

Manor Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School Contact Information

School Name	Manor Elementary School
Street	150 Oak Manor Dr.
City, State, Zip	Fairfax, Ca, 94930-1013
Phone Number	415-453-1544
Principal	Peg Minicozzi
Email Address	pminicozzi@rossvalleyschools.org
School Website	https://www.rossvalleyschools.org/manor
County-District-School (CDS) Code	21750026024277

2021-22 District Contact Information

District Name	Manor Elementary School
Phone Number	(415) 454-2162
Superintendent	Marci Trahan
Email Address	superintendent@rossvalleyschools.org
District Website Address	www.rossvalleyschools.org

2021-22 School Overview

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. The Manor staff and school leaders 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 mind, 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	37
Grade 2	33
Grade 3	36
Grade 4	29
Grade 5	50
Total Enrollment	217

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	2.3
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	18.9
Two or More Races	8.3
White	69.1
English Learners	8.3
Socioeconomically Disadvantaged	18.9
Students with Disabilities	7.8

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.5	100.0	94.8	92.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.8	0.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.5	3.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	0.0	0.0	3.0	3.0	18854.3	6.9
Total Teaching Positions	13.5	100.0	102.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Ross Valley School District students have access to high-quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California. The Ross Valley School District establishes a committee of teacher leaders for the review and adoption of standards-aligned curriculum materials; recommendations are then made to the board of trustees for approval. During the 2021-22 school year, the district is continuing to explore science curriculum materials to pilot in the 2022-23 school year. The below table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school (as of January 2022).

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Units of Study in Reading and Writing, Foundations, Words Their Way/2015	Yes	0
Mathematics	Bridges Mathematics (TK-5th)/2017	Yes	0
Science	CA Foss Kits, Mystery Science (TK-5th)	Yes	0
History-Social Science	Pearson Scott Foresman; supplemental resources and teacher-created materials	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Variety of resources based on Visual and Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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)

Year and month of the most recent FIT report

January 2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Overall Rating is 84.31% with 8 deficiencies noted. All of the deficiencies are due to ceiling tiles needing to be replaced or are loose and formica counter is damaged in one room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Overall Rating is 92.73% with 4 deficiencies noted. Outlets or outlet covers need to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restroom rating 92.31% and Sinks /Fountain rating is 100% .Overall rating is 96.16%, There was 1 deficiency noted which was a missing ceiling tile in one restroom.
Safety: Fire Safety, Hazardous Materials	X			Fire Safety rating is 98.18% with 1 deficiency noted. Hazardous Material rating is 91.18% with 1 deficiency noted. The no skid paint is peeling on the ramp One room has items stacked on shelves which can be an Earthquake Hazard.
Structural: Structural Damage, Roofs	X			Structural damage Rating is 96.36% and Roof Rating is 98.04% with an Overall rating of 97.20%. There were 2 deficiencies noted which included a wall damaged near the health office and some dry rot that needs to be fixed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Overall rating is 95.46% with a total of 5 deficiencies noted. These are a door stop that is broken and a loose door handle as well as some trip hazards in the concrete.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	117	113	96.58	3.42	66.37
Female	63	61	96.83	3.17	72.13
Male	54	52	96.3	3.7	59.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100	0	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	84	96.55	3.45	72.62
English Learners	11	11	100	0	27.27
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100	0	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	41.67

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	117	112	95.73	4.27	57.14
Female	63	61	96.83	3.17	52.46
Male	54	51	94.44	5.56	62.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	83	95.40	4.60	66.27
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	23	95.83	4.17	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	41.67

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A

					Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	NT	NT	NT	NT
Female	26	NT	NT	NT	NT
Male	24	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	41	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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:

- *Yard Duty Support
 - 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
- * Superintendent's Council
- * DELAC and ELAC meetings

