

# Manzanita Middle

## 2021–22 School Accountability Report Card

### Reported Using Data from the 2021–22 School Year

#### California Department of Education

**Address:** 461 33rd St.  
Richmond, CA , 94804-1718

**Principal:** Jim Trombley

**Phone:** (925) 353-5592

**Grade Span:** 6–8

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 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.

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## About This School

### Jim Trombley

📍 Principal, Manzanita Middle

### About Our School

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Jim Trombley, Executive Director

Manzanita Middle  
461 33rd St.  
Richmond, CA 94804-1718

Phone: [\(510\) 222-3500](tel:5102223500)

Email: [jim.trombley@manzy.org](mailto:jim.trombley@manzy.org)

### Contact

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Manzanita Middle  
461 33rd St.  
Richmond, CA 94804-1718

Phone: [\(925\) 353-5592](tel:9253535592)

Email: [coyne@manzy.org](mailto:coyne@manzy.org)

## Contact Information (School Year 2022–23)

**District Contact Information (School Year 2022–23)**

**District Name** Contra Costa County Office of Education  
**Phone Number** (510) 222-3500  
**Superintendent** Mackey, Lynn  
**Email Address** [lmackey@cccoe.k12.ca.us](mailto:lmackey@cccoe.k12.ca.us)  
**Website** [www.manzy.org](http://www.manzy.org)

**School Contact Information (School Year 2022–23)**

**School Name** Manzanita Middle  
**Street** 461 33rd St.  
**City, State, Zip** Richmond, CA , 94804-1718  
**Phone Number** (925) 353-5592  
**Principal** Jim Trombley  
**Email Address** [jim.trombley@manzy.org](mailto:jim.trombley@manzy.org)  
**Website** [www.manzy.org](http://www.manzy.org)  
**County-District-School (CDS) Code** 07100746118368

*Last updated: 1/31/23*

## School Description and Mission Statement (School Year 2022–23)

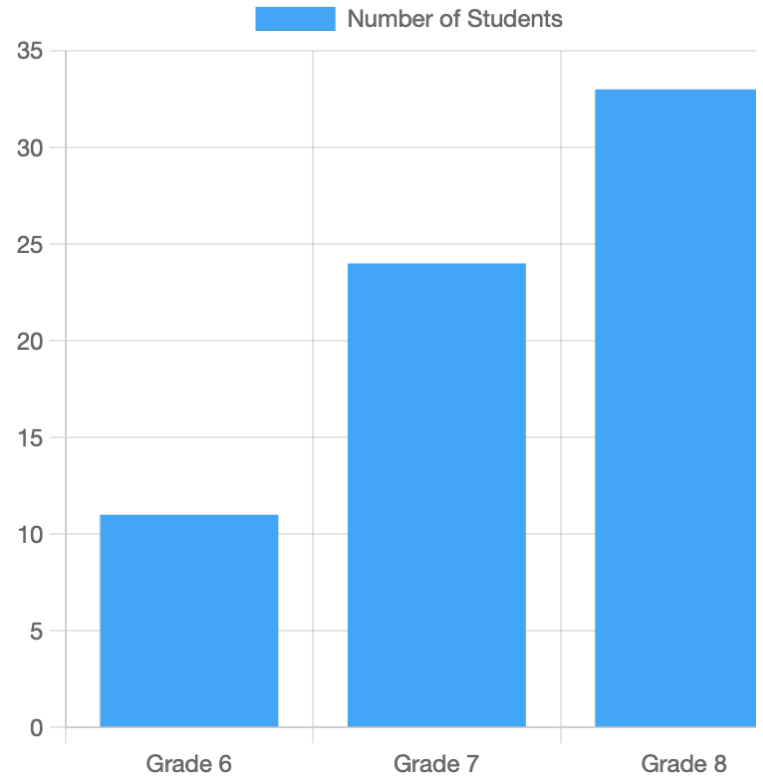
Manzanita is a small, homegrown, non-corporate charter middle school created and maintained by local parents in a cooperative mode. For more than 20 years, Manzanita has met the specific needs of our community, and has met all legal requirements for charter renewal, including academic performance and fiscal solvency.

