

Shasta Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

| | |
|--|---|
| School Name | Shasta Elementary School |
| Street | 751 E. Edison Ave. |
| City, State, Zip | Manteca, CA 95336 |
| Phone Number | (209) 858-7400 |
| Principal | Katie Francis |
| Email Address | kfrancis@musd.net |
| School Website | https://www.mantecausd.net/shasta |
| County-District-School (CDS) Code | 39685936042378 |

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Shasta Elementary School is a UTK-8 campus of approximately 800 students centrally located within Manteca's city limits. We are a neighborhood walk-in school with busing for special education and overflow students. Our original school buildings were built in 1966. In 2016 Shasta was the recipient of a multi-million-dollar renovation funded by Measure G which included a new Classroom Building with a new Kindergarten suite and four other classrooms. We have received a new play apparatus as well. In addition to the new classrooms, we have a new Administration office, and increased parking to our front parking lot. We provide our students with the best available interventions inside the classroom and after school. We have also joined Give Every Child a Chance to host an after school three-hour program that provides on average 120 students daily with homework support, physical activity, and enrichment at no cost to our families. In addition to these programs, Shasta School has developed a Learning Center Model to deliver Special Education services to our 6th – 8th grade students. This program has led to measurable academic gains for our Special Education students and promotes full inclusion. Parental support and involvement compliments our well-trained and NCLB highly qualified staff of professionals. Additionally, we have two full-time counselors at our site. In support of the students of families in the Transitional Student Support Program we have provided a site Liaison to assist them with accessing various helpful resources. To create a strong relationship between parents, students and teachers, a Site Outreach Assistant has been hired for 5 hours per day to work to remove barriers to educational success for our students.

Our Mission Statement:

Through smart actions and decisions, Shasta Elementary will staff, parents and students will together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 103 |
| Grade 1 | 91 |
| Grade 2 | 83 |
| Grade 3 | 76 |
| Grade 4 | 80 |
| Grade 5 | 70 |
| Grade 6 | 97 |
| Grade 7 | 92 |
| Grade 8 | 98 |
| Total Enrollment | 790 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.5% |
| Male | 51.4% |
| American Indian or Alaska Native | 0.1% |
| Asian | 4.7% |
| Black or African American | 2.2% |
| Filipino | 1.1% |
| Hispanic or Latino | 71.4% |
| Native Hawaiian or Pacific Islander | 0.4% |
| Two or More Races | 3.5% |
| White | 16.6% |
| English Learners | 29.5% |
| Foster Youth | 0.5% |
| Homeless | 5.7% |
| Socioeconomically Disadvantaged | 72.4% |
| Students with Disabilities | 13.9% |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 29.50 | 91.31 | 885.50 | 84.32 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.20 | 3.87 | 38.90 | 3.71 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.50 | 4.79 | 113.30 | 10.79 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 11.40 | 1.09 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 0.90 | 0.09 | 18854.30 | 6.86 |
| Total Teaching Positions | 32.30 | 100.00 | 1050.10 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 29.00 | 89.73 | 829.80 | 80.07 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 45.20 | 4.36 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 1.79 | 64.50 | 6.23 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 25.70 | 2.48 | 11953.10 | 4.28 |
| Unknown | 2.70 | 8.48 | 71.00 | 6.85 | 15831.90 | 5.67 |
| Total Teaching Positions | 32.30 | 100.00 | 1036.30 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 1.50 | 0.50 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.50 | 0.50 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 9.3 | 1.7 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 7.4 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Most recent hearing on the sufficiency of instructional materials was on September 21, 2023.

Year and month in which the data were collected September 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|-----------------------------|--|
| Reading/Language Arts | Wonders Grades K-6, McGraw-Hill (Adopted 2016) | Yes | 0 |

| | | | |
|-----------------------------------|---|-----|---|
| | StudySync Grades 7-8, McGraw-Hill (Adopted 2016) | | |
| Mathematics | McGraw-Hill My Math Grades K-5, McGraw-Hill School Education LLC (Adopted 2014) California Math, Courses 1-3 Grades 6-8, McGraw-Hill (Adopted 2014) | Yes | 0 |
| Science | Amplify California Science Grades K-5 (Adopted 2022) Amplify California Science Grades 6-8 (Adopted 2020) | Yes | 0 |
| History-Social Science | California Studies Weekly – Social Studies Grades K-2, Studies Weekly (Adopted 2018) California History-Social Science: myWorld Interactive Grades 3-5, Pearson Scott Foresman and Prentice Hall (Adopted 2018) IMPACT: California Social Studies Grades 6-8, McGraw-Hill School Education LLC (Adopted 2018) | Yes | 0 |
| Foreign Language | N/A | | |
| Health | N/A | | |
| Visual and Performing Arts | N/A | | |

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

Shasta School was completed in 1966, including the administration offices and five classroom buildings. The campus was modernized in 2015/2016. The project is completed, the campus now includes 34 permanent classrooms, 10 portable classrooms, an administration building, a multipurpose room and library.

