

# Lathrop 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

<b>School Name</b>	Lathrop High School
<b>Street</b>	647 Spartan Way
<b>City, State, Zip</b>	Lathrop, CA 95330
<b>Phone Number</b>	(209) 938-6350
<b>Principal</b>	Melissa Beattie
<b>Email Address</b>	mbeattie@musd.net
<b>School Website</b>	<a href="https://www.mantecausd.net/lathrophihschool">https://www.mantecausd.net/lathrophihschool</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	39 685930116376

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Welcome to Lathrop High School – Home of Spartan Nation!

Lathrop High School (LHS) is a proud 2025 Model High School, recognized for our commitment to excellence, equity, and innovation in education. Since opening our doors in 2008 with just 481 students, our Spartan family has grown to serve more than 1,500 students who thrive in a supportive, student-centered environment focused on ensuring high levels of learning for all. Our recently renovated gyms and stadium, along with our modern 54-acre campus, provide students with first-class facilities to learn, compete, and connect. With specialized spaces such as a dance and conditioning room, swimming pool, shop buildings, a greenhouse, and 65 classrooms, Lathrop High offers a dynamic and inspiring place to learn.

### Academic Excellence and Pathways for Every Student

At LHS, every student is empowered to discover their strengths and passions through a comprehensive academic and career readiness program. Our Career and Technical Education (CTE) pathways give students hands-on experience in agricultural mechanics, game design, education and family services, health science, and manufacturing and product design, leading to recognized certifications and pathway completion. Students can also challenge themselves through UC a–g approved courses, Advanced Placement (AP) classes, and a flexible 4x4 block schedule that allows deeper learning and expanded course options. From band, choir, and culinary arts to agriculture, FFA, JROTC, and business, our wide range of electives and extracurriculars ensures that every Spartan finds their place to belong and grow.

### Inclusive Education and Support for All

Lathrop High is deeply committed to inclusive education. We proudly offer full inclusion options for students receiving special education services, ensuring that all learners are active members of our school community and receive the individualized support they need to succeed. Our Coordination of Services Team (COST) and academic intervention programs—including tutoring, GECAC and Sproxte tutoring, and teacher office hours—help ensure that every student is supported academically, socially, and emotionally. Every freshman participates in Success 101, a course that guides them in creating a personalized

## 2025-26 School Description and Mission Statement

ten-year plan connecting high school learning to college, career, and life goals. To help new Spartans transition successfully, we host a full-day freshman orientation and a parent orientation before school begins. These events introduce families to Spartan culture, values, and resources, fostering strong school connectedness from the very start.

### A Culture of Continuous Growth and Collaboration

Our teachers are the driving force behind student success. As a professional learning community, LHS educators are dedicated to ongoing professional growth through PLC collaboration, teacher-led learning walks, and peer-led professional development sessions. This collaborative culture allows teachers to continuously refine their practice and strengthen instruction to meet the needs of all learners.

### Connectedness, Leadership, and Spartan Pride

At Lathrop High, we know that students achieve their best when they feel connected and engaged. With over 65 active clubs and more than 600 students participating in athletics annually, there are endless opportunities for students to lead, serve, and excel. Our students earn Savage Spartan points through the Five-Star app and can redeem them for Spartan gear at Agora, our student-run store. We live by the motto “Respect the SHIELD,” representing our core values: Spartans Honor Integrity, Engagement, Leadership, and Determination. These principles guide how our students learn, lead, and contribute to their community.

### Community Partnership and Shared Success

Lathrop High School thrives through the strong partnership between families, staff, and the community. Parents and guardians are encouraged to get involved through our School Site Council, English Learner Advisory Council (ELAC), Spartan Parent Advisory Council, and Athletic Boosters. Together, we create a culture of shared responsibility and collective pride. As our city continues to grow, so does our commitment to providing a safe, inclusive, and high-achieving learning environment where every Spartan can succeed. We are proud to be recognized as a Model High School—and even prouder of the students, families, and educators who make Spartan Nation a model of excellence.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	399
Grade 10	375
Grade 11	366
Grade 12	346
<b>Total Enrollment</b>	<b>1,486</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.3
Asian	13
Black or African American	6.6
Filipino	11
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	1.3
Two or More Races	3.6
White	8.9
English Learners	12.1
Foster Youth	0.7
Homeless	5.7
Migrant	0.1
Socioeconomically Disadvantaged	63.6
Students with Disabilities	10.5

