

# Manzanita Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

## Ms. Michelle Sanchez, Principal

 Principal, Manzanita Elementary

### About Our School

The purpose of the 2014/15 School Accountability Report Card (SARC), published in the 2015/16 school year, is to provide parents and community members with information about the instructional program, academic achievement, facilities, and staff in the Manzanita Elementary School District. The information in this report is mainly based upon the 2012 - 2015 school years. Historically, our academic growth has been over three times that of the state of California. The information in this SARC reflects the previous year's data with the exception of teacher assignment, instructional materials and facilities.

Manzanita ranks in the top 10% of the schools in California. We provide an innovative, rigorous, loving, caring, and safe environment where the staff, parent and community synergy enables all students to achieve high academic and behavior standards.

We live our school motto of:

Every student, every day, whatever it takes!

### Contact

*Manzanita Elementary*  
627 East Evans-Reimer Rd.  
Gridley, CA 95948-9736

Phone: 530-846-5594  
E-mail: [msanchez@mesd.net](mailto:msanchez@mesd.net)

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Manzanita Elementary
<b>Phone Number</b>	(530) 846-5594
<b>Superintendent</b>	Michelle Sanchez
<b>E-mail Address</b>	<a href="mailto:msanchez@mesd.net">msanchez@mesd.net</a>
<b>Web Site</b>	<a href="http://www.manzanitaelementaryschool.com">www.manzanitaelementaryschool.com</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Manzanita Elementary
<b>Street</b>	627 East Evans-Reimer Rd.
<b>City, State, Zip</b>	Gridley, Ca, 95948-9736
<b>Phone Number</b>	530-846-5594
<b>Principal</b>	Ms. Michelle Sanchez, Principal
<b>E-mail Address</b>	<a href="mailto:msanchez@mesd.net">msanchez@mesd.net</a>
<b>Web Site</b>	<a href="http://www.manzanitaelementaryschool.com">www.manzanitaelementaryschool.com</a>
<b>County-District-School (CDS) Code</b>	04614996003198

*Last updated: 2/1/2016*

### School Description and Mission Statement - Most Recent Year

#### Mission Statement

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.

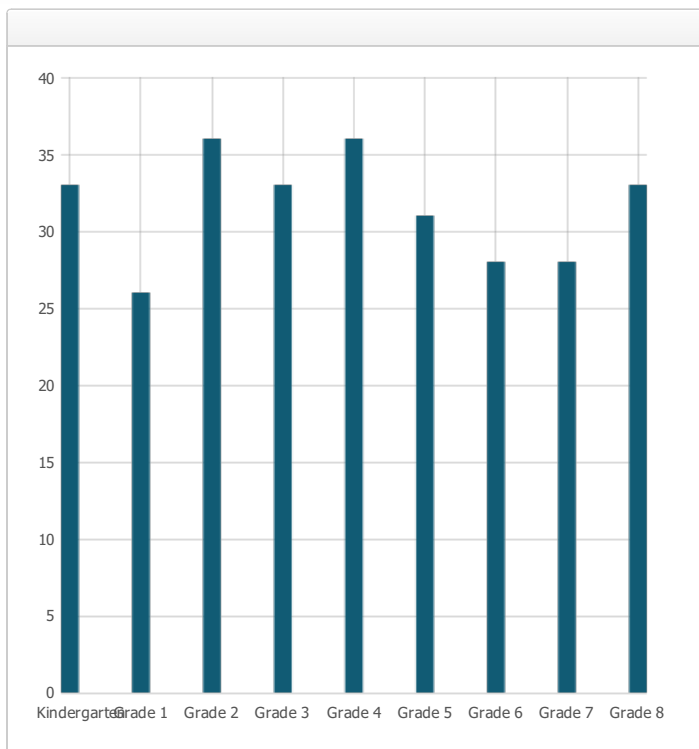
#### School Profile (School Year 2014-15)

Manzanita Elementary School is a beacon of academic and moral light in the north state. A three-time California Distinguished School and a five-time National Academic Achievement School, the students at Manzanita leave prepared to succeed at high levels as they enter high school. This K-8 rural school is located in the Northern Sacramento Valley town of Gridley. Students attend school in this single school district that is surrounded by walnuts, prunes, kiwis and apples. Each student is valued and appreciated. As dictated by our SSP belief statements, "Developing the whole person enriches both the individual and society, learning is maximized when instruction is personalized, and tolerance and respect of diversity are essential for a healthy and cohesive society." Teachers teach students how to advocate for themselves. All students are treated with the utmost respect. Manzanita is dedicated to ensuring the academic success of every student in a safe and caring environment.

