WELCOME TO OUR YEARLY ANNUAL REPORT

Nelson Mandela said, “It always seems impossible until it is done.” As a school, JCS Manzanita has faced obstacles and hurdles over the past three years, but this year we are excited to share that we have been accomplishing things that seemed impossible. Budgets, low enrollment, a 20% special education population, and increasing costs could have easily crushed this small school but instead, we have demonstrated tenacity and perseverance as we kept our vision and mission in the forefront and served the students of our community with excellence.
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MISSION STATEMENT

JCS Manzanita partners with students, parents, and communities in personalized learning programs that embrace innovative educational opportunities, build habits of success, and create a confident culture of lifelong learners.

OUR VISION

JCS Manzanita values the individual, guiding each learner along an educational journey toward a meaningful life.

SCHOOL INFORMATION

- **Name:** JCS Manzanita
- **Website:** www.manzanita.jcs-inc.org
- **Email:** info@jcs-inc.org
- **Phone:** (760) 765-5500

SCHOOL AUTHORIZATION

- **Current Charter Term:** July 1, 2021 - June 30, 2026
- **CDS Code:** 37103710138792
- **California Charter Number:** 2024
- **School Accountability Report Card:** 2021-22 SARC

SCHOOL LEADERSHIP

- **Principal:** Sheryl McKay
- **Administrator:** Christina Conerly
- **Finance:** Cam Lay
- **Office Operations Manager:** Ginny Herkert
PHYSICAL LOCATIONS

JCS - Manzanita Elementary
5300 Jackson Drive
La Mesa, CA 91942
Grade Levels Served: K - 05
Site Principal: Sheryl McKay

JCS - Manzanita Middle/High
7200 Parkway Drive
La Mesa, CA 91942
Grade Levels Served: 06 -12
Site Principal: Sheryl McKay
EXECUTIVE SUMMARY

At the end of 2021-2022, changes were needed if we were to have a successful year in 2022-2023. Our enrollment had been much smaller than we had originally anticipated in the previous year, so we made cuts in staffing, reduced the number of classes by creating combination classes, and the principal assumed additional duties which included teaching middle school math full-time. We built a realistic budget based on 240 students and we met that goal.

This year our staff rose to the challenge of teaching more than one grade level, serving students with serious learning disabilities, and assuming additional responsibilities to meet the needs of our small school. We are proud that we were able to rebuild a solid community of learners despite the challenges and aftermath of the pandemic. Although we aren’t yet where we desire, we celebrate the accomplishments of our students. Our CAASPP scores last year were higher than the State and County averages. In addition, the State and County saw a decline in the percentage of students whose scores met or exceeded the standard, but in contrast, JCS Manzanita’s percentages grew in both ELA and Math.

As a school, we have been able to continue the good work we started last year. Our MTSS has grown and is even stronger, especially in providing literacy intervention at the younger grade levels. We have continued to provide Extended School Services for a second year, and we are looking forward to a third session of Summer School this June. Last year, our Special Education department developed the ACCESS (Academics, Communication, Collaboration, Empowerment, Social Skills) program for our students with Moderate/Severe disabilities. This year we designed a new program to serve students with Mild/Moderate disabilities who came to us significantly below grade level called ACHIEVE (Advancing Confidence, Habits & Initiative through Empowerment & Valuable Experiences). This hybrid class provides support to middle school students to meet their goals through targeted instruction in ELA and math in the morning. The students then join their peers in the general education classrooms in the afternoons. As a school, we have been able to offer more in-person experiences for our families including field trips, assemblies, and special events and we are excited to see this continue into the following school years. Lastly, we continued our work with Grossmont Community College offering dual enrollment classes in ASL and History of Rock.
GOVERNANCE

THE GOVERNING BOARD

Tanya Rogers
President
Term: 2018-23

Rebecca Van Cleave
Secretary
Term: 2019-23

Wendy Schroeder
Trasurer
Term: 2018-23

Lili-Ann Mooneyham
Member
Term: 2021-24

Gary Brannon
Member
Term: 2020-24

Kevin Ogden
Member
Term: 2000-23

Cynthia Asbury
Member
Term: 2020-24

STRATEGIC PRIORITIES

The JCS Board of Directors desires that its schools are

- Student-Centered
- Legally Compliant
- Fiscally Responsible

JCS Manzanita honors those three priorities and will continue to ensure that our school goals fall under this umbrella for the 2023-2024 school year.

