

Shasta 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.

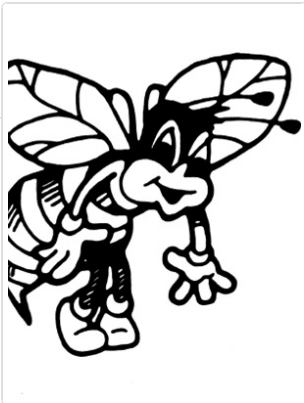
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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



Mrs. Audrey Greene, Principal

Principal, Shasta Elementary

About Our School

Thank you for expressing interest in learning more about Shasta Elementary School, the heart of our community. Academic excellence, implementation of Character Education, and P.R.I.D.E. in individual personal growth are essential elements of the Hornet's educational program. We believe that our staff has the expertise, commitment, and skills necessary to inspire and teach our diverse group of learners. We take great pride in the student centered philosophy that is the focus of our vision; by working together, we are confident that this vision will become a reality. At Shasta School, we have implemented a Positive Behaviors School wide Incentive Program that promotes Perseverance, Respect, Integrity, Diversity and Excellence.

Contact

Shasta Elementary
751 East Edison St.
Manteca, CA 95336-3803

Phone: 209-858-7400
E-mail: agreene@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	Shasta Elementary
Street	751 East Edison St.
City, State, Zip	Manteca, Ca, 95336-3803
Phone Number	209-858-7400
Principal	Mrs. Audrey Greene, Principal
E-mail Address	agreene@musd.net
Web Site	www.mantecausd.net
County-District-School (CDS) Code	39685936042394

Last updated: 11/21/2016

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

Shasta Elementary School is a K-8 campus of approximately 800 students centrally located within Manteca's city limits. We are a neighborhood walk-in school with busing for special education and overflow students. Our Campus is 50 years old, and we are very excited about the current multi-million dollar renovation funded by Measure G. At the culmination of our new construction and renovation project, Shasta will gain a new Classroom Building with a new Kindergarten suite and four other classrooms. We have received a new play apparatus as well. In addition to the new classrooms, we are receiving a new Administration office, and increased parking to our front parking lot.

Historically, Shasta is recognized within the district for its consistently high academic standards and student performance. We provide our students with the best available interventions at our disposal, including READ 180, A+, Give Every Child A Chance one-to-one tutoring, Classworks, Moving Into English, and before and after school tutorials. We have also joined Give Every Child a Chance to host an after school three hour program that provides on average 120 students daily with homework support, physical activity, and enrichment at no cost to our families. In addition to these programs, Shasta School has developed a Learning Center Model to deliver Special Education services to our 6th - 8th grade students. This program has led to measurable academic gains for our Special Education students and promotes full inclusion. Strong parental support and involvement compliments our well-trained and NCLB highly qualified staff of professionals.

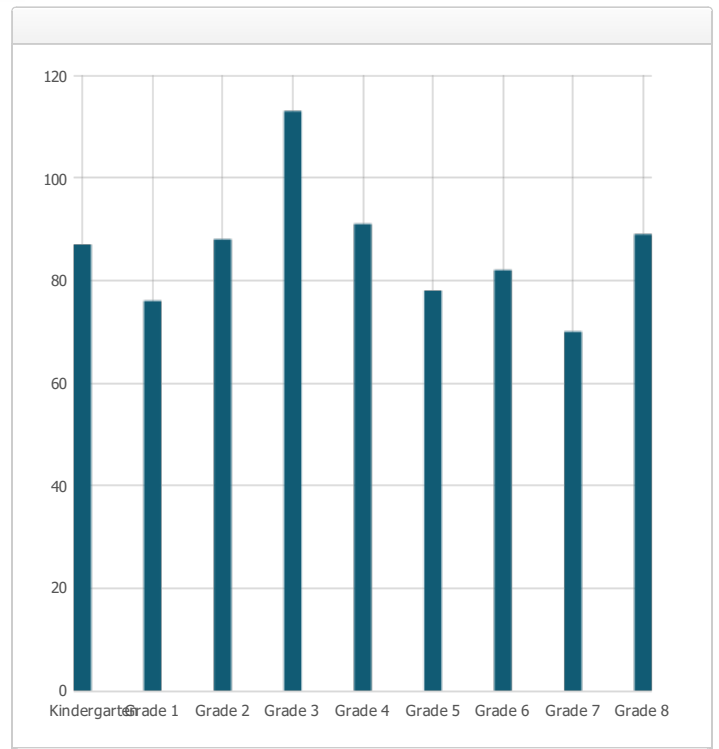
Shasta Elementary School believes that the effectiveness of the educational program hinges on being able to anticipate the future and make provisions for change. The Manteca Unified School District Board of Education clearly defines the broad scope of the educational program and allocates funds and resources to implement a quality educational program. The District believes that we should be a community of learners focusing on values, knowledge, and skills in a safe and secure environment that will encourage student success. Our district is committed to establishing high academic standards for student-centered education.