*Last updated: 2/1/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

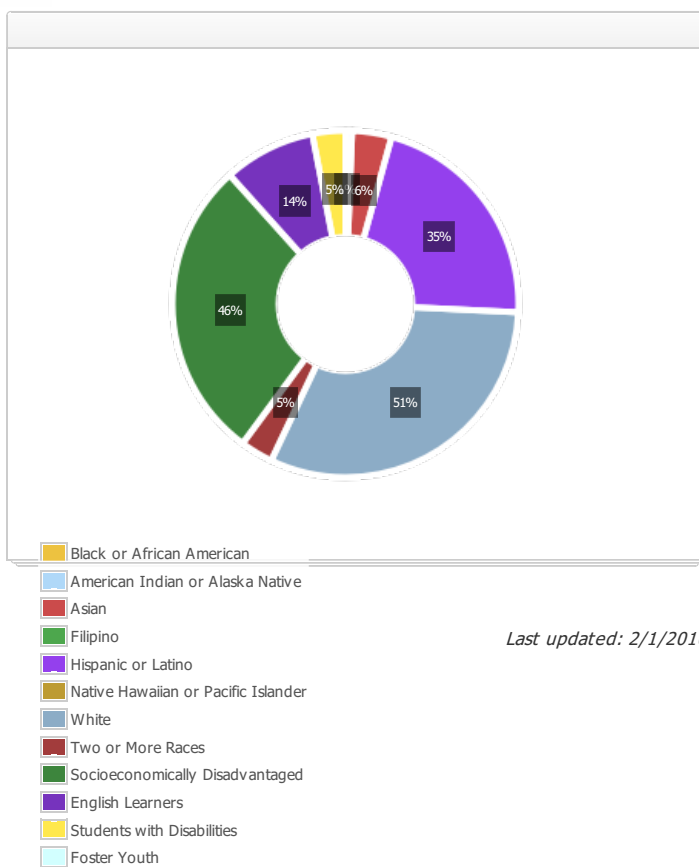
Grade Level	Number of Students
Kindergarten	33
Grade 1	26
Grade 2	36
Grade 3	33
Grade 4	36
Grade 5	31
Grade 6	28
Grade 7	28
Grade 8	33
<b>Total Enrollment</b>	<b>284</b>



Last updated: 2/1/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	1.1 %
Asian	6.3 %
Filipino	0.0 %
Hispanic or Latino	35.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	51.4 %
Two or More Races	5.6 %
Socioeconomically Disadvantaged	46.5 %
English Learners	14.4 %
Students with Disabilities	5.6 %
Foster Youth	0.0 %