Chronic Absenteeism is a concern that we have made a priority and will continue to address in the coming school year. As a staff, we have devised strategies to increase student and family engagement in school.

We continue to ensure that we meet the requirements of AB 130 by providing Daily Synchronous Instruction and Live Interaction to all students including our home study population.

With a balanced budget, we are building upon a solid foundation to increase staffing and services to our students.
HIGHLIGHTS

ADA
$228.00

TOTAL ENROLLMENT
228

DASHBOARDS

CAASPP

CA

SUBGROUP INFO
- EL = 3.9%
- Foster = 0.0%
- Homeless = 2.6%
- Migrant = 0.0%
- Students with Disabilities = 20.2%
- Socioeconomically Disadvantaged = 57.5%

LINK

SARC

REU
5%

FUND BALANCE
7.41%

OPERATING SINCE
2018

ACTUAL UNRESTRICTED FUND BALANCE
$233,220
OUR STUDENTS

STUDENT ENROLLMENT AND RETENTION

<table>
<thead>
<tr>
<th>School Year</th>
<th>TK-K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
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<tr>
<td>2019-20</td>
<td>31</td>
<td>19</td>
<td>31</td>
<td>27</td>
<td>22</td>
<td>27</td>
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<td>2020-21</td>
<td>26</td>
<td>34</td>
<td>25</td>
<td>30</td>
<td>28</td>
<td>22</td>
<td>26</td>
<td>29</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>12</td>
<td>10</td>
<td>290</td>
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<td></td>
<td>240</td>
</tr>
<tr>
<td>2022-23</td>
<td>24</td>
<td>29</td>
<td>24</td>
<td>20</td>
<td>18</td>
<td>26</td>
<td>18</td>
<td>17</td>
<td>22</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>9</td>
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DEMOGRAPHIC AND SUBGROUP INFORMATION

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<thead>
<tr>
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<th>African American</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic or Latino</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Not Reported</th>
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<tbody>
<tr>
<td>2019-20</td>
<td>3.1%</td>
<td>1.1%</td>
<td>0.8%</td>
<td>1.9%</td>
<td>31.0%</td>
<td>0.0%</td>
<td>49.0%</td>
<td>11.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>2020-21</td>
<td>3.8%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.4%</td>
<td>33.4%</td>
<td>0.0%</td>
<td>45.2%</td>
<td>12.8%</td>
<td>1.4%</td>
</tr>
<tr>
<td>2021-22</td>
<td>2.1%</td>
<td>0.8%</td>
<td>2.1%</td>
<td>0.8%</td>
<td>37.1%</td>
<td>0.0%</td>
<td>42.5%</td>
<td>12.5%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2022-23</td>
<td>3.1%</td>
<td>0.4%</td>
<td>1.8%</td>
<td>0.9%</td>
<td>45.6%</td>
<td>0.4%</td>
<td>36.0%</td>
<td>11.0%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Homeless Youth</th>
<th>Migrant Education</th>
<th>Students with Disabilities</th>
<th>Socioeconomically Disadvantaged</th>
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<tbody>
<tr>
<td>2019-20</td>
<td>5.0%</td>
<td>0.0%</td>
<td>3.4%</td>
<td>0.0%</td>
<td>19.5%</td>
<td>44.1%</td>
</tr>
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<td>2020-21</td>
<td>2.1%</td>
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<td>2.1%</td>
<td>0.0%</td>
<td>19.7%</td>
<td>50.3%</td>
</tr>
<tr>
<td>2021-22</td>
<td>3.8%</td>
<td>0.0%</td>
<td>2.1%</td>
<td>0.0%</td>
<td>15.4%</td>
<td>51.3%</td>
</tr>
<tr>
<td>2022-23</td>
<td>3.9%</td>
<td>0.0%</td>
<td>2.6%</td>
<td>0.0%</td>
<td>20.2%</td>
<td>57.5%</td>
</tr>
</tbody>
</table>

Data source: CDE Data Quest
The **2019-20** data cells with (-) values indicate that the data is not available due to the COVID-19 pandemic and resulting summative test suspension. Executive Order N-30-20 waived the assessment, accountability, and reporting requirements for the 2019-20 school year.

The **2020-21** data cells with (-) values indicate that the data is not available due to the COVID-19 pandemic and lack of consistency in the assessment.

