

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.



### Mr. Greg Leland, Principal

Principal, Lathrop High

### About Our School

Since 2008, Lathrop High School has been the one secondary school to serve the city of Lathrop. It came to be through the efforts of many dedicated, long-term residents and a growing number of new families. Lathrop students and staff work collaboratively with the elementary and middle schools that feed into LHS to build relationships and traditions; these schools now have a common direction and focus for their efforts.

The staff at Lathrop High understands the importance of strong academics in support of student growth and development, and they work hard to balance those academics with a rich school culture. LHS offers an abundance of UC a-g designated courses in addition to numerous CTE programs. The availability and flexibility provided by the 4 x 4 block schedule format allows our students access to more elective choices and deeper development of chosen Pathways.

The Lathrop High School student community continues to grow every year. This growth has allowed course offerings to increase, as well. Because Lathrop is on a block schedule, students take eight classes each year, including a full slate of those required by UC/CSU, a growing number of electives, and an expanding CTE program. Students can participate in band, choir, Academic Decathlon, agriculture and FFA, digital photography, JROTC, welding and woodshop. They can study art, piano, dance, sewing, world languages, culinary arts, business, and more! For those students who need assistance, Lathrop offers intervention in reading and in math, but it also offers Advanced Placement (AP) courses in English, math, science, studio art, social science, Spanish and French. In conjunction with the district's be.tech charter program, teachers at LHS have developed the be.Next school-within-a-school, which is a 3D virtual game design program. The be.Next program utilizes state-of-the-art curriculum and technology to prepare the students for a career in the game design industry. All freshmen also participate in the Success 101 program, which helps them define a ten-year plan for their future.

Students at Lathrop High are also encouraged to participate in athletics, community service, and extra-curricular activities. Close to 600 students participate in after-school sports, and there are over 30 active student clubs. Leadership students create an undercurrent of positive school culture – “We Are Spartan Nation” – through ongoing activities and opportunities for students during the school day and after school. Student participation in school events is encouraged and monitored through the use of the Five-star app. Students earn “Savage Spartan” point that they can redeem through Agora, the student store.

### Contact

Lathrop High

647 Spartan Way  
Lathrop, CA 95330-9770

Phone: 209-938-6350  
E-mail: [gleland@musd.net](mailto:gleland@musd.net)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Manteca Unified
<b>Phone Number</b>	(209) 825-3200
<b>Superintendent</b>	Clark Burke
<b>E-mail Address</b>	<a href="mailto:cburke@musd.net">cburke@musd.net</a>
<b>Web Site</b>	<a href="http://www.mantecausd.net">www.mantecausd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Lathrop High
<b>Street</b>	647 Spartan Way
<b>City, State, Zip</b>	Lathrop, Ca, 95330-9770
<b>Phone Number</b>	209-938-6350
<b>Principal</b>	Mr. Greg Leland, Principal
<b>E-mail Address</b>	<a href="mailto:gleland@musd.net">gleland@musd.net</a>
<b>Web Site</b>	<a href="http://www.mantecausd.net">www.mantecausd.net</a>
<b>County-District-School (CDS) Code</b>	39685930116376

*Last updated: 1/8/2019*

### School Description and Mission Statement (School Year 2018—19)

Lathrop High School is the newest of five comprehensive high schools in Manteca Unified and the only comprehensive high school in Lathrop. In August 2008 the school opened with 481 students; that number has grown to over 1300 in 2018. The school grounds cover 54 acres and include two gyms, a dance room, a conditioning room, a swimming pool and a stadium, two shop buildings, a greenhouse, and sixty-five classrooms.

The mission of Lathrop High is to provide each student with a diverse education in a safe and supportive environment that promotes self-discipline, accountability, and life-long achievement. Along with peers, staff, parents, and the community, Lathrop High School strives to prepare its students with the skills and abilities to be successful in their post-secondary careers and become contributing members of their evolving communities in our diverse and challenging society.

