Manteca High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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).

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.

Frank Gonzales, Principal

Principal, Manteca High

About Our School

Manteca High School is a community-based high school that prides itself on the tradition of academic and athletic excellence. Over the last nine decades MHS has changed along with the community. Students, parents, and staff have embraced the new challenges and opportunities that have accompanied this growth.

We have a talented staff that is dedicated and passionate about providing an excellent education for all students. Excellence is not a value that is easily achieved. It comes from our desires to provide an outstanding education to our students and a sense of loyalty to each other. As instructional leaders at MHS, we will continue to strive to make learning more relevant as we learn to use modern curriculum and technology effectively. The Buffaloes are extremely blessed to have a knowledgeable and professional staff that believes in our mission statement "It's All About Learning." They hold high expectations for students and are constantly raising the bar for academic and personal growth. We continue to strive to instill a sense of personal and collective pride for the Manteca High Buffaloes with our student body by demonstrating that we truly believe in "It's All About Learning." New educational programs, which greatly impact the curriculum, graduation requirements, and student learning opportunities have been implemented at MHS. We will serve our community in the best possible fashion and prepare our students to become responsible and contributing citizens.

Stepping into a classroom at Manteca High is like stepping into a classroom at Harvard: attentive, engaged students, collaborating on relevant work that will benefit their lives and the future of society; enlightening, thought-provoking teachers modeling the paths curious learners follow; caring, helpful administration guiding all on campus to become the best versions of themselves. Enrollment at Manteca High is a sought-after prize, employment at Manteca High is its own reward, and all on campus are involved in the creation of successful individuals who will change the face of the world.

Contact

Manteca High
450 East Yosemite Ave.
Manteca, CA 95336-5718

Phone: 209-858-7340
E-mail: fgonzales@musd.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Manteca Unified
Phone Number	(209) 825-3200
Superintendent	Jason Messer
E-mail Address	jmesser@musd.net
Web Site	www.mantecausd.net

School Contact Information (School Year 2017-18)	
School Name	Manteca High
Street	450 East Yosemite Ave.
City, State, Zip	Manteca, Ca, 95336-5718
Phone Number	209-858-7340
Principal	Frank Gonzales, Principal
E-mail Address	fgonzales@musd.net
Web Site	www.mantecausd.net
County-District-School (CDS) Code	39685933935103

Last updated: 1/10/2018

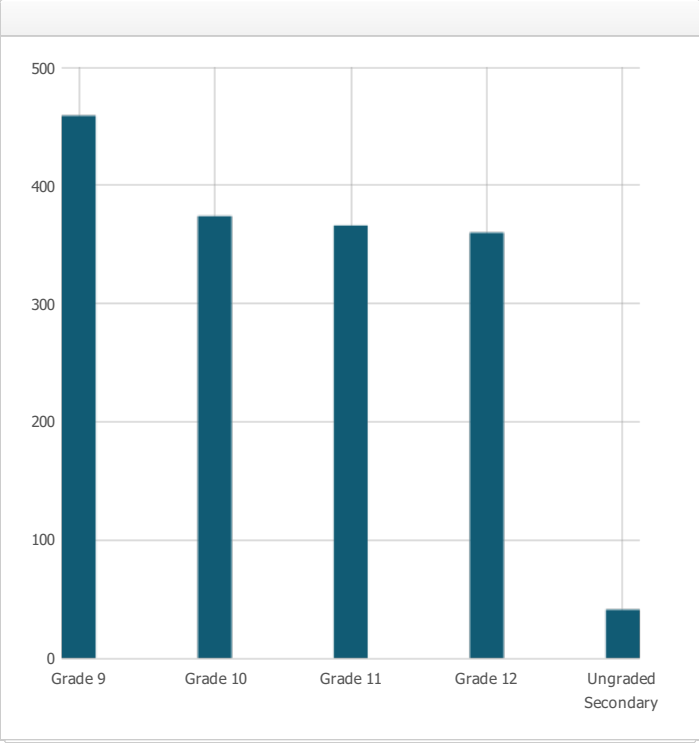
School Description and Mission Statement (School Year 2017-18)

See Principal's Message above.

Last updated: 12/8/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	459
Grade 10	374
Grade 11	366
Grade 12	360
Ungraded Secondary	41
Total Enrollment	1600



Last updated: 1/3/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.2 %
American Indian or Alaska Native	0.4 %
Asian	6.7 %
Filipino	5.0 %
Hispanic or Latino	55.1 %
Native Hawaiian or Pacific Islander	1.1 %
White	25.1 %
Two or More Races	1.4 %
Other	0.0 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	57.0 %
English Learners	13.1 %
Students with Disabilities	13.6 %
Foster Youth	1.3 %

Last updated: 1/3/2018

A. Conditions of Learning

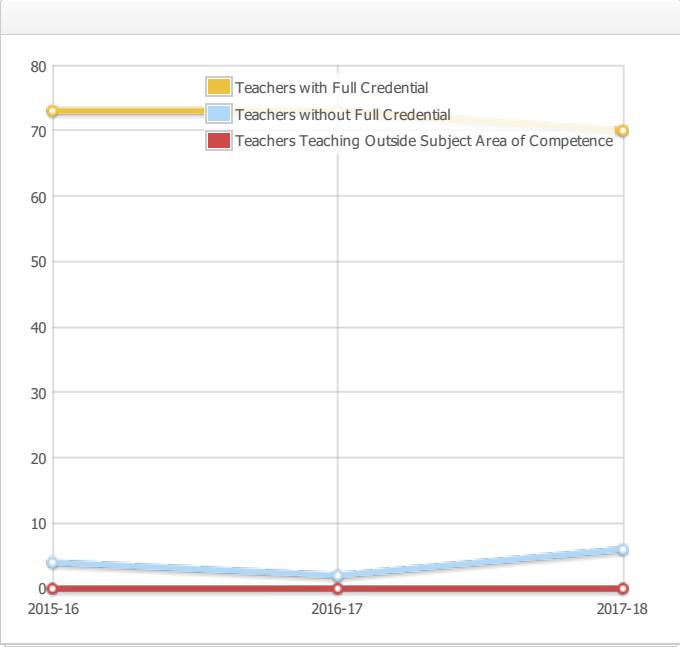
State Priority: Basic

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

Teacher Credentials

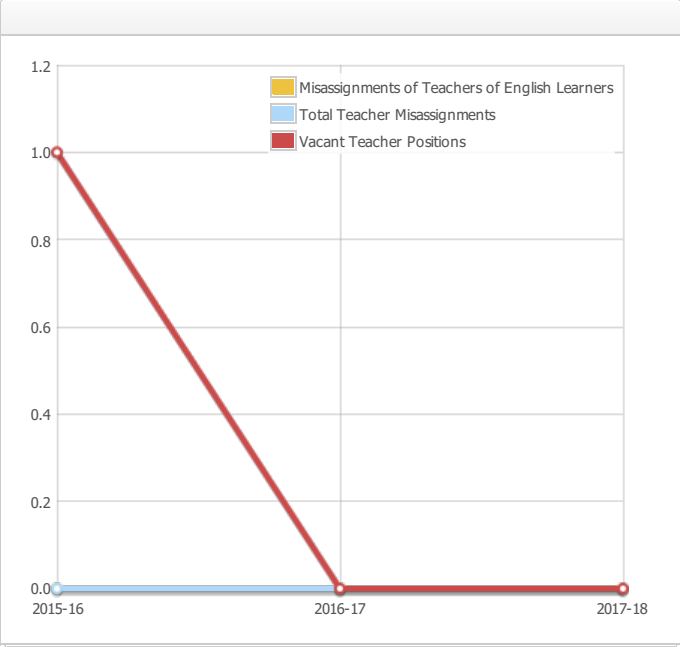
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	73	73	70	988
Without Full Credential	4	2	6	100
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/21/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/21/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**READING** Eng - 1 / Study Sync McGraw-Hill (Adopted 2015) Eng - 2 / Study Sync McGraw-Hill (Adopted 2015) Eng - 3 / Study Sync McGraw-Hill (Adopted 2015) Eng - 4 / Study Sync McGraw-Hill (Adopted 2015) **Special Education** English 1 & 2 Study Sync McGraw-Hill (Adopted 2015) English 3 & 4 Study Sync McGraw-Hill (Adopted 2015)	Yes	0.0 %
Mathematics	**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 Education** Pre-Algebra- ALEKS Math, McGraw-Hill (Adopted 2015) Functional Math 1 - ALEKS McGraw-Hill (Adopted 2015) Functional Math 2 - ALEKS McGraw-Hill (Adopted 2015) Algebra A & B – ALEKS, Big Ideas Learning (Adopted 2015) Functional Personal Financial Literacy, Pearson- Prentice Hall (Adopted 2010)	Yes	0.0 %
Science	**SCIENCE** Anatomy/Physiology- Essentials of Human Anatomy & Physiology, Pearson (Adopted 2008) Biology - Biology, McDougal Littell (Adopted 2008) AP Biology - Biology, 8th Edition, Campbell/Benjamin, Cummings (Adopted 2007) Chemistry - Matter & Change, Glencoe (Adopted 2007) AP Chemistry- Chemistry: The Central Science, Prentice Hall (Adopted 2009) Physics, Holt, Rinehart, Winston (Adopted 2007) Conceptual Physics, Hewitt (Adopted 2002) Earth Science - Geology, The Environment, and the Universe, Glencoe (Adopted 2007) Astronomy - Explorations: An Introduction to Astronomy, Glencoe (Adopted 2010) Ag Biology - The Science of Agriculture: A Biological Approach, Delmar Thomson Learning (Adopted 2004) Ag Earth Science - Earth Science, Pearson Prentice Hall (Adopted 2006) **Special Education** Life Science - Pacemaker General Science, AGS (Adopted 2001) Earth Science - Earth Science, AGS (Adopted 2012)	Yes	0.0 %
