

Manteca 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.

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

2025-26 School Contact Information

School Name	Manteca High School
Street	450 E. Yosemite Ave
City, State, Zip	Manteca CA 95336
Phone Number	209-858-7340
Principal	Megan Peterson
Email Address	mpeterson@musd.net
School Website	https://www.mantecausd.net/mantecahighschool
Grade Span	9-12
County-District-School (CDS) Code	39685933935103

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

<p>Vision To provide an environment for students to become productive citizens in a rapidly changing global society.</p> <p>Mission Through innovative collaboration, the MHS community will continuously adapt according to measurable results, providing a safe environment for students to explore and choose their direction as they become global citizens.</p> <p>Social Vision Statement</p>
--

2025-26 School Description and Mission Statement

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

In 2024, Manteca High was awarded the honor of being identified as a "California Distinguished School." This award is given to schools that are seeing overall excellent improvement in test scores, academics and attendance. In addition, last year, MHS earned a six-year school accreditation from the Western Association of Schools and Colleges (WASC), one of the highest distinctions a school can be awarded. We are so proud of our amazing faculty and students for these two honors!!

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

Manteca High offers a variety of CTE Capstone classes including: Advanced Ag Wood, Ag Welding II, Ag Chemistry and Soil Science, Introduction to Veterinarian Science, Advance Floriculture, Landscaping/Design and Maintenance, Animal Care, Careers in Children, Fashion Merchandising, Interior Design, Health Science Nutrition, Health Careers, Introduction to Medical Terminology, Culinary Arts, Student Store, Small Business Management, Administration of Justice, Foundations of Teaching II, First Responders and Multimedia Video Production. An active Environmental Science class manages the MHS recycling program and analyzes data from the campus solar panels. MHS offers Robotics as a math elective and an opportunity for students to get involved with basic coding, electronics, and robotics. In 2015, MHS also piloted a college and career readiness program called Success 101. The nine-week course was adopted and is now required for all incoming freshmen. Success 101 encourages students to consider who they are, what they want in life, and a path for achieving those goals. With guidance in their history classes, students continue to modify their achievement plan created in Success 101 through a series of six modules. In 2018 – 2019, a bridge unit for Success 101 was implemented at the eight-grade level. In addition, MHS offers 18 Advance Placement courses.

In 2013, MHS began the Honor the Code (HTC) program in an effort to bolster a positive campus climate. In 2023, Honor the Code was refreshed as HTC 2.0, with a focus on folding in significant PBIS incentivization of positive behaviors for students. As a positive reward intervention system, Honor the Code symbolizes the Buffaloes strength in its commitment to our students. Each month, teachers are encouraged to recognize their students who are making an impact in the classrooms and around campus. Students are given a ticket to be redeemed for the HTC monthly theme bracelet: Believe, Unite, Focus, Fortitude, Attitude, Loyal, Opportunity, Excel, and Succeed. Having the bracelet of the month qualifies students for rewards and incentives such as reduced prices for school events and a weekly drawing for an HTC T-shirt. So far, over 60,000 bracelets have been given to students for their positive contributions. The program has been recognized by other high schools throughout Northern California with requests for information and campus visits to learn about the HTC program. In 2024, we also ramped up tracking positive student behavior using Five Star, and we have documented exponential growth ever since it has been used.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	478
Grade 10	465
Grade 11	455
Grade 12	509
Total Enrollment	1,907

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.6
Non-Binary	0.2
American Indian or Alaska Native	0.3
Asian	8.1
Black or African American	4.1
Filipino	3
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.8
Two or More Races	3.5
White	17.6
English Learners	15.5
Foster Youth	0.5
Homeless	8.3
Migrant	0.3
Socioeconomically Disadvantaged	70.4
Students with Disabilities	14.9

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)	69.5	79.69	829.8	80.07	234405.2	84
Intern Credential Holders Properly Assigned	1.6	1.9	45.2	4.36	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	4.19	64.5	6.23	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.6	3.08	25.7	2.48	11953.1	4.28
Unknown/Incomplete/NA	9.7	11.11	71	6.85	15831.9	5.67
Total Teaching Positions	87.3	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)	73.1	80.88	771.7	72.44	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	0.55	37	3.48	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.9	5.42	86.6	8.13	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.8	3.16	21.6	2.03	11746.9	4.23
Unknown/Incomplete/NA	9	9.98	148.2	13.92	14303.8	5.15
Total Teaching Positions	90.4	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)	78.5	81.7	835.3	75.12	230039.4	100
Intern Credential Holders Properly Assigned	1.1	1.21	56.4	5.08	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	6.31	121.5	10.93	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	1.68	21.6	1.94	12112.8	4.34
Unknown/Incomplete/NA	8.7	9.08	77	6.93	13705.8	4.91
Total Teaching Positions	96.1	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	1.8	2.8
Misassignments	3.60	3	3.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.60	4.9	6

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
Local Assignment Options	2.60	1.1	0.6
Total Out-of-Field Teachers	2.60	2.8	1.6

