

Executive Summary School Accountability Report Card, 2005-06

For Manzanita Charter School

Address: 3200 Barrett Ave., Richmond CA 94804-1718
Principal: Kristen Kirkman

Phone Number: (510) 232-3300
Grade Span: 6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Manzanita Charter Middle School is a public cooperative charter school in Richmond, CA. As a cooperative school, we do not have a formal administrative as most public schools do. We are entirely governed and upported by the families, students, and staff members of the school. Every aspect of our school is maintained and influenced by our families. This includes our board of directors, classroom assistants, yard supervisors, and even maintenance and janitorial work.

Student Enrollment

Group	Enrollment
Number of Students	150
African American	21.3 %
American Indian or Alaska Native	0.0 %
Asian	2.0 %
Filipino	0.7 %
Hispanic or Latino	42.7 %
Pacific Islander	0.0 %
White (Not Hispanic)	26.7 %
Multiple or No Response	6.7 %
Socioeconomically Disadvantaged	25.3 %
English Learners	22.0 %
Students with Disabilities	0.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	6
Teachers Without Full Credential	1
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

On October 12, 2005, A full inspection of the Manzanita site was conducted. The findings indicated that no major improvements were needed.

Repairs Needed

Add Wood Chips to play structure

Corrective Actions Taken or Planned

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%
Foreign Language	0.0%
Health	0.0%
Science Laboratory Equipment (grades 9-12)	0.0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,177.00
District	\$8,177.00
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	47
Mathematics	38
Science	44
History-Social Science	48

Academic Progress

Indicator	Result
2006 API Growth Score(from 2006 API Growth Report)	759
Statewide Rank(from 2005 API Base Report)	7
2006-07 Program Improvement Status	

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Manzanita Middle	District Name	West Contra Costa Unified
Street	3200 Barrett Ave.	Phone Number	510-231-1100
City, State, Zip	Richmond, CA 94804-1718	Web Site	www.wccusd.k12,ca.us
Phone Number	510-232-3300	Superintendent	Dr. Bruce Harter
Admin Manager	Kristin Kirkman	E-mail Address	
E-mail Address	manzanitamiddle@earthlink.net	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Our mission statement describes the school's commitment to excellence and community:

“Through active family involvement in self-governed public education, Manzanita Charter School seeks to create a safe, nurturing, and diverse educational community for our children. Our vision is to prepare students academically and socially to be well-rounded individuals who contribute positively to themselves, their families, the community, and our world.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name: Donna Ivory
 Contact Person Phone Number: 510 232 3300

Manzanita Charter School is based on a simple philosophy that parental involvement is the key to student success. This belief is reflected in every aspect of our schools' structure and governance.

Our Board of Directors is comprised entirely of family members and staff from our school community. This board provides the oversight for the governance and operation of the cooperative. The community itself plays a vital role in our governance as well. Each family has one vote in the “membership” of our school. At monthly membership meetings, families and staff gather to share information, raise concerns, and vote on important issues facing our school. This provides everyone in our community not only a voice, but also a vote in the operation and direction of our school.

Under our cooperative model, each family must volunteer ten hours a month toward the operation and support of the school. These volunteers are the very life blood of our school. Families provide not only the material support for the school through

meetings and committees, but also the physical support as well. Our families are the crossing guards, yard supervisors, office assistants, classroom aides, janitorial staff, field trip drivers, and maintenance teams of Manzanita. The teachers and staff of our school work tirelessly to coordinate and utilize our volunteers in new and creative ways.

Our families are also the driving force in our afterschool programs and fundraising. Our successful sports program is supported entirely through our volunteers. Families dedicate a tremendous amount of time and resources in to fundraising for special programs and activities.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	50
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	50	Ungraded Secondary	0
Grade 7	50	Total Enrollment	150

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	21.3	White (not Hispanic)	26.7
American Indian or Alaska Native	0.0	Multiple or No Response	6.7
Asian	2.0	Socioeconomically Disadvantaged	25.3
Filipino	0.7	English Learners	22.0
Hispanic or Latino	42.7	Students with Disabilities	0.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	25.0		1	25.0		1	25.0		2			
K-3												
3-4												
4-8	25.0		4	25.0		4	25.0		4			

