

Calla High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Calla High School
Street	130 South Austin Road
City, State, Zip	Manteca, CA 95336
Phone Number	209-858-7230
Principal	Dan Beukelman
Email Address	dbeukelman@musd.net
Website	https://www.mantecausd.net/callahighschool
County-District-School (CDS) Code	39-68593-3935111

Entity	Contact Information
District Name	Manteca Unified School District
Phone Number	(209) 825-3200
Superintendent	Clark Burke
Email Address	cburke@musd.net
Website	www.matecausd.net

School Description and Mission Statement (School Year 2019-20)

Welcome to the 2019-2020 school year! The entire staff at Calla High School advocates for second chances. Calla High School offers a safe, new beginning for students in an alternative setting.

Mission Statement

Our mission is to prepare students by providing them with the tools, resources, and opportunities which encourage all students to live and work collaboratively in the diverse world of the 21st century. Our students truly define what it means to be resilient, as many have faced numerous adverse life experiences.

Calla High School's main focus is on student success. Our students are routinely recognized for their positive behaviors, academic excellence, and perfect attendance. Local community organizations also honor the students with the Kiwanis Student of the Month, the Soroptimist Girl of the Year and generously provide student scholarship opportunities. We truly believe that all students are capable of academic and personal success if they take advantage of the opportunities at Calla High School.

School Description

Calla High School is one of two WASC accredited continuation high schools in Manteca Unified School District. Originally established as a grammar school, in 1971 it was converted to a continuation high school site. Calla High School currently has a faculty of twelve teachers, along with a support staff of ten. Students who meet eligibility criteria may petition to return to their home high school in August or January.

Calla High School's instructional program works in conjunction with the increased use of technology to better prepare students' marketability after graduation. Inside the classroom, we utilize innovative teaching techniques using real world software applications. Students are afforded the challenges of leading lessons, giving presentations, and collaborating using OneNote, StudySync and Big Ideas Math.

In addition, Calla High School provides students access to a variety of opportunities which expand their minds to a multitude of careers in preparation for post high school life. They attend on and off campus presentations exhibiting career technical education and the more traditional educational pathways. Students connect with a variety of community resources to meet their social and emotional needs. The goal of these experiences is to open avenues of interest. As students journey to success, teachers and staff work cooperatively to help each young adult learn how to make thoughtful, responsible choices and gain an understanding of the realities of society and culture. The goal is to facilitate a smooth transition from high school to college, occupational training, the military, or the work force.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 11	50
Grade 12	110
Total Enrollment	160

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	1.9
Asian	2.5
Filipino	1.9
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	1.9
White	25
Two or More Races	2.5
Socioeconomically Disadvantaged	77.5
English Learners	16.9
Students with Disabilities	10.6
Foster Youth	0.6
Homeless	9.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10	11	11	1010
Without Full Credential	2	1	1	77
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Most recent hearing on the sufficiency of instructional materials was on September 17th, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 Ed – English 1 & 2 Study Sync, McGraw-Hill (Adopted 2015) Special Ed – English 3 & 4 Study Sync, McGraw-Hill (Adopted 2015)	Yes	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)	Yes	0

Science	<p>Anatomy/Physiology - Essentials of Human Anatomy & Physiology, Pearson (Adopted 2008)</p> <p>Biology - Biology, McDougal Littell (Adopted 2008)</p> <p>AP Biology – Biology by Campbell, Benjamin Cummings (Adopted 2007)</p> <p>Chemistry - Matter & Change, Glencoe (Adopted 2007)</p> <p>AP Chemistry- Chemistry: The Central Science, Prentice Hall (Adopted 2009)</p> <p>Physics, Holt, Rinehart, Winston (Adopted 2007)</p> <p>Conceptual Physics, Hewitt (Adopted 2002)</p> <p>Earth Science - Geology, The Environment, and the Universe, Glencoe (Adopted 2007)</p> <p>Astronomy - Explorations: An Introduction to Astronomy, Glencoe (Adopted 2010)</p> <p>Ag Biology - The Science of Agriculture: A Biological Approach, Delmar Thomson Learning (Adopted 2004)</p> <p>Ag Earth Science – Earth Science, Pearson Prentice Hall (Adopted 2006)</p> <p>Special Ed – Life Science – Pacemaker General Science, AGS (Adopted 2001)</p> <p>Special Ed – Earth Science – Earth Science, AGS (Adopted 2012)</p>	Yes	0
History-Social Science	<p>AP Government – Government in America People, Politics, and Policy, Pearson (Adopted 2019)</p> <p>AP Government – The Western Heritage Since 1300, Pearson (Adopted 2019)</p> <p>AP Government –American Government: Roots and Reform, Pearson (Adopted 2019)</p> <p>American History – Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>World History - Modern California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Global Geography, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Government – Gov Alive, Politics, and You, TCI (Adopted 2019)</p> <p>Economics – Econ Alive, Power, Politics, and You, TCI (Adopted 2019)</p> <p>Psychology – Essentials of Psychology, Cengage (Adopted 2019)</p> <p>AP Psychology – Psychology for AP, Bedford, Freeman and Worth (Adopted 2019)</p> <p>AP European History – The Western Heritage Since 1300, Pearson (Adopted 2019)</p>	Yes	0

