



Manzanita Elementary School

2009-2010 School Accountability Report Card

**Brad Roberts,
Principal /
Superintendent**

District Address:

**627 East Evans-
Reimer Road
Gridley, CA
95948-9736
(530) 846-5594**

**www.
manzanita
elementary
school.com**

Principal's Message

The purpose of the *2010/11 School Accountability Report Card* (SARC) is to provide parents and community members with information about the instructional program, academic achievement, facilities, and staff in the Manzanita Elementary School District. Over the past **eleven** years the **academic performance of our students has increased over one grade level every year**. Our academic growth is over three times that of the state of California. The information in this SARC reflects the previous year's data with the exception of teacher assignment, instructional materials and facilities.

Manzanita ranks in the top 10% of the schools in California. We provide a loving, caring, safe environment where the staff, parent and community synergy enables all students to achieve high academic and behavior standards.

We live our school motto of:

Every student, every day, whatever it takes!

Mission Statement

The mission of Manzanita Elementary, a K-8 single school district set in a rural, agricultural community, is to graduate responsible and productive citizens, who have strong academic and personal life skills, through a rigorous, dynamic, comprehensive curriculum delivered in partnership with family, community and a dedicated, extraordinary staff, in a safe and caring environment.

School Profile

Manzanita Elementary School is a beacon of academic and moral light in the north state. A three-time California Distinguished School and a five-time National Academic Achievement School, the students at Manzanita leave prepared to succeed at high levels as they enter high school. This K-8 rural school is located in the Northern Sacramento Valley town of Gridley. Students attend school in this single school district that is surrounded by walnuts, prunes, kiwis and apples. Each student is valued and appreciated. As dictated by our SSP belief statements, "Developing the whole person enriches both the individual and society, learning is maximized when instruction is personalized, and tolerance and respect of diversity are essential for a healthy and cohesive society." Teachers teach students how to advocate for themselves. All students are treated with the utmost respect. Manzanita is dedicated to ensuring the academic success of every student in a safe and caring environment.

Student Enrollment by Ethnic Group

2009-10	
	Percentage
African American	-
American Indian	1.8%
Asian	3.6%
Filipino	-
Hispanic or Latino	38.1%
Pacific Islander	-
White	50.0%
Two or More	6.5%
None Reported	-

Parent and Community Involvement

Parents and the community are very supportive of the education program at Manzanita. Parents are encouraged to participate by volunteering in the library and classrooms. The academic volunteer program has provided over 160 parent and community members to assist at Manzanita school in a variety of ways this year.

Manzanita school welcomes parents to become active members on one or more of the many committees and councils, such as the Booster and school site council, and as well as attending school board meetings to stay abreast of district and school issues. The most significant way to get involved is monitor and support your child in their completion of homework and school project.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Manzanita Elementary School at 530-846-5594.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
K	31	26	34
1st	41	31	29
2nd	33	35	31
3rd	26	36	35
4th	35	25	35
5th	25	34	30
6th	29	24	34
7th	29	26	26
8th	27	25	24

Enrollment By Program

During the 2009/10 school year 278 students were enrolled at Manzanita Elementary School, of which 6.1% were students with disabilities (including speech), 19.4% were Limited English Proficient, and 50% were socioeconomically disadvantaged.

Class Size

Manzanita Elementary maintains a maximum pupil/teacher ratio average of 21:1 for classes in grades K-3. In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Manzanita Elementary began implementing CSR for grades kindergarten through three in 1996-1997. Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
08	09	10	08	09	10	08	09	10	08	09	10	
By Grade Level												
K	16	17	18	2	1	2	-	-	-	-	-	-
1	21	20	15	1	1	2	1	1	-	-	-	-
2	20	19	20	2	1	2	-	-	-	-	-	-
3	17	17	21	1	3	-	-	-	1	-	-	-
4	42	22	35	-	1	-	-	6	-	5	-	1
5	26	29	35	-	1	-	5	-	-	-	5	1
6	-	-	30	-	-	-	-	-	1	-	-	-
4-8	41	22	32	-	3	-	8	23	7	6	-	-
By Subject Area												

Discipline & Climate for Learning

Manzanita Elementary School has an excellent reputation with regard to student conduct. It is the goal of Manzanita Elementary to assist students in their moral, social and personal development as well as academic. Manzanita has three main behavior standards of known as the three "B's"; "Be Safe", "Be Kind", and "Be Responsible". These behavior standards are further clarified in each educational setting.

