



# Manzanita School

1240 Manzanita Hills Dr • Redding, CA 96001-1348 • 530-225-0050 • Grades K-5

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<http://manzanita.reddingschools.net>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



REDDING SCHOOL DISTRICT  
*Academic Excellence Since 1873*

### Redding Elementary School District

5885 East Bonnyview Rd

Redding CA, 96099

(530) 225-0011

[www.reddingschools.net/home](http://www.reddingschools.net/home)

#### District Governing Board

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### School Description

Manzanita School is a Transitional Kindergarten - Fifth Grade Elementary School. There are approximately 100 students at each grade-level. The school has a full time principal and an eighty percent on-site assistant principal. There are 23 general education teachers, 2 special education teachers, 2 40% certificated music teachers, 1 speech pathologist, 1 school psychologist, and 24 classified support staff.

Manzanita School is a place where a positive, safe learning environment is fundamental, and the school community encourages excellence, creativity, curiosity, and respect for others. Manzanita School continues to pursue a focus on computer science immersion by partnering with "Code to the Future". The intent is to create an engaging, interactive, and fun learning environment that will transition our students from being just players or consumers of technology to creators and innovators of it. Manzanita School offers a comprehensive, state standards aligned curriculum in a positive and safe learning environment that strives to engage all staff members in developing supportive relationships with students which bridges the connection to the learning process.

Manzanita School is located in a beautiful, established neighborhood. Students enjoy a large, park-like playground. The campus is clean and well-maintained. The school is completely fenced and security cameras monitor all entry points. Bell systems, intercoms, phones, and alarms have been updated, and are monitored by our IT department.

Classroom teachers meet together weekly as professionals using local and state data to make informed decisions about next steps for learning. Our teachers, along with other teachers in the District, also meet to develop focus calendars and curriculum pacing guides for all subject areas.

Manzanita has an active and involved parent club. Our parent club meets monthly and sponsors many seasonal family activities that work to engage the entire student body in fun family as well as school day events.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	90
Grade 2	93
Grade 3	100
Grade 4	95
Grade 5	108
<b>Total Enrollment</b>	<b>605</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1
Asian	1.8
Filipino	0.2
Hispanic or Latino	16.5
White	73.4
Two or More Races	6.3
Socioeconomically Disadvantaged	45.8
English Learners	2
Students with Disabilities	5.6
Foster Youth	0.8
Homeless	3.6

## 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 for Manzanita School	17-18	18-19	19-20
With Full Credential	23	24	24
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redding Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	136
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Manzanita School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators.

We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September and four times a year about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2017-18 school year and whether those textbooks covered the California Content Standards.

### Textbooks and Instructional Materials

Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillian McGraw-Hill Treasures The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McMillian McGraw-Hill Everyday Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Studies Weekly The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Redding School District makes great efforts to ensure that all schools are clean, safe, and functional. In 2016 the District and the Board of Trustees authorized a Facilities Needs Assessment in order to identify our facilities needs over the next decade. To support the assessment effort, in 2018 the community passed a \$28 million facilities bond to repair, renovate, and modernize all District schools. Since the bond passed in 2018 the District has used the Facilities Needs Assessment to plan out the Bond Initiatives.

In addition to the local bond the District is seeking any State Modernization matching funds on a percentage basis, to assist with the expenditures for any major planned modernization work projects.

The District's Grounds and Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Manzanita School is often described as being in a park-like setting. The grounds are exceptionally well maintained and beautiful. The school dates from 1956 and underwent remodeling in 1986. The passage of a \$28 million bond-funded the construction of ten new classrooms in 1997. Thirty-four classrooms now house our pre-kindergarten through fifth-grade students. The facility also includes an information center, music room, offices, and resource center. We use our multipurpose room for meals, physical activities, assemblies, and enrichment programs. New portables were added due to increased enrollment, and we expanded the playground by adding new play structures. All classrooms are equipped with interactive whiteboards. A perimeter security fence was installed in 2014. Computer activity room remodeled in 2017.

The school is staffed with one day, and one night custodian to provide a clean and hazard-free environment. The Principal, along with the maintenance staff, work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office. In addition, on a monthly basis the lead custodian uses a facility survey instrument developed by the Northern California Schools Insurance to evaluate the conditions of the school's facility. These reports are sent to the District Facilities Department who then does an annual evaluation for the site.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 1/21/20**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Quarterly maintenance is provided to all units.
<b>Interior:</b> Interior Surfaces	Good	The district has a carpet replacement schedule where two rooms are replaced per year.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Monthly pest control contracts are in place for preventative measures.
<b>Electrical:</b> Electrical	Good	Newtork upgrades were implemented to support a new bell, PA, and security system.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Bottle filling stations were added to the site and lead testing was conducted to ensure that all drinking sources are safe.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
<b>Structural:</b> Structural Damage, Roofs	Fair	Modernization of the original school building is scheduled with the bond projects.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Improvements to the playgrounds were made including a new Kinder playground and new swings for the main playground area. Security fencing was completed in summer of 2019.
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	55	59	46	44	50	50
Math	49	52	39	38	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	11.9	13.8	26.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	293	97.02	59.04
Male	149	145	97.32	53.79
Female	153	148	96.73	64.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	48	97.96	50.00
White	215	207	96.28	60.39
Two or More Races	21	21	100.00	57.14
Socioeconomically Disadvantaged	147	140	95.24	51.43
English Learners	--	--	--	--
Students with Disabilities	23	19	82.61	10.53
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	293	97.02	52.22
Male	149	144	96.64	53.47
Female	153	149	97.39	51.01
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	48	97.96	41.67
White	215	207	96.28	53.62
Two or More Races	21	21	100.00	52.38
Socioeconomically Disadvantaged	147	139	94.56	43.17
English Learners	--	--	--	--
Students with Disabilities	23	20	86.96	10.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

## 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 school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parent volunteers play a major role in the successful operation of Manzanita School. Opportunities for involvement include joining the School Site Council and/or Parent Club, assisting in the classroom or information center, helping with fundraisers, chaperoning field trips, and serving as art docents. Parents also have the opportunity to coach our limited number of sports. Many of our parents also pursue employment opportunities at the school and become Instructional Assistants or Noon Duties. Please call our principal, Jennifer Mosier, for details about how you can get involved.

