

**Mossdale Elementary School**  
**2024-2025 School Accountability Report Card**  
**(Published During the 2025-2026 School Year)**

**MOSSDALE**  
**ELEMENTARY**



**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

<b>School Name</b>	Mosssdale Elementary School
<b>Street</b>	455 Brookhurst Blvd.
<b>City, State, Zip</b>	Lathrop, CA 95330
<b>Phone Number</b>	(209) 938-6392
<b>Principal</b>	Sella Groves
<b>Email Address</b>	sgroves@musd.net
<b>School Website</b>	<a href="https://www.mantecausd.net/mosssdale">https://www.mantecausd.net/mosssdale</a>
<b>Grade Span</b>	TK-8
<b>County-District-School (CDS) Code</b>	39685930113357

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Welcome to the 2025–26 school year at Mosssdale School, home of the Jaguars!

As the 20th elementary school in Manteca Unified School District, Mosssdale proudly serves the thriving community of Lathrop alongside two other elementary schools. Our story is rooted in over a century of commitment to education, resilience, and community partnerships.

Mosssdale’s history began in an abandoned chicken coop, where 12 students first attended school. On September 10, 1898, a one-room schoolhouse replaced the coop, drawing 30 students and quickly gaining a reputation for excellence—by 1911, Mosssdale students earned the highest grades in San Joaquin County. The school celebrated 50 years of service in 1948, and soon after, land was purchased for a new campus. In 1953, the second Mosssdale School opened, serving students until its closure in 1968 after joining MUSD.

Decades later, on August 6, 2007, Mosssdale School reopened at its current location, carrying forward the proud tradition of serving our community. The school began with 423 K–6 students, expanded to include 7th and 8th grades the following year, and continues to grow in response to Lathrop’s dynamic development. Today, Mosssdale serves approximately 1,116 students, and for the 2025–26 school year, we are excited to announce the addition of our Transitional Kindergarten (TK) program, further strengthening our commitment to early learning. Our diverse student body, representing cultures and backgrounds from around the globe, enriches every classroom and creates a vibrant, inclusive learning community.

Our vision—“Where the Making of Success Stories Happens Daily”—guides and elevates all aspects of our work. Mosssdale continues to evolve to meet the diverse needs of our students and families. Recent enhancements include the addition of a full-day Transitional Kindergarten class and expanded elective opportunities for students in grades 7–8, such as music, STEAM, yearbook, and intervention courses designed to support the whole child. This year, we are also proud to introduce a new junior high elective, Pathways to Professions, which provides students with early exposure to career fields of interest and helps them begin exploring potential future pathways.

At Mosssdale Elementary School, we dedicate ourselves to serving our students, families, and community in a united, caring,

## 2025-26 School Description and Mission Statement

and courageous manner. Our mission is reflected in our core values:

M – Motivate: Inspire students to reach their full potential.

O – Opportunity: Provide opportunities for success in all areas of development.

S – Students: Build dignity, value, worth, and self-esteem in every learner.

S – Staff: Foster a team of dedicated, caring, courageous, and professional educators.

D – Development: Support the growth of students' minds, character, physical health, and emotional well-being.

A – Academics: Maintain high expectations of excellence.

L – Learning: Implement best instructional practices and strong curriculum delivery.

E – Environment: Cultivate a safe, secure, respectful, diverse, and joyful school atmosphere.

Together, we embrace our rich history, celebrate our present, and look forward to building an even brighter future. We are excited for another successful school year as we continue to make success stories happen every day at Mossdale—where every Jaguar belongs, grows, and thrives.

Please view our school's strategic plan overview here:

<https://musd.sharepoint.com/:b:/s/PublicDocumentCenter/EUm-q2QsSYRlitezivuc7n7oBWDsa-vC3mmvoVbAhKIN6YA?e=OhM8eb>

