

French Camp 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	French Camp Elementary School
Street	241 East Fourth Street
City, State, Zip	French Camp, CA 95231
Phone Number	2099386370
Principal	Gerardo Guzman Rico
Email Address	gguzmanrico@musd.net
School Website	https://www.mantecausd.net/frenchcamp
Grade Span	
County-District-School (CDS) Code	39685936042311

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

French Camp serves a diverse community encompassing approximately forty square miles and parts of four cities: Manteca, Lathrop, Stockton, and French Camp. French Camp School is a UTK-8 school within MUSD serving a population of 589 students. French Camp School operates as a School Based Coordinated Program to facilitate the diverse needs of our UTK-8 student population. It also serves to coordinate general and categorical resources with maximum flexibility and effect, and to promote operational efficiency in support of learning and teaching.

School Vision: French Camp Elementary will be a 21st Century learning community comprised of students, staff, and families. Students will be responsible, productive, confident members of the community who will be lifelong learners. They will have strength of character and be prepared to achieve personal success in high school and beyond.

During the 2021-22 school year (post-COVID), our full day kindergarten program was reinstated, and it has continued since. This offers our students more time with the teacher and their peers to learn English as well as master the numerous kindergarten standards. French Camp has implemented access time (Eagle Time) at all grade levels, UTK-8. Access time (Eagle Time) is a dedicated 30-minute block, where all grade levels teach concepts to specific groups of students, based on an assessed need, which supports an essential standard at that grade level. Bilingual aides support the classroom teachers during this time. A master schedule was developed to ensure that all teachers had an aide to assist them during Eagle Time. PLCs meet regularly to review data and plan learning cycles as a grade level. We make decisions on programs and interventions based on a review of data points throughout the year. Data points are used to determine the effectiveness of the program and determine if spending is justified. We work closely with our migrant families and Migrant Education through San Joaquin County Office of Education to provide learning opportunities for students in this demographic. A Migrant Independent Study Program along with a Migrant Extended Day Program were implemented during the 2020-21 school year and has continued since. The Migrant Independent Study program has expanded, and the district has offered to employ a second teacher for this program.

French Camp students' continued success is a direct result of the many supports we have put in place, as well as our highly trained, dedicated teachers providing strong academic curriculum design in a safe and caring environment. You will find French Camp School to be an excellent school with a positive reputation.

French Camp Elementary School has developed a Strategic Plan for the 2024-2025 school year. This plan has Smart goals

2025-26 School Description and Mission Statement

and specific action items for each one of the target areas established by Manteca Unified School District: Standards, Safety, and Emerging Bilinguals. A copy of the Strategic Plan is linked here: <https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:2f8eacff-4121-4e48-8d84-06917dc1c61e>.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	54
Grade 2	67
Grade 3	62
Grade 4	68
Grade 5	57
Grade 6	67
Grade 7	71
Grade 8	63
Total Enrollment	581

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
Asian	0.9
Black or African American	1.2
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.1
White	7.2
English Learners	52.2
Foster Youth	0.7
Homeless	8.8
Migrant	25.3
Socioeconomically Disadvantaged	85.4
Students with Disabilities	7.7

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)	21.6	85.97	829.8	80.07	234405.2	84
Intern Credential Holders Properly Assigned	0.4	1.86	45.2	4.36	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	4.68	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	1.8	7.49	71	6.85	15831.9	5.67
Total Teaching Positions	25.2	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)	19.6	75.04	771.7	72.44	231142.4	83.24
Intern Credential Holders Properly Assigned	0.2	0.96	37	3.48	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	6.81	86.6	8.13	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.34	21.6	2.03	11746.9	4.23
Unknown/Incomplete/NA	4.3	16.81	148.2	13.92	14303.8	5.15
Total Teaching Positions	26.1	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)	21.2	81.61	835.3	75.12	230039.4	100
Intern Credential Holders Properly Assigned	0.5	1.92	56.4	5.08	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.9	15.04	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	0.3	1.39	77	6.93	13705.8	4.91
Total Teaching Positions	25.9	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	0	1.9
Misassignments	1.10	1.7	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	1.7	3.9

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	0
Total Out-of-Field Teachers	0.00	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)	5.6	2.1	2
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	0.8	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.

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

French Camp School has 35 classrooms, an administration office, teachers' room, and multi-purpose room complex. The original brick building is used for storage. Some original classrooms built in 1952, and nine permanent classrooms built in 1956 were modernized in 1989. A library and six classrooms were built in 1971 and modernized in 2005. An eight-classroom wing was built in 1975. Portable classrooms were added in 1985, 1997, 1998, 2001, and 2003. A new eight classroom building with learning commons was recently completed as part of the 2022 modernization. The campus includes 26 permanent classrooms and 6 portable classrooms for a total of 32 classrooms. Three portable classrooms were removed during the 2023-2024 school year.

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 projects which may be eligible for modernization. This French Camp modernization project completed in 2022 constructed a new classroom with learning commons and a new parking lot on an adjacent parcel.