### ENGLISH LANGUAGE ARTS (CAASPP)

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students Tested</th>
<th>Not Met/ Nearly Met</th>
<th>Met/ Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>65</td>
<td>50.76%</td>
<td>49.24%</td>
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<tr>
<td>2019-20</td>
<td>-</td>
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<td>2020-21</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>2021-22</td>
<td>134</td>
<td>45.52%</td>
<td>54.47%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students Tested</th>
<th>Not Met/ Nearly Met</th>
<th>Met/ Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>65</td>
<td>67.70%</td>
<td>32.30%</td>
</tr>
<tr>
<td>2019-20</td>
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<td>-</td>
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<tr>
<td>2020-21</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2021-22</td>
<td>134</td>
<td>58.20%</td>
<td>41.79%</td>
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### MATHEMATICS (CAASPP)

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<th>Not Met/ Nearly Met</th>
<th>Met/ Exceeded</th>
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</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>65</td>
<td>50.76%</td>
<td>49.24%</td>
</tr>
<tr>
<td>2019-20</td>
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</tr>
<tr>
<td>2021-22</td>
<td>134</td>
<td>45.52%</td>
<td>54.47%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students Tested</th>
<th>Not Met/ Nearly Met</th>
<th>Met/ Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>65</td>
<td>67.70%</td>
<td>32.30%</td>
</tr>
<tr>
<td>2019-20</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>2020-21</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2021-22</td>
<td>134</td>
<td>58.20%</td>
<td>41.79%</td>
</tr>
</tbody>
</table>

Data source: https://caaspp-elpac.ets.org/
CAASPP TEST RESULTS AT A GLANCE

JCS MANZANITA

**ELA**
Percent of students within each achievement level

- 54.47% Met or Exceeded Standard for ELA
- 25.37% Standard Exceeded (LEVEL 4)
- 23.88% Standard Not Met (LEVEL 1)
- 21.64% Standard Nearly Met (LEVEL 2)

**Mathematics**
Percent of students within each achievement level

- 41.79% Met or Exceeded Standard for Math
- 23.13% Standard Exceeded (LEVEL 4)
- 18.66% Standard Met (LEVEL 3)
- 29.10% Standard Nearly Met (LEVEL 2)
- 29.10% Standard Not Met (LEVEL 1)

STATE OF CALIFORNIA

- ELA
  - 47.06% Met or Exceeded Standard for ELA
  - 26.59% Standard Met (LEVEL 3)
  - 22.62% Standard Nearly Met (LEVEL 2)
  - 30.33% Standard Not Met (LEVEL 1)

- Mathematics
  - 33.38% Met or Exceeded Standard for Math
  - 24.66% Standard Nearly Met (LEVEL 2)
  - 16.06% Standard Exceeded (LEVEL 4)
  - 17.32% Standard Met (LEVEL 3)

Data source: https://caaspp-elpac.ets.org/
Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 and 2021 California School Dashboard. However, available data that would have been included in the Dashboard are reported on the Department of Education (CDE)'s website if they were determined to be valid and reliable. Information regarding the reporting status of data is available at CDE's COVID-19 and Data Reporting and COVID-19 Accountability FAQs webpages.

### ENGLISH LANGUAGE ARTS

<table>
<thead>
<tr>
<th>School Year</th>
<th>Color</th>
<th>Distance from Standard</th>
<th>Distance Change</th>
<th>Color</th>
<th>Distance from Standard</th>
<th>Distance Change</th>
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</thead>
<tbody>
<tr>
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<td>+ 16.6</td>
<td>-</td>
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<tr>
<td>2019-20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2020-21</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2021-22</td>
<td>High</td>
<td>+ 14.7</td>
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<td>Low</td>
<td>- 12.2</td>
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</table>

### MATHEMATICS

<table>
<thead>
<tr>
<th>School Year</th>
<th>Color</th>
<th>Distance from Standard</th>
<th>Distance Change</th>
<th>Color</th>
<th>Distance from Standard</th>
<th>Distance Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>No Color</td>
<td>- 34.8</td>
<td>-</td>
<td></td>
<td></td>
<td>- 33.5</td>
</tr>
<tr>
<td>2019-20</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>2020-21</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2021-22</td>
<td>Low</td>
<td>- 29.8</td>
<td>-</td>
<td>Low</td>
<td>- 51.7</td>
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Data source: CA Dashboard
## ENGLISH LEARNER PROGRESS

<table>
<thead>
<tr>
<th>School Year</th>
<th># of EL Students</th>
<th>% Making Progress Towards English Language Proficiency</th>
<th># of EL Students</th>
<th>% Making Progress Towards English Language Proficiency</th>
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</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>&lt; 11</td>
<td>-</td>
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<tr>
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<td></td>
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</tr>
<tr>
<td>2020-21</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021-22</td>
<td>&lt; 11</td>
<td>-</td>
<td>785,734</td>
<td>50.3%</td>
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## CHRONIC ABSENTEEISM

