Golden West Elementary
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	Golden West Elementary
Street	1031 N. Main St
City, State, Zip	Manteca CA 95337
Phone Number	2098587300
Principal	Tony Shah, Ed.D.
Email Address	sshah@musd.net
School Website	https://www.mantecausd.net/goldenwest
County-District-School (CDS) Code	39685936042329

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Golden West Elementary School, located in central Manteca, was established in 1961. It is home to the Golden West 49ers who have a long-standing tradition of: Pride in Yourself; Pride in Your School; Pride in Everything You Do!

We serve between five and six hundred diverse and exceptional students. Most of our students reside within close proximity to the school. We serve grade levels Transitional kindergarten through eighth grade.

Our teachers provide our students with highly effective instruction and supports with compassion to best prepare our students for the upcoming school year, high school, college, and career in a technologically competitive economy. Our employees are committed to supporting each student to grow and achieve their personal best. We are dedicated to providing a welcoming, inclusive and safe learning environment which meets the unique academic, physical, and social-emotional needs of each student. All students and teachers have access to technology to promote engagement and learning.

Teachers collaborate in grade level and grade span professional learning communities (PLC) teams to provide differentiated academic instruction to meet the diverse needs of our students. We are committed to ensuring that all students receive a strong tier I based instruction aligned to the essential grade level learning standards.

Our PLC teams work together to use meaningful, measurable, and data aligned to guide decisions and actions to promote student growth. We strive to meet the unique learning needs of each student through our "GOLDen Time" (Get Our Learning Done), where students accelerate their learning or reinforce foundational skills in small group instruction.

Golden West is fully committed to our positive behavioral intervention and supports (PBIS) system of promoting all students' academic, behavioral, and socio-emotional development. We explicitly instruct students expected behaviors and procedures. We have three rules: Be Safe, Be Responsible, Be Respectful which in turn supports being a learner. We are committed to explicitly teaching student behaviors as well as academics. We view every opportunity as a learning opportunity for students to grow and achieve their personal best. We celebrate student success through Golden Tickets for behavior and character awards and allowing students to use our established PBIS store to purchase donated and purchased items.

Golden West benefits from the active parental/caregiver participation engagement through participation in the English Language Advisory Committee, School Site Council, and School Activities and Events.

2023-24 School Description and Mission Statement

To learn more about the many programs offered at Golden West School, please contact the principal, Tony Shah, Ed.D. at (209) 858-7300 or tshah@musd.net.

Our Vision:
Golden West is committed towards providing each unique learner with rigorous, differentiated, inclusive, equitable instruction and supports to be best prepared for the following school year, high school, college and career.

Our Mission:
We will provide a welcoming, rigorous, inclusive and safe learning environment which meets the unique academic, physical, and social-emotional needs of each student. We will work together to use meaningful, measurable, and aligned data to guide our decisions and actions to promote student growth.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	61
Grade 2	68
Grade 3	70
Grade 4	59
Grade 5	46
Grade 6	62
Grade 7	48
Grade 8	59
Total Enrollment	538

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4%
Male	54.6%
American Indian or Alaska Native	0.4%
Asian	3.7%
Black or African American	2%
Filipino	2.2%
Hispanic or Latino	70.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.2%
White	18.2%
English Learners	30.9%
Foster Youth	0.9%
Homeless	3.3%
Socioeconomically Disadvantaged	69.9%
Students with Disabilities	18%

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)	37.70	81.56	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	2.40	5.33	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	13.09	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	46.30	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)	24.10	59.30	829.80	80.07	234405.20	84.00
Intern Credential Holders Properly Assigned	1.40	3.46	45.20	4.36	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	13.33	64.50	6.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.60	18.78	25.70	2.48	11953.10	4.28
Unknown	2.00	5.11	71.00	6.85	15831.90	5.67
Total Teaching Positions	40.70	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	0.90
Misassignments	6.00	4.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.00	5.40

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	7.60
Total Out-of-Field Teachers	0.00	7.60

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)	11.2	14.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.8	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
Golden West School was completed in 1964. The administration building was finished in 1961 along with a library, multi-purpose room, and several classrooms. Portable classrooms have been added. In the year 2000, the community gymnasium was built at Golden West as a result of a partnership with the City of Manteca. In 2017, the campus was modernized. This modernization built a new administration/classroom building, a new kitchen, converted existing administration space to new classrooms and removed several portable classrooms. After modernization the campus has 36 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.

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 funding. Modernization of the existing campus was completed in 2017.

