



# Manor Elementary School

150 Oak Manor Dr. • Fairfax, Ca, 94930-1013 • 415-453-1544 • Grades K-5

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<http://www.rossvalleyschools.org/manor>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Manor Elementary School

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#### District Governing Board

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Annelise Bauer, Clerk

Wesley Pratt

Mark Reagan

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#### District Administration

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Superintendent

Marci Trahan  
Assistant Superintendent

Teri Louer  
Director Student Services

Midge Hoffman  
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Julia Wolcott  
Director of Curriculum and  
Instruction

Sean Maher  
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David Gehman  
Director of Maintenance and  
Operations

### 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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 46                 |
| Grade 1                 | 46                 |
| Grade 2                 | 41                 |
| Grade 3                 | 48                 |
| Grade 4                 | 43                 |
| Grade 5                 | 51                 |
| <b>Total Enrollment</b> | <b>275</b>         |

### 2018-19 Student Enrollment by Group

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 1.1                         |
| American Indian or Alaska Native | 0.7                         |
| Asian                            | 1.8                         |
| Filipino                         | 0.7                         |
| Hispanic or Latino               | 13.1                        |
| White                            | 74.5                        |
| Two or More Races                | 7.3                         |
| Socioeconomically Disadvantaged  | 18.2                        |
| English Learners                 | 5.5                         |
| Students with Disabilities       | 10.2                        |
| Foster Youth                     | 0.7                         |
| Homeless                         | 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 for Manor Elementary    | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 19    | 17    | 20    |
| Without Full Credential                     | 2     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for Manor Elementary    | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     | 132   |
| Without Full Credential                     | ♦     | ♦     | 5     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 7     |

### Teacher Misassignments and Vacant Teacher Positions at Manor Elementary School

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 2019-20 school year, the district is piloting science curriculum materials for adoption. During the 2018-29 school year, the district adopted TCI History Alive! as our middle school history/social science curriculum. 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, 2019).

#### Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

| Core Curriculum Area       | Textbooks and Instructional Materials/Year of Adoption  |
|----------------------------|---|
| Reading/Language Arts      | Lucy Calkins Units of Study in Reading and Writing, Foundations, Words Their Way<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| Mathematics                | Bridges Mathematics (TK-5th)<br>CPM (6th-8th)<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                                    |
| Science                    | CA Foss Kits, Mystery Science (TK-5th)<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| History-Social Science     | Pearson Scott Foresman<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| Visual and Performing Arts | Variety of resources based on Visual and Performing Arts Standards<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0               |

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

#### 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 2020

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned  |
|--|---------------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | Good          |  |
| <b>Interior:</b><br>Interior Surfaces                                | Fair          | Overall Rating is 86.27% with 7 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. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          |  |
| <b>Electrical:</b><br>Electrical                                     | Good          | Overall Rating is 94.55% with 3 deficiencies noted. Outlets or outlet covers need to be replaced.  |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned  |
|--|---------------|--|
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | Restroom rating 92.21% and Sinks /Fountain rating is 97.06% .Overall rating is 94.69%, There were 2 deficiencies noted which included a missing sink and the pipes are exposed and and dry rot in on the siding of one restroom. |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          | Fire Safety rating is 98.1% with 1 deficiency noted. Hazardous Material rating is 96.36% with 2 deficiencies. The no skid paint is peeling on the ramp One room has items stacked on shelves which can be an Earthquake Hazard.  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | Structural damage Rating is 96.36% and Roof Rating is 100% with an Overall rating of 98.18%. There were 2 deficiencies noted which included a wall damaged near the health office and some dry rot that needs to be fixed.       |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | Overall rating is 96.3% with a total of 4 deficiencies noted. These are a door stop that is broken and a loose door handle as well as some trip hazards in the concrete.   |
| <b>Overall Rating</b>  | <b>Good</b>   | Overall rating is 95.91%.  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 66           | 74           | 78             | 78             | 50          | 50          |
| Math    | 53           | 58           | 70             | 69             | 38          | 39          |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A          | N/A          | N/A            | N/A            | N/A         | N/A         |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | 17.6   | 41.2   | 33.3   |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>             | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|----------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                     | 140                     | 137                  | 97.86                 | 73.72                          |
| Male                             | 73                      | 72                   | 98.63                 | 68.06                          |
| Female                           | 67                      | 65                   | 97.01                 | 80.00                          |
| Black or African American        | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native | --                      | --                   | --                    | --                             |
| Asian                            | --                      | --                   | --                    | --                             |
| Filipino                         | --                      | --                   | --                    | --                             |
| Hispanic or Latino               | 14                      | 14                   | 100.00                | 57.14                          |
| White                            | 111                     | 110                  | 99.10                 | 76.36                          |
| Two or More Races                | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged  | 26                      | 24                   | 92.31                 | 62.50                          |
| English Learners                 | --                      | --                   | --                    | --                             |
| Students with Disabilities       | 21                      | 21                   | 100.00                | 33.33                          |
| Foster Youth                     | --                      | --                   | --                    | --                             |
| Homeless                         | --                      | --                   | --                    | --                             |

