

George McParland Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.



Dale Borgeson, Principal

Principal, George McParland Elementary

About Our School

As principal of our school, I am very pleased with the results of our report card. George McParland School is striving for continuous improvement in all areas, and we are particularly proud of the positive and safe learning environment provided our students and the high academic standards and high level of achievement at our school. We pride ourselves on being a California Distinguished School and a school "Where Everyone Counts."

Contact

George McParland Elementary
1601 Northgate Dr.
Manteca, CA 95336-6255

Phone: 209-858-7290
E-mail: dborgeson@musd.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Manteca Unified
Phone Number	(209) 825-3200
Superintendent	Jason Messer
E-mail Address	jmesser@musd.net
Web Site	www.mantecausd.net

School Contact Information (School Year 2016-17)	
School Name	George McParland Elementary
Street	1601 Northgate Dr.
City, State, Zip	Manteca, Ca, 95336-6255
Phone Number	209-858-7290
Principal	Dale Borgeson, Principal
E-mail Address	dborgeson@musd.net
Web Site	www.mantecausd.net
County-District-School (CDS) Code	39685936107429

Last updated: 11/17/2016

School Description and Mission Statement (School Year 2016-17)

McParland School will teach all students grade level work successfully every day. We will strive to meet the academic, social, emotional and cultural needs of all students. We will measure student achievement regularly, provide interventions as needed, and maintain regular communication with students and families.

George McParland Elementary is a K-8 school presently in its twenty-seventh year of existence. In February 2002, the McParland Annex was opened, dividing the school into two campuses located about 2 blocks apart. The Annex currently houses approximately 300 K-2 students and the Main Site approximately 750 3-8 students.

The students come to McParland School from surrounding neighborhoods. The majority of the students live in single family homes with a growing number coming from multiple family homes. Most of the students walk to school; however, there is some busing due to overcrowded conditions. Many students' parents work in the Bay Area and commute two to four hours a day to work. The student ethnic composition, based on October 2014 CBEDS, is approximately: 39.55% White, 47.14% Hispanic/Latino, 1.58% African American, .2% American Indian, 6.61% Asian, and 1.68% Pacific Islander.

McParland has experienced significant growth in students over the last 12 years, expanding from 794 students in October of 1999 to approximately 1050 students in October of 2015. At the same time, changes in demographics have also been great with a significant change in the following subgroups: White from 68.5% to 42.7%, Hispanic/Latino from 17.8% to 44.2%, Socio-economically Disadvantaged from 12.9% to 47.73%% and EL students from 4% to 12.32%.

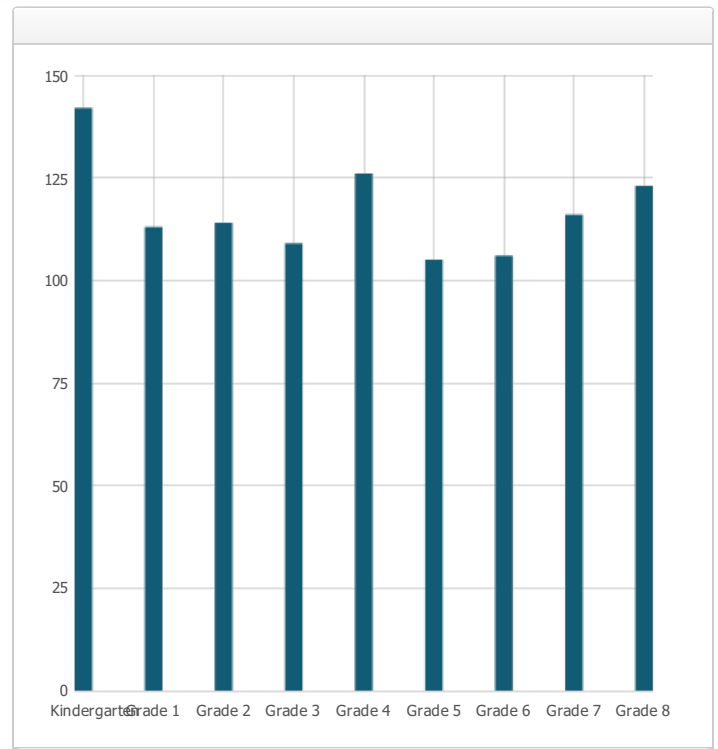
The motto "Everyone Counts" is truly embodied in all that is done at McParland School. All McParland staff consistently and diligently works to meet the needs of the school and community population. Office staff welcomes everyone who comes into our school and organizes charity projects for our community. Custodial staff maintains safe and appealing facilities while at the same time taking the time to help individual students.

