

Stella Brockman Elementary School

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	Stella Brockman Elementary School
Street	763 Silverado Drive
City, State, Zip	Manteca, CA 95337
Phone Number	209-858-7200
Principal	Heather Gutierrez
Email Address	hgutierrez@musd.net
School Website	https://www.mantecausd.net/stellabrockman
Grade Span	Preschool-8th Grade
County-District-School (CDS) Code	39685936109532

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.matecausd.net

2025-26 School Description and Mission Statement

School Vision:

Stella Brockman strives to provide a safe/engaging learning environment where every student works to achieve grade level standards, feels physically and emotionally safe, and is challenged in becoming lifelong learners.

School Mission:

In partnership with MUSD; through smart actions and decisions, Stella Brockman will work together using meaningful, measurable, and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security, and climate.

Stella Brockman School, Home of the Dolphins, is a Universal Transitional Kindergarten (UTK) through 8th grade school located in central Manteca. The campus includes thirty-four general education UTK–8 classrooms and a range of specialized programs designed to meet the diverse needs of students. These include six UTK–8 special day classes, a preschool class, five special education preschool classes, three preschool speech programs, two UTK–8 speech programs, two resource teachers, and three county-operated Deaf and Hard of Hearing classes.

The dedicated staff at Stella Brockman take pride in fostering a positive and inclusive learning environment. The school emphasizes respect, collaboration, and community through its implementation of Positive Behavioral Interventions and Supports (PBIS). Instructional practices are designed to maximize learning time, actively engage students, and provide early interventions to meet individual needs in partnership with families. Student recognition programs celebrate academic growth, positive behavior, and character development throughout the year. Student leadership plays an active role in addressing school and community needs, and students are encouraged to participate in service projects, athletics, and enrichment clubs.

Instructional programs are supported by both school-based and community-based tutorial and intervention services offered during and beyond the regular school day. Stella Brockman collaborates with a variety of community partners, including the Manteca Police and Fire Departments, city and county agencies, local news media, health services, Manteca Parks and Recreation, Give Every Child a Chance, and other service organizations to provide valuable supplemental programs. Students benefit from community-based opportunities such as fire prevention education, recreation programs, and access to a shared community gymnasium. The district's Acorn League provides organized sports opportunities for students in grades 4–8.

2025-26 School Description and Mission Statement

The school's goals are aligned with the Stella Brockman Strategic Plan, which is regularly monitored and reviewed in collaboration with all stakeholders to ensure continued progress and student success.

Our school's goals are reflected in the site's Strategic Plan which is progress monitored regularly with all stakeholders. The site's Strategic Plan goals can be viewed by following this link:

<https://musd.sharepoint.com/:b:/s/PublicDocumentCenter/EQZcccfssEVBoUx0OFJAwdQBsBWLziP7RevNC38QU1wP7Q?e=y0TNZh>

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	209
Grade 1	76
Grade 2	83
Grade 3	77
Grade 4	78
Grade 5	77
Grade 6	66
Grade 7	76
Grade 8	91
Total Enrollment	833

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
American Indian or Alaska Native	0.6
Asian	18.7
Black or African American	4.4
Filipino	2.8
Hispanic or Latino	52.3
Native Hawaiian or Pacific Islander	1.1
Two or More Races	4.1
White	16
English Learners	22
Foster Youth	0.1
Homeless	7.6
Socioeconomically Disadvantaged	68.5
Students with Disabilities	12.5

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)	26.9	88.57	829.8	80.07	234405.2	84
Intern Credential Holders Properly Assigned	1	3.29	45.2	4.36	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	4.91	64.5	6.23	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.46	25.7	2.48	11953.1	4.28
Unknown/Incomplete/NA	0.8	2.73	71	6.85	15831.9	5.67
Total Teaching Positions	30.3	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)	21.2	72.28	771.7	72.44	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.4	37	3.48	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.3	11.51	86.6	8.13	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.6	2.03	11746.9	4.23
Unknown/Incomplete/NA	3.7	12.73	148.2	13.92	14303.8	5.15
Total Teaching Positions	29.3	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)	22.7	70.99	835.3	75.12	230039.4	100
Intern Credential Holders Properly Assigned	2	6.25	56.4	5.08	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	18.88	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	1.2	3.84	77	6.93	13705.8	4.91
Total Teaching Positions	31.9	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
Permits and Waivers	0.00	1.9	4
Misassignments	1.40	1.3	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.40	3.3	6

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	0.10	0	0
Total Out-of-Field Teachers	0.10	0	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)	10.9	5.3	10.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	1.2

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

Stella Brockman School was built in 1991 including the administration building, a library, multi-purpose room, and several classrooms. Currently there are 42 classrooms and an Annex with 22 classrooms, a library/computer lab, and an administration building completed in 2007.

