

Manzanita Public Charter School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Manzanita Public Charter School
Street	991 Mountain View Blvd.
City, State, Zip	Vandenberg Space Force Base, CA 93437-1209
Phone Number	(805) 734-5600
Principal	Kat Franson
Email Address	kat.franson@manzanitacharterschool.com
School Website	www.manzanitacharterschool.com
Grade Span	K-6
County-District-School (CDS) Code	42 69229 0116921

2024-25 District Contact Information

District Name	Manzanita Public Charter School
Phone Number	(805) 734-5600
Superintendent	Suzanne Nicastro
Email Address	suzanne.nicastro@manzanitacharterschool.com
District Website	www.manzanitacharterschool.com

2024-25 School Description and Mission Statement

Manzanita Public Charter School is located in the northern region of Santa Barbara County, on Vandenberg Space Force property, and serves students in transitional Kindergarten through sixth grade. The school follows a traditional academic calendar. Manzanita is an independent charter school authorized by the Lompoc Unified School District. During the 2023-24 school year, approximately 460 students attended MPCS. The school's mission/vision statement is as follows: Manzanita's vision is to shape and develop a school culture that promotes creativity and a deep development of learning independence and strengths while providing personalized services in a results driven culture.

2024-25 School Description and Mission Statement

Manzanita's Strength Based Workshop Model (SBW) is designed to build learning independence and help identify individual scholar strengths. These strengths are the foundation for the school's Response to Intervention (RTI) approach and enrichment activities. The population at Manzanita includes approximately 15% EL learners, 25% military dependents, and 55% free and reduced students. The school's diverse population of learners demands teacher differentiation and unique instructional design. This learning environment has evolved over time into our SBW model. The SBW model addresses individual scholar needs through our instructional workshop model, RTI process, visual and performing arts programs, STEM and Outdoor Education programs, GATE program, and scholar led parent teacher conferences. Manzanita's visual and performing arts programs play an important role in meeting scholar needs through the SBW model. All essential, elective programs are staffed by highly qualified and fully credentialed teachers who align instruction to complement common core standards and individual scholar interests. Scholars receive approximately 160 minutes of elective instruction each week which culminates in school wide music concerts, theatre productions, robotics competitions, outdoor hikes and field trips, outdoor gardens, and art showcases. The school's response to state and local achievement assessment data is multi-tiered and includes a daily intervention/enrichment period of 'What Kids Need' (WINTIME), a grade level identification/teaching of trimester "essential standards". Scholars are expected to master identified 'essential standards' and are given extra assistance during 'reteaching' periods as well as during after school learning programs.

Manzanita continues to provide a strategic, supportive, and effective social-emotional program with its DESSA universal screening tool, a MFC site based counselor, two part-time school psychologists, a SELPA partnership with a BCBA trainer, and the purchase and delivery of a research based classroom SEL program.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	54
Grade 2	52
Grade 3	77
Grade 4	52
Grade 5	65
Grade 6	64
Total Enrollment	458

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
Asian	0.4
Black or African American	1.5
Filipino	0.4
Hispanic or Latino	54.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.1
White	31.9
English Learners	10
Homeless	0.4
Migrant	0.2
Socioeconomically Disadvantaged	50.7
Students with Disabilities	10

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	94.44	403.90	81.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.50	1.31	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	39.90	8.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.56	20.40	4.11	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	25.80	5.20	18854.30	6.86
Total Teaching Positions	18.00	100.00	496.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	88.89	414.30	81.86	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	1.32	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	11.11	38.20	7.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	21.70	4.29	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	25.10	4.97	15831.90	5.67
Total Teaching Positions	18.00	100.00	506.10	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	100.00	400.40	78.75	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.40	2.85	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	52.30	10.30	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.20	3.99	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	20.90	4.11	14303.80	5.15
Total Teaching Positions	18.00	100.00	508.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	2.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	2.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	11.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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

All textbooks used in Manzanita's core curriculum are currently aligned to Common Core CA state standards. All MPCS Instructional materials can be found listed from California's list of standards-based materials and adopted by the State Board of Education. Manzanita follows the State Board of Education's six-year adoption cycle for core content materials (ELA, Math, Science, and Social Studies). Manzanita's last core adoption cycle took place on July 1, 2018. However, during June of 2023, The MPCS Governance Board approved an ELA adoption of the newest Benchmark Advance curriculum which had been updated to include more strategic and promising methods to work with the LEA's English Learner population. With all core subjects, Manzanita provides each student with their own textbooks, along with individualized consumables, to use in class and to take home as requested or needed.

Year and month in which the data were collected 10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, updated publishing version, 2023	Yes	0
Mathematics	Bridges Math Adoption, K-5 AND CMP3 Math Adoption Grade 6, 2016	Yes	0
Science	FOSS K-8 Scope and Sequence Program	Yes	0
History-Social Science	Scott Foresman, Addison Wesley, History-Social Science	Yes	0

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

School Facility Conditions and Planned Improvements

The Administration takes great efforts to ensure that the 15 acre school site is clean, safe and functional through proper facilities maintenance and campus supervision. During the summer of 2019, the exterior school campus was painted. Manzanita Public School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The Superintendent and the charter authorizing agency, Lompoc Unified School District, work together to inspect facilities for safety hazards or other conditions need attention prior to students and staff entering school grounds. In addition, LUSD helps to provide regular maintenance support when requested.

Every morning before school begins, the maintenance lead inspects facilities for safety hazards or other conditions which need attention before students and staff entering school grounds. The day maintenance lead is responsible for:

1. General Grounds maintenance
2. Trash removal
3. other duties assigned by the site administrator/supervisor

Restrooms are clean and sanitized throughout the day as needed.

The evening custodial crew are responsible for:

1. Classroom cleaning and sanitizing
2. Vacuuming
3. Trash removal
4. Restroom cleaning and sanitizing

Three contracted maintenance workers are employed by the school. Night Custodians are are contracted via a local company and are responsible for: Office area cleaning; cleaning desktops and classrooms; restroom cleaning; common area cleaning. Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

Most recently, MPCS and LUSD effectively collaborated and were awarded two facilities grants (Prop 51 (CDE) and PSMI (Department of Defense), totaling 40+ million dollars. Highlights of the Manzanita facilities project includes a comprehensive rehabilitation of the campus including roofing, electrical, parking structures, security fencing, a new soccer/track field, 6 new classroom buildings, a new gymnasium and multi-purpose building, and a scratch kitchen. DSA plans have been submitted and approved by the CDE. Construction is slated to begin during Winter or Spring of 2025.

Year and month of the most recent FIT report

04/2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs			X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	54	53	32	32	46	47
Mathematics (grades 3-8 and 11)	41	43	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	252	98.82	1.18	53.17
Female	130	129	99.23	0.77	54.26
Male	125	123	98.40	1.60	52.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	149	146	97.99	2.01	39.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	76.00
White	75	75	100.00	0.00	70.67
English Learners	33	32	96.97	3.03	9.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	48	46	95.83	4.17	84.78
Socioeconomically Disadvantaged	142	141	99.30	0.70	39.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	28.95

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	252	98.82	1.18	42.86
Female	130	129	99.23	0.77	36.43
Male	125	123	98.40	1.60	49.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	149	146	97.99	2.01	30.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	64.00
White	75	75	100.00	0.00	61.33
English Learners	33	32	96.97	3.03	9.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	48	46	95.83	4.17	67.39
Socioeconomically Disadvantaged	142	141	99.30	0.70	31.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	18.42

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	44.62	32.31	23.76	23.90	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00	0.00	32.31
Female	33	33	100.00	0.00	36.36
Male	32	32	100.00	0.00	28.13
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	41	100.00	0.00	21.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	52.63
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	17.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.8	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Our goal is to build strong relationships with families and community members to increase capacity to navigate the educational system in order to partner and advocate for quality educational opportunities for our scholars. Research shows that students with families who are involved in their school tend to have fewer behavioral problems and better academic performance and are more likely to eventually graduate from high school than students whose parents are not involved in their school.

To this end, Manzanita Public Charter School designs, plans, and implements meaningful family and community engagement opportunities through the school year.

Parents stay informed on upcoming events and school activities via the school website, ParentSquare school app, Facebook, the school marquee, and a monthly event calendar. MPCS also holds an annual Back To School Night, Open House, Trimester Awards Assemblies, scholar led conferences; Music and Theatre productions, and a Fall Registration Fair. During Fall of 2023, staff, community, and student surveys were given

to solicit feedback which provided LCAP direction for goals/actions. The MPCS Governance Board meets monthly with agendas and board packets uploaded on the school website for public viewing.