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)	4.2	4.2	4.7
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	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
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: Landscapes of Human Activities 13th Edition, McGraw-Hill Education (Adopted 2023) AP European History –Western Civilization, A Brief History 10th Edition, Cengage Learning (Adopted 2019)	0

	<p>U.S. History – American History: Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>AP U.S. History – The Enduring Vision: A History of the American People, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>American Government – Government Alive! Politics, and You, TCI (Adopted 2019)</p> <p>AP U.S. Government & Politics– Gateways to Democracy: National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>Economics – Econ Alive! The Power to Choose, TCI (Adopted 2019)</p> <p>AP Microeconomics - McConnell, Economics 21st Edition, AP Advantage, McGraw-Hill (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 2019)</p> <p>Special Ed – Essential World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Special Ed – Essential U.S. History – American History: Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Special Ed – Essential Economics – Economics, Houghton Mifflin Harcourt (Adopted 2020)</p> <p>Special Ed – Essential American Government – United States Government, Houghton Mifflin Harcourt (Adopted 2020)</p>	
Foreign Language	<p>Spanish 1 - Descubre Level 1 Series, Vista Higher Learning (Adopted 2017)</p> <p>Spanish 2 - Descubre Level 2 Series, Vista Higher Learning (Adopted 2017)</p> <p>Spanish 3 - Descubre Level 3 Series, Vista Higher Learning (Adopted 2017)</p> <p>Spanish 4 - Imagina Level 4 Series, Vista Higher Learning (Adopted 2015)</p> <p>Spanish for Spanish Speakers – Tu Mundo, McDougal Littell (Adopted 2002)</p> <p>Spanish for Spanish Speakers - El Español Para Nosotros Nivel 1 y 2, McGraw Hill (Adopted 2017)</p> <p>Spanish AP - Temas, Vista Higher Learning (Adopted 2016)</p> <p>Spanish AP - Azulejo 2nd Edition, Wayside Publishing (Adopted 2018)</p> <p>Spanish AP Lit - Nexttext for Abriendo Puertas, Holt McDougall (Adopted 2013)</p> <p>French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015)</p> <p>French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015)</p> <p>French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015)</p> <p>AP French – Themes, Vista Higher Learning (Adopted 2017)</p>	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

The original Manteca High tower building opened in the early 1920's. Over time, several buildings have been removed and new buildings have been added. Manteca High currently has an administration building, library, multi-purpose room, two gyms, a speech arts building, and 95 CRS classrooms.

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District's governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 Manteca High which will be completed through the use of local funds. State funding will also be sought for those portions of projects which may be eligible for modernization funding. The first phase of a construction project started in June of 2019. This phase constructed a new softball field, and demolishes the existing pool, constructs a new gymnasium, pool and classroom building. Phase 2, which included the construction of a new gymnasium, pool and locker rooms, a new 10 CR building and significant site improvements is now complete. Phase 3, Increment I, started in 2023, which includes the construction of 22 CRS and a new woodshop, which is now complete. Phase 3, Increment II, which includes the construction of 31 CRS and a Media Center is currently under construction.

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		Carpet is rippling Ceiling tiles have holes or stains Ceiling tiles are missing Ceiling tiles are missing in both restrooms. Cracked mirror

School Facility Conditions and Planned Improvements

			Carpet is torn Linoleum flooring has holes.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		Light diffuser broken.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Restroom screen vents are damaged.
Safety: Fire Safety, Hazardous Materials	X		Exterior paint is peeling, chipping, or cracking.
Structural: Structural Damage, Roofs	X		Backside of building the roof gutters have visible damage and are rusted through
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Broken electrical cover outside of the building. Windows are NOT intact and there is evidence of cracks 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)	56	55	36	36	47	48
Mathematics (grades 3-8 and 11)	18	21	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	436	425	97.48	2.52	55.29
Female	212	205	96.70	3.30	60.98
Male	223	219	98.21	1.79	50.23
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	60.00
Black or African American	20	20	100.00	0.00	40.00
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	271	263	97.05	2.95	52.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	55.00
White	79	76	96.20	3.80	68.42
English Learners	76	72	94.74	5.26	12.50
Foster Youth	--	--	--	--	--
Homeless	39	37	94.87	5.13	45.95
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	301	97.10	2.90	53.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	46	90.20	9.80	8.70

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	436	424	97.25	2.75	21.23
Female	212	205	96.70	3.30	21.95
Male	223	218	97.76	2.24	20.64
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	46.67
Black or African American	20	20	100.00	0.00	25.00
Filipino	13	13	100.00	0.00	30.77
Hispanic or Latino	271	262	96.68	3.32	15.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	30.00
White	79	76	96.20	3.80	27.63
English Learners	76	72	94.74	5.26	4.17
Foster Youth	--	--	--	--	--
Homeless	39	37	94.87	5.13	10.81
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	301	97.10	2.90	18.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	46	90.20	9.80	2.17

