Manor Elementary

Mr. Jason Richardson, Principal

Principal, Manor Elementary

About Our School

At Manor School, we believe all students can excel to their fullest potential with the highest quality instructional programs provided through our exceptionally dedicated teachers and staff. We emphasize academics, a strong connection with our community, and positive character building.

At Manor School we develop and maintain an environment where all adults within the learning community are committed to ensuring a culture of inclusivity, creativity, happiness, confidence and engagement which will benefit all children.

Contact

150 Oak Manor Dr.
Fairfax, CA
94930-1013

Phone: 415-453-1544
E-mail: jrichardson@rossvalleyschools.org

View Larger Map
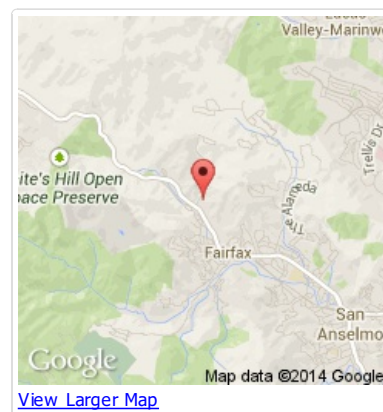
Data and Access

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.
- For additional information about the school, parents 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 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Manor Elementary
Street	150 Oak Manor Dr.
City, State, Zip	Fairfax, Ca, 94930-1013
Phone Number	415-453-1544
Principal	Mr. Jason Richardson, Principal
E-mail Address	jrichardson@rossvalleyschools.org
County-District-School (CDS) Code	21750026024277

District	
District Name	Ross Valley Elementary
Phone Number	(415) 454-2162
Web Site	www.rossvalleyschools.org
Superintendent First Name	Eileen
Superintendent Last Name	Rohan
E-mail Address	superintendent@rossvalleyschools.org

Last updated: 1/27/2014

School Description and Mission Statement (School Year 2012-13)

Our school's mission is to provide learning opportunities that are authentic, bringing students and community together for enriched content studies and real life experiences. We recognize that students learn in different ways. We know that learning is strongest when school is partnered with family and community. Through role modeling, we remind our students often of the joy that comes with "learning something new each day." At Manor School, we believe all students can excel to their fullest potential with the highest quality instructional programs provided through our exceptionally dedicated teachers and staff. We emphasize academics, balanced with character building, in an environment where all adults within the learning community are committed to ensuring that Manor School is a culture of inclusivity, creativity, happiness, confidence and engagement which benefits all children.

Last updated: 1/27/2014

Opportunities for Parental Involvement (School Year 2012-13)

At Manor School parents are strongly encouraged to participate both in and out of the classroom.
In the classroom opportunities include:
• Working directly with students in independent activities
• Supporting teachers with basic tasks
Outside of the classroom opportunities include:
• Parents at Lunch (PALS) program: encouraging pro-social behavior and fair play during lunch
• Driving on field trips
• Participating as a member of the School Site Council
• Participating as a member of the PTA
• Participating as a member of the Multi-Age Program Advisory Panel
• Participating as a volunteer for the YES foundation

