

# Manchester Union Elementary School District

19550 South Highway 1 Manchester, CA 95459 ▪ (707) 882-2374 ▪ [www.mcoe.us](http://www.mcoe.us)



## SARC

2021-22

School Accountability  
Report Card  
Published in 2022-23

## Manchester Elementary School

Grades K-8  
CDS Code 23-65573-6025134

Kristin Larson Balliet, Superintendent/Principal  
[mansupt@muesd.us](mailto:mansupt@muesd.us)

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## Principal's Message

Manchester Union Elementary School District (MUESD) has the unique distinction of being a small, one-school district serving the rural community of Manchester, which spans 65 square miles in Northern California. Located on the Mendocino Coast, with close proximity to the Pacific Ocean, our school is approximately a three-and-a-half hour drive north of San Francisco, and two-and-a-half hours northwest of Santa Rosa.

With an enrollment of under 40 students and boasting three multi-grade classrooms (TK-2, 3-5, and 6-8), we are a small school. Our classrooms are staffed by exceptional teachers whose instruction is supported by part-time classroom aides. This multi-grade classroom structure allows for an excellent student-to-adult ratio to support academic success. Another benefit is the opportunity for cross-grade level interaction, peer mentoring and the building of positive relationships.

Our school has a family feel. Parent participation is an integral part of the school program from participating in engaged partners meetings to providing a book fair to supporting and running fundraisers to driving and/or chaperoning field trips.

Our community loves our school too! The people in our small, rural community represent a wide range of social, economic and educational backgrounds. Most work in agriculture, the timber industry, or in service-oriented jobs, while others work remotely from home or are enjoying retirement on the coast. Manchester Elementary School nurtures and accommodates our students' diverse experiences and perspectives, and benefits from a tradition of community involvement and volunteerism at our school. Volunteers assist in the classrooms and some even conduct fundraisers to support field trips and other educational enrichment for the students.

Academic learning at Manchester Elementary is based on the 4 C's of the Common Core: Communication, Collaboration, Critical Thinking and Creativity, and we have added a fifth C of our own: Caring. We teach reading and mathematics in grade-level groupings, and provide intervention to students who require additional assistance. The school works with the Lions Club on the Spectrum of Reading program, and our local Poet Laureate to further enrich our students' learning experience.

Manchester Elementary students matriculate to Point Arena High School, and we receive consistent feedback from the staff that our students stand out due to their kindness, integrity and academic preparedness. Because of Manchester's excellent reputation, approximately 30% of our students are attending the school on interdistrict transfers.

Our student population is diverse. To honor and celebrate this diversity, we enjoy Culture Days where students learn about world cultures, encouraging and developing acceptance and appreciation for all people. Additionally, students enjoy School Activity days, in which we learn about and celebrate art, music, poetry and agriculture.

Beyond academics, we focus on caring and kindness for all, self-esteem building and conflict resolution throughout the school year. Students participate in daily chores at the school, such as putting up the flags, picking up playground equipment, and recycling and composting for the garden. Students make cards for each holiday for our local Senior Center Meals on Wheels Program. Although the district is small and remote, the school provides a place of learning, a place to gain culture and a place to have fun with others. Manchester Elementary School is a great place to be!

## Parental Involvement

Parent participation is always welcomed and encouraged. Parents volunteer in the classrooms, chaperone field trips, and serve on the Site Council, which serves as an umbrella organization for all our engaged partners groups. We hold regular engaged partners meetings to provide a forum for parent comments on the Local Control and Accountability Plan.

For more information on how to become involved at the school, please contact Superintendent/Principal Kristin Larson Balliet at [kballiet@muesd.us](mailto:kballiet@muesd.us).

## School Safety

The school safety plan was last reviewed, updated and discussed with the school faculty and Site Council in September 2022. The board of trustees will review the update in February 2023. Key elements of the plan include monthly safety drills, crisis intervention, a disaster plan and emergency procedures. Due to the pandemic, a section titled COVID-19 Health and Safety Procedures and Protocols has been added to the plan.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## School Mission Statement

We strive to create a safe and unique learning environment where all learners are challenged to reach their highest potential; the most up-to-date materials and technology are used; each person's learning modality is taken into consideration; students are given the tools to meet the challenges of any future opportunity that presents itself to them; a love for lifelong learning is cultivated; and respect, responsibility, tolerance, diversity and high standards are valued.