### 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.

### School Safety Plan

A safe and orderly learning environment is our top priority. We have developed and put into practice a comprehensive school safety plan and a crisis management plan that cover all possible disaster scenarios. School personnel, parents, and community members review and update these plans annually for effectiveness. Students and staff participate in monthly fire drills, periodic earthquake drills, lock-down, and an annual bus evacuation drill. All visitors are required to sign in at the office. Visitors receive a name badge to wear and are directed to the appropriate area on campus. Security cameras and perimeter fencing was added during summer 2014. Additional cameras were added in 2016, as was additional fencing. Displays from the cameras are monitored in the school office during school hours. All gates remain locked during the school day. All visitors must enter through the office. The school safety plan is reviewed annually by the School Site Council and the school staff. It was most recently reviewed in December 2019. The school safety plan will be reviewed and approved February of 2020. The safety plan is available for review in the school office.

One of our goals is to maintain a positive school climate. Manzanita School staff, parents, and students have developed a discipline plan to ensure consistent and fair discipline throughout the school. We believe that through mutual respect and a positive approach to learning, students can be successful and reach their full potential. Our school handbook is posted online and describes our policies and procedures. Teachers reinforce the rules in the classroom as well as on the playground using BEST practices; and focus on the Capturing Kids' Hearts philosophy by building meaningful relationships with students.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	1.4	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.4	7.1	4.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.30
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.875
Psychologist	.40
Social Worker	0
Nurse	.30
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	0

\* 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.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		23		5		24	1	4	
1	22		4		24		4		23		4	
2	22		4		24		4		23		4	
3	24		4		24		4		25		4	
4	27		3		32		2	1	31		3	
5	25	1	3		23	1	3		28	1	1	2
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8.1	8.1	8.1

Manzanita holds regular collaborative grade-level meetings to discuss current teaching strategies and provide up-to-date training. Our teacher training program allows teachers to further their instructional and classroom management skills through district-wide staff development and classroom coaching. We offer frequent staff development opportunities based on established school or district priorities and curriculum interests.

2018-2019- 8.1 Professional Development Days

2017-2018- 8.1 Professional Development Days

2016-2017 - 8.1 Professional Development Days

#### Evaluating and Improving Teachers

Manzanita teachers are experienced and committed professionals. All of our teachers possess the appropriate credentials to teach in their designated subject areas. Administrators evaluate our teachers according to district protocol, which includes frequent observations and dialogue between teachers and administrators. We evaluate teachers each year during their first two years of employment. Beginning in their third year, we evaluate teachers every three years.

#### Substitute Teachers

In order to maintain the stability and excellence of our instructional programs, we make every effort to hire a suitable number of the highest-caliber substitute teachers. Manzanita is fortunate to be able to attract and maintain qualified substitute teachers.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,296	\$49,378
Mid-Range Teacher Salary	\$67,630	\$77,190
Highest Teacher Salary	\$86,901	\$96,607
Average Principal Salary (ES)	\$111,643	\$122,074
Average Principal Salary (MS)	\$110,203	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$145,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Manzanita School teachers prepare and implement a course of instruction for students according to their grade level content standards. Teaching staff engage in weekly grade level and across grade level collaboration to support the diverse needs of learners in the areas of Math, English Language Arts, and Social/Emotional development. The teaching staff also participate in Redding School District professional development activities like grade alike meetings to develop curriculum aligned assessments, and common instructional pacing that allows teachers to dialogue and make instructional decisions about the needs of learners. Our campus has a program of instruction called Eagle Time, which addresses the needs of our students in learning to read, using a focus on systematic instruction in phonemic awareness and phonics. The Eagle Time program also focuses on meeting the needs of learners who require extra instruction in the area of reading.

Our campus benefits from our district emphasis on music instruction. Currently all 3rd grade students receive instruction in learning to play the recorder. Students in the 4th and 5th grade are offered the opportunity to participate in band, which is taught twice per week on campus. All of our 4th grade students receive instruction in violin, twice per week. Fifth grade students have the opportunity to continue instruction in strings, which adds, the base, cello, and the viola, if they choose. A K - 2 classroom music teacher provided lessons once per week for 30 minutes. The focus was vocal and rhythmic patterns.

Students who qualify for support from special education services benefit from instruction with our resource specialist teacher and support personnel, working in concert with their classroom teacher, parents, and according to their Individual Education Plans.

Other services include a 3 year focus on computer science education with support from Code to the Future, 5th grade participation in environmental science camp, and an after-school program that runs in conjunction with the school calendar, and is open until 6:00 pm. After school program services are provided by our district.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,898	\$715	\$5,183	\$64,338
District	N/A	N/A	\$6,108	\$67,696.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.4	-5.1
School Site/ State	-36.6	-18.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.