Last updated: 1/27/2014

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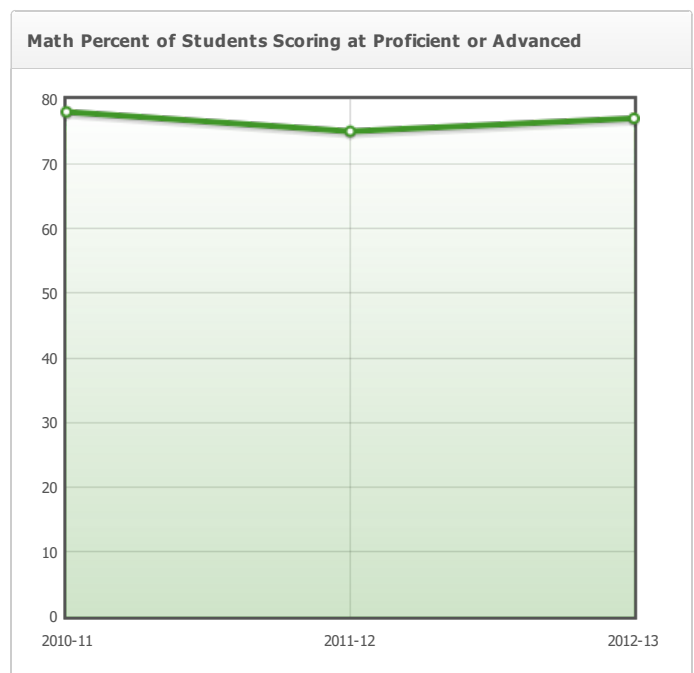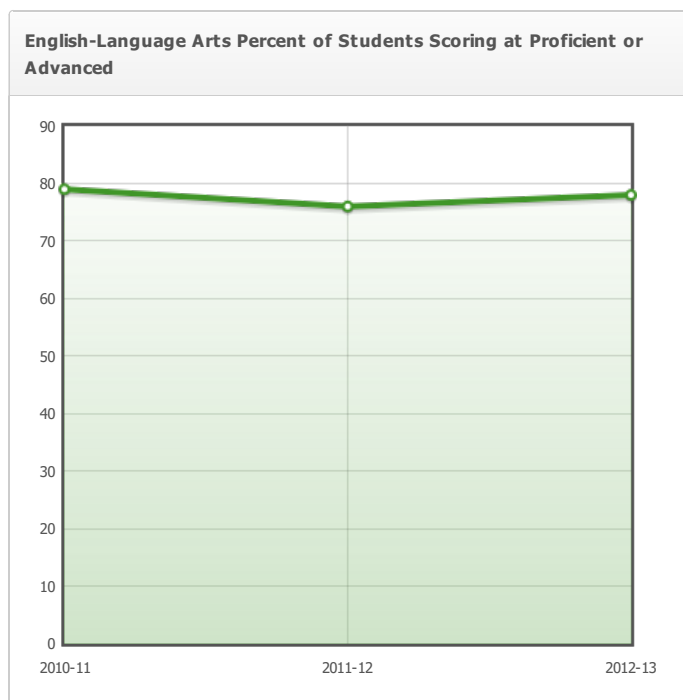
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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.

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

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	79%	76%	78%	86%	86%	84%	54%	56%	55%
Mathematics	78%	75%	77%	81%	84%	80%	49%	50%	50%
Science	82%	84%	82%	89%	88%	89%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	81%	81%	78%	48%	49%	49%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced
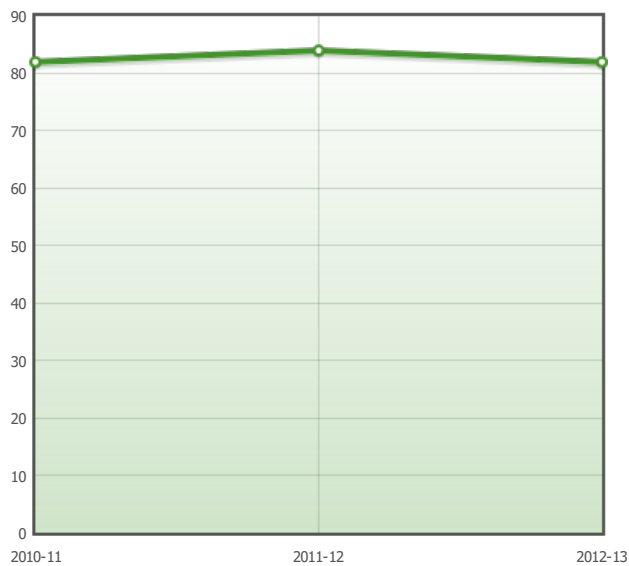