History-Social Science	**HISTORY** World History - Modern Times, Glencoe/McGraw Hill (Adopted 2006) U.S. History - The Americans, McDougal Littell (Adopted 2006) U.S Government - Democracy in Action, Glencoe/McGraw Hill (Adopted 2007) History of US Sports – Invisible Men, UNP Bison Books (Adopted 2007) Economics - Principals and Practices, Glencoe (Adopted 2005) AP U.S. History - Enduring Vision, Cengage (Adopted 2015) AP U.S. History - The American Pageant (Adopted 2010) AP Government - Continuity & Change, Pearson/Longman (Adopted 2008) AP Government - Institutions & Policies, Wilson/Diiulio/Bose (Adopted 2015) AP Government - People, Politics & Policy, Pearson (Adopted 2014) AP Government - Amer. Govt. Roots & Reform, Prentice Hall (Adopted 2009) AP Government – The Challenge of Democracy, Houghton Mifflin (Adopted 2008) AP European History - Western Experience, McGraw Hill (Adopted 2009) AP Geography – Malinowski Geography for AP, Mc Graw Hill (Adopted 2013) Psychology - Psychology & You, Nat's Textbook Co. (Adopted 2000) AP Psychology - Meyers Psychology for AP, Worth Publishers (Adopted 2014) AP Economics - Foundations of Economics, Addison Wesley (Adopted 2007) AP Economics – Principles, Problems, Policies, McConnell, Brue, Flynn (20th Ed) – McGraw Hill	Yes	0.0 %

	(Adopted 2014) AP World History - The Western Experience, McGraw Hill (Adopted 2009) AP Macroeconomics - Krugman's Macro for AP, Worth Publishers (Adopted 2011) **Special Education** World History - Pacemaker World History, Pearson Learning (Adopted 2008) U.S. History - Pacemaker United States History, Pearson Learning (Adopted 2008) Economics - Pacemaker Economics, Globe Fearon (Adopted 2001) Amer. Govt. - United States Government, AGS (Adopted 1997)		
Foreign Language	**FOREIGN LANGUAGE** Spanish 1- Descubre Level 1 Series, Vista Higher Learning (Adopted 2017) Spanish 2- Descubre Level 2 Series, Vista Higher Learning (Adopted 2017) Spanish 3- Descubre Level 3 Series, Vista Higher Learning (Adopted 2017) Spanish 4- Imagina Level 4 Series, Vista Higher Learning (Adopted 2015) Spanish for Spanish Speakers – El Espanol para nosotros nivel 1 y 2, McGraw Hill (Adopted 2017) Spanish AP - Temas, Vista Higher Learning (Adopted 2014) Spanish AP Lit - Nextext for Abriendo Puertas, Holt McDougall (Adopted 2013) French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015) French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015) French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015) AP French: Themes, Vista Higher Learning (Adopted 2016)	Yes	0.0 %
Health	**HEALTH** Health- Glencoe Health, Glencoe (Adopted 2007)	Yes	0.0 %
Visual and Performing Arts	**VISUAL AND PERFORMING ARTS** Actions: The Actor's Thesaurus, Longon: Drama (Adopted 2004) Basic Drama Projects, Perfection Learning (Adopted 2004) Intro to Theatre - The Stage & The School, Glencoe (Adopted 2005) Technical theatre class uses: Practical Technical Theater, An Interactive Educational DVD Series, by Interactive Educational Video LLC. This was adopted in 2015. Copyright date is 2005, but they occasionally update.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/5/2018

