

Manzanita Middle

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

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

Principal: Haley Holt, Principal

Phone: (510) 860-5559

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 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Haley Holt, Principal

📍 Principal, Manzanita Middle

Contact

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

Phone: (510) 860-5559
Email: holt@manzy.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3380
Superintendent	Mackey, Lynn
Email Address	lmackey@cccoe.k12.ca.us
Website	www.cocoschools.org

School Contact Information (School Year 2024–25)

School Name	Manzanita Middle
Street	461 33rd St.
City, State, Zip	Richmond, CA , 94804-1718
Phone Number	(510) 860-5559
Principal	Haley Holt, Principal
Email Address	holt@manzy.org
Website	www.manzy.org
Grade Span	6-8
County-District-School (CDS) Code	07100746118368

School Description and Mission Statement (School Year 2024–25)

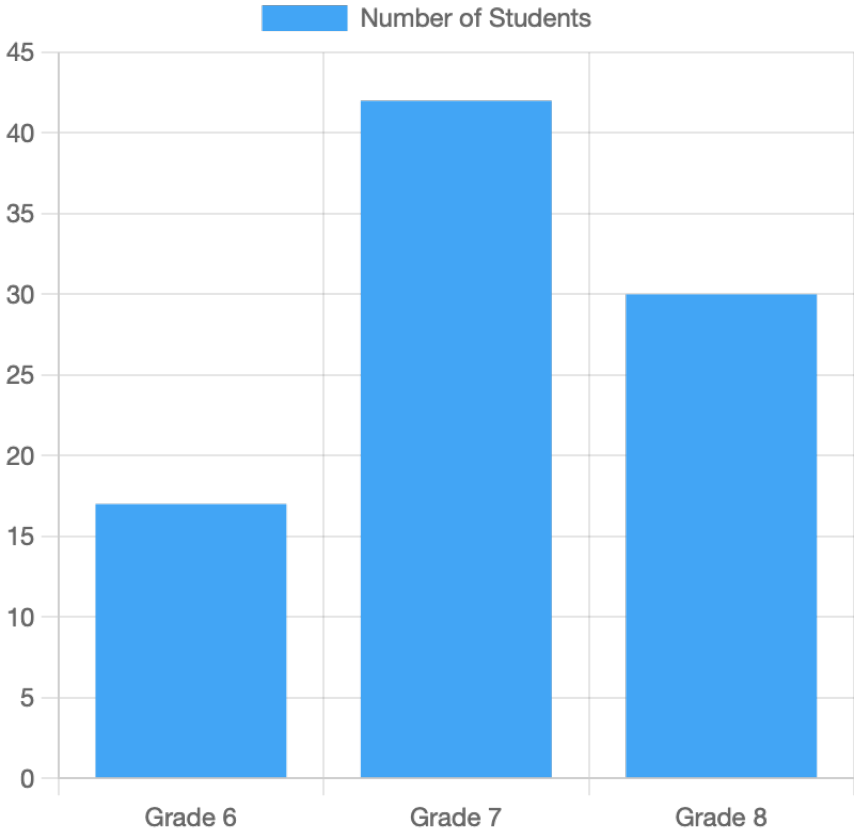
Manzanita is a small, homegrown, non-corporate charter middle school created and maintained by local

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."

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	17
Grade 7	42
Grade 8	30
Total Enrollment	89



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	62.90%
Male	37.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	4.50%
Filipino	0.00%
Hispanic or Latino	94.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.10%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	49.40%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	76.40%
Students with Disabilities	7.90%

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/Incomplete/NA	0.00	0.00%	21.90	7.19%	18854.30	6.86%
Total Teaching Positions	7.00	100.00%	305.10	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.

