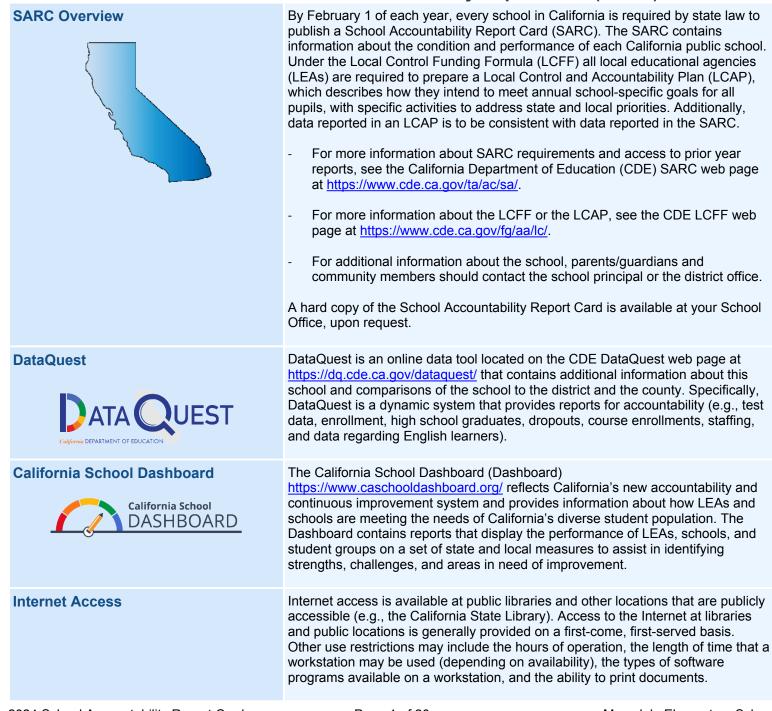# Mossdale Elementary School
## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## 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. |
| | A hard copy of the School Accountability Report Card is available at your School Office, upon request. |
| **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. |

| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
|---|---|
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

| | |
|---|---|
| School Name | Mossdale Elementary School |
| Street | 455 Brookhurst Blvd. |
| City, State, Zip | Lathrop, CA  95330 |
| Phone Number | (209) 938-6392 |
| Principal | Sella Groves |
| Email Address | sgroves@musd.net |
| School Website | https://www.mantecausd.net/mossdale |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 39685930113357 |

## 2024-25 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.mantecausd.net |

## 2024-25 School Description and Mission Statement

Welcome to the 2024-25 school year at Mossdale School, home of the Jaguars! As the 20th elementary school in MUSD, Mossdale joins two other elementary schools in the city of Lathrop. Our rich history spans over 100 years and includes two former buildings. Records show the original school opened in an abandoned chicken coop, where 12 children began their education. On September 10, 1898, a one-room schoolhouse replaced the coop, attracting 30 students. By 1911, Mossdale students achieved the highest grades in San Joaquin County.

In 1948, the school celebrated 50 years of service to the community. A year later, land was purchased, and in 1953, the

## 2024-25 School Description and Mission Statement

second Mossdale School was built. After joining MUSD in 1966, the school closed in 1968. Decades later, in 2007, the current Mossdale School opened its doors, continuing the proud tradition of serving students in our community. We remain dedicated to fostering academic excellence, celebrating our rich history, and preparing our students to make a lasting impact in the world.

Mossdale School is committed to creating a welcoming community where every student feels a sense of belonging and pride. When the school reopened on August 6, 2007, it served 423 K-6 students. The following year, 7th and 8th grades were added, establishing a middle school program. Today, our enrollment is approximately 1,100 students, reflecting the significant growth in the Lathrop community. Our vision, "Where the Making of Success Stories Happens Daily," guides our efforts to provide a safe and supportive learning environment where every student can achieve their goals.

This school year, Mossdale Elementary School implemented a new teaching and learning schedule to include approximately 60 minutes of collaboration and professional development on designated Early Release Wednesdays. The goal of Early Release Wednesdays is to reinstitute site collaboration opportunities to better support the academic, social, emotional, and physical needs of our students.

