

Neil Hafley

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Neil Hafley
Street	849 Northgate Drive
City, State, Zip	Manteca, CA 95336
Phone Number	(209) 858-7215
Principal	Lorena Souza
Email Address	lortega-souza@musd.net
School Website	https://www.mantecausd.net/neilhafley
Grade Span	
County-District-School (CDS) Code	39685936104533

2025-26 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

2025-26 School Description and Mission Statement

Neil Hafley School first opened its doors on August 27, 1984, serving students in grades K–7 with an original enrollment of 810 students. In 1985, the school expanded into its current K–8 configuration and today serves approximately 750 students annually. Over the years, Neil Hafley has continued to grow and modernize. A multi-purpose facility—used as both a cafeteria and gymnasium—was completed in May 2009, and during the 2018–2019 school year the campus underwent significant modernization, including new asphalt throughout the school grounds, roof restoration, updated playground equipment, and the addition of an outdoor classroom to enhance student learning experiences.

Neil Hafley School operates with a Strategic Plan created by its educational partners, who identify goals and priorities based on careful analysis of school data. The Strategic Plan focuses on three key target areas: Standards, Safety, and Emerging Students. This plan guides the school’s improvement efforts and supports consistent growth for all learners. A summary of the plan can be found here: Strategic Plan

Summary: <https://musd.sharepoint.com/:b:/s/PublicDocumentCenter/EYNwLjTfKP9BtlhuK1EafAkBqTwJls2502aSg48fviEfxA?e=tHaoxn>

Since 2015, Neil Hafley has proudly implemented Positive Behavioral Interventions and Supports (PBIS) to foster a safe, supportive, and inclusive environment. Staff uses common language and shared expectations through the schoolwide SOAR system—Safe, Outstanding, Accepting, and Responsible. Students receive explicit daily instruction on these expectations, along with integrated social-emotional learning. To reinforce positive behavior, students earn “Golden Tickets” for demonstrating SOAR characteristics. Tickets may be exchanged at the bi-weekly Hawk’s Nest student store or entered into the office raffle spinner for weekly prize drawings. Each trimester, students are recognized with lanyards, pins, and certificates for achievements in Reading, Math, Honor Roll, Scholar Awards, SOAR awards, and the distinguished SOAR-ing Student Award. Teachers also celebrate students through positive, personalized postcards mailed home.

Neil Hafley School thrives through strong partnerships with families and community members. Parents actively participate in a variety of leadership and advisory groups, including the Community Club, English Language Advisory Committee (ELAC), and School Site Council (SSC). Annual events such as the Walk-Jog-A-Thon, fall and spring Scholastic Book Fairs, and other community-building activities strengthen school spirit and enhance student programs. Middle school students also play an

2025-26 School Description and Mission Statement

important role on campus through yearbook production, peer mentoring, and participation in the Associated Student Body (ASB) Leadership class.

Neil Hafley School is committed to upholding traditions that foster a positive school culture, promote academic excellence, and ensure that all students are engaged in meaningful, rigorous learning. Through high expectations, shared values, and strong community partnerships, Neil Hafley prepares students to thrive as responsible, confident, and compassionate learners.

To learn more about the programs, supports, and opportunities available at Neil Hafley School, please contact Principal Lorena Souza at (209) 858-7215 or lortega-souza@musd.net

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	83
Grade 2	77
Grade 3	84
Grade 4	83
Grade 5	95
Grade 6	90
Grade 7	95
Grade 8	108
Total Enrollment	799

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.5
Asian	6.8
Black or African American	3.8
Filipino	3.9
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	0.8
Two or More Races	2.9
White	19.5
English Learners	22
Foster Youth	0.5
Homeless	5.9
Socioeconomically Disadvantaged	62.7
Students with Disabilities	14.1

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.

