

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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/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](#) 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.

be.tech



Mrs. Diane Medeiros, Principal

Principal, be.tech

About Our School

MUVA (Be.tech High School and Career Academies) is a Manteca Unified dependent charter. Be.tech (initially named MUVA) opened its doors in August, 2012, with the School of Culinary Arts & Hospitality Services. Two additional career academies followed: Industrial Technology and Design, opened in August, 2013, and the First Responders Academy opened in August, 2014. Each academy is geared to providing students with job readiness competencies and technical coursework in their career pathway. While enrolled, students also complete requirements to earn their high school diploma. Academic core instruction is facilitated through a variety of modalities including teacher-directed, computer-assisted, online programs, project-based learning, independent study, blended learning and core subject integration into the CTE coursework. A work experience component provides students with practical employment experience while guest speakers and field trip opportunities provide students with broader career and employment exposure.

The Culinary Arts students train in a state-of-the-art commercial kitchen and student-run café. They prepare the food entrees and specialty items served in the café, cater local events, learn restaurant operations and develop independent business ventures. CNC design classes introduce Industrial Technology students to the basic design and fabrications skills used in the fields of sheet metal machining, welding and manufacturing. Students utilize plasma cutters, as well as laser and 3D technology, to design and fabricate individual projects. Student entrepreneurship is encouraged. Green technology and sustainability are woven into all classes.

First Responder students explore the world of public safety, security and emergency services management through four first responder strands: fire, law enforcement, military and medical response teams. They learn basic personal and public safety skills, disaster preparedness, incident command systems and response protocols while training to maximize their own personal fitness level. Simulation drills and training are conducted on a mock streetscape setting that features realistic store fronts and street props built for the academy such as one would find in a downtown business area.

Contact

be.tech
2271 West Louise Ave.
Manteca, CA 95337-8381

Phone: 209-858-7460
E-mail: dmedeiros@musd.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
School Name	be.tech
Street	2271 West Louise Ave.
City, State, Zip	Manteca, Ca, 95337-8381
Phone Number	209-858-7460
Principal	Mrs. Diane Medeiros, Principal
E-mail Address	dmedeiros@musd.net
Web Site	www.mantecausd.net
County-District-School (CDS) Code	39685930126094

Last updated: 12/20/2016

School Description and Mission Statement (School Year 2016-17)

Be.tech's vision is for every student to graduate with their high school diploma, career ready with the essential content knowledge and the 21st century skills that equip them to be successful in the local economy and prepare them to navigate as a global citizen in a rapidly changing society. Be.tech offers all students a means to tailor their education, providing them with educational choices and career pathway options. Students benefit from small classes, blended learning and flexible scheduling. Specialized study while completing their diploma coursework gives students the opportunity to earn one or more certificates in a career field. During the first year of training, career pathway classes provide students exposure to their chosen career field, career exploration and basic employment skills while they build their skill set in a professional working environment. The use of current technology, directed and independent study instruction, on-line courses and project-based learning, facilitates student learning. During their second year, students are provided extended job shadowing, internship and job opportunities to further build their skill set and resumé to prepare them for a successful career.