We believe in emphasizing a positive attitude through the teaching of lifeskills, responsibility, and self-discipline. We encourage acceptance, tolerance, and respect for others. We believe in creating an atmosphere of trust in which the opinions, values and attitudes of our community of learners are respected and celebrated. To support our students as they endeavor to increase their social emotional strengths, we have implemented a program designed to promote self-regulation skills, social-emotional competencies, and increase school connectedness.

Last updated: 1/12/2017

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	76
Grade 2	88
Grade 3	113
Grade 4	91
Grade 5	78
Grade 6	82
Grade 7	70
Grade 8	89
Total Enrollment	774



Last updated: 12/23/2016

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

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.1 %
Asian	2.5 %
Filipino	0.5 %
Hispanic or Latino	71.8 %
Native Hawaiian or Pacific Islander	0.1 %
White	21.4 %
Two or More Races	2.5 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.5 %
English Learners	36.2 %
Students with Disabilities	16.3 %
Foster Youth	0.9 %

Last updated: 12/23/2016

A. Conditions of Learning

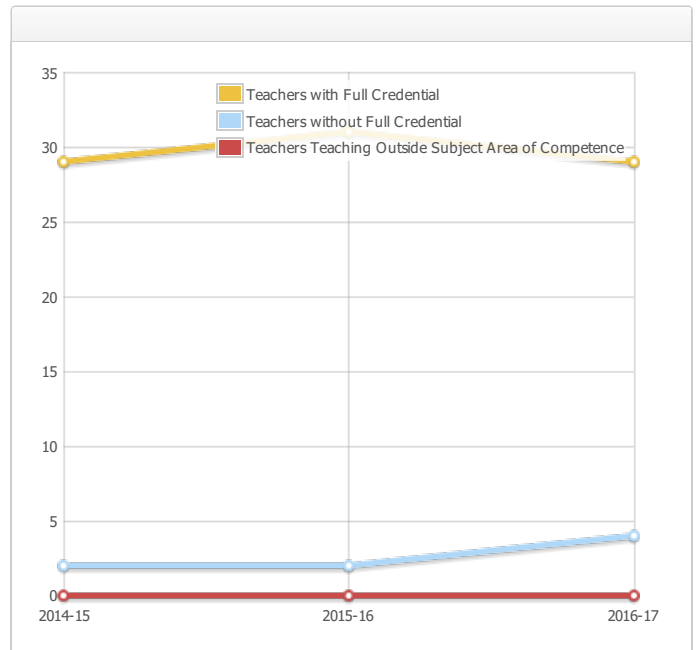
State Priority: Basic

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

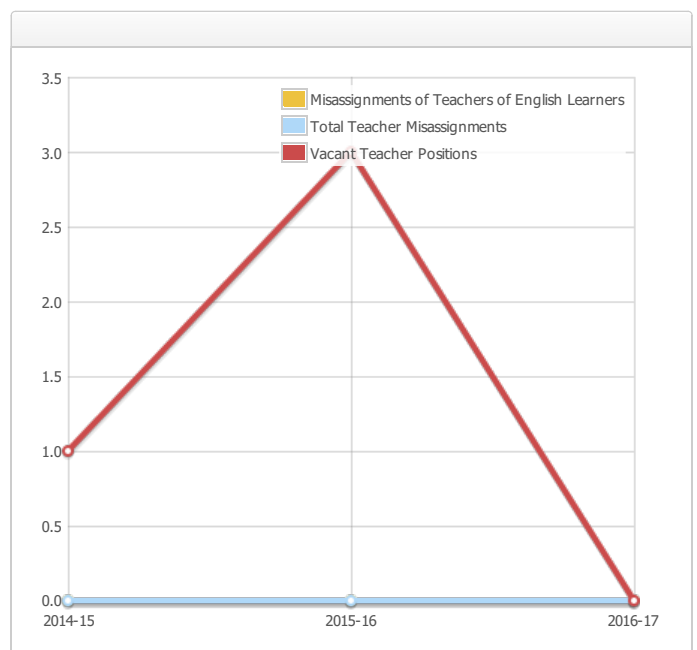
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	31	29	965
Without Full Credential	2	2	4	77
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	1	3	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	86.0%	14.0%
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: 1/11/2017

