



991 Mountain View Blvd.
Vandenberg Space Force Base, CA 93437
Phone: (805) 734-5600
Fax: (805) 734-3572
www.manzanitacharterschool.com
info@manzinitacharterschool.com

Superintendent's Enrollment Report

Date of Meeting: 01/15/2025

Date of Student Enrollment Totals: 12/20/2024

	August	September	October	November	December	January	February	March	April	May	June
Transitional Kinder	24	24	24	24	24						
Kinder	49	50	50	50	48						
First	76	76	76	75	73						
Second	53	53	52	52	52						
Third	49	51	52	51	51						
Fourth	77	75	77	78	77						
Fifth	73	75	76	78	75						
Sixth	75	75	76	76	76						
TOTAL	476	479	483	484	476						

MANZANITA PUBLIC CHARTER SCHOOL BUILDING NAME SUGGESTIONS

Mountain Lion Athletics and Arts Center

Big Cats Literacy Center

Lion King Lobby

Brainstorm Bistro

Cub's Corner

Cool Cat Cafe

Puma Playground

Panther Play Zone

The "OC" Wonder Woods

Little Leopards

ABC Lions

Cheetah Champions

Powerful Panthers

Cool Cougars

Gymnasium

Library

Administrative Offices

Staff Lounge

TK/Kinder playground

MPR /Cafeteria

Grades 1-3

Grades 4-8

The Outdoor Education Area

TK classroom area

Building MN

Building A

Building B

Building C

OPEN MIDDLE SCHOOL POSITIONS FOR 2025-26
SCHOOL YEAR

1 FULL TIME ADMINISTRATIVE DEAN

5 FULL TIME CLASSROOM TEACHERS

1 FULL TIME RESOURCE (ED) SPECIALIST TEACHER

1 FULL TIME ADMINISTRATIVE/HEALTH ASSISTANT

1 INSTRUCTIONAL ASSISTANT (Part time-6 hours per day)

1 FOOD SERVICE ASSISTANT (Part time-4 hours per day)

**If you are interested in interviewing for any open positions, email
Laura Cypert directly and identify which position interests you.
The deadline for expressing interest in all open positions is by 5 p.m.
on Friday, January 17, 2025.**

Interviews will be held on Wednesday afternoon, January 29, 2025.

**Any unfilled positions by internal candidates will be posted on
EDJOIN for external candidates in early February.**

Manzanita Governance Board

Unadopted Minutes

DECEMBER 11, 2024

Regular Board Meeting

Governance Board Members

Chairman	Arleen Pelster
Vice Chairman	Krishna Flores
Secretary	Eli Villanueva
Treasurer	Monique Mangino
Member	Alfonso Gonzalez

The regular board meeting of the Governance Board of Manzanita Public Charter School will be held at Manzanita Public Charter School Staff Lounge, 991 Mountain View Blvd, Vandenberg Space Force Base, CA 93437 on December 11, 2024 at 3:30 pm and will also be held via teleconference.

Members of the public who wish to access this Board meeting via Zoom may do so by clicking the direct link: <https://us02web.zoom.us/j/6825676592>

The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

- A) Call to Order Time: 3:30 PM
 Pledge of Allegiance
 Establish Quorum 5/5
 Opening Comments/Introductions/Welcome Guests

B) Communications

Instructions for Presentations to the Board by Parents and Citizens

Manzanita Public Charter School (“School”) welcomes your participation at the School’s Board meetings. The purpose of a public meeting of the Board of Directors (“Board”) is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often.

Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. “Request to Speak” forms are available in Spanish and English to all audience members who wish to speak on any agenda item(s) or under the general category of “Oral Communications.”
3. “Oral Communications” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes each and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

4. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
6. A member of the public requiring an interpreter will be provided six (6) minutes for public in accordance with section 54954.3 of the Government Code.

Any public records relating to an agenda item for an open session of the Board meeting which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 991 Mountain View Blvd, VSFB, CA93437.

In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the Director's office.

C) Presentation

Larry Kaml and Honor Choir – Tabled.