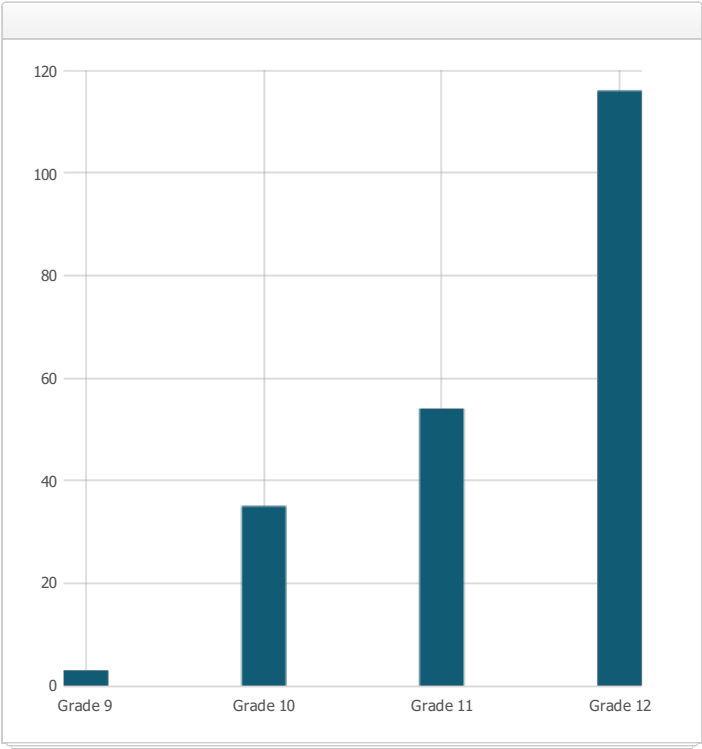
Be.tech is committed to preparing students to enter the work force with strong academic and career technical skills. Their course of study provides students with the ability to research, think and apply knowledge critically, communicate effectively, act responsibility, and demonstrate self-discipline. Be.tech students demonstrate strong entry level skill sets in a chosen profession coupled with documented experience so that they can secure employment upon graduation.

Since be. tech opened in the 2012-13 school year, data for prior school years is unavailable and the reason why some tables on the following pages contain no information.

Last updated: 1/12/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	3
Grade 10	35
Grade 11	54
Grade 12	116
Total Enrollment	208



Last updated: 12/23/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.8 %
American Indian or Alaska Native	1.9 %
Asian	1.9 %
Filipino	3.8 %
Hispanic or Latino	45.7 %
Native Hawaiian or Pacific Islander	1.4 %
White	39.9 %
Two or More Races	1.4 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.8 %
English Learners	10.1 %
Students with Disabilities	15.4 %
Foster Youth	2.9 %

