

# George Y. Komure 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

<b>School Name</b>	George Y. Komure School
<b>Street</b>	2121 Henry Long Blvd.
<b>City, State, Zip</b>	Stockton, CA 95206
<b>Phone Number</b>	(209) 938-6320
<b>Principal</b>	Mr. Jeff Podesto
<b>Email Address</b>	jpodesto@musd.net
<b>School Website</b>	<a href="https://www.mantecausd.net/georgekomure">https://www.mantecausd.net/georgekomure</a>
<b>County-District-School (CDS) Code</b>	39685936120505

## 2023-24 District Contact Information

<b>District Name</b>	Manteca Unified School District
<b>Phone Number</b>	(209) 825-3200
<b>Superintendent</b>	Dr. Clark Burke
<b>Email Address</b>	cburke@musd.net
<b>District Website</b>	www.mantecausd.net

## 2023-24 School Description and Mission Statement

### GEORGE KOMURE

#### About Our School:

George Y. Komure Elementary has made a commitment to provide all students with equal access to the best education. We are also dedicated to keeping our school a safe and positive learning environment. The centerpiece of our philosophy here at Komure is the belief that every student can succeed and we will do what needs to be done to help our students achieve their goals. Student assessments by the state have changed with the implementation of the Common Core State Standards. Teachers and support staff are involved with ongoing staff development to provide rigorous and relevant teaching to prepare our students for the new assessments and help all our students be successful in the future. Additionally, we are proud to state that we have a safe school atmosphere in which all students can feel welcome. This is all a real testament to our students and our staff. All of our staff is dedicated to continual growth for every student here at Komure. "Coyote PRIDE" is one of the ways we teach our students life skills. Our staff teaches and promotes what it looks like to "Be Safe, Be Respectful, and Be Responsible."

#### School Description and Mission Statement:

George Y. Komure Elementary School, named after a long-time French Camp area farmer, opened in July of 2002 as a Grade K-3 school to accommodate the rapid growth in the Weston Ranch area. Komure School has grown over the years to include grades Transitional Kindergarten thru 8th Grade. The school is located in a middle class commuter community at the southern edge of Stockton, California. Here at Komure, we strive to stay ahead in educational models. In that vein, we have made dramatic advances in bringing the use of technology to our students to enhance their learning experience. We have a goal of staying on the cutting edge of great technological advances that enhance learning for our students. With that noted, to embrace

## 2023-24 School Description and Mission Statement

the Common Core State Standards, all students and staff are teaching to the rigor and expectations of the ever-changing educational demands.

Komure's Vision is that every student is supported to achieve grade level standards and individual goals within a safe and positive school community. Our Mission is through informed actions and decisions, Komure teachers will collaborate using meaningful, measurable, and aligned data for all students to achieve mastery of grade level standards based on their individual goals in a safe and supportive environment. A place where students want to claim as their own. A school where everyone - community, parents, staff and students - all recognize and support the fact that our kids are receiving the best education a child can get. We are committed with Manteca Unified School District to, "Every student works to achieve grade level standards, feel safe and is supported to realize individual success."

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	76
Grade 2	79
Grade 3	79
Grade 4	88
Grade 5	100
Grade 6	69
Grade 7	86
Grade 8	81
<b>Total Enrollment</b>	<b>752</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6%
Male	50.4%
American Indian or Alaska Native	0.7%
Asian	13.6%
Black or African American	15.3%
Filipino	8.1%
Hispanic or Latino	50.5%
Native Hawaiian or Pacific Islander	2.4%
Two or More Races	5.9%
White	3.6%
English Learners	22.7%
Foster Youth	0.7%
Homeless	1.2%
Socioeconomically Disadvantaged	74.2%
Students with Disabilities	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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.50	88.62	885.50	84.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.30	7.00	38.90	3.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	4.36	113.30	10.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.40	1.09	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.90	0.09	18854.30	6.86
<b>Total Teaching Positions</b>	<b>33.20</b>	<b>100.00</b>	<b>1050.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.60	83.78	829.80	80.07	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.60	8.38	45.20	4.36	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	4.44	64.50	6.23	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	25.70	2.48	11953.10	4.28
<b>Unknown</b>	1.00	3.34	71.00	6.85	15831.90	5.67
<b>Total Teaching Positions</b>	<b>31.70</b>	<b>100.00</b>	<b>1036.30</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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	1.40	1.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.40	1.40

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
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.1	9.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.6	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)		
<b>Mathematics</b>	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
<b>Science</b>	Amplify California Science Grades K-5 (Adopted 2022) Amplify California Science Grades 6-8 (Adopted 2020)	Yes	0
<b>History-Social Science</b>	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
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	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

George Komure School opened in 2002 with an administration building, library, multi-purpose room, and 41 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. Structural repairs to posts are scheduled for construction during the summer of 2023/24.

