

Manton Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Manton Elementary School
Street	31345 Forward Road
City, State, Zip	Manton, CA 96059
Phone Number	(530) 474-3167
Principal	Richard Hassay
E-mail Address	rhassay@antelopeschools.org
Web Site	http://www.mantonschoolca.org/
Grades Served	K-8
CDS Code	52714726053599

District Contact Information	
District Name	Antelope Elementary School District
Phone Number	530.527.1272
Superintendent	Richard Hassay
E-mail Address	rhassay@antelopeschools.org
Web Site	www.antelopeschools.org

School Description and Mission Statement (Most Recent Year)

Manton School is a K-8 school located in the small rural community of Manton, California. It is 30 miles northeast of Red Bluff. It is at an elevation of approximately 2,000 feet.

Manton School will empower all students with the academic and social potential to become cooperative problem solvers, life-long learners and to contribute positively to society. We also want to instill a sense of self-worth, pride and appreciation for who they are, where they come from, and what they want to achieve. Student achievement is being monitored through various assessments including I-Ready and EADMS.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	4
Grade 1	4
Grade 2	4
Grade 3	4
Grade 4	7
Grade 5	5
Grade 6	7
Grade 7	4
Total Enrollment	39

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	15.4
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	2.6
White	71.8
Socioeconomically Disadvantaged	87.2
English Learners	2.6
Students with Disabilities	12.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	2	3	3	38
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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 2015-16)

Year and month in which data were collected: 09/2015

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.

- All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.
- Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available.
- Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.
- All recommended materials are available for parent examination at the district office prior to adoption.
- The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	California Treasures; Holt-Rhinehart	Yes	0%
Mathematics	Eureka Math	Yes	0%
Science	CPO Science	Yes	0%
History-Social Science	Scott Foresman	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The conditions of the Manton School Campus is safe and clean. Many repairs have been performed this year, or are in the process of repair, including: Replacement of storage shed roof, replacement of heater, and replacement of gas pump. In addition, the oven hood and freezer have been replaced. With the lapsation to the Antelope School District, the condition of the school facility and planned improvements are ongoing.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 01/28/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	HVAC replacement needed
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	Single Pane Windows/Roofs leak and need consistent repair (gym & office)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Blacktop in poor condition

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 01/28/2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	26	54	44
Mathematics	11	36	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	4	4	100.0	--	--	--	--
	4	7	7	100.0	--	--	--	--
	5	5	5	100.0	--	--	--	--
	6	8	8	100.0	--	--	--	--
	7	3	3	100.0	--	--	--	--
Male	3		1	25.0	--	--	--	--
	4		2	28.6	--	--	--	--
	5		1	20.0	--	--	--	--
	6		7	87.5	--	--	--	--
	7		2	66.7	--	--	--	--
Female	3		3	75.0	--	--	--	--
	4		5	71.4	--	--	--	--
	5		4	80.0	--	--	--	--
	6		1	12.5	--	--	--	--
	7		1	33.3	--	--	--	--
American Indian or Alaska Native	4		1	14.3	--	--	--	--
	5		1	20.0	--	--	--	--
	7		2	66.7	--	--	--	--
Hispanic or Latino	6		2	25.0	--	--	--	--
Native Hawaiian or Pacific Islander	5		1	20.0	--	--	--	--
White	3		4	100.0	--	--	--	--
	4		6	85.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		3	60.0	--	--	--	--
	6		6	75.0	--	--	--	--
	7		1	33.3	--	--	--	--
Socioeconomically Disadvantaged	3		4	100.0	--	--	--	--
	4		6	85.7	--	--	--	--
	5		4	80.0	--	--	--	--
	6		5	62.5	--	--	--	--
	7		3	100.0	--	--	--	--
English Learners	6		1	12.5	--	--	--	--
Students with Disabilities	4		1	14.3	--	--	--	--
	5		2	40.0	--	--	--	--
	6		1	12.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	4	4	100.0	--	--	--	--
	4	7	7	100.0	--	--	--	--
	5	5	5	100.0	--	--	--	--
	6	8	8	100.0	--	--	--	--
	7	3	3	100.0	--	--	--	--
Male	3		1	25.0	--	--	--	--
	4		2	28.6	--	--	--	--
	5		1	20.0	--	--	--	--
	6		7	87.5	--	--	--	--
	7		2	66.7	--	--	--	--
Female	3		3	75.0	--	--	--	--
	4		5	71.4	--	--	--	--
	5		4	80.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		1	12.5	--	--	--	--
	7		1	33.3	--	--	--	--
American Indian or Alaska Native	4		1	14.3	--	--	--	--
	5		1	20.0	--	--	--	--
	7		2	66.7	--	--	--	--
Hispanic or Latino	6		2	25.0	--	--	--	--
Native Hawaiian or Pacific Islander	5		1	20.0	--	--	--	--
White	3		4	100.0	--	--	--	--
	4		6	85.7	--	--	--	--
	5		3	60.0	--	--	--	--
	6		6	75.0	--	--	--	--
	7		1	33.3	--	--	--	--
Socioeconomically Disadvantaged	3		4	100.0	--	--	--	--
	4		6	85.7	--	--	--	--
	5		4	80.0	--	--	--	--
	6		5	62.5	--	--	--	--
	7		3	100.0	--	--	--	--
English Learners	6		1	12.5	--	--	--	--
Students with Disabilities	4		1	14.3	--	--	--	--
	5		2	40.0	--	--	--	--
	6		1	12.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	--	60	69	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	69
All Students at the School	--
Male	--
Female	--
Native Hawaiian or Pacific Islander	--
White	--
Students with Disabilities	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (Most Recent Year)

Manton School is proud of the support provided by the parents and community. This support is displayed in community functions such as the Manton Apple Festival, and Halloween Carnival. Parents are also encouraged to assist in the classroom and and extracurricular events. If interested in becoming involved, please contact the school at 474-3167.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	4.88	3.09	1.49	4.81	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Manton School revised its Comprehensive Safety Plan on February 1st, 2013. This plan was reviewed by staff following approval, and proper drills were put into place. The school participated in a Countywide Safety Summit in February of 2015. This summit was a multi-agency meeting that focused on student safety in relation to school violence.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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									16	1		
Other	23		1		23		1					

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.05	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.05	N/A
Social Worker		N/A
Nurse	.02	N/A
Speech/Language/Hearing Specialist	.04	N/A
Resource Specialist	.10	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$13,169	\$6,706	\$6,463	\$41,997
District	N/A	N/A	\$6,463	\$63,219
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	16.7	-27.2

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

Types of Services Funded (Fiscal Year 2014-15)

Manton school provided services in the area of Special Education, computer technology, After School Program, as well as Core Instruction.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,023	\$39,948
Mid-Range Teacher Salary	\$53,807	\$57,401
Highest Teacher Salary	\$72,926	\$73,183
Average Principal Salary (Elementary)	\$78,732	\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$107,890	\$112,657
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	7%	7%

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)

Staff members build skills and concepts by participating in many conferences and workshops throughout the year and then share their experiences and knowledge with district colleagues. This year, Professional Learning Communities will continue for teachers two days per year. The focus for the collaboration is supporting the Common Core.