Last updated: 12/23/2016

A. Conditions of Learning

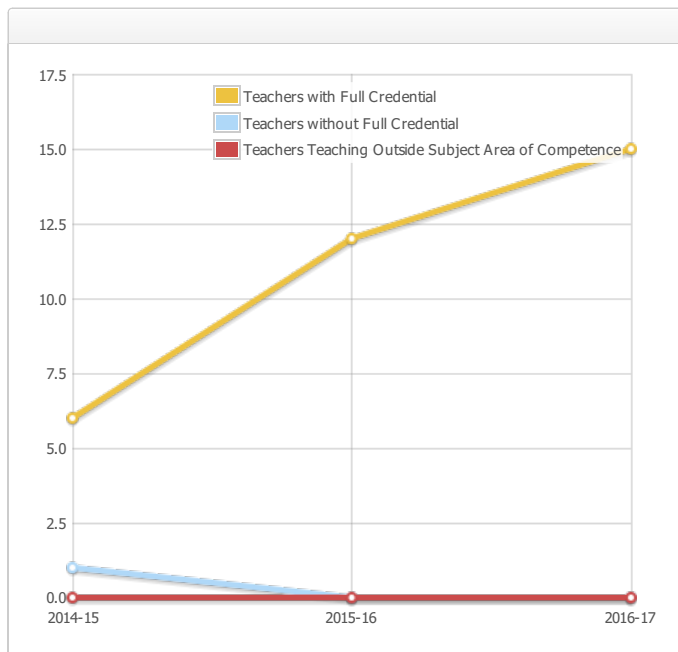
State Priority: Basic

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

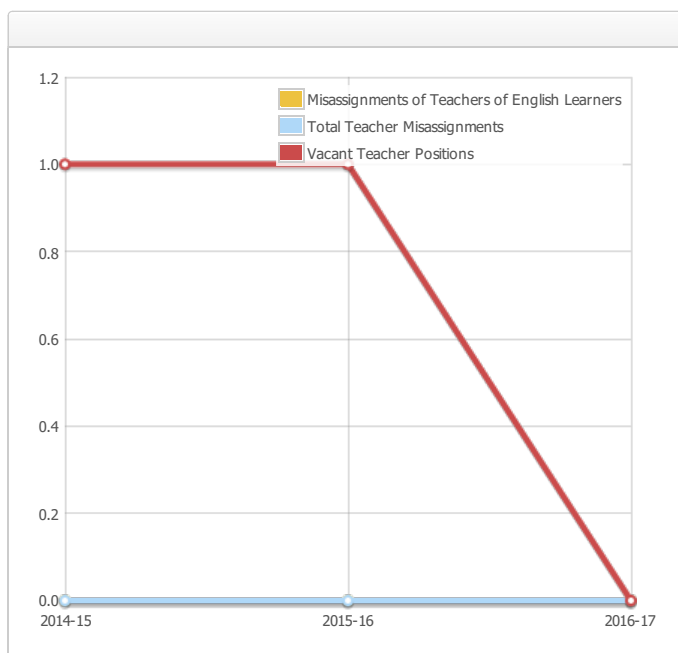
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	12	15	965
Without Full Credential	1	0	0	77
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/12/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 12/13/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	90.0%	10.0%
All Schools in District	93.0%	7.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/9/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

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;">READING</p> <p>Eng -1 / Study Sync McGraw-Hill (Adopted 2015)</p> <p>Eng - 2 / Study Sync McGraw-Hill (Adopted 2015)</p> <p>Eng - 3 / Study Sync McGraw-Hill (Adopted 2015)</p> <p>Eng - 4 / Study Sync McGraw-Hill (Adopted 2015)</p> <p style="text-align: center;">Special Education</p> <p>English 1 & 2 Study Sync McGraw-Hill (Adopted 2015)</p> <p>English 3 & 4 Study Sync McGraw-Hill (Adopted 2015)</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;">Mathematics</p> <p>Algebra 1, A, B - Common Core Curriculum, Big Ideas Learning (Adopted 2015)</p> <p>Geometry - Common Core Curriculum- Big Ideas Learning (Adopted 2015)</p> <p>Accel Alg 2 - Common Core Curriculum, Big Ideas Learning (Adopted 2015)</p> <p>Algebra 2 - Common Core Curriculum, Big Ideas Learning (Adopted 2015)</p> <p>Pre Calculus - Pre-Calculus with Limits, Brooks Cole (Adopted 2014)</p> <p>AP Calculus - Calculus of a Single Variable, Brooks/Cole (Adopted 2014)</p> <p>Statistics - Elementary Statistics, Pearson Educatino (Adopted 2004)</p> <p>AP Statistics - The Practice of Statistics, W.H. Freeman (Adopted 2015)</p> <p>Business Math - Math with Business Applications, Glencoe McGraw Hill (Adapted 2007)</p> <p style="text-align: center;">Special Education</p> <p>Pre-Algebre- ALEKS Math, McGraw-Hill (Adopted 2015)</p> <p>Functional Math 1 - ALEKS McGraw-Hill (Adopted 2015)</p> <p>Functional Math 2 - ALEKS McGraw-Hill (Adopted 2015)</p> <p>Algebra A & B – ALEKS, Big Ideas Learning (Adopted 2015)</p>	Yes	0.0 %

Functional Personal Financial Literacy, Pearson- Prentice Hall **(Adopted 2010)**

