

Manteca 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

School Name	Manteca High School
Street	450 E. Yosemite Ave
City, State, Zip	Manteca CA 95336
Phone Number	209-858-7340
Principal	Megan Peterson
Email Address	mpeterson@musd.net
School Website	https://www.mantecausd.net/mantecahighschool
County-District-School (CDS) Code	39685933935103

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Vision

To provide an environment for students to become productive citizens in a rapidly changing global society.

Mission

Through innovative collaboration, the MHS community will continuously adapt according to measurable results, providing a safe environment for students to explore and choose their direction as they become global citizens.

Social Vision Statement

While following a tradition of excellence and honoring the code, Manteca High respects others, and takes pride in both who we are, and who we will become.

With an eye toward college and career readiness, MHS offers students a variety of specialized learning pathways. Currently, students can individualize their learning experience in the following academic programs: Agriculture; Arts Media and Entertainment; Business/Finance, Communications; Energy, Environment and Utilities; Hospitality, Tourism, and Recreation; Information Technologies; Public Services; Be.SPN/Sports; and the most recently added, Education, Child Development, and Family Services. Other specialized offerings at MHS include the student run Student Store, an entrepreneurship course established for students to explore how small businesses operate. Enrollment in the course gives students real-world work experience while still on campus. Leadership and Link Crew are student-driven programs designed to unite the entire student body and encourage a positive campus climate. Leadership students organize and oversee approximately 50 events each year.

Manteca High offers a variety of CTE Capstone classes including: Advanced Ag Wood, Ag Welding II, Ag Chemistry and Soil Science, Introduction to Veterinarian Science, Advance Floriculture, Landscaping/Design and Maintenance, Animal Care, Careers in Children, Fashion Merchandising, Interior Design, Health Science Nutrition, Health Careers, Introduction to Medical Terminology, Culinary Arts, Student Store, Small Business Management, Administration of Justice, Foundations of Teaching II, First Responders and Multimedia Video Production. An active Environmental Science class manages the MHS recycling program and analyzes data from the campus solar panels. MHS offers Robotics as a math elective and an opportunity for

2023-24 School Description and Mission Statement

students to get involved with basic coding, electronics, and robotics. In 2015, MHS also piloted a college and career readiness program called Success 101. The nine-week course was adopted and is now required for all incoming freshmen. Success 101 encourages students to consider who they are, what they want in life, and a path for achieving those goals. With guidance in their history classes, students continue to modify their achievement plan created in Success 101 through a series of six modules. In 2018 – 2019, a bridge unit for Success 101 was implemented at the eight-grade level. In 2019, MHS implemented the Advantage Future Teachers program to help train future teachers. In addition, MHS offers 18 Advance Placement courses.

In 2013, MHS began the Honor the Code (HTC) program in an effort to bolster a positive campus climate. In 2023, Honor the Code is being refreshed as HTC 2.0, with a focus on folding in significant PBIS incentivization of positive behaviors for students. As a positive reward intervention system, Honor the Code symbolizes the Buffaloes strength in its commitment to our students. Each month, teachers are encouraged to recognize their students who are making an impact in the classrooms and around campus. Students are given a ticket to be redeemed for the HTC monthly theme bracelet: Believe, Unite, Focus, Fortitude, Attitude, Loyal, Opportunity, Excel, and Succeed. Having the bracelet of the month qualifies students for rewards and incentives such as reduced prices for school events and a weekly drawing for an HTC T-shirt. So far, over 60,000 bracelets have been given to students for their positive contributions. The program has been recognized by other high schools throughout Northern California with requests information and campus visits to learn about the HTC program.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	464
Grade 10	469
Grade 11	426
Grade 12	452
Total Enrollment	1,811

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.4%
American Indian or Alaska Native	0.7%
Asian	7%
Black or African American	4.4%
Filipino	3.4%
Hispanic or Latino	62.5%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	3%
White	18.2%
English Learners	18%
Foster Youth	0.6%
Homeless	2.4%
Socioeconomically Disadvantaged	60.7%
Students with Disabilities	17.7%

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)	61.50	74.14	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.70	2.10	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	18.70	22.63	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	0.90	1.12	0.90	0.09	18854.30	6.86
Total Teaching Positions	83.00	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	69.50	79.69	829.80	80.07	234405.20	84.00
Intern Credential Holders Properly Assigned	1.60	1.90	45.20	4.36	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	4.19	64.50	6.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	3.08	25.70	2.48	11953.10	4.28
Unknown	9.70	11.11	71.00	6.85	15831.90	5.67
Total Teaching Positions	87.30	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	1.50	0.00
Misassignments	17.20	3.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	18.70	3.60