D) Reports

1. Superintendent's Report
 - a. Enrollment Report (Attachment A)
 - b. Facilities Planning Update (Attachment B)
 - c. Nutrition Planning Update
2. Principal's Report
 - a. Winter Wonderland
 - b. Holiday Program
 - c. 6th Grade Egyptian Museum
3. Vandenberg Space Force Base Report
Crystal Adams - School Liaison – Tabled.
4. Board Member(s) Report
Charter Schools Development Center (CSDC) Conference Update (Arleen Pelster)

E) Consent Agenda Items

Motion: Eli Villanueva Second: Alfonso Gonzalez Vote: 5/5

1. Approval of the Novemer 6, 2024 regular board meeting (Attachment C)
2. Approval of the check detail, deposit detail and unpaid bills (Attachment D)

F) Items Scheduled for Information and Discussion

1. Fidelity Investments Update (Scott Thomas)
2. Delta Management Solutions (DMS) monthly update to the board (Candice Phillips)
3. Fall 2024 Survey Results (Attachment E) (Suzanne Nicastro) – Tabled. Will be discussed at the January 15, 2025 meeting.
4. CA Dashboard Results for 2024 (Attachment F) (Suzanne Nicastro)

2. Items Scheduled for Action/Consideration

1. Discussion and approval of the 2024-2025 First Interim Budget (Attachment G) (Candice Phillips) (Suzanne Nicastro)

Motion: Krishna Flores Second: Monique Mangino Vote: 5/5

2. Discussion and approval of the Annual Financial Audit for the 2023-2024 Fiscal Year (Attachment H) (Candice Phillips) (Suzanne Nicastro)

Motion: Krishna Flores Second: Eli Villanueva Vote: 5/5

3. Discussion and approval of the Santa Barbara County Education Office (SBCEO) curriculum adoption fees for grades 6th – 8th for math and science (Attachment I) (Suzanne Nicastro)

Motion: Krishna Flores Second: Alfonso Gonzalez Vote: 5/5

4. Discussion and approval of Amended Manzanita Public Charter School Wellness Policy GC Policy #7002 (Attachment J) (Suzanne Nicastro)

Motion: Monique Mangino Second: Krishna Flores Vote: 5/5

H) Future Agenda Items

1. School Safety Plan
2. Policy to Limit or Prohibit Use of Smartphones at School

I) Next Meeting

Regular scheduled meeting of the Governance Board will be held on Wednesday, January 15, 2025 at 3:30 PM in the Manzanita Public Charter School Staff Lounge.