District and county resources provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. Student behavioral expectations as well as procedures and consequences are clearly stated in the Manzanita School Discipline Policy. This discipline plan represents a positive schoolwide approach to student behavior and attendance accountability. Clearly defined expectations, rewards, and consequences are provided to all students and parents. Students, parents, and staff work hard to ensure a safe and orderly learning environment for all students. Well-managed classrooms, clearly defined behavioral expectations, and consequences with consistent administrative support and follow-up have resulted in an environment where learning can flourish. The school models high moral standards, sends positive messages to students, and shows that the school community expects the best effort and performance from everyone.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	21	19	17	21	19	17
Suspension Rate	7.6%	7.3%	6.1%	7.6%	7.3%	6.1%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Student accomplishments are recognized through the use of Mustang Caught Being Good Cards, luncheons with the principal, and special awards each month, trimester and at the end of the school year for students with zero citations and excellent attendance. Certificates, prizes and various other awards are given to students at assemblies and special presentations throughout the school year. Assemblies are held every month recognizing students with super citizenship and outstanding attendance along with classroom students of the month. Each trimester, students with zero citations and perfect attendance are invited to attend ice cream and pop corn celebration in their honor. Activities, honors, and programs include: Pizza with the Principal-students of the month, Super Citizen Award, Perfect Attendance Award, Honor Roll, All A's Award, Writer's Workshop Awards, and Student of the Month.

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom activities promote positive attitudes, encourage achievement and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Gifted and Talented (GATE)
- Open House
- Lioness Speech Contest
- Chicken Barbeque
- Back to School Night
- California Junior Scholastic Federation (CJSF)
- Carnival
- Student Council
- Field trips
- County Spelling Bee

The school's athletic programs promote individual and team-oriented achievement and self-esteem for students in fifth through eighth grade.

- Flag Football
- Girls Basketball
- Track (grade 1-6)
- Boys Basketball
- Volleyball
- Soccer

All students will learn a baseline level of technology skills that are infused throughout various integrated curricula. These skills will equip students to:

- do research and to make informed decisions about the relevance and reliability of the information they find
- extract meaning from data and convert data to graphic representations
- share and communicate information and to present information effectively to others in formal and informal settings
- problem-solve with real-world information

Manzanita Elementary feels that homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major areas. Each teacher determines the appropriate amount of homework for his or her students based in accordance with board policy. Students are expected to complete their homework in a timely manner and to the best of their ability. Parents are asked to help provide a supportive environment for homework activities, provide cooperation with the student’s teacher, and to be responsible for consulting and reviewing homework assignments with their child. The Butte County After School Program (ASP) provides a certificated teacher for one-hour after school is out to provide additional academic support for all students.

Safe School Plan

Safety of students and staff is a primary concern of Manzanita Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, bus evacuation, and disaster drills are conducted monthly throughout the school year. The Comprehensive School Site Safety plan was developed during the 2000-2001 school year by the School Safety Committee and is annually updated. The safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

Students are supervised before and after school by (certificated staff/classified staff/principal), and (certificated staff/classified staff/principal) supervise students during lunch. (Parent volunteers/certificated staff/classified staff help) with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are requested to “sign in” at the school office upon arrival on campus.

School Facilities

Manzanita Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1962 and include 16 classrooms, school office, soccer field, basketball courts, multipurpose room and a library/gymnasium complex, which are all up-to-date and provide adequate space for students and staff. New outside picnic area and tables were put in by our Booster Club.

Cleaning Process: In the evenings and during the day, a team of one part-time and two full-time custodians ensure classrooms, restrooms, office buildings and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing, and fixtures are in good working condition and meet applicable building and government code requirements.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. Work orders are used to ensure efficient service and highest priority is given to emergency repairs. Facilities are maintained to a degree of adequacy that provides for good learning.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year the district allocated \$19,835 for deferred maintenance program. This represents 1.4 % of the district’s general fund budget.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 11/08/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher Assignment

Manzanita Elementary recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	15	16	15	15
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Substitute Teachers

The Manzanita Elementary district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Manzanita Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the RSP Teacher or Principal assumes the role of substitute to ensure quality education of every student.