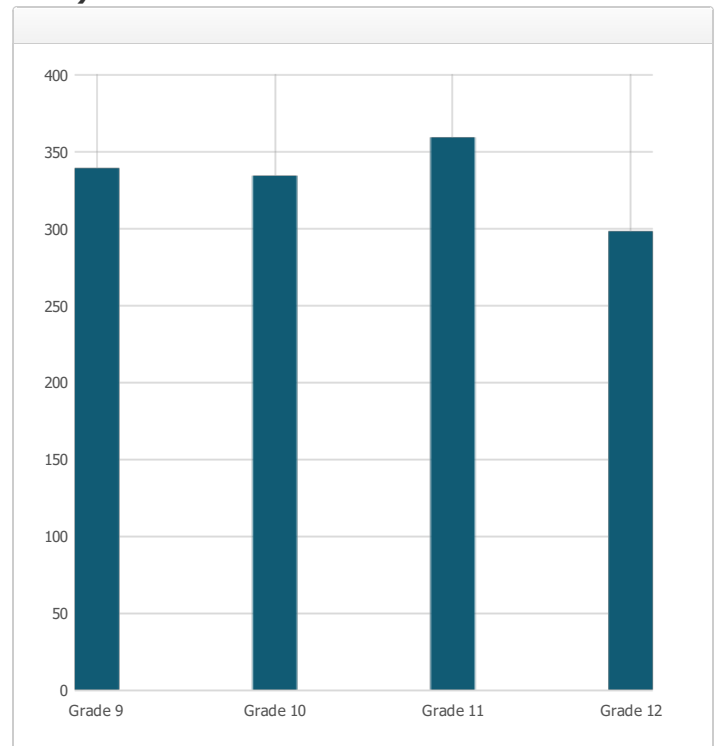
The vision of Lathrop High is to be a central fixture in our united community through the establishment of a rigorous academic program which promotes social and academic responsibility among all of our stakeholders.

Additionally, Lathrop High students are invited to "Respect the SHIELD." In this case, SHIELD stands for "Spartans Honor, Integrity, Engagement, Leadership, and Determination." These virtues form the foundation for student behavioral expectations and citizenship on campus.

*Last updated: 12/10/2018*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	339
Grade 10	334
Grade 11	359
Grade 12	298
<b>Total Enrollment</b>	<b>1330</b>



Last updated: 12/19/2018

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	8.1 %
American Indian or Alaska Native	1.0 %
Asian	13.4 %
Filipino	13.7 %
Hispanic or Latino	50.3 %
Native Hawaiian or Pacific Islander	1.3 %
White	10.7 %
Two or More Races	1.6 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.9 %
English Learners	12.3 %
Students with Disabilities	11.5 %
Foster Youth	0.7 %