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.

Modernization Projects

The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master plan and 2019 Needs Assessment. As part of that activity there are projects planned at Shasta which will be completed through the use of local funds. State funding application for those portions of projects which may be eligible for modernization funding have been submitted. The modernization of the existing site was completed in 2017.

Year and month of the most recent FIT report

August 2023

School Facility Conditions and Planned Improvements

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Carpet damage. Ceiling tiles have holes. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Restrooms not clean. |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 33 | 32 | 38 | 38 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 18 | 22 | 20 | 22 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 522 | 516 | 98.85 | 1.15 | 32.17 |
| Female | 270 | 266 | 98.52 | 1.48 | 37.22 |
| Male | 251 | 249 | 99.20 | 0.80 | 26.91 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 24 | 22 | 91.67 | 8.33 | 72.73 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 379 | 376 | 99.21 | 0.79 | 26.06 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 52.63 |
| White | 79 | 78 | 98.73 | 1.27 | 43.59 |
| English Learners | 151 | 146 | 96.69 | 3.31 | 9.59 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 36 | 34 | 94.44 | 5.56 | 20.59 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 387 | 382 | 98.71 | 1.29 | 28.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 80 | 80 | 100.00 | 0.00 | 10.00 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 522 | 518 | 99.23 | 0.77 | 21.62 |
| Female | 270 | 268 | 99.26 | 0.74 | 20.52 |
| Male | 251 | 249 | 99.20 | 0.80 | 22.89 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 24 | 24 | 100.00 | 0.00 | 50.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 379 | 376 | 99.21 | 0.79 | 18.09 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 31.58 |
| White | 79 | 78 | 98.73 | 1.27 | 28.21 |
| English Learners | 151 | 148 | 98.01 | 1.99 | 9.46 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 36 | 36 | 100.00 | 0.00 | 19.44 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 387 | 383 | 98.97 | 1.03 | 19.32 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 80 | 80 | 100.00 | 0.00 | 8.75 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 18.95 | 19.88 | 20.38 | 22.16 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 166 | 166 | 100.00 | 0.00 | 19.88 |
| Female | 86 | 86 | 100.00 | 0.00 | 23.26 |
| Male | 80 | 80 | 100.00 | 0.00 | 16.25 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 11 | 11 | 100.00 | 0.00 | 45.45 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 112 | 112 | 100.00 | 0.00 | 10.71 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 28 | 28 | 100.00 | 0.00 | 35.71 |
| English Learners | 35 | 35 | 100.00 | 0.00 | 2.86 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 118 | 118 | 100.00 | 0.00 | 19.49 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 8.00 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 100 | 100 | 100 | 100 | 100 |
| Grade 7 | 99 | 99 | 99 | 99 | 99 |
| Grade 9 | 0 | 0 | 0 | 0 | 0 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The success of a school is strongly influenced by the support of parents and the school community as a whole. Shasta School enjoys great parent involvement and utilizes the services of the Shasta Community Club, as well as the School Site Council to support students and school programs. We also host regular English Learner Advisory Committee meetings for our English Learner parents.

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

Parents regularly volunteer in the classroom and are actively involved in the School Site Council, school-wide planning, goal setting conferences, bilingual parent support groups such as E.L.A.C. (English Language Advisory Council) and various parent committees for fundraisers and field trips. Additionally, Shasta hosts a free of cost 6-week course entitled Parenting Partners in collaboration with San Joaquin County. The school publishes a weekly communication message via email and phone call. Utilizing the electronic marquee, we regularly send messages to our community in a timely and easy to access manner. Additionally, we connect to our community via social media with our FaceBook page, and through weekly calls, emails and texts to families. Site Administration is committed to open dialogue and discourse with families of our Hornets.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 865 | 846 | 263 | 31.1 |
| Female | 420 | 413 | 121 | 29.3 |
| Male | 444 | 432 | 142 | 32.9 |
| Non-Binary | 1 | 1 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 44 | 43 | 14 | 32.6 |
| Black or African American | 26 | 23 | 5 | 21.7 |
| Filipino | 9 | 9 | 1 | 11.1 |
| Hispanic or Latino | 613 | 606 | 194 | 32.0 |
| Native Hawaiian or Pacific Islander | 6 | 6 | 2 | 33.3 |
| Two or More Races | 30 | 29 | 11 | 37.9 |
| White | 136 | 129 | 35 | 27.1 |
| English Learners | 275 | 271 | 75 | 27.7 |
| Foster Youth | 5 | 5 | 0 | 0.0 |
| Homeless | 66 | 62 | 36 | 58.1 |
| Socioeconomically Disadvantaged | 637 | 624 | 198 | 31.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 135 | 132 | 47 | 35.6 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.62 | 4.77 | 4.51 | 0.91 | 4.62 | 4.96 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.12 | 0.46 | 0.01 | 0.09 | 0.24 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.51 | 0.46 |
| Female | 0.95 | 0 |
| Male | 7.88 | 0.9 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 3.85 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 4.73 | 0.65 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 6.62 | 0 |
| English Learners | 3.27 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 7.58 | 3.03 |
| Socioeconomically Disadvantaged | 4.55 | 0.63 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 10.37 | 1.48 |

2023-24 School Safety Plan

All school sites in the Manteca Unified School District annually update their Comprehensive School Safety Plan. Plans are revised by Site Administration per the required adoption process with appropriate School Site Council public meetings and School Site Safety Team input. At the March 2023 Board of Education meeting, current school safety plans were unanimously approved by the MUSD Board of Education!