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 style="text-align: center;">McGraw Hill Wonders Grades K-6 (Adopted 2016)</p> <p style="text-align: center;">McGraw Hill StudySync Grades 7-8 (Adopted 2016)</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;">MATH</p> <p style="text-align: center;">McGraw-Hill School Education LLC</p> <p style="text-align: center;">McGraw-Hill My Math Grades K-5 (Adopted 2014)</p> <p style="text-align: center;">California Math, Courses 1-3 Grades 6-8 (Adopted 2014)</p>	Yes	0.0 %
Science	<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">Macmillan/McGraw-Hill California Science Grades K-6 (Adopted 2007)</p> <p style="text-align: center;">Glencoe/McGraw-Hill Focus on Science Grades 7-8 (Adopted 2007)</p>	Yes	0.0 %
History-Social Science	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;">Pearson Scott Foresman, History-Social Science for California Grades K-3 (Adopted 2006)</p> <p style="text-align: center;">Macmillan/McGraw Hill, California Vistas Grades 4-6 (Adopted 2006)</p> <p style="text-align: center;">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.

Shasta School was completed in 1966, including the administration offices and five classroom buildings. The campus is currently under modernization. Once the project is completed, the campus will include: 33 permanent classrooms, 10 portable classrooms, an administration building, a multipurpose room and library.

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 District is currently modernizing this campus based upon the District's 2014 Facility Master Plan. As part of that activity there are projects planned at Shasta which will be completed through the use of local funds. State funding will also be sought for those portions of projects which may be eligible for modernization funding.

Last updated: 1/13/2017

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	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Soap dispensers have been installed and sinks have been adjusted.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

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)	28.0%	33.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	20.0%	26.0%	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: 1/11/2017

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	111	109	98.2%	38.5%
Male	59	59	100.0%	20.3%
Female	52	50	96.2%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	82	81	98.8%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	59.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	99	98.0%	32.3%
English Learners	46	44	95.7%	15.9%
Students with Disabilities	17	17	100.0%	5.9%
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: 1/11/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	91	96.8%	25.3%
Male	45	43	95.6%	18.6%
Female	49	48	98.0%	31.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	73	97.3%	23.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.7%	18.9%
English Learners	35	34	97.1%	--
Students with Disabilities	16	16	100.0%	--
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: 1/11/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	77	93.9%	26.0%
Male	43	41	95.4%	22.0%
Female	39	36	92.3%	30.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.6%	28.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	87.5%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	63	95.5%	23.8%
English Learners	26	23	88.5%	--
Students with Disabilities	16	14	87.5%	--
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: 1/11/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	83	98.8%	48.2%
Male	42	41	97.6%	42.5%
Female	42	42	100.0%	53.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	45.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.4%	51.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.2%	41.5%
English Learners	19	19	100.0%	11.8%
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: 1/11/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.0%	34.7%
Male	38	38	100.0%	29.0%
Female	34	34	100.0%	41.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	36.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.0%	29.6%
English Learners	17	17	100.0%	--
Students with Disabilities	22	22	100.0%	9.1%
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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Last updated: 1/11/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.9%	24.2%
Male	50	50	100.0%	16.0%
Female	43	41	95.4%	34.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	63	98.4%	19.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	47.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	70	97.2%	22.9%
English Learners	19	17	89.5%	--
Students with Disabilities	17	17	100.0%	--
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: 1/11/2017

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	111	111	100.0%	39.6%
Male	59	59	100.0%	30.5%
Female	52	52	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	82	82	100.0%	36.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	54.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	101	100.0%	34.7%
English Learners	46	46	100.0%	19.6%
Students with Disabilities	17	17	100.0%	23.5%
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: 1/11/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	92	97.9%	18.5%
Male	45	44	97.8%	15.9%
Female	49	48	98.0%	20.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	73	97.3%	15.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.0%	12.0%
English Learners	35	35	100.0%	2.9%
Students with Disabilities	16	16	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: 1/11/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	78	95.1%	15.4%
Male	43	41	95.4%	19.5%
Female	39	37	94.9%	10.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.6%	14.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	87.5%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	63	95.5%	12.7%
English Learners	26	24	92.3%	--
Students with Disabilities	16	14	87.5%	--
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: 1/11/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	83	98.8%	32.5%
Male	42	41	97.6%	31.7%
Female	42	42	100.0%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.4%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.2%	27.3%
English Learners	19	19	100.0%	5.3%
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.

