

# **Manzanita Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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.

#### **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.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Manzanita Elementary School
<b>Street</b>	627 East EvansReimer Road
<b>City, State, Zip</b>	Gridley, CA 95948-9736
<b>Phone Number</b>	(530) 846-5594
<b>Principal</b>	Gary Rogers
<b>Email Address</b>	grogers@mesd.net
<b>Website</b>	<a href="http://www.manzanitaelementaryschool.com">www.manzanitaelementaryschool.com</a>
<b>County-District-School (CDS) Code</b>	04-61499-6003198

Entity	Contact Information
District Name	Manzanita Elementary School
Phone Number	(530) 846-5594
Superintendent	Gary Rogers
Email Address	grogers@mesd.net
Website	www.manzanitaelementaryschool.com

### School Description and Mission Statement (School Year 2019-20)

Manzanita Elementary School, an innovative K-8 single-school district in an agricultural setting, graduates confident, responsible, entrepreneurial learners with strong academic and personal life skills, who are empowered to direct their own futures; we accomplish this through engaging, dynamic instruction delivered within a safe and caring environment using relevant technologies and a rigorous curriculum in a student- centered partnership with family, community, and a passionate, extraordinary staff.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	50
Grade 1	27
Grade 2	26
Grade 3	40
Grade 4	33
Grade 5	30
Grade 6	43
Grade 7	31
Grade 8	37
Total Enrollment	317

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	5.7
Hispanic or Latino	38.5
White	49.5
Two or More Races	5
Socioeconomically Disadvantaged	51.7
English Learners	17.7
Students with Disabilities	4.4
Foster Youth	0.3
Homeless	3.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	13	14	15	15
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

**Year and month in which data were collected:** January 2019

To measure the implementation of the ELA and Math State Standards, MESD is utilizing BCOE's CA Standards Implementation Metric. A modified version of the CA state metric to measure the implementation of all other state standards was utilized. We selected these metrics and subsequent reflective survey tool to accurately analyze and reflect current implementation school wide. MESD has purchased state adopted ELA/ELD curriculums Benchmark Advance for TK-5th grade and Study Sync for 6th-8th grades. Engage New York/Eureka Math and the Aleks program have been purchased to utilize in our current Math programs. Continued professional development for all faculty and staff ensures successful implementation which also focuses on the implementation of EL standards. After analyzing the data, the majority of all faculty in ELA and Mathematics fall into Level 4, "Student Awareness". Evidence of successful implementation includes adoption of CCSS aligned curriculums, PD on that curriculum, weekly allotted time for all faculty and staff to collaborate and analyze curriculum embedded assessments, CAASPP scores, CELDT scores, pacing guides, and create school wide thematic project learning designed to reinforce California State Standards in all subject areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance TK-5th Grades StudySync 6th-8th Grades	Yes	0
Mathematics	Engage New York TK-8th Grades Aleks Program Intervention	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Harcourt School Publishers Holt, Rinehart & Winston	Yes	0
History-Social Science	Harcourt School Publishers  Prentice Hall	Yes	0

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

Manzanita Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1962 and include 16 classrooms, school office, soccer field, basketball courts, multipurpose room and a library/gymnasium complex. All facilities are up-to-date and provide adequate space for students and staff. New outside picnic area and tables were put in by our Booster Club. We additionally added a new walking track and exercise stations through the support of the Booster Club, parents and community.

**Cleaning Process:** In the evenings and during the day, a team of three full-time custodians ensure classrooms, restrooms, office buildings and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing, and fixtures are in good working condition and meet applicable building and government code requirements.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. Work orders are used to ensure efficient service and highest priority is given to emergency repairs. Facilities are maintained to a degree of adequacy that provides for good learning.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/20/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	60	54	60	54	50	50
<b>Mathematics (grades 3-8 and 11)</b>	55	54	55	54	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	218	210	96.33	3.67	54.29
<b>Male</b>	108	106	98.15	1.85	49.06