McParland teachers conscientiously implement all District curriculums. Grade level and subject matter teams meet to develop lesson plans to ensure consistency across grade levels. State Testing and District Proficiency data are analyzed to identify needs and inform instruction. A computer based data system allows teachers to track and analyze student results on all assessments. McParland teachers utilize Explicit Direct Instruction (EDI). The use of EDI enables teachers to focus instruction to ensure that all students are taught grade level work successfully every day. Interventions for targeted students before, during and after school provide opportunities for teachers to focus on individual needs of students. Communication with families in regards to student progress is a key component of McParland's school culture. Teachers send home frequent progress reports and communicate by phone and email with families on a regular basis. School-wide programs, Character Counts and Rachel's Challenge, recognize students for both academic and social success and reinforce positive character traits. Staff, students and parents alike will testify that McParland School is truly a place "Where Everyone Counts!"

Last updated: 11/17/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	142
Grade 1	113
Grade 2	114
Grade 3	109
Grade 4	126
Grade 5	105
Grade 6	106
Grade 7	116
Grade 8	123
Total Enrollment	1054



Last updated: 12/23/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	0.1 %
Asian	3.5 %
Filipino	2.8 %
Hispanic or Latino	48.8 %
Native Hawaiian or Pacific Islander	1.3 %
White	38.1 %
Two or More Races	3.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.2 %
English Learners	15.5 %
Students with Disabilities	9.2 %
Foster Youth	0.1 %