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)	20.3	72.5	829.8	80.07	234405.2	84
Intern Credential Holders Properly Assigned	1.5	5.36	45.2	4.36	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.8	17.21	64.5	6.23	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	25.7	2.48	11953.1	4.28
Unknown/Incomplete/NA	1.3	4.86	71	6.85	15831.9	5.67
Total Teaching Positions	28	100	1036.3	100	279044.8	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.

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)	20.1	65.89	771.7	72.44	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.27	37	3.48	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	13.07	86.6	8.13	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.89	21.6	2.03	11746.9	4.23
Unknown/Incomplete/NA	4.8	15.84	148.2	13.92	14303.8	5.15
Total Teaching Positions	30.6	100	1065.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	19.6	59.85	835.3	75.12	230039.4	100
Intern Credential Holders Properly Assigned	5.5	16.74	56.4	5.08	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.8	11.72	121.5	10.93	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.6	1.94	12112.8	4.34
Unknown/Incomplete/NA	3.8	11.66	77	6.93	13705.8	4.91
Total Teaching Positions	32.8	100	1112	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	2.00	1.9	2
Misassignments	2.80	2	1.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.80	4	3.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.5	0
Total Out-of-Field Teachers	0.00	0.5	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.8	6.5	21.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	2.9

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

2025-26 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
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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)	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)	0
Science	Amplify California Science Grades K-5 (Adopted 2022) Amplify California Science Grades 6-8 (Adopted 2020)	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)	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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

Neil Hafley School was built in 1985 including the administration building, library, multi-purpose room, and classrooms. Several portable classrooms have been added for a total of 44 classrooms. Modernization of 30 rooms was completed in June of 2009.

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 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 portions of projects which may be eligible for modernization. The school modernization was completed in December of 2019. The project included asphalt replacement, fire alarm, paging and interior accessibility upgrades.

Year and month of the most recent FIT report

July 2025

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		Ceiling tiles have holes or stains Walls appear to have hazards from tears and holes
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Paint is peeling, chipping, or cracking under the eaves
Structural: Structural Damage, Roofs	X			Siding is damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Window trim damaged Significant cracks, trip hazards, holes, and deterioration are found between the gym and room 22 and south parking lot

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	26	29	36	36	47	48
Mathematics (grades 3-8 and 11)	15	16	22	22	35	37

2024-25 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	552	546	98.91	1.09	28.75
Female	252	250	99.21	0.79	34.00
Male	300	296	98.67	1.33	24.32
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	29.73
Black or African American	19	17	89.47	10.53	17.65
Filipino	25	25	100.00	0.00	60.00
Hispanic or Latino	342	339	99.12	0.88	22.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	104	103	99.04	0.96	40.78
English Learners	109	108	99.08	0.92	5.56
Foster Youth	--	--	--	--	--
Homeless	36	35	97.22	2.78	22.86
Military	--	--	--	--	--
Socioeconomically Disadvantaged	408	404	99.02	0.98	25.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	79	97.53	2.47	5.06

2024-25 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	550	542	98.55	1.45	15.87
Female	252	249	98.81	1.19	12.45
Male	298	293	98.32	1.68	18.77
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	13.51
Black or African American	19	17	89.47	10.53	5.88
Filipino	25	25	100.00	0.00	40.00
Hispanic or Latino	340	336	98.82	1.18	11.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	40.00
White	104	102	98.08	1.92	21.57
English Learners	108	107	99.07	0.93	6.54
Foster Youth	--	--	--	--	--
Homeless	36	34	94.44	5.56	11.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	406	400	98.52	1.48	13.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	76	96.20	3.80	2.63

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.62	13.71	22.63	23.76	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	199	197	98.99	1.01	13.71
Female	90	90	100.00	0.00	6.67
Male	109	107	98.17	1.83	19.63
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	18.18
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	27.27
Hispanic or Latino	133	132	99.25	0.75	10.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	23.33
English Learners	42	41	97.62	2.38	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	152	151	99.34	0.66	11.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	6.90

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.

