) Special Ed – English 1 & 2 Study Sync, McGraw-Hill (Adopted 2015) Special Ed – English 3 & 4 Study Sync, McGraw-Hill (Adopted 2015)	Yes	0
Mathematics	Algebra 1, A, B - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Geometry - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Algebra 2 - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Pre Calculus - Pre-Calculus with Limits, Brooks Cole (Adopted 2014) AP Calculus - Calculus of a Single Variable, Brooks/Cole (Adopted 2014) Special Ed - Pre-Algebra - ALEKS Math, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 1 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 2 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Algebra A & B - ALEKS, Big Ideas Learning (Adopted 2015) Special Ed - Functional Personal Financial Literacy, Pearson/Prentice Hall (Adopted 2010)	Yes	0
Science	Anatomy/Physiology- Essentials of Human Anatomy & Physiology, Pearson (Adopted 2008) Biology- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Biology- Biology, 8th Edition, Campbell / Benjamin, Cummings (Adopted 2007) Chemistry- Chemistry in the Earth System-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Chemistry- Chemistry: The Central Science, Prentice Hall (Adopted 2009) Physics- Physics in the Universe-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) Astronomy- Explorations: An Introduction to Astronomy, Glencoe (Adopted 2010) Ag Biology- The Science of Agriculture: A Biological Approach, Delmar Thomson Learning (Adopted 2004)	Yes	0

	<p>Ag Earth Science- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p> <p>Special Ed- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p> <p>Special Ed- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p>		
History-Social Science	<p>AP Government – Government in America People, Politics, and Policy, Pearson (Adopted 2019)</p> <p>AP Government – The Western Heritage Since 1300, Pearson (Adopted 2019)</p> <p>AP Government –American Government: Roots and Reform, Pearson (Adopted 2019)</p> <p>American History – Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>World History - Modern California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Global Geography, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Government – Gov Alive, Politics, and You, TCI (Adopted 2019)</p> <p>Economics – Econ Alive, Power, Politics, and You, TCI (Adopted 2019)</p> <p>Psychology – Essentials of Psychology, Cengage (Adopted 2019)</p> <p>AP Psychology – Psychology for AP, Bedford, Freeman and Worth (Adopted 2019)</p> <p>AP European History – The Western Heritage Since 1300, Pearson (Adopted 2019)</p> <p>Essentials of Psychology – Concepts and Applications, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>U.S. History – The Enduring Vision: A History of the American People, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>U.S. History – Western Civilization since 1300, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>U.S. Government – Gateways to Democracy, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>Special Ed - World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Special Ed - U.S. History – American History Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019)</p>	Yes	0
Foreign Language	<p>Spanish 1 - Descubre Level 1 Series, Vista Higher Learning (Adopted 2017)</p> <p>Spanish 2 - Descubre Level 2 Series, Vista Higher Learning (Adopted 2017)</p> <p>Spanish 3 - Descubre Level 3 Series, Vista Higher Learning (Adopted 2017)</p> <p>Spanish 4 - Imagina Level 4 Series, Vista Higher Learning (Adopted 2015)</p> <p>Spanish for Spanish Speakers – Tu Mundo, McDougal Littell (Adopted 2002)</p> <p>Spanish for Spanish Speakers - El Español Para Nosotros Nivel 1 y 2, McGraw Hill (Adopted 2017)</p> <p>Spanish AP - Temas, Vista Higher Learning (Adopted 2016)</p> <p>Spanish AP - Azulejo 2nd Edition, Wayside Publishing (Adopted 2018)</p> <p>Spanish AP Lit - Nexttext for Abriendo Puertas, Holt McDougall (Adopted 2013)</p>	Yes	0

	French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015) French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015) French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015) AP French – Themes, Vista Higher Learning (Adopted 2017)		
Health	Health – Glencoe Health, Glencoe (Adopted 2007)	Yes	0
Visual and Performing Arts	Intro to Theatre - The Stage & The School, Glencoe (Adopted 2005) Theater - Actions: The Actor's Thesaurus, London (Adopted 2004) Theater - Basic Drama Projects, Perfection Learning (Adopted 2004) Technical Theatre - Practical Technical Theater, An Interactive Educational DVD Series, Interactive Educational Video LLC Copyright 2005 (Adopted 2015)	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

Sierra High School was constructed in 1994, including the administration building, library, two gymnasiums, cafeteria, and classrooms. Portables have been added for a total of 80 classrooms.

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District's governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program

The District allocates funding for deferred maintenance. The Deferred Maintenance Program includes funding for replacement of existing school building components so that the educational process may safely continue. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, wall systems, floor systems, etc. The District's 2022-2023 budget allocated \$140,000 to address deferred maintenance needs throughout the district.

Modernization Projects

The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master plan and 2019 Needs Assessment. As part of that activity there are projects planned Sierra High which will be completed through the use of local funds. State funding will also be sought for those projects which may be eligible for modernization funding. The modernization of the existing campus was completed in 2022. This project replaced in campus-wide fire alarms and paging system, installed new floors, renovated classrooms and included site repairs to their parking lot and playfields.

