

Sierra High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

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

2025-26 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

2025-26 School Description and Mission Statement

Welcome to Sierra High School - Home of the Timberwolves! Our student population of about 1,750 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. In 2026-27 we will be piloting true dual enrollment courses during the school day on our campus through Delta College. We strive to connect every student to a program or mentor on campus to get them involved in school and the community in a meaningful way. We encourage parent involvement in their student's high school experience and offer many opportunities to get involved and have a voice in our strategic decisions. Every student at Sierra High School is issued a laptop to support them in their quest for 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 31 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.

2025-26 School Description and Mission Statement

Sierra continues to be a full Title 1 school as of the 2026-27 school year. Please view our school overview here:

https://musd.sharepoint.com/:b:/s/PublicDocumentCenter/EUMDX7DIIJGhtlJpXK_I4BeFaelkFyEHxS_EsDrK6NDw?e=UrFHSP

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	416
Grade 10	416
Grade 11	435
Grade 12	403
Total Enrollment	1,670

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.1
Asian	21
Black or African American	4.4
Filipino	6.6
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	1.4
Two or More Races	3.5
White	18.9
English Learners	10.8
Foster Youth	0.2
Homeless	4.6
Migrant	0.2
Socioeconomically Disadvantaged	57.2
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.

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)	56.5	82.03	829.8	80.07	234405.2	84
Intern Credential Holders Properly Assigned	0.8	1.2	45.2	4.36	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	4.59	64.5	6.23	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	2.25	25.7	2.48	11953.1	4.28
Unknown/Incomplete/NA	6.8	9.92	71	6.85	15831.9	5.67
Total Teaching Positions	68.8	100	1036.3	100	279044.8	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.

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)	58.2	79.68	771.7	72.44	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	1.14	37	3.48	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.7	3.72	86.6	8.13	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	4.56	21.6	2.03	11746.9	4.23
Unknown/Incomplete/NA	7.9	10.88	148.2	13.92	14303.8	5.15
Total Teaching Positions	73	100	1065.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	58.9	75.83	835.3	75.12	230039.4	100
Intern Credential Holders Properly Assigned	0.8	1.07	56.4	5.08	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.7	8.67	121.5	10.93	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.6	3.38	21.6	1.94	12112.8	4.34
Unknown/Incomplete/NA	8.5	11.03	77	6.93	13705.8	4.91
Total Teaching Positions	77.7	100	1112	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1.4
Misassignments	3.10	2.7	5.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.10	2.7	6.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.6	1.1
Local Assignment Options	1.50	1.6	1.5
Total Out-of-Field Teachers	1.50	3.3	2.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.3	6	9.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 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 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)</p> <p>English 2- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)</p> <p>English 3- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)</p> <p>English 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)</p> <p>Special Ed Parallel English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)</p> <p>Special Ed Essential English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)</p> <p>English Honors 1- Foundations of Language & Literature, Bedford, Freeman and Worth (Adopted 2023)</p> <p>English Honors 2- Advanced Language & Literature, Bedford, Freeman and Worth (Adopted 2023)</p> <p>AP English Language & Composition- The Language of Composition, Bedford, Freeman and Worth (Adopted 2023)</p> <p>AP English Literature & Composition- Literature and Composition, Bedford, Freeman and Worth (Adopted 2023)</p> <p>ELD 1: Houghton Mifflin Harcourt English 3D – Language Launch Volumes 1 & 2 (Adopted 2024)</p> <p>ELD 2: Houghton Mifflin Harcourt English 3D – Course B, Volume 1 (Adopted 2024)</p> <p>ELD 3: Houghton Mifflin Harcourt English 3D – Course B, Volume 2 (Adopted 2024)</p> <p>ELD 4: Houghton Mifflin Harcourt English 3D – Course C (Adopted 2024)</p>	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)	0
Science	Anatomy/Physiology- Essentials of Human Anatomy & Physiology 12th Edition, Pearson (Adopted 2022) Biology- The Living Earth-California Living Earth by Discovery Education (Adopted 2025) AP Biology- Biology, 12th Edition, Campbell / Benjamin, Cummings (Adopted 2022) Chemistry- California Chemistry in the Earth Systems by Discovery Education (Adopted 2025) 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- Life Science - California Living Earth by Discovery Education (Adopted 2025) Special Ed- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)	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) U.S. History – American History: Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019)	0