Last updated: 12/23/2016

A. Conditions of Learning

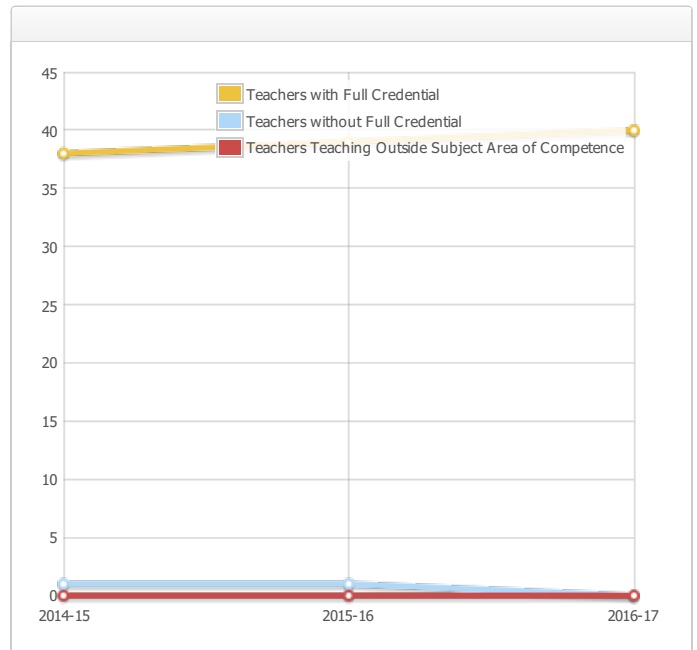
State Priority: Basic

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

Teacher Credentials

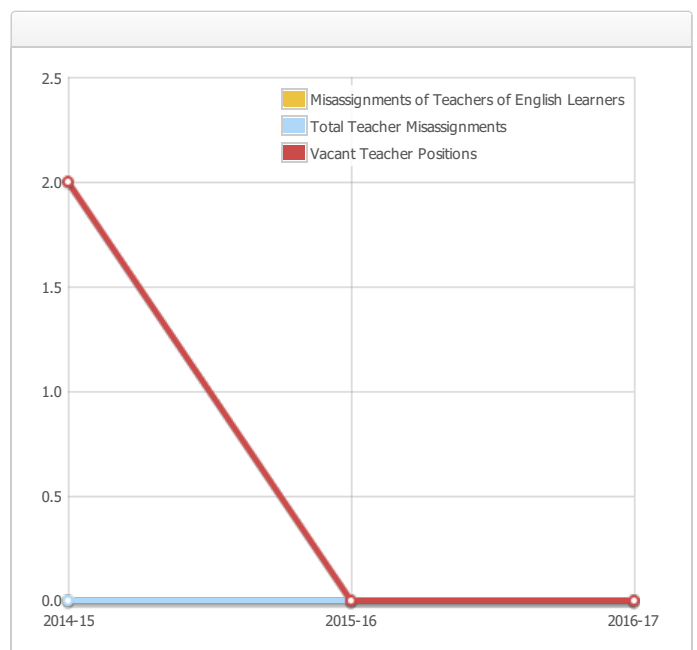
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	38	39	40	965
Without Full Credential	1	1	0	77
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/13/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 12/13/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	93.0%	7.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/9/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;">READING</p> <p>McGraw Hill Wonders Grades K-6 (Adopted 2016)</p> <p>McGraw Hill StudySync Grades 7-8 (Adopted 2016)</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;">MATH</p> <p>McGraw-Hill School Education LLC</p> <p>McGraw-Hill My MathGrades K-5 (Adopted 2014)</p> <p>California Math, Courses 1-3 Grades 6-8 (Adopted 2014)</p>	Yes	0.0 %
Science	<p style="text-align: center;">SCIENCE</p> <p>Macmillan/McGraw-Hill California ScienceGrades K-6 (Adopted 2007)</p> <p>Glencoe/McGraw-Hill Focus on Science Grades7-8 (Adopted 2007)</p>	Yes	0.0 %
History-Social Science	<p style="text-align: center;">HISTORY</p> <p>Pearson Scott Foresman, History-Social Science for California Grades K-3 (Adopted 2006)</p> <p>Macmillan/McGraw Hill, California Vistas Grades 4-6 (Adopted 2006)</p> <p>Holt Rinehart and Winston, Holt CA Social Studies Grades 7-8 (Adopted 2006)</p>	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2017

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.

George McParland School was completed in 1989 including the administration building, a multi-purpose room, library, and several classrooms. A few portable classrooms have been added for a total of 42. In 2002, the annex was completed adding 20 classrooms, a multi-purpose room, library, and administration building.

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.

Deferred Maintenance Program.

The District participates in the State Deferred Maintenance Program for major repair or 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. The District's 2015-2016 budget allocated \$800,000 to address deferred maintenance needs throughout the District.

Modernization Projects.

The portable buildings at this site became eligible for modernization in 2008. The permanent buildings are eligible for modernization in 2013. The District is in the process planning for the modernization of eligible schools and plans to seek State funding of those projects.

Last updated: 12/22/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpet repairs and replacement are scheduled as fundings is available.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Playground slides cracked, repairs scheduled for 2016/2017

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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Last updated: 1/12/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	46.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	37.0%	38.0%	24.0%	25.0%	34.0%	36.0%

Note: Percentages are not calculated 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.

Last updated: 1/9/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	112	96.6%	36.6%
Male	58	57	98.3%	29.8%
Female	58	55	94.8%	43.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.6%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.0%	40.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.2%	19.6%
English Learners	27	24	88.9%	12.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/9/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	129	97.7%	33.3%
Male	75	73	97.3%	31.5%
Female	57	56	98.3%	35.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	59	100.0%	25.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	54	96.4%	44.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.0%	28.1%
English Learners	17	17	100.0%	--
Students with Disabilities	18	18	100.0%	11.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/9/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.0%	67.0%
Male	55	55	100.0%	58.2%
Female	48	48	100.0%	77.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	68.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	39	100.0%	69.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.0%	58.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/9/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	102	97.1%	39.2%
Male	62	59	95.2%	27.1%
Female	43	43	100.0%	55.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.0%	39.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	40	95.2%	47.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.0%	25.5%
English Learners	--	--	--	--
Students with Disabilities	15	15	100.0%	6.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/9/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	115	99.1%	51.3%
Male	56	56	100.0%	33.9%
Female	60	59	98.3%	67.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	42.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.0%	52.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.0%	53.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/9/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	125	108	86.4%	50.9%
Male	60	55	91.7%	47.3%
Female	65	53	81.5%	54.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	47	87.0%	36.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	45	95.7%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	46	85.2%	32.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/9/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	112	96.6%	38.4%
Male	58	57	98.3%	43.9%
Female	58	55	94.8%	32.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.6%	40.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.0%	35.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.2%	27.5%
English Learners	27	24	88.9%	33.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/9/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	129	97.7%	34.1%
Male	75	73	97.3%	37.0%
Female	57	56	98.3%	30.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	59	100.0%	28.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	54	96.4%	44.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.0%	24.6%
English Learners	17	17	100.0%	--
Students with Disabilities	18	18	100.0%	16.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/9/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.0%	44.7%
Male	55	55	100.0%	40.0%
Female	48	48	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	39.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	39	100.0%	51.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.0%	37.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/9/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	102	97.1%	29.4%
Male	61	58	95.1%	22.4%
Female	44	44	100.0%	38.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.0%	23.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	40	95.2%	40.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	48	100.0%	12.5%
English Learners	--	--	--	--
Students with Disabilities	15	15	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/9/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	115	99.1%	33.9%
Male	56	56	100.0%	37.5%
Female	60	59	98.3%	30.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	19.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.0%	38.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.0%	27.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/9/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	125	108	86.4%	45.4%
Male	60	55	91.7%	41.8%
Female	65	53	81.5%	49.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	47	87.0%	29.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	45	95.7%	57.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	46	85.2%	41.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/9/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	64.0%	65.0%	60.0%	47.0%	44.0%	41.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/9/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	228	211	92.5%	59.7%
Male	115	110	95.7%	57.3%
Female	113	101	89.4%	62.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	102	95	93.1%	52.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	84	97.7%	70.2%
Two or More Races	12	10	83.3%	80.0%
Socioeconomically Disadvantaged	105	97	92.4%	52.6%
English Learners	16	15	93.8%	26.7%
Students with Disabilities	14	14	100.0%	57.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/9/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	27.5%	40.2%
7	25.7%	23.9%	46.9%