<table>
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<tr>
<th>School Year</th>
<th>Dashboard Color</th>
<th>% Chronically Absent</th>
<th>Change from Prior Year</th>
<th>Dashboard Color</th>
<th>% Chronically Absent</th>
<th>Change from Prior Year</th>
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</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>No Color</td>
<td>11.3%</td>
<td>-</td>
<td>Very High</td>
<td>30.0%</td>
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<tr>
<td>2019-20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>2020-21</td>
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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
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<td>High</td>
<td>14.9%</td>
<td>-</td>
<td>Medium</td>
<td>3.1%</td>
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## SUSPENSION RATE

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<tr>
<th>School Year</th>
<th>Dashboard Color</th>
<th>% Suspended</th>
<th>Change from Prior Year</th>
<th>Dashboard Color</th>
<th>% Suspended</th>
<th>Change from Prior Year</th>
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<td>2018-19</td>
<td>No Color</td>
<td>0.0%</td>
<td>-</td>
<td>Yellow</td>
<td>3.4%</td>
<td>- 0.1%</td>
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<td>2019-20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2020-21</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2021-22</td>
<td>Very Low</td>
<td>0.0%</td>
<td>-</td>
<td>Medium</td>
<td>3.1%</td>
<td>-</td>
</tr>
</tbody>
</table>

Data source: CA Dashboard
## COLLEGE AND CAREER READINESS

### CHARTER SCHOOL

<table>
<thead>
<tr>
<th>School Year</th>
<th>Dashboard Color</th>
<th>% Chronically Absent</th>
<th>Change from Prior Year</th>
<th>Dashboard Color</th>
<th>% Chronically Absent</th>
<th>Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Yellow</td>
<td>44.1%</td>
<td>1.8%</td>
</tr>
<tr>
<td>2019-20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2020-21</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2021-22</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: College and Career data not reported for 2018-2022 school year.

### STATE OF CALIFORNIA

<table>
<thead>
<tr>
<th>School Year</th>
<th>Dashboard Color</th>
<th>% Chronically Absent</th>
<th>Change from Prior Year</th>
<th>Dashboard Color</th>
<th>% Chronically Absent</th>
<th>Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Green</td>
<td>85.8%</td>
<td>+ 2.7%</td>
</tr>
<tr>
<td>2019-20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2020-21</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2021-22</td>
<td>No Color</td>
<td>58.3%</td>
<td>-</td>
<td>Medium</td>
<td>87.4%</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: Graduation Rate data not reported for 2018-2021 school year.

## PERFORMANCE LEVELS:

- **Blue**: Highest
- **Green**: High
- **Yellow**: Moderate
- **Orange**: Low
- **Red**: Lowest

Data source: CA Dashboard
JCS Manzanita uses NWEA MAP for its local assessment data.

Data from Fall 2020 to Fall 2021 showed that no grade levels met the expected growth in Math and only two grade levels met expected growth in Reading. This was expected since 2020-2021 was such a difficult year as we all faced the challenges of teaching and learning through a pandemic.

Data from Fall 2021 to Fall 2022 showed that students had made some progress during the 2021-2022 school year. 50% of the grade levels met or exceeded growth expectations in Math and 67% met or exceeded growth expectations in Reading.

Data source: School provided NWEA MAP
FINANCE 2021-2022

FINANCIAL OVERVIEW

JCS - Manzanita ended the 2021-22 fiscal year with a deficit of ($66,491) and an ending fund balance of $233,220, representing a reserve for economic uncertainties (REU) percentage of 7.41%. This percentage surpasses the 5% REU required by the San Diego County Office of Education (SDCOE).

The financial audit report for 2021-22 was completed by Baker Tilly US, LLP and contained no findings.

A review of the charter school’s 2022-23 first interim report was analyzed in the context of the 2022-23 State Budget Act. Based on that report, it was assessed that the charter school will meet all its financial obligations for the current year and two subsequent years.

Enrollment in the current year is 240 students, remaining unchanged from the 2021-22 enrollment of 240 students. The projected 2022-23 ending fund balance is $248,561, which represents a reserve percentage of 8.33%. A surplus of $17,869 is projected for the 2022-23 fiscal year.

