Sierra High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Sierra High School
Street	1700 Thomas St.
City, State, Zip	Manteca, CA 95337
Phone Number	209-858-7413
Principal	Steve Clark
Email Address	sclark@musd.net
School Website	https://sierrahigh.mantecausd.net/
Grade Span	9-12
County-District-School (CDS) Code	39685933930310

2024-25 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

2024-25 School Description and Mission Statement

Welcome to Sierra High School - Home of the Timberwolves! Our student population of about 1,700 students 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

2024-25 School Description and Mission Statement

knowledge and skill application. Additionally, the Sierra High staff recognizes the importance of Professional Learning Communities and the need for ongoing professional development, focusing on rigorous lesson design and 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 based on reflection and correction. Sierra High School is a safe place for students. Our Leadership and Link Crew programs are 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 30 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 continues to be a full Title 1 school as of the 2020-21 school year. Please view our school overview here:
https://musd.sharepoint.com/:b:/s/PublicDocumentCenter/EUMDX7DIIOJGhtlJpXK_It4BeFaelkFyEHxS_EsDrK6NDw?e=UrFHSP

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	388
Grade 10	445
Grade 11	414
Grade 12	390
Total Enrollment	1,637

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.2
Asian	19
Black or African American	3.6
Filipino	7.2
Hispanic or Latino	44.7
Native Hawaiian or Pacific Islander	1.3
Two or More Races	4
White	20
English Learners	11.4
Foster Youth	0.1
Homeless	3.2
Migrant	0.2
Socioeconomically Disadvantaged	57.7
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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)	56.50	82.03	829.80	80.07	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	1.20	45.20	4.36	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	4.59	64.50	6.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	2.25	25.70	2.48	11953.10	4.28
Unknown/Incomplete/NA	6.80	9.92	71.00	6.85	15831.90	5.67
Total Teaching Positions	68.80	100.00	1036.30	100.00	279044.80	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.

2022-23 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)	58.20	79.68	771.70	72.44	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	1.14	37.00	3.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	3.72	86.60	8.13	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.30	4.56	21.60	2.03	11746.90	4.23
Unknown/Incomplete/NA	7.90	10.88	148.20	13.92	14303.80	5.15
Total Teaching Positions	73.00	100.00	1065.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	9.10	3.10	2.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	9.10	3.10	2.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1.6
Local Assignment Options	0.00	1.50	1.6
Total Out-of-Field Teachers	0.00	1.50	3.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.50	5.3	6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.80	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Most recent hearing on the sufficiency of instructional materials was on April 18, 2024.

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English 2- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English 3- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) Special Ed Parallel English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) Special Ed Essential English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English Honors 1- Foundations of Language & Literature, Bedford, Freeman and Worth (Adopted 2023) English Honors 2- Advanced Language & Literature, Bedford, Freeman and Worth (Adopted 2023) AP English Language & Composition- The Language of Composition, Bedford, Freeman and Worth (Adopted 2023) AP English Literature & Composition- Literature and Composition, Bedford, Freeman and Worth (Adopted 2023) ELD 1: Houghton Mifflin Harcourt English 3D – Language Launch Volumes 1 & 2 (Adopted 2024) ELD 2: Houghton Mifflin Harcourt English 3D – Course B, Volume 1 (Adopted 2024) ELD 3: Houghton Mifflin Harcourt English 3D – Course B, Volume 2 (Adopted 2024) ELD 4: Houghton Mifflin Harcourt English 3D – Course C (Adopted 2024)	Yes	0

Mathematics	Algebra 1, A, B - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Geometry - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Algebra 2 - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Pre Calculus - Pre-Calculus with Limits, Brooks Cole (Adopted 2014) AP Calculus - Calculus of a Single Variable, Brooks/Cole (Adopted 2014) Special Ed - Pre-Algebra - ALEKS Math, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 1 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 2 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Algebra A & B - ALEKS, Big Ideas Learning (Adopted 2015) Special Ed - Functional Personal Financial Literacy, Pearson/Prentice Hall (Adopted 2010)	Yes	0
Science	Anatomy/Physiology- Essentials of Human Anatomy & Physiology 12th Edition, Pearson (Adopted 2022) Biology- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Biology- Biology, 12th Edition, Campbell / Benjamin, Cummings (Adopted 2022) Chemistry- Chemistry in the Earth System-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Chemistry- Chemistry: The Central Science, Pearson Education (Adopted 2022) Physics- Physics in the Universe-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Physics- College Physics: A Strategic Approach, Pearson Education (Adopted 2022) Astronomy- Horizons: Exploring the Universe, Cengage Learning (Adopted 2022) Environmental Science- Environmental Science: Your World, Your Turn, Savvas Learning Company (Adopted 2022) AP Environmental Science- Environmental Science for the AP Course, Bedford, Freeman and Worth (Adopted 2022) Zoology- Zoology, McGraw-Hill Education (Adopted 2022) Introductory Physical Earth and Space Systems- Inspire Earth Science, McGraw-Hill Education (Adopted 2024) 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)	Yes	0
History-Social Science	World History - Modern World History California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019) AP Human Geography - Human Geography: A Spatial Perspective AP Edition, Cengage Learning (Adopted 2024) AP European History –A History of Western Society for the AP Course, Worth Publishing/BFW (Adopted 2019)	Yes	0