The School Site Council regularly meets and evaluates academic performance data-particularly as it pertains to student subgroups identified as having the greatest needs. A Paren/Teacher/Scholar Advisory group supports annual school assemblies, a Jog-a-Thon fundraiser, and various family programs such as Literacy night. Holiday events such as the School wide Halloween Parade, Turkey Trot, and Winter Wonderland help further involve families in school life activities.

For more information about the school's parent and community involvement opportunities, please contact Mrs. Kat Franson, Principal- (805) 734-5600 ext. 201 or email her at kat.franson@manzanitacharterschool.com.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	464	43	9.3
Female	231	229	21	9.2
Male	238	235	22	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	256	252	33	13.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	52	3	5.8
White	149	148	5	3.4
English Learners	53	53	2	3.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	237	235	30	12.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	65	5	7.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.53	0.85	1.92	5.21	5.61	5.35	3.17	3.6	3.28
Expulsions	0	0	0	0.03	0.12	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.92	0.00
Female	0.00	0.00
Male	3.78	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	2.01	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.48	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Manzanita Public Charter School safety plan was developed in collaboration with local agencies to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure for school, sexual harassment policy, and dress code policy. The school's most recent safety school plan was reviewed, updated, and discussed with school staff in March of 2024.

2024-25 School Safety Plan

Manzanita has also established a school Crisis/Safety Team. This team is comprised of certificated, classified, and administrative employees. The Crisis/ Safety Team helps organize monthly safety drills, researches and makes recommendations for school-wide safety supplies, and manages potential school crisis situations such as suicide, student/staff behavior threats, and deaths. The Comprehensive School safety plan (CSSP) was adopted in March, 2018, and was most recently updated, reviewed, discussed, and approved at the February 2024, governance board meeting. Due to the evolving COVID-19 pandemic, Manzanita has also added additional safety features to the School safety plan which strictly follow local, state, and federal health guidelines for infectious disease control methods.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	2	
1	24		3	
2	26		2	
3	23	1	2	
4	21	1	2	
5	19	1	2	
6	19	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	
1	26		2	
2	26		3	
3	27		2	
4	24	1	2	
5	22	1	2	
6	21	1	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	27		2	
2	26		2	
3	26		3	
4	26		2	
5	22	1	2	
6	21	1	2	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	6.7

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10867	1661	9206	85,579
District	N/A	N/A	9206	\$80,115
Percent Difference - School Site and District	N/A	N/A	0.0	6.6
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-15.7	-10.1

Fiscal Year 2023-24 Types of Services Funded

1. English Language Development program-daily instruction by dedicated, fully credentialed teacher tutor
2. Fully staffed special education program
3. Title 1 teacher tutors and instructional assistants dedicated to daily reading development instruction for all subgroups
4. English Learner, Title III:funding supports stipend for credentialed teacher and IA to coordinate ELPAC and EL family service needs
5. Teacher Induction Program: all new teachers are enrolled in this program for 2 years
6. Lottery Funds: funding is provided for instructional materials
7. LCFF supplemental and concentration grants support academic achievement

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,506	\$58,855
Mid-Range Teacher Salary	\$84,775	\$92,519
Highest Teacher Salary	\$104,621	\$114,665
Average Principal Salary (Elementary)	\$131,838	\$142,791
Average Principal Salary (Middle)	\$134,474	\$151,078
Average Principal Salary (High)	\$154,091	\$167,094
Superintendent Salary	\$257,500	\$281,086
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional development goals are based on teacher needs, state and school assessments, and research. Staff are asked, via annual employee reviews, for their input regarding desired professional development in their areas of expertise. Additionally, as applicable Professional development sessions are attended by staff, employees are then asked to share what is learned via site based PD sessions.

Professional Development at Manzanita Public Charter School directly correlates with the school's LCAP goals. During the past 3 years, employees have received training in technology advances, Common Core Math, Writing strategies, NGSS updates, Benchmark Advance Literacy overview, Professional Learning Communities, Ruby Payne's Poverty Frameworks, AVID, Fred Jones PBIS strategies, Project Based Learning, and reading development. Teachers have also participated with in-class coaching by visiting peers during classroom time and learning from each other. Staff receives PD development during early release Wednesdays, identified in-service days, and during extra work days during summer. During the 2019-20 school year, the school set aside funds for a TOSA instructional coach position and the position continues to be funded annually. This mentor teacher continues to work with grade level staff on the essential standards data collection and evaluation. The TOSA also assists staff with Renaissance trimester, summative assessments, WINTIME, and the school's intervention team.

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

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