History Percent of Students Scoring at Proficient or Advanced
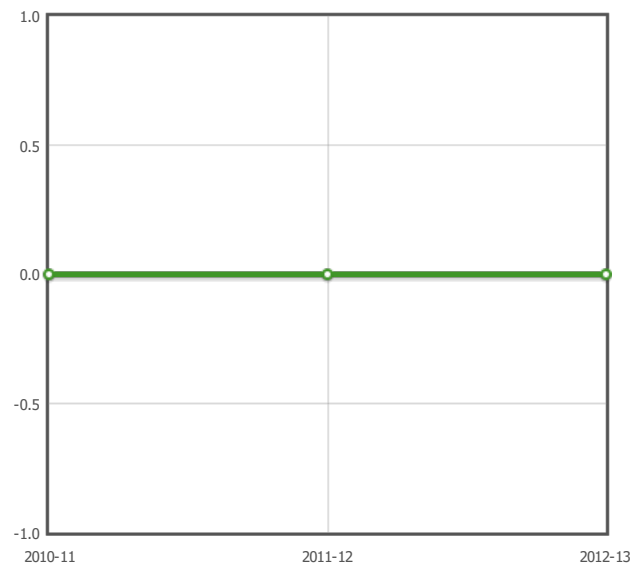
Last updated: 1/16/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	**Mathematics**	**Science**	**History-Social Science**
All Students in the LEA	84%	80%	89%	78%
All Students at the School	78%	77%	82%	N/A
Male	73%	80%	85%	N/A
Female	82%	74%	81%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	53%	47%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	83%	83%	89%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	56%	56%	56%	N/A
English Learners	18%	29%	N/A	N/A
Students with Disabilities	60%	60%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/16/2014