	U.S. History – American History: Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019) AP U.S. History – The Enduring Vision: A History of the American People, National Geographic Learning/Cengage Learning (Adopted 2019) AP U.S. History – Fabric of a Nation 3rd Edition, Bedford, Freeman, & Worth, (Adopted 2022) American Government – Government Alive! Politics, and You, TCI (Adopted 2019) AP US Government & Politics– Government in America People, Politics, and Policy 2016 Presidential Election Ed, 17th Edition, Pearson (Adopted 2019) Economics – Econ Alive! The Power to Choose, TCI (Adopted 2019) AP Macroeconomics - Krugman's Macroeconomics for the AP Course 3rd Edition, Bedford, Freeman, & Worth, (Adopted 2019) Psychology – Essentials of Psychology: Concepts & Applications 5th Edition, Cengage (Adopted 2019) AP Psychology – Myers' Psychology for AP 3rd Edition, Bedford, Freeman and Worth (Adopted 2024) Special Ed – Essential World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019) Special Ed – Essential U.S. History – American History: Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019) Special Ed – Essential Economics – Economics, Houghton Mifflin Harcourt (Adopted 2020) Special Ed – Essential American Government – United States Government, Houghton Mifflin Harcourt (Adopted 2020)		
Foreign Language	Spanish 1 - Descubre Level 1 Series, Vista Higher Learning (Adopted 2017) Spanish 2 - Descubre Level 2 Series, Vista Higher Learning (Adopted 2017) Spanish 3 - Descubre Level 3 Series, Vista Higher Learning (Adopted 2017) Spanish 4 - Imagina Level 4 Series, Vista Higher Learning (Adopted 2015) Spanish for Spanish Speakers – Tu Mundo, McDougal Littell (Adopted 2002) Spanish for Spanish Speakers - El Español Para Nosotros Nivel 1 y 2, McGraw Hill (Adopted 2017) Spanish AP - Temas, Vista Higher Learning (Adopted 2016) Spanish AP - Azulejo 2nd Edition, Wayside Publishing (Adopted 2018) Spanish AP Lit - Nextext for Abriendo Puertas, Holt McDougall (Adopted 2013) French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015) French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015) French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015) AP French – Themes, Vista Higher Learning (Adopted 2017)	Yes	0
Health	Health – Glencoe Health, Glencoe (Adopted 2007)	Yes	0
Visual and Performing Arts	Intro to Theatre - The Stage & The School, Glencoe (Adopted 2005)	Yes	0

| | Theater - Actions: The Actor's Thesaurus, London (Adopted 2004)
Theater - Basic Drama Projects, Perfection Learning (Adopted 2004)
Technical Theatre - Practical Technical Theater, An Interactive Educational DVD Series, Interactive Educational Video LLC Copyright 2005 (Adopted 2015) | | |

Note: Cells with N/A values do not require data.

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.

Maintenance Program
The District allocates funding for maintenance. The 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	August 2024

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			Ceiling tiles have holes or stains. Walls appear to have hazards from tears and holes. Formica countertop edge is damaged. Damaged cabinet doors.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		Dry rot
Structural: Structural Damage, Roofs	X		Roofs gutters are eroded
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Grounds- significant cracks, parking lot, service road

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	65	65	38	36	46	47
Mathematics (grades 3-8 and 11)	28	26	22	22	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	416	409	98.32	1.68	65.28
Female	200	199	99.50	0.50	70.85
Male	216	210	97.22	2.78	60.00
American Indian or Alaska Native	--	--	--	--	--
Asian	74	73	98.65	1.35	68.49
Black or African American	15	15	100.00	0.00	66.67
Filipino	19	18	94.74	5.26	77.78
Hispanic or Latino	189	187	98.94	1.06	56.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	85.71

White	91	90	98.90	1.10	75.56
English Learners	47	47	100.00	0.00	10.64
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	249	98.03	1.97	61.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	8.57

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	416	404	97.12	2.88	25.50
Female	200	198	99.00	1.00	22.22
Male	216	206	95.37	4.63	28.64
American Indian or Alaska Native	--	--	--	--	--
Asian	74	70	94.59	5.41	31.43
Black or African American	15	15	100.00	0.00	20.00
Filipino	19	18	94.74	5.26	38.89
Hispanic or Latino	189	185	97.88	2.12	17.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	42.86
White	91	89	97.80	2.20	34.83
English Learners	47	45	95.74	4.26	2.22
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	4.76
Military	--	--	--	--	--

Socioeconomically Disadvantaged	254	244	96.06	3.94	21.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	2.94

