

# Sierra High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Welcome to Sierra High School - Home of the Timberwolves! Our student population of about 1,700 (Term 1/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 consistently 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. 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, and the 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 Link Crew program is very involved and successful in assisting students with academic resources and interpersonal relationship issues, especially focusing on 9th and 10th grade students. 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 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 at the beginning of the 2020-21 school year. Previously, we were a Title 1 targeted assistance school during the 2019-2020 school year.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	423
Grade 10	444
Grade 11	417
Grade 12	409
Total Enrollment	1,693

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.6%
American Indian or Alaska Native	0.2%
Asian	16.7%
Black or African American	3.8%
Filipino	6.1%
Hispanic or Latino	46.2%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	4.3%
White	21.5%
English Learners	11.9%
Foster Youth	0.2%
Homeless	1.2%
Migrant	0.1%
Socioeconomically Disadvantaged	41.6%
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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	56.10	83.42	885.50	84.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.90	2.96	38.90	3.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9.10	13.61	113.30	10.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.40	1.09	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.90	0.09	18854.30	6.86
<b>Total Teaching Positions</b>	67.30	100.00	1050.10	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	56.50	82.03	829.80	80.07	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.80	1.20	45.20	4.36	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.10	4.59	64.50	6.23	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	2.25	25.70	2.48	11953.10	4.28
<b>Unknown</b>	6.80	9.92	71.00	6.85	15831.90	5.67
<b>Total Teaching Positions</b>	68.80	100.00	1036.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	9.10	3.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>9.10</b>	<b>3.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	1.50
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>1.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.5	5.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Most recent hearing on the sufficiency of instructional materials was on September 21, 2023.

**Year and month in which the data were collected** September 2023

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)	Yes	0

	<p>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 &amp; 2 Study Sync, McGraw-Hill (Adopted 2015)  Special Ed – English 3 &amp; 4 Study Sync, McGraw-Hill (Adopted 2015)</p>		
<b>Mathematics</b>	<p>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 &amp; B - ALEKS, Big Ideas Learning (Adopted 2015)  Special Ed - Functional Personal Financial Literacy, Pearson/Prentice Hall (Adopted 2010)</p>	Yes	0
<b>Science</b>	<p>Anatomy/Physiology- Essentials of Human Anatomy &amp; 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)  Ag Earth Science- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)  Special Ed- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)  Special Ed- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p>	Yes	0
<b>History-Social Science</b>	<p>AP Government – Government in America People, Politics, and Policy, Pearson (Adopted 2019)  AP Government – The Western Heritage Since 1300, Pearson (Adopted 2019)  AP Government –American Government: Roots and Reform, Pearson (Adopted 2019)  American History – Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019)</p>	Yes	0

	<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>		
<b>Foreign Language</b>	<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> <p>French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015)</p> <p>French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015)</p> <p>French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015)</p> <p>AP French – Themes, Vista Higher Learning (Adopted 2017)</p>	Yes	0
<b>Health</b>	<p>Health – Glencoe Health, Glencoe (Adopted 2007)</p>	Yes	0
<b>Visual and Performing Arts</b>	<p>Intro to Theatre - The Stage &amp; The School, Glencoe (Adopted 2005)</p> <p>Theater - Actions: The Actor's Thesaurus, London (Adopted 2004)</p> <p>Theater - Basic Drama Projects, Perfection Learning (Adopted 2004)</p>	Yes	0



## 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.

### 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

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Ceiling tiles have holes or stains. Vents, grills - dirty. Damaged carpet. Damaged cabinet doors.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Sink removed from wall - boys restroom. Sink faucet not working - girls restroom. Shower stall - boy's locker room not attached to ceiling.



## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds - Significant cracks - parking lot. Doors on pool Bldg. - deteriorating. Pool - Significant cracks, trip hazards, holes, deterioration found.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	66	65	38	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	22	28	20	22	33	34

## 2022-23 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
<b>All Students</b>	400	396	99.00	1.00	64.56
<b>Female</b>	207	205	99.03	0.97	67.16
<b>Male</b>	193	191	98.96	1.04	61.78
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	74	72	97.30	2.70	74.65
<b>Black or African American</b>	16	16	100.00	0.00	68.75
<b>Filipino</b>	28	28	100.00	0.00	78.57
<b>Hispanic or Latino</b>	169	169	100.00	0.00	54.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	19	95.00	5.00	84.21
<b>White</b>	90	89	98.89	1.11	68.54
<b>English Learners</b>	32	32	100.00	0.00	6.45
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	165	164	99.39	0.61	60.98
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	32	30	93.75	6.25	10.34

## 2022-23 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
<b>All Students</b>	399	394	98.75	1.25	28.43
<b>Female</b>	206	203	98.54	1.46	27.09
<b>Male</b>	193	191	98.96	1.04	29.84
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	74	72	97.30	2.70	40.28
<b>Black or African American</b>	16	16	100.00	0.00	25.00
<b>Filipino</b>	28	28	100.00	0.00	35.71
<b>Hispanic or Latino</b>	168	166	98.81	1.19	22.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	20	100.00	0.00	40.00
<b>White</b>	90	89	98.89	1.11	26.97
<b>English Learners</b>	32	31	96.88	3.12	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	164	161	98.17	1.83	25.47
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	32	30	93.75	6.25	0.00

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	30.79	35.07	20.38	22.16	29.47	30.29