Operating on a modified traditional calendar, Mossdale School continues to evolve to meet the needs of its students. In the 2022-23 school year, we launched a full-day Kindergarten program and expanded electives for grades 7-8 to support the whole child. These electives include music, STEAM, yearbook, intervention, and more. Our diverse student body represents a variety of cultures and backgrounds from around the globe, enriching our community and learning experiences.

We are excited for another successful school year as we build on our legacy and strive for excellence in everything we do! Please view our school overview here:
https://musd.sharepoint.com/:b:/s/PublicDocumentCenter/EUm-q2QsSYRIteziwuc7n7oBWDsa-vC3mmvoVbAhKIN6YA?e=OhM8eb

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 96 |
| Grade 1 | 88 |
| Grade 2 | 113 |
| Grade 3 | 121 |
| Grade 4 | 136 |
| Grade 5 | 102 |
| Grade 6 | 122 |
| Grade 7 | 155 |
| Grade 8 | 131 |
| Total Enrollment | 1,064 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.3 |
| Male | 51.6 |
| Non-Binary | 0.1 |
| American Indian or Alaska Native | 0.3 |
| Asian | 19.4 |
| Black or African American | 9 |
| Filipino | 11.6 |
| Hispanic or Latino | 43.2 |
| Native Hawaiian or Pacific Islander | 1.8 |
| Two or More Races | 5.6 |
| White | 9.1 |
| English Learners | 18.3 |
| Foster Youth | 0.5 |
| Homeless | 4.1 |
| Socioeconomically Disadvantaged | 60.6 |
| Students with Disabilities | 6.9 |

| 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) | 31.40 | 86.75 | 885.50 | 84.32 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 3.00 | 8.28 | 38.90 | 3.71 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.70 | 4.94 | 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/Incomplete/NA | 0.00 | 0.00 | 0.90 | 0.09 | 18854.30 | 6.86 |
| Total Teaching Positions | 36.20 | 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) | 32.20 | 80.60 | 829.80 | 80.07 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.70 | 4.28 | 45.20 | 4.36 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.80 | 12.13 | 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/Incomplete/NA | 1.10 | 2.98 | 71.00 | 6.85 | 15831.90 | 5.67 |
| Total Teaching Positions | 39.90 | 100.00 | 1036.30 | 100.00 | 279044.80 | 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.

## 2022-23 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) | 27.90 | 70.73 | 771.70 | 72.44 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 1.10 | 2.89 | 37.00 | 3.48 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.90 | 12.64 | 86.60 | 8.13 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 21.60 | 2.03 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 5.40 | 13.72 | 148.20 | 13.92 | 14303.80 | 5.15 |
| Total Teaching Positions | 39.40 | 100.00 | 1065.40 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 1.40 | 0.8 |
| Misassignments | 1.70 | 3.40 | 4.1 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 1.70 | 4.80 | 4.9 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 14.70 | 14 | 18.6 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.70 | 0 | 0 |

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

## 2024-25 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) StudySync Grades 7-8, McGraw-Hill (Adopted 2016) | Yes | 0 |
| **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 | | |

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

## School Facility Conditions and Planned Improvements

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

Age of School Buildings
Mossdale School opened in 2007 with 40 classrooms available for use, a multi-purpose room/gymnasium, a library, and an administration building. 3 Additional relocatable classrooms were added in 2024. The she has a total of 43 CRS.

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.

Maintenance Program
The District allocates funding for maintenance. The 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 Needs Assessment. As part of that activity there are projects planned at Mossdale which will be completed through the use of local funds. State funding will also be sought for those portions of projects which may be eligible for modernization funding. Recently, alterations within the existing administration office, library and main entry was completed in 2019 to respond to educational program requirements and improve security of the campus.

| Year and month of the most recent FIT report | August 2024 |
|---|---|

| 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 | | | |
| **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 | | | |