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	45	69.74	829.8	80.07	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	3.3	5.16	45.2	4.36	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.7	5.76	64.5	6.23	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.3	6.69	25.7	2.48	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	8.1	12.63	71	6.85	15831.9	5.67
<b>Total Teaching Positions</b>	64.5	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	49.6	67.88	771.7	72.44	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	3.2	4.5	37	3.48	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.7	7.86	86.6	8.13	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.6	2.26	21.6	2.03	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	12.7	17.48	148.2	13.92	14303.8	5.15
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	55.7	73.58	835.3	75.12	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	3.7	4.98	56.4	5.08	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.1	6.77	121.5	10.93	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.1	2.77	21.6	1.94	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	8.9	11.86	77	6.93	13705.8	4.91
<b>Total Teaching Positions</b>	75.7	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
<b>Permits and Waivers</b>	0.00	0	1.8
<b>Misassignments</b>	3.70	5.7	3.3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.70	5.7	5.1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.60	0.6	1.5
<b>Local Assignment Options</b>	1.60	0.9	0.6
<b>Total Out-of-Field Teachers</b>	4.30	1.6	2.1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2	9.6	4.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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: November 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<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 &amp; Literature, Bedford, Freeman and Worth (Adopted 2023)</p> <p>English Honors 2- Advanced Language &amp; Literature, Bedford, Freeman and Worth (Adopted 2023)</p> <p>AP English Language &amp; Composition- The Language of Composition, Bedford, Freeman and Worth (Adopted 2023)</p> <p>AP English Literature &amp; Composition- Literature and Composition, Bedford, Freeman and Worth (Adopted 2023)</p> <p>ELD 1: Houghton Mifflin Harcourt English 3D – Language Launch Volumes 1 &amp; 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

<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	World Geography - Global Geography, Houghton Mifflin Harcourt (Adopted 2019) World History - Modern World History California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019) 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, &amp; Worth, (Adopted 2022)</p> <p>American Government – Government Alive! Politics, and You, TCI (Adopted 2019)</p> <p>AP US Government &amp; Politics– American Government: Roots and Reform, 13th Edition, Pearson (Adopted 2019)</p> <p>Economics – Econ Alive! The Power to Choose, TCI (Adopted 2019)</p> <p>Psychology – Essentials of Psychology: Concepts &amp; 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>	
<b>Foreign Language</b>	<p>Spanish 1 - Descubre Level 1 Series, Vista Higher Learning (Adopted 2017)</p> <p>Spanish 2 - Descubre Level 2 Series, Vista Higher Learning (Adopted 2017)</p> <p>Spanish 3 - Descubre Level 3 Series, Vista Higher Learning (Adopted 2017)</p> <p>Spanish 4 - Imagina Level 4 Series, Vista Higher Learning (Adopted 2015)</p> <p>Spanish for Spanish Speakers – Tu Mundo, McDougal Littell (Adopted 2002)</p> <p>Spanish for Spanish Speakers - El Español Para Nosotros Nivel 1 y 2, McGraw Hill (Adopted 2017)</p> <p>Spanish AP - Temas, Vista Higher Learning (Adopted 2016)</p> <p>Spanish AP - Azulejo 2nd Edition, Wayside Publishing (Adopted 2018)</p> <p>Spanish AP Lit - Nexttext for Abriendo Puertas, Holt McDougall (Adopted 2013)</p> <p>French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015)</p> <p>French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015)</p> <p>French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015)</p> <p>AP French – Themes, Vista Higher Learning (Adopted 2017)</p>	0
<b>Health</b>	<p>Health – Glencoe Health, Glencoe (Adopted 2007)</p>	0
<b>Visual and Performing Arts</b>	<p>Intro to Theatre - The Stage &amp; The School, Glencoe (Adopted 2005)</p> <p>Theater - Actions: The Actor's Thesaurus, London (Adopted 2004)</p> <p>Theater - Basic Drama Projects, Perfection Learning (Adopted 2004)</p> <p>Technical Theatre - Practical Technical Theater, An Interactive Educational DVD Series, Interactive Educational Video LLC Copyright 2005 (Adopted 2015)</p>	0