## School Vision Statement

The school will provide inspired and enhanced learning in a safe, aesthetic and nurturing environment for all members of the Manchester Community.

## Governing Board

Frances Robbings, *President*

Erin Piper, *Clerk*

Diana Weston-Williams, *Member*

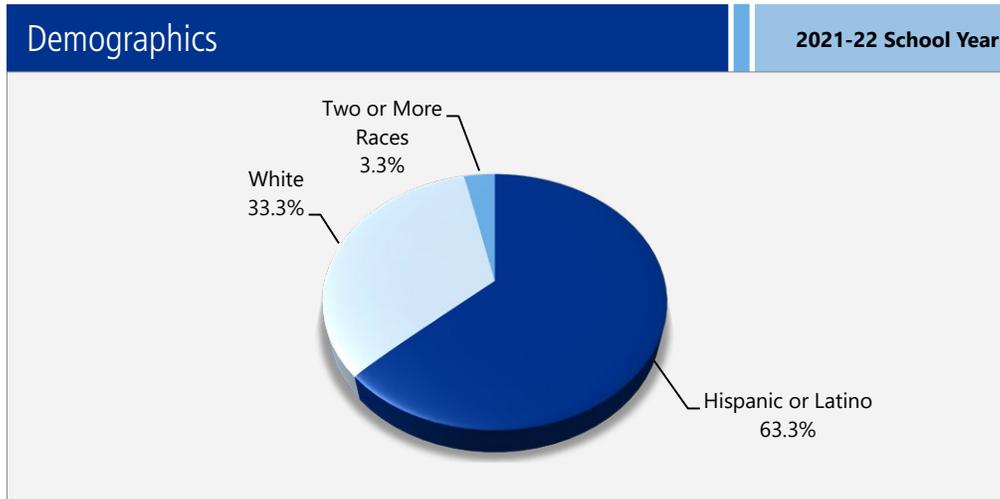


*"Manchester Elementary School is a great place to be!"*



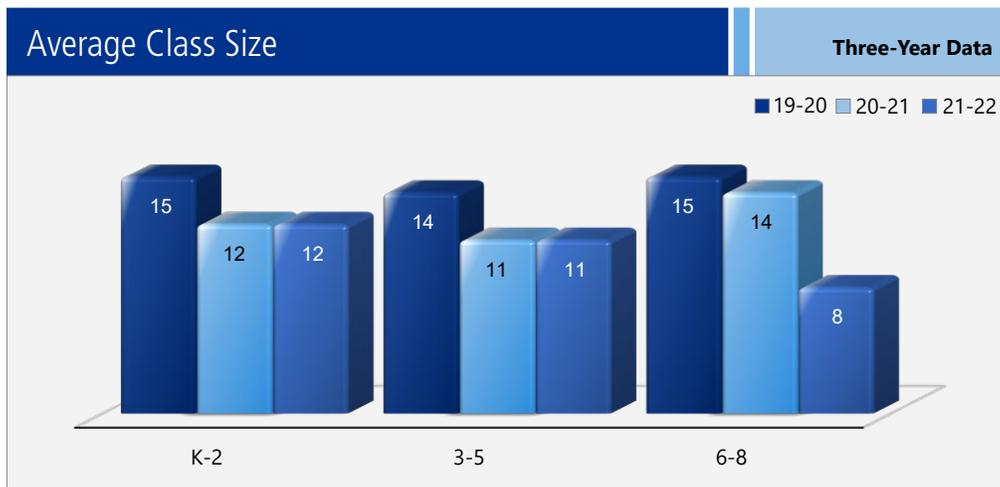
### Enrollment by Student Group

The total enrollment at the school was 30 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



### Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



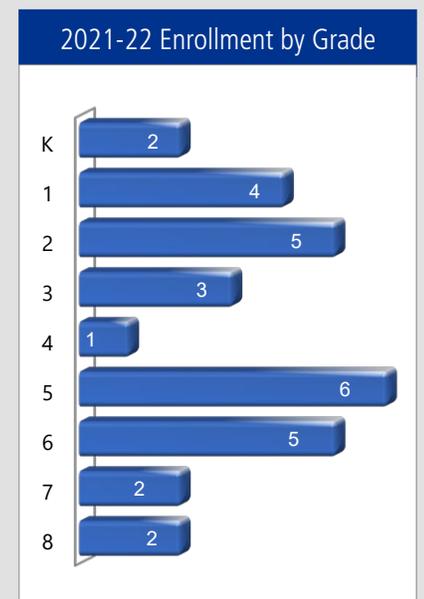
Grade	2019-20			2020-21			2021-22		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-2	1			1			1		
3-5	1			1			1		
6-8	1			1			1		

### Enrollment by Student Group

Female	46.70%
Male	53.30%
Non-Binary	0.00%
English learners	33.30%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	66.70%
Students with Disabilities	20.00%

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.





### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Manchester ES		Manchester UESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.0%	0.0%	0.0%	0.0%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Manchester ES	Manchester UESD	California
	19-20	19-20	19-20
<b>Suspension rates</b>	0.0%	0.0%	2.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

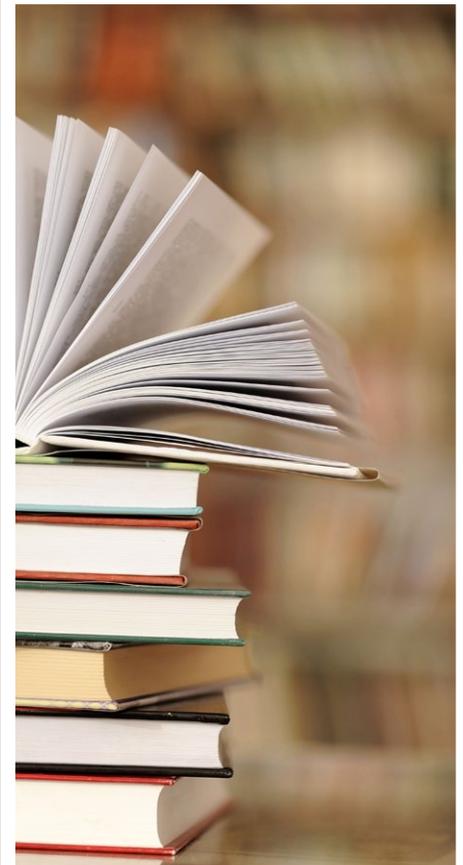
### Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

### Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	4
2021-22	5
2022-23	3

*“Academic learning at Manchester Elementary is based on the 4 C’s of the Common Core: Communication, Collaboration, Critical Thinking and Creativity, and we have added a fifth C of our own: Caring.”*

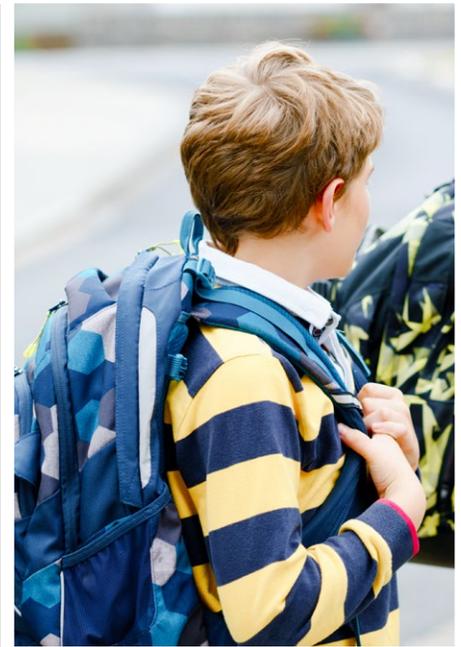


## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%



## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	35	34	6	17.6%
Female	15	15	4	26.7%
Male	20	19	2	10.5%
American Indian or Alaska Native	0	0	0	0.0%
Asian	0	0	0	0.0%
Black or African American	1	1	1	100.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	21	20	4	20.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	0	0.0%
White	12	12	1	8.3%
English Learners	14	13	2	15.4%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	23	22	6	27.3%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	7	7	1	14.3%

## 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.





### SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

### Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

### CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Manchester ES		Manchester UESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	❖	❖	❖	❖	28.50%	29.47%

### CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Manchester ES		Manchester UESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	27%	*	27%	*	47%
Mathematics	*	25%	*	25%	*	33%

❖ Scores are not shown 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.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

### Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



### CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

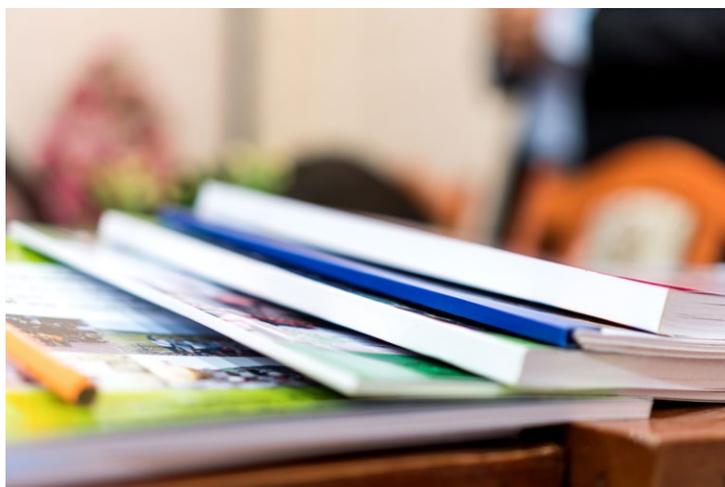
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



### CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.





CAASPP Test Results by Student Group: English Language Arts (grades 3-8)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	16	15	93.75%	6.25%	26.67%
Female	❖	❖	❖	❖	❖
Male	12	11	91.67%	8.33%	18.18%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.

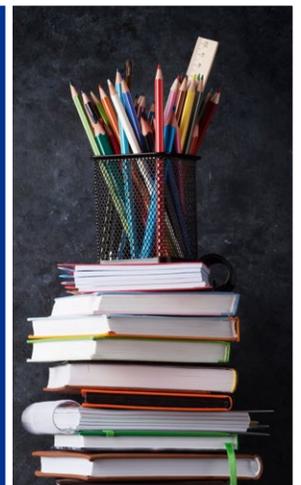




CAASPP Test Results by Student Group: Mathematics (grades 3-8)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	16	16	100.00%	0.00%	25.00%
Female	❖	❖	❖	❖	❖
Male	12	12	100.00%	0.00%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.





### Textbooks and Instructional Materials

All students have access to sufficient textbooks and instructional materials in the core academic subject areas. Textbooks are from the most recent local governing board-approved list.

MUESD completed a new adoption for TK-2 in history/social science in October 2022 and will consider extending this adoption to 3-5 in the coming year. MUESD also completed a new adoption for 6-8 math in September 2022.

Additionally, we are in the process of a new adoption for English language arts, to be completed in 2023 and will also be considering new science and history/social science adoptions by 2024.

Textbooks are selected by staff after a thorough review of current, state-adopted materials, and then the board and public are notified of the opportunity to review the materials and provide input. The board adopts a textbook series based on staff recommendation.

Supplemental instructional materials that support the Common Core State Standards are also purchased to complement these textbooks. Several online programs/applications are also being utilized to support supplemental student instruction.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was during the board meeting on September 13, 2022.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
English language arts	Language Arts, Houghton Mifflin (K-5)	2003
English language arts	Language Arts, McDougal Littell (6-8)	2002
Mathematics	Math in Focus (K-5)	2013
Mathematics	Big Ideas Math (6-8)	2022
Science	Harcourt (K-5) Supplemented with teacher use of NGSS	2007
Science	Holt Science (6-8) Supplemented with teacher use of NGSS	2007
History/social science	California Studies Weekly, Inc. (K-2)	2022
History/social science	Houghton Mifflin (3-5)	2007
History/social science	Holt (6-8)	2006

### Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2022-23 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	



### Public 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.

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

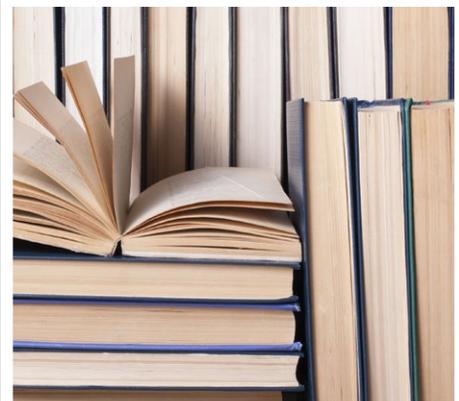
Percentage of Students Lacking Materials by Subject	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



### Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2022-23 School Year	
Data collection date	9/13/2022



## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	10/11/2022	



## Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to students:

- Title I
- Title II (Teacher and Principal Training and Recruiting)
- Title IV
- Special Education
- Rural Education Achievement Program (REAP)
- Elementary and Secondary School Emergency Relief (ESSER) II
- ESSER III
- Expanded Learning Opportunities Grant (ELO-G)
- Lottery
- Transportation

## School Facilities

Built in 1976, Manchester Elementary School has a playground with basketball and volleyball courts, as well as a large playing field.