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

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

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

**School Year 2018-19 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                     | 140              | 138           | 98.57          | 57.97                   |
| Male                             | 73               | 72            | 98.63          | 59.72                   |
| Female                           | 67               | 66            | 98.51          | 56.06                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 14               | 14            | 100.00         | 50.00                   |
| White                            | 111              | 110           | 99.10          | 60.00                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 26               | 26            | 100.00         | 38.46                   |
| English Learners                 | --               | --            | --             | --                      |
| Students with Disabilities       | 21               | 21            | 100.00         | 9.52                    |
| Foster Youth                     | --               | --            | --             | --                      |
| Homeless                         | --               | --            | --             | --                      |

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

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 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 walkies 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.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 0.0     | 1.8     | 0.3     |
| Expulsions Rate                           | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 1.1     | 2.3     | 1.8     |
| Expulsions Rate                             | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 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.

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

| Title               | Ratio |
|---------------------|-------|
| 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.

#### Student Support Services Staff (School Year 2018-19)

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  | .5                                   |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  | 1.0                                  |
| Resource Specialist (non-teaching)                  | 1.0                                  |
| Other   | .4                                   |

\* 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 Level | 2016-17            | 2016-17                 | 2016-17                  | 2016-17                | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|             | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K           | 21                 |                         | 2                        |                        | 20                 | 2                       |                          |                        | 23                 |                         | 2                        |                        |
| 1           | 21                 | 1                       | 2                        |                        | 17                 | 2                       |                          |                        | 23                 |                         | 2                        |                        |
| 2           | 23                 |                         | 2                        |                        | 24                 |                         | 2                        |                        | 21                 | 1                       | 1                        |                        |
| 3           | 22                 |                         | 3                        |                        | 18                 | 2                       |                          |                        | 24                 |                         | 2                        |                        |
| 4           | 24                 |                         | 3                        |                        | 24                 |                         | 2                        |                        | 22                 |                         | 2                        |                        |
| 5           | 22                 |                         | 3                        |                        | 28                 |                         | 2                        |                        | 26                 |                         | 2                        |                        |
| Other**     |                    |                         |                          |                        |                    |                         |                          |                        |                    |                         |                          |                        |

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 3       | 3       |

The focus of professional development for 2019-20 is on creating opportunities for teachers to deepen their understanding of district initiatives while sharing best practices. We kicked off the year with an inservice on Culturally Responsive Teaching as a part of our Equity and Inclusion initiative. Our October professional development day was led by a cadre of teacher leaders who introduced their colleagues to the History-Social Science Standards driving questions and the importance of including the counternarrative in their teaching. Our final professional development day of 2019-20 took the form of a mini-conference in which teachers shared expertise on a variety of topics including Low Floor/High Ceiling Math Tasks, Sensory Integration Techniques, Examining Implicit Bias, and Tier One Strategies for the General Education Teacher. Additionally, we have a cadre of literacy coaches who are in their second year of working with their colleagues in supporting the implementation of Reading and Writing Workshop.

During the 2018-19 school year, teachers received training on Implicit Bias and Compassionate Dialogue as a part of our district Equity Initiative. Teacher leaders facilitated a training on the NGSS Science and Engineering Practice of Modeling and phenomena-based instruction.

The focus of 2017-18 professional development was on the implementation of a new TK-5th grade math program: Bridges in Mathematics.

### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$53,526        | \$49,378                                     |
| Mid-Range Teacher Salary      | \$78,104        | \$77,190                                     |
| Highest Teacher Salary        | \$94,809        | \$96,607                                     |
| Average Principal Salary (ES) | \$130,315       | \$122,074                                    |
| Average Principal Salary (MS) | \$155,467       | \$126,560                                    |
| Average Principal Salary (HS) | \$0             | \$126,920                                    |
| Superintendent Salary         | \$220,996       | \$189,346                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 36%             | 36%  |
| Administrative Salaries    | 7%              | 6%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total       | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------------|------------|--------------|------------------------|
| School Site | \$14,423.68 | \$6,521.20 | \$7,902.47   | \$75,286.11            |
| District    | N/A         | N/A        | \$6,542.17   | \$74,413.00            |
| State       | N/A         | N/A        | \$7,506.64   | \$77,619.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 18.8         | 1.2                    |
| School Site/ State   | 5.1          | -3.1                   |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

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.