Last updated: 2/1/2016

## A. Conditions of Learning

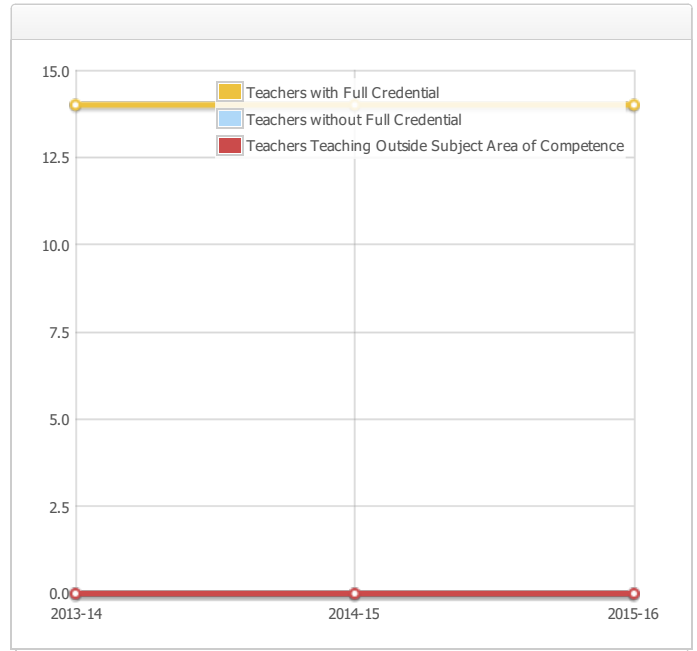
### State Priority: Basic

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

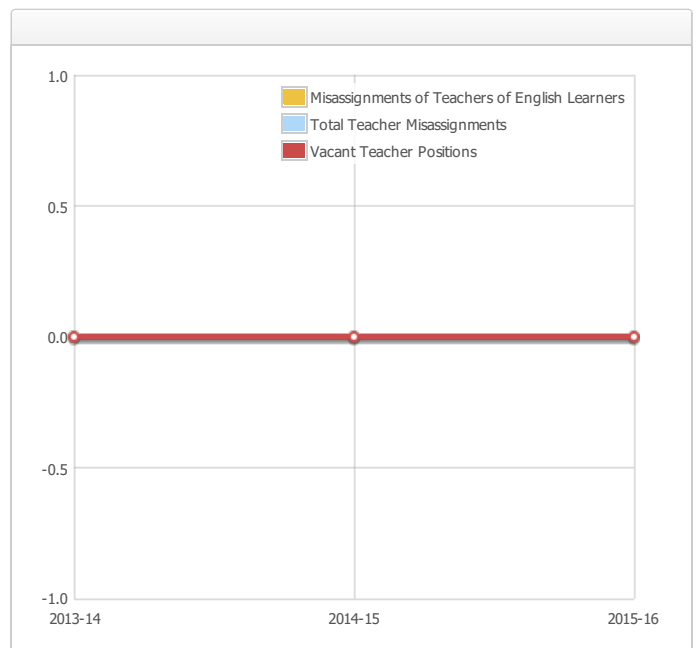
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	14	14	14
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 2/1/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <li>• K-5 Houghton Mifflin</li> <li>• 6-8 McDougal Littell</li> </ul>	No	0.0 %
Mathematics	<p>We are currently piloting materials in all grade levels from the most current state recommendation list:</p> <ul style="list-style-type: none"> <li>• K-3 My Math (Harcourt Houghton Mifflin)</li> <li>• 4-5 Envision (Pearson)</li> <li>• 6-8 Springboard (College Board)</li> </ul> <p>In addition, teachers and students still have access to current adopted materials to be used as needed.</p> <ul style="list-style-type: none"> <li>• K-5 Sadlier Oxford</li> <li>• 6-8 McDougal Littell Concepts and Skills</li> </ul>	No	0.0 %
Science	<ul style="list-style-type: none"> <li>• K-5 Harcourt School Publishers</li> <li>• 6-8 Holt, Rinehart &amp; Winston</li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>• K-1 Harcourt School Publishers</li> <li>• 2-5 Scott Foresman</li> <li>• 6-8 Prentice Hall</li> </ul>	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		0.0 %

Last updated: 2/1/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

### School Facilities (School Year 2015-16)

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, which are all up-to-date and provide adequate space for students and staff. New outside picnic area and tables were put in by our Booster Club. This year, we also added a new walking track and have plans to build exercise stations around the track later in the year. The last FIT Inspection occurred in November 2015. All items inspected were in the "good" category.

### Cleaning Process

In the evenings and during the day, a team of one part-time and two 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.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

*Last updated: 2/1/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed.
Interior: Interior Surfaces	Good	No repairs needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed.
Electrical: Electrical	Good	No repairs needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed.
Structural: Structural Damage, Roofs	Good	No repairs needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed.

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: November 2015

Overall Rating	Exemplary
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*Last updated: 2/1/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	49.0%	44.0%
Mathematics (grades 3-8 and 11)	58.0%	58.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/1/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	32	30	93.8%	23.0%	20.0%	30.0%	27.0%
Male	14	14	100.0%	29.0%	21.0%	29.0%	21.0%
Female	16	14	87.5%	19.0%	19.0%	31.0%	31.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	3	3	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	11	11	100.0%	45.0%	27.0%	27.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	16	14	87.5%	13.0%	19.0%	31.0%	38.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	15	15	100.0%	33.0%	20.0%	27.0%	20.0%
English Learners	4	4	100.0%	--	--	--	--
Students with Disabilities	1	1	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*



## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	36	32	88.9%	28.0%	22.0%	25.0%	25.0%
Male	13	12	92.3%	25.0%	33.0%	25.0%	17.0%
Female	23	20	87.0%	30.0%	15.0%	25.0%	30.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	1	1	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	12	100.0%	33.0%	17.0%	25.0%	25.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	17	85.0%	18.0%	24.0%	29.0%	29.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	44.0%	25.0%	19.0%	13.0%
English Learners	5	5	100.0%	--	--	--	--
Students with Disabilities	5	2	40.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 2/1/2016