Other											
-------	--	--	--	--	--	--	--	--	--	--	--

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	49.5			2	24.5		4		50.0			2
Mathematics	34.5		2	2	30.6		6	2	50.0			4
Science	49.5			2	24.5		4					
Social Science	49.5			2	24.5		4		49.0			2

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K			
1			
2			
3			

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Manzanita Charter School has a staff member (currently a teacher) who is the on-site fire marshal/safety coordinator. We conduct, monitor and time monthly fire drills. Every teacher and staff member is familiar with Shelter in Place procedures and every room has the needed materials (duct tape, plastic sheeting and walkie talkies) in case of an actual Shelter in Place emergency. We participate in at least one Shelter in Place drill every semester. Every teacher and staff member is familiar with earthquake preparedness procedures and we also participate in at least one earthquake preparedness drill every semester. There are two large plastic bins with food, two large plastic bins with first aid supplies and several cases of bottled water on site

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Due to its small size, Manzanita is able to create and maintain a familial atmosphere and build real relationships between students and their teachers. Manzanita maintains this positive learning environment through four distinct avenues: the "academy" student directed learning program, discipline practices that promote good behavior and self-reflection without shame, school-wide activities that promote bonding and community, and continual evaluation and re-evaluation of students to catch dangerous trends or individuals in need.

In greater detail these practices are:

- The Academy Program:
Nothing creates a positive learning environment better than recognizing the interests and talents of students and empowering them to be curious and creative. Manzanita accomplishes this with its academy program. Every semester, students, via discussion and ballot, create the individual classes (or academies) to be offered every Friday outside of the regular core curriculum. In 2004-2005, there were academies on publishing, hiking, poetry academies, gaming, performing arts, video production, teen issues, and more. Teachers facilitate, rather than teach, these classes allowing student interest to shape the direction of the course.
- Discipline Philosophy:

At Manzanita, we believe that students, like all people, behave in ways that is beneficial for them. Therefore, we see it as the teacher's responsibility to create an atmosphere where good behavior leads to more learning and implicit rewards and bad behavior yields no rewards. Manzanita teachers are trained to recognize desirable behavior in the class and reward such behavior subtly and effectively. When students mis-behave, teachers quietly and quickly correct the student without shame or argument. Egregious behavior or repeated small offenses warrant a "pink slip" for the student. This form documents the behavior, assigns a consequence and allows the student to reflect on his or her actions and ask if "they got him what he wanted." Students are frequently reminded that they are responsible for their own behavior.

• School-wide activities:

Students achieve best in an atmosphere that is safe and friendly. Frequent visitors to Manzanita comment on the closeness of the students and the feelings of "family" This is achieved, in part, through numerous school-wide bonding activities including "park days", school-wide field trips, spirit week, school dances, and our stone-soup luncheon where every class creates a vegetable soup to share with the rest of the school. A student-made monthly newsletter, and academy showcases where students exhibit what they've accomplished in their elective classes.

• Increased attention:

A positive environment is also maintained by continued vigilance against dangerous student trends or troubled individuals. In an era where bulimia, cutting, drugs, depression, and violence can be fashionable among youths, we believe schools need to be ever on the lookout for warning signs. When teachers or parents suspect a problem, the staff, as a whole, discusses the issue and looks for a solution. In some cases, tighter discipline is warranted; sometimes students need to be spoken to as a group. In 2004-2005, the school psychologist held weekly rap sessions to allow students to air their feelings. However, usually, the best solutions come from dealing with individual students and their families in a strong but supportive manner.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	29%	18%	18%	45%		
Expulsions	0	0	0	.11%		

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Manzanita Charter School is located in Richmond, at the Saint Luke's United Methodist church. Although there is no affiliation with the church, the relationship has been a happy one since opening in the year 2000. The church offers classrooms, multiple enclosed courtyards, a gym, office, and overflow spaces within a mission-style compound.

The location gives our students access to the downtown library, Richmond Art center, community center, and city hall. Several bus lines allow easy access to our site, and the Amtrak and BART stations are within walking distance, convenient for field trips. Manzanita occasionally uses Nichol's park, also within walking distance, for school park and recreation periods.

