Manor Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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."

RVSD RACIAL EQUITY MISSION STATEMENT
The Ross Valley School District is committed to creating a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically. We are equally committed to building the leaders of tomorrow who will combat racism and promote equity throughout their lives.

Ross Valley School District parents, guardians, students, staff, and board trustees, in partnership, will create policies to disrupt systemic racism and prioritize equity in our organizational structures, curriculum, and instructional practices.

We will do this by actively engaging, listening, and responding to the voices and needs of our marginalized students, families, and staff and working to engage in anti-racist actions that build a vibrant, inclusive learning community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	43
Grade 2	33
Grade 3	37
Grade 4	33
Grade 5	41
Total Enrollment	236

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3%
Male	48.3%
American Indian or Alaska Native	0.8%
Asian	5.9%
Filipino	0.4%
Hispanic or Latino	16.5%
Two or More Races	11%
White	65.3%
English Learners	10.6%
Socioeconomically Disadvantaged	17.8%
Students with Disabilities	11.9%

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.

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)	13.50	100.00	94.80	92.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.83	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.50	3.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	3.00	3.02	18854.30	6.86
Total Teaching Positions	13.50	100.00	102.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	11.90	100.00	88.10	94.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.71	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	1.12	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.10	2.35	11953.10	4.28
Unknown	0.00	0.00	1.10	1.24	15831.90	5.67
Total Teaching Positions	11.90	100.00	93.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2022-23 school year, the District is continuing to explore science instructional materials (K-8) and history/social science instructional materials (K-5). The District is also looking at word study programs in K-5. 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 2023).

Year and month in which the data were collected	January 2023

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/2015, Fundations/2015, Words Their Way, Heggerty/2020, Sonday/2021, Dynamite Decodable (Benchmark Advance)/2023	Yes	0
Mathematics	Bridges Mathematics (TK-5th)/2017	Yes	0
Science	Mystery Science/2018	Yes	0
History-Social Science	TCI History Alive/2020 4th and 5th grade	Yes	0
Foreign Language	n/a		
Health	n/a		
Visual and Performing Arts	Variety of resources based on Visual and Performing Arts Standards	Yes	0

School Facility Conditions and Planned Improvements

Overall Facility Inspection Tool Rating was 98.41%.

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	September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rating was 100.00%, with no deficiencies noted.
Interior: Interior Surfaces		X		Rating was 88.37%, with 5 deficiencies noted. Deficiencies are stained or lose ceiling tiles in 5 locations.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rating is 100.00%, with no deficiencies noted.
Electrical	X			Rating is 100.00%, with no deficiencies noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rating is 100.00%, with no deficiencies noted.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		Rating is 98.92%, with one deficiency noted. Cleaning supplies were found in one classroom.
Structural: Structural Damage, Roofs	X		Rating is 100.00%, with no deficiencies noted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		Rating is 100.00%, with no deficiencies noted.

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).

College and Career Ready
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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	64	60	75	76	47	46
Mathematics (grades 3-8 and 11)	58	53	65	64	33	34

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	110	106	96.36	3.64	60.38
Female	65	62	95.38	4.62	62.90
Male	44	43	97.73	2.27	55.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	19	95.00	5.00	36.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	69.23
White	72	69	95.83	4.17	65.22
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	19	95.00	5.00	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	13.64

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	110	109	99.09	0.91	53.21
Female	65	64	98.46	1.54	50.00
Male	44	44	100.00	0.00	59.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	10.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	61.54
White	72	71	98.61	1.39	60.56
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	20	20	100.00	0.00	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	9.09

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	61.76	41.03	58.89	61.34	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	39	95.12	4.88	41.03
Female	24	23	95.83	4.17	47.83
Male	17	16	94.12	5.88	31.25
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	11	11	100.00	0.00	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	52.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	93	93	93	93

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.

2023-24 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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	239	239	72	30.1
Female	121	121	33	27.3
Male	117	117	39	33.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	14	14	4	28.6
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	39	39	15	38.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	26	5	19.2
White	156	156	46	29.5
English Learners	27	27	11	40.7
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	47	47	27	57.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	37	14	37.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.14	0.84	0.16	0.89	2.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0
Female	0	0
Male	1.71	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.13	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.7	0

2023-24 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.

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	
Other	22		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	1	1	
1	24		1	
2	24		1	
3	25		1	
4	25		1	
5	22		1	
Other	23		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25	0	2	0
1	22	0	2	0
2	24	0	1	0
3	24	0	1	0
4	22	0	1	0
5	27	0	1	0
6	0	0	0	0
Other	24	0	2	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	$82,516
Percent Difference - School Site and District	N/A	N/A	10.8	1.2
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	11.5	-5.7

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$56,227	$54,046
Mid-Range Teacher Salary	$83,391	$84,515
Highest Teacher Salary	$104,347	$110,867
Average Principal Salary (Elementary)	$154,567	$136,841
Average Principal Salary (Middle)	$160,384	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$242,050	$217,473
Percent of Budget for Teacher Salaries	35.63%	32.43%
Percent of Budget for Administrative Salaries	8.01%	5.62%

Professional Development

We have three professional development days for staff development along with a number of early release Wednesdays. The focus of professional development days for the 2023-24 school year is on reading instruction. We have contracted with Jessica Hammon of GLEAN education to provide elementary teachers with training on Science of Reading research and shifts in instruction that come with shifting from a Balanced Literacy Model to a Structured Literacy model. Teachers received training on best practices in reading assessments and unpacking the five components of reading.

Professional Development

Principals utilized Wednesday afternoons to work with teachers on developing strategy groups to address student progress in English language arts and mathematics.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3