	<p>Essentials of Psychology – Concepts and Applications, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>U.S. History – The Enduring Vision: A History of the American People, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>U.S. History – Western Civilization since 1300, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>U.S. Government – Gateways to Democracy, National Geographic Learning/Cengage Learning (Adopted 2019)</p> <p>Special Ed - World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Special Ed - U.S. History – American History Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019)</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>	Yes	0
Health	Health – Glencoe Health, Glencoe (Adopted 2007)	Yes	0
Visual and Performing Arts	Intro to Theatre - The Stage & The School, Glencoe (Adopted 2005)	Yes	0

	Theater - Actions: The Actor's Thesaurus, London (Adopted 2004) Theater - Basic Drama Projects, Perfection Learning (Adopted 2004) Technical Theatre - Practical Technical Theater, An Interactive Educational DVD Series, Interactive Educational Video LLC Copyright 2005 (Adopted 2015)		
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School Facility Conditions and Planned Improvements (Most Recent Year)

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

Calla High School was built in 1934 as a grammar school. In 1971, the building was converted to a continuation site. It houses the administration building, a library, and 14 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 2019-2020 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 the campus which will be completed through the use of local funds. State funding will also be sought for those projects which may be eligible for modernization.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 2019

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

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	4	14	46	47	50	50
Mathematics (grades 3-8 and 11)	0	0	28	29	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	77	100.00	0.00	14.29
Male	58	58	100.00	0.00	13.79
Female	19	19	100.00	0.00	15.79
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00	0.00	7.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	22.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.00	0.00	11.48
English Learners	15	15	100.00	0.00	0.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	76	98.70	1.30	0.00
Male	58	57	98.28	1.72	0.00
Female	19	19	100.00	0.00	0.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	0.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	61	60	98.36	1.64	0.00
English Learners	15	15	100.00	0.00	0.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	75
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.38
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5			

Note: 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.

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 2019-20)

The support of parents and the school community strongly influence the success of a school. Calla High School uses the School Site Council and the English Language Advisory Committee to support the growth and development of the school and its programs. Parents are encouraged to be actively involved in school wide planning, conferences, and assisting with specialized events. Parent Connect and Student Connect allow both parents/guardians and students to have online access to grades, attendance and teacher email contact.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	9.2	9.5	5.2	3.5	3.3	2.9	9.7	9.1	9.6
Graduation Rate	84.7	69.5	79.1	93	92.4	93.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	11.6	11.1	12.6	6.5	5.2	5.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.7	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 and Site Administration 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 2019-2020 school year in order to meet the appropriate guidelines established by the state. The safety plans are confirmed and approved by March 1, 2020.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	9	25			12	24			10	24		
Mathematics	10	14			13	14			11	13		
Science	16	6			22	3	3		23	4	2	
Social Science	16	14			22	10	4		18	11	3	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	160.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9053.52	2001.89	7051.63	85640.93
District	N/A	N/A	4566.28	\$80,285.00
Percent Difference - School Site and District	N/A	N/A	42.8	6.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-6.3	3.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,387	\$48,612
Mid-Range Teacher Salary	\$76,231	\$74,676
Highest Teacher Salary	\$102,202	\$99,791
Average Principal Salary (Elementary)	\$155,413	\$125,830
Average Principal Salary (Middle)	\$0	\$131,167
Average Principal Salary (High)	\$168,742	\$144,822
Superintendent Salary	\$218,842	\$275,796

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	84	84	107

Manteca Unified School District continuously analyzes data to determine professional development needs. As a district we then select our major focus areas for staff development for each school year and then plan out our district professional learning calendar. Manteca Unified provides a variety of professional development methods through pull-out days, after-school trainings, conferences, observations, mentoring, and live/archived webinars. In addition, teachers are supported during implementation through in-person coaching, virtual coaching, and principal/staff meetings.