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 Subject and Student Placement (properly assigned)	2.60	38.00%	189.00	57.47%	234405.20	84.00%
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/Incomplete/NA	0.00	0.00%	23.80	7.25%	15831.90	5.67%
Total Teaching Positions	7.00	100.00%	328.90	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	2.00	33.33%	183.00	55.40%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	15.40	4.69%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	66.67%	85.90	26.03%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	26.00	7.88%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	19.80	6.00%	14303.80	5.15%
Total Teaching Positions	6.00	100.00%	330.30	100.00%	277698.00	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 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.30	0.30	0
Misassignments	4.70	3.90	4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.10	4.30	4

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.90	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	68.40%	70%	83.8%
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%	50%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: January 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>6th Grade English: "Budy Not Buddy", Delacorte Press; "Esparanza Rising", Scholastic Press; "Blood on the River", Puffin Books and Penguin Young Readers; "The Odyssey", Fall River Press.</p> <p>7th Grade English: "Canterbury Tales", Puffin Classics; "The House on Mango Street", Penguin Random House; "The American Plague", Clarion Books; "A Long Walk to Water", Harper Collins</p> <p>8th Grade English: "A Raisin in the Sun", Vintage; "Claudette Colvin", Farrar, Straus and Giroux; "We Are Not From Here", Viking Books for Young Readers; "Animal Farm", HarperCollins Publishers</p> <p>6th Grade ELD: Lalilo, Renaissance; Freckle ELA, Renaissance; Lexia English, Lexia</p> <p>7th Grade ELD: Lalilo, Renaissance; Freckle ELA, Renaissance; Lexia English, Lexia</p> <p>8th Grade ELD: Lalilo, Renaissance; Freckle ELA, Renaissance; Lexia English, Lexia</p>	0
Mathematics	<p>6th Grade Math: Eureka Math Squared, Great Minds (Textbook and Online Resources)</p> <p>7th Grade Math: Eureka Math Squared, Great Minds (Textbook and Online Resources)</p> <p>8th Grade Math: Eureka Math Squared, Great Minds (Textbook and Online Resources)</p>	0
Science	<p>6th Grade Science: Foss Next Gen: Variables and Design Student Book, Delta Education</p> <p>7th Grade Science: Foss Next Gen: Variables and Design Student Book, Delta Education</p> <p>8th Grade Science: Foss Next Gen: Variables and Design Student Book, Delta Education</p>	0

History-Social Science	6th Grade History/Social Science: History Alive-Ancient World, Teachers Curriculum Institute 7th Grade History/Social Science: History Alive-Medieval World and Beyond, Teachers Curriculum Institute 8th Grade History/Social Science: History Alive-US through Industrialism, Teachers Curriculum Institute		0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9- 12)	N/A		0

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

School Facility Conditions and Planned Improvements

School facilities are in "Good" condition. Minor issues with flooring tiles, repairs are planned. A new gym floor has been installed and the issues with lighting and electrical have been fixed.

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: May 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Admin kitchen: flooring is lifting Kitchen: trim is missing on the countertop Gym: outlet cover is missing Unisex restroom: floor tiles are cracked or missing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: May 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	13%	33%	44%	49%	46%	47%
Mathematics (grades 3-8 and 11)	15%	20%	25%	26%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	84	98.82%	1.18%	33.33%
Female	54	54	100.00%	0.00%	37.04%
Male	31	30	96.77%	3.23%	26.67%
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	80	79	98.75%	1.25%	31.65%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	38	38	100.00%	0.00%	18.42%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	66	100.00%	0.00%	34.85%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	85	100.00%	0.00%	20.00%
Female	54	54	100.00%	0.00%	16.67%
Male	31	31	100.00%	0.00%	25.81%
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	80	80	100.00%	0.00%	21.25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	38	38	100.00%	0.00%	10.53%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	66	100.00%	0.00%	19.70%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	3.57%	16.67%	0.00%	11.76%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	30	100.00%	0.00%	16.67%
Female	15	15	100.00%	0.00%	13.33%
Male	15	15	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	29	29	100.00%	0.00%	17.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	27	27	100.00%	0.00%	14.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	0	0	0%	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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 2023–24)