Science	<p style="text-align: center;">SCIENCE</p> <p>Anatomy/Physiology- Essentials of Human Anatomy & Physiology, Pearson (Adopted 2008)</p> <p style="padding-left: 40px;">Biology - Biology, McDougal Littell (Adopted 2008)</p> <p>AP Biology - Biology, 8th Edition, Campbell/Benjamin, Cummings (Adopted 2007)</p> <p>Applied Biology - An Everyday Experience, Glencoe (Adopted 1999)</p> <p style="padding-left: 40px;">Chemistry - Matter & Change, Glencoe (Adopted 2007)</p> <p>AP Chemistry- Chemistry: The Central Science, Prentice Hall (Adopted 2009)</p> <p style="padding-left: 40px;">Physics, Holt, Rinehart, Winston (Adopted 2007)</p> <p style="padding-left: 40px;">Conceptual Physics, Hewitt (Adopted 2002)</p> <p>Applied Physical Science- Science Spectrum- Physical Approach, Holt, Prentice Hall (Adopted 2001)</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 style="text-align: center;">Special Education</p> <p>Life Science - Pacemaker Gneral Science, AGS (Adopted 2001)</p> <p>Earth Science - Earth Science, AGS (Adopted 2012)</p>	Yes	0.0 %
History-Social Science	<p style="text-align: center;">HISTORY</p> <p>World History - Modern Times, Glencoe/McGraw Hill (Adopted 2006)</p> <p style="padding-left: 40px;">U.S. History - The Americans, McDougal Littell (Adopted 2006)</p> <p>U.S. Government - Democracy in Action, Glencoe/McGraw Hill (Adopted 2007)</p> <p>History of US Sports – Invisible Men, UNP Bison Books (Adopted 2007)</p> <p style="padding-left: 40px;">Economics - Principals and Practices, Glencoe (Adopted 2005)</p> <p style="padding-left: 40px;">AP U.S. History - Enduring Vision, Cengage (Adopted 2015)</p> <p style="padding-left: 40px;">AP U.S. History - The American Pageant (Adopted 2010)</p> <p>AP Government - Continuity & Change, Pearson/Longman (Adopted 2008)</p> <p style="padding-left: 40px;">AP Government - Institutions & Policies, Wilson/Diulio/Bose (Adopted 2015)</p> <p style="padding-left: 40px;">AP Government - People, Politics & Policy, Pearson (Adopted 2014)</p> <p style="padding-left: 40px;">AP Government - Amer. Govt. Roots & Reform, Prentice Hall (Adopted 2009)</p> <p>AP Government – The Challenge of Democracy, Houghton Mifflin (Adopted 2008)</p> <p>AP European History - Western Experience, McGraw Hill (Adopted 2009)</p> <p>AP Geography – Malinowski Geography for AP, Mc Graw Hill (Adopted</p>	Yes	0.0 %

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 **(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	Yes	0.0 %
	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)		
	Spanish AP - Temas, Vista Higher Learning (Adopted 2014)		
	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 2016)		
Health	HEALTH	Yes	0.0 %
	Health- Glencoe Health, Glencoe (Adopted 2007)		
Visual and Performing Arts	VISUAL AND PERFORMING ARTS		0.0 %
	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)		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings.

The Manteca Unified Vocational Academy (MUVA), also referred to as be. tech, building is located on the MUSD district office complex. A remodel of an existing building to house the MUVA program was completed in November 2012 and includes two classrooms (a computer lab and kitchen), a conference room, two office spaces, and the Cafe which is open to the public. In 2015/2016, six additional portables were added to the site and utilized by the program.

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 participates in the State Deferred Maintenance Program for major repair or 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 2015-2016 budget allocated \$800,000 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 Unified Vocational Academy 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: 1/13/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Exemplary
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Last updated: 12/14/2016

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	18.0%	58.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	4.0%	22.0%	24.0%	25.0%	34.0%	36.0%

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: 1/5/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	41	71.9%	57.5%
Male	32	24	75.0%	45.8%
Female	25	17	68.0%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	17	58.6%	58.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	15	83.3%	53.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	26	78.8%	60.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/5/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	38	66.7%	22.2%
Male	32	22	68.8%	28.6%
Female	25	16	64.0%	13.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	16	55.2%	12.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	16	88.9%	21.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	21	63.6%	30.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/5/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	29.0%	0.0%	0.0%	41.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/5/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	39	31	79.5%	29.0%
Male	21	17	81.0%	35.3%
Female	18	14	77.8%	21.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	18	13	72.2%	53.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	20	76.9%	15.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/5/2017

Career Technical Education Programs (School Year 2015-16)

Be.tech is a high school career academy dedicated to providing high school students with workplace skills that can transfer into any career pathway while building their technical skills in their chosen career field during their junior and senior years. Students benefit from small classes and specialized study in a professional working environment leading to a high school diploma and one or more industry-recognized certificates in their career field. Student entrepreneurship is encouraged. Be.tech offers all students a means to tailor their education, providing them with educational choices and career pathway options. Students benefit from small classes, blended learning and flexible scheduling. Specialized study while completing their diploma coursework gives students the opportunity to earn one or more industry-recognized certificates in a career field. During the first year of training, career pathway classes provide students exposure to their chosen career field, career exploration and basic employment skills while they build their skill set in a professional working environment. The use of current technology, directed and independent study instruction, on-line courses and project-based learning, facilitates student learning. During their second year, students are provided advanced classes to further develop their technical skills as well as job-shadowing, opportunities to further build their skill set and resumé to prepare them for a successful career. Students are strongly encouraged to participate in non-paid work experience opportunities and to seek paid employment while in high school.