Year and month of the most recent FIT report

August 2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof gutters, drains downspouts not free of visible damage.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Gounds - Significant cracks - parking lot.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	66	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	428	418	97.66	2.34	65.55
Female	232	227	97.84	2.16	70.48
Male	196	191	97.45	2.55	59.69
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	78.95
Black or African American	13	12	92.31	7.69	58.33
Filipino	23	23	100.00	0.00	78.26
Hispanic or Latino	212	209	98.58	1.42	58.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	82.35
White	100	95	95.00	5.00	67.37
English Learners	35	35	100.00	0.00	11.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	173	97.19	2.81	61.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	40	88.89	11.11	17.50

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	427	415	97.19	2.81	21.69
Female	231	224	96.97	3.03	21.88
Male	196	191	97.45	2.55	21.47
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	38.60
Black or African American	13	12	92.31	7.69	0.00
Filipino	23	23	100.00	0.00	26.09
Hispanic or Latino	211	207	98.10	1.90	15.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	23.53
White	100	94	94.00	6.00	24.47
English Learners	35	35	100.00	0.00	2.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	177	171	96.61	3.39	18.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	40	88.89	11.11	5.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	28.8	30.79	19.27	20.38	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	716	708	98.88	1.12	30.79
Female	373	370	99.2	0.8	28.11
Male	342	338	98.83	1.17	33.73
American Indian or Alaska Native	--	--	--	--	--
Asian	110	110	100	0	40.91
Black or African American	28	27	96.43	3.57	18.52
Filipino	47	47	100	0	48.94
Hispanic or Latino	342	339	99.12	0.88	23.6
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100	0	40.91
White	159	156	98.11	1.89	34.62
English Learners	57	57	100	0	1.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	289	284	98.27	1.73	27.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	66	63	95.45	4.55	6.35

2021-22 Career Technical Education Programs

Sierra High School has focused on integrating and focusing on elements of a 21st Century student, adhering to the motto of “A Tradition of Excellence.” Ninth graders participate in Success 101, a class designed to help them select a career path and develop a 10-year plan as they move through high school. A career path is developed for each student to prepare for the transition from school to post-secondary options. Sierra High students may enroll in CTE classes on campus in a variety of career pathways. Students also may enroll in districtwide CTE capstone courses in a variety of areas. CTE classes incorporate Standards for Career Ready Practice (a series of twelve standards that encompass fundamental knowledge and skills students need in order to be prepared for postsecondary education, career development, or the workforce) as well as standards-specific to their industry sector that are technical skills.

District wide CTE Capstone Courses:

- Administration of Justice
- Automotive Technology I
- Careers with Children
- Computer Programming & Game Design
- Culinary Arts/Food Service & Hospitality
- Fashion Merchandising
- Health Careers
- Interior Design
- Multimedia
- First Responders

Sierra High School Career Pathways:

- Ag Mechanics
- Cabinetry, Millwork and Woodworking
- Business Management
- Interior Design
- Fashion Design and Merchandising
- Food Service and Hospitality
- Food Science, Dietetics and Nutrition

CTE Advisory Committee Members and Industry

Industry Members:

- Charlie Halford – Public Services
- Dan Eavenson – Engineering
- Danell Hepworth – Education
- Don Smail – Economic Development, Public Services
- Garret Morrison – Public Services
- George Singh – Banking
- Gretchen La Due – Construction
- Jeff Liotard – Food Service/Hospitality
- Joann Beatty – Chamber of Commerce
- Julie Kay – Education
- Marty Harris – Sales
- Patrick Rabelo – Real Estate
- Patrick Williams – Engineering
- Rex Osborn – Public Services
- Silvia Mendez – Parent
- Tevani Liotard – Food Service/Hospitality
- Tom Wilson – Real Estate
- Traig Smith – Public Services

Education Members:

- Clara Schmiedt – Manteca USD
- Amanda Peters – Manteca USD
- Larry Machado – Manteca USD
- Lisa Herrin – Manteca USD

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1107
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.22
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	36.90

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	0	0	0	0	0
Grade 9	99	99	99	99	99

