Manor Elementary School

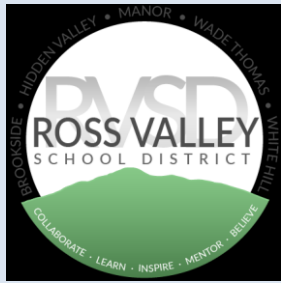**150 Oak Manor Dr. • Fairfax, Ca, 94930-1013 • 415-453-1544 • Grades K-5**
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Manor Elementary School
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School Description

Manor School is one of four elementary schools in the Ross Valley School District serving kindergarten through fifth-grade students. The facility is located in the beautiful Oak Manor neighborhood of Fairfax, California in Marin County. In partnership with EL Education, the Manor staff and school leadership work collaboratively to create a comprehensive teaching and learning framework that incorporates meaningful and relevant project-based learning grounded in real-world problems (expeditions). There is a deliberate focus on character education through habits of heart, habits of learning, service learning, student-engaged assessment and high-quality student work. We work in partnership with parents and community members to ensure that all students are engaged, happy, and successful learners.At Manor School, we believe all students can excel to their fullest potential when provided with high-quality instructional programs and highly skilled teaching and support staff. We emphasize a love for learning, academic rigor, a strong connection with our community, and positive character building.

At Manor School, we develop and maintain an environment where all adults within the learning community are committed to ensuring a culture of creativity, happiness, confidence, and engagement that benefits all children. Our school's mission is to provide learning opportunities that are authentic - bringing students and community together for enriched content studies and real-life experiences. We recognize that students learn in different ways. We know that learning is optimal when school is partnered with family and community. Through role modeling, we remind our students often of the joy that comes with "learning something new each day."

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	39
Grade 1	34
Grade 2	47
Grade 3	36
Grade 4	47
Grade 5	54
Total Enrollment	257

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.2
American Indian or Alaska Native	1.2
Asian	3.1
Filipino	1.2
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.0
White	75.1
Socioeconomically Disadvantaged	14.8
English Learners	4.7
Students with Disabilities	11.7
Foster Youth	0.4

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			
Manor Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	22	19	17
Without Full Credential	1	2	0
Teaching Outside Subject Area of Competence	1	0	0
Manor Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	120
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Manor Elementary School	**16-17**	**17-18**	**18-19**
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 2018-19)

The District has established a committee of teacher leaders to support the review and adoption of materials to support the Common Core Curriculum Standards. During the 2017-18 the District is exploring for adoption science and social studies curriculum During the 2017-18 school year, the district implemented the adopted Bridges Math Curriculum. In addition, during 2016-2017, the District reviewed the Technology Standards and aligned it to grade level. During the 2014-15 school year, the school and each classroom developed a classroom library of leveled readers including a variety of genres and also adopted Lucy Caulkins Reading & Writing Workshop. Each student has the opportunity to have both literary and informational texts to read at their own level within the classroom, and the school is able to differentiate for students who need reading interventions and are reading above or below grade level. All students have sufficient textbooks and/or instructional materials in each subject area for in-school work and homework.

Textbooks and Instructional Materials Year and month in which data were collected: January 2019	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Balanced Literacy program using Units of Study in Reading, Writing and Fundations Phonics Program for grade TK-3 to develop word work. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Bridges Math Program for Kindergarten-5th Grade. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	CA Foss Kits **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson Scott Foresman **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Based on the CCSS for each grade level **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Ross Valley School District passed a $41 million facility bond in November 2010 to accommodate increased enrollment and replacement and or repairs at Manor and at all other schools in the district. Minor repairs will be made.

Ross Valley School District uses Integrated Pest Management (IPM) strategies and the least toxic method of pest control possible as a means to control unwanted pests. In accordance with AR 3514.2 IPM strategy focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to established guidelines and treatment thresholds. (California Education Code §17609; Food and Agricultural Code§ 13181)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Trip Hazards; Water Stained Ceiling Tiles; Loose Ceiling Tiles; Rubber Molding; Counter Tops need repair by sinks
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	One room has items stacked on shelves which can be an Earthquake Hazard
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	62.0	66.0	80.0	78.0	48.0	50.0
Math	57.0	53.0	71.0	70.0	37.0	38.0

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.

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

CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	21.6	33.3	21.6

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	144	138	95.83	65.94
Male	75	74	98.67	66.22
Female	69	64	92.75	65.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	14	93.33	57.14
White	104	102	98.08	71.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	36.36
English Learners	11	9	81.82	22.22
Students with Disabilities	23	23	100.00	43.48
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	144	138	95.83	52.9
Male	75	74	98.67	58.11
Female	69	64	92.75	46.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	14	93.33	35.71
White	104	102	98.08	58.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	45.45
English Learners	11	9	81.82	33.33
Students with Disabilities	23	23	100	17.39
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
At Manor School, parents are strongly encouraged to participate both in and out of the classroom.