### 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 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.

### Year and month of the most recent FIT report

August 2023

**System Inspected**

**Rate**

**Rate**

**Rate**

**Repair Needed and Action Taken or Planned**

## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Carpet needs repair. Damaged laminate missing tile, cabinet repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	27	27	38	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	14	16	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
<b>All Students</b>	507	501	98.82	1.18	26.75
<b>Female</b>	232	231	99.57	0.43	29.44
<b>Male</b>	275	270	98.18	1.82	24.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	76	75	98.68	1.32	41.33
<b>Black or African American</b>	88	88	100.00	0.00	9.09
<b>Filipino</b>	36	36	100.00	0.00	38.89
<b>Hispanic or Latino</b>	250	246	98.40	1.60	24.80
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	24	100.00	0.00	41.67
<b>White</b>	19	18	94.74	5.26	44.44
<b>English Learners</b>	109	106	97.25	2.75	10.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	13	92.86	7.14	23.08
<b>Military</b>	19	19	100.00	0.00	31.58
<b>Socioeconomically Disadvantaged</b>	385	380	98.70	1.30	26.05
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	54	54	100.00	0.00	3.70

## 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
<b>All Students</b>	507	503	99.21	0.79	16.10
<b>Female</b>	232	231	99.57	0.43	15.58
<b>Male</b>	275	272	98.91	1.09	16.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	76	76	100.00	0.00	27.63
<b>Black or African American</b>	88	88	100.00	0.00	6.82
<b>Filipino</b>	36	35	97.22	2.78	34.29
<b>Hispanic or Latino</b>	250	248	99.20	0.80	12.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	24	100.00	0.00	20.83
<b>White</b>	19	18	94.74	5.26	27.78
<b>English Learners</b>	109	109	100.00	0.00	4.59
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	13	92.86	7.14	7.69
<b>Military</b>	19	19	100.00	0.00	10.53
<b>Socioeconomically Disadvantaged</b>	385	383	99.48	0.52	14.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	54	54	100.00	0.00	3.70

## 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)	10.59	14.84	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	183	182	99.45	0.55	14.84
Female	83	83	100.00	0.00	19.28
Male	100	99	99.00	1.00	11.11
American Indian or Alaska Native	0	0	0	0	0
Asian	32	32	100.00	0.00	25.00
Black or African American	28	28	100.00	0.00	7.14
Filipino	11	11	100.00	0.00	18.18
Hispanic or Latino	88	88	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	43	43	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	140	139	99.29	0.71	16.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	0.00

## 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	98	98	98	98	98
Grade 7	100	98	98	98	100
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

##### Opportunities for Parent Involvement:

The success of a school is strongly influenced by the support of parents and the school community working together. George Komure School welcomes parent involvement and encourages input at our School Site Council, ELAC and Safety meetings to support students and school programs. Call our school at (209)-938-6320 to find out how you can get more involved with your child's education.

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, and bike safety.

Parents regularly volunteer in the classroom and are actively involved in the School Site Council, give input to our Strategic Plan, school-wide planning, parent conferences, bilingual parent support groups (ELAC), and various parent committees for fundraisers and field trips. The school keeps the community informed through Blackboard Connect with phone messages, emails, text and district postings on a regular basis. In addition, we maintain a Komure School website and our Facebook page to communicate with our community.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	836	803	316	39.4
Female	409	396	159	40.2
Male	427	407	157	38.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	9	8	3	37.5
Asian	113	111	30	27.0
Black or African American	134	126	50	39.7
Filipino	62	61	18	29.5
Hispanic or Latino	425	405	174	43.0
Native Hawaiian or Pacific Islander	19	19	12	63.2
Two or More Races	45	44	18	40.9
White	29	29	11	37.9
English Learners	210	200	72	36.0
Foster Youth	10	9	4	44.4
Homeless	33	25	16	64.0
Socioeconomically Disadvantaged	643	617	256	41.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	93	42	45.2

### 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	0.70	5.58	6.70	0.91	4.62	4.96	0.20	3.17	3.60
Expulsions	0.00	0.00	0.12	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	6.7	0.12
Female	4.65	0
Male	8.67	0.23
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.54	0
Black or African American	15.67	0.75
Filipino	3.23	0
Hispanic or Latino	5.18	0
Native Hawaiian or Pacific Islander	5.26	0
Two or More Races	2.22	0
White	13.79	0
English Learners	4.29	0
Foster Youth	0	0
Homeless	12.12	0
Socioeconomically Disadvantaged	7.15	0.16
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.42	1.04

## 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	18	2	3	
1	17	2	3	
2	21	1	3	
3	19	2	3	
4	18	2	1	
5	20	3	2	
6	14	4	3	
Other	11	2		

### 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	19	1	4	
1	20	1	3	
2	20	1	3	
3	20	1	3	
4	29	1		4
5	30	1	13	
6	25	1	11	
Other	10	7		



## 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	19	2	3	0
1	19	1	3	0
2	20	1	3	0
3	20	1	3	0
4	29	0	6	0
5	18	13	2	6
6	20	7	7	0
Other	8	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	

## 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
<b>School Site</b>	5102.38	1269.82	3832.56	82217.88
<b>District</b>	N/A	N/A	4484.16	\$84,910
<b>Percent Difference - School Site and District</b>	N/A	N/A	-15.7	0.9
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-53.0	-3.8

## 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
<b>Beginning Teacher Salary</b>	\$56,632	\$55,550
<b>Mid-Range Teacher Salary</b>	\$80,866	\$80,703
<b>Highest Teacher Salary</b>	\$108,415	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$165,632	\$137,703
<b>Average Principal Salary (Middle)</b>	\$0	\$143,760
<b>Average Principal Salary (High)</b>	\$174,906	\$159,021
<b>Superintendent Salary</b>	\$295,431	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	32.3%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	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