The Manzanita facility is 5 short blocks from the downtown Richmond police station, and within a mile of several fire stations. Our school is proudly maintained by Manzanita families and students.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		

Mechanical Systems	X	
Windows/Doors/Gates (interior and exterior)	X	
Interior Surfaces (walls, floors, and ceilings)	X	
Hazardous Materials (interior and exterior)	X	
Structural Damage	X	
Fire Safety	X	
Electrical (interior and exterior)	X	
Pest/Vermin Infestation	X	
Drinking Fountains (inside and outside)	X	
Restrooms	X	
Sewer	X	
Playground/School Grounds	X	
Other	X	

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	3	5	6	1461
Without Full Credential	3	1	1	151
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0
All Schools in District	0.0	0.0
High-Poverty Schools in District	0.0	0.0

Low-Poverty Schools in District	0.0	0.0
--	-----	-----

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Teachers and other personnel report absences using an automated phone system called SubFinder. Teachers may contact a substitute themselves, or direct through the SubFinder system to locate a substitute. We are usually able to find substitute teachers when needed. Occasionally there are not enough substitutes to fill all positions, and the administrators and teachers at the school assume the responsibilities of the absent staff member.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teacher evaluations are conducted annually, twice a year. These evaluations are used to improve the educational programs, practices and services within Manzanita Middle Charter School. They are also used to assist the teachers with improving their teaching style and classroom management.

As out lined in the employee contracts between Manzanita Middle Charter School and the staff of Teachers, the Board of Manzanita School, or such person(s) as the Board may designate, shall evaluate and assess, in writing, the performance of the Teacher and shall endeavor to complete such evaluation on a semi-annual basis.

Parent surveys are also conducted on a yearly basis and give the community an opportunity to evaluate their student's teacher. These results are shared with the teacher and a copy is kept in each staff's personnel file.

If a teacher receives an unsatisfactory evaluation, they will be placed on probationary status for a period of either 3 or 6 months, depending on the severity of the unsatisfactory evaluation. If at the end of this probationary status, the teacher's performance is still evaluated at being unsatisfactory, then the Personnel Committee will recommend to the Board to terminate the employment contract.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	1	---
Other (Classroom Aide)	1	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and	Percent of Pupils
----------------------	------------------------	-------------------

	Availability of Textbooks and Instructional Materials	Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$49,499
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$57,560
Percent Difference - School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

--

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,772	\$37,540
Mid-Range Teacher Salary	\$49,513	\$59,426
Highest Teacher Salary	\$65,019	\$73,925
Average Principal Salary (Elementary)	\$78,735	\$96,377
Average Principal Salary (Middle)	\$82,671	\$100,144
Average Principal Salary (High)	\$93,212	\$109,130
Superintendent Salary	\$191,922	\$185,251
Percent of Budget for Teacher Salaries	36.4	40.9

Percent of Budget for Administrative Salaries	4.8	5.3
---	-----	-----

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	43	53	47	25	30	31	36	40	42
Mathematics	32	31	38	23	28	30	34	38	40
Science			44	14	17	24	25	27	35
History-Social Science	40	38	48	17	22	21	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	39	27	27	40
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*	*	*
Hispanic or Latino	29	26	31	38
Pacific Islander				
White (Not Hispanic)	72	59	75	56
Male	40	39	50	58
Female	54	36	36	36
Economically Disadvantaged	26	15	23	23
English Learners	9	6	*	*
Students with Disabilities	14	7	*	*
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	52	68	56	32	31	31	43	41	42
Mathematics	49	56	56	38	41	41	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	38	38
Pacific Islander		
White (not Hispanic)	75	58
Male	45	55
Female	64	57
Economically Disadvantaged	43	36
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	19.1
9	

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects

how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	6	7	7
Similar Schools	10	8	9

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	38	19	2	759
African American	16			
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	1			
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

--

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes

API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	20
Percent of Schools Currently in Program Improvement	---	32.8

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Manzanita faculty seeks out and promotes opportunities for involvement for all community members. Manzanita follows a power triangle approach. Students, parents/guardians and teachers work together to develop an academic plan that meets the needs of the individual. This provides a supportive environment for all parties involved. This three-prong approach has provided Manzanita with measurable success. Leadership at Manzanita is shared on all levels from students all the way up to the board of directors. We operate on a consensus decision model when ever possible.