Last updated: 1/13/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	140
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	99.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	67.0%

Last updated: 12/20/2016

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	82.7%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 1/5/2017

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 2016-17)

The success of students is impacted by the support and collaboration of the be.tech faculty, local business community, and parents. The School invites parent involvement and enjoys collaboration with Manteca Unified Educational Services, industry partners, local community service organizations and businesses. The school works with local businesses to provide students with learning experiences and opportunities to practice skills needed in the workplace as well as provide employment opportunities. Local high school events, school activities, and job skill training and employment opportunities are communicated to students and parents via the school website, social media and written correspondence.

State Priority: Pupil Engagement

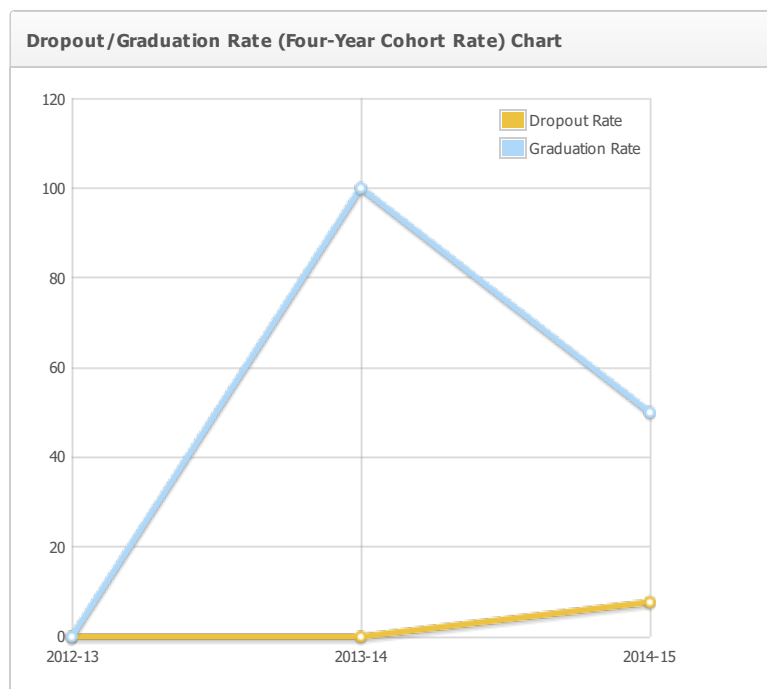
Last updated: 12/23/2016

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	7.7%	0.0%	4.4%	4.7%	11.4%	11.5%	10.7%
Graduation Rate	0.00	100.00	50.00	92.00	92.90	92.40	80.44	80.95	82.27



Last updated: 1/26/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	81	95	85
Black or African American	100	91	77
American Indian or Alaska Native	100	100	75
Asian	0	96	99
Filipino	0	100	97
Hispanic or Latino	100	96	84
Native Hawaiian or Pacific Islander	0	90	85
White	75	91	87
Two or More Races	0	78	91
Socioeconomically Disadvantaged	50	45	77
English Learners	100	93	51
Students with Disabilities	67	77	68
Foster Youth	--	--	--

