Manzanita Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Manzanita Elementary School
Street	627 East Evans Reimer Road
City, State, Zip	Gridley, CA 95948-9736
Phone Number	(530) 846-5594
Principal	Gary Rogers
Email Address	grogers@mesd.net
School Website	http://www.manzanitaelementaryschool.com/
County-District-School (CDS) Code	04-61499-6003198

2022-23 District Contact Information

District Name	Manzanita Elementary School District
Phone Number	(530) 846-5594
Superintendent	Gary Rogers
Email Address	grogers@mesd.net
District Website Address	www.manzanitaelementaryschool.com

2022-23 School Overview

Manzanita Elementary provides an exceptional learning environment for students ranging from grades PreK to eight. We strive to create a safe, engaging, and dynamic learning environment full of support for our students while also promoting a personalized experience helping them capitalize on their strengths and unique individual characteristics. We believe education provides opportunity. We are committed to giving our students the foundational skills and knowledge needed to give them as many options as possible when they graduate from high school. We believe that students must be challenged with rigorous coursework and opportunities to think critically to solve problems. At Manzanita, we value risk-taking and perseverance while emphasizing academic achievement through collaboration, communication, creativity, and critical thinking. Our focus is building the mindset for learning that supports students in becoming resilient, flexible, and entrepreneurial learners ready to tackle the technological demands of our current world. We provide a variety of learning opportunities that, when appropriate, utilize technology as a tool for learning and student engagement. We strive to create learning spaces across our school that foster the intellectual, social, emotional, and physical growth of each of our students. As a learning community, we value and expect consideration and respect for others, empathy, responsibility, initiative, resourcefulness, and self-advocacy. One of the many amazing things that sets Manzanita apart from other schools is our active parent support and involvement. Parent participation is a key component to student success and we encourage each and every parent to become a part of our community in some way. We take great pride in the strong partnerships we have with our families. Together, we work as a team to ensure that our Manzanita Mustangs develop to their fullest potential and become entrepreneurial learners ready to make a difference in the world!

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	25
Grade 2	32
Grade 3	33
Grade 4	30
Grade 5	30
Grade 6	44
Grade 7	33
Grade 8	30
Total Enrollment	291

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
American Indian or Alaska Native	1.0
Asian	4.5
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	45.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.8
White	42.6
English Learners	17.5
Foster Youth	0.0
Homeless	0.7
Migrant	0.7
Socioeconomically Disadvantaged	52.6
Students with Disabilities	7.6

A. Conditions of Learning	**State Priority: Basic** The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	94	8.30	66.16	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6	0.60	4.77	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0	3.60	29.07	18854.30	6.86
Total Teaching Positions	15.00	100.00	12.50	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	94	14	94		
Intern Credential Holders Properly Assigned	1	6	1	6		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0		
Unknown	0	0	0	0		
Total Teaching Positions	15	100	15	100		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0
Misassignments	0.00	0
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	0.00	0
Total Out-of-Field Teachers	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

To measure the implementation of the ELA and Math State Standards, MESD is utilizing BCOE's CA Standards Implementation Metric. A modified version of the CA state metric to measure the implementation of all other state standards was utilized. We selected these metrics and subsequent reflective survey tool to accurately analyze and reflect current implementation school wide. MESD has purchased state adopted ELA/ELD curriculums Benchmark Advance for TK-5th grade and Study Sync for 6th-8th grades. Engage New York/Eureka Math and the Aleks program have been purchased to utilize in our current Math programs. Continued professional development for all faculty and staff ensures successful implementation which also focuses on the implementation of EL standards. After analyzing the data, the majority of all faculty in ELA and Mathematics fall into Level 4, "Student Awareness". Evidence of successful implementation includes adoption of CCSS aligned curriculums, PD on that curriculum, weekly allotted time for all faculty and staff to collaborate and analyze curriculum embedded assessments, CAASPP scores, CELDT scores, pacing guides, and create school wide thematic project learning designed to reinforce California State Standards in all subject areas.

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance TK-5th Grades StudySync 6th-8th Grades	Yes	0
Mathematics	Engage New York TK-8th Grades Aleks Program Intervention	Yes	0
Science	STEMscopes	Yes	0
History-Social Science	National Geographic Learning - Cengage History-Social Science 6,7,8	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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. All facilities are up-to-date and provide adequate space for students and staff. New outside picnic area and tables were put in by our Booster Club. We additionally added a new walking track and exercise stations through the support of the Booster Club, parents and community. During the summer of 2020 Manzanita began a $9 million dollar modernization and new construction project. This is included modernizing lighting, HVAC, and replacing three portable classrooms with three modular permanent buildings. It also included the addition of two full-day kindergarten classrooms. The project also included three Gen 7 modular buildings that will house the middle school, and includes a library room and a dedicated science classroom.

Cleaning Process: In the evenings and during the day, a team of three 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.

Year and month of the most recent FIT report	11/14/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	40	N/A	40	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	193	98.47	1.53	54.40
Female	91	89	97.80	2.20	53.93
Male	105	104	99.05	0.95	54.81
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	11	11	100.00	0.00	100.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	87	85	97.70	2.30	40.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	14	100.00	0.00	64.29
White	84	83	98.81	1.19	61.45
English Learners	31	31	100.00	0.00	25.81
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	106	106	100.00	0.00	44.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.65	4.35	22.73

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	193	98.47	1.53	40.41
Female	91	89	97.80	2.20	35.96
Male	105	104	99.05	0.95	44.23
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	11	11	100.00	0.00	81.82
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	87	85	97.70	2.30	25.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	14	100.00	0.00	50.00
White	84	83	98.81	1.19	48.19
English Learners	31	31	100.00	0.00	9.68
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	106	106	100.00	0.00	28.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.65	4.35	13.64

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	53	98.15	1.85	41.51
Female	23	22	95.65	4.35	45.45
Male	31	31	100	0	38.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100	0	31.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.3	3.7	46.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100	0	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88	88	88	88	88
Grade 7	93	93	93	93	93

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

MESD believes that our educational program is a student-centered partnership with family, community, and passionate extraordinary staff. All stakeholders have multiple opportunities to provide input and work collaboratively with regard to all district decision-making and are encouraged to participate in all governing board meetings and advisory committee meetings. Agendas for monthly board meetings are clearly posted according to requirements of the Brown Act and an average of 13 parents attend as verified by attendance sign-in sheets. We also have at least 6 parents in attendance at all Booster Club meetings monthly. We also have another 5 parents who participate in our SSC and an average of 20 parents who attend our ELAC meetings. The community is very supportive and despite the challenges of a pandemic were involved as much as possible either in person or online. MESD provides translation services for all events, activities including parent conferences, IEPS, and meetings with teachers or administration upon request 100% of the time. MESD used the above measures as an accurate reflection of parental engagement. Our communication system Parent Square helps parents stay informed on what is happening at school and provides messages in the parent's home language. 99.7% of our parents are contactable through Parent Square and are able to send messages and participate in surveys or other communications from teachers and other school staff. We will continue to offer online meeting options for all parents through Zoom or Google Meet.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	303	300	56	18.7
Female	138	137	22	16.1
Male	165	163	34	20.9
American Indian or Alaska Native	5	3	2	66.7
Asian	13	13	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	139	139	26	18.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	19	19	2	10.5
White	125	124	25	20.2
English Learners	57	57	12	21.1
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	173	171	39	22.8
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	40	39	17	43.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.33	0.33	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.33	0.00	0.33	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.72	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The 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 2022- 2023 school year by the School Safety Committee and Site Council was last updated in January 2023. 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 and the principal, and certificated staff, classified staff and the principal supervise students during lunch. 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 and wear a badge while on campus.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3		
1	17	1	1	
2	15	1	1	
3	26		1	
4	14	5	1	
5	32		2	
6	23	4	4	
Other	17	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	2		
1	16	1	1	
2	29		1	
3	29		1	
4	26		3	
5	14	8		
6	22	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3		
1	13	2		
2	16	1	1	
3	17	1	1	
4	30		2	
5	28		2	
6	21		14	
Other	4	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,421	$7,117	$1,304	$71,123
District	N/A	N/A	$5,677	$85,606
Percent Difference - School Site and District	N/A	N/A	-125.3	-18.5
State	N/A	N/A	$6,594	$74,053
Percent Difference - School Site and State	N/A	N/A	-134.0	-4.0

2021-22 Types of Services Funded

Student Success is Manzanita School District's first and foremost priority. All students receive a high-quality education and remediation and intervention is provided to all students falling below grade-level standards in ELA and Math. Remediation for ELA is provided by both credentialed teachers and paraprofessionals using a variety of intervention materials in small groups as well as individualized pull-out programs within the school day. Math intervention is offered in small groups within our classrooms as well as a shadow intervention period for our 6th-8th grade students individualized to student need. EL services are also provided to our EL students within the school day by credentialed teachers and paraprofessionals. We also have an afterschool program that assists all students and teachers are available before and after school for additional support. During the summer of 2021 Manzanita developed an intervention period built into the school day in which all students would be provided what they need either through intervention, enrichment, or extension. During the 21-22 school year intervention was provided to all students in ELA and math during the school day.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,180	$46,844
Mid-Range Teacher Salary	$71,465	$73,398
Highest Teacher Salary	$100,322	$93,345
Average Principal Salary (Elementary)		$116,457
Average Principal Salary (Middle)		$122,115
Average Principal Salary (High)		
Superintendent Salary	$135,992	$136,296
Percent of Budget for Teacher Salaries	37%	30%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The main area of professional development is centered around Professional Learning Communities (PLC) and using essential standards and interventions in ELA and Math. Staff have also been trained in utilizing the MAP assessment to help guide instruction, and Universal Design for Learning (UDL)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	6