The safety of students and staff as well as the security of school campuses are high priorities in MUSD. Safety plans in place are thorough and inclusive of various forms of threats and the protocols aligned for each situation. Staff and students receive ongoing training throughout the school year on emergency response and participate in regular disaster preparedness drills including but not limited to specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations as aligned with state guidance. Safety plans evolve as necessary to adapt to current local, state, and national conditions.

Each school in Manteca Unified has a dedicated site safety team made up of key personnel who represent differing areas of expertise and perspective relating to campus logistics. The team meets regularly to review, adjust, and implement the best safety procedures for their school communities. Plans outline the many components necessary for a comprehensive safety plan such as steps for preparedness, proactive measures for prevention, emergency response, and a thoughtful blueprint for recovery.

As Manteca Unified School District attendance boundaries expand beyond city limits, MUSD partners and works closely with six law enforcement agencies, three fire departments, and many local first responders. MUSD's master emergency plan as well as school safety plans are reviewed by these agencies.

All site safety teams are currently involved in earning their ICS 100 certification. Several members of District senior leadership, site principals, and MUSD's Coordinator of Emergency Preparedness and Safety maintain an ICS 402 certification.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 1 | 3 | |
| 1 | 20 | 1 | 3 | |
| 2 | 19 | 1 | 3 | |
| 3 | 17 | 2 | 2 | |
| 4 | 22 | 1 | 3 | |
| 5 | 17 | 2 | 3 | |
| 6 | 18 | 3 | 3 | |
| Other | 15 | 1 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 23 | | 4 | |
| 1 | 20 | 1 | 3 | |
| 2 | 18 | 1 | 3 | |
| 3 | 20 | 1 | 3 | |
| 4 | 31 | 1 | | 3 |
| 5 | 28 | 2 | 20 | |
| 6 | 28 | 1 | 21 | |
| Other | 12 | 1 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 10 | 10 | 0 | 0 |
| 1 | 18 | 2 | 3 | 0 |
| 2 | 21 | 1 | 3 | 0 |
| 3 | 15 | 2 | 3 | 0 |
| 4 | 24 | 8 | 14 | 0 |
| 5 | 31 | 1 | 7 | 7 |
| 6 | 31 | 1 | 14 | 0 |
| Other | 11 | 2 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.5 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 5524.82 | 1376.10 | 4148.72 | 89314.58 |
| District | N/A | N/A | 4484.16 | \$84,910 |
| Percent Difference - School Site and District | N/A | N/A | -7.8 | 9.2 |
| State | N/A | N/A | \$7,607 | \$87,885 |
| Percent Difference - School Site and State | N/A | N/A | -45.5 | 4.5 |

Fiscal Year 2022-23 Types of Services Funded

All Manteca schools receive allocations of General Fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local General Fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, socio-disadvantaged, and students at risk of dropping out of school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$56,632 | \$55,550 |
| Mid-Range Teacher Salary | \$80,866 | \$80,703 |
| Highest Teacher Salary | \$108,415 | \$109,418 |
| Average Principal Salary (Elementary) | \$165,632 | \$137,703 |
| Average Principal Salary (Middle) | \$0 | \$143,760 |
| Average Principal Salary (High) | \$174,906 | \$159,021 |
| Superintendent Salary | \$295,431 | \$319,443 |
| Percent of Budget for Teacher Salaries | 32.3% | 30.35% |
| Percent of Budget for Administrative Salaries | 5.56% | 4.87% |

Professional Development

Manteca Unified School District continuously analyzes student data, utilizes staff surveys, and student surveys to determine professional development needs to improve student learning. As a district, we then prioritize our major focus areas for staff development for each school year. The Educational Services Team then plans out our district professional learning calendar as a collective to ensure it aligns with our district and site strategic plans. The 2023-24 school year focus is to continue to refine our Tier 1 Inclusive Classroom Instruction to engage and meet the individual needs of every student, as well as address social emotional learning and the academic learning loss of your student population. Manteca Unified provides a variety of professional development in-person and virtually for our Preschool-12th certificated and classified staff. This includes live/independent training courses, live/archived webinars, virtual and in-person training/coaching, administrator academies, and dedicated district-wide training on UTK-8th Early Release Minimum Days, 9th-12th Late Start Professional Development Wednesdays, UTK-12th District Pull-out Days, and Preschool- 12th District-wide Staff Development Days.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 61 | 96 | 97 |