J) Adjournment

Time: 6:16 PM

Manzanita Public Charter School: Warrant Report - November 2024

Check Number	Check Date	Vendor Name	Invoice Number	Invoice/remit description	Check Amount
1076	11/8/2024	Eddies Grill	1076	Staff meeting	750.00
1313-102824	11/14/2024	VISA	1313-102824	Albertsons	132.39
1313-102824	11/14/2024	VISA	1313-102824	Anley.com	118.40
1313-102824	11/14/2024	VISA	1313-102824	Costco	83.94
1313-102824	11/14/2024	VISA	1313-102824	Enterprisecar-travel	695.01
1313-102824	11/14/2024	VISA	1313-102824	Eractoll-travel	11.59
1313-102824	11/14/2024	VISA	1313-102824	Etsy Inc.	19.54
1313-102824	11/14/2024	VISA	1313-102824	Home Depot-Potting soil ODE	34.67
1313-102824	11/14/2024	VISA	1313-102824	Padlet-SpEd	10.00
1313-102824	11/14/2024	VISA	1313-102824	Positive promotions-Yrs of service pins	513.94
1313-102824	11/14/2024	VISA	1313-102824	Survey monkey	468.00
1313-102824	11/14/2024	VISA	1313-102824	Tierzo-Telecomm.	90.73
3363	11/8/2024	Punchout Amazon	1349-WPVN-H9PG	Invoice for PO#-995 Kaml Art supplies	17.94
3363	11/8/2024	Punchout Amazon	141P-11KQ-1Q6L	Invoice for PO#-993 food sealing tape- lunch room	36.70
3363	11/8/2024	Punchout Amazon	179J-G164-1D7C	Invoice for PO#-983 Bus sensory items	48.79
3363	11/8/2024	Punchout Amazon	19WN-NRQK-1Q3M	Invoice for PO#-988 Logsdon Classroom budget	329.92
3363	11/8/2024	Punchout Amazon	1C13-JG9W-HW91	Invoice for PO#-992 Batteries	85.82
3363	11/8/2024	Punchout Amazon	1M6L-N14G-1GYJ	Invoice for PO#-991 digital timers	17.39
3363	11/8/2024	Punchout Amazon	1M6L-N14G-343L	Invoice for PO#-989 Lunchroom oven mitts	14.13
3363	11/8/2024	Punchout Amazon	1RFJ-YK71-1NHW	Invoice for PO#-985 Stem Supplies	145.26
3363	11/8/2024	Punchout Amazon	1TMD-3HRY-JG67	Invoice for PO#-984 Math item request	102.65
3363	11/8/2024	Punchout Amazon	1VTX-RPYH-3TTL	Invoice for PO#-987 Bags for ice	18.47
3363	11/8/2024	Punchout Amazon	1VTX-RPYH-KKMD	Invoice for PO#-986 Wulfestieg classroom budget	67.32
3364	11/8/2024	Eide Bailly LLP	EI01765137	Invoice for PO#-998 Eide Bailly - Auditors	9,300.00
3365	11/8/2024	Producers Dairy Foods,Inc.	8672429901	Invoice for PO#-918 Producers Milk - lunch program	316.57
3366	11/8/2024	The Bean Sprout	0033	Custom t-Shirts	246.53
3367	11/8/2024	Wells Fargo Financial Leasing Inc.	5031852807	Invoice for PO#-999 Wells Fargo - Copier lease	1,422.55
3368	11/12/2024	TSA Consulting Group, Inc.	110824 403b	TSA EPARS 403b 102624-110824 (9517)	6,152.74
3369	11/15/2024	Advanced Computer Experts	797	Invoice for PO#-1002 Advanced Computers	1,760.00
3370	11/15/2024	Vestis	5020677280	Invoice for REQ# 25-116 Vestis	69.21
3371	11/15/2024	Big Green Cleaning Company	659627	Invoice for REQ# 25-112 Big Green - Nov	2,199.00
3372	11/15/2024	Charter Schools Development Center	24803	Invoice for REQ# 25-115 CSDS Renewal	1,916.00
3373	11/15/2024	Frontier Communications	062408-102824	Services for 102824-112724	78.77
3374	11/15/2024	Kate Busarow	110824-Reimb KB	Reimb. for student council/reg. fee/breakfast items	179.00
3375	11/15/2024	Lanspeed	58681	Invoice for REQ# 25-110 Lanspeed	2,565.00
3376	11/15/2024	Nasco	663336	Invoice for PO#-994 Kaml Art supplies	176.40
3377	11/15/2024	Punchout Office Depot	388947432001	Invoice for PO#-966 binders for Wood	57.09
3377	11/15/2024	Punchout Office Depot	391809280001	Invoice for PO#-968 Ink for SPED	190.25
3378	11/15/2024	Oswaldo Lopez	297751	Reimb. for lunch for PD teachers	450.00
3379	11/15/2024	Producers Dairy Foods,Inc.	8672430675	Invoice for PO#-1003 Producers Dairy - Milk Lunchroom	265.68
3380	11/15/2024	Santa Barbara Transportation Corp. dba., Student Transportation of America	5202123	Invoice for PO#-1004 STA- Oct Busing	94,214.84
3381	11/15/2024	SBCEO Santa Barbara County Education Office Communications	93C25-00112	Invoice for PO#-980 Reading Difficulties Risk Screener- Kat	120.00
3381	11/15/2024	SBCEO Santa Barbara County Education Office Communications	96C25-00026	Invoice for PO#-1011 Tuition Fee, clear admin credentials	2,500.00
3382	11/15/2024	The Math Learning Center	INV63592	Invoice for PO#-947 Bridges in Mathematics Second edition	7,800.00
3383	11/15/2024	VISA	9677-102824	Visa 9677 Anthony Slade	750.00
3384	11/15/2024	VISA	7179-102824	Visa 7179 Joanne Johnson	3,794.81
3385	11/15/2024	YM&C	13176	Services through 110624	1,665.00
3387	11/21/2024	Punchout Amazon	14DM-DPKN-C1YG	Invoice for PO#-1000 Winter Wonderland Items	148.11
3387	11/21/2024	Punchout Amazon	1DY4-RTLW-4J4M	Invoice for PO#-1001 Safety Whistles	104.36
3387	11/21/2024	Punchout Amazon	1HN6-1GCK-NTQC	Invoice for PO#-1005 Winter Wonderland Items	332.73
3387	11/21/2024	Punchout Amazon	1QJP-DQRW-1JMF	Invoice for PO#-1005 Winter Wonderland Items	100.22