Manzanita Charter Middle School (MCMS) places a strong emphasis on an academic curriculum, taught within a secure and safe community in which all students belong and feel that they are "part of a family"

*Last updated: 1/31/23*

### Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	11
Grade 7	24
Grade 8	33
Total Enrollment	68



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/31/23*

### Student Enrollment by Student Group (School Year 2021–22)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	36.80%
Male	63.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.50%
Black or African American	1.50%
Filipino	0.00%
Hispanic or Latino	89.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.50%
White	0.00%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	51.50%
Foster Youth	0.00%
Homeless	1.50%
Migrant	0.00%
Socioeconomically Disadvantaged	69.10%
Students with Disabilities	8.80%

## 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

### Teacher Preparation and Placement (School Year 2020–21)

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)	1.00	14.29	161.30	52.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	6.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.10	72.86	69.50	22.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	12.86	33.70	11.07	12115.80	4.41
Unknown	0.00	0.00	21.90	7.19	18854.30	6.86
<b>Total Teaching Positions</b>	<b>7.00</b>	<b>100.00</b>	<b>305.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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.

*Last updated: 1/31/23*

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for	2.60	38.00	189.00	57.47	234405.20	84.00



Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned	0.00	0.00	22.00	6.71	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	61.86	71.40	21.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.50	6.85	11953.10	4.28
Unknown	0.00	0.00	23.80	7.25	15831.90	5.67
<b>Total Teaching Positions</b>	<b>7.00</b>	<b>100.00</b>	<b>328.90</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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.

*Last updated: 1/31/23*

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.30	0.30
Misassignments	4.70	3.90
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.10</b>	<b>4.30</b>

*Last updated: 1/11/23*

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.90	0.00

Last updated: 1/11/23

### Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	68.40	70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	57.80	35.4

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

Last updated: 1/11/23

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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	SpringBoard English Language Development SpringBoard English Language Arts Houghton Mifflin Harcourt 3D Language Portfolio Adopted: 2020	Yes	0%
Mathematics	<ul style="list-style-type: none"> <li>• Open-Up Resources Mathematics/2020</li> <li>• EnVision Mathematics</li> <li>• Imagine Math/2020</li> <li>• Khan Academy</li> <li>• Prodigy</li> <li>• Quantile Framework aligned supports?</li> </ul> Adopted: 2020	Yes	0%
Science	<ul style="list-style-type: none"> <li>• Green Ninja NGSS</li> <li>• NEWSELA</li> <li>• Imagine Reading</li> <li>• SCRUM STEAM units</li> <li>• FOSS Science Kits</li> </ul> Adopted: 2022	Yes	0%
History-Social Science	<ul style="list-style-type: none"> <li>• History-Social Science TCI History Alive!</li> </ul> Adopted: 2020	Yes	0%
Foreign Language	<ul style="list-style-type: none"> <li>• Imagine Learning Spanish</li> </ul> Adopted: 2020	Yes	0%
Health	<ul style="list-style-type: none"> <li>• Customized Health Curriculum, Including Exercise Your Option</li> </ul>	Yes	0%

- Food Choice Activity Program for Middle School Students
- Sex Education (RRR)
- Lyon's Quest SEL

Adopted: 2020

<p>Visual and Performing Arts</p>	<p>Visual Arts have a Customized Art Curriculum, including project-based work in drawing, sculpture, wood carving, calligraphy, printmaking, painting, animation, and digital art. Curriculum from KQED Art School &amp; Quest are also used.</p> <p>Music Program: Music listening samples, musical notation sheets using Sibelius software, flutes and string instruments as well as other materials relevant to sound production, musical instruments including pianos/keyboard, ukuleles, and various drums/percussion instruments.</p> <p>Adopted: 2020</p>	<p>Yes</p>	<p>0%</p>
<p>Science Lab Eqpmt (Grades 9-12)</p>	<p>N/A</p>	<p>N/A</p>	<p>0%</p>