Year and month of the most recent FIT report

September 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		Carpet is rippling VCT Flooring Has Holes/Damage Ceiling tiles have holes, stains.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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	25	36	36	47	48
Mathematics (grades 3-8 and 11)	11	12	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	385	381	98.96	1.04	24.67
Female	184	182	98.91	1.09	30.22
Male	201	199	99.00	1.00	19.60
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	348	344	98.85	1.15	24.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	21	21	100.00	0.00	38.10
English Learners	178	174	97.75	2.25	4.60
Foster Youth	0	0	0	0	0
Homeless	58	57	98.28	1.72	19.30
Military	--	--	--	--	--
Socioeconomically Disadvantaged	359	357	99.44	0.56	23.53
Students Receiving Migrant Education Services	93	92	98.92	1.08	11.96
Students with Disabilities	23	23	100.00	0.00	4.35

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	385	381	98.96	1.04	12.07
Female	184	182	98.91	1.09	8.24
Male	201	199	99.00	1.00	15.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	348	344	98.85	1.15	11.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	19.05
English Learners	178	174	97.75	2.25	2.30
Foster Youth	0	0	0	0	0
Homeless	58	58	100.00	0.00	8.62
Military	--	--	--	--	--

Socioeconomically Disadvantaged	359	357	99.44	0.56	11.20
Students Receiving Migrant Education Services	93	93	100.00	0.00	8.60
Students with Disabilities	23	23	100.00	0.00	4.35

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)	17.46	16.24	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	118	117	99.15	0.85	16.24
Female	62	61	98.39	1.61	19.67
Male	56	56	100.00	0.00	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	106	105	99.06	0.94	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	52	51	98.08	1.92	0.00
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	5.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	111	99.11	0.89	15.32
Students Receiving Migrant Education Services	29	29	100.00	0.00	3.45
Students with Disabilities	--	--	--	--	--

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 strongly influenced by the support of parents and the school community. One part-time outreach liaison has been hired to help coordinate parent volunteers and plan events, workshops, and other parent involvement activities. This outreach liaison is on site, works in the main office, and collaborates with the administration and the Parent Brigade to bridge the school and the community. In addition to the outreach liaison, French Camp Elementary School has a parent lead who organizes all aspect of the Parent Brigade. Parents regularly volunteer and work under the direction of our parent lead to complete tasks requested by teachers and other staff members. The Parent Brigade works from their own parent room, where they may bring their children, use computers, and have easy access to resources they need. Whether in distance learning or in-person learning, parents are actively involved in the School Site Council, ELAC, school-wide planning, parent conferences, bilingual parent support groups, and various parent committees for fundraisers and field trips. In addition to these engaging opportunities, this year French Camp is conducting monthly Coffee with the Principal meetings. During these meetings, parents and community members have the opportunity to provide input on the three MUSD's targets and also the school Strategic Plan.

French Camp School publishes a calendar that is distributed to students. The NTI messaging system and the French Camp website are used to keep parents informed of events happening at school. In addition to weekly NTI email and text messages, French Camp Elementary School has an official Facebook page. This page is private and only available for parents and other community members who are related to our students. The office manager and principal use Facebook on a weekly basis to share important information with our community and to invite them to any special event occurring during the week. This Facebook page has currently 243 members. Moreover, French Camp Elementary School has created two different newsletters to keep all stakeholders informed and engaged. One newsletter titled Weekly Updates. This is an internal newsletter and is shared with certificated and classified staff on a weekly basis. The second newsletter is called Eagle Times. This newsletter is shared with parents and the greater community, and it is produced on a monthly basis. The average number of views for this newsletter is 255. French Camp Elementary School serves as the main educational hub for the Migrant Education program at the elementary level. We have approximately 140 migrant students who live at two migrant housing communities located 1.4 miles from the school. The needs of these two communities are unique, and our school has made all efforts possible to keep them engaged and informed. The admin team has organized trips to the camps. Teachers sign up for these trips and visit the camps right before students arrive. The principal and the two migrant teachers have attended most migrant education meetings

2025-26 Opportunities for Parental Involvement

organized and coordinated by the San Joaquin County Office of Education. Manteca Unified strives to coordinate and communicate with the community including sheriff, fire and other governmental agencies, news media, medical agencies and other community organizations. A few examples of such coordination and communication with community agencies include programs such as fire prevention, water safety, parks and recreation activities, and the community gymnasium. Call our school at (209) 938-6370 to contact Gerardo Guzman Rico, Principal, to find out how you can get more involved with your child's education.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	618	596	150	25.2
Female	285	275	75	27.3
Male	333	321	75	23.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	536	522	130	24.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	12	0	0.0
White	48	45	13	28.9
English Learners	333	324	83	25.6
Foster Youth	--	--	--	--
Homeless	97	89	22	24.7
Socioeconomically Disadvantaged	568	552	139	25.2
Students Receiving Migrant Education Services	149	148	26	17.6
Students with Disabilities	60	58	22	37.9

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
2.84	2.25	2.59	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	2.59	0.00
Female	0.35	0.00
Male	4.50	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	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.29	0.00
White	0.00	0.00
English Learners	1.80	0.00
Foster Youth	0.00	0.00
Homeless	4.12	0.00
Socioeconomically Disadvantaged	2.64	0.00
Students Receiving Migrant Education Services	2.68	0.00
Students with Disabilities	3.33	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

2025-26 School Safety Plan

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	20	1	3	0
1	22	1	2	0
2	20	1	3	0
3	27	0	2	0
4	20	8	14	0
5	30	2	0	7
6	26	2	14	0
Other	4	14	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	2	0
1	17	2	2	0
2	23	0	3	0
3	19	1	3	0
4	29	0	2	0
5	31	1	2	1
6	23	1	0	2
Other	46	2	0	1

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		3	
1	18	1	2	
2	17	2	2	
3	21	1	2	
4	34			2
5	29		2	
6	33	1	1	2
Other	44	2		1

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	4979.50	1175.40	3804.10	95606.78
District	N/A	N/A	4015.84	\$96,606
Percent Difference - School Site and District	N/A	N/A	-5.4	5.2
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-95.6	1.0

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/csl/>.

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