

Calla 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	Calla High School
Street	130 South Austin Road
City, State, Zip	Manteca, CA 95336
Phone Number	209-858-7230
Principal	Michele Bryson
Email Address	mbryson@musd.net
School Website	https://www.mantecausd.net/callahighschool
Grade Span	9-12
County-District-School (CDS) Code	39-68593-3935111

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.matecausd.net

2024-25 School Description and Mission Statement

Welcome to the 2024 - 2025 school year! The entire staff at Calla High School advocates for second chances. Calla High School offers a safe, new beginning for students in an alternative setting.

Mission Statement
Our mission is to prepare students by providing them with the tools, resources, and opportunities which encourage all students to live and work collaboratively in the diverse world of the 21st century. Our students truly define what it means to be resilient, as many have faced numerous adverse life experiences.

2024-25 School Description and Mission Statement

Calla High School's main focus is on student success. Our students are routinely recognized for their positive behaviors, academic excellence, and perfect attendance. Local community organizations also honor the students with the Kiwanis Student of the Month, the Soroptimist Girl of the Year and generously provide student scholarship opportunities. We truly believe that all students are capable of academic and personal success if they take advantage of the opportunities at Calla High School.

School Description

Calla High School is one of two WASC accredited continuation high schools in Manteca Unified School District. This year we have seen an increase in students due to the learning loss caused by the COVID-19 pandemic. Originally established as a grammar school, in 1971 it was converted to a continuation high school site. Calla High School currently has a faculty of twelve teachers, along with a support staff of ten. Students who meet eligibility criteria may petition to return to their home high school in August or January.

Calla High School's instructional program works in conjunction with the increased use of technology to better prepare students' marketability after graduation. Inside the classroom, we utilize innovative teaching techniques using real world software applications. Students are afforded the challenges of leading lessons, giving presentations, and collaborating using OneNote, HMH and Big Ideas Math.

In addition, Calla High School provides students access to a variety of opportunities which expand their minds to a multitude of careers in preparation for post high school life. They attend on and off campus presentations exhibiting career technical education and the more traditional educational pathways. Students connect with a variety of community resources to meet their social and emotional needs. The goal of these experiences is to open avenues of interest. As students journey to success, teachers and staff work cooperatively to help each young adult learn how to make thoughtful, responsible choices and gain an understanding of the realities of society and culture. The goal is to facilitate a smooth transition from high school to college, occupational training, the military, or the work force.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	29
Grade 12	124
Total Enrollment	153

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.2
Male	60.8
American Indian or Alaska Native	1.3
Asian	5.2
Black or African American	5.9
Filipino	0.7
Hispanic or Latino	72.5
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2
White	11.8
English Learners	24.8
Foster Youth	1.3
Homeless	9.2
Migrant	0.7
Socioeconomically Disadvantaged	78.4
Students with Disabilities	13.1

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)	7.80	65.00	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	8.33	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	26.67	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	12.00	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)	7.10	59.67	829.80	80.07	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	15.25	45.20	4.36	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	1.33	64.50	6.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	23.58	25.70	2.48	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	71.00	6.85	15831.90	5.67
Total Teaching Positions	12.00	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)	8.40	70.81	771.70	72.44	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	37.00	3.48	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	86.60	8.13	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	20.77	21.60	2.03	11746.90	4.23
Unknown/Incomplete/NA	0.90	8.26	148.20	13.92	14303.80	5.15
Total Teaching Positions	11.90	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	0.00	0.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.10	0

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	0
Local Assignment Options	3.20	2.80	2.4
Total Out-of-Field Teachers	3.20	2.80	2.4

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)	0.00	1.6	7.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.40	0	7.2

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: November 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	American History – Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019) World History - Modern California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019) Government – Gov Alive, Politics, and You, TCI (Adopted 2019)	Yes	0

	<p>Economics – Econ Alive, Power, Politics, and You, TCI (Adopted 2019)</p> <p>Special Ed – Essential World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Special Ed – Essential U.S. History – American History: Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Special Ed – Essential Economics – Economics, Houghton Mifflin Harcourt (Adopted 2020)</p> <p>Special Ed – Essential American Government – United States Government, Houghton Mifflin Harcourt (Adopted 2020)</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> <p>Technical Theatre - Practical Technical Theater, An Interactive Educational DVD Series, Interactive Educational Video LLC Copyright 2005 (Adopted 2015)</p>	Yes	0

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.