## A. Conditions of Learning

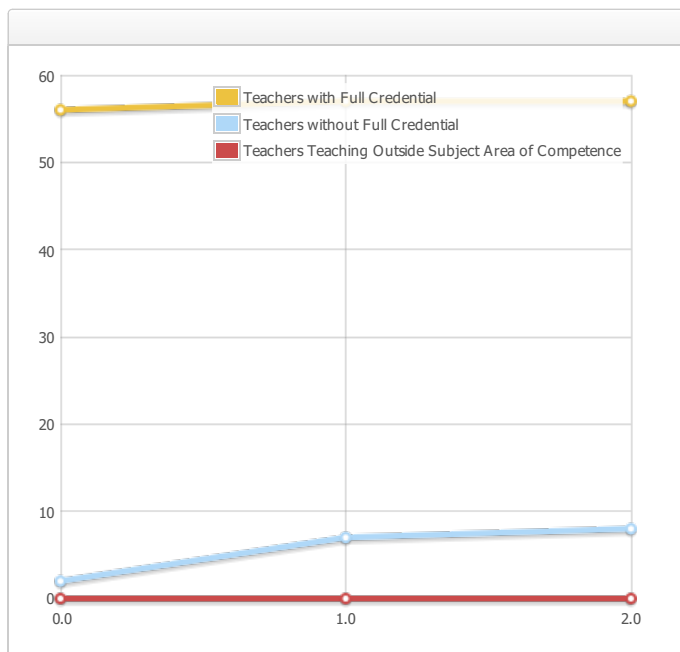
### State Priority: Basic

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

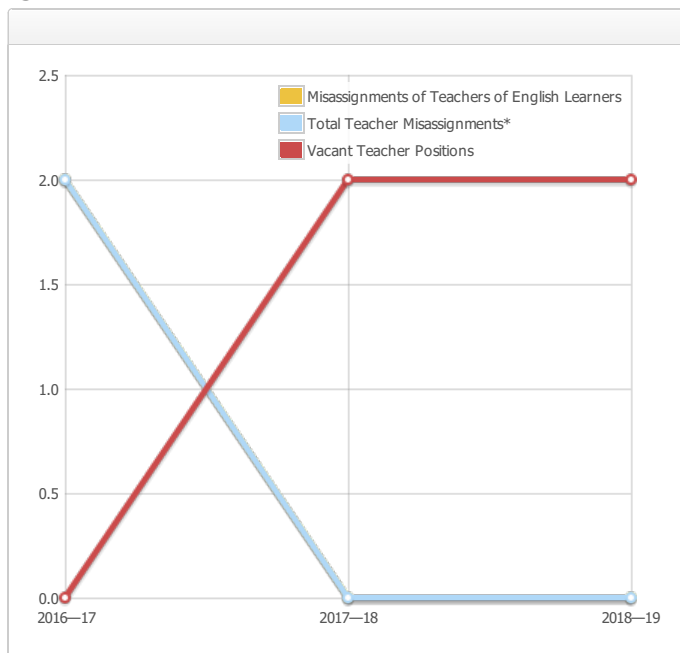
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	56	57	57	1008
Without Full Credential	2	7	8	92
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/12/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	2	2



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: 12/13/2018

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;"><b>READING</b></p> <p>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)</p> <p style="text-align: center;">Special Education</p> <p>English 1 &amp; 2 Study Sync McGraw-Hill (Adopted 2015)  English 3 &amp; 4 Study Sync McGraw-Hill (Adopted 2015)</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;"><b>MATHEMATICS</b></p> <p>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)</p> <p style="text-align: center;">Special Education</p> <p>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 &amp; B - ALEKS, Big Ideas Learning (Adopted 2015)  Functional Personal Financial Literacy, Pearson - Prentice Hall (Adopted 2010)</p>	Yes	0.0 %
Science	<p style="text-align: center;"><b>SCIENCE</b></p> <p>Anatomy/Physiology- Essentials of Human Anatomy &amp; Physiology, Pearson (Adopted 2008)  Biology - Biology, McDougal Littell (Adopted 2008)  AP Biology - Biology, 8th Edition, Campbell/Benjamin, Cummings (Adopted 2007)  Chemistry - Matter &amp; 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)</p> <p style="text-align: center;">Special Education</p> <p>Life Science - Pacemaker General Science, AGS (Adopted 2001)  Earth Science - Earth Science, AGS (Adopted 2012)</p>	Yes	0.0 %
History-Social Science	<p style="text-align: center;"><b>HISTORY</b></p> <p>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 &amp; Change, Pearson/Longman (Adopted 2008)  AP Government - Institutions &amp; Policies, Wilson/DiIulio/Bose (Adopted 2015)  AP Government - People, Politics &amp; Policy, Pearson (Adopted 2014)  AP Government - Amer. Govt. Roots &amp; 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 &amp; 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 (Adopted 2014)  AP World History - The Western Experience, McGraw Hill (Adopted 2009)  AP Macroeconomics - Krugman's Macro for AP, Worth Publishers (Adopted 2011)</p> <p style="text-align: center;">Special Education</p> <p>World History - Pacemaker World History, Pearson Learning (Adopted 2008)</p>	Yes	0.0 %

