

Manzanita Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Manzanita Elementary School
Street	38620 33rd Street East
City, State, Zip	Palmdale, CA 93550-4232
Phone Number	(661) 947-3128
Principal	Roberto Lopez
E-mail Address	rlopez@palmdalesd.org
Web Site	www.palmdalesd.org
CDS Code	19-64857-6021158

District Contact Information	
District Name	Palmdale Elementary School District
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	DJNardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (School Year 2016-17)

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

At Manzanita School, administrators, teachers, support staff, parents and students are all necessary partners in enabling every child to reach his/her educational and personal goals and to realize his/her full potential.

The Manzanita School Mission Statement reads as follows:

Manzanita School believes that all students can learn, achieve, and be successful at school and in life. We pledge to maintain a safe, supportive environment, and to set and model high academic and citizenship standards. We believe in our children and that they can grow into respectful life long learners who will make positive contributions to society.

Additionally, the Manzanita School staff embrace the District Mission Statement, which is:

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

Manzanita School sponsors educational activities and projects that involve and call on the entire community, in an effort to inspire learning beyond the classroom. The staff models a commitment to the lifelong pursuit of learning as they participate in staff and personal development activities and as they share their gleanings with their students.

Manzanita envisions a community of learners working together, sharing their expertise and interests, and contributing to an improved society.

Manzanita has implemented a Kindergarten Dual Language classroom in Spanish. Students are receiving 50% academic instruction in both Spanish and English throughout the day.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	118
Grade 1	98
Grade 2	100
Grade 3	110
Grade 4	108
Grade 5	106
Grade 6	116
Total Enrollment	756

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	1.2
Asian	0.3
Filipino	0.7
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	0.1
White	4.4
Two or More Races	1.5
Socioeconomically Disadvantaged	95.1
English Learners	40.9
Students with Disabilities	11.1
Foster Youth	3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	25	29	810
Without Full Credential	0	0	2	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.4	3.6
All Schools in District	88.8	11.2
High-Poverty Schools in District	89.0	11.0
Low-Poverty Schools in District	61.9	38.1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2015

All students are provided with appropriate textbooks in each curriculum area.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Manzanita School was established in 1957 and underwent a modernization project which was completed in 1998. In addition to the original school facility, Manzanita has 15 portable classrooms. The school facilities include a student computer lab, library, cafeteria/auditorium, and media center.

Manzanita takes pride in keeping its school grounds and buildings groomed and clean. It is Manzanita's policy to maintain its classrooms and restrooms on a daily basis. Our staff monitors the hallways and restrooms on a regular basis. Additional cleaning and maintenance is performed as required. In August, our playground was resurfaced and in November, new playground equipment was installed.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	17	19	29	31	44	48
Mathematics	8	9	19	19	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	111	109	98.2	16.5
	4	111	110	99.1	14.6
	5	109	108	99.1	24.1
	6	128	126	98.4	20.6
Male	3	54	52	96.3	13.5
	4	61	61	100.0	11.5
	5	53	53	100.0	13.2
	6	73	71	97.3	21.1
Female	3	57	57	100.0	19.3
	4	50	49	98.0	18.4
	5	56	55	98.2	34.5
	6	55	55	100.0	20.0
Black or African American	3	13	13	100.0	
	4	14	13	92.9	7.7
	5	13	12	92.3	41.7
	6	18	18	100.0	5.6
Hispanic or Latino	3	89	87	97.8	19.5
	4	85	85	100.0	17.6
	5	88	88	100.0	22.7
	6	97	96	99.0	24.0
Socioeconomically Disadvantaged	3	102	100	98.0	16.0
	4	110	109	99.1	14.7
	5	104	103	99.0	23.3
	6	117	116	99.2	19.0
English Learners	3	37	35	94.6	
	4	29	29	100.0	
	5	24	24	100.0	
	6	30	29	96.7	
Students with Disabilities	4	25	25	100.0	
	5	23	23	100.0	
	6	28	28	100.0	7.1

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 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.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	111	110	99.1	12.7
	4	113	111	98.2	7.2
	5	110	108	98.2	8.3
	6	128	127	99.2	9.4
Male	3	54	53	98.2	11.3
	4	62	62	100.0	6.5
	5	53	53	100.0	5.7
	6	73	72	98.6	13.9
Female	3	57	57	100.0	14.0
	4	51	49	96.1	8.2
	5	57	55	96.5	10.9
	6	55	55	100.0	3.6
Black or African American	3	13	13	100.0	
	4	16	14	87.5	7.1
	5	14	12	85.7	8.3
	6	18	18	100.0	
Hispanic or Latino	3	89	88	98.9	14.8
	4	85	85	100.0	8.2
	5	88	88	100.0	9.1
	6	97	97	100.0	11.3
Socioeconomically Disadvantaged	3	102	101	99.0	11.9
	4	111	110	99.1	7.3
	5	104	103	99.0	8.7
	6	117	117	100.0	9.4
English Learners	3	37	36	97.3	2.8
	4	29	29	100.0	
	5	24	24	100.0	
	6	30	30	100.0	
Students with Disabilities	4	25	25	100.0	
	5	23	23	100.0	
	6	28	28	100.0	3.6