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	27	90.0%	19.0%	19.0%	48.0%	15.0%
Male	11	10	91.0%	--	--	--	--
Female	17	17	100.0%	12.0%	6.0%	59.0%	24.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	3	3	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	9	9	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	12	92.3%	8.0%	25.0%	50.0%	17.0%
Two or More Races	3	3	100.0%	--	--	--	--
Socioeconomically Disadvantaged	10	10	100.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	1	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	27	24	88.9%	42.0%	21.0%	29.0%	8.0%
Male	9	9	100.0%	--	--	--	--
Female	17	15	88.2%	20.0%	27.0%	40.0%	13.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	1	1	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	10	10	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	11	84.6%	27.0%	27.0%	36.0%	9.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.3%	50.0%	21.0%	29.0%	0.0%
English Learners	3	3	100.0%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	1	1	100.0%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

## ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	27	90.0%	11.0%	33.0%	37.0%	19.0%
Male	11	9	81.8%	--	--	--	--
Female	19	18	94.7%	6.0%	17.0%	50.0%	28.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	9	8	88.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	15	100.0%	7.0%	33.0%	40.0%	20.0%
Two or More Races	3	3	100.0%	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.6%	18.0%	45.0%	27.0%	9.0%
English Learners	3	2	66.7%	--	--	--	--
Students with Disabilities	1	1	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 2/1/2016

## ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	33	29	87.9%	17.0%	52.0%	24.0%	7.0%
Male	15	13	86.7%	31.0%	46.0%	15.0%	8.0%
Female	16	100	48.5%	6.0%	56.0%	31.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1	1	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	12	100.0%	17.0%	58.0%	25.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	15	13	86.7%	15.0%	46.0%	23.0%	15.0%
Two or More Races	3	3	100.0%	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	25.0%	56.0%	13.0%	6.0%
English Learners	0	0	0.0%	--	--	--	--
Students with Disabilities	1	1	100.0%	--	--	--	--
Students Receiving Migrant Education Services	1	1	100.0%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 2/1/2016

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	32	30	93.8%	10.0%	20.0%	47.0%	20.0%
Male	14	14	100.0%	7.0%	21.0%	50.0%	21.0%
Female	14	16	87.5%	13.0%	19.0%	44.0%	19.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	3	3	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	11	11	100.0%	9.0%	45.0%	45.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	16	14	87.5%	13.0%	6.0%	50.0%	25.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	15	15	100.0%	13.0%	40.0%	40.0%	7.0%
English Learners	4	4	100.0%	--	--	--	--
Students with Disabilities	1	1	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	36	32	88.9%	16.0%	19.0%	41.0%	25.0%
Male	13	12	92.3%	25.0%	0.0%	50.0%	25.0%
Female	23	20	86.9%	10.0%	30.0%	35.0%	25.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	1	1	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	12	100.0%	17.0%	17.0%	50.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	17	85.0%	12.0%	24.0%	35.0%	29.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	19.0%	31.0%	38.0%	13.0%
English Learners	5	5	100.0%	--	--	--	--
Students with Disabilities	5	2	40.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	30	26	86.7%	8.0%	27.0%	46.0%	19.0%
Male	11	10	90.9%	--	--	--	--
Female	17	16	94.1%	0.0%	25.0%	56.0%	19.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	3	3	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	9	9	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	11	84.6%	9.0%	0.0%	64.0%	27.0%
Two or More Races	3	3	100.0%	--	--	--	--
Socioeconomically Disadvantaged	10	9	90.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	--	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*