Note: Percentages are not calculated 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.

Last updated: 1/9/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

The success of a school is strongly influenced by the support of parents and the school community as a whole. McParland Elementary School enjoys great parent involvement and utilizes the services of the Community Club as well as the School Site Council to support students and school programs. Call our school at (209) 858-7290 to contact an administrator to find out how you can get more involved with your child's education.

Manteca Unified strives to coordinate and communicate with the community including police, 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, the community gymnasium, bike safety, and our Police School Resource Officers.

Parents regularly volunteer in the classroom and are actively involved in the School Site Council, school-wide planning, parent conferences, bilingual parent support groups, and various parent committees for fundraisers and field trips. The school publishes a monthly newsletter that is distributed and sent home with students.

State Priority: Pupil Engagement

Last updated: 11/17/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

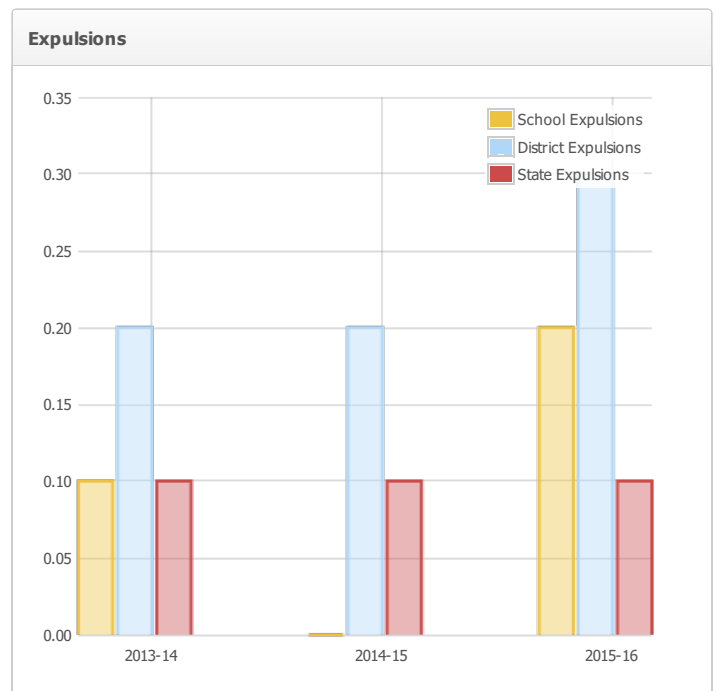
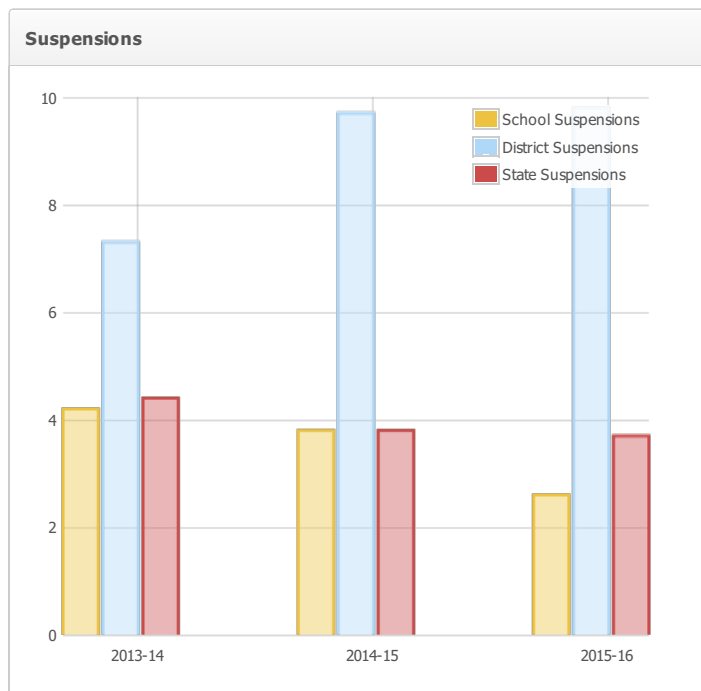
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.2	3.8	2.6	7.3	9.7	9.8	4.4	3.8	3.7
Expulsions	0.1	0.0	0.2	0.2	0.2	0.3	0.1	0.1	0.1