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 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.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	27	23	22	48	49	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	108	107	99.1	22.4
Male	53	53	100.0	18.9
Female	55	54	98.2	25.9
Black or African American	13	12	92.3	33.3
Hispanic or Latino	88	88	100.0	22.7
Socioeconomically Disadvantaged	103	102	99.0	21.6
English Learners	24	24	100.0	
Students with Disabilities	23	23	100.0	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8	26.7	13.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Manzanita School strives to provide a welcoming environment which encourages community and parental involvement in its many and varied programs and services.

Parents are encouraged to volunteer in Manzanita classrooms and to provide assistance and additional monitoring on field trips.

Parents are also encouraged to participate in family nights, student performances, parent meetings, and parent-teacher conferences.

At Manzanita School, translators are provided on site for parents who are not native English-speakers.

Manzanita School has established an English Language Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC) and School Site Council (SSC) that work to provide added support and suggestion to the Manzanita School students, parents, and staff. The School Site Council (SSC) is actively involved in the decision making processes that affect the daily lives of all Manzanita School community members.

Manzanita has also established a Parent Teacher Organization (PTO) to help encourage more parent participation and support activities for students.

Manzanita also creates opportunities for Gifted and Talented Education (GATE) parents to meet and discuss matters pertinent to their children's specific needs.

Manzanita parents and guardians have the opportunity to attend Coffee with the Principal, Parent Partners program and technology software information parent meetings. (Imagine Learning and Footsteps to Brilliance Program)

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.6	5.0	5.0	6.4	5.6	5.3	4.4	3.8	3.7
Expulsions	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Manzanita School has developed a comprehensive disaster preparedness plan. A Safety Committee meets regularly to set and review safety goals, establish school policies and procedures, and to ensure a safe environment for the entire Manzanita community. The School Safety Plan is reviewed and revised annually. All classrooms are equipped with disaster bags filled with first aid and emergency supplies, and staff and students participate in monthly fire, lock down and earthquake drills as well as an annual school-wide disaster drill.

Manzanita teachers have also participated in Active Shooter on Campus training and complete On- Line safety trainings (Target Solutions)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	23
Percent of Schools Currently in Program Improvement	N/A	88.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29		4		30		8		30	0	3	0
1	21	1	2		24		9		26	1	3	0
2	25		4		27		6		25	1	3	0
3	28		2		28		8		27	0	4	0
4	25	1	3		26	2	6		33	0	1	2
5	26	1	3		28	2		6	31	0	3	0
6	29	2		3	25	2	8		27	0	4	0
Other	32		1						14	3	0	0

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$331.32	\$235.19	\$96.13	\$60,320.27
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	13.0	-10.5
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-98.2	-17.4

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

Types of Services Funded (Fiscal Year 2015-16)

A wide variety of student services are funded at Manzanita. Funded student services include the following:

Title I: A school-wide program to improve student achievement in reading and math.

GATE: Gifted and Talented Education for students identified as gifted.

ELD: English Language Development for students identified as English Language Learners.

Resource: Instructional program for students who have been identified as learning disabled.

Adaptive PE: Modified Physical Education Program based on the individual physical needs of qualifying students.

Speech: Instructional program for speech and language development based on the individual needs of qualifying students.

SDC: Special Day Class. Special Education Services are delivered in a self-contained classroom for the majority of the school day. Individual students are mainstreamed to regular education programs as appropriate and specified in an Individual Education Plan (IEP)

Intervention and Enrichment: Manzanita offers Extended Learning Opportunities (ELO) to all students who are at risk of not meeting District standards for promotion to a next grade level. These opportunities are offered after school on Monday, Tuesdays, Thursdays and Fridays. Opportunities to extend the curriculum are provided for students not at risk (at risk students may also participate in addition to participating in the aforementioned programs).

Technology - Hardware (student iPads, laptop computers, laptop carts and supplies) Software (Imagine Learning, Footsteps to Brilliance and Big Brainz)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Teachers meet in their grade level PLC (Professional Learning Community) , Leadership Team and RTI (Response to Intervention) teams . Teachers meet frequently within and across grade levels in lesson studies, on and off site professional development opportunities and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Training is also offered during the summer months on content specific and professional areas such as the implementation of Common Core State Standards, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, effective teaching strategies, and intervention programs. Administration training focuses on the development of professional learning communities (PLCs)

Conference and convention attendance(AVID,CABE and ATDLE etc), in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues