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	38620 33rd Street East
City, State, Zip	Palmdale, CA 93550-4232
Phone Number	(661) 947-3128
Principal	Carmen Saenz
Email Address	casaenz@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4465
County-District-School (CDS) Code	19-64857-6021158

2022-23 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website Address	www.palmdalesd.org

2022-23 School Overview

Palmdale School District Mission Statement
The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

Palmdale School District Vision Statement
Palmdale will become a District where... Every Student Leaves Ready for Success in High School and Beyond: College, Career, the Global World.

Manzanita Elementary Mission:
The staff of Manzanita Elementary will commit to the continuous learning necessary to ensure all students achieve at grade-level or better.

Manzanita Elementary Vision:
We will be recognized as a school of excellence:
A California Distinguished School
A nationally recognized model PLC
100% of our students will leave at grade level or better
Be a National Capturing Heart Showcase School
Offer innovative, academic choices and opportunity for student success in the 21st century

At Manzanita Elementary School, administrators, teachers, support staff, parents and students are all necessary partners in enabling every child to reach his/her educational and personal goals and to realize his/her full potential.
Manzanita School sponsors educational activities and projects that involve and call on the entire community, in an effort to inspire learning beyond the classroom. The staff models a commitment to the lifelong pursuit of learning as they participate in staff and personal development activities and as they share their gleanings with their students.

Manzanita envisions a community of learners working together, sharing their expertise and interests, and contributing to an improved society.

Manzanita has implemented a Kindergarten through 5th Grade Dual Immersion program. Students are receiving 50% academic instruction in both Spanish and English throughout the day.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	89
Grade 2	90
Grade 3	100
Grade 4	114
Grade 5	103
Total Enrollment	618

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	1.3
Asian	0.5
Black or African American	9.2
Filipino	0.2
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.1
White	3.6
English Learners	35.0
Foster Youth	4.5
Homeless	0.5
Migrant	0.2
Socioeconomically Disadvantaged	93.4
Students with Disabilities	12.8

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)	22.30	85.92	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	6.39	73.80	8.18	12115.80	4.41
Unknown	2.00	7.70	50.10	5.56	18854.30	6.86
Total Teaching Positions	25.90	100.00	902.80	100.00	274759.10	100.00

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)	21.90	84.61	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	3.81	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	11.50	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	58.20	6.46	11953.10	4.28
Unknown	0.00	0.00	27.30	3.03	15831.90	5.67
Total Teaching Positions	25.90	100.00	902.00	100.00	279044.80	100.00

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	0.90
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.90

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	1.60	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.60	0.00

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	16.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

All students are provided with appropriate textbooks and materials in each curriculum area.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017	Yes	0

Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
Foreign Language	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

School Facility Conditions and Planned Improvements

Manzanita School was established in 1957 and underwent a modernization project which was completed in 1998. In addition to the original school facility, Manzanita has 15 portable classrooms. The school facilities include a student computer lab, library, cafeteria/auditorium, and media center. Promethean Boards were placed in every classroom where instruction takes place. Manzanita takes pride in keeping its school grounds and buildings groomed and clean. It is Manzanita's policy to maintain its classrooms and restrooms on a daily basis. Our staff monitors the hallways and restrooms on a regular basis. Additional cleaning and maintenance is performed as required.

Year and month of the most recent FIT report	June 2022

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			fire alarm panel upgrade in progress
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**

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	22	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	14	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	323	317	98.14	1.86	21.77
Female	154	151	98.05	1.95	26.49
Male	169	166	98.22	1.78	17.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	28	27	96.43	3.57	18.52
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	267	262	98.13	1.87	21.76
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	118	114	96.61	3.39	6.14
Foster Youth	11	11	100.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	294	291	98.98	1.02	18.90
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	58	58	100.00	0.00	3.45

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	322	321	99.69	0.31	14.95
Female	154	153	99.35	0.65	13.73
Male	168	168	100.00	0.00	16.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	28	28	100.00	0.00	7.14
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	266	265	99.62	0.38	14.72
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	118	118	100.00	0.00	7.63
Foster Youth	11	11	100.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	293	293	100.00	0.00	13.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	57	57	100.00	0.00	3.51

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)	NT	11.34	NT	13.34	28.5	29.47

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	101	97	96.04	3.96	11.34
Female	50	48	96	4	12.5
Male	51	49	96.08	3.92	10.2
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	87	84	96.55	3.45	11.9
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	40	38	95	5	5.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	89	95.7	4.3	7.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	20	86.96	13.04	0

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	100	100	100	100	100

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

Manzanita School strives to provide a welcoming environment which encourages community and parental involvement in its many and varied programs and services. Parents are encouraged to participate in virtual activities such as family nights, student performances, Back To School Night, parent meetings/training, and parent-teacher conferences. At Manzanita School, translators are provided on site for parents who are not native English-speakers.