**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	27	24	88.9%	17.0%	38.0%	29.0%	17.0%
Male	9	9	100.0%	--	--	--	--
Female	17	15	88.2%	20.0%	20.0%	33.0%	27.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	1	1	100.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	10	10	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	11	84.6%	9.0%	36.0%	18.0%	36.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.3%	29.0%	29.0%	36.0%	7.0%
English Learners	3	3	100.0%	--	--	--	--
Students with Disabilities	0	--	--	--	--	--	--
Students Receiving Migrant Education Services	1	1	100.0%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	30	27	90.0%	19.0%	30.0%	26.0%	26.0%
Male	11	9	81.8%	--	--	--	--
Female	19	18	94.7%	6.0%	39.0%	17.0%	39.0%
Black or African American	0	--	--	--	--	--	--
American Indian or Alaska Native	1	1	100.0%	--	--	--	--
Asian	0	--	--	--	--	--	--
Filipino	0	--	--	--	--	--	--
Hispanic or Latino	9	8	88.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	17	15	88.2%	7.0%	33.0%	33.0%	27.0%
Two or More Races	3	3	100.0%	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.6%	36.0%	27.0%	27.0%	9.0%
English Learners	3	2	66.7%	--	--	--	--
Students with Disabilities	1	1	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 2/1/2016*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	33	29	87.9%	28.0%	21.0%	45.0%	7.0%
Male	15	13	86.7%	38.0%	23.0%	23.0%	15.0%
Female	17	16	94.1%	19.0%	19.0%	63.0%	0.0%
Black or African American	0	--	--	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	1	1	100.0%	--	--	--	--
Filipino	0	--	--	--	--	--	--
Hispanic or Latino	12	12	100.0%	42.0%	17.0%	42.0%	0.0%
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	15	13	86.7%	15.0%	23.0%	46.0%	15.0%
Two or More Races	3	3	100.0%	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	44.0%	25.0%	31.0%	0.0%
English Learners	0	--	--	--	--	--	--
Students with Disabilities	1	1	100.0%	--	--	--	--
Students Receiving Migrant Education Services	1	1	100.0%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	85.0%	79.0%	92.0%	85.0%	79.0%	92.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	92.0%
All Students at the School	92.0%
Male	100.0%
Female	90.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	91.0%
Native Hawaiian or Pacific Islander	--
White	96.0%
Two or More Races	--
Socioeconomically Disadvantaged	93.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

# 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 English, mathematics, and physical education

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.7%	21.4%	50.0%
7	3.4%	34.5%	48.3%

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: 2/1/2016*

## 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 - Most Recent Year

##### **Parent and Community Involvement (School Year 2015-16)**

Parents and the community are very supportive of the educational program at Manzanita Elementary. Parents are encouraged to participate by volunteering in the library and classrooms, as well as in our numerous school functions. The academic volunteer program has provided over 200 parent and community members to assist at Manzanita school in a variety of ways this year.

Manzanita school welcomes parents to become active members on one or more of the many committees and councils, including the Booster Club and School Site Council. We also encourage parent attendance at school board meetings to stay abreast of district and school issues. The most significant way for parents to be involved is to actively monitor and support their child in the completion of homework and school projects.

##### **Contact Information**

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Manzanita Elementary School at 530-846-5594.

### State Priority: Pupil Engagement

*Last updated: 2/1/2016*

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

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

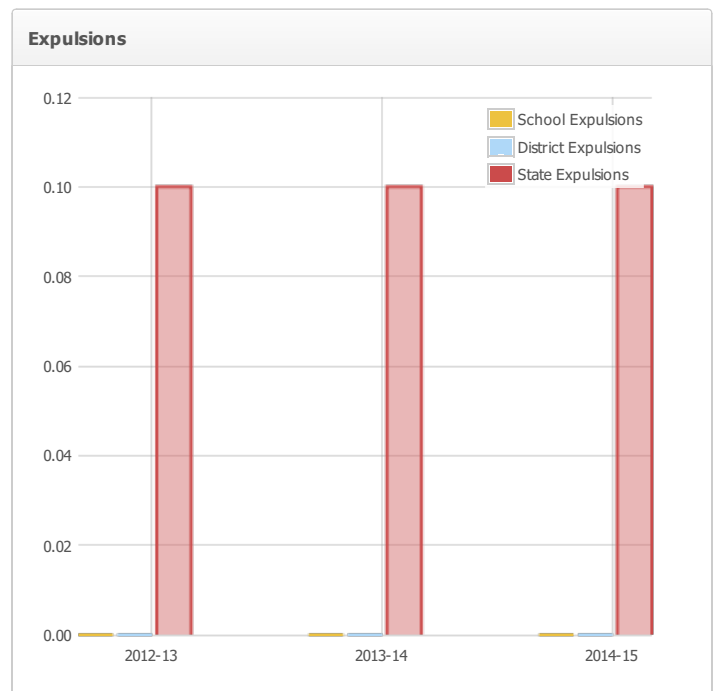
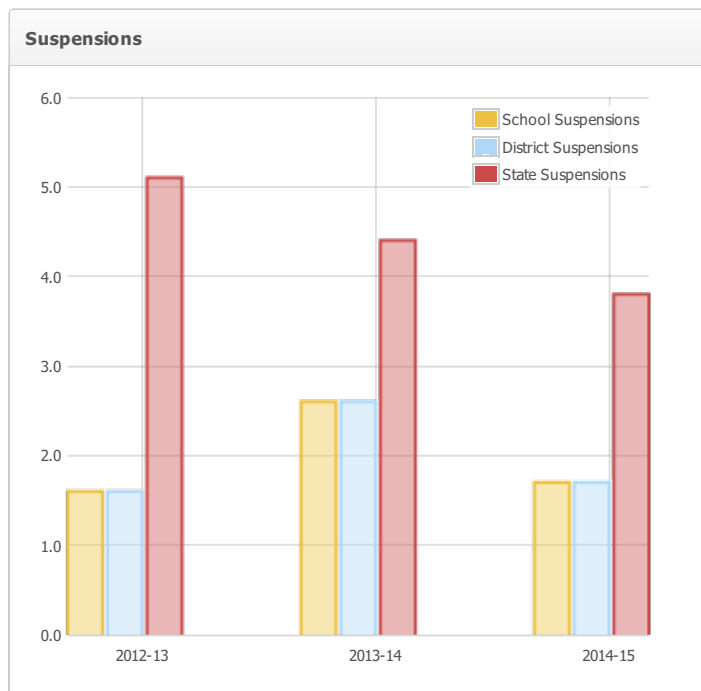
# State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.6	2.6	1.7	1.6	2.6	1.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2016