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)	28.66	25.17	22.63	22.63	30.73	32.52

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	870	856	98.39	1.61	25.70
Female	416	407	97.84	2.16	27.27
Male	452	447	98.89	1.11	24.38
American Indian or Alaska Native	--	--	--	--	--
Asian	68	67	98.53	1.47	32.84
Black or African American	39	38	97.44	2.56	18.42
Filipino	27	27	100.00	0.00	37.04
Hispanic or Latino	536	527	98.32	1.68	22.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	32.35
White	157	154	98.09	1.91	32.47
English Learners	123	119	96.75	3.25	1.68
Foster Youth	--	--	--	--	--
Homeless	71	67	94.37	5.63	17.91
Military	18	18	100.00	0.00	16.67
Socioeconomically Disadvantaged	642	631	98.29	1.71	23.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	105	100	95.24	4.76	3.00

2024-25 Career Technical Education Programs

Manteca High School has focused on integrating and focusing on elements of a 21st Century student, adhering to the motto of "Honor the Code." Ninth graders participate in Success 101, a class designed to help them select a career path and develop a 10-year plan as they move through high school. A career path is developed for each student to prepare for the transition from school to post-secondary options. Manteca High students may enroll in CTE classes on campus in a variety of career pathways. Students also may enroll in districtwide CTE capstone courses in a variety of areas. CTE classes incorporate Standards for Career Ready Practice (a series of twelve standards that encompass fundamental knowledge and skills students need in order to be prepared for postsecondary education, career development, or the workforce) as well as 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

Manteca High School Career Pathways:

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

CTE Advisory Committee Members and Industry

Industry Members:

Dan Summa – Art, Media, Entertainment
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

Megan Peterson – Manteca USD

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1328
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	92.1

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	91.97
Graduates Who Completed All Courses Required for UC/CSU Admission	19.48

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	99	99	99	99	99

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

Manteca High School welcomes parental involvement in all of our programs. We value open communication and encourage families to participate in as many activities as they can. We utilize Parent Connect to allow parents to access real-time data on their students' attendance and grades, and send almost daily communications via Finalsight to keep our community updated via phone, email and text on happenings both on and off campus.

2025-26 Opportunities for Parental Involvement

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

Additionally, MHS has both a robust athletic and band Booster's Club. Parents volunteer to assist at competitions and raise monies to support both programs.

In 2022, MHS brought the PIQE program back to our EL parents as a service to encourage and facilitate more parental involvement from this facet of the MHS community. PIQE will continue be offered n the 2024-25 school year to interested parents.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 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	4.1	4.7	2.5	4.4	4.3	3.9	8.2	8.9	8
Graduation Rate	92.1	91.3	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	435	411	94.5
Female	210	202	96.2
Male	224	209	93.3
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	38	35	92.1
Black or African American	19	18	94.7
Filipino	15	15	100.0
Hispanic or Latino	267	253	94.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	12	100.0
White	79	74	93.7
English Learners	85	74	87.1
Foster Youth	--	--	--
Homeless	46	39	84.8
Socioeconomically Disadvantaged	396	373	94.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	61	51	83.6

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	2057	2000	549	27.5
Female	973	944	249	26.4
Male	1081	1053	297	28.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	167	163	35	21.5
Black or African American	90	85	22	25.9
Filipino	62	61	6	9.8
Hispanic or Latino	1280	1245	343	27.6
Native Hawaiian or Pacific Islander	17	17	7	41.2
Two or More Races	77	72	22	30.6
White	357	351	110	31.3
English Learners	336	329	91	27.7
Foster Youth	20	18	7	38.9
Homeless	187	180	70	38.9
Socioeconomically Disadvantaged	1504	1466	429	29.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	315	303	136	44.9

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
6.28	6.88	5.49	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
0.31	0.69	0.53	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	5.49	0.53
Female	3.08	0.21
Male	7.68	0.83
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.80	0.00
Black or African American	7.78	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.39	0.55
Native Hawaiian or Pacific Islander	17.65	5.88
Two or More Races	10.39	2.60
White	6.16	0.28
English Learners	5.36	0.60
Foster Youth	30.00	0.00
Homeless	4.28	0.53
Socioeconomically Disadvantaged	5.78	0.60
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.89	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	18	39	17	8
Mathematics	18	29	19	3
Science	21	11	11	7
Social Science	21	16	8	14

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	22	24	23	13
Mathematics	22	17	24	5
Science	24	10	5	13
Social Science	23	13	10	12

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	24	22	20	14
Mathematics	22	15	18	9
Science	25	6	14	5
Social Science	27	9	7	17

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	309.67

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)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	6584.00	1553.82	5030.18	104244.26
District	N/A	N/A	4015.84	\$96,606
Percent Difference - School Site and District	N/A	N/A	22.4	13.8
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-72.7	9.7

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	9.2
-----------------------------------	-----

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	1
Mathematics	1
Science	0
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

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. 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,

Professional Development

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