Last updated: 1/13/2017

School Safety Plan (School Year 2016-17)

All of the school sites in Manteca Unified School District annually update the Disaster Plan and School Safety Plan. The plan was revised by Safe Schools Consultants according to the required adoption process with appropriate School Site Council public hearings and School Safety Planning Committee input. Teachers and staff annually receive training on disaster procedures. Teachers and staff received ongoing training throughout the 2016-2017 school year in order to meet the appropriate guidelines established by the state. The safety plans were confirmed and approved by March 1, 2016.

Manteca Unified School District continues to make strides in the improvement of the educational climate and reduced disruptions in the classroom by "putting kids first" and asking the question, "Is it good for the children?" The safety of students and the security of campuses are high priorities in MUSD. School personnel and students participate in monthly disaster preparedness drills including specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations. The school sites also focus on establishing goals that are needed.

The District has established procedures for submitting complaints against personnel and programs. An information brochure, policies, and forms are available to the public at the school site, on the District's website, and in all offices. Also, a nondiscrimination/harassment report form is used to help staff in reporting and tracking data.

Our schools work hard to improve academic achievement and provide alternative programming for "at risk" students. In addition, authorized prevention activities include conflict resolution strategies, before and after school programs, and district-wide efforts to prevent illegal gang activities with Drug Free and Tobacco Free School Zones clearly established and posted. Our District seeks grants and utilizes the Health Services Department to meet the health and counseling needs of students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0%

Note: Cells with NA values do not require data.

Last updated: 12/23/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.0	0	4	0	25.0	1	4	0	28.4	0	5	0
1	31.0	0	3	0	29.0	0	3	0	28.3	0	4	0
2	30.0	0	3	0	30.0	0	3	0	28.5	0	4	0
3	27.0	0	4	0	28.0	0	5	0	27.3	0	4	0
4	32.0	0	2	1	34.0	0	0	3	30.0	0	4	0
5	32.0	0	2	2	33.0	0	1	2	34.0	0	0	3
6	37.0	0	3	1	30.0	0	3	1	33.7	0	0	3
Other	0.0	0	0	0	14.0	1	0	0	0.0	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32.0	0	4	4	30.0	0	8	0	30.0	0	8	0
Mathematics	32.0	0	4	4	30.0	0	8	0	29.9	0	8	0
Science	32.0	0	4	4	30.0	0	8	0	29.9	0	8	0
Social Science	32.0	0	4	4	30.0	0	8	0	29.9	0	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/24/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.2	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.2	N/A
Other	3.2	N/A

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

*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.

Last updated: 12/14/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4106.0	\$883.9	\$3222.1	\$73957.4
District	N/A	N/A	\$3599.0	\$70381.0
Percent Difference – School Site and District	N/A	N/A	-11.1%	5.0%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	-55.2%	-2.5%

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

Last updated: 1/9/2017

Types of Services Funded (Fiscal Year 2015-16)

All Manteca schools receive equal 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.