Meeting student's individual needs is a priority at Manzanita. Students are assessed at various times throughout the school year and their assessments are shared with the entire teaching staff. Each fall, Manzanita educators dedicate one full day to analyze STAR test data. This analysis is vital for planning and structuring the up-coming school year. In addition, the demographic data provides insight on how Manzanita is meeting the diverse needs of all or where modification is necessary. Staff collaboration time has been implemented during the school year. Teachers meet formally once a month to discuss, plan, collaborate and develop curriculum. Manzanita Educators collaborate with one another to provide curriculum that crosses over several content areas. Manzanita is committed to small class size which allows for personalized relationship building. Curriculum is developed with the standards in mind and both Board and State adopted standards based Textbooks and materials are used in each grade level. In addition to core classes seventh and eighth grade students also participate in self directed reading and math classes. Project based learning is incorporated in all grade levels. Individual work plans are created and differentiated curriculum implemented. Time for students and educators to de-brief and celebrate accomplished work is integrated into the curriculum plan. Advance math students participate in an after school Advanced Math course.

Community building is essential to Manzanita. The cooperative environment promotes parent/guardian involvement on a daily basis. Families volunteer ten hours a month completing a range of jobs that contribute to the positive atmosphere at Manzanita. Active participants sit on the board, coordinate school fundraisers, supervise lunch, and run the sports program and assist in the school office. Manzanita members also attend a mandatory monthly membership meeting. This meeting is an essential step to communication. In addition, information is communicated weekly via Manzy packs (informational folders sent home on Friday and returned by the student on Monday), parent/guardian/teacher conferences, Orientation, Back to School Night, parent/student handbook, the school Website, and Monthly Board meetings. Manzy members continually receives updates regarding student achievement via Six Week Progress Reports, Semester Report Cards, Student/Teacher check-ins, distributions of STAR assessments, Academic Performance Index (API).

Staff members check-in weekly regarding students. A plan is developed for students who are of concern. Manzanita educators are aware of the appropriate academic and behavioral development for students. Students who need additional assistance are referred to the school specialists. Student Study Team (SST) meetings occur with student, parent/guardian, teachers, school psychologist and the Special Education instructor. Additional resources include speech therapy and resource instruction.

English Language Learners at Manzanita are immersed into the curriculum. Our program is based upon the individual needs of each student. Upon entering our school the student is interviewed, assessed and an individual plan is developed. Meetings continue throughout the school year to ensure that the students is progressing.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Our school is built upon a vision for community and personal responsibility for families, students, and staff. We agree to take personal and community responsibility for our own development as outlined below.

Professional development falls into two categories: internal and external. Much of our development will be internal, providing "just in time" development on topics of specific interest to our professional community. We will keep abreast of new thinking and developments within the education community, and bring the information and concepts back, helping to build and support a professional learning community with our colleagues. The following structure will provide the framework within which this development is shared.

I. Staff internal development

A. Teachers set a detailed self-development plan each year, identifying an area of interest or focus. Teachers use the document to explicitly state measurable goals for improvement or study, including sources to read.

One collaboration period at the year's beginning, and one at the end will focus on sharing these plans, celebration, and giving or receiving feedback when requested.

B. During the school year, teachers formally share information, leading a minimum of two collaborative periods each year. Topics of study and sharing can be developed in collaboration with other teachers or individually. All teachers lead and participate in collaborative meetings.

II. Staff External Development

A. The resources and learning described above are an integral part of our external development, and time toward development is allotted accordingly.

B. One day each school year teachers may visit another school or program for students. They are invited to report out to the staff on findings during a staff meeting.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	57,210	54,000
7	57,210	54,000
8	57,210	54,000

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Manzanita had 19 minimum days in 2004-2005. 10 were for teacher collaboration days on the first Tuesday of each month. Four were for parent teacher conferences. Four were for days that immediately preceded a long vacation (Thanksgiving, Winter Vacation, Presidents week, and Spring Break). And one was on the last day of school.