

JCS-Manzanita Charter School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School 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
School Website	https://manzanita.jcs-inc.org/
Grade Span	K-12
County-District-School (CDS) Code	37103710138792

2024-25 District Contact Information	
District Name	JCS-Manzanita
Phone Number	858-292-5300
Superintendent	Dr. Gloria E. Ciriza
Email Address	superintendent@sdcoe.net
District Website	www.sdcoe.net

2024-25 School Description and Mission Statement
JCS-Manzanita (https://manzanita.jcs-inc.org/) was established in 2018 as a TK-12 school sponsored by the San Diego County Office of Education within the La Mesa-Spring Valley School District. JCS-Manzanita encourages students and parents to partner with the school in learning, allowing students to develop self-confidence as they understand their strengths and weaknesses and become self-directed learners. With three distinct programs to serve students of all grade levels, JCS-Manzanita is proud to have student-centered classes, dedicated and passionate teachers, and an amazing community of students and families.

2024-25 School Description and Mission Statement

Manzanita Elementary is a K-4 Academy in La Mesa, CA. Manzanita Elementary is designed to meet the needs of the whole child in a positive and nurturing environment. Elementary students attend academy classes Monday-Thursday, with Friday as a home study day. Teachers focus on innovative, research-based ways to educate students, using a personalized learning approach to build student confidence and encourage academic achievement. Manzanita Elementary believes a close connection between home and school is crucial to student success.

Manzanita Middle is a 5-8 Academy in La Mesa, CA. Students attend core academic and support classes with direct instruction four days a week. Additionally, students have an hour of SDL (Self-Directed Learning) each day, to focus on setting and completing personalized academic goals. With the support of a caring staff mentor and an innovative curriculum from Gradient Learning, Manzanita Middle students can Learn More, Live More, and Be More.

Manzanita Home Study is a TK-12 Home Study program serving students in central and south San Diego County. Manzanita Home Study provides the most flexibility for students and parents, including choices for text-based, online, or blended learning. Students primarily work under the guidance of their parent-teacher, to learn content and complete assignments created by credentialed teachers. Students have monthly meetings with their teachers to turn in work and receive new assignments. Additional support via mentors and course tutoring is provided, as needed. Middle and high school students in the Manzanita Home Study program have access to academy classes available at varying levels based on their interests and needs.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	25
Grade 2	19
Grade 3	18
Grade 4	20
Grade 5	14
Grade 6	21
Grade 7	15
Grade 8	18
Grade 9	10
Grade 10	3
Grade 11	6
Grade 12	6
Total Enrollment	200

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41
Male	58
American Indian or Alaska Native	0.5
Asian	1.5
Black or African American	3
Filipino	1
Hispanic or Latino	51.5
Two or More Races	8
White	33.5
English Learners	8
Foster Youth	0.5
Homeless	5
Socioeconomically Disadvantaged	56
Students with Disabilities	17

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.90	60.46	243.30	65.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.00	1.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.90	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.10	25.29	86.90	23.38	12115.80	4.41
Unknown/Incomplete/NA	2.30	14.19	30.50	8.23	18854.30	6.86
Total Teaching Positions	16.40	100.00	371.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.40	75.23	250.20	62.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.30	2.82	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.70	2.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	23.98	91.90	22.91	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.72	36.00	8.98	15831.90	5.67
Total Teaching Positions	13.90	100.00	401.20	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.

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)	9.30	73.73	245.00	65.86	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.10	2.45	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.30	4.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	11.23	77.90	20.96	11746.90	4.23
Unknown/Incomplete/NA	1.80	14.95	21.50	5.79	14303.80	5.15
Total Teaching Positions	12.60	100.00	372.00	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.10	3.30	1.3
Total Out-of-Field Teachers	4.10	3.30	1.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 TK-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.