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	<p style="text-align: center;"><b>FOREIGN LANGUAGE</b></p> <p>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, Tu Mundo, McDougal Littell (Adopted 2002)          El Español para nosotros nivel 1 y 2, McGraw Hill (Adopted 2017)          Spanish AP - Temas, Vista Higher Learning (Adopted 2016)          Spanish AP Lit - Nexttext 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 2017)          Azulejo 2nd Edition, Wayside Publishing (Adopted 2018)</p>	Yes	0.0 %
Health	<p style="text-align: center;"><b>HEALTH</b></p> <p>Health- Glencoe Health, Glencoe (Adopted 2007)</p>	Yes	0.0 %
Visual and Performing Arts	<p style="text-align: center;"><b>VISUAL AND PERFORMING ARTS</b></p> <p>Actions: The Actor's Thesaurus, Longon: Drama (Adopted 2004)          Basic Drama Projects, Perfection Learning (Adopted 2004)          Intro to Theatre - The Stage &amp; 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 of 2005, but they occasionally update.</p>	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: 12/14/2018

## 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) developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School Buildings.

Lathrop High School was completed in 2008, including the administration building, library, two gymnasiums, theatre arts building, and 59 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 2018-2019 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 Lathrop 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.

*Last updated: 12/17/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Carpet repairs required.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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*Last updated: 12/17/2018*



## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	57.0%	41.0%	46.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	18.0%	21.0%	25.0%	28.0%	37.0%	38.0%

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.

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

*Last updated: 12/19/2018*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	322	317	98.45%	56.65%
Male	152	148	97.37%	51.70%
Female	170	169	99.41%	60.95%
Black or African American	26	25	96.15%	52.00%
American Indian or Alaska Native	--	--	--	
Asian	38	38	100.00%	68.42%
Filipino	50	48	96.00%	81.25%
Hispanic or Latino	168	167	99.40%	45.18%
Native Hawaiian or Pacific Islander	--	--	--	
White	29	29	100.00%	72.41%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	211	210	99.53%	53.59%
English Learners	51	49	96.08%	20.41%
Students with Disabilities	32	31	96.88%	9.68%
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: 12/19/2018*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	322	319	99.07%	21.07%
Male	152	150	98.68%	23.49%
Female	170	169	99.41%	18.93%
Black or African American	26	26	100.00%	19.23%
American Indian or Alaska Native	--	--	--	
Asian	38	38	100.00%	42.11%
Filipino	50	49	98.00%	28.57%
Hispanic or Latino	168	167	99.40%	13.25%
Native Hawaiian or Pacific Islander	--	--	--	
White	29	29	100.00%	31.03%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	211	210	99.53%	17.70%
English Learners	51	51	100.00%	9.80%
Students with Disabilities	32	31	96.88%	3.33%
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: 12/19/2018*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

*Last updated: 12/19/2018*

### Career Technical Education (CTE) Programs (School Year 2017–18)

Lathrop High School has incorporated segments of the State's vision of what high schools are to be like in the 21st Century. Incoming freshman students are participating in Success 101, a class designed to help them select a career path 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. Lathrop 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 courses in a variety of areas. These classes focus on workplace skills that can transfer into any career pathway.

*Last updated: 1/14/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	607
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	50.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

*Last updated: 12/19/2018*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	95.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	40.1%

# 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	24.2%	12.5%	43.0%

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: 12/19/2018

## 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 school site

#### Opportunities for Parental Involvement (School Year 2018—19)

The success of a school is strongly influenced by the support of parents and the school community as a whole. Lathrop High is seeing increased parent involvement. All parents are invited to attend Back to School Night in the fall and they are always welcome at student events such as games and performances. Parents support Lathrop students through the athletic booster club, assistance for the music and theatre arts programs, and the Sober Grad Committee. Parents serve on the School Site Council and help with school-wide planning and analysis through the WASC self-study. Parents regularly attend parent conferences, English Learner Advisory Committee (ELAC) meetings, and various parent committees for fundraisers and field trips.

Additional information about Lathrop High School and our programs is available on the school website. Parents and the community are kept updated on school events and accomplishments through the school bulletin, Facebook page, Twitter account, Remind app, and PeachJar.