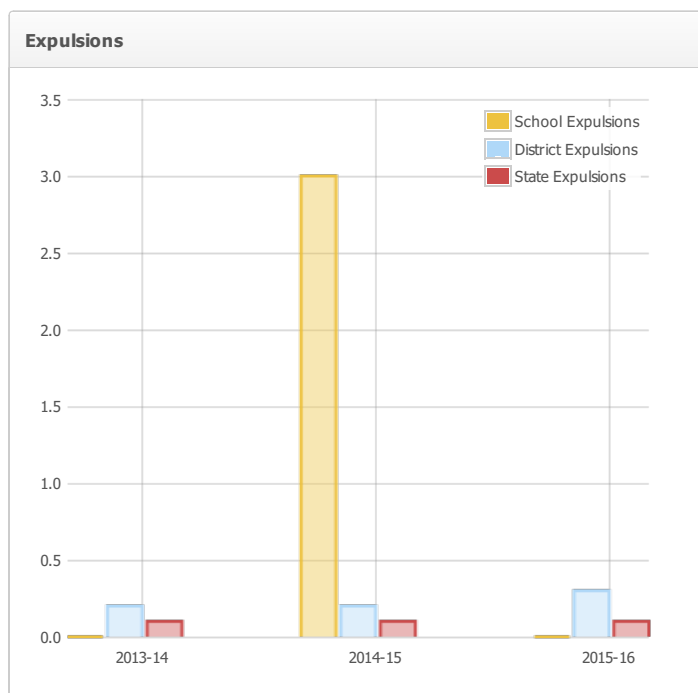
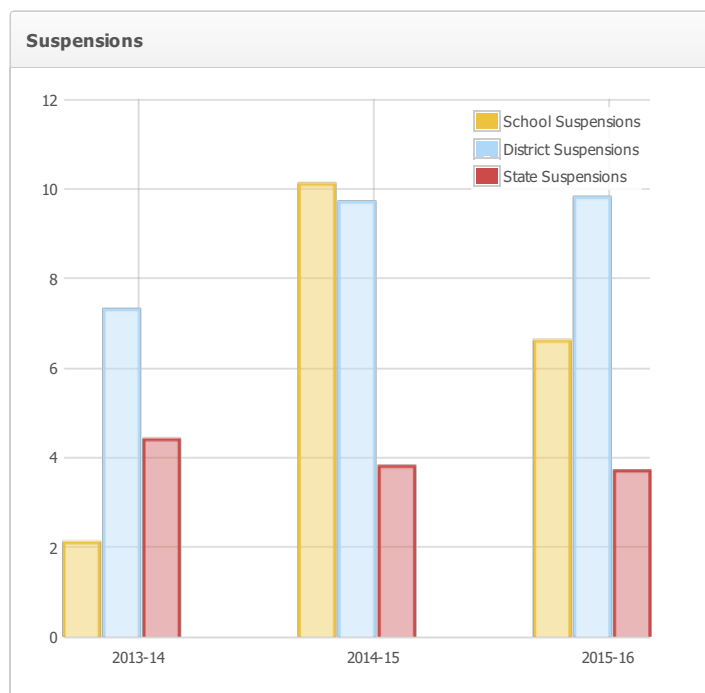
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.1	10.1	6.6	7.3	9.7	9.8	4.4	3.8	3.7
Expulsions	0.0	3.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1



Last updated: 1/13/2017

School Safety Plan (School Year 2016-17)

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 2016-2017 school year in order to meet the appropriate guidelines established by the state. The safety plans were confirmed and approved by March 1, 2016.

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	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%

Note: Cells with NA values do not require data.

Last updated: 12/23/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	1	0	0	38.0	1	0	1	7.0	19	1	0
Mathematics	0.0	0	0	0	0.0	0	0	0	4.7	12	1	0
Science	0.0	0	0	0	0.0	0	0	0	2.5	11	0	0
Social Science	18.0	1	0	0	19.0	2	2	0	6.4	19	1	0

* 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: 1/26/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.6	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: 12/14/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9935.6	\$2031.3	\$7904.3	\$64511.8
District	N/A	N/A	\$3599.0	\$70381.0
Percent Difference – School Site and District	--	--	74.9%	-8.7%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	32.8%	-16.1%

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

Last updated: 3/3/2017

Types of Services Funded (Fiscal Year 2015-16)

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.