**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

Lathrop High School was completed in 2008, including the administration building, library, two gymnasiums, theater arts building, and 59 classrooms. In 2021, 7 portable classrooms were placed on campus. The Campus includes 79 permanent classrooms and 8 portable classrooms for a total of 87 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 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 funding. An additional 7 portables have been placed as of 2021.

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Ceiling tiles have holes or stains VCT flooring has holes/damage
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Light fixture missing lens Light switch plate is broken.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Doors are NOT functional and do NOT open, close, and lock as designed,

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	61	62	36	36	47	48
<b>Mathematics</b> (grades 3-8 and 11)	26	20	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
<b>All Students</b>	367	363	98.91	1.09	62.26
<b>Female</b>	189	185	97.88	2.12	69.73
<b>Male</b>	178	178	100.00	0.00	54.49
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	47	100.00	0.00	63.83
<b>Black or African American</b>	18	18	100.00	0.00	50.00
<b>Filipino</b>	36	36	100.00	0.00	75.00
<b>Hispanic or Latino</b>	215	212	98.60	1.40	60.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	68.75

<b>White</b>	28	27	96.43	3.57	62.96
<b>English Learners</b>	45	45	100.00	0.00	15.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	232	229	98.71	1.29	61.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	38	95.00	5.00	23.68

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	367	362	98.64	1.36	20.44
<b>Female</b>	189	184	97.35	2.65	20.11
<b>Male</b>	178	178	100.00	0.00	20.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	47	100.00	0.00	34.04
<b>Black or African American</b>	18	18	100.00	0.00	5.56
<b>Filipino</b>	36	36	100.00	0.00	47.22
<b>Hispanic or Latino</b>	215	212	98.60	1.40	13.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	15	93.75	6.25	26.67
<b>White</b>	28	27	96.43	3.57	25.93
<b>English Learners</b>	45	45	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	232	228	98.28	1.72	15.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	38	95.00	5.00	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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	34.27	34.78	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
<b>All Students</b>	724	718	99.17	0.83	34.54
<b>Female</b>	367	362	98.64	1.36	33.70
<b>Male</b>	357	356	99.72	0.28	35.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	100	100	100.00	0.00	43.00
<b>Black or African American</b>	47	47	100.00	0.00	17.02
<b>Filipino</b>	76	76	100.00	0.00	56.58
<b>Hispanic or Latino</b>	400	396	99.00	1.00	29.29
<b>Native Hawaiian or Pacific Islander</b>	12	12	100.00	0.00	33.33
<b>Two or More Races</b>	25	24	96.00	4.00	33.33
<b>White</b>	61	60	98.36	1.64	41.67
<b>English Learners</b>	71	71	100.00	0.00	1.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	33	32	96.97	3.03	21.88
<b>Military</b>	12	11	91.67	8.33	45.45
<b>Socioeconomically Disadvantaged</b>	462	457	98.92	1.08	32.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	78	75	96.15	3.85	5.33

## 2024-25 Career Technical Education Programs

Lathrop High School has focused on integrating and focusing on elements of a 21st Century student, adhering to the motto of the "Spartan Way." 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. Next Step is an elective course, open to eleventh and twelfth graders, that focuses on general life skills. A career path is developed for each student to prepare for the transition from school to post-secondary options. Lathrop 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

### Lathrop High School Career Pathways:

Agricultural Mechanics Pathway  
Animal Science Pathway  
Floral Pathway  
Game Design & Integration Pathway  
Business Management Pathway  
Financial Services Pathway  
Education Pathway  
Fashion Design & Merchandising Pathway  
Patient Care Pathway  
Food Service & Hospitality Pathway  
Machining & Forming Technologies Pathway  
Welding & Materials Joining Pathway  
Product Innovation & Design Pathway  
Emergency Response 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

Melissa Beattie – Manteca USD

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1173
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	85.7

## 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	94.43
Graduates Who Completed All Courses Required for UC/CSU Admission	52.15

## 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	97	97	97	97	97

## 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 partnership between parents, families, and the school community is a cornerstone of Lathrop High School's success. As LHS has grown into a central fixture in the city of Lathrop, parent involvement and community pride have continued to expand.