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
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Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)

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):

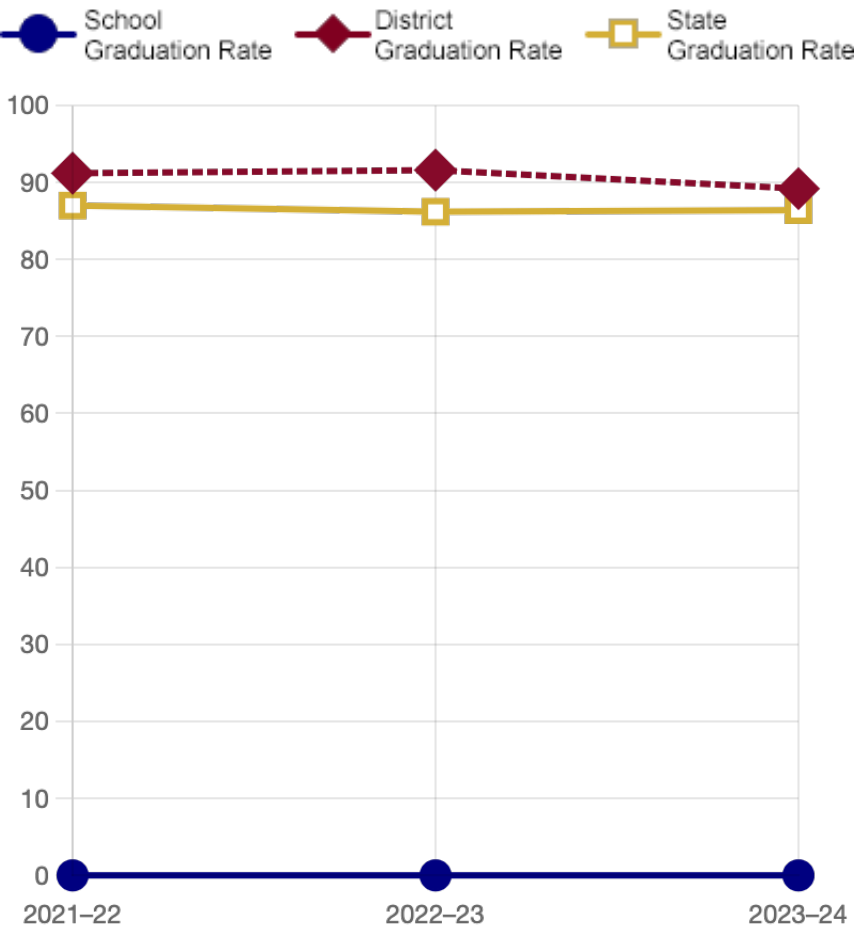
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

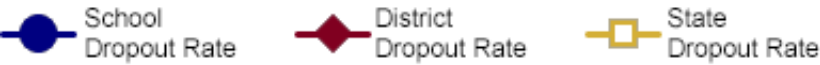
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				91.2%	91.6%	89.2%	87%	86.2%	86.4%
Dropout Rate				3.6%	5.3%	8.4%	7.8%	8.2%	8.9%