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: 1/11/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.0%	11.1%
Male	38	38	100.0%	10.5%
Female	34	34	100.0%	11.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	12.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	5.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.0%	13.0%
English Learners	17	17	100.0%	--
Students with Disabilities	22	22	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: 1/11/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	93	100.0%	32.3%
Male	50	50	100.0%	22.0%
Female	43	43	100.0%	44.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	64	100.0%	32.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	36.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	72	100.0%	33.3%
English Learners	19	19	100.0%	--
Students with Disabilities	17	17	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: 1/11/2017

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)	38.0%	39.0%	19.0%	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: 1/11/2017

**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	175	170	97.1%	18.8%
Male	93	90	96.8%	22.2%
Female	82	80	97.6%	15.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	123	121	98.4%	19.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	32	91.4%	18.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	134	97.1%	16.4%
English Learners	45	43	95.6%	7.0%
Students with Disabilities	33	31	93.9%	22.6%
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: 1/11/2017

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	20.8%	22.1%	19.5%
7	8.6%	12.9%	17.1%

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: 1/11/2017

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. Shasta School enjoys great parent involvement and utilizes the services of the Shasta Community Club as well as the School Site Council to support students and school programs. Call our school at (209) 858-7400 to find out how you can get more involved with your child's education.

Manteca Unified School District 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: 11/21/2016

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

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

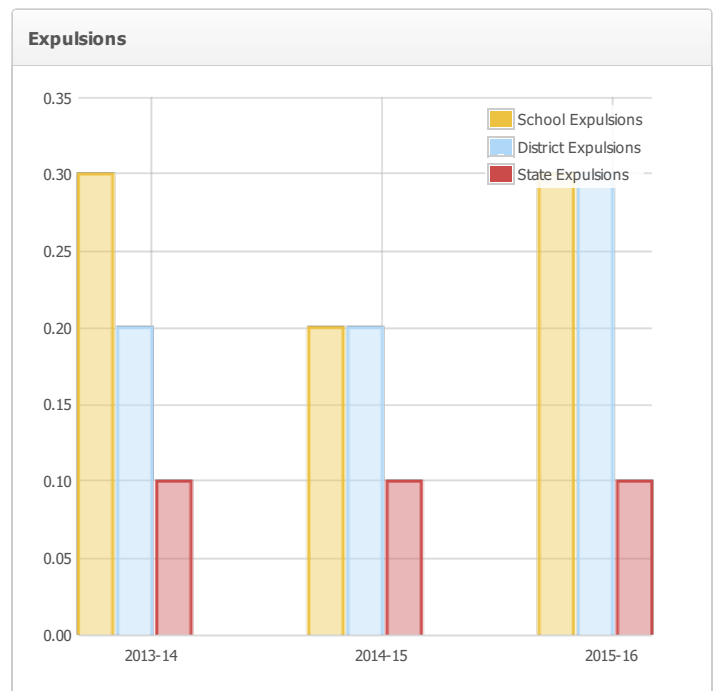
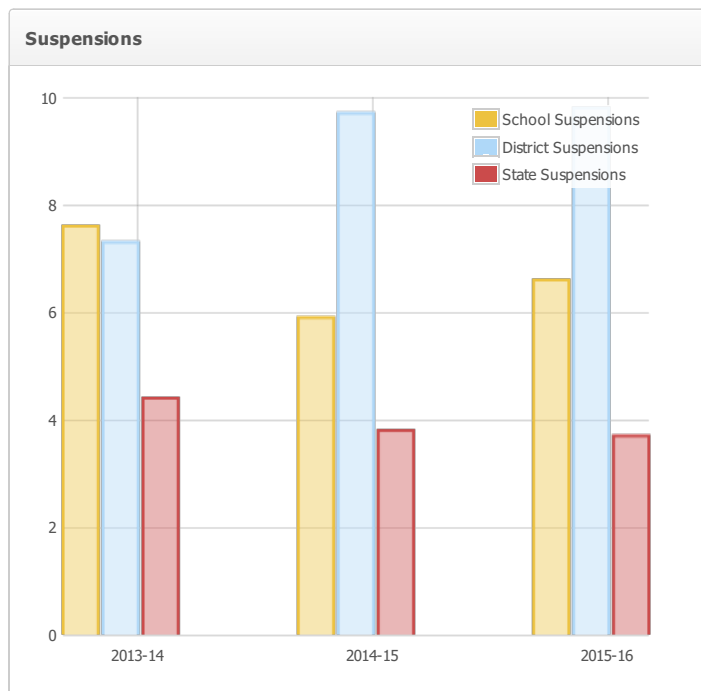
State Priority: School Climate

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	7.6	5.9	6.6	7.3	9.7	9.8	4.4	3.8	3.7
Expulsions	0.3	0.2	0.3	0.2	0.2	0.3	0.1	0.1	0.1