Manzanita Public Charter School: Warrant Report - November 2024

Check Number	Check Date	Vendor Name	Invoice Number	Invoice/remit description	Check Amount
3387	11/21/2024	Punchout Amazon	1WFP-GLYG-G7NY	Invoice for PO#-1013 Wulfestieg art project	32.46
3388	11/21/2024	Innovative School Solutions, Inc.	MPS198	Invoice for PO#-1018 Oasis	1,700.00
3389	11/21/2024	Kajeet, Inc	INV36553	Invoice for PO#-1017 Kajeet-buses smart app	416.88
3390	11/21/2024	Larry Kaml	110824-Reimb LK	Reimbursement for fall production items	190.06
3391	11/21/2024	Punchout Office Depot	393211159001	Invoice for PO#-997 Raptor labels /construction paper	106.13
3391	11/21/2024	Punchout Office Depot	395340463001	Invoice for PO#-1006 Ziplock bags	63.08
3392	11/21/2024	Producers Dairy Foods,Inc.	8672431340	Invoice for PO#-1003 Producers Dairy - Milk Lunchroom	230.43
3393	11/21/2024	Punchout Staples	6016631236	Invoice for PO#-1008 Construction Paper	253.48
3393	11/21/2024	Punchout Staples	6016631237	Invoice for PO#-1007 Printer ink - Timmons/Suzanne	253.86
3394	11/21/2024	State of California Department of Justice	775612	Invoice for PO#-1019 Finger Prints	32.00
3395	11/21/2024	State of California	MPCS12062024HED	Invoice for REQ# 25-128 La Purisima Mission	156.00
3396	11/21/2024	BRITTANY SIGNORELLI	102924	Invoice for PO#-1021 Allan Hancock Sweatshirts	896.10
3397	11/21/2024	UBEO West, LLC dba UBEO Business Services	4698414	Invoice for PO#-1016 Ubeo-copier overage	962.40
3398	11/21/2024	Veritiv Operating Company	619-36350330	Invoice for PO#-916 Veritiv Lunch Program Orders	727.04
3399	11/21/2024	Provident Life and Accident Ins CO	1124-E0828038	Unum Acct #E0828038 110124-121224	1,611.00
3401	11/26/2024	Punchout Amazon	14LX-V1YV-141D	Invoice for PO#-1009 Math Expressions Assessment guide	59.27
3401	11/26/2024	Punchout Amazon	1NND-76RC-1NMQ	Invoice for PO#-1022 Pych book for Malia	57.63
3402	11/26/2024	Amelia Cervantes	112224-Reimb AC	Reimb. for conference expenses	98.59
3403	11/26/2024	Vestis	5020686854	Invoice for PO#-1026 vestis	69.21
3404	11/26/2024	Delta Managed Solutions	MPCS 12-24	DMS December 2024 Business Services	13,004.56
3405	11/26/2024	Grocery Outlet	010	Invoice for PO#-1027 Pumpkins for pumpkin patch	1,554.80
3406	11/26/2024	Channel Islands Young Mens's Christian Association	October 2024	Invoice for PO#-1023 YMCA-Oct ELOP	28,059.54
3407	11/26/2024	NCS Pearson, Inc.	27178995	Invoice for PO#-1025 Gate Tests	750.00
3408	11/26/2024	Punchout Office Depot	396122925001	Invoice for PO#-1010 Toner for Laura	89.57
3409	11/26/2024	Producers Dairy Foods,Inc.	8672432007	Invoice for PO#-1003 Producers Dairy - Milk Lunchroom	253.71
3410	11/26/2024	SBCEO Santa Barbara County Education Office Communications	19C25-00084	Invoice for REQ# 25-133 SBCEO Printing	1,173.82
3411	11/26/2024	Scholastic Book Fairs - 10	W5673609BF	Invoice for PO#-1028 Scholastic Book Fair	483.13
3412	11/26/2024	Tiffany Cole	112224-Reimb TC	Reimb. conference expense	431.62

Report Total

196,403.83



991 Mountain View Blvd.
Vandenberg SFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: CLASSROOM TEACHER TK-8

BASIC FUNCTION:

Under the immediate direction of the site administrator or designee, as part of a teaching assignment, teaches one or more classes to students in grades TK-8 plans and supervises the work of assigned paraprofessionals; assists in other school programs as assigned.

ESSENTIAL DUTIES:

Teaches courses in subject area to secondary students utilizing the course of study adopted by the Governing Board and appropriate curriculum publications as guidelines in teaching individual course content.