School Facility Conditions and Planned Improvements

Age of School Buildings

Calla High School was built in 1934 as a grammar school. In 1971, the building was converted to a continuation site. It houses the administration building, a library, and 13 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. As part of that activity there are projects planned at the campus 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.

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			Walls have holes and tears. Carpeting damaged, stained.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Dry rot.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Significant cracks, trip hazards, holes.

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)	16	21	38	36	46	47
Mathematics (grades 3-8 and 11)	0	2	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	62	56	90.32	9.68	21.43
Female	27	25	92.59	7.41	28.00
Male	35	31	88.57	11.43	16.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	34	91.89	8.11	23.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	10	83.33	16.67	--
English Learners	11	11	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	40	90.91	9.09	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	9	75.00	25.00	--

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	62	57	91.94	8.06	1.75
Female	27	25	92.59	7.41	4.00
Male	35	32	91.43	8.57	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	35	94.59	5.41	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	10	83.33	16.67	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	41	93.18	6.82	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	9	75.00	25.00	--

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 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)	5.18	5.81	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	159	157	98.74	1.26	5.81
Female	64	64	100.00	0.00	6.25
Male	94	92	97.87	2.13	5.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	109	108	99.08	0.92	5.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	21	95.45	4.55	14.29
English Learners	33	33	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	119	100.00	0.00	6.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	23	92.00	8.00	4.55

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	98.69
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.83

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

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 support of parents and the school community strongly influence the success of a school. Calla High School uses the School Site Council and the English Language Advisory Committee (ELAC) to support the growth and development of the school and its programs. Parents are encouraged to be actively involved in school wide planning, conferences, and assisting with specialized events. Parent Connect and Student Connect allow both parents/guardians and students to have online access to grades, attendance and teacher email contact. Calla High School communicates with parents via email, REMIND, BlackBoard, and mailings. Teachers and staff are also making many phone calls home to parents encouraging them to become more involved in their student's educational success.

Parents and families are also invited to come on campus for back-to-school night, FASFA college nights, Student of the block assemblies, paint nights and many more engaging activities.

Parental participation has always been an issue at Calla High School to serve on committees, but administration continues to ask for parental volunteers. These include School site council and

We have also started student of the block assemblies each block and invite the parents to attend if their child is receiving an award.

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	9.5	7.9	3.1	3.9	4.4	4.3	7.8	8.2	8.9
Graduation Rate	81.9	84.9	84.0	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	131	110	84.0
Female	52	39	75.0
Male	79	71	89.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	97	79	81.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	13	12	92.3
English Learners	35	31	88.6
Foster Youth	--	--	--
Homeless	19	16	84.2
Socioeconomically Disadvantaged	124	103	83.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	16	10	62.5

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	223	213	110	51.6
Female	91	88	49	55.7
Male	130	124	61	49.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	6	46.2
Black or African American	13	12	8	66.7
Filipino	--	--	--	--
Hispanic or Latino	151	145	70	48.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	31	29	18	62.1
English Learners	52	51	25	49.0
Foster Youth	--	--	--	--
Homeless	23	23	17	73.9
Socioeconomically Disadvantaged	178	171	85	49.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	28	18	64.3

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
11.97	8.18	8.07	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
1.16	0.37	0.45	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	8.07	0.45
Female	4.40	0.00
Male	10.77	0.77
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.69	0.00
Black or African American	15.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.93	0.66
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	9.62	1.92
Foster Youth	0.00	0.00
Homeless	21.74	0.00
Socioeconomically Disadvantaged	8.43	0.56
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.79	0.00

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	12	22		
Mathematics	10	13		
Science	16	6		
Social Science	16	15		

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	14	21		
Mathematics	12	13		
Science	17	6		
Social Science	36	10		6

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	11	22		
Mathematics	11	13		
Science	14	6		
Social Science	15	13	2	

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	153

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	7919.62	1865.34	6054.28	103,681.41
District	N/A	N/A	3748.92	\$90,799
Percent Difference - School Site and District	N/A	N/A	47.0	14.0
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-56.1	9.4

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/csl/>.

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	0
--	---

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

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