California Physical Fitness Test Results (School Year 2012-13)

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 detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6%	24.3%	39.2%
7	N/A	N/A	N/A

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.

Last updated: 1/22/2014

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.

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 schools." 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	2010-11	2011-12	2012-13
Statewide	9	9	8
Similar Schools	6	2	1

Last updated: 1/16/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-9	-12	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-10	-4	8
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/16/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	266	890	1,653	919	4,655,989	790
Black or African American	3		18	801	296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	4		61	945	406,527	906
Filipino	2		6		121,054	867
Hispanic or Latino	35	758	133	805	2,438,951	744
Native Hawaiian or Pacific Islander	1		2		25,351	774
White	215	914	1,368	930	1,200,127	853
Two or More Races	5		43	913	125,025	824
Socioeconomically Disadvantaged	62	780	213	855	2,774,640	743
English Learners	18	639	57	751	1,482,316	721
Students with Disabilities	31	786	197	756	527,476	615

Last updated: 1/16/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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.

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	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Last updated: 1/16/2014

Federal Intervention Program (School Year 2013-14)

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 .

| Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/16/2014

School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	79
Grade 1	78
Grade 2	64
Grade 3	64
Grade 4	70
Grade 5	74
Total Enrollment	429
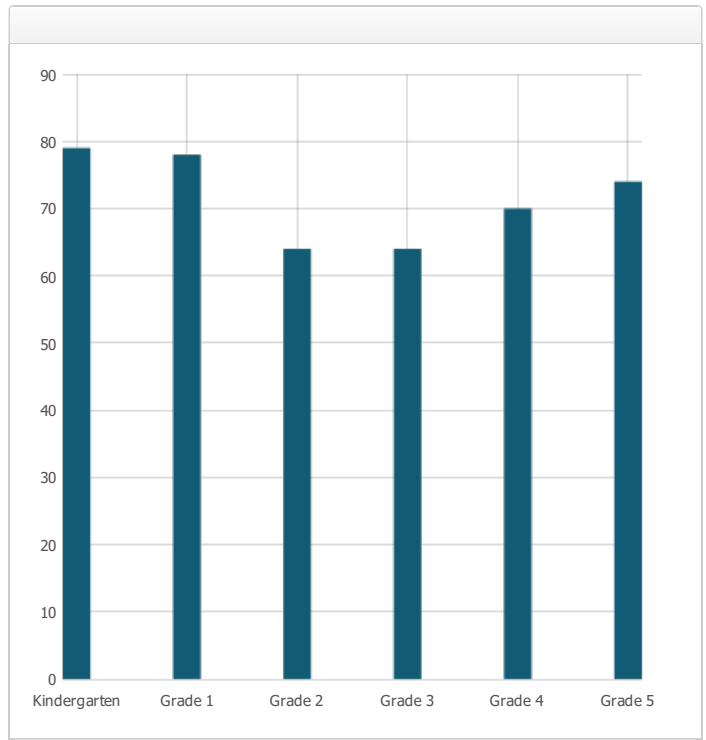
Last updated: 1/16/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.9
Asian	3.3
Filipino	0.7
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.5
White	78.3
Two or More Races	0.9
Socioeconomically Disadvantaged	21.0
English Learners	4.7
Students with Disabilities	6.5
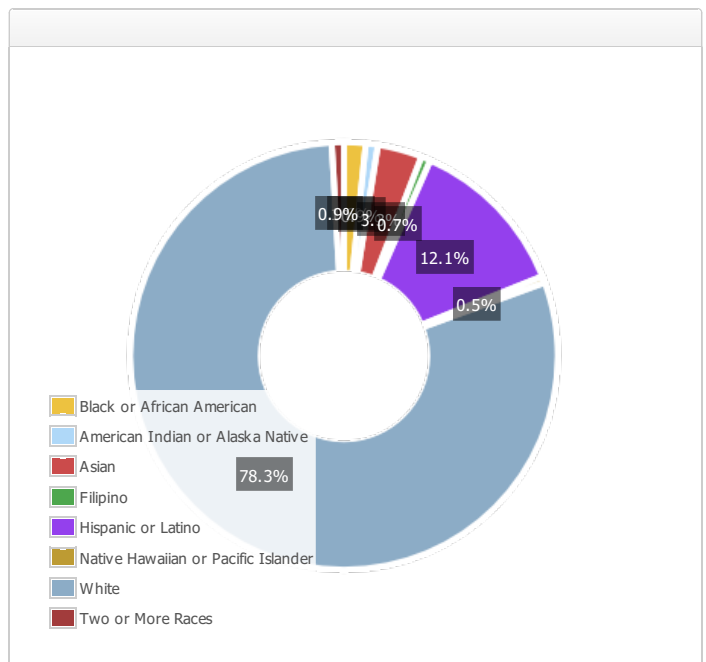
Last updated: 1/16/2014

Average Class Size and Class Size Distribution (Elementary)

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	19.0	2	0	0	17.3	3	0	0	16.0	4	1	
1	20.0	2	0	0	19.5	2	0	0	16.0	5		
2	18.7	3	0	0	17.7	3	0	0	16.0	4		
3	20.3	3	0	0	23.5	0	4	0	16.0	2	2	
4	24.5	0	2	0	27.0	0	3	0	18.0	2	2	
5	24.5	0	2	0	27.5	0	2	0	19.0	2	2	
6												
Other												

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

Last updated: 1/16/2014

Average Class Size and Class Size Distribution (Secondary)

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

Last updated: 1/16/2014

School Safety Plan (School Year 2012-13)

Our Emergency plan includes a complete NIMS chart, nine emergency drills per year, and emergency training for all staff. Training includes search and rescue, basic first aid, and student release. Our emergency supply container is checked and re-stocked yearly

Last updated: 1/16/2014

Suspensions and Expulsions

	School			District		
Rate *	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.20	0.03	2.88	2.00	0.03	2.22
Expulsions	0.00	0.00	0.00	0.00	0.06	0.00

