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MANTON ELEMENTARY SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD
Reported using data from the 2010-2011 School Year
Published during 2011-2012

PO Box 410

Manton, CA 96059

Phone: 530-474-3167

<http://www.mantonschoolca.org/>

Serving Grades K-8

2010-2011 Student Enrollment: 39

Roxy Williams, Principal



Manton Joint Union

School District

PO Box 410

Manton, CA 96059

Phone: 530-474-3167

<http://www.mantonschoolca.org/>

Roxy Williams, Superintendent

INTRODUCTION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

School Description and Mission Statement
(School Year 2010–11)

The mission of the Manton Joint Union School District and Manton School is to empower all students with the academic and social potential to become cooperative problem solvers, life-long learners, and to contribute positively to society. We want also to instill a sense of self-worth, pride and appreciation for who they are, where they come from and what they want to achieve.

Manton Joint Union School District is a single-site school district, located in the town of Manton, in a rural setting on the northwest flank of Mt. Lassen. The district straddles the Tehama-Shasta County line, drawing approximately 30 K-8 students. Manton School students may attend the local secondary school in either Shasta or Tehama County.

Our school completed a modernization and new multi-purpose-building project in 1994. We have a K-8 grade elementary school that consists of four regular classrooms, a Computer Lab, a library, a conference room, and a multi-purpose building that consists of a gymnasium and cafeteria. We also have a track and softball field.

The school provides a nutritious lunch program for all students.

**Opportunities for Parental Involvement
(School Year 2010–11)**

Our School Site Council (SSC) meets four to six times a year to discuss and suggest school improvement ideas and programs. The SSC is composed of an equal number of school staff and parent/community members, which usually consist of six members. All parents, community members, and staff are encouraged to attend.

**Student Enrollment by Grade Level
(School Year 2010–11)**

Grade Level	Number of Students
Kindergarten	5
Grade 1	4
Grade 2	6
Grade 3	4
Grade 4	2
Grade 5	8
Grade 6	8
Grade 7	1
Grade 8	1
Total Enrollment	39

**Student Enrollment by Subgroup
(School Year 2010–11)**

Group	Percent of Total Enrollment
Black or African American	5.1%
American Indian or Alaska Native	5.1%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	7.7%
Native Hawaiian or Pacific Islander	0.0%
White	74.4%
Two or More Races	2.6%
Socioeconomically Disadvantaged	61.5%
English Learners	0.0%
Students with Disabilities	5.1%

**Average Class Size and Class Size Distribution
Elementary**

Grade Level	Ave. Class Size	2008-09 Number of Classes			Ave. Class Size	2009-10 Number of Classes			Ave. Class Size	2010-11 Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
7												
8												
Other	41	0	0	1	33	0	0	1	39	0	0	1

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

III. School Climate

**School Safety Plan
(School Year 2010–11)**

There are monthly safety inspections and fire/earthquake drills. The school is also inspected each year by the Health Department, the California Department of Forestry and by the California Highway Patrol for the school buses. Every effort is made to ensure the overall safety and cleanliness of the school. The School Site Council has put together an Emergency Plan for the school that was approved by the Governing Board.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2008-09	District 2010-11
Suspensions	0	0	0	2	0	2
Expulsions	0	0	0	0	0	0

*The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

All buildings and grounds are in good repair and adequate for the number of student enrolled. They are maintained to the highest standard in order to provide a safe and family-friendly environment. As time allows this school year, the gymnasium floor will be refinished, the resource room will be painted and re-carpeted, and the softball back stops will be painted.

**School Facility Good Repair Status
(School Year 2011–12)**

System Inspected	Repair Status			
	Exemplary	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓		
Interior: Interior Surfaces		✓		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		✓		
Electrical: Electrical		✓		
Restroom/Fountains: Restrooms, Sinks, Fountains		✓		

**School Facility Good Repair Status
(School Year 2011–12)**

System Inspected	Repair Status			
	Exemplary	Good	Fair	Poor
Safety: Fire Safety, Hazardous Materials		✓		
Structural: Structural Damage, Roofs		✓		
External: Playground/School Grounds, Windows, Doors, Gates, Fences		✓		
Overall Rating	✓			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

This table displays three-year data on the number of teachers with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	2	3	3	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period.

Teachers	2009-10	2010-11	2011-12
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 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by High Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

This table displays the percent of classes in core academic subjects taught by NCLB compliant teachers in the school, in all schools in the districts, in high-poverty schools in the district, and in low-poverty schools in the district during 2010-2011.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.0%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

**Academic Counselors and Other Support Staff
(School Year 2010–11)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/ Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1	
Social Worker	0	
Nurse	1	
Speech/Language/ Hearing Specialist	1	
Resource Specialist (non-teaching)	1	
Other	0	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:
September, 2011.