	<p>AP U.S. History – The Enduring Vision: A History of the American People, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>AP U.S. History – Fabric of a Nation 3rd Edition, Bedford, Freeman, & Worth, (Adopted 2022)</p> <p>American Government – Government Alive! Politics, and You, TCI (Adopted 2019)</p> <p>AP US Government & Politics– Government in America People, Politics, and Policy 2016 Presidential Election Ed, 17th Edition, Pearson (Adopted 2019)</p> <p>Economics – Econ Alive! The Power to Choose, TCI (Adopted 2019)</p> <p>AP Macroeconomics - Krugman's Macroeconomics for the AP Course 3rd Edition, Bedford, Freeman, & Worth, (Adopted 2019)</p> <p>Psychology – Essentials of Psychology: Concepts & Applications 5th Edition, Cengage (Adopted 2019)</p> <p>AP Psychology – Myers' Psychology for AP 3rd Edition, Bedford, Freeman and Worth (Adopted 2024)</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>	0
Health	<p>Health – Glencoe Health, Glencoe (Adopted 2007)</p>	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>	0

Technical Theatre - Practical Technical Theater, An Interactive Educational DVD Series, Interactive Educational Video LLC
Copyright 2005 (Adopted 2015)

Science Laboratory Equipment (grades 9-12)

N/A

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. The Campus includes 53 permanent classrooms and 24 portable classrooms for a total of 77 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. On 2025 the pool was fully renovated.

Year and month of the most recent FIT report

June 2025

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 in the Conference Room Ceiling tiles have holes or stains Office counters and VCT flooring has holes/damage Cabinet door is broken under the sink Multiple cabinet doors are broken Missing floor tiles in the locker room showers Formica countertop edge damaged Carpet is rippling in Coaches room

School Facility Conditions and Planned Improvements

				Missing floor tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Light fixture lens is out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roofs, gutters, roof drains, and/or downspouts are NOT free of visible damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Significant cracks, trip hazards, holes, and deterioration are found

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	65	66	36	36	47	48
Mathematics (grades 3-8 and 11)	26	36	22	22	35	37

2024-25 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	438	423	96.58	3.42	66.19
Female	217	208	95.85	4.15	72.12
Male	221	215	97.29	2.71	60.47
American Indian or Alaska Native	0	0	0	0	0
Asian	92	89	96.74	3.26	77.53
Black or African American	23	22	95.65	4.35	50.00
Filipino	39	39	100.00	0.00	87.18
Hispanic or Latino	187	182	97.33	2.67	58.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	82.35
White	74	69	93.24	6.76	59.42
English Learners	44	43	97.73	2.27	16.28
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	62.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	260	248	95.38	4.62	64.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	39	92.86	7.14	10.26

2024-25 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	437	420	96.11	3.89	36.43
Female	217	207	95.39	4.61	38.65
Male	220	213	96.82	3.18	34.27
American Indian or Alaska Native	0	0	0	0	0
Asian	91	87	95.60	4.40	56.32
Black or African American	23	22	95.65	4.35	18.18
Filipino	39	38	97.44	2.56	63.16
Hispanic or Latino	187	181	96.79	3.21	24.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	50.00
White	74	69	93.24	6.76	33.33
English Learners	43	42	97.67	2.33	4.76
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	29.17
Military	--	--	--	--	--
Socioeconomically Disadvantaged	260	246	94.62	5.38	32.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	38	90.48	9.52	2.63

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.65	39.21	22.63	23.76	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	847	841	99.29	0.71	38.93
Female	414	411	99.28	0.72	40.73
Male	433	430	99.31	0.69	37.21
American Indian or Alaska Native	--	--	--	--	--
Asian	166	166	100.00	0.00	55.42
Black or African American	37	37	100.00	0.00	33.33
Filipino	57	57	100.00	0.00	56.14
Hispanic or Latino	376	374	99.47	0.53	29.14
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	21.43
Two or More Races	32	32	100.00	0.00	50.00
White	163	159	97.55	2.45	38.99
English Learners	82	81	98.78	1.22	6.17
Foster Youth	--	--	--	--	--
Homeless	41	41	100.00	0.00	34.15
Military	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	506	502	99.21	0.79	36.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	69	97.18	2.82	1.45

2024-25 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 pathway-specific standards, unique to that industry.

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
- Advanced Health Careers

2024-25 Career Technical Education Programs

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:

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

Workforce Development Members:

Belinda Petate

Yecenia Razo Jara

Education Members:

Clara Schmiedt – Manteca USD

Amanda Peters – Manteca USD

Larry Machado – Manteca USD

Lisa Herrin – Manteca USD

Steve Clark – Manteca USD

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1103
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	82.8

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	96.74
Graduates Who Completed All Courses Required for UC/CSU Admission	36.18

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.