Teacher Evaluation

Temporary and probationary teachers are formally evaluated twice a year and tenured teachers are evaluated every other year. All teachers are observed informally on an ongoing basis during the school year. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Evaluation criteria includes:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter
- Creating/Maintaining Effective Learning Environments
- Assessing Student Learning
- Planning Instruction/Designing Learning Experiences
- Developing as a Professional Educator

Teachers who require help with improving skills are given as much support as needed to ensure their continued professional development. New teachers take part in the Beginning Teacher Support and Assessment Program (BTSA), a state-sponsored program.

Staff Development

Providing the classified and certificated staff with professional development opportunities is a high priority in the Manzanita Elementary School District. Each year, the district provides one - three full days of training by taking advantage of the Instructional Time and Staff Development Reform program authorized by the State of California. Training focuses on instructional methods, including teaching strategies, classroom management, assessment review and planning, and other training designed to improve pupil performance and academic content in the core curriculum areas. During the school year, teachers have access to conferences, college classes, in-service activities, and observations to provide them with opportunities to grow professionally. Teacher requests to attend conferences or workshops are given priority based on their alignment with the Single Plan for Student Achievement, the Manzanita Strategic Plan, or a need identified through the teacher evaluation process.

School Leadership

Leadership at Manzanita Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 9 years, leadership duties were assumed by Principal/Superintendent Brad Roberts. Principal Roberts has 32 years of experience in education with positions as Superintendent, Elementary Principal, High School Principal, High School Vice Principal, Athletic Director, and Middle School/High School Science and Math Teacher.

Educational direction has been established by the Manzanita Elementary Strategic Planning Team comprised of administration, board, certificated and classified staff, parents and community members. The Board annually adopts district and site goals for the administration to implement. The school's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school. The SSC also acts as representatives for our GATE Parent Advisory Committee, School Safety Committee and Bilingual Advisory Committee.

Counseling & Support Staff

Manzanita Elementary School District provides additional support for students in a variety of ways. For communicatively, physically, or severely handicapped students, a Special Education program is available. Students with exceptional needs who are able to function in the regular classroom for the majority of the school day get services from the Resource Specialist program. For those students with more severe educational needs, a Special Day Class is available through the Butte County Office of Education. A specialist in speech and language works at Manzanita School, providing services to students who qualify. The Manzanita Elementary School District provides numerous interventions for those students who are not mastering the grade-level standards, or are having difficulty learning. Some of the interventions available to students are: a reading one-on-one tutorial; before and after-school teacher support; classroom instructional aides; an ESL aide for limited English proficient students; an after-school reading intervention program; school-based placements; and, an active and involved Student Study Team process.

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Nurse	1	0.07

Physical Fitness

In the spring of each year, Manzanita Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.7%	32.4%	50.0%
7	20.8%	33.3%	33.3%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 8 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	54	66	66	54	66	66	46	50	52
Mathematics	62	72	75	62	72	75	43	46	48
Science	63	76	94	63	76	94	46	50	54
History/Social Science	22	50	75	22	50	75	36	41	44

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)

Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	66	75	94	75
School	66	75	94	75
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	56	69	96	64
Pacific Islander	*	*	*	*
White	74	80	93	85
Males	63	77	90	*
Females	70	73	10	71
Socioeconomically Disadvantaged	56	69	89	69
English Learners	12	53	*	*
Students with Disabilities	36	36	*	*
Migrant Education	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Data Sources

Data within the SARC was provided by Manzanita Elementary School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students at the School	879	879	767
Hispanic or Latino	852	851	715
White	903	903	838
Socioeconomically Disadvantaged	844	843	712

API School Results			
	07-08	08-09	09-10
Statewide	7	8	8
Similar Schools	7	7	10
All Students at the School			
Actual API Change	33	29	24
Hispanic or Latino			
Actual API Change	27	16	60
White			
Actual API Change	30	31	6
Two or More Races			
Actual API Change	-	-	0
Socioeconomically Disadvantaged			
Actual API Change	37	19	42

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	37,440
1st	50,400	55,185
2nd	50,400	55,185
3rd	50,400	55,185
4th	54,000	56,385
5th	54,000	56,385
6th	54,000	56,385
7th	54,000	56,385
8th	54,000	56,385

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Instructional Time (Includes Minimum Days)

Manzanita Elementary offers 180 days of instruction comprised of minimum days used for staff development and parent conferencing. All instructional days exceed the daily instructional minute requirements specified in the California Education Code.