# State Priority: Pupil Engagement

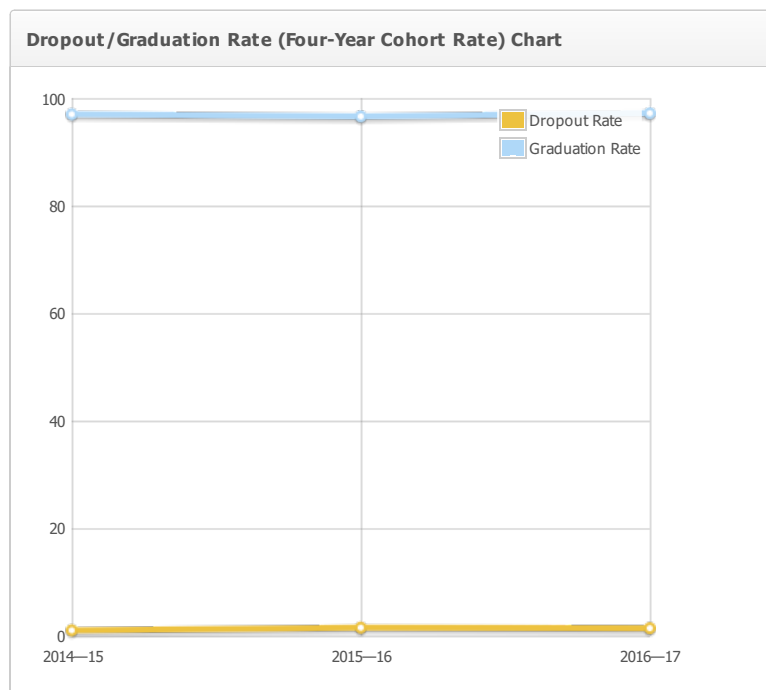
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	1.0%	1.5%	4.7%	3.5%	10.7%	9.7%
Graduation Rate	97.0%	96.6%	92.4%	93.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.4%	3.3%	9.1%
Graduation Rate	97.2%	92.4%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/19/2018

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	98.3%	92.4%	88.7%
Black or African American	89.3%	83.6%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	92.6%	94.9%
Filipino	100.0%	95.0%	93.5%
Hispanic or Latino	94.4%	93.0%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	100.0%	93.1%	92.1%
Two or More Races	100.0%	90.6%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	58.8%	69.6%	56.7%
Students with Disabilities	76.2%	74.6%	67.1%
Foster Youth	80.0%	85.0%	74.1%



