JCS-Manzanita Charter School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	JCS-Manzanita Charter School
Street	5300 Jackson Drive
City, State, Zip	La Mesa, CA 91942
Phone Number	619-303-4344
Principal	Sheryl McKay
Email Address	smckay@jcs-inc.org
Website	https://manzanita.jcs-inc.org
County-District-School (CDS) Code	37103710138792

Entity	Contact Information
District Name	San Diego County Office of Education
Phone Number	858-292-5300
Superintendent	Jennifer Cauzza, Executive Director of JCS-Inc.
Email Address	jcauzza@jcs-inc.org
Website	www.sdcoe.net

School Description and Mission Statement (School Year 2019-20)

Established within the JCS Family in 2018, JCS-Manzanita operates out of two locations in La Mesa. Although new in name and location, all of our programs are well established with credentialed teachers that have been serving our students for many years. JCS-Manzanita partners with students, parents and communities in a personalized learning program that embraces innovative educational opportunities, practices habits of success, and builds a confident culture of lifelong learners. With several distinct programs to serve students of all grade levels, we are proud of the small class sizes, our dedicated and passionate teachers and an amazing community of students and families. Our school encourages students and parents to partner with us in learning, giving students the opportunity to develop self-confidence as they understand their own strengths and weaknesses and become self-directed learners.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	5
Grade 1	6
Grade 2	3
Grade 3	3
Grade 4	6
Grade 5	5
Grade 6	2
Grade 7	5
Grade 8	6
Ungraded Elementary	0
Grade 9	4
Grade 10	5
Grade 11	6
Grade 12	0
Ungraded Secondary	0
Total Enrollment	56

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	3.6
Asian	0
Filipino	8.9
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0
White	55.4
Two or More Races	-
Socioeconomically Disadvantaged	26.8
English Learners	3.6
Students with Disabilities	21.4
Foster Youth	0
Homeless	0

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 Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	-	12	20	-
Without Full Credential	-	0	1	-
Teaching Outside Subject Area of Competence (with full credential)	-	0	0	-

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	-	1	1
Total Teacher Misassignments*	-	0	0
Vacant Teacher Positions	-	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

High quality instructional materials and curricula are available for all students at all grade levels. Materials are updated and replaced, as needed. Standards-aligned textbooks and other instructional materials are stocked in the Resource Center and, as needed, available through special order. The K-8 program has extensive flexibility to work with instructional materials that optimize learning and teaching for the student and family, while the high school program has recommended, and in some cases required, materials for core and elective coursework. In science, appropriate standards aligned take-home science kits and site-based labs are available for all students not taking the science course in a classroom. The school does not strictly adhere to the state's textbook adoption cycle.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Standards-aligned texts/curriculum available for all students.	Yes	0
Mathematics	Standards-aligned texts/curriculum available for all students.	Yes	0
Science	Standards-aligned texts/curriculum available for all students.	Yes	0
History-Social Science	Standards-aligned texts/curriculum available for all students.	Yes	0
Foreign Language	Standards-aligned texts/curriculum available for all students.	Yes	0
Health	Standards-aligned texts/curriculum available for all students.	Yes	0
Visual and Performing Arts	Standards-aligned texts/curriculum available for all students.	Yes	0
Science Laboratory Equipment (grades 9-12)	Standards-aligned texts/curriculum available for all students.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

JCS Manzanita has two facilities in La Mesa, a K-5 academy and a 6-12 academy. The 6-12 academy is new to Manzanita this year. Extensive improvements were made to this facility prior to our use including cleaning, painting, and removal of stained carpet, and installing laminate flooring. It was inspected in August 2019. The K-5 academy was inspected last in January 2019. Both facilities are in good repair and are clean and safe for students and staff. However, during recent heavy rains, the 6-12 academy which is located in a basement had some minor flooding in the reception area and janitor closet. The issue is currently being addressed and repaired by either the landlord or school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	The janitor closet in the boys restroom has a musty smell due to flooding during the rainy season. JCS is working with the landlord to repair the area where rainwater is seeping into the exterior wall of the closet. There are some broken slate floor tiles in the multi-purpose room that will be repaired.
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 Rating		

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, which 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); and
- 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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	-	49	52	54	50	50
Mathematics (grades 3-8 and 11)	-	32	44	40	38	39

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	65	97.01	2.99	49.23
Male	35	35	100.00	0.00	45.71
Female	32	30	93.75	6.25	53.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	52.94
Native Hawaiian or Pacific Islander					
White	32	31	96.88	3.12	51.61

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	9.52	31.58
English Learners	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	25.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	65	97.01	2.99	32.31
Male	35	35	100.00	0.00	34.29
Female	32	30	93.75	6.25	30.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	29.41
Native Hawaiian or Pacific Islander					
White	32	31	96.88	3.12	35.48
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	9.52	26.32
English Learners	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	16.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

With approximately 50 high school students, we do not have a designated career pathway. Instead, students may participate in a state-approved Work Experience Education program (WEE) where students gain skills and knowledge in job-related topics while being employed. Students have a variety of elective courses they may take that are focused on career preparation and interests they have expressed. We have developed informal relationships with various community colleges and work programs based on individual student interests and needs. Students in 11th and 12th grade were able to concurrently enroll in local community colleges. In addition, students are able to take CTE pathways courses in Odysseyware. In 2019-2020, we purchased Naviance, a college and career readiness technology program and enrolled all high school students in selected grade-level College and Career Readiness curriculum. In 2019-2020, we are exploring more formal partnerships with community colleges to offer dual enrollment classes on our campus and we are identifying CTE pathways that may meet the needs of our current population. There were no seniors in JCS-Manzanita during the 18-19 school year because we needed to gain WASC accreditation first.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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	-