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	110	104	94.55	5.45	59.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	87.50
Filipino					
Hispanic or Latino	85	84	98.82	1.18	36.90
Native Hawaiian or Pacific Islander					
White	105	99	94.29	5.71	66.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	114	110	96.49	3.51	33.64
English Learners	49	49	100.00	0.00	32.65
Students with Disabilities	16	13	81.25	18.75	7.69
Students Receiving Migrant Education Services	--	--	--	--	--
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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	211	96.79	3.21	53.55
Male	108	106	98.15	1.85	55.66
Female	110	105	95.45	4.55	51.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	81.25
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	85	84	98.82	1.18	33.33
Native Hawaiian or Pacific Islander					
White	105	100	95.24	4.76	66.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	114	111	97.37	2.63	35.14
English Learners	49	49	100.00	0.00	36.73
Students with Disabilities	16	13	81.25	18.75	7.69
Students Receiving Migrant Education Services	--	--	--	--	--
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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.0	30.0	43.3
7	15.6	28.1	40.6

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.

## 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)

MESD believes that our educational program is a student-centered partnership with family, community and a passionate extraordinary staff. All stakeholders have multiple opportunities to provide input and work collaboratively with regards to all district decision making and encouraged to participate in all governing board meetings and advisory committee meetings. Agendas for monthly board meetings are clearly posted according to requirements of the Brown Act and an average of 19 parents attend as verified by attendance sign in sheets. We also have at least 6 parents in attendance at all Booster Club meetings monthly with an additional average of 15 participates via the live Facebook feed. We also have another five parents who participate in our SSC and an average of 6 parents who attend our ELAC meetings. 74% of our parents attended Back to School Night and 81% attended our Open House. The community is very supportive and we served over 1,000 people at our Fall Fest in September. MESD provides translation services for all events, activities including parent conferences, IEPs and meetings with teachers or administration upon request 100% of the time. MESD used the above measures as an accurate reflection of parental engagement. We have implemented for this academic year to increase the frequency of the LCAP advisory Committee meetings to allow ample time to review data throughout the year.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.7	0.3	0.0	1.7	0.3	0.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Manzanita Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, bus evacuation, and disaster drills are conducted monthly throughout the school year. The Comprehensive School Site Safety plan was developed during the 2018- 2019 school year by the School Safety Committee and was last updated in February, 2019. The safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

Students are supervised before and after school by certificated staff, classified staff and the principal, and certificated staff, classified staff and the principal supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are requested to "sign in" at the school office upon arrival on campus and wear a badge while on campus.



## 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.

### 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	17	2			17	2			25		2	
1	19	1			25		1		19	1		
2	18	2			26		1		17	2		
3	25		1		24		2		20	2		
4	36			1	29		1		33			1
5	29		1		19	2			30		1	
6	35	1		6	28		6		21	1	9	
Other**	18	1										

\*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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,421	\$7,117	\$1,304	\$71,123

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$5,677	\$71,123
Percent Difference - School Site and District	N/A	N/A	-125.3	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-140.8	9.1

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.

### Types of Services Funded (Fiscal Year 2018-19)

Student Success is Manzanita School District's first and foremost priority. All students receive a high quality education and remediation and intervention is provided to all students falling below grade level standards in ELA and Math. Remediation for ELA is provided by both credentialed teachers and paraprofessionals using a variety of intervention materials in small groups as well as individualized pull out programs within the school day. Math intervention is offered in small groups within our classrooms as well as a shadow intervention period for our 6th-8th grade students individualized to student need. EL services are also provided to our EL students within the school day by credentialed teachers and paraprofessionals. We also have an afterschool program that assists all students and teachers are available before and after school for additional support.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	39%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Professional development has been provided to our faculty regarding our newly adopted ELA programs Benchmark Advance and StudySync in the form of workshops, classroom coaching and modeling as well as early literacy intervention. Our ELD coordinators have also attended workshops and classes on designing EL programs, and administering the ELPAC. Teachers have also attended the CUE conference multiple years to learn how to better integrate technology into our daily classroom instruction. There is weekly collaboration built into our schedules with our faculty and monthly paraprofessional trainings. We have also implemented the Nurtured Heart approach and there are several nurtured heart trainings for all faculty and staff. Release time for articulation and collaboration is provided to analyze and disaggregate student data to drive instruction. The data that was utilized to develop our professional development calendar was our CAASPP scores, CELDT scores, curriculum embedded assessments, DIBELS, and ELA comprehension and fluency Scores. Professional Learning Community and strategic planning.