Year and month of the most recent FIT report	August 2023

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 damaged - waiting for funding to replace. Door not closing properly.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			Cracks in asphalt in the back o\f school.

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)	32	25	38	38	47	46
Mathematics (grades 3-8 and 11)	14	13	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	359	350	97.49	2.51	24.57
Female	160	159	99.38	0.62	28.30
Male	199	191	95.98	4.02	21.47
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	254	249	98.03	1.97	21.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	58	56	96.55	3.45	32.14
English Learners	103	99	96.12	3.88	4.04
Foster Youth	--	--	--	--	--
Homeless	19	16	84.21	15.79	31.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	260	253	97.31	2.69	24.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	70	97.22	2.78	11.43

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	358	353	98.60	1.40	13.31
Female	159	159	100.00	0.00	11.32
Male	199	194	97.49	2.51	14.95
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	253	251	99.21	0.79	9.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	23.08
White	58	56	96.55	3.45	19.64
English Learners	103	102	99.03	0.97	3.92
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	15.79
Military	--	--	--	--	--
Socioeconomically Disadvantaged	259	255	98.46	1.54	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	70	97.22	2.78	2.86

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)	15.91	12.38	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	107	107	100.00	0.00	13.08
Female	44	44	100.00	0.00	11.36
Male	63	63	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	76	100.00	0.00	6.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	27.78
English Learners	31	31	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	76	100.00	0.00	11.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	5.00

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	94
Grade 7	100	89	93	89	94
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 Golden West team strongly believes the success of our students' is influenced by the involvement of parents, guardians, caretakers and other school community members as a whole. Once per each trimester, Golden West's teachers facilitate Goal setting conferences with parents and caretakers to promote the learning, supports and identify goals for each student.

Please contact the school if you would like to get involved on campus (when able) or if you would like more information regarding any of the following:

- Back to School Night
- Parent/Teacher Goal Setting Conferences
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Classroom or Field Trip Volunteer
- Red Ribbon Week
- Read Across America

* Parenting Partners
* Parent Cafe

The Golden West team strongly believes parents, caregivers and school staff working together to support and improve the learning and development of our students collectively and collaboratively is the best interest of our students and the community.

Golden West and the Manteca Unified School District strives to coordinate and communicate with the community including police, fire, other governmental agencies, news media, medical agencies and other community based organizations. A few examples of such coordination and communication with community agencies include programs such as Give Every Child a

2023-24 Opportunities for Parental Involvement

Chance After School Assistance Program, Give Every Child a Chance Tutorial Program, Fire prevention, Parks and Recreation activities, the community gymnasium, and Manteca Police Department.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	644	602	206	34.2
Female	294	277	87	31.4
Male	350	325	119	36.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	36	31	7	22.6
Black or African American	17	15	6	40.0
Filipino	14	13	6	46.2
Hispanic or Latino	440	413	138	33.4
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	18	18	7	38.9
White	114	107	39	36.4
English Learners	204	192	54	28.1
Foster Youth	6	5	2	40.0
Homeless	31	31	12	38.7
Socioeconomically Disadvantaged	455	436	160	36.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	131	124	57	46.0

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	0.24	2.70	8.85	0.91	4.62	4.96	0.20	3.17	3.60
Expulsions	0.00	0.00	0.16	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	8.85	0.16
Female	3.06	0
Male	13.71	0.29
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	29.41	0
Filipino	7.14	0
Hispanic or Latino	8.18	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	27.78	0
White	7.89	0.88
English Learners	7.84	0
Foster Youth	0	0
Homeless	19.35	0
Socioeconomically Disadvantaged	9.67	0.22
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.69	0

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

2023-24 School Safety Plan

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	26	1	3	2
1	22	1	4	
2	23	1	2	2
3	23	1	4	1
4	26	10	2	14
5	26	10	1	14
6	27	10	1	14
Other	8	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	23	1	4	
1	17	3	4	
2	18	2	4	
3	20	1	4	
4	19	15	7	
5	25	10	21	
6	19	12	21	
Other	13	14	6	

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	22	1	2	0
1	15	2	2	0
2	14	3	2	0
3	14	3	2	0
4	16	8	8	0
5	14	15	7	0
6	17	19	16	0
Other	8	8	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
School Site	5505.16	1382.02	4123.14	88526.04
District	N/A	N/A	4484.16	$84,910
Percent Difference - School Site and District	N/A	N/A	-8.4	8.3
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-46.1	3.6

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