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	35.07	36.65	22.16	22.63	30.29	30.73

2023-24 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	821	813	99.03	0.97	36.58
Female	410	410	100.00	0.00	35.94
Male	411	403	98.05	1.95	37.22
American Indian or Alaska Native	--	--	--	--	--
Asian	150	148	98.67	1.33	45.95
Black or African American	32	31	96.88	3.12	40.00
Filipino	47	47	100.00	0.00	44.68
Hispanic or Latino	359	358	99.72	0.28	29.61
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	16.67
Two or More Races	36	36	100.00	0.00	41.67
White	181	178	98.34	1.66	40.45
English Learners	77	76	98.70	1.30	1.32
Foster Youth	--	--	--	--	--
Homeless	33	33	100.00	0.00	28.13
Military	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	481	474	98.54	1.46	34.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	65	97.01	2.99	6.15

2023-24 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.

Districtwide CTE Capstone Courses:
Accounting (Automated)
Advanced Ag Welding
Advanced Ag Wood
Advanced Business: Entrepreneurship
Advanced Careers with Children
Advanced Child Development
Advanced Fashion Merchandising

2023-24 Career Technical Education Programs

Advanced Health Careers
Advanced Interior Design
Advanced Public Safety
Advanced Emergency Medical Response
Advanced Emergency Medical and Fire Response
Advanced Pro-Start: Culinary Arts
Advanced Video Game Art & Design
Ag Construction
Food Service and Hospitality

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
Steve Clark – Manteca USD

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1102
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.79
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	35.34

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.

2023-24 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 requires only participation results 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 9	98	98	97	97	96

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.

2024-25 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 Gulbronson, to find out how you can get more involved with your child's education. Manteca Unified strives to

2024-25 Opportunities for Parental Involvement

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

| | C. Engagement | State Priority: Pupil Engagement |

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.0	1.7	2.7	3.9	4.4	4.3	7.8	8.2	8.9
Graduation Rate	98.7	96.1	94.8	93.2	91.5	91.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	403	382	94.8
Female	205	196	95.6
Male	197	185	93.9
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	78	74	94.9
Black or African American	17	16	94.1
Filipino	29	28	96.6
Hispanic or Latino	165	156	94.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	19	90.5
White	90	86	95.6
English Learners	58	54	93.1
Foster Youth	--	--	--
Homeless	20	20	100.0
Socioeconomically Disadvantaged	286	269	94.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	37	28	75.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1769	1732	222	12.8
Female	864	847	118	13.9
Male	904	884	104	11.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	336	334	39	11.7
Black or African American	79	72	17	23.6
Filipino	122	122	5	4.1
Hispanic or Latino	791	767	111	14.5
Native Hawaiian or Pacific Islander	23	23	5	21.7
Two or More Races	70	68	2	2.9
White	342	340	40	11.8
English Learners	221	214	39	18.2
Foster Youth	--	--	--	--
Homeless	83	82	24	29.3
Socioeconomically Disadvantaged	1106	1085	153	14.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	158	155	38	24.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.93	4.7	2.77	4.62	4.96	4.95	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.29	0.56	0.28	0.09	0.24	0.18	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.77	0.28
Female	2.31	0.23
Male	3.21	0.33
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.60	0.00
Black or African American	7.59	0.00
Filipino	0.82	0.00
Hispanic or Latino	3.54	0.38
Native Hawaiian or Pacific Islander	8.70	0.00
Two or More Races	4.29	0.00
White	1.46	0.29
English Learners	4.07	0.00
Foster Youth	0.00	0.00
Homeless	7.23	1.20
Socioeconomically Disadvantaged	3.07	0.36
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.86	1.27

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

All school sites in the Manteca Unified School District annually update their Comprehensive School Safety Plan in accordance with California Education Code and State legislation. 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 2024 Board of

2024-25 School Safety Plan

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.

Site safety team members are requested to earn their ICS 100 certification upon joining the team. Several members of District senior leadership, site principals, and MUSD's Coordinator of Emergency Preparedness and Safety maintain an ICS 402 certification.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	22	12
Mathematics	23	14	14	6
Science	24	6	11	3
Social Science	26	7	11	11

2023-24 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	409.25

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	5470.87	1401.81	4069.07	102091.70
District	N/A	N/A	3748.92	$90,799
Percent Difference - School Site and District	N/A	N/A	8.2	11.7
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-90.3	7.6

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,687	$56,573
Mid-Range Teacher Salary	$86,656	$87,186
Highest Teacher Salary	$116,178	$119,665
Average Principal Salary (Elementary)	$179,500	$148,486
Average Principal Salary (Middle)	$0	$154,835
Average Principal Salary (High)	$187,357	$170,008
Superintendent Salary	$311,917	$338,699
Percent of Budget for Teacher Salaries	29.82	31.41
Percent of Budget for Administrative Salaries	5.51	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	4.6

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

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

Professional Development

Manteca Unified School District continuously analyzes student data, 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 2024-25 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	96	97	113