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 48 | 43 | 38 | 36 | 46 | 47 |
| **Mathematics** (grades 3-8 and 11) | 28 | 28 | 22 | 22 | 34 | 35 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 777 | 773 | 99.49 | 0.51 | 42.82 |
| Female | 376 | 374 | 99.47 | 0.53 | 45.45 |
| Male | 400 | 398 | 99.50 | 0.50 | 40.20 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 149 | 149 | 100.00 | 0.00 | 59.06 |
| Black or African American | 65 | 65 | 100.00 | 0.00 | 21.54 |
| Filipino | 98 | 98 | 100.00 | 0.00 | 57.14 |
| Hispanic or Latino | 335 | 332 | 99.10 | 0.90 | 34.34 |
| Native Hawaiian or Pacific Islander | 15 | 15 | 100.00 | 0.00 | 46.67 |
| Two or More Races | 47 | 47 | 100.00 | 0.00 | 48.94 |
| White | 67 | 66 | 98.51 | 1.49 | 43.94 |
| English Learners | 129 | 125 | 96.90 | 3.10 | 9.60 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 37 | 35 | 94.59 | 5.41 | 28.57 |
| Military | 26 | 26 | 100.00 | 0.00 | 34.62 |
| Socioeconomically Disadvantaged | 504 | 501 | 99.40 | 0.60 | 39.52 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 60 | 100.00 | 0.00 | 10.00 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 777 | 777 | 100.00 | 0.00 | 28.06 |
| Female | 376 | 376 | 100.00 | 0.00 | 25.00 |
| Male | 400 | 400 | 100.00 | 0.00 | 31.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 149 | 149 | 100.00 | 0.00 | 44.30 |
| Black or African American | 65 | 65 | 100.00 | 0.00 | 9.23 |
| Filipino | 98 | 98 | 100.00 | 0.00 | 38.78 |
| Hispanic or Latino | 335 | 335 | 100.00 | 0.00 | 19.10 |
| Native Hawaiian or Pacific Islander | 15 | 15 | 100.00 | 0.00 | 20.00 |
| Two or More Races | 47 | 47 | 100.00 | 0.00 | 38.30 |
| White | 67 | 67 | 100.00 | 0.00 | 34.33 |
| English Learners | 129 | 129 | 100.00 | 0.00 | 6.98 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 37 | 37 | 100.00 | 0.00 | 21.62 |
| Military | 26 | 26 | 100.00 | 0.00 | 19.23 |
| Socioeconomically Disadvantaged | 504 | 504 | 100.00 | 0.00 | 24.60 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 60 | 100.00 | 0.00 | 8.33 |

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 25.40 | 21.28 | 22.16 | 22.63 | 30.29 | 30.73 |

## 2023-24 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 | 235 | 235 | 100.00 | 0.00 | 21.28 |
| Female | 115 | 115 | 100.00 | 0.00 | 20.87 |
| Male | 119 | 119 | 100.00 | 0.00 | 21.85 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 45 | 45 | 100.00 | 0.00 | 28.89 |
| Black or African American | 18 | 18 | 100.00 | 0.00 | 11.11 |
| Filipino | 34 | 34 | 100.00 | 0.00 | 32.35 |
| Hispanic or Latino | 99 | 99 | 100.00 | 0.00 | 16.16 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 26.67 |
| White | 17 | 17 | 100.00 | 0.00 | 11.76 |
| English Learners | 29 | 29 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 14 | 14 | 100.00 | 0.00 | 7.14 |
| Socioeconomically Disadvantaged | 154 | 154 | 100.00 | 0.00 | 17.53 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 24 | 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.

## 2023-24 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 requires only participation results 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 | 100 | 100 | 100 | 100 | 100 |

## 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.

## 2024-25 Opportunities for Parental Involvement

The success of a school is strongly influenced by the support of parents and the school community as a whole. Mossdale School enjoys great parent involvement and utilizes the services of the Parent Teacher Association (PTA) Club, School Site Council (SSC), English Language Advisory Committee (ELAC) and School Site Safety Committee to support students and school programs. Call our school at (209) 938-6392 and contact Sella Groves to find out how you can get more involved with your child's education.

MUSD strives to coordinate and communicate with the community, including police, fire and other governmental agencies, news media, medical agencies and other community organizations. Examples of such coordination and communication with community agencies include programs such as Give Every Child A Chance, fire prevention, water safety, parks and recreation activities, the community gymnasium, bike safety, and Police School Resource Officers, to name a few.