## School Safety Plan - Most Recent Year

### Safe School Plan (School Year 2015-16)

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 originally developed during the 2000-2001 school year by the School Safety Committee and is annually updated. 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/principal), and (certificated staff/classified staff/principal) supervise students during lunch. (Parent volunteers/certificated staff/ classified staff help) with supervision during lunch and break periods. 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

Last updated: 2/1/2016

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	N/A	

Last updated: 2/1/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 2/1/2016

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

Grade Level	2012-13			2013-14			2014-15					
	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	18.0	2			22.0	2			17.0	2		
1	19.0	2			22.0	1			26.0		1	
2	23.0		1		18.0	2			18.0	2		
3	22.0		2		20.0	2			17.0	2		
4	33.0			1	30.0		2		36.0			1
5	31.0		1		23.0	1		2	31.0		1	
6	34.0		1	7	29.0	1	1	7	25.0	1	5	
Other	4.0	1										

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

Last updated: 2/1/2016



**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15					
	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	29.0		4		33.0		2	2	30.0		1	1
Mathematics	11.0	5			21.0	2	1		15.0	2	2	
Science	29.0		2		33.0		1	1	30.0		1	1
Social Science	29.0		2		33.0		1	1	30.0		1	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: 2/1/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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: 2/1/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7997.0	\$1097.0	\$6900.0	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$59180.0
Percent Difference – School Site and State	N/A	N/A	7201.0%	--

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

Last updated: 2/1/2016

**Types of Services Funded (Fiscal Year 2014-15)**

**Student Support (School Year 2014-15)**

Manzanita Elementary School District provides additional support for students in a variety of ways. For communicatively, physically, or severely handicapped students, a Special Education program is available. Students with exceptional needs who are able to function in the regular classroom for the majority of the school day get services from the Resource Specialist program. For those students with more severe educational needs, a Special Day Class is available through the Butte County Office of Education. A specialist in speech and language works at Manzanita School, providing services to students who qualify. The Manzanita Elementary School District provides numerous interventions for those students who are not mastering the grade-level standards, or are having difficulty learning. Some of the interventions available to students are: a reading one-on-one tutorial; before and after-school teacher support; classroom instructional aides; an ESL aide for limited English proficient students; an after-school reading intervention program; school-based placements; and, an active and involved Student Study Team process.