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 79 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.

Deferred Maintenance Program.
The District allocates funding for deferred maintenance. The Deferred 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. The District's 2017-2018 budget allocated $640,000 to address deferred maintenance needs throughout the district.

Modernization Projects.
The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master Plan. As part of that activity there are projects planned at Manteca High which will be completed through the use of local funds. State funding w ill also be sought for those portions of projects which may be eligible for modernization funding. Modernization for the campus is scheduled to begin in 2018.

Last updated: 1/5/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	To be replaced during modernization.
Interior: Interior Surfaces	Poor	Interior finishes require repair; several repairs have been completed or are in progress.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Ongoing pest control services are in place.
Electrical: Electrical	Poor	Reviewing possibility of adding switches in administration building.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Gym, cafeteria, and portables require roof repairs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Asphalt assessment is currently under way across the district. Repairs will be prioritized based on

	existing condition and present hazards. Immediate concerns are repaired by maintenance.

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair

Last updated: 12/20/2017

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, which 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	56%	51%	39%	41%	48%	48%
Mathematics (grades 3-8 and 11)	25%	19%	25%	25%	36%	37%

Note: Percentages are not calculated 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.

Last updated: 1/3/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	363	353	97.25%	50.71%
Male	176	170	96.59%	45.29%
Female	187	183	97.86%	55.74%
Black or African American	23	23	100.00%	39.13%
American Indian or Alaska Native				
Asian	23	21	91.30%	47.62%
Filipino	19	19	100.00%	57.89%
Hispanic or Latino	202	197	97.52%	46.19%
Native Hawaiian or Pacific Islander	--	--	--	
White	87	84	96.55%	65.48%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	229	222	96.94%	42.79%
English Learners	55	51	92.73%	15.69%
Students with Disabilities	35	30	85.71%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/3/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	361	350	96.95%	18.86%
Male	176	171	97.16%	20.47%
Female	185	179	96.76%	17.32%
Black or African American	23	23	100.00%	17.39%
American Indian or Alaska Native				
Asian	23	22	95.65%	31.82%
Filipino	18	18	100.00%	38.89%
Hispanic or Latino	201	194	96.52%	14.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	87	84	96.55%	22.62%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	228	223	97.81%	11.21%
English Learners	55	53	96.36%	--
Students with Disabilities	35	30	85.71%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/3/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	44.0%	31.0%	44.0%	41.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/3/2018

Career Technical Education Programs (School Year 2016-17)

Manteca High School has incorporated segments of the State's vision of what high schools are to be like in the 21st Century. Incoming freshmen students are participating in Success 101, a class designed to help them select a career path as they move through high school. This survey is used as a part of their career portfolio. Each year classes focus on a different area of their career portfolio. A career path is developed for each student to prepare for the transition from school to post-secondary options. Manteca students are able to enroll in CTE classes on campus in a variety of career pathways. Students also may enroll in district wide CTE capstone classes in a variety of areas. These classes focus on workplace skills that can transfer into any career pathway.

Last updated: 12/12/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	855
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	37.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 12/12/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	92.2%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	29.9%

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

California Physical Fitness Test Results (School Year 2016-17)

	Percentage of Students Meeting Fitness Standards		
Grade Level	**Four of Six Fitness Standards**	**Five of Six Fitness Standards**	**Six of Six Fitness Standards**
9	22.9%	24.3%	21.0%

Note: Percentages are not calculated 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.