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	2.60
Total Out-of-Field Teachers	0.00	2.60

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.2	4.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.7	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 & 2 Study Sync, McGraw-Hill (Adopted 2015) Special Ed – English 3 & 4 Study Sync, McGraw-Hill (Adopted 2015)</p>		
Mathematics	<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 & B - ALEKS, Big Ideas Learning (Adopted 2015) Special Ed - Functional Personal Financial Literacy, Pearson/Prentice Hall (Adopted 2010)</p>	Yes	0
Science	<p>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) 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
History-Social Science	<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>		
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> <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
Health	<p>Health – Glencoe Health, Glencoe (Adopted 2007)</p>	Yes	0
Visual and Performing Arts	<p>Intro to Theatre - The Stage & 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

The original Manteca High tower building opened in the early 1920's. Over time, several buildings have been removed and new buildings have been added. Manteca High currently has an administration building, library, multi-purpose room, two gyms, a speech arts building, and 95 CRS 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 at Manteca High which will be completed through the use of local funds. State funding will also be sought for those portions of projects which may be eligible for modernization funding. The first phase of a \$40 million construction project started in June of 2019. This phase constructed a new softball field, and demolishes the existing pool, constructs a new gymnasium, pool and classroom building. Phase 2 is currently in construction.

Year and month of the most recent FIT report

July 2023

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			Carpet have damage.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Evidence of insect skins, rodent droppings.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Significant cracks, trip hazards, holes, and deterioration on the Tennis Courts.

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
English Language Arts/Literacy (grades 3-8 and 11)	30	57	38	38	47	46
Mathematics (grades 3-8 and 11)	15	19	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
All Students	419	403	96.18	3.82	57.32
Female	193	186	96.37	3.63	67.20
Male	226	217	96.02	3.98	48.85
American Indian or Alaska Native	--	--	--	--	--
Asian	30	27	90.00	10.00	62.96
Black or African American	20	20	100.00	0.00	40.00
Filipino	17	17	100.00	0.00	70.59
Hispanic or Latino	254	243	95.67	4.33	55.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	85	83	97.65	2.35	63.86
English Learners	73	65	89.04	10.96	12.31
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	244	235	96.31	3.69	52.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	56	98.25	1.75	10.71

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
All Students	419	409	97.61	2.39	19.07
Female	193	188	97.41	2.59	17.02
Male	226	221	97.79	2.21	20.81
American Indian or Alaska Native	--	--	--	--	--
Asian	30	29	96.67	3.33	24.14
Black or African American	20	20	100.00	0.00	10.00
Filipino	17	17	100.00	0.00	47.06
Hispanic or Latino	254	248	97.64	2.36	13.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	85	82	96.47	3.53	26.83
English Learners	73	71	97.26	2.74	4.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	244	240	98.36	1.64	14.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	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
Science (grades 5, 8 and high school)	14.12	23.62	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
All Students	829	816	98.43	1.57	23.77
Female	384	376	97.92	2.08	22.87
Male	444	439	98.87	1.13	24.60
American Indian or Alaska Native	--	--	--	--	--
Asian	60	59	98.33	1.67	37.29
Black or African American	42	40	95.24	4.76	12.50
Filipino	34	34	100.00	0.00	44.12
Hispanic or Latino	505	500	99.01	0.99	20.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	15.79
White	159	154	96.86	3.14	29.87
English Learners	136	135	99.26	0.74	2.96
Foster Youth	--	--	--	--	--
Homeless	26	22	84.62	15.38	31.82
Military	14	14	100.00	0.00	14.29
Socioeconomically Disadvantaged	471	465	98.73	1.27	21.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	113	98.26	1.74	4.42

2022-23 Career Technical Education Programs

Manteca High School has focused on integrating and focusing on elements of a 21st Century student, adhering to the motto of "Honor the Code." 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. Manteca 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

Manteca High School Career Pathways:

- Agricultural Mechanics Pathway
- Agriscience Pathway
- Animal Science Pathway
- Ornamental Horticulture Pathway
- Floral Pathway
- Design, Visual, Media Arts Pathway
- Business Management Pathway
- Financial Services Pathway
- Education Pathway
- Fashion Design & Merchandising Pathway
- Interior Design Pathway
- Patient Care Pathway
- Public Safety Pathway

CTE Advisory Committee Members and Industry

Industry Members:

- Dan Summa – Art, Media, Entertainment
- Danell Hepworth – Education
- Pamela Knapp – Education
- Gerry Hinayon – Health Services, Education
- George Singh – Banking, Business
- Jeff Liotard – Food Service/Hospitality
- Taylor Hasal – Chamber of Commerce
- Carla Cope – Health Services
- Faith Rosado – Health Services
- Silvia Mendez – Parent
- Tevani Liotard – Food Service/Hospitality
- Tom Wilson – Real Estate
- Franco Torres – Public Services
- Sergeant William Mueller – Public Services

Workforce Development Members:

- Belinda Petate

- Yecenia Razo Jara

Education Members:

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

2022-23 Career Technical Education Programs

Lisa Herrin – Manteca USD

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1307
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	15.8

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	90.84
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	28.91

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	91	87	92	85	81

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

At MHS, the School Site Council is a volunteer group comprised of students, parents, teachers, staff, and administrators who work together to review, evaluate, and develop school improvement programs and school budgets. The School Site Council annually reviews and updates the School Plan for Student Achievement (SPSA) that is embedded in the WASC Self Study. At Manteca High, ELAC, a parent advisory committee, works with administration and staff to shape the ELL experience and provided necessary and strategic services to our EL population.

Since “Going Digital” in 2015, electronic communication and information distribution has continued to rapidly improve and expand at Manteca High. All parents now have real-time access to their student’s attendance and ongoing academic records through the online system, Parent Connect. This tool not only allows parents to monitor student progress but also communicate directly with teachers. Parents have the option of receiving text message reminders and email communications about upcoming events, of urgent information, and important dates and deadlines.

In 2021, MHS developed a partnership with Fresno State to provide parents with online training opportunities in the areas of digital literacy, financial literacy and Social and Emotional learning. In 2022, MHS brought the PIQE program back to our EL parents as a service to encourage and facilitate more parental involvement from this facet of the MHS community. Pique will continue be offered n the 2023-24 school year to interested parents.

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
Dropout Rate	3.5	1.8	4.1	6.1	3.9	4.4	9.4	7.8	8.2
Graduation Rate	94.6	94.9	92.1	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	393	362	92.1
Female	191	176	92.1
Male	201	185	92.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	31	29	93.5
Black or African American	18	17	94.4
Filipino	17	16	94.1
Hispanic or Latino	237	218	92.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	9	81.8
White	76	70	92.1
English Learners	67	64	95.5
Foster Youth	--	--	--
Homeless	29	24	82.8
Socioeconomically Disadvantaged	295	266	90.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	71	54	76.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1960	1907	517	27.1
Female	950	921	273	29.6
Male	1008	984	244	24.8
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	12	12	6	50.0
Asian	134	128	18	14.1
Black or African American	92	87	25	28.7
Filipino	63	63	6	9.5
Hispanic or Latino	1221	1195	358	30.0
Native Hawaiian or Pacific Islander	16	15	2	13.3
Two or More Races	60	57	14	24.6
White	360	348	87	25.0
English Learners	357	349	109	31.2
Foster Youth	22	18	6	33.3
Homeless	64	58	26	44.8
Socioeconomically Disadvantaged	1249	1213	376	31.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	353	341	134	39.3

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	1.74	8.63	6.28	0.91	4.62	4.96	0.20	3.17	3.60
Expulsions	0.16	0.25	0.31	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	6.28	0.31
Female	5.16	0.21
Male	7.34	0.4
Non-Binary		
American Indian or Alaska Native	16.67	0
Asian	1.49	0
Black or African American	7.61	1.09
Filipino	4.76	0
Hispanic or Latino	7.21	0.41
Native Hawaiian or Pacific Islander	6.25	0
Two or More Races	5	0
White	4.72	0
English Learners	9.8	0.56
Foster Youth	27.27	0
Homeless	12.5	0
Socioeconomically Disadvantaged	7.69	0.32
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.48	0.28

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 teams are currently involved in earning 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	27	12	5	22
Mathematics	24	12	15	8
Science	27	6	8	9
Social Science	28	6	6	15

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	21	28	14	17
Mathematics	22	18	18	8
Science	22	15	2	14
Social Science	21	17	7	14

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	18	39	17	8
Mathematics	18	29	19	3
Science	21	11	11	7
Social Science	21	16	8	14

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
Pupils to Academic Counselor	258.71

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
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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
School Site	7054.29	1728.24	5326.05	89399.90
District	N/A	N/A	4484.16	\$84,910
Percent Difference - School Site and District	N/A	N/A	17.2	9.3
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-21.3	4.6

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7.5
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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	2
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

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
Number of school days dedicated to Staff Development and Continuous Improvement	61	96	97