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	25
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	-

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	30	30	10
7	0	0	0
9	20	40	20

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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Because JCS-Manzanita is an independent study program, parental involvement is welcome and very much needed. Parents in the home study program choose a proactive role in their child's education by assuming the responsibility of guiding and overseeing the daily school work with includes monthly meetings with their facilitator to review and receive assignments and direction. Parents of academy students are expected to supervise and ensure student learning is occurring on days when students are not in class. In elementary school, parents receive a packet of work with instructions from their child's teacher each week. Middle and high school parents have access to the Summit Learning platform where they can view student progress as well as all past and current assignments. All students participate in at least one Project week where parents are directly involved in assisting students. We have multiple field trips throughout the year in which parents can participate. Parents are an integral part of our School Site Council and Parent Teacher Organization which hold regularly scheduled meetings that can be found on our website. Additional activities throughout the year for parents and families include Back to School Orientation, Welcome Back Picnic, Family Night, Living History, Project Showcase, Award Ceremonies, and End of Year Celebrations. Other examples of involvement are opportunities to serve on the Board, parent-teacher conferences, and parent participation in professional development programs, workshops and support groups offered by the school. Communication mechanisms include meetings with facilitators; schoolwide and site newsletters; event and opportunity flyers; parent surveys; e-mail; Zoom; Canvas; Summit Learning Text Messages; ParentSquare and the JCS-Inc web site.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	-	-	-	7.9	7.6	7.8	9.7	9.1	9.6
Graduation Rate	-	-	-	81.9	80.4	81.1	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	-	-	0.0	5.8	7.7	3.7	3.6	3.5	3.5
Expulsions	-	-	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our School Safety Plan was most recently reviewed in February 2019 by our School Site Council which is comprised of staff, parents and a student. It was approved by our Board in March 2019.

Our main focus is on student and staff well-being and safety. Our three major actions are: 1. Provide online training to staff on awareness on key wellness topics such as Bullying (Recognition and Response), Youth Suicide, Online Safety (predators), Boundary Invasion, Mandated Reporter: Child Abuse and Neglect; and Human Trafficking Awareness; 2. Provide social-emotional training on bullying, harassment, and suicide prevention for students; and 3. Initiate increased safety procedures and prevention.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	-	-	-	-	-	-	-	-	5	1	-	-
1	-	-	-	-	-	-	-	-	6	1	-	-
2	-	-	-	-	-	-	-	-	3	1	-	-
3	-	-	-	-	-	-	-	-	3	1	-	-
4	-	-	-	-	-	-	-	-	6	1	-	-
5	-	-	-	-	-	-	-	-	5	1	-	-
6	-	-	-	-	-	-	-	-	2	1	-	-
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)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	-	-	-	-	-	-	-	-	6	2	-	-
Mathematics	-	-	-	-	-	-	-	-	4	10	-	-
Science	-	-	-	-	-	-	-	-	4	2	-	-
Social Science	-	-	-	-	-	-	-	-	5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	75

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	-
Library Media Services Staff (Paraprofessional)	-
Psychologist	.75
Social Worker	-
Speech/Language/Hearing Specialist	.5

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	-
Other	8.4

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	0	0	0	-
District	N/A	N/A		$63,218
Percent Difference - School Site and District	N/A	N/A	-	-200.0
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

All services are supported through the school's general budget, which includes charter school block funding. Special programs include learning center classes, tutoring, independent study, vendor course instruction, online learning components, high school specialists, portfolio program, personalized learning (includes options for curriculum choices), intramural sports, extensive field trips, and programs and services designed to ensure that all students are provided opportunities for success such as student academic counseling, speech therapy, special education services, designated/integrated English Language Development, Student Success Team (SST) and Response to Intervention (RtI).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,781	$43,574
Mid-Range Teacher Salary	$82,141	$63,243
Highest Teacher Salary	$115,501	$86,896
Average Principal Salary (Elementary)	$	$103,506
Average Principal Salary (Middle)	$	$108,961
Average Principal Salary (High)	$	$108,954
Superintendent Salary	$	$136,125
Percent of Budget for Teacher Salaries	%	30.33%
Percent of Budget for Administrative Salaries	%	6.40%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	-	N/A
English	-	N/A
Fine and Performing Arts	-	N/A
Foreign Language	-	N/A
Mathematics	-	N/A
Science	-	N/A
Social Science	-	N/A
All courses	-	-

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	-	8	8

JCS Manzanita hosts professional development days throughout the school year, approximately every eight weeks. Teachers also have a Professional Development week at the beginning of semester 2 during which all students have a Project Week. All in-house professional development focuses on school policy, student achievement, curriculum, teaching and learning strategies, technology support and training, and self-selected professional learning communities. Teachers new to the profession and new to independent study receive support through mentoring opportunities and induction training. Additionally teachers are encouraged to attend outside conferences and workshops, particularly those that focus on writing, math, personalized learning and those that foster leadership. Parents are invited to attend professional development day trainings and events and parent-specific core subject area workshops provide additional opportunities for professional development.

Project Week PD:
Cognitively Guided Instruction in Math
FastForward Literacy Training
Trauma-Informed Care
Foundational Reading and Extensions
Newsela Training
Studies Weekly Training
Peer Observations around a problem of practice

Additional PD:
MTSS
CLAD certification
Summit Learning Training (3 times/year)