2024-25 California Physical Fitness Test Participation Rates

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	96	96	96	96	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.

2025-26 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 School Site Council, ELAC, athletic boosters, band boosters, sober grad boosters, and other groups to support students and school programs. Please call Sierra High School at (209) 858-7410 to contact Assistant Principal, Anne Marie Shaw, or Paula Gulbranson, to find out how you can get more involved with your child's education. Manteca Unified strives to coordinate and communicate with the community including police, fire and other governmental agencies, news media, medical agencies, and other community organizations. A few examples of such coordination and communication with community agencies include programs such as E-15, fire prevention, water safety, parks and recreation activities, the community gymnasium, bike safety, and our Manteca Police Department School Resource Officers. Parents are encouraged to visit classrooms and are actively involved in the School Site Council, ELAC, WASC, LCAP, Strategic Plan, parent conferences, bilingual parent support groups such as PIQE, and various parent committees for fundraisers and field trips. School information is available online at www.mantecausd.net

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.7	2.7	4.1	4.4	4.3	3.9	8.2	8.9	8
Graduation Rate	96.1	94.8	94.2	91.5	91.4	92.7	86.2	86.4	87.5

2024-25 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	411	387	94.2
Female	195	187	95.9
Male	216	200	92.6
Non-Binary	0	0	0.00
American Indian or Alaska Native	--	--	--
Asian	82	76	92.7
Black or African American	15	14	93.3
Filipino	19	18	94.7
Hispanic or Latino	179	170	95.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	13	86.7
White	89	85	95.5
English Learners	73	65	89.0
Foster Youth	--	--	--
Homeless	23	17	73.9
Socioeconomically Disadvantaged	317	302	95.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	40	32	80.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1763	1728	212	12.3
Female	856	835	116	13.9
Male	907	893	96	10.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	375	372	30	8.1
Black or African American	82	79	14	17.7
Filipino	116	114	3	2.6
Hispanic or Latino	774	759	102	13.4
Native Hawaiian or Pacific Islander	25	25	5	20.0
Two or More Races	60	59	7	11.9
White	327	318	51	16.0
English Learners	197	194	35	18.0
Foster Youth	--	--	--	--
Homeless	89	85	24	28.2
Socioeconomically Disadvantaged	1043	1021	150	14.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	156	151	33	21.9

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.7	2.77	2.38	4.96	4.95	3.63	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.56	0.28	0.11	0.24	0.18	0.1	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.38	0.11
Female	1.52	0.23
Male	3.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.40	0.00
Black or African American	10.98	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.94	0.13
Native Hawaiian or Pacific Islander	8.00	0.00
Two or More Races	3.33	1.67
White	1.53	0.00
English Learners	3.55	0.00
Foster Youth	0.00	0.00
Homeless	5.62	0.00
Socioeconomically Disadvantaged	2.88	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.41	0.64

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.

2025-26 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 2025 Board of Education meeting, current school safety plans were unanimously approved by the MUSD Board of Education!

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

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

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

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.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	12	26	8
Mathematics	25	11	15	8
Science	25	5	14	4
Social Science	24	9	16	7

2024-25 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

2024-25 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	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	6045.83	1411.53	4634.30	101624.08
District	N/A	N/A	4015.84	\$96,606
Percent Difference - School Site and District	N/A	N/A	14.3	11.3
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-79.7	7.1

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,930	\$60,863
Mid-Range Teacher Salary	\$92,714	\$93,575
Highest Teacher Salary	\$124,299	\$125,548
Average Principal Salary (Elementary)	\$187,839	\$157,645
Average Principal Salary (Middle)		\$165,341
Average Principal Salary (High)	\$201,907	\$182,580
Superintendent Salary	\$359,223	\$357,064
Percent of Budget for Teacher Salaries	27.8%	30.36%
Percent of Budget for Administrative Salaries	5.36%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

Manteca Unified School District continuously analyzes student data, utilizes staff surveys, and student surveys to determine professional development needs to improve student learning. As a district, we then prioritize our major focus areas for staff development for each school year. The Educational Services Team then plans out our district professional learning calendar as a collective to ensure it aligns with our district and school site strategic plans. The 2025-26 school year focus is to continue to refine our Tier 1 Inclusive Classroom Instruction to engage and meet the individual needs of every student in literacy and mathematics. In addition to addressing social emotional learning and the academic learning loss of your student population.

Professional Development

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 and 9th-12th 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	97	113	168