Parents are invited to participate in a variety of events throughout the year, including Back-to-School Night, athletic

## 2025-26 Opportunities for Parental Involvement

competitions, performances, and student celebrations. Families of incoming ninth graders are encouraged to attend both our Parent Orientation and the 8th Grade Parent Night, which introduce families to Spartan culture, programs, and the many ways to get connected. Parents of student-athletes also take part in Parent/Student-Athlete Nights each season and sports banquets celebrating student achievement.

Parents play an active role in supporting students through groups such as the Athletic Boosters, School Site Council, Parent Advisory Council, and English Learner Advisory Committee (ELAC). These groups contribute to schoolwide planning, WASC self-study, and strategic initiatives that guide our continuous improvement. Many parents also volunteer with our music, agriculture, and Academic Decathlon programs, assist with fundraisers and field trips, and partner with community organizations like the Lathrop Sunrise Rotary through events such as the annual food drive, which serves over 100 families during the holidays.

We proudly host the Manteca Area Community (MAC) Band, which unites students, staff, and community members in musical performances and collaborative concerts.

To strengthen communication and connection, Lathrop High also hosts the Spartan Coffee Social Hour. These monthly sessions—held in both English and Spanish with a focus on timely topics based on parent input.

Additional information about Lathrop High School and our programs is available on the school website. Parents and the community are also kept updated on school events and accomplishments through the Lathrop Lowdown, the marquee, and various social media sites: LHS Facebook page, Twitter account, Remind app, and PeachJar.

## 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	2.5	3.2	2	4.4	4.3	3.9	8.2	8.9	8
Graduation Rate	91.5	92.3	94.5	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	345	326	94.5
Female	169	164	97.0
Male	176	162	92.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	50	49	98.0
Black or African American	26	25	96.2
Filipino	39	38	97.4
Hispanic or Latino	180	168	93.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	34	31	91.2
English Learners	55	46	83.6
Foster Youth	--	--	--
Homeless	33	28	84.8
Socioeconomically Disadvantaged	301	284	94.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	37	26	70.3

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	1605	1552	306	19.7
Female	803	776	163	21.0
Male	802	776	143	18.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	210	203	29	14.3
Black or African American	116	110	33	30.0
Filipino	167	166	10	6.0
Hispanic or Latino	889	856	192	22.4
Native Hawaiian or Pacific Islander	21	20	3	15.0
Two or More Races	57	55	11	20.0
White	140	137	28	20.4
English Learners	213	203	46	22.7
Foster Youth	14	14	8	57.1
Homeless	102	100	34	34.0
Socioeconomically Disadvantaged	1074	1043	220	21.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	175	169	53	31.4

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
5.58	4.72	4.42	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
0.61	0.25	0	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	4.42	0.00
Female	2.24	0.00
Male	6.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.90	0.00
Black or African American	11.21	0.00
Filipino	1.20	0.00
Hispanic or Latino	4.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	0.00
White	5.71	0.00
English Learners	8.45	0.00
Foster Youth	35.71	0.00
Homeless	14.71	0.00
Socioeconomically Disadvantaged	5.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.86	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.

## 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	20	22	13	8
Mathematics	21	13	21	4
Science	24	7	12	6
Social Science	20	14	9	9

## 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	23	17	15	8
Mathematics	23	12	17	3
Science	24	6	13	4
Social Science	24	6	14	4

## 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	21	21	22	1
Mathematics	24	14	9	9
Science	26	6	2	10
Social Science	23	9	14	4

## 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	301.8

## 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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## 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	6262.06	1448.39	4813.67	97405.18
District	N/A	N/A	4015.84	\$96,606
Percent Difference - School Site and District	N/A	N/A	18.1	7.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-76.5	2.9

## 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	8.3
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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	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	9

## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	97	113	168