In the classroom opportunities include:
• Supporting teachers with basic tasks.
• Supporting students during independent work time.
• Serving as "experts' for classes study a specific topic through learning expeditions

Outside of the classroom opportunities include:
• Participating as a member of the School Site Council
• Participating as a member of the PTA
• Participating as a volunteer for the YES Foundation
• Participating in Principal and Superintendent's Coffee Chats
• Round Table
• Superintendents Council

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The Board of Trustees reviews and adopts the Ross Valley School District's School Safety by March 1st each year. The plan includes procedures for disaster preparedness and response. Our site's emergency plan includes a complete NIMS chart, nine emergency drills per year, and emergency training for all staff. Training includes search and rescue, basic first aid, and student release. Our emergency supply container is checked and re-stocked yearly. Board policies on suspension and expulsion, procedures to notify teachers of dangerous pupils, sexual harassment, school-wide dress code, procedures of safe ingress and egress of pupils and rules and procedures on school discipline are also components of the plan. The plan may be reviewed in detail at the school site.

The District has installed window film for safety and security at each site. All door locks have been checked and only require a push button to lock and secure each room.In addition, the telephone system allows each school to call 911 and to contact the District in the event of an emergency. Also,walkies talkies system has been upgraded for each site to contact the District.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.7	0.0	1.8
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.4	1.1	2.3
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.4 FTE
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	.9 FTE
Psychologist	.5 FTE
Social Worker	0
Nurse	.2 FTE
Speech/Language/Hearing Specialist	1.0 FTE
Resource Specialist (non-teaching)	1 FTE
Other	.6 FTE
Average Number of Students per Staff Member	
Academic Counselor	0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	21	20			2	4	2				
1	15	21	17	2	1	2		2				
2	23	23	24				2	2	2			
3	19	22	18	3		2	2	3				
4	20	24	24	2				3	2			
5	23	22	28				4	3	2			

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

Professional Development provided for Teachers

Transitioning to the Common Core Math standards was the focus of professional development in the 2011-12 school year. Teachers benefited from two staff development days with Phil Daro, author of the CC math standards, ith follow up work on designing units of study with trainers from the California Math Project.. For the 2016-7-16 school year, the District has a Math Coordinator who is providing professional development in the 8 mathematical practices for each grade level.

Professional Development in the 2012-13 school year focused on providing all teachers in the district with Guided Language Acquisition Design (G.L.A.D.) training. Two district-wide staff development days and four teacher release days for all teachers, K-8 provided comprehensive training in these strategies, designed to provide differentiation for all students. Coaching in these strategies continues during the 2013-14 school year.

The focus of teacher professional development in the 14-15, 15-16, and 16-17 school year is focused on the development of units aligned with the Common Core Standards in English Language Arts. Three district-wide staff development days, along with teacher release days have provided the time for teachers to learn the process for developing CC aligned units using readers and writers workshop to implement the English Language Arts CCSS.

This is our 4th school year, providing professional development focused on Reading & Writing workshop with Momentum in Teaching using Lucy Caulkins reading and writing units. Additionally, Bridges Math was adopted district wide and teachers participated in professional development to implement this program. The teachers have the opportunity to have individualized coaching in order to improve their practice.

Weekly early release days have provided teachers with opportunities to collaborate in site based grade level teams, across grade levels and whole school activities. Manor has utilized these days to develop Growth Mindset, Analyze student data and develop school specific programs.

In addition, Manor Elementary School is partnering with Expeditionary Learning (EL). During the 2016-17 school year, the administration and teaching staff participated in exploring Expeditionary Learning by site visits to another school that is involved in Expeditionary Learning and adopting strategies such as Learning Targets and Crew.   During the 2017-18 school year, Manor is in its first year of implementation and is receiving coaching from Expeditionary Learning Coach and is adding to the strategies based on the program as well as developing learning expeditions which link learning to real world issues This is the first year in a multi-year EL partnership designed to permanently shift instruction, assessment, and school culture. These partnerships provide targeted professional development for both teachers and leaders, with personalized coaching and lasting school structures.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,996	$48,064
Mid-Range Teacher Salary	$77,178	$75,417
Highest Teacher Salary	$93,685	$94,006
Average Principal Salary (ES)	$127,756	$119,037
Average Principal Salary (MS)	$155,467	$123,140
Average Principal Salary (HS)	$0	$135,974
Superintendent Salary	$217,485	$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	8.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				Average Teacher Salary
Level	Expenditures Per Pupil			
	Total	Restricted	Unrestricted	
School Site	$8,055.20	$3,460.27	$4.594.93	$73,190
District	♦	♦	$3,937.29	$73,194
State	♦	♦	$7,125	$76,046
Percent Difference: School Site/District			5.8	4.6
Percent Difference: School Site/ State			-33.7	-1.4

* Cells with ♦ 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

The Local Control Accountability Plan (LCAP) approved by the Board of Education trustees has provided additional supports at Manor Elementary School by increasing the support staff as well as a District Wide Curriculum Coordinator. Both Title II funds and the Educator Effectiveness Grant supports professional growth and development. State and Federal funds ensure that all students identified with a disability receive a Free and Appropriate Public Education. In addition, the school receives Federal Title I and Title III funds to support interventions for students that are identified as English Language Learners or students that require interventions and qualify for the National School Lunch Program as either free or reduced.

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.