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The success of a school is strongly influenced by the support of parents and the school community as a whole. Sierra High School enjoys great parent involvement and utilizes the services of the site council, athletic, band, sober grad, and other groups to support students and school programs. Call our school at (209) 858-7410 to contact Assistant Principal, Anne Marie Shaw or Terra Garcia to find out how you can get more involved with your child's education. Manteca Unified strives to coordinate and communicate with the community including police, fire and other governmental agencies, news media, medical agencies, and other community organizations. A few examples of such coordination and communication with community agencies include programs such as E-15, fire prevention, water safety, parks and recreation activities, the community gymnasium, bike safety, and our Manteca Police Department School Resource Officers. Parents regularly volunteer in the classroom and are actively involved in the School Site Council, ELAC, WASC, school-wide planning, parent conferences, bilingual parent support groups such as PIQE, and various parent committees for fundraisers and field trips. School information is available online at www.mantecausd.net.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.3	1		2.8	3.9		8.9	7.8
Graduation Rate		97	98.7		93.7	93.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	304	300	98.7
Female	155	151	97.4
Male	149	149	100.0
American Indian or Alaska Native	--	--	--
Asian	58	57	98.3
Black or African American	13	13	100.0
Filipino	27	27	100.0
Hispanic or Latino	129	127	98.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	68	67	98.5
English Learners	36	35	97.2
Foster Youth	0	0	0.0
Homeless	11	10	90.9
Socioeconomically Disadvantaged	190	188	98.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	30	28	93.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1729	1689	322	19.1
Female	873	857	167	19.5
Male	853	829	154	18.6
American Indian or Alaska Native	6	6	1	16.7
Asian	269	266	27	10.2
Black or African American	64	60	12	20.0
Filipino	101	99	8	8.1
Hispanic or Latino	826	805	187	23.2
Native Hawaiian or Pacific Islander	20	20	6	30.0
Two or More Races	67	64	17	26.6
White	376	369	64	17.3
English Learners	216	209	43	20.6
Foster Youth	7	7	2	28.6
Homeless	23	21	9	42.9
Socioeconomically Disadvantaged	820	797	193	24.2
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	166	158	43	27.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.35	4.19	2.45
Expulsions	0.33	0.14	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.47	3.93	0.91	4.62	0.20	3.17
Expulsions	0.00	0.29	0.01	0.09	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.93	0.29
Female	2.41	0.00
Male	5.51	0.59
American Indian or Alaska Native	0.00	0.00
Asian	3.35	0.00
Black or African American	3.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.60	0.61
Native Hawaiian or Pacific Islander	5.00	0.00
Two or More Races	2.99	0.00
White	4.26	0.00
English Learners	6.48	0.93
Foster Youth	0.00	0.00
Homeless	8.70	0.00
Socioeconomically Disadvantaged	5.37	0.49
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.84	0.60

2022-23 School Safety Plan

All school sites in the Manteca Unified School District annually update their Comprehensive School Safety Plan. Plans are revised by Site Administration per the required adoption process with appropriate School Site Council public meetings and School Site Safety Team input. At the March 2022 Board of Education meeting, current school safety plans were unanimously approved by the MUSD Board of Education!

The safety of students and staff as well as the security of school campuses are high priorities in MUSD. Safety plans in place are thorough and inclusive of various forms of threats and the protocols aligned for each situation. Staff and students receive ongoing training throughout the school year on emergency response and participate in regular disaster preparedness drills including but not limited to specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations as aligned with state guidance. Safety plans evolve as necessary to adapt to current local, state, and national conditions.

Each school in Manteca Unified has a dedicated site safety team made up of key personnel who represent differing areas of expertise and perspective relating to campus logistics. The team meets regularly to review, adjust, and implement the best safety procedures for their school communities. Plans outline the many components necessary for a comprehensive safety plan such as steps for preparedness, proactive measures for prevention, emergency response, and a thoughtful blueprint for recovery.

As Manteca Unified School District attendance boundaries expand beyond city limits, MUSD partners and works closely with six law enforcement agencies, three fire departments, and many local first responders. MUSD's master emergency plan as well as school safety plans are reviewed by these agencies.

Several members of District senior leadership as well as the MUSD's Coordinator of School Safety and Emergency Preparedness maintain an ICS 100 certification.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	15	12	12
Mathematics	25	10	12	9
Science	27	6	4	7
Social Science	28	3	11	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	7	19	12
Mathematics	26	9	15	7
Science	28	3	8	6
Social Science	27	5	8	9

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	18	23	10
Mathematics	21	16	15	8
Science	24	7	1	12
Social Science	22	11	5	13

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	543.33

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,624.26	1,532.36	5,091.91	91,330.14
District	N/A	N/A	4,322.97	\$81,482
Percent Difference - School Site and District	N/A	N/A	16.3	11.4
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-25.7	6.7

2021-22 Types of Services Funded

All Manteca schools receive 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, socio-disadvantaged, and students at risk of dropping out of school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,455	\$51,081
Mid-Range Teacher Salary	\$77,756	\$77,514
Highest Teacher Salary	\$104,246	\$105,764
Average Principal Salary (Elementary)	\$159,739	\$133,421
Average Principal Salary (Middle)		\$138,594
Average Principal Salary (High)	\$167,604	\$153,392
Superintendent Salary	\$284,070	\$298,377
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	4.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

Manteca Unified School District continuously analyzes student data and utilizes staff surveys to determine professional development needs. As a district, we then prioritize our major focus areas for staff development for each school year. The Educational Services Team then plans out our district professional learning calendar as a collective. In a continued response to the COVID-19 Pandemic, the 2022-23 school year focus is to refine our Tier 1 Inclusive Instruction to engage and meet the individual needs of every student, as well as address social emotional learning and the academic learning loss of your student population. Manteca Unified provides a variety of professional development in-person and virtually for our Preschool-12th certificated and classified staff. This includes live/independent training courses, live/archived webinars, virtual and in-person training/coaching, administrator academies, and dedicated district wide training on UTK-8th Early Release and 9th-12th Late Start Professional Development Wednesdays.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	136	61	96