Last updated: 1/3/2018

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

The success of a school is strongly influenced by the support of parents and the school community as a whole. Manteca High School enjoys great parent involvement and utilizes the services of the site council, athletic, academic, band, and JROTC booster clubs and other groups to support students and school programs. Call our school at (209)858-7340 to contact Stephanie Hjelmstad to find out how you can get more involved with your child's education.

Manteca Unified strives to coordinate and communicate with the community including police, fire and other governmental agencies, news media, medical agencies and other community organizations. A few examples of such coordination and communication with community agencies include programs such as fire prevention, water safety, parks and recreation activities, the community gymnasium, bike safety, and our Police School Resource Officers.

Parents regularly volunteer in the classroom and are actively involved in the School Site Council, school-wide planning, parent conferences, bilingual parent support groups, and various parent committees for fundraisers and field trips.

State Priority: Pupil Engagement

Last updated: 12/8/2017

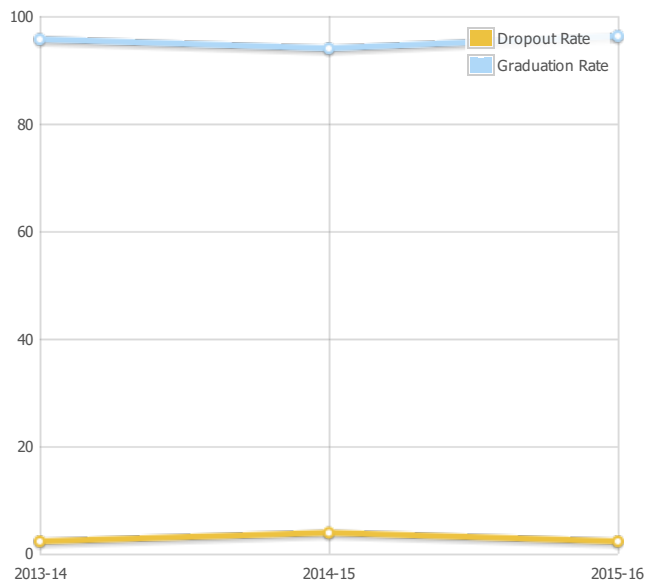
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

	School			District			State		
Indicator	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	2.3%	3.9%	2.3%	4.4%	4.7%	3.5%	11.5%	10.7%	9.7%
Graduation Rate	95.7%	94.0%	96.3%	92.9%	92.4%	93.0%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/3/2018

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	96.0%	93.3%	87.1%
Black or African American	91.3%	83.0%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	99.4%	94.4%
Filipino	100.0%	99.2%	93.8%
Hispanic or Latino	95.5%	92.8%	84.6%
Native Hawaiian or Pacific Islander	100.0%	82.6%	86.6%
White	96.8%	95.0%	91.0%
Two or More Races	80.0%	90.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	68.8%	77.6%	55.4%
Students with Disabilities	81.3%	76.8%	63.9%
Foster Youth	100.0%	88.9%	68.2%

State Priority: School Climate

Last updated: 1/3/2018

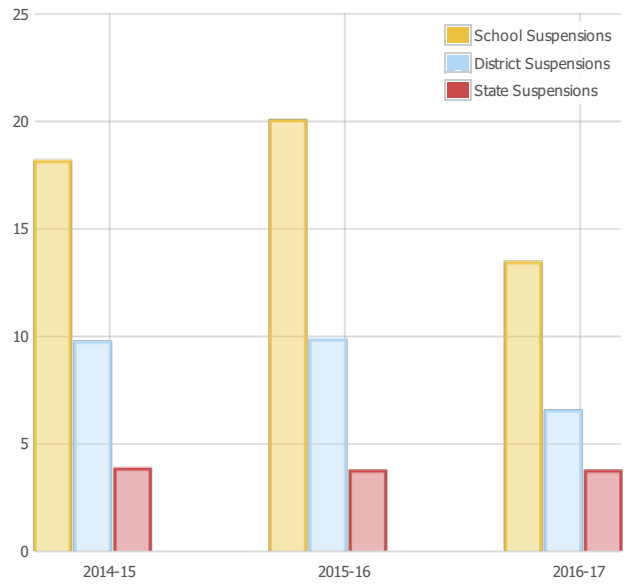
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

