

Manzanita Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Manzanita Elementary School
Street	627 East Evans Reimer Road
City, State, Zip	Gridley, CA 95948-9736
Phone Number	(530) 846-5594
Principal	Clint Johnson
Email Address	cjohnson@mesd.net
School Website	http://www.manzanitaelementaryschool.com/
Grade Span	K-8
County-District-School (CDS) Code	04-61499-0000000

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	46
Grade 1	28
Grade 2	30
Grade 3	35
Grade 4	33
Grade 5	37
Grade 6	39
Grade 7	33
Grade 8	25
Total Enrollment	306

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	1.6
Asian	2.6
Black or African American	0.7
Hispanic or Latino	46.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.2
White	42.8
English Learners	19.9
Foster Youth	0.3
Homeless	1.3
Migrant	1
Socioeconomically Disadvantaged	43.1
Students with Disabilities	16.7

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.

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)	13.4	83.93	13.4	83.93	234405.2	84
Intern Credential Holders Properly Assigned	1	6.25	1	6.25	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	3.56	0.5	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	1	6.25	1	6.25	15831.9	5.67
Total Teaching Positions	15.9	100	15.9	100	279044.8	100

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.

2022-23 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)	13.1	77.59	13.1	77.59	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	4.71	0.8	4.71	11746.9	4.23
Unknown/Incomplete/NA	3	17.65	3	17.65	14303.8	5.15
Total Teaching Positions	17	100	17	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	15.5	82.67	15.5	82.67	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	4	0.7	4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.33	1	5.33	12112.8	4.34
Unknown/Incomplete/NA	1.5	8	1.5	8	13705.8	4.91
Total Teaching Positions	18.7	100	18.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.50	0	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	0	0.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.8	1
Total Out-of-Field Teachers	0.00	0.8	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.2	0	2.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

January 2024

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	Benchmark Advance TK-5th Grades StudySync 6th-8th Grades	0
Mathematics	Engage New York TK-8th Grades Aleks Program Intervention	0
Science	STEMscopes	0
History-Social Science	National Geographic Learning - Cengage History-Social Science 6,7,8	0

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

School Facility Conditions and Planned Improvements

Manzanita Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1962 and include 16 classrooms, school office, soccer field, basketball courts, multipurpose room and a library/gymnasium complex. All facilities are up-to-date and provide adequate space for students and staff. New outside picnic area and tables were put in by our Booster Club. We additionally added a new walking track and exercise stations through the support of the Booster Club, parents and community. During the summer of 2020 Manzanita began a \$9 million dollar modernization and new construction project. This is included modernizing lighting, HVAC, and replacing three portable classrooms with three modular

School Facility Conditions and Planned Improvements

permanent buildings. It also included the addition of two full-day kindergarten/TK classrooms. The project also included three Gen 7 modular buildings that will house the middle school, and includes a library room and a dedicated science classroom.

Cleaning Process: In the evenings and during the day, a team of three full-time custodians ensure classrooms, restrooms, office buildings and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing, and fixtures are in good working condition and meet applicable building and government code requirements.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. Work orders are used to ensure efficient service and highest priority is given to emergency repairs. Facilities are maintained to a degree of adequacy that provides for good learning.

Year and month of the most recent FIT report	11/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	49	51	49	47	48
Mathematics (grades 3-8 and 11)	37	36	37	36	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	193	97.97	2.03	48.70
Female	97	96	98.97	1.03	52.08
Male	100	97	97.00	3.00	45.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	96	92	95.83	4.17	43.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	72.73
White	82	82	100.00	0.00	52.44
English Learners	32	31	96.88	3.12	29.03
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	81	98.78	1.22	40.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22	2.78	17.14

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	192	97.46	2.54	35.94
Female	97	97	100.00	0.00	30.93
Male	100	95	95.00	5.00	41.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	96	92	95.83	4.17	28.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	72.73
White	82	81	98.78	1.22	40.74
English Learners	32	31	96.88	3.12	12.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	82	100.00	0.00	28.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22	2.78	14.29

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.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.5	37.74	42.5	37.74	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	58	96.67	3.33	36.21
Female	29	29	100.00	0.00	34.48
Male	31	29	93.55	6.45	37.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	33	94.29	5.71	21.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	52.38
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	13.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	14	93.33	6.67	14.29

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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

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.
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2025-26 Opportunities for Parental Involvement
MESD believes that our educational program is a student-centered partnership with family, community, and passionate extraordinary staff. All stakeholders have multiple opportunities to provide input and work collaboratively with regard to all district decision-making and are encouraged to participate in all governing board meetings and advisory committee meetings. Agendas for monthly board meetings are clearly posted according to requirements of the Brown Act.. We also have at least 6 parents in attendance at all Booster Club meetings monthly. We also have another 5 parents who participate in our SSC and numerous (often more than 20) parents attend our ELAC meetings. The community is very supportive and involved as much as possible. MESD provides translation services for all events, and activities including parent conferences, IEPs, and meetings with teachers or administration upon request 100% of the time. MESD used the above measures as an accurate reflection of parental engagement. Our communication system Parent Square helps parents stay informed on what is happening at school and provides messages in the parent's home language. 99.7% of our parents are contactable through Parent Square and are able to send messages and participate in surveys or other communications from teachers and other school staff.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	309	309	32	10.4
Female	143	143	16	11.2
Male	166	166	16	9.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	144	144	12	8.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	2	12.5
White	132	132	15	11.4
English Learners	62	62	7	11.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	135	135	21	15.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	59	7	11.9

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: 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.9	0.91	0.97	0.9	0.91	0.97	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.97	0.00
Female	0.70	0.00
Male	1.20	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	1.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.76	0.00
English Learners	1.61	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.69	0.00

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.

2025-26 School Safety Plan

The safety of students and staff is a primary concern of Manzanita Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, bus evacuation, and disaster drills are conducted monthly throughout the school year. The Comprehensive School Site Safety plan was developed during the 2023- 2024 school year by the School Safety Committee and Site Council was last updated in January 2025. The safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

Students are supervised before and after school by certificated staff, classified staff and the principal, and certificated staff, classified staff and the principal supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are requested to “sign in” at the school office upon arrival on campus and wear a badge while on campus.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	15	3	0	0
1	16	1	1	0
2	16	1	1	0
3	16	1	1	0
4	35	0	0	2
5	30	0	2	0
6	30	0	6	0
Other	6	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	1	2	0
1	19	1	2	0
2	21	1	2	0
3	18	2	1	0
4	17	2	1	1
5	27	1	1	1
6	27	1	5	1
Other	6	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	2	1	
1	19	2	1	
2	20	1	2	
3	22	1	1	
4	31		2	
5	22	1	1	
6	20	16		1
Other	5	2		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11474	\$3449	\$8025	\$82937
District	N/A	N/A	\$5,677	\$94,537
Percent Difference - School Site and District	N/A	N/A	34.3	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-29.2	-13.7

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,625	\$55,248
Mid-Range Teacher Salary	\$82,299	\$80,746
Highest Teacher Salary	\$115,529	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$152,042	\$155,954
Percent of Budget for Teacher Salaries	33.61%	25.26%
Percent of Budget for Administrative Salaries	4.24%	6.12%

Professional Development

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	5	