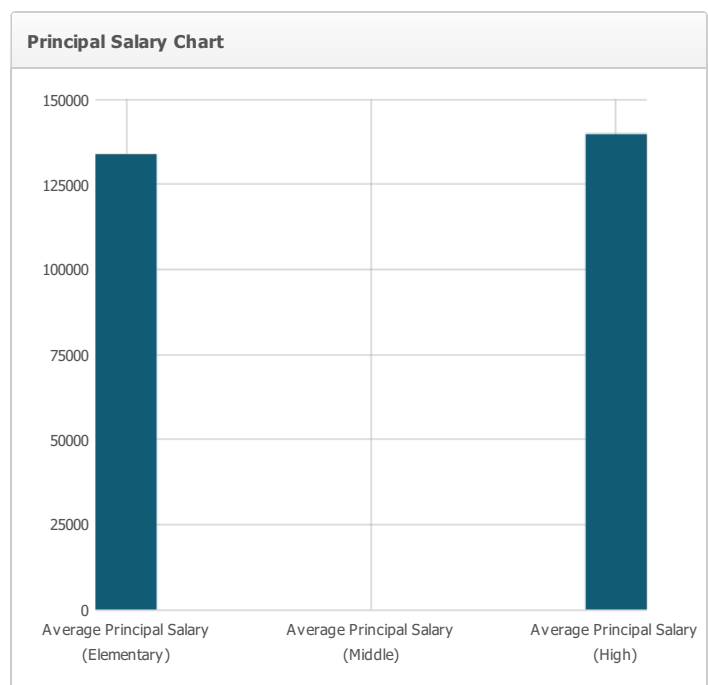
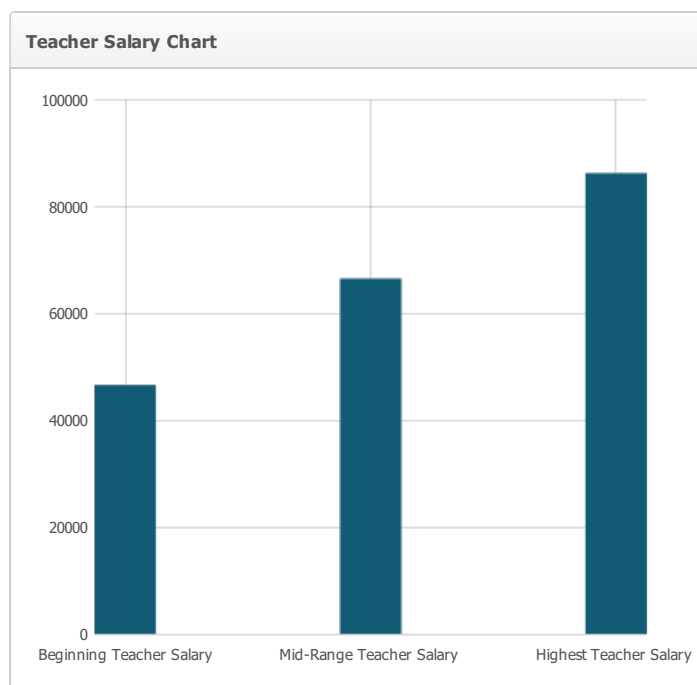
In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Last updated: 12/23/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,534	\$45,092
Mid-Range Teacher Salary	\$66,446	\$71,627
Highest Teacher Salary	\$86,152	\$93,288
Average Principal Salary (Elementary)	\$133,827	\$115,631
Average Principal Salary (Middle)	\$	\$120,915
Average Principal Salary (High)	\$139,766	\$132,029
Superintendent Salary	\$198,514	\$249,537
Percent of Budget for Teacher Salaries	36.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/9/2017

Professional Development

Manteca Unified School District uses a number of models for professional development. The district has adopted the K-12 California State Content Standards for Math and English Language Arts, along with the California English Language Development (ELD) Standards, and the Next Generation Science Standards (NGSS). Beginning with the 2016-2017 school year, an emphasis will be placed on providing teachers with continual training to implement the new standards, new ELA/ELD curriculum, deeper implementation of the math curriculum, and continuing to infuse technology in the classroom. During the 2015-2016 school year, the district was focused on the continual implementation of the standards and the district's 1:1 digital initiative.

As with all training in the district, the focus will be on creating a student-centered approach in teaching that is geared towards providing students with the skills and content necessary for College and/or Career Readiness in the 21st Century. The major emphasis of professional development will be to train teachers to meet the California State Content Standards through a focus on Math, ELA/ELD, NGSS, and Technology. Teacher training opportunities are being provided through district office and site offerings, 24/7 access to an on-line digital platform, and during three Manteca Unified School District staff development days. The district has other opportunities for teacher training including the Teacher Induction Program, CCSS Implementation Walkthrough Training, K-8 teacher collaboration, K-8 teacher curricular committees, 9-12 Professional Learning Communities (PLC), 9-12 Quality Instruction for Student Achievement (QISA), and high school teacher curricular committees, along with a variety of other subject-area trainings.

Last updated: 1/9/2017