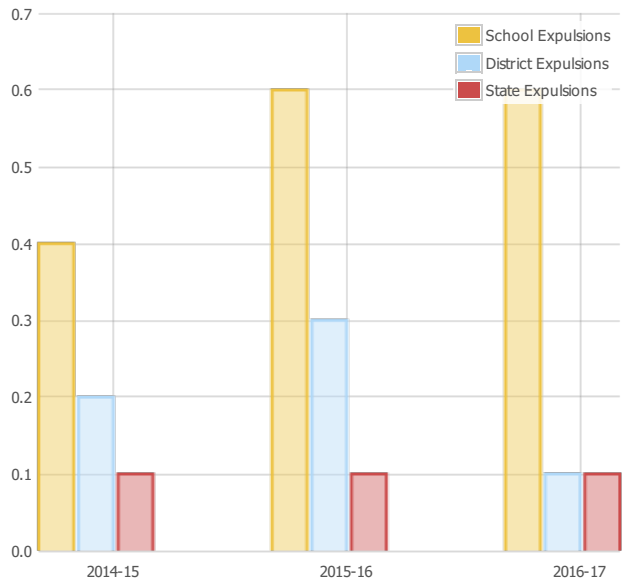
Suspensions and Expulsions

	School			District			State		
Rate	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	18.1%	20.0%	13.4%	9.7%	9.8%	6.5%	3.8%	3.7%	3.7%
Expulsions	0.4%	0.6%	0.6%	0.2%	0.3%	0.1%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 1/3/2018

School Safety Plan (School Year 2017-18)

All of the school sites in Manteca Unified School District annually update the Disaster Plan and School Safety Plan. The plan was revised by Safe Schools Consultants according to the required adoption process with appropriate School Site Council public hearings and School Safety Planning Committee input. Teachers and staff annually receive training on disaster procedures. Teachers and staff received ongoing training throughout the 2017-2018 school year in order to meet the appropriate guidelines established by the state. The safety plans are confirmed and approved by March 1, 2018.

Manteca Unified School District continues to make strides in the improvement of the educational climate and reduced disruptions in the classroom by "putting kids first" and asking the question, "Is it good for the children?" The safety of students and the security of campuses are high priorities in MUSD. School personnel and students participate in monthly disaster preparedness drills including specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations. The school sites also focus on establishing goals that are needed.

The District has established procedures for submitting complaints against personnel and programs. An information brochure, policies, and forms are available to the public at the school site, on the District's website, and in all offices. Also, a nondiscrimination/harassment report form is used to help staff in reporting and tracking data.

Our schools work hard to improve academic achievement and provide alternative programming for "at risk" students. In addition, authorized prevention activities include conflict resolution strategies, before and after school programs, and district-wide efforts to prevent illegal gang activities with Drug Free and Tobacco Free School Zones clearly established and posted. Our District seeks grants and utilizes the Health Services Department to meet the health and counseling needs of students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0%

Last updated: 1/5/2018

Average Class Size and Class Size Distribution (Secondary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	21.0	26	39	9	23.0	13	21	7	22.0	18	19	7
Mathematics	25.0	13	36	2	25.0	11	12	8	27.0	5	15	10
Science	29.0	5	16	14	25.0	5	11	3	27.0	5	10	7
Social Science	22.0	16	33	4	27.0	5	15	7	29.0	3	9	14

* Number of classes indicates how many classrooms 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.

Last updated: 1/3/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	7.8	N/A

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

*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.

Last updated: 12/21/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5984.1	$1286.6	$4697.5	$80410.0
District	N/A	N/A	$4022.5	$77022.0
Percent Difference – School Site and District	N/A	N/A	15.5%	4.3%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	-33.3%	1.5%

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

Last updated: 12/20/2017

Types of Services Funded (Fiscal Year 2016-17)

All Manteca schools receive equal 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, and students at risk of dropping out of school.