2024-25 California Physical Fitness Test Participation Rates

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	99	99	99	99	99
Grade 7	99	99	99	99	99

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.

2025-26 Opportunities for Parental Involvement

The success of Neil Hafley School is strengthened by the active support and involvement of parents and the broader school community. Neil Hafley recognizes the essential role that families play in student achievement and is committed to fostering meaningful partnerships that support students' academic and social-emotional growth.

Parents are encouraged to participate in a variety of school leadership and advisory opportunities, including the Community Club, School Site Council (SSC), and the English Learner Advisory Committee (ELAC). These groups collaborate with school staff to support programs, guide decision-making, and enhance the overall educational experience for all students.

In addition to leadership roles, families are invited to join family nights, school-wide activities, and numerous volunteer opportunities across campus. Parent volunteerism—whether in the classroom, at events, or through program support—contributes to improved student outcomes and provides a rewarding experience for those who participate.

Neil Hafley School also celebrates student success through trimester academic recognition assemblies, where students are honored for achievements in areas such as Reading, Math, Honor Roll, Scholar Awards, and SOAR behavior awards. Families of students being recognized are invited to attend and share in their child's accomplishments, further strengthening the home-school connection.

To keep families informed and engaged, Neil Hafley provides consistent communication through weekly Blackboard Messenger notifications and school social media updates, giving parents timely information about events, reminders, and opportunities to participate in school life.

Parents interested in becoming more involved or learning about additional engagement opportunities are encouraged to contact the school office at (209) 858-7215.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	847	825	280	33.9
Female	405	396	128	32.3
Male	442	429	152	35.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	54	13	24.1
Black or African American	35	33	11	33.3
Filipino	32	31	4	12.9
Hispanic or Latino	525	512	177	34.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	6	26.1
White	162	159	63	39.6
English Learners	196	189	60	31.7
Foster Youth	11	--	--	--
Homeless	56	53	24	45.3
Socioeconomically Disadvantaged	630	612	219	35.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	131	127	59	46.5

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.97	10.09	3.9	4.96	4.95	3.63	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.24	0.18	0.1	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.90	0.00
Female	1.48	0.00
Male	6.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.35	0.00
White	4.32	0.00
English Learners	3.06	0.00
Foster Youth	9.09	0.00
Homeless	5.36	0.00
Socioeconomically Disadvantaged	4.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.40	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.

2025-26 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 2025 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.

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.

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	9	7	0	0
1	26	0	3	0
2	20	1	3	0
3	21	1	3	0
4	28	1	21	0
5	32	1	0	14
6	29	1	17	0
Other	11	6	0	0

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	10	8	0	0
1	16	2	3	0
2	21	1	3	0
3	20	1	3	0
4	23	1	3	0
5	24	1	3	0
6	26	1	21	0
Other	8	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	3	3	
1	21	1	3	
2	19	1	3	
3	21	1	3	
4	21	2		1
5	24	2		2
6	27	1	18	
Other	13	2		

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	3968.18	977.70	2990.48	90359.77
District	N/A	N/A	4015.84	\$96,606
Percent Difference - School Site and District	N/A	N/A	-29.3	-0.5
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-113.1	-4.6

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,930	\$60,863
Mid-Range Teacher Salary	\$92,714	\$93,575
Highest Teacher Salary	\$124,299	\$125,548
Average Principal Salary (Elementary)	\$187,839	\$157,645
Average Principal Salary (Middle)		\$165,341
Average Principal Salary (High)	\$201,907	\$182,580
Superintendent Salary	\$359,223	\$357,064
Percent of Budget for Teacher Salaries	27.8%	30.36%
Percent of Budget for Administrative Salaries	5.36%	4.88%

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 school site strategic plans. The 2025-26 school year focus is to continue to refine our Tier 1 Inclusive Classroom Instruction to engage and meet the individual needs of every student in literacy and mathematics. In addition to addressing 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 and 9th-12th 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	97	113	168