Last updated: 1/25/2017

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	24.0	1	3	0	26.0	0	3	0	27.3	0	2	0
1	28.0	0	4	0	22.0	1	3	0	25.3	0	3	0
2	31.0	0	3	0	28.0	0	4	0	28.7	0	3	0
3	22.0	1	3	0	29.0	0	3	0	27.3	0	4	0
4	20.0	2	0	2	24.0	1	0	2	28.3	0	3	0
5	27.0	0	2	0	30.0	0	3	0	24.3	1	2	0
6	24.0	1	3	0	22.0	1	2	0	25.3	1	2	0
Other	0.0	0	0	0	9.0	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: 1/25/2017

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	18.0	4	6	0	21.0	3	5	0	20.0	1	4	1
Mathematics	17.0	4	6	0	18.0	4	5	0	16.2	0	4	0
Science	29.0	0	6	0	27.0	0	5	1	26.5	1	4	1
Social Science	29.0	0	6	0	27.0	0	6	0	26.5	1	4	1

* 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: 1/25/2017

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)	0.5	N/A
Psychologist	0.5	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	4.7	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	\$4116.0	\$884.0	\$3232.0	\$68138.5
District	N/A	N/A	\$3599.0	\$70381.0
Percent Difference – School Site and District	N/A	N/A	-10.7%	-3.2%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	-54.9%	-10.7%

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

Last updated: 1/11/2017

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.

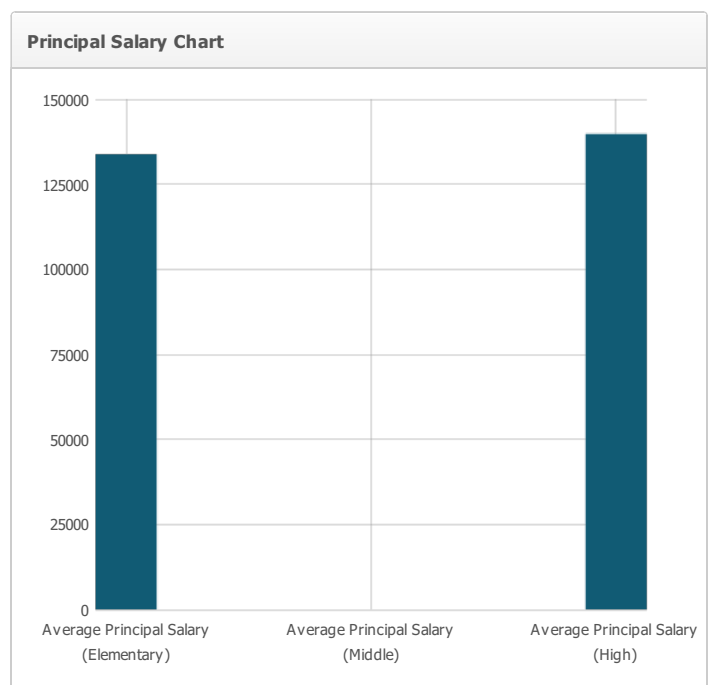
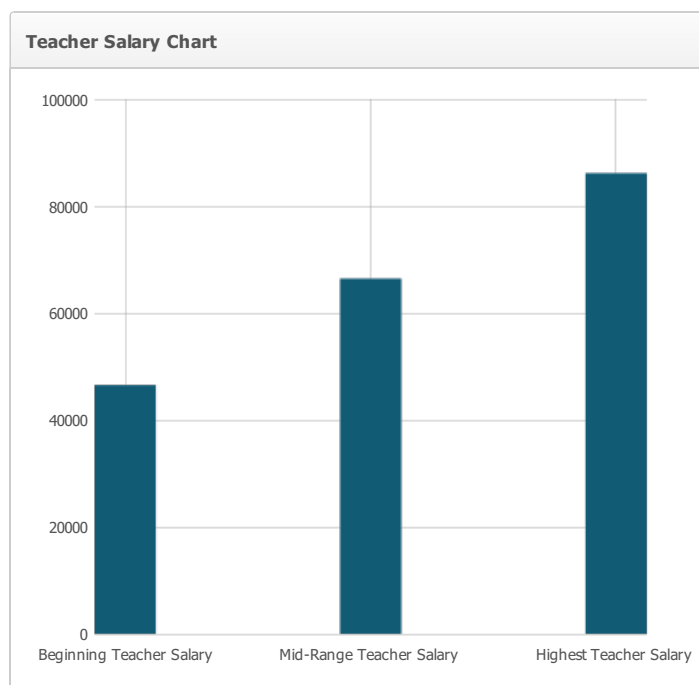
In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for 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: 1/11/2017

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: 1/11/2017