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 be sought for those projects which may be eligible for modernization. Modernization is scheduled to begin during the summer of 2026.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ceiling tiles have holes or stains Carpet molding strip damaged Carpet is rippling Carpet is torn Carpet transition strip damaged or missing Formica countertop edge damaged VCT flooring has holes/damage by the door Baseboard damaged Walls appear to have hazards from tears and holes by the door Concrete flooring has holes/damage trip hazard
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Significant cracks, trip hazards, holes, and deterioration are found

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)	33	31	36	36	47	48
Mathematics (grades 3-8 and 11)	21	15	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	486	474	97.53	2.47	31.08
Female	264	259	98.11	1.89	33.72
Male	222	215	96.85	3.15	27.91
American Indian or Alaska Native	--	--	--	--	--
Asian	97	93	95.88	4.12	38.71
Black or African American	23	23	100.00	0.00	26.09
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	256	248	96.88	3.12	27.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	44.00

White	64	64	100.00	0.00	28.13
English Learners	122	115	94.26	5.74	7.83
Foster Youth	--	--	--	--	--
Homeless	39	38	97.44	2.56	23.68
Military	11	11	100.00	0.00	27.27
Socioeconomically Disadvantaged	343	338	98.54	1.46	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.04	1.96	6.00

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	486	479	98.56	1.44	15.24
Female	264	260	98.48	1.52	13.08
Male	222	219	98.65	1.35	17.81
American Indian or Alaska Native	--	--	--	--	--
Asian	97	97	100.00	0.00	19.59
Black or African American	23	23	100.00	0.00	17.39
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	256	249	97.27	2.73	11.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	12.00
White	64	64	100.00	0.00	18.75
English Learners	122	122	100.00	0.00	3.28
Foster Youth	--	--	--	--	--
Homeless	39	39	100.00	0.00	7.69
Military	11	11	100.00	0.00	18.18

Socioeconomically Disadvantaged	343	341	99.42	0.58	14.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.04	1.96	2.00

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)	9.2	13.37	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	173	172	99.42	0.58	13.37
Female	97	96	98.97	1.03	12.50
Male	76	76	100.00	0.00	14.47
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	22.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	90	98.90	1.10	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	23	23	100.00	0.00	8.70
English Learners	37	37	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	118	100.00	0.00	16.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	12.50

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	98	98	98	98

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

Parent involvement and support are actively encouraged and deeply valued at Stella Brockman School. Families play a vital role in shaping our school community and contributing to student success. Parents provide leadership through participation in the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), and parent representatives also serve on various district advisory committees. Annual needs assessments are conducted to gather community input and guide school planning.

The Stella Brockman Parent Teacher Booster Club plays an active role in supporting school programs and community engagement efforts, and continues to recruit additional family participation. Many parents volunteer regularly in classrooms and assist during schoolwide events such as Kite Night, the Fall Festival, Spring Fling, Jog-A-Thon, and Cultural Celebration.

To strengthen home-school partnerships, parents are invited twice each year to attend Goal-Setting Conferences focused on student progress. Communication with families is maintained through multiple channels, including the monthly newsletter The Dolphin Tides, a weekly phone call from the principal, digital platforms, and printed materials. Families are also invited to trimester awards ceremonies to celebrate student achievements. Additionally, programs such as Parenting Partners are offered to support families in fostering students' academic and personal growth.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	946	913	260	28.5
Female	491	474	133	28.1
Male	455	439	127	28.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	187	180	45	25.0
Black or African American	48	46	14	30.4
Filipino	26	23	5	21.7
Hispanic or Latino	486	473	139	29.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	38	15	39.5
White	144	138	36	26.1
English Learners	223	221	46	20.8
Foster Youth	--	--	--	--
Homeless	75	73	31	42.5
Socioeconomically Disadvantaged	655	636	198	31.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	135	130	41	31.5

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
5.85	5.84	3.49	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
0.6	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	3.49	0.00
Female	1.22	0.00
Male	5.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.53	0.00
Black or African American	16.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.56	0.00
White	2.08	0.00
English Learners	4.04	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	4.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.19	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	10	7	0	0
1	19	1	3	0
2	20	1	3	0
3	24	1	21	0
4	23	1	0	1
5	16	8	0	1
6	29	2	0	1
Other	8	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	21	1	2	0
1	21	1	3	0
2	26	0	3	0
3	26	0	3	0
4	26	1	0	2
5	24	1	0	2
6	23	1	0	1
Other	10	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	23		3	
1	19	1	3	
2	21	1	3	
3	26		3	
4	20	2	2	
5	19	2	2	
6	22	1	2	
Other	10	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	5147.05	1241.25	3905.79	99427.32
District	N/A	N/A	4015.84	\$96,606
Percent Difference - School Site and District	N/A	N/A	-2.8	9.1
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-93.6	4.9

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