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	113
Grade 2	101
Grade 3	113
Grade 4	129
Grade 5	138
Grade 6	103
Grade 7	135
Grade 8	159
<b>Total Enrollment</b>	<b>1,087</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.3
Asian	20.5
Black or African American	9.9
Filipino	10.6
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	1.1
Two or More Races	5.2
White	9.9
English Learners	19.7
Foster Youth	0.3
Homeless	4.1
Socioeconomically Disadvantaged	60.5
Students with Disabilities	7.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.2	80.6	829.8	80.07	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1.7	4.28	45.2	4.36	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.8	12.13	64.5	6.23	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	25.7	2.48	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.1	2.98	71	6.85	15831.9	5.67
<b>Total Teaching Positions</b>	39.9	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.9	70.73	771.7	72.44	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.1	2.89	37	3.48	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.9	12.64	86.6	8.13	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	21.6	2.03	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	5.4	13.72	148.2	13.92	14303.8	5.15
<b>Total Teaching Positions</b>	39.4	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.8	79.12	835.3	75.12	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	2.5	6.41	56.4	5.08	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.7	12.26	121.5	10.93	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	21.6	1.94	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.8	2.18	77	6.93	13705.8	4.91
<b>Total Teaching Positions</b>	38.9	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
<b>Permits and Waivers</b>	1.40	0.8	0
<b>Misassignments</b>	3.40	4.1	4.7
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	4.80	4.9	4.7

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

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

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14	18.6	22.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 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.

<b>Year and month in which the data were collected</b>	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
<b>Reading/Language Arts</b>	Wonders Grades K-6, McGraw-Hill (Adopted 2016) StudySync Grades 7-8, McGraw-Hill (Adopted 2016)	0
<b>Mathematics</b>	McGraw-Hill My Math Grades K-5, McGraw-Hill School Education LLC (Adopted 2014) California Math, Courses 1-3 Grades 6-8, McGraw-Hill (Adopted 2014)	0
<b>Science</b>	Amplify California Science Grades K-5 (Adopted 2022) Amplify California Science Grades 6-8 (Adopted 2020)	0
<b>History-Social Science</b>	California Studies Weekly – Social Studies Grades K-2, Studies Weekly (Adopted 2018) California History-Social Science: myWorld Interactive Grades 3-5, Pearson Scott Foresman and Prentice Hall (Adopted 2018) IMPACT: California Social Studies Grades 6-8, McGraw-Hill School Education LLC (Adopted 2018)	0
<b>Foreign Language</b>	N/A	
<b>Health</b>	N/A	
<b>Visual and Performing Arts</b>	N/A	
<b>Science Laboratory Equipment (grades 9-12)</b>	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

Mosssdale 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 site 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 Mosssdale 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. 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

June 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Ceiling tiles have holes or stains Missing VCT floor tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	43	43	36	36	47	48
<b>Mathematics</b> (grades 3-8 and 11)	28	31	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	794	787	99.12	0.88	43.20
Female	392	386	98.47	1.53	44.30
Male	402	401	99.75	0.25	42.14
American Indian or Alaska Native	--	--	--	--	--
Asian	155	154	99.35	0.65	51.95
Black or African American	82	82	100.00	0.00	19.51
Filipino	88	88	100.00	0.00	65.91
Hispanic or Latino	338	333	98.52	1.48	36.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	56.41
White	78	77	98.72	1.28	46.75
English Learners	134	129	96.27	3.73	11.63
Foster Youth	--	--	--	--	--
Homeless	42	40	95.24	4.76	25.00
Military	20	20	100.00	0.00	50.00
Socioeconomically Disadvantaged	491	486	98.98	1.02	39.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	61	100.00	0.00	11.48

## 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	792	789	99.62	0.38	30.67
Female	390	388	99.49	0.51	27.32
Male	402	401	99.75	0.25	33.92
American Indian or Alaska Native	--	--	--	--	--
Asian	155	155	100.00	0.00	47.74
Black or African American	79	79	100.00	0.00	17.72
Filipino	88	88	100.00	0.00	45.45
Hispanic or Latino	339	337	99.41	0.59	21.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	41.03
White	78	77	98.72	1.28	28.57
English Learners	134	133	99.25	0.75	11.28
Foster Youth	--	--	--	--	--
Homeless	42	42	100.00	0.00	19.05
Military	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	489	487	99.59	0.41	27.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	61	100.00	0.00	11.48

## 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
<b>Science</b> (grades 5, 8 and high school)	21.28	26.67	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
<b>All Students</b>	301	300	99.67	0.33	26.67
<b>Female</b>	147	146	99.32	0.68	24.66
<b>Male</b>	154	154	100.00	0.00	28.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	60	60	100.00	0.00	40.00
<b>Black or African American</b>	30	30	100.00	0.00	10.00
<b>Filipino</b>	37	37	100.00	0.00	32.43
<b>Hispanic or Latino</b>	120	119	99.17	0.83	17.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	20	100.00	0.00	30.00
<b>White</b>	30	30	100.00	0.00	46.67
<b>English Learners</b>	44	43	97.73	2.27	4.65
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	14	100.00	0.00	28.57
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	190	189	99.47	0.53	25.40
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	18	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.