We keep the school buildings and grounds regularly maintained. The custodian cleans daily, facility maintenance does minor repairs weekly and a groundskeeper maintains the grounds. Maintenance and the administration conduct monthly inspections as part of compliance with insurance policies.

Our school staff and yard supervisors monitor students and keep them safe on grounds before, during and after the school day.

The school has three regular classrooms, a resource classroom, a computer lab and a library.

Through funds received from Proposition 39, the school has recently had all electrical lighting retrofitted with LED inside and outside. The office heater and air-conditioning unit were replaced in the spring of 2018. Also, during the summer of 2018, trees to the south of the school were removed and a new fence installed along the south boundary of the playground. In the spring of 2019, a new roof was installed along with a 36-panel solar system.



*"To honor and celebrate this diversity, we enjoy Culture Days where students learn about world cultures, encouraging and developing acceptance and appreciation for all people."*



### Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.6	100.0%	3.6	100.0%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	3.6	100.0%	3.6	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	**	**	**	**	**	**
<b>Intern Credential Holders Properly Assigned</b>	**	**	**	**	**	**
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	**	**	**	**	**	**
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	**	**	**	**	**	**
<b>Unknown</b>	**	**	**	**	**	**
<b>Total Teaching Positions</b>	**	**	**	**	**	**

\*\* Data not available from the state at this time.

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	**
Misassignments	0.0	**
Vacant Positions	0.0	**
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	**

\*\* Data not available from the state at this time.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	**
Local Assignment Options	0.0	**
<b>Total Out-of-Field Teachers</b>	0.0	**

\*\* Data not available from the state at this time.

### Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

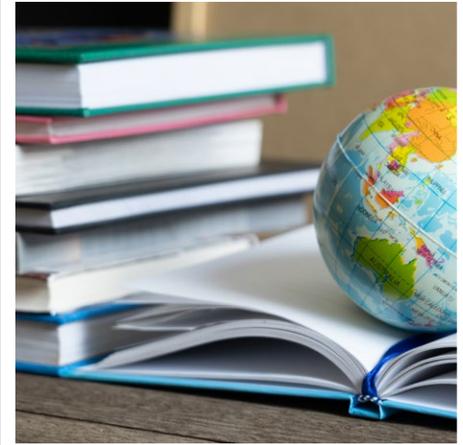
Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0.0%	**

\*\* Data not available from the state at this time.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.01
Social worker	0.15
Nurse	0.00
Speech/language/hearing specialist	0.05
Resource specialist (nonteaching)	0.00
◇ Not applicable.	



## Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2020-21 Fiscal Year	
	Manchester UESD	Similar Sized District
<b>Beginning teacher salary</b>	◆	46844
<b>Midrange teacher salary</b>	◆	73398
<b>Highest teacher salary</b>	◆	93345
<b>Average elementary school principal salary</b>	⊕	116457
<b>Average middle school principal salary</b>	⊕	122115
<b>Superintendent salary</b>	◆	136296
<b>Teacher salaries: percentage of budget</b>	21%	30%
<b>Administrative salaries: percentage of budget</b>	10%	6%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Manchester ES</b>	\$16,929	\$51,895
<b>Manchester UESD</b>	\$16,929	\$51,895
<b>California</b>	\$6,594	\$74,053
<b>School and district: percentage difference</b>	◆	◆
<b>School and California: percentage difference</b>	+156.7%	-29.9%

◆ Data not available.

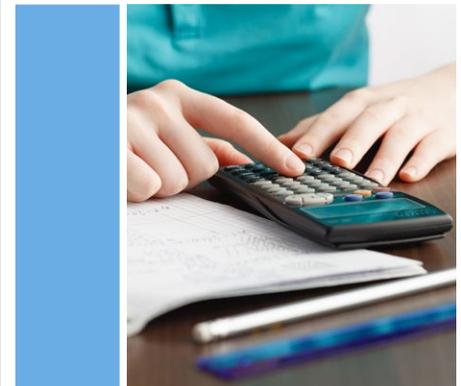
⊕ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
<b>Total expenditures per pupil</b>	\$22,578
<b>Expenditures per pupil from restricted sources</b>	\$5,649
<b>Expenditures per pupil from unrestricted sources</b>	\$16,929
<b>Annual average teacher salary</b>	\$51,895



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.

## School Accountability Report Card

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