Parents regularly volunteer in our classrooms and are actively involved in the School Site Council, school-wide planning, goal setting conferences, bilingual parent support groups, and various parent committees for fundraisers and field trips. Important notices are sent home with students, as well as, the school communicates messages and emergency information via the Blackboard Connect services.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 1150 | 1116 | 190 | 17.0 |
| Female | 553 | 535 | 97 | 18.1 |
| Male | 596 | 580 | 93 | 16.0 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 214 | 210 | 18 | 8.6 |
| Black or African American | 111 | 102 | 22 | 21.6 |
| Filipino | 131 | 127 | 11 | 8.7 |
| Hispanic or Latino | 498 | 487 | 104 | 21.4 |
| Native Hawaiian or Pacific Islander | 19 | 19 | 1 | 5.3 |
| Two or More Races | 63 | 62 | 16 | 25.8 |
| White | 110 | 105 | 17 | 16.2 |
| English Learners | 239 | 233 | 35 | 15.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 61 | 60 | 18 | 30.0 |
| Socioeconomically Disadvantaged | 780 | 759 | 143 | 18.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 99 | 96 | 20 | 20.8 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Suspensions** | | | | | | | | |
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 2.19 | 4.57 | 6.17 | 4.62 | 4.96 | 4.95 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Expulsions** | | | | | | | | |
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0.09 | 0 | 0.09 | 0.24 | 0.18 | 0.07 | 0.08 | 0.07 |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 6.17 | 0.00 |
| Female | 5.06 | 0.00 |
| Male | 7.21 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 1.87 | 0.00 |
| Black or African American | 12.61 | 0.00 |
| Filipino | 3.82 | 0.00 |
| Hispanic or Latino | 7.43 | 0.00 |
| Native Hawaiian or Pacific Islander | 10.53 | 0.00 |
| Two or More Races | 6.35 | 0.00 |
| White | 3.64 | 0.00 |
| English Learners | 3.77 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 14.75 | 0.00 |
| Socioeconomically Disadvantaged | 6.92 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 11.11 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

All school sites in the Manteca Unified School District annually update their Comprehensive School Safety Plan in accordance with California Education Code and State legislation. 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 2024 Board of

## 2024-25 School Safety Plan

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.

Site safety team members are requested to earn their ICS 100 certification upon joining the team.  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.

## 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 | 24 | | 5 | |
| 1 | 26 | | 4 | |
| 2 | 26 | | 4 | |
| 3 | 23 | | 4 | |
| 4 | 30 | | 23 | |
| 5 | 32 | 1 | | 16 |
| 6 | 23 | 3 | 1 | 1 |
| Other | 13 | 8 | 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 | 24 | | 5 | |
| 1 | 26 | | 4 | |
| 2 | 26 | | 4 | |
| 3 | 26 | | 5 | |
| 4 | 34 | | | 16 |
| 5 | 31 | | 22 | |
| 6 | 25 | 8 | | 18 |
| Other | 11 | 2 | | |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 24 | | 4 | |
| 1 | 22 | 1 | 3 | |
| 2 | 23 | 1 | 4 | |
| 3 | 24 | | 5 | |
| 4 | 54 | | | 5 |
| 5 | 51 | | | 4 |
| 6 | 31 | | 10 | |
| Other | 11 | 2 | | |

## 2023-24 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 |

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| 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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | 3899.60 | 1021.01 | 2878.56 | 89276.75 |
| District | N/A | N/A | 3748.92 | $90,799 |
| Percent Difference - School Site and District | N/A | N/A | -26.3 | -1.7 |
| State | N/A | N/A | $10,771 | $94,625 |
| Percent Difference - School Site and State | N/A | N/A | -115.6 | -5.8 |

## Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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** | $60,687 | $56,573 |
| **Mid-Range Teacher Salary** | $86,656 | $87,186 |
| **Highest Teacher Salary** | $116,178 | $119,665 |
| **Average Principal Salary (Elementary)** | $179,500 | $148,486 |
| **Average Principal Salary (Middle)** | $0 | $154,835 |
| **Average Principal Salary (High)** | $187,357 | $170,008 |
| **Superintendent Salary** | $311,917 | $338,699 |
| **Percent of Budget for Teacher Salaries** | 29.82 | 31.41 |
| **Percent of Budget for Administrative Salaries** | 5.51 | 4.86 |

## 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 2024-25 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 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 96 | 97 | 113 |