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

Last updated: 10/6/23

## School Facility Conditions and Planned Improvements

Manzanita is a small school and leases its facilities from a church. The school has sufficient space to support teaching and learning with exclusive access to 8 classrooms; a multiuse room (gymnasium and cafeteria); a main office with several private offices; a meeting room used for counseling services, IEP assessments, pull-out interventions, restorative circles, and other activities in which privacy is required. In addition, the students have access to a well-maintained yard and several other outside common areas. Students are expected to access school grounds and at no time share space used for the school facility with the church. Recent structural repairs were made to the roof, a cafeteria wall, and a multipurpose room wall. New basketball hoops were also recently installed. Manzanita has installed hand sanitizer stations and other COVID-19-related measures to ensure the safety of our students and staff.?

*Last updated: 1/31/23*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds,	Good	

Windows/Doors/Gates/Fences

### Overall Facility Rate

Year and month of the most recent FIT report: August 2022

Overall Rating	Good
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*Last updated: 1/31/23*

## 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).
- **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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

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	18%	N/A	45%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	16%	N/A	21%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

*Last updated: 1/31/23*



**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	77	77	100.00	0.00	18.18
Female	27	27	100.00	0.00	14.81
Male	50	50	100.00	0.00	20.00
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	73	73	100.00	0.00	17.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	42	42	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	18.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.

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

Note: The number of students tested includes 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.

*Last updated: 1/31/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven**  
**(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	77	100.00	0.00	15.58
Female	27	27	100.00	0.00	22.22
Male	50	50	100.00	0.00	12.00
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	73	73	100.00	0.00	15.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	42	42	100.00	0.00	11.90
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	10.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.

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

Note: The number of students tested includes 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.

*Last updated: 1/31/23*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Science (grades 5, 8, and high school)	NT	5.41	NT	0.00	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.

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

Note: 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.

*Last updated: 1/31/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	37	37	100.00	0.00	5.41
Female	11	11	100.00	0.00	0.00
Male	26	26	100.00	0.00	7.69
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	35	35	100.00	0.00	5.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	18	100.00	0.00	5.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.

*Last updated: 7/26/23*

## 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

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	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
7	100%	100%	100%	100%	100%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

*Last updated: 1/31/23*

## 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

#### Opportunities for Parental Involvement (School Year 2022–23)

?Manzanita's School Board is exclusively made up of parents who have currently enrolled students and are elected by parents who also have currently enrolled students. Each elected board member serves a one-year term and can run again subsequent years. Having a parent-run governing board ensures that parents are involved in the decision-making process in every aspect of Manzanita's programs. In addition, members generally include parents of students that represent the charter's three major subgroups, English Language Learners, socio-economically disadvantaged students, and Hispanic/Latin X, as well as at least one parent of both a students with disabilities and of a subgroup which represents lower enrollment, such as African American/black, white or Asian.?



## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	80	80	27	33.8
Female	27	27	11	40.7
Male	53	53	16	30.2
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	75	75	27	36.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	0	0	0	0.0
English Learners	43	43	15	34.9
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	58	58	19	32.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	6	6	1	16.7

*Last updated: 1/31/23*

## 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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.74%	2.96%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: 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.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.11%	4.04%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.03%	0.02%	0.00%	0.07%

Note: 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.

*Last updated: 1/31/23*

### Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	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	0.00	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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

*Last updated: 1/31/23*

### School Safety Plan (School Year 2022–23)

At Manzanita Charter Middle School, we expect all students will have the opportunity to feel safe at school and actively participate in learning. We expect that students will conduct themselves in a responsible manner and

contribute to a safe learning environment, doing their best to maintain our school's Mission. Our hope is that students develop Social and Emotional competency and acquire skills and strategies that are conducive to healthy and productive interactions with their peers, community members, developing and maintaining personal integrity, empathy, compassion, tolerance, patience, civic responsibility, and an equity lens.