Year and month in which the data were collected

January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (K-6), CSU Expository Reading & Writing (12), Core Novel Units, EL/ELA (5-8), Gradient Learning (7-8), Heggarty Phonic Awareness	Yes	0
Mathematics	Zearn (K-8), GoMath (K-8), Beast Academy (1-5), Illustrative Math (5-8), Pearson Integrated Math (9-12)	Yes	0
Science	Science Weekly (K-6), Stemscopes (6-8), Inspire Biology (9-12), Inspire Earth Science (9-12), Gradient Learning (5), Open Sci Ed (6-8)	Yes	0
History-Social Science	Studies Weekly (K-8), Investigating History (5-7), Gradient Learning (8), Prentice Hall World History (9-12), McDougall Littell The Americans (9-12), Magraders American Government (12), Pearson Economics (12),	Yes	0
Foreign Language	Autentico (Spanish 9-12), Bon Voyage (French 9-12)	Yes	0
Health	Glencoe Health	Yes	0
Visual and Performing Arts	Glencoe Art in Focus, Glencoe Music: It's Role and importance in our Lives	Yes	0

School Facility Conditions and Planned Improvements

JCS Manzanita has two facilities in La Mesa, a K-4 academy and a 5-8 academy. Both facilities are in good repair and are clean and safe for students and staff.

Year and month of the most recent FIT report

12/4/2024

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		: 2nd grade: peeling paint on ceiling beam present, baseboard peeling/needs repair and paint, 2 large cracks in cement, polyurethane peeling for cement 4th grade: 5300 Jackson Dr La Mesa, CA 91942: Hallway floor on playground side has slight peak/rise, front entrance has large peak in flooring Auditorium: broken slate tiles Calm Room: cieling tiles need replaced Girls Restroom: Paint needed on spot that peeled off Kindergarten: ceiling staining from a leak that has been repaired Reception: large peak in wood panel flooring near front window/door, one wood beam has peeling paint, inside of ceiling lights need dusted Science Room: Floor tiles need replaced, door needs hinge adjust so it closes fully Staff workroom: Crack in floor/uneven floor, HVAC tubes on ceiling need dusted, broken outlet cover needs repalced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			7200 Parkway Dr. #113 La Mesa, CA 91942: Replaced ballast in hallway Adult Restroom: fan humming and needs replaced Home Study Lounge: Missing light cover Staff workroom: Crack in floor/uneven floor, HVAC tubes on ceiling need dusted, broken outlet cover needs repalced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom: broken faucet handle Girls Restroom: Broken faucet handle
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			EF Office 3: Two cracks in walls above door jam outside of EF Office 3. Janitor Closet: One crack in wall above door jam outside of Janitor Closet.

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Humanities: Door needs hinge adjust so it closes fully Playground: 2 bolts stickig up slightly on permier of playground Reception: Front door needs adjustment, doesn't always latch closed. Science Room: Floor tiles need replaced, door needs hinge adjust so it closes fully

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

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 Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 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)	39	48	47	49	46	47
Mathematics (grades 3-8 and 11)	34	37	36	38	34	35

2023-24 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	123	122	99.19	0.81	47.54
Female	45	44	97.78	2.22	56.82
Male	77	77	100.00	0.00	41.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	61	98.39	1.61	39.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	41	41	100.00	0.00	60.98
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	1.47	34.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	25.00

2023-24 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	123	123	100.00	0.00	36.59
Female	45	45	100.00	0.00	42.22
Male	77	77	100.00	0.00	32.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00	0.00	29.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	41	41	100.00	0.00	43.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	68	100.00	0.00	32.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	12.50

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	33.33	36.59	3.70	3.16	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	42	97.67	2.33	35.71
Female	13	13	100.00	0.00	38.46
Male	29	28	96.55	3.45	35.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	26.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	14	100.00	0.00	57.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	24	96.00	4.00	20.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Students may participate in a state-approved work study program 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 the interests they have expressed. We have developed informal relationships with various community colleges and work programs based on student populations' particular interests and needs. In 2020-2021, the school determined through the LCAP that our school's focus for college/career readiness would be college course credit as our families indicated this was their preference, and we do not have enough high school students to support a CTE program.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
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

This table displays the 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	84
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	60

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. 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
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Because the school is an independent study program, parental involvement is necessary to the extent that students need instructional support from parents on homeschool days. This is included in the terms of the Independent Study Written Learning Agreement, which all parents, students, and associated staff sign before the first day of instruction each year. Students in the full Home Study program need parent support regularly for instruction and parents partner with the school and their child's Educational Facilitator to design and facilitate a personalized learning program aligned to academic standards. Students enrolled in the Academy program need full parent support on homeschool Fridays and parents partner with Academy teachers to ensure homeschool assignments are personalized and appropriate for their child's needs. Additionally, parents and students participate in several project weeks throughout the school year which incorporate voice/choice and rely heavily on parent support as the instructional guide.