JCS – Manzanita has a Charter School Revolving Loan from the California School Finance Authority (CSFA) in the amount of $250,000. The loan payment schedule was adjusted in August 2021 to extend the payment terms until January 2026. The principal and interest amount due for the fiscal year 2022-23 is $48,254. The 2022-23 cash flow analysis projects a positive cash balance in all months. The charter school industry recommends that charter schools maintain a cash balance between 30- and 60-days cash on hand. JCS - Manzanita projects a range of 38 to 71 days cash on hand.

FUND BALANCE AND ECONOMIC UNCERTAINTIES

<table>
<thead>
<tr>
<th></th>
<th>2018-19 Audited</th>
<th>2019-20 Audited</th>
<th>2020-21 Audited</th>
<th>2021-22 Audited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Unrestricted Fund Balance</td>
<td>$156,512.00</td>
<td>$87,142.00</td>
<td>$297,183.00</td>
<td>$233,219.75</td>
</tr>
<tr>
<td>Fund Balance as % of Total Expenditures</td>
<td>11.46%</td>
<td>2.98%</td>
<td>10.34%</td>
<td>7.41%</td>
</tr>
<tr>
<td>Required Reserve for Economic Uncertainties</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>
### Enrollments and Attendance

<table>
<thead>
<tr>
<th></th>
<th>2021-22 Unaudited Actuals</th>
<th>2022-23 First Interim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Average Daily Attendance</td>
<td>229.12</td>
<td>228.00</td>
</tr>
</tbody>
</table>

### Revenue

<table>
<thead>
<tr>
<th></th>
<th>2021-22 Unaudited Actuals</th>
<th>2022-23 First Interim</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>2,165,524.00</td>
<td>2,494,794.00</td>
</tr>
<tr>
<td>Federal</td>
<td>458,298.00</td>
<td>172,719.00</td>
</tr>
<tr>
<td>State</td>
<td>451,046.00</td>
<td>331,474.00</td>
</tr>
<tr>
<td>Local</td>
<td>5,348.00</td>
<td>4,300.00</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$3,080,216.00</td>
<td>$3,003,287.00</td>
</tr>
</tbody>
</table>

### Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2021-22 Unaudited Actuals</th>
<th>2022-23 First Interim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries</td>
<td>1,388,406.00</td>
<td>1,209,789.00</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>215,710.00</td>
<td>212,191.00</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>662,874.00</td>
<td>601,533.00</td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td>118,278.00</td>
<td>115,408.00</td>
</tr>
<tr>
<td>Services and Operations</td>
<td>746,436.00</td>
<td>834,528.00</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>2,644.00</td>
<td>2,644.00</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$3,134,348.00</td>
<td>$2,985,418.00</td>
</tr>
</tbody>
</table>

### Other Outgo

<table>
<thead>
<tr>
<th></th>
<th>2021-22 Unaudited Actuals</th>
<th>2022-23 First Interim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect Costs</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Contributions</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Other Outgo</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

### Surplus / (Deficit)

<table>
<thead>
<tr>
<th></th>
<th>2021-22 Unaudited Actuals</th>
<th>2022-23 First Interim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus / (Deficit)</td>
<td>($66,491.00)</td>
<td>$17,869.00</td>
</tr>
</tbody>
</table>

### Fund Balance

<table>
<thead>
<tr>
<th></th>
<th>2021-22 Unaudited Actuals</th>
<th>2022-23 First Interim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance</td>
<td>299,711.00</td>
<td>230,692.00</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>$233,220.00</td>
<td>$248,561.00</td>
</tr>
<tr>
<td>Reserve for Economic Uncertainties</td>
<td>7.44%</td>
<td>8.33%</td>
</tr>
</tbody>
</table>
SCHOOL AUTHORIZER

Under the direction of the San Diego County superintendent of schools, the San Diego County Office of Education’s (SDCOE) Charter School Services department, as a function of the Business Services division, coordinates programmatic, operational, and fiscal oversight for the 11 charter schools approved by the San Diego County Board of Education.

The SDCOE portfolio of authorized charter schools is held accountable to all applicable laws, regulations, policies, agreements, and each school’s approved charter petition. The San Diego County Board of Education utilizes data and community feedback to inform decisions about charter school authorization, renewals, material revisions, sharing of promising practices, and if necessary, remediation.

SDCOE’s Charter School Services department also provides general information, technical assistance, and professional development to the 129 charter schools and the additional 22 district authorizers operating throughout San Diego County. We proudly serve as a resource for charter schools, districts, and state and local agencies, as well as all San Diego County families and their communities.