The principal, teachers, counselors, and volunteers work together to monitor campus safety, with added support from our PE teacher who promotes accountability, teaches life skills and social awareness, and facilitates restorative practices. This team maintains a safe and orderly learning environment and contributes to the overall positive school climate and "family feel" for which Manzanita is known. Through the day, Social Emotional Learning is integrated within CCSS aligned, research-based curricula and supplemented according to qualitative and quantitative data. Discipline is designed using alternative approaches that include three components: reflection, instruction, and restitution. Trauma sensitive and culturally responsive practices are employed by all staff members, ensuring all students receive equitable, effective supports. Additional activities, such as Nobody Eats Alone, are proactive supports offered annually. Safety drills are practiced monthly, and the school safety plan is updated yearly. The school safety plan is reviewed, updated, and discussed annually with the school faculty and parent-run school board.

*Last updated: 1/31/23*

### D. Other SARC information

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

#### Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	20.00	3	6	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

#### Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	7.00	20		
Other**				

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K				
1				
2				
3				
4				
5				
6	11.00	8		
Other**				

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	23.00	2	2	
Mathematics	23.00	2	2	
Science	23.00	2	2	
Social Science	23.00	2	2	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language	15.00	12		1



Arts			
Mathematics	15.00	10	1
Science	12.00	7	
Social Science	12.00	7	

\* 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.

#### Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	2		
Mathematics	19.00	2	1	
Science	19.00	2	1	
Social Science	19.00	2	1	

\* 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: 1/31/23*

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	68

\* 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: 1/31/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

\* 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: 1/31/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11239.00	\$1339.00	\$9900.00	\$62081.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--

State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/31/23*

**Types of Services Funded (Fiscal Year 2021–22)**

**Core Curricula:** Manzanita uses robust, CCSS aligned, research-based curricula in all core classes, standard appropriate curriculum from 6 through 8 and offer all students music, technology, physical education (including after school sports) and introduction to languages (Spanish).

**Technology and STEAM:** Manzanita provided one-to-one Chromebooks and headphones to students. In addition, Manzanita purchased a 3D printer and other equipment to support STEAM learning activities.

**Physical Education and Health:** Manzanita provides a rigorous physical education program and updates sports equipment as needed. Students in grades 6, 7, and 8 all participated in a daily PE program designed to promote a physically and mentally healthy lifestyle. In addition, Manzanita consulted with Planned Parenthood to provide its yearly Sexual Education program.

**Arts and Humanities:** Manzanita offered art integration within core classes and elective courses, such as music, band, Spanish, and art. Several additions were made to our music instrument inventory.

**Study Trips:** Manzanita ensures that all students have access to participate in Study Trips. Examples of study trips: Exploratorium; overnight camping; visit to the State Capital using Amtrak trains and explored a government building, met a local politician, visited the museum and State Senate floor, observed the Senate voting, and met a congresswoman; Career Day at the A's game; Chabot Space and Science Museum.

**Extra-Curricular Activities:** Manzanita ensures all students have equal access to extra-curricular activities. Manzanita offers the following sports: girls' volleyball, girls' soccer, girls' basketball, boys' soccer, and boys' basketball. In addition Manzanita provided extended music and instrument classes.

**Professional Development and Teacher Support:** Manzanita provides teachers with professional growth opportunities and in-school support.

**Parent Engagement:** Manzanita uses PowerSchool to facilitate school-home communication and parent access to student progress.

**MTSS: Afterschool and Summer Academic and Behavioral Supports:** As part of its alternative discipline program, students participate in progressive steps that include Wednesday School detention, Saturday School. Academic supports are offered as Wednesday Math Lab, tutoring by Manzanita's credentialed teachers, and Manzanita's Summer Fall Prep program. All programs are free to students.

**Tier 2 Intervention in ELA and mathematics:** All students requiring Tier 2 support in ELA or math are offered an intervention class. Intervention classes use research-based supplemental programs and student progress is monitored regularly.

**Special Education:** Manzanita's Special Education program is designed to be fully inclusive. Manzanita maintains a

full access Learning Center, inclusively, to students with disabilities, English Language Learners, and General Educations Students. In addition, students receive Tier 3 support using research-based programs in small-groups and one-on-one.

*Last updated: 1/31/23*

**Professional Development**

<b>Measure</b>	<b>2020– 21</b>	<b>2021– 22</b>	<b>2022– 23</b>
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	10

*Last updated: 1/31/23*