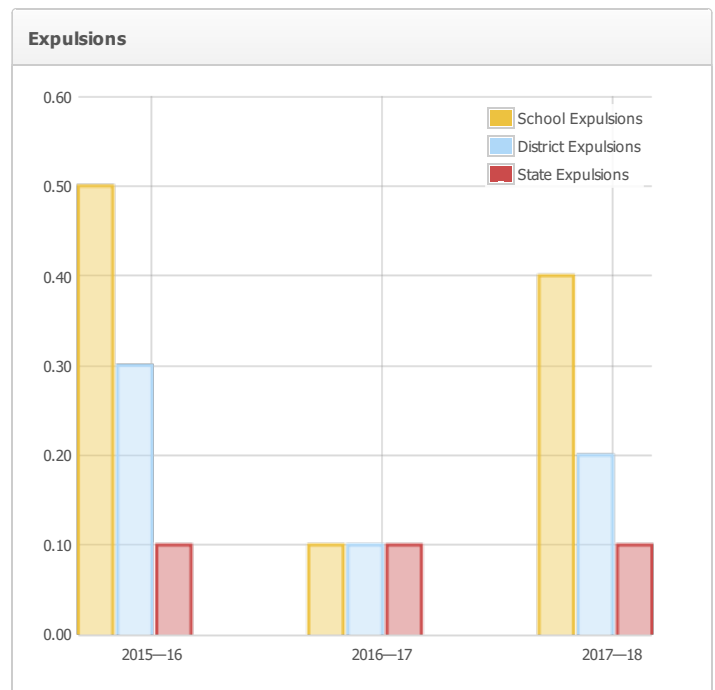
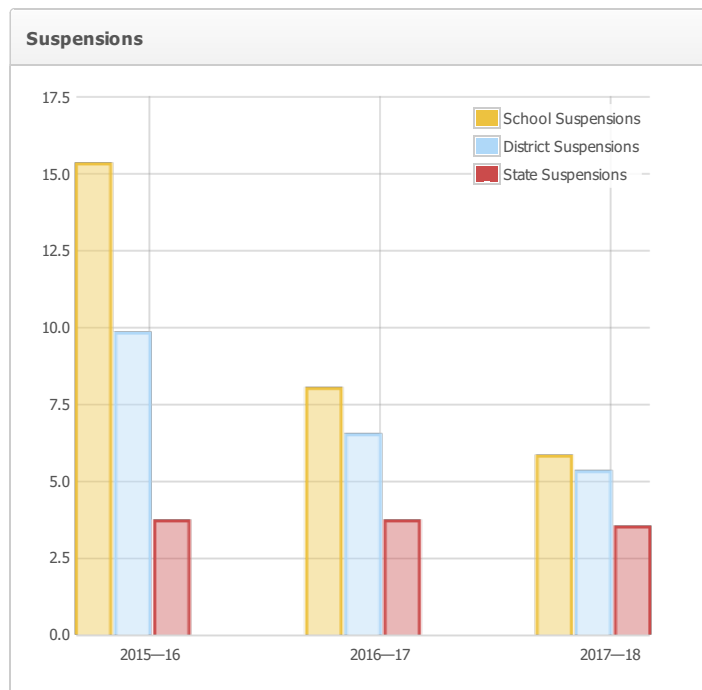
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	15.3%	8.0%	5.8%	9.8%	6.5%	5.3%	3.7%	3.7%	3.5%
Expulsions	0.5%	0.1%	0.4%	0.3%	0.1%	0.2%	0.1%	0.1%	0.1%



Last updated: 12/19/2018

## School Safety Plan (School Year 2018—19)

All school sites in the 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 2018-2019 school year in order to meet the appropriate guidelines established by the state. The safety plans are confirmed and approved by March 1, 2019.

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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	17	10	8
Mathematics	24.0	9	14	6
Science	32.0	1	4	11
Social Science	31.0	2	2	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	14	9	10
Mathematics	26.0	7	12	7
Science	33.0	0	3	13
Social Science	31.0	3	3	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	13	12	8
Mathematics	26.0	7	11	9
Science	30.0	2	8	8
Social Science	33.0	0	6	13

\* 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: 12/28/2018*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	4.0	333.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.7	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other	7.9	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: 1/8/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$5608.4	\$1123.6	\$4484.9	\$74417.2
District	N/A	N/A	\$4159.0	\$76862.0
Percent Difference – School Site and District	N/A	N/A	7.6%	-3.2%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-45.5%	-8.2%

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

*Last updated: 12/28/2018*

## Types of Services Funded (Fiscal Year 2017—18)

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.

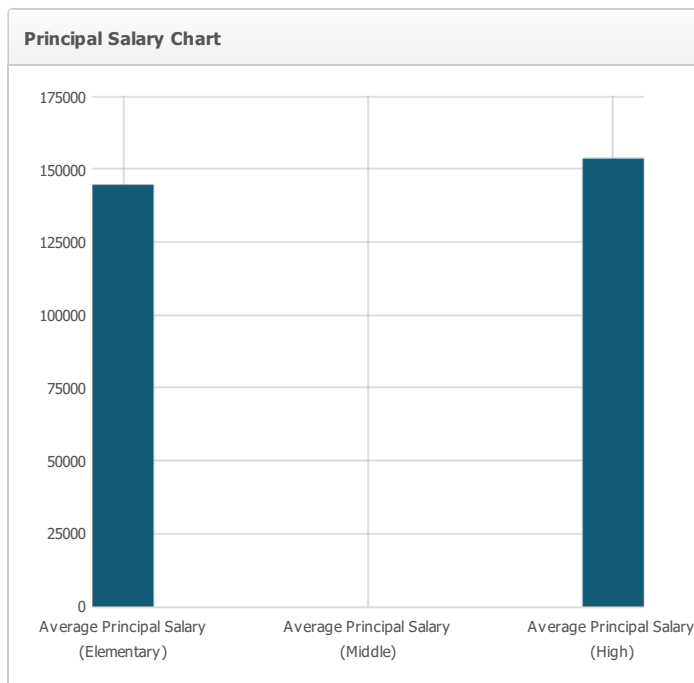
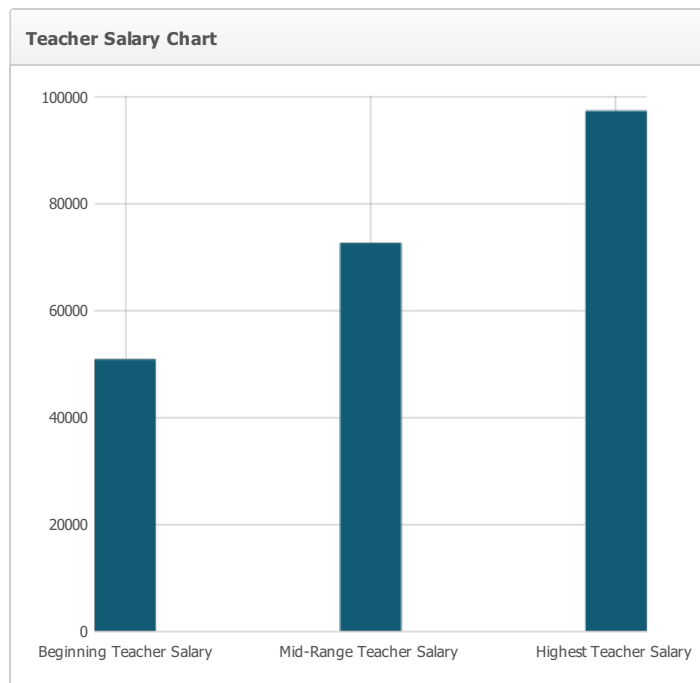
In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for 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: 12/21/2018*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,806	\$47,903
Mid-Range Teacher Salary	\$72,545	\$74,481
Highest Teacher Salary	\$97,261	\$98,269
Average Principal Salary (Elementary)	\$144,575	\$123,495
Average Principal Salary (Middle)	\$	\$129,482
Average Principal Salary (High)	\$153,632	\$142,414
Superintendent Salary	\$218,842	\$271,429
Percent of Budget for Teacher Salaries	37.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 12/28/2018*

## Advanced Placement (AP) Courses (School Year 2017—18)

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	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	5	8.7%

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

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

*Last updated: 12/28/2018*

## 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 2018-19 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 2017-2018 school year, an emphasis was placed on providing site administrators and teachers with training on the 4R Data Analysis Process (Research, Recall, Reflect, & Respond), and math content standards & practices. Additional training was provided for deeper implementation of the ELA/ELD curriculum, math curriculum, implementation of NGSS, and utilizing technology as a tool in the classroom.

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 and during three Manteca Unified School District staff development days. The district has other opportunities for teacher training including the Teacher Induction Program, shifting instructional practice training, modeling lessons by professional content experts, 6th grade ELA/ELD district pull-out days, 7-12 ELA/ELD district pull-out days, 7-8 ELA Professional Learning Communities (PLC), K-8 Math district pull-out days, 9-12 Math district pull-out days, K-8 Math Professional Learning Communities (PLC), 9-12 Professional Learning Communities (PLC), 9-12 Quality Instruction for Student Achievement (QISA), and high school teacher curricular committees, along with a variety of other subject-area training is available.

*Last updated: 1/14/2019*