In addition to instructional involvement, the school offers multiple field trips throughout the year which parents can chaperone and participate in. Within the Academy program, parents can also volunteer in their child's classroom to support the learning of a group and/or provide enrichment such as art, music, Spanish, and other extracurriculars. Regarding school decision-making,

2024-25 Opportunities for Parental Involvement

parents are equal partners in developing the vision and plans for the school. Parents are seen as problem-solvers who can help address challenges. Parent voice and input are integral parts of our School Site Council and Parent Teacher Organization which hold regularly scheduled meetings that can be found on our website. Other examples of involvement include opportunities to serve on the JCS Board. In addition, parents are invited to participate in professional development programs, workshops, and support groups offered by the school. Communication is active and personal and some mechanisms include face-to-face meetings with facilitators, personal phone calls home, and direct text messaging. Parent surveys, e-mail, Zoom meetings, Canvas for assignment monitoring, ParentSquare, and the JCS-Inc website are also important forms of one and two-way communication.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation 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
Dropout Rate	16.7	--	--	18.9	18.6	17.0	7.8	8.2	8.9
Graduation Rate	58.3	--	--	52.4	48.0	54.7	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
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	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
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.			

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	229	224	28	12.5
Female	97	95	10	10.5
Male	130	127	17	13.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	113	111	17	15.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	2	11.1
White	81	78	6	7.7
English Learners	20	20	6	30.0
Foster Youth	--	--	--	--
Homeless	15	15	2	13.3
Socioeconomically Disadvantaged	134	131	23	17.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	47	8	17.0

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.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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	0.36	0.00	1.26	2.30	1.53	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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 School Safety Plan

The School Safety Plan was last revised and approved in February 2024 for the 2024/2025 school year. Before the revision, a meeting was held in November 2023 for public input. Our school site council is currently reviewing and updating the plan for the 2025/2026 school year and it will be approved by the JCS Board by March 1, 2025. The School Site Council acts as the Safety Committee for the school and reviewing/updating the annual safety plan is an important order of business. The School Site Council typically meets in November, February, and May. 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 of 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

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	5		
1	9	3		
2	7	3		
3	7	3		
4	5	6		
5	3	6		
6	11	7		

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	12	2	2	
1	14	2	2	
2	6	4		
3	10	4		
4	5	6		
5	5	5		
6	8	7		
Other	31	1		1

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	8	5		
1	16	1	2	
2	9	4		
3	7	5		
4	6	4		
5	6	4		
6	5	8		
Other	12	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	8		
Mathematics	3	9		
Science	5	3		
Social Science	4	5		

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	10		
Mathematics	3	11		
Science	5	3		
Social Science	6	4		

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	11		
Mathematics	2	11		
Science	3	4		
Social Science	3	5		

2023-24 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	500

2023-24 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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,190.43	\$3,472.08	\$10,718.35	\$60,419.80
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

All services are supported through the school's general budget, which includes charter school block funding. Special programs include tutoring, online learning, high school specialists, personalized learning, extensive field trips, and programs and services designed to ensure that all students are provided opportunities for success. These include, but are not limited to, student academic counseling, speech therapy, special education services, and robust Multi-tiered Systems of Support (MTSS) that encompass Student Success Team (SST), Response to Intervention (RtI), and Positive Behavior Intervention Services (PBIS).

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		
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		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

JCS Manzanita hosts professional development days throughout the school year, approximately every eight weeks. 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. Professional Development focuses for 24-25 are:

- 1) Leader In Me
- 2) Gradient (Middle School)
- 3) Give Thx (Middle School)
- 4) SDCOE Cohort PBIS Training (Academies)
- 5) Using data from universal assessments to target interventions so that students demonstrate improvement
- 6) Improving Math and ELA instruction - Adding Rigor to instruction
- 7) Addressing Social-Emotional Learning
- 8) Classroom Management.

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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15