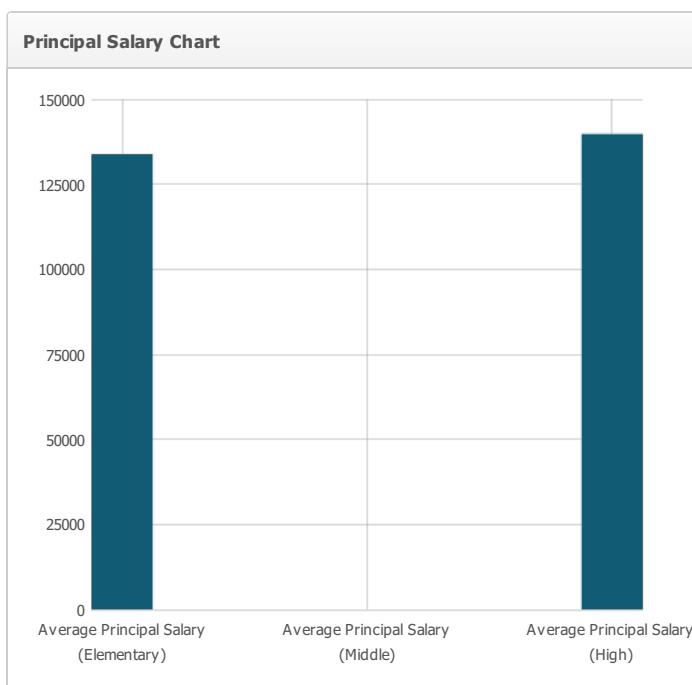
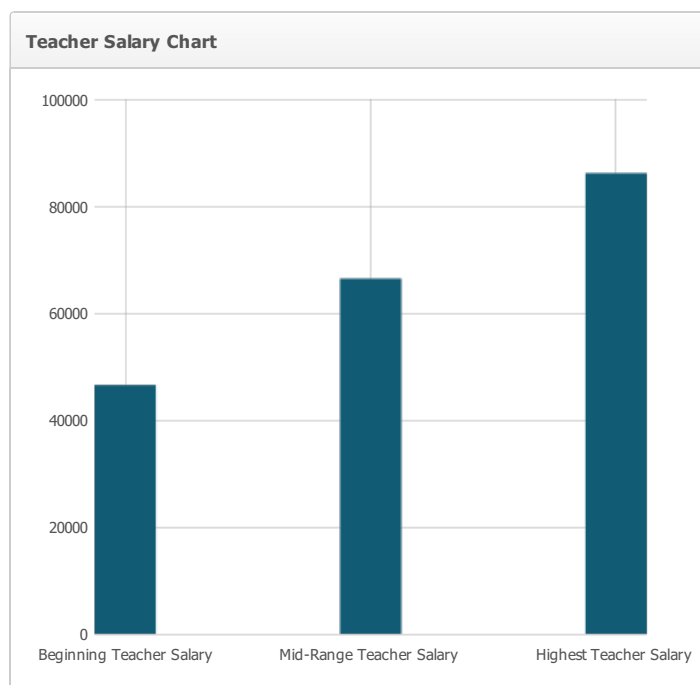
In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for 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: 12/23/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,534	\$45,092
Mid-Range Teacher Salary	\$66,446	\$71,627
Highest Teacher Salary	\$86,152	\$93,288
Average Principal Salary (Elementary)	\$133,827	\$115,631
Average Principal Salary (Middle)	\$	\$120,915
Average Principal Salary (High)	\$139,766	\$132,029
Superintendent Salary	\$198,514	\$249,537
Percent of Budget for Teacher Salaries	36.0%	37.0%
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/>.



Last updated: 1/9/2017

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 ELD Standards and the Next Generation Science Standards (NGSS). Beginning with the 2016-2017 school year, an emphasis will be placed on providing teachers with continual training to implement the new standards, new ELA/ELD Curriculum, deeper implementation of the math curriculum, and continuing to infuse technology in the classroom. During the 2015-2016 school year, the district was focused on the continual implementation of the standards 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 toward 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, K-8 teacher collaboration, 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, along with a variety of other subject-area trainings.

Last updated: 1/12/2017