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?
Reading/ Language Arts	Houghton-Mifflin Language Arts	Yes
	Pearson Language Arts	Yes
Mathematics	Everyday Math	Yes
	Holt Course 1 Math	Yes
	Holt Pre-Algebra	Yes
Science	Holt Algebra	Yes
	Houghton-Mifflin Science	Yes
History-Social Science	CPO Science	Yes
	Pearson Scott Foresman History/Social Studies	Yes
Foreign Language	History Alive History/Social Studies	Yes
Health		
Visual and Performing Arts		

As of September 2011, sufficient standards-based textbooks were available to all students in all core curriculum areas.



VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School	\$10,000	\$1,500	\$8,000	\$43,280
District			\$8,000	\$43,280
State			\$5,455	\$57,071
Percent Difference: School and State			32%	14%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/dis/fd/ec/>.

For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Manton School has many programs available to our students. Local, state, or federal funds or a combination of the three, support the programs. These are designed to both assist and enrich the students. The following are a sampling of the programs provided:

- Basic core curriculum for all students
- IMF (Instructional Material Funds)
- Title VI, Lottery, and Title II funds provide for a variety of programs.
- Drug-Free/Prevention Education which includes 2nd Step and the County Dare Program
- School Based Coordinated Project (SBCP) which helps support our instructional aides
- Title I
- Computer/Technology training—CCC programs
- Sports—basketball and volleyball

- Counseling services and Student Study Teams
- Student Council
- Club Live
- Yearbook Staff

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For District in Same Category
Beginning Teacher Salary		\$38,7440
Mid-Range Teacher Salary		\$55,509
Highest Teacher Salary		\$70,567
Average Principal Salary		\$92,338
Superintendent Salary		\$109,381
Percent of Budget for Teacher Salaries	20%	37%
Percent of Budget for Administrative Salaries	15%	7%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven,
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. One each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE *STAR Results* Web site at <http://star.cde.ca.gov>.

STAR Science Three-Year Comparison		
	Year	% Proficient or Advanced
School/District	08-09	NR
	09-10	NR
	10-11	NR
State	08-09	50%
	09-10	54%
	10-11	57%

STAR History—Social Science Three-Year Comparison		
	Year	% Proficient or Advanced
School/District	08-09	NR
	09-10	NR
	10-11	NR
State	08-09	41%
	09-10	44%
	10-11	48%

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

STAR English-Language Arts Three-Year Comparison		
	Year	% Proficient or Advanced
School/District	08-09	41%
	09-10	38%
	10-11	31%
State	08-09	49%
	09-10	52%
	10-11	54%

Note: Scores are not shown (NR) 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.

STAR Mathematics Three-Year Comparison		
	Year	% Proficient or Advanced
School/District	08-09	28%
	09-10	43%
	10-11	50%
State	08-09	46%
	09-10	48%
	10-11	50%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

STAR English-Language Arts Most Recent Year	
Group	% Proficient or Advanced
All Students in the LEA/School	31%
Male	35%
Female	25%
White	31%
Socio-Economically Disadvantaged	31%

Note: Scores are not shown (NR) 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.

STAR Mathematics Most Recent Year	
Group	%Proficient or Advanced
All Students in the LEA/School	50%
Male	47%
Female	55%
White	38%
Socio-Economically Disadvantaged	50%

STAR Science Most Recent Year	
Group	%Proficient or Advanced
All Students in the LEA/School	NR
Male	NR
Female	NR
White	NR
Socio-Economically Disadvantaged	NR

STAR History—Social Science Most Recent Year	
Group	%Proficient or Advanced
All Students in the LEA/School	NR
Male	NR
Female	NR
White	NR
Socio-Economically Disadvantaged	NR

detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	NR	NR	NR
7	NR	NR	NR

Note: Scores are not shown (NR) 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California, API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched “similar school.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	2	2
Similar Schools	N/A		

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For

Academic Performance Index Growth by Student Group—Three-Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	-20	12	-10

Academic Performance Index Growth by Student Group—2011 Growth API Comparison

This table displays, by student group the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	District	State
All Students	720	720	778
White	735	735	845
Socioeconomically Disadvantaged	740	740	726

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate English-Language Arts	Yes	Yes
Met Participation Rate Mathematics	Yes	Yes
Met Percent Proficient English-Language Arts	No	No
Met Percent Proficient Mathematics	Yes	Yes
Met API Criteria	N/A	N/A
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010–11)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	No in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

During each of the last three school years, two full days have been provided for professional development with one day prior to the start of the school year and one day mid-year. Local and County professional development in-services are provided. On an individual, as requested, basis as well as mandated or superintendent directed, teachers and classified staff engage in professional development activities.

Notes Regarding Data: This report contains the most current data available as of January 10, 2012. Data provided by the California Department of Education, Ed-Data Education Data Partnership, Tehama County Department of Education, and Manton Elementary School. For more information visit <http://www.ed-data.org>.