Manzanita School has established an English Language Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC) and School Site Council (SSC) that work to provide added support and recommendations to the Manzanita School Site Council to support students, parents, and staff. The School Site Council (SSC) is actively involved in the decision making processes that affect the daily lives of all Manzanita School community members. Manzanita also creates opportunities for Gifted and Talented Education (GATE) parents to meet and discuss matters pertinent to their children's specific needs. Manzanita parents and guardians have the opportunity to attend Coffee with the Principal and technology software information parent meetings. (Imagine Learning and Footsteps to Brilliance Program). All meetings are held in person or virtually. Manzanita also has a Parent and Teachers Association (PTA). Manzanita Elementary offers workshops that build the capacity of parents such as Positive Parenting, and workshops that support English Language Learners.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	719	676	216	32.0
Female	345	324	96	29.6
Male	374	352	120	34.1
American Indian or Alaska Native	8	8	1	12.5
Asian	4	3	0	0.0
Black or African American	72	65	24	36.9
Filipino	1	1	1	100.0
Hispanic or Latino	600	567	185	32.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	7	3	42.9
White	26	25	2	8.0
English Learners	253	239	69	28.9
Foster Youth	39	38	10	26.3
Homeless	8	6	0	0.0
Socioeconomically Disadvantaged	667	631	197	31.2
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	99	97	43	44.3

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	1.68	4.30	2.45
Expulsions	0.00	0.06	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	0.83	0.06	5.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.83	0.00
Female	0.00	0.00
Male	1.60	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.78	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.85	0.00
English Learners	0.79	0.00
Foster Youth	5.13	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.03	0.00

2022-23 School Safety Plan

Manzanita School has developed a comprehensive disaster preparedness plan. A Safety Committee meets regularly to set and review safety goals, establish school policies and procedures, and to ensure a safe environment for the entire Manzanita community. The School Safety Plan is reviewed and revised annually. All classrooms are equipped with disaster bags filled with first aid and emergency supplies, and staff and students participate in monthly fire, lock down and earthquake drills as well as an annual school-wide disaster drill. Manzanita uses Crisis Go application for communication during drills/emergencies. Manzanita teachers have also participated in Active Shooter on Campus training and complete On- Line safety trainings (Target Solutions). At Manzanita will also follow all Department of Health guidelines. The safety plan is reviewed and approved by the board annually.

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	27	3	23	
1	23		30	
2	28		30	
3	22	7	30	
4	27	7	20	
5	24	7	21	
Other	31		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	26		26	
1	29		23	
2	21	16	14	
3	24	7	30	
4	21	15	22	
5	28	7	21	

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	27	10	23	
1	30		23	
2	30		23	
3	20	23	14	
4	23	7	30	
5	20	23	14	

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.5

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	$9,768	$677	$9,091	$80,780
District	N/A	N/A	$3,294	$83,539
Percent Difference - School Site and District	N/A	N/A	93.6	-3.4
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	31.8	-7.7

2021-22 Types of Services Funded

At Manzanita we offer a wide variety of funded student services. Services include the following:

Title I: A school-wide program to improve student achievement in reading and math.

GATE: Gifted and Talented Education for students identified as gifted.

Resource: Instructional program for students who have been identified as students with disabilities.

Adaptive PE: Modified Physical Education Program based on the individual physical needs of qualifying students.

Speech: Instructional program for speech and language development based on the individual needs of qualifying students.

SDC: Special Day Class. Special Education Services are delivered in a self-contained classroom for the majority of the school day. Individual students are mainstreamed to regular education programs as appropriate and specified in an Individual Education Plan (IEP)

Intervention and Enrichment: Manzanita offers Extended Learning Opportunities (ELO) to all students who are at risk of not meeting District standards for promotion to a next grade level. These opportunities may be offered after school on Monday, Tuesdays, Thursdays and Fridays. Opportunities to extend the curriculum are provided for students not at risk (at risk students may also participate in addition to participating in the aforementioned programs).

Technology - Hardware (Promethean ActivBoards, student iPads, laptop computers & Chromebook carts and supplies) Software (Imagine Learning, Footsteps to Brilliance and Imagine Learning Math)

We also offer English Language Proficiency Assessments for California (ELPAC) Bootcamp in the early Spring semester for students that are English Language Learners in order to prepare them for the ELPAC test.

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	$50,652	$52,641
Mid-Range Teacher Salary	$80,869	$83,981
Highest Teacher Salary	$113,227	$107,522
Average Principal Salary (Elementary)	$126,034	$136,247
Average Principal Salary (Middle)	$130,843	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$251,125	$242,166
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Teachers meet virtually in their grade level PLC (Professional Learning Community) , Leadership Team and RTI (Response to Intervention) teams . Teachers meet frequently within and across grade levels in lesson studies, on and off site professional development opportunities and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices. Teacher's are committed to a two year book study where they are learning to teach with clarity and align standards. They also engage in data days where they analyze data to guide instruction. School wide PD also addresses student needs.

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	36	38	37