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

Suspensions

Expulsions
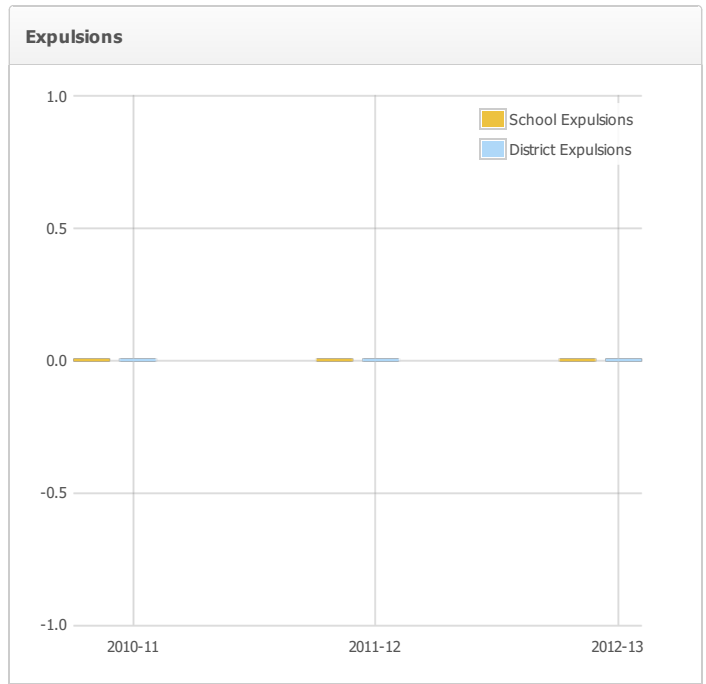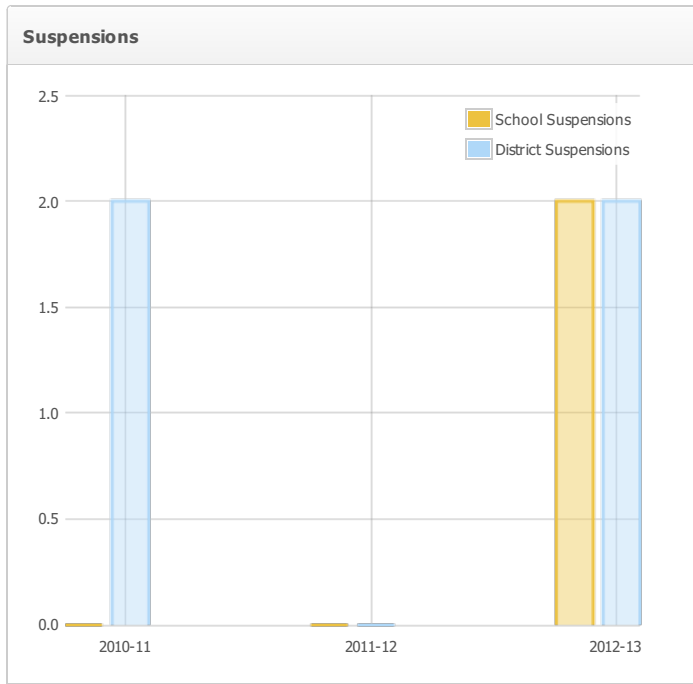
Last updated: 1/16/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The Ross Valley School District passed a $41 million facility bond in November 2010 to accommodate increased enrollment and replacement and or repairs at Manor and at all other schools in the district.

Only normal maintenance requests are being considered at this time

Last updated: 1/16/2014

School Facility Good Repair Status (School Year 2013-14)

| System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	A few rooms could use carpet replacements in the next few years.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Original restrooms are in need of renovagtion but are clean and functional.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2013-14)