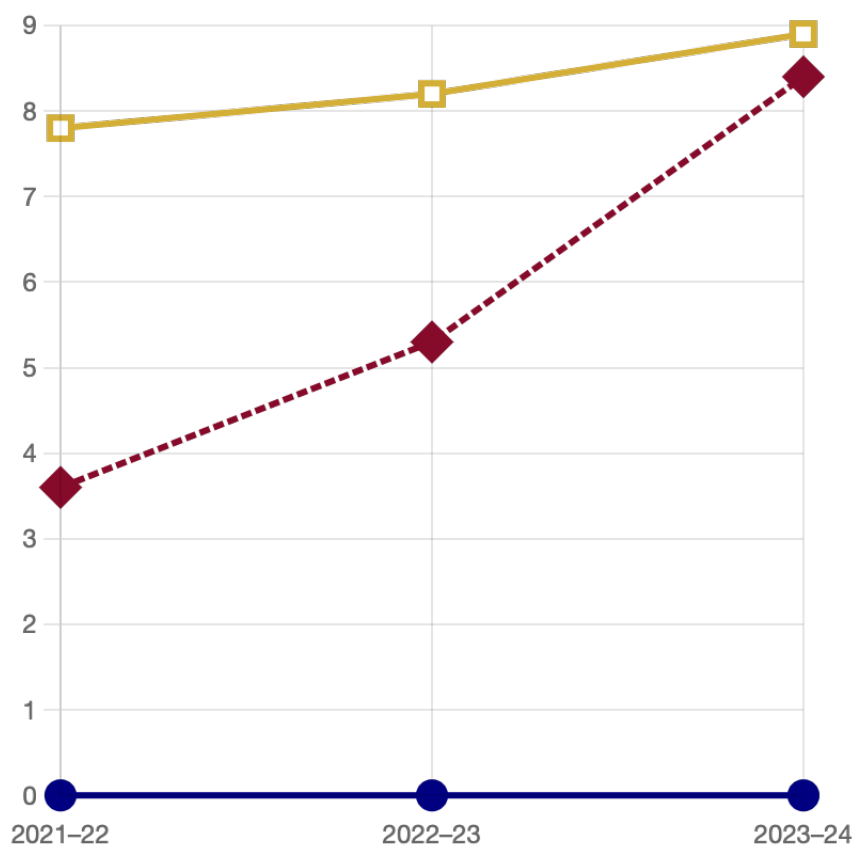
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	97	91	33	36.3%
Female	61	57	19	33.3%
Male	36	34	14	41.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	86	30	34.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	48	44	12	27.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	76	71	24	33.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	1.18%	0.00%	4.04%	5.32%	6.09%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.08%	0.06%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

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.

The Safety Plan can be found on the school website.

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 2021–22)

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	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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	21.00	5	0	1
Other**	0.00	0	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	17.00	6	0	0
Other**	0.00	0	0	0

* 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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	4	0	0
Mathematics	16.00	4	0	0
Science	16.00	4	0	0
Social Science	16.00	4	0	0

* 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 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	4		
Mathematics	18.00	4		
Science	18.00	4		
Social Science	18.00	4		

* 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.

Student Support Services Staff (School Year 2023–24)

Title		Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)		0.25
Library Media Teacher (Librarian)		
Library Media Services Staff (Paraprofessional)		
Psychologist		
Social Worker		0.25
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		1.00
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19210.00	\$4815.00	\$14395.00	\$74400.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	33.60%	--

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

Types of Services Funded (Fiscal Year 2023–24)

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.