**Library Information**

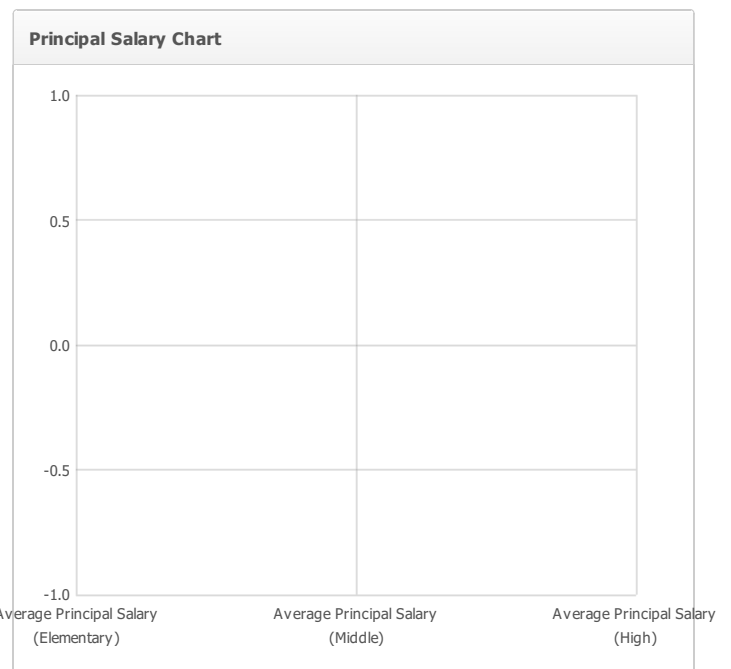
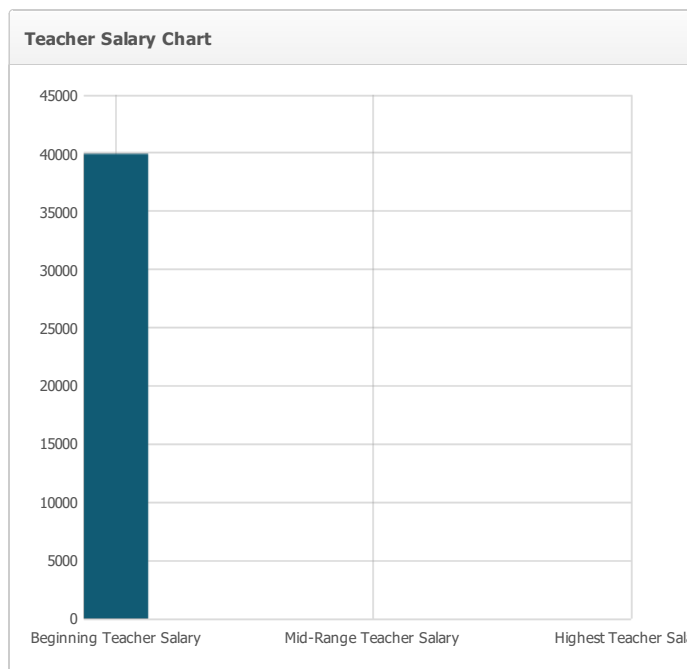
The school's library is well stocked with books and reference materials. Each K-8 class is scheduled to visit the school library a regular basis. The computerized bar code system allows for easy check in/out. Teachers supplement the library materials with classroom libraries that contain grade-appropriate media that tie into their specific curricular areas of study.

*Last updated: 2/1/2016*

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,948	\$39,948
Mid-Range Teacher Salary	--	\$57,401
Highest Teacher Salary	--	\$73,183
Average Principal Salary (Elementary)	--	\$94,578
Average Principal Salary (Middle)	--	\$97,400
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$112,657
Percent of Budget for Teacher Salaries	35.0%	35.0%
Percent of Budget for Administrative Salaries	6.9%	7.0%

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



*Last updated: 2/1/2016*

**Professional Development – Most Recent Three Years**

**Staff Development**

Providing the classified and certificated staff with professional development opportunities is a high priority in the Manzanita Elementary School District. Each year, the district provides between one and three full days for professional growth. Additionally, we have time built into our schedule every week for teacher training and collaboration. Training focuses on instructional methods, including teaching strategies, classroom management, assessment review and planning, and other training designed to improve pupil performance and academic content in the core curriculum areas. During the school year, teachers have access to conferences, college classes, in-service activities, and observations to provide them with opportunities to grow professionally. Teacher requests to attend conferences or workshops are given priority based on their alignment with the Single Plan for Student Achievement, the Manzanita Strategic Plan, The Local Control Accountability Plan or a need identified through the teacher evaluation process. The past several years we have focused our professional development in the areas of technology integration, mathematics CCSS implementation and the implementation of the new ELA/ELD Framework.

*Last updated: 2/1/2016*