Overall Rating	Good

*Last updated: 1/16/2014*

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	22	21	26	135
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
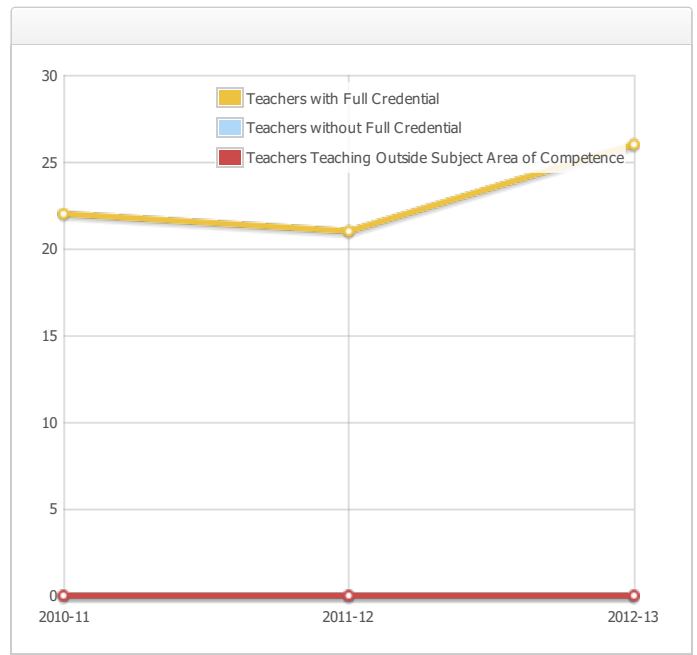
Last updated: 1/16/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
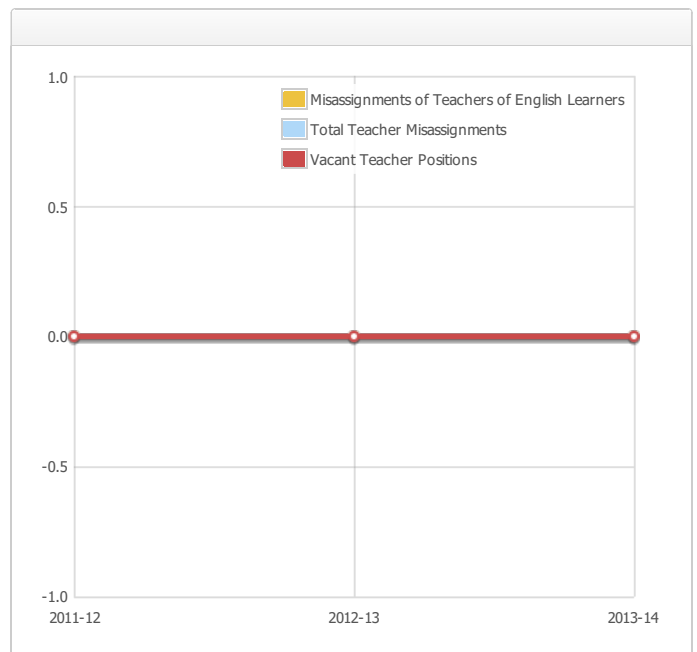
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/16/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly 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.

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	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	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.

Last updated: 1/16/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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.

Last updated: 1/27/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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 instruction 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:

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Open Court	Yes	0.0
Mathematics	Everyday Math	Yes	0.0
Science	Foss	Yes	0.0
History-Social Science	Pearson Scott Foresman	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/16/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	$62,744
Percent Difference – School Site and District	N/A	N/A	2.70%	4.30%
State	N/A	N/A	$5,537	$66,594
Percent Difference – School Site and State	N/A	N/A	15.90%	0.10%

Note: Cells shaded in black or with N/A values 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 the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/16/2014

Types of Services Funded (Fiscal Year 2012-13)

Supplemental Educational Services related to PI status.

Categorical Programs: Federal
• Title II: Concentrates on upgrading the principals, teachers and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.
• Title III: Provides supplementary programs and services for Limited English Proficient students to enable them to meet grade level requirements.
• Title IV: Funds are to be used to carry out a comprehensive drug and violence prevention program, which will decrease drug abuse and violence among our students.
• Title V: Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services and instructional and media materials and to meet the needs of all students at-risk.
• Special Education Program: Ensures that all students with exceptional needs are appropriately identified, assessed and provided free appropriate public education programs and services designed to meet their unique needs.

Categorical Programs: State
• English Language Learner Program (ELL): Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.
• Gifted and Talented Education Program (GATE): Identifies gifted and talented students and provides high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.
• Tobacco Use Prevention Education (TUPE): Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.
• School Improvement Program (SIP): Helps to meet the educational needs of all students as well as to support and sustain high quality professional development.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,966	$41,327
Mid-Range Teacher Salary	$69,042	$63,903
Highest Teacher Salary	$83,809	$81,573
Average Principal Salary (Elementary)	$111,657	$103,887
Average Principal Salary (Middle)	$139,587	$107,439
Average Principal Salary (High)	$00	$102,399
Superintendent Salary	$196,691	$155,551
Percent of Budget for Teacher Salaries	40.0%	41.0%
Percent of Budget for Administrative Salaries	6.3%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