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	239	228	32	14.0
Female	127	123	16	13.0
Male	112	105	16	15.2
American Indian or Alaska Native	1	1	0	0.0
Asian	7	7	1	14.3
Black or African American	3	1	1	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	45	44	10	22.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	19	19	2	10.5
White	163	155	18	11.6
English Learners	21	21	6	28.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	48	47	14	29.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	21	2	9.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.35	0.00	1.83	0.16	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.92	0.91	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 is developed in coordination with Marin County emergency agencies such as Fairfax Police and Ross Valley Fire Department. Our plan includes procedures for earthquake, fire, and lock down drills and shelter in place. The school community practices a variety of emergency drills on a scheduled basis. The number of drills is determined by California Education Code. Students are trained to play active roles in these drills. School Administrators and staff attend annual trainings to better prepare the school for unanticipated emergencies. The plan includes procedures for disaster preparedness and response. Our site's emergency plan includes a complete NIMS chart, 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. All door locks have been checked and only require a push button or simple motion to remove a door block 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, the walkie talkie system has been upgraded for each site to contact the District and all school personnel have walkie talkies to communicate at the site level. We have also developed a School Site Safety plan in response to the Covid-19 pandemic. We have protocols for hand-washing, staggered arrival and dismissal, social distancing, isolating sick students, communication protocols in cases of COVID exposure, mask/face coverings, and movement across campus.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	23		2	
2	21	1	1	
3	24		2	
4	22		2	
5	26		2	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	33		1	1
2	21	1	1	
3	18	2		
4	24		2	
5	20	2		
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2		
1	19	2		
2	17	2		
3	24		1	
4	19	1		
5	25		2	
6				
Other	22		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,522.44	\$6,489.82	\$7,397.46	\$79,955
District	N/A	N/A	\$6,639.24	\$77,369
Percent Difference - School Site and District	N/A	N/A	10.8	3.3
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-13.2	-3.0

2020-21 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. Title II funds support 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,589	\$51,450
Mid-Range Teacher Salary	\$80,963	\$80,263
Highest Teacher Salary	\$101,308	\$101,012
Average Principal Salary (Elementary)	\$139,229	\$128,082
Average Principal Salary (Middle)	\$145,926	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$238,276	\$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

Our professional development plan is designed to support our LCAP goal areas:

- Equity
- Wellness
- Multi-tiered Systems of Support

The Ross Valley School District has three certificated professional development days each year:

August 12th: Teachers engaged in two different sessions in the morning, one with Equity Consultant Deborah McKnight on bringing our equity work closer to the classroom and another with Social-Emotional Learning Expert Sam Drazin on supporting students in the CASEL competencies. The afternoon was spent at sites preparing to launch full in-person instruction.

October 11th: This day took the form of a mini-conference with a selection of offerings aligned with our LCAP Equity, MTSS, and Wellness goals. These sessions included:

- A Deeper Dive into Equity Work
- Science of Reading
- On-Demand Writing and Strategy Groups
- Designing Effective Block Periods
- Staff and Student wellness
- Understanding Sensory Integration and the Role of Self-regulation Tools in the Classroom

January 3rd: This was a site-based professional development day focused on the implementation of our District Racial Equity Plan actions.

District-wide PD is supported and deepened through site-based work and the efforts of our site principals and district coaches (technology, literacy, district leadership team). The bulk of our Wednesday Professional Development this year was focused on the implementation of our Social Justice Book Bundles.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Manor Elementary School

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Manor Elementary School
Phone Number	(415) 454-2162
Superintendent	Marci Trahan
Email Address	superintendent@rossvalleyschools.org
District Website Address	www.rossvalleyschools.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1239	1165	94.03	5.97	71.13
Female	626	586	93.61	6.39	75.90
Male	609	577	94.75	5.25	66.20
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	76.67
Black or African American	12	12	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	159	141	88.68	11.32	51.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	80	75	93.75	6.25	77.33
White	947	898	94.83	5.17	74.02
English Learners	49	43	87.76	12.24	9.30
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	153	134	87.58	12.42	39.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	159	136	85.53	14.47	26.67

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1239	1140	92.01	7.99	62.02
Female	626	569	90.89	9.11	61.51
Male	609	568	93.27	6.73	62.50
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	76.67
Black or African American	12	12	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	159	139	87.42	12.58	41.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	80	74	92.50	7.50	66.22
White	947	878	92.71		65.38
English Learners	49	45	91.84	8.16	15.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	153	126	82.35	17.65	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	159	130	81.76	18.24	23.85

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.