Curriculum Development

The staff and administration is dedicated to providing the best possible education to our students. Curricular development is an ongoing process coordinated between the site and district. The curriculum is aligned with the California State Standard and the State High School Exit Exam. Teachers use a meaning centered approach to teach thinking skills as well as content. Curriculum is modified through district curriculum committees composed of teachers, parents and district staff and mentors.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are able to attend the Butte County After School Program (ASP) located at Manzanita Elementary School. The ASP is open everyday for 3 hours following student dismissal. Students are also encouraged to visit the public libraries located in Gridley which contain numerous computer workstations.

Instructional Materials

Manzanita Elementary held a Public Hearing on August 11, 2010, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California.

The State Board of Education reviews elementary level textbooks and other materials, and adopts those meeting quality standards. All textbooks at Manzanita School are selected from a state-approved matrix, and have been chosen by a committee of teachers, parents, and the administration. All adoptions are reviewed and formally approved by the district board. Presently, the district has current adoptions for all grade levels in mathematics, language arts, and science. The district purchases enough textbooks and instructional materials to ensure that each student at Manzanita School has access to their own copy of the standards-aligned textbook in all the core curriculum areas.

Manzanita Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California state content standards and frameworks. Manzanita follows the state instructional materials adoption cycle, which reviews instructional materials in each curricular area.

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
8th	Mathematics	CPM Educational	2008	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%
K-5	Mathematics	Sadlier Oxford	2008	Yes	0.0%
K-5	Science	Harcourt School Publishers	2007	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
K-1	Social Science/ History	Harcourt School Publishers	2007	Yes	0.0%
6th-8th	Social Science/ History	Prentice Hall	2007	Yes	0.0%
2nd-5th	Social Science/ History	Scott Foresman	2007	Yes	0.0%

Library Information

The school's library is well stocked with books and reference materials. Each K-8 class is scheduled to visit the school library a regular basis. The computerized bar code system allows for easy check in/out. Teachers supplement the library materials with classroom libraries that contain grade-appropriate media that tie into their specific curricular areas of study.

California Awards

Manzanita Elementary School was selected as a **California Distinguished School in 1984, 2004, and again in 2008**. In 2004 Manzanita was the first school to receive this honor in Butte County in the past five years and the only school to receive it three times and in back to back eligible award years. It was selected based on its outstanding academic scores, innovative programs, high academic and moral standards, teamwork, intervention programs and a learning environment that places an importance on student learning.

In **2006/07, 2007/08, 2009/09 and again in 2009/10, Manzanita** was selected as a **California Title I Academic Achievement Award winner**. This was based on the fact that all students, including Hispanic, White and Educationally Disadvantaged students, achieved twice the State's academic expectation over the past two years on the State's STAR test. Only 3% of the schools in California received this recognition and <.1% of the schools in California (9 total) received this recognition in four consecutive years.

Manzanita has **not** been identified as a Program Improvement School.

District Expenditures

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,532
From Restricted Sources	\$1,307
From Unrestricted Sources	\$6,225
District	
From Unrestricted Sources	\$6,225
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	9.58%

District Revenue Sources

In addition to general state funding, Manzanita Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, Title II, Title V, REAP, Special Education, EIA, and other Federal and State Categorical Programs,

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. These salaries do not include medical benefits or stipends. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	-	\$38,905
Mid-Range Teachers	-	\$56,504
Highest Teachers	-	\$71,750
Elementary School Principals	-	\$92,053
Middle School Principals	-	\$95,666
High School Principals	-	\$94,401
Superintendent	-	\$111,055
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	38.9%
Administrative Salaries	9.6%	6.8%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2008-09) financial statements).

Average Teacher Salaries	
School & District	
School	\$55,653
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,352
Percentage of Variation	2.97%