Principal Salary Chart
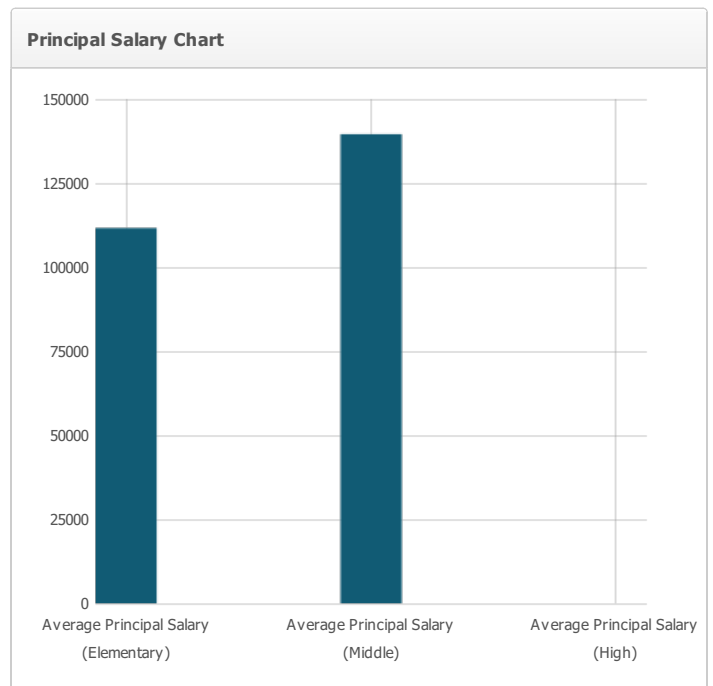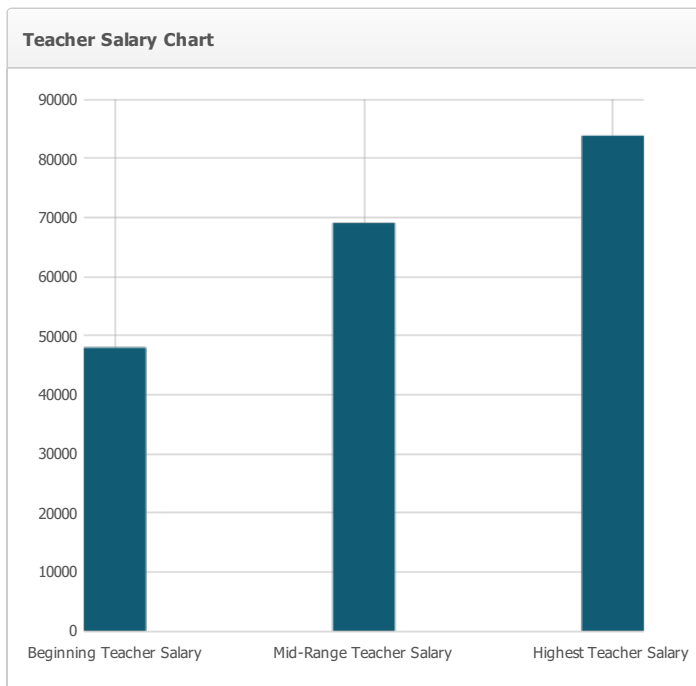
School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

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.

Transitioning to the Common Core Math standards was the focus of professional development in the 2011-12 school year. Teachers benefited from two staff development days with Phil Daro, author of the CC math standards, with follow up work on designing units of study with trainers from the California Math Project.

Professional Development in the 2012-13 school year focused on providing all teachers in the district with Guided Language Acquision Design (G.L.A.D.) training. Two district wide staff development days and four teacher release days for all teachers, K-8 provided comprehensive training in these stratgies, designed to provide differentiation for all students. Coaching in these strategies continues during the 2013-14 school year.

The focus of teacher professional development in the 2013-14 school is on the development of units aligned with the Common Core Standards in English Language Arts. Three district wide staff development days, along with teacher release days have provided the time for teachers to learn the process for developing CC aligned units and design units for piloting during the 2014-15 school year.

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