## 2022-23 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
<b>All Students</b>	813	808	99.38	0.62	35.15
<b>Female</b>	426	425	99.77	0.23	31.06
<b>Male</b>	386	382	98.96	1.04	39.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	131	131	100.00	0.00	48.09
<b>Black or African American</b>	28	28	100.00	0.00	28.57
<b>Filipino</b>	50	50	100.00	0.00	44.00
<b>Hispanic or Latino</b>	377	376	99.73	0.27	29.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	36	100.00	0.00	50.00
<b>White</b>	183	179	97.81	2.19	33.52
<b>English Learners</b>	56	56	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	16	16	100.00	0.00	25.00
<b>Military</b>	11	11	100.00	0.00	36.36
<b>Socioeconomically Disadvantaged</b>	341	339	99.41	0.59	31.27
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	68	65	95.59	4.41	9.23

## 2022-23 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. Students are allowed to access CTE courses throughout the district through part-time enrollments. If a CTE course is not offered at a particular high school site, students have the opportunity to register for the CTE class at another high school, ensuring equitable access to CTE courses and articulated credits.

### Districtwide CTE Capstone Courses:

- Advanced Careers with Children
- Advanced Fashion Merchandising
- Advanced Interior Design
- Advanced Public Safety
- Advanced Emergency Medical Response
- Advanced Emergency Medical and Fire Response
- Advanced Culinary Arts
- Advanced Video Game Art & Design

### Sierra High School Career Pathways:

- Agricultural Mechanics Pathway
- Animal Science Pathway
- Floral Pathway
- Cabinetry, Millwork, and Woodworking Pathway
- Business Management Pathway
- Financial Services Pathway
- Fashion Design & Merchandising Pathway
- Food Services & Hospitality Pathway
- Food Science, Nutrition & Dietetics Pathway

### 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



## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1150
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.8

## 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.23
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	36

## 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.

## 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100	100	100	100	100

## 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.

## 2023-24 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 Paula Gulbranson, 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 are encouraged to visit classrooms and are actively involved in the School Site Council, ELAC, WASC, LCAP, Strategic Plan, 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](http://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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	1	1	1.7	6.1	3.9	4.4	9.4	7.8	8.2
<b>Graduation Rate</b>	98	98.7	96.1	90.9	93.2	91.5	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	415	399	96.1
<b>Female</b>	219	212	96.8
<b>Male</b>	195	186	95.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	56	55	98.2
<b>Black or African American</b>	12	12	100.0
<b>Filipino</b>	24	23	95.8
<b>Hispanic or Latino</b>	202	198	98.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	18	17	94.4
<b>White</b>	97	88	90.7
<b>English Learners</b>	48	44	91.7
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	16	14	87.5
<b>Socioeconomically Disadvantaged</b>	268	257	95.9
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	45	37	82.2

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1789	1759	256	14.6
Female	902	892	131	14.7
Male	885	866	125	14.4
Non-Binary	2	1	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	304	296	37	12.5
Black or African American	71	69	16	23.2
Filipino	108	108	5	4.6
Hispanic or Latino	832	819	135	16.5
Native Hawaiian or Pacific Islander	21	21	3	14.3
Two or More Races	71	69	7	10.1
White	377	372	52	14.0
English Learners	245	241	42	17.4
Foster Youth	6	6	2	33.3
Homeless	42	42	15	35.7
Socioeconomically Disadvantaged	838	824	147	17.8
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	173	168	37	22.0

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.47	3.93	4.70	0.91	4.62	4.96	0.20	3.17	3.60
Expulsions	0.00	0.29	0.56	0.01	0.09	0.24	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.7	0.56
Female	2.77	0.33
Male	6.55	0.79
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.29	0
Black or African American	8.45	1.41
Filipino	1.85	0
Hispanic or Latino	5.17	0.6
Native Hawaiian or Pacific Islander	9.52	0
Two or More Races	5.63	1.41
White	4.51	0.8
English Learners	8.16	0.82
Foster Youth	0	0
Homeless	21.43	7.14
Socioeconomically Disadvantaged	7.04	1.07
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.51	0

## 2023-24 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 2023 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.

All site safety team administration members have earned their ICS-100 certification. Several members of District senior leadership, site principals, and MUSD's Coordinator of Emergency Preparedness and Safety maintain an ICS 402 certification.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	20	16
Mathematics	20	18	14	8
Science	23	7	9	7
Social Science	21	12	11	10



## 2022-23 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
<b>Pupils to Academic Counselor</b>	338.6

## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	6498.47	1594.53	4903.94	92652.95
<b>District</b>	N/A	N/A	4484.16	\$84,910
<b>Percent Difference - School Site and District</b>	N/A	N/A	8.9	12.8
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-29.4	8.2

## Fiscal Year 2022-23 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$56,632	\$55,550
<b>Mid-Range Teacher Salary</b>	\$80,866	\$80,703
<b>Highest Teacher Salary</b>	\$108,415	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$165,632	\$137,703
<b>Average Principal Salary (Middle)</b>	\$0	\$143,760
<b>Average Principal Salary (High)</b>	\$174,906	\$159,021
<b>Superintendent Salary</b>	\$295,431	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	32.3%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.56%	4.87%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	4.2
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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	0
Social Science	1
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	3

## Professional Development

Manteca Unified School District continuously analyzes student data, utilizes staff surveys, and student surveys to determine professional development needs to improve student learning. 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 to ensure it aligns with our district and site strategic plans. The 2023-24 school year focus is to continue to refine our Tier 1 Inclusive Classroom 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 Minimum Days, 9th-12th Late Start Professional Development Wednesdays, UTK-12th District Pull-out Days, and Preschool- 12th District-wide Staff Development Days.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	61	96	97