

Manzanita Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Manzanita Elementary School
Street	627 East Evans Reimer Road
City, State, Zip	Gridley, CA 95948-9736
Phone Number	(530) 846-5594
Principal	Gary Rogers
Email Address	grogers@mesd.net
Website	www.manzanitaelementaryschool.com
County-District-School (CDS) Code	04-61499-6003198

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Kindergarten	36
Grade 1	33
Grade 2	29
Grade 3	26
Grade 4	41
Grade 5	32
Grade 6	30
Grade 7	38
Grade 8	31
Total Enrollment	296

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	5.7
Hispanic or Latino	40.9
White	47.3
Two or More Races	5.1
Socioeconomically Disadvantaged	52
English Learners	16.9
Students with Disabilities	5.4
Homeless	2

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	14	15	12	
Without Full Credential	1	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

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
Science	Harcourt School Publishers Holt, Rinehart & Winston	Yes	0
History-Social Science	Harcourt School Publishers Prentice Hall	Yes	0

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

School Facility Conditions and Planned Improvements

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. During the summer of 2020 Manzanita began a \$9 million dollar modernization and new construction project. This is included modernizing lighting, HVAC, and replacing three portable classrooms with three modular permanent buildings. It also included the addition of two full-day kindergarten classrooms. The project also included three Gen 7 modular buildings that will house the middle school, and includes a library room and a dedicated science classroom.

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/15/19

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	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	38	N/A	38	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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. The community is very supportive and we served over 1,000 people at our Fall Fest in September 2020. 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. This year we have implemented a new communication program called Parent Square to better communicate with parents about events going on at Manzanita. We will continue to offer online meeting options for all parents through Zoom or Google Meet.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.0	0.3	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	0.3	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 2019- 2020 school year by the School Safety Committee and was last updated in February, 2020. 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	2			25		2		12	3		
1	25		1		19	1			17	1	1	
2	26		1		17	2			15	1	1	
3	24		2		20	2			26		1	
4	29		1		33			1	14	5	1	
5	19	2			30		1		32		2	
6	28		6		21	1	9		23	4	4	
Other**									17	1	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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

*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 2018-2019)

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
District	N/A	N/A	\$5,677	\$78,071
Percent Difference - School Site and District	N/A	N/A	-125.3	-9.3
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-142.4	-0.5

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

Types of Services Funded (Fiscal Year 2019-2020)

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 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,455	\$46,965
Mid-Range Teacher Salary	\$68,021	\$67,638
Highest Teacher Salary	\$95,488	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$131,457	\$128,853
Percent of Budget for Teacher Salaries	39.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	6

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 2nd Step, PBIS rewards and restorative practices. 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. In addition, due to online learning professional development was offered in a variety of areas such as google suite, Catlin Tucker, Distance Learning Playbook, and others.