#### 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	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.

#### 2025-26 Opportunities for Parental Involvement

The success of a school is greatly enhanced by the involvement of parents and the broader school community. Mossdale School benefits from strong parent engagement and the dedicated support of the Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC), and the School Site Safety Committee. We also have parent representatives who provide input at the district level through participation in DELAC (District English Language Advisory Committee) and DPAC (District Parent Advisory Committee). These groups play an essential role in supporting students and school programs. To learn more about how you can become involved in your child's education, please contact our school office at (209) 938-6392 and ask for Mrs. Groves.

MUSD is committed to maintaining effective communication and collaboration with community partners, including local police and fire departments, government agencies, news media, medical organizations, and other community groups. This collaboration supports a variety of programs and initiatives such as Give Every Child a Chance, fire prevention education, water safety, parks and recreation activities, use of the community gymnasium, bike safety programs, and Police School Resource Officers.

Parents regularly volunteer in classrooms and actively participate in school-wide planning through the School Site Council, goal-setting conferences, bilingual parent support groups, and various parent committees that assist with fundraisers and field trips. Important notices are sent home with students, and the school also communicates announcements and emergency information through Blackboard Connect. Families receive our monthly newsletter, the Jaguar Journal, to stay informed about events, updates, celebrations, and important information.

Throughout the year, Mossdale School hosts numerous events to welcome community involvement and showcase student learning and talents. These include band and choir performances, the Veterans Day Concert in partnership with the City of Lathrop, and trimester showcase assemblies recognizing students for their academic growth and demonstration of the Power of the Paw.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1169	1139	183	16.1
Female	565	554	99	17.9
Male	604	585	84	14.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	241	238	17	7.1
Black or African American	125	122	29	23.8
Filipino	120	118	5	4.2
Hispanic or Latino	491	476	105	22.1
Native Hawaiian or Pacific Islander	14	13	2	15.4
Two or More Races	57	55	10	18.2
White	115	111	12	10.8
English Learners	246	240	39	16.3
Foster Youth	--	--	--	--
Homeless	57	52	14	26.9
Socioeconomically Disadvantaged	745	721	135	18.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	95	19	20.0

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
4.57	6.17	2.14	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
0.09	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	2.14	0.00
Female	1.06	0.00
Male	3.15	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.41	0.00
Black or African American	4.80	0.00
Filipino	0.83	0.00
Hispanic or Latino	2.24	0.00
Native Hawaiian or Pacific Islander	7.14	0.00
Two or More Races	5.26	0.00
White	1.74	0.00
English Learners	1.22	0.00
Foster Youth	0.00	0.00
Homeless	1.75	0.00
Socioeconomically Disadvantaged	1.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.02	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	24	0	5	0
1	26	0	4	0
2	26	0	4	0
3	26	0	5	0
4	34	0	0	16
5	31	0	22	0
6	25	8	0	18
Other	11	2	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	24	0	4	0
1	22	1	3	0
2	23	1	4	0
3	24	0	5	0
4	54	0	0	5
5	51	0	0	4
6	31	0	10	0
Other	11	2	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	24		4	
1	23	1	4	
2	20	2	3	
3	37	1	4	1
4	36	2	4	1
5	45	1	1	2
6	41	1		4
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	3982.42	965.12	3017.30	93964.90
District	N/A	N/A	4015.84	\$96,606
Percent Difference - School Site and District	N/A	N/A	-28.4	3.4
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-112.5	-0.7

## 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
<b>Beginning Teacher Salary</b>	\$64,930	\$60,863
<b>Mid-Range Teacher Salary</b>	\$92,714	\$93,575
<b>Highest Teacher Salary</b>	\$124,299	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$187,839	\$157,645
<b>Average Principal Salary (Middle)</b>		\$165,341
<b>Average Principal Salary (High)</b>	\$201,907	\$182,580
<b>Superintendent Salary</b>	\$359,223	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	27.8%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	97	113	168