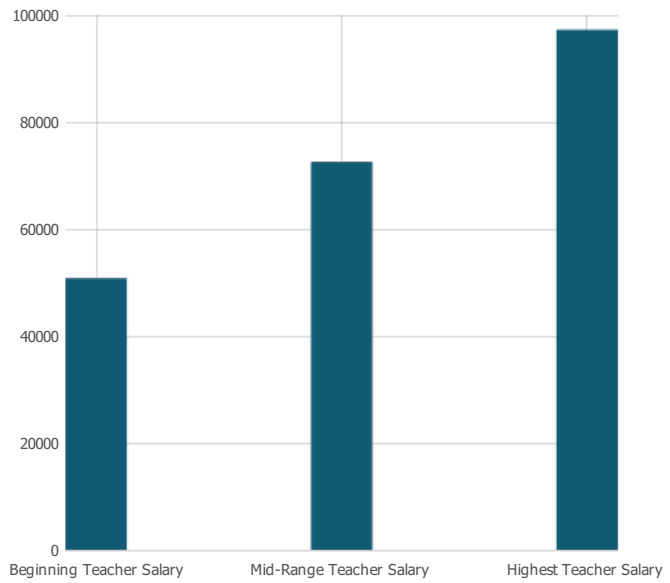
Last updated: 1/3/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

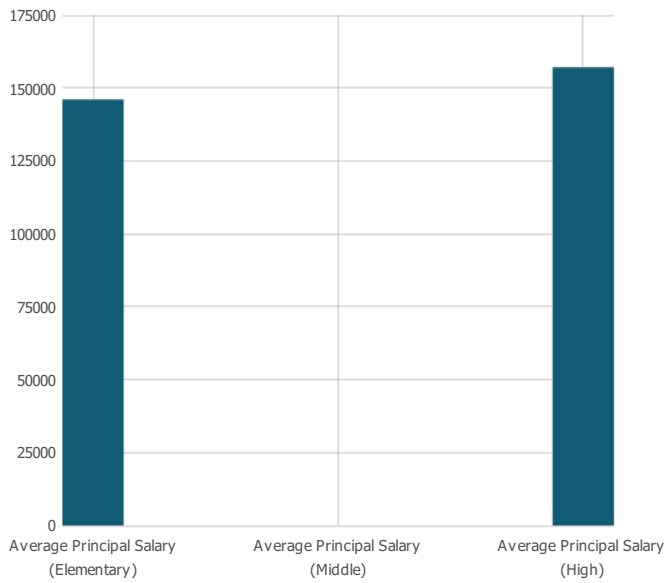
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,806	$47,808
Mid-Range Teacher Salary	$72,545	$73,555
Highest Teacher Salary	$97,261	$95,850
Average Principal Salary (Elementary)	$146,058	$120,448
Average Principal Salary (Middle)	$	$125,592
Average Principal Salary (High)	$157,091	$138,175
Superintendent Salary	$219,054	$264,457
Percent of Budget for Teacher Salaries	38.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/3/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Data displayed in this section may not be comparable to prior years data since the calculation method was changed to more accurately reflect that all MUSD schools now use block scheduling. Also, this data identifies AP "courses" rather than "sections."

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	11	11.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/3/2018

Professional Development

Professional Development. Manteca Unified School District uses a number of models for professional development. The district has adopted the K-12 California State Content Standards for Math and English Language Arts, along with the California English Language Development (ELD) Standards, and the Next Generation Science Standards (NGSS). Beginning with the 2017-18 school year an emphasis will be placed on providing school site teams with continual training to use assessment data to shift classroom instruction with the majority of the focus on mathematics. During the 2016-2017 school year, an emphasis was placed on providing teachers with continual training to implement the new standards, new ELA/ELD curriculum, deeper implementation of the math curriculum, infusing technology in the classroom, and the district's 1:1 digital initiative.

As with all training in the district, the focus will be on creating a student-centered approach in teaching that is geared towards providing students with the skills and content necessary for College and/or Career Readiness in the 21st Century. The major emphasis of professional development will be to train teachers to meet the California State Content Standards through a focus on Math, ELA/ELD, NGSS, and Technology. Teacher training opportunities are being provided through district office and site offerings, 24/7 access to an on-line digital platform, and during three Manteca Unified School District staff development days. The district has other opportunities for teacher training including the Teacher Induction Program, CCSS Implementation Walkthrough Training, 4th-5th grades ELD focused teacher district pull-out days, K-8 teacher curricular committees, 9-12 Professional Learning Communities (PLC), 9-12 Quality Instruction for Student Achievement (QISA), and high school teacher curricular committees, and along with a variety of other subject-area training is available.

Last updated: 12/12/2017