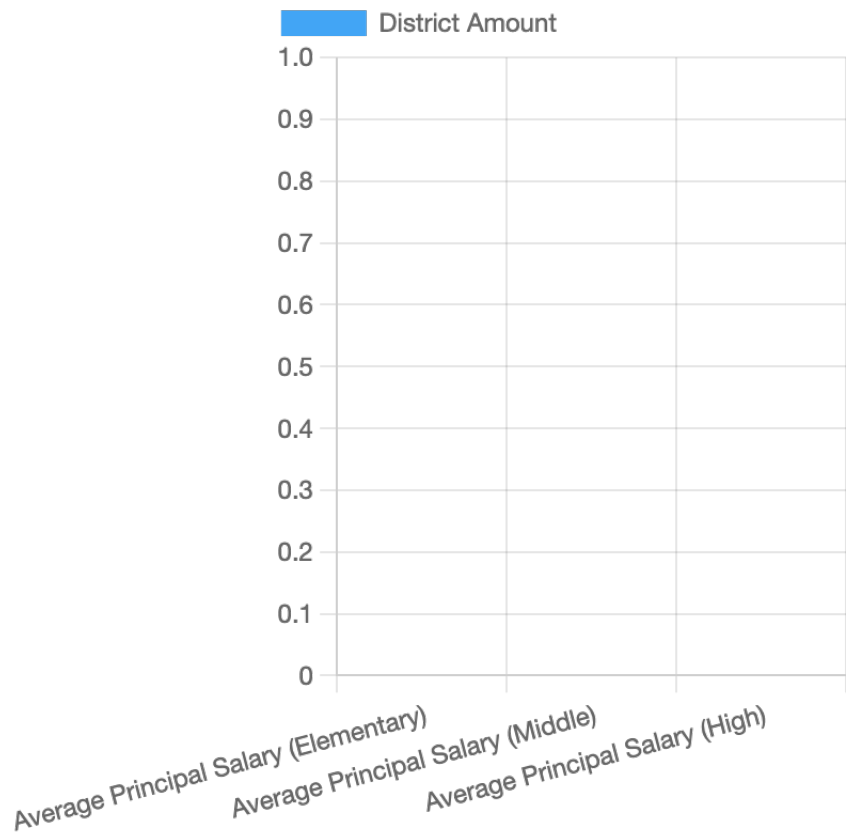
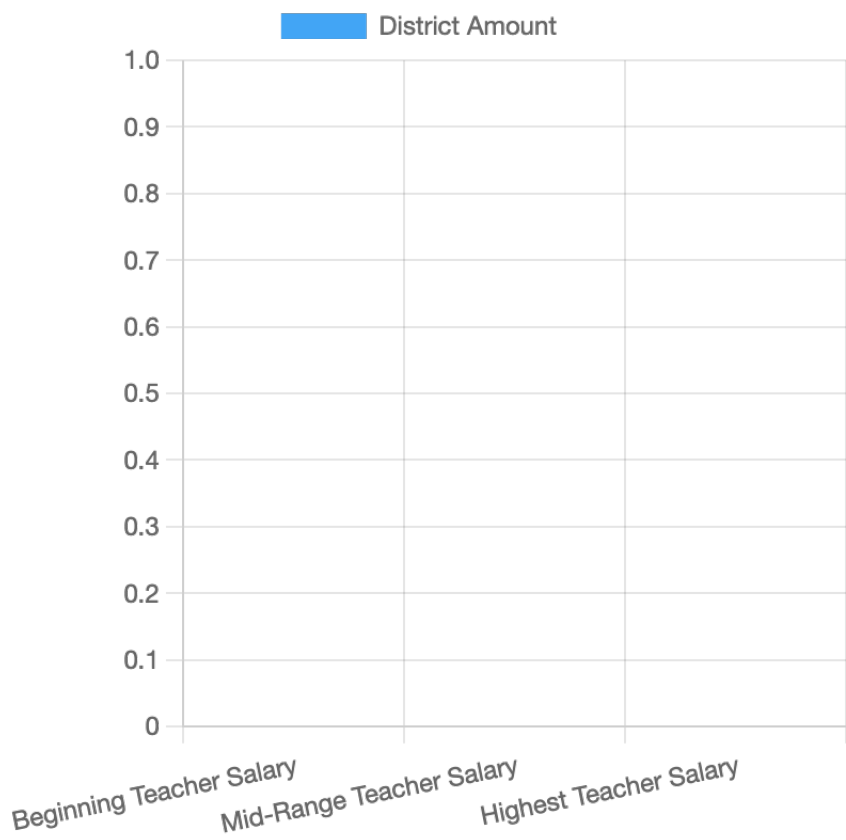
Tier 2 Intervention in ELA and mathematics: All students requiring Tier 2 support in ELA or math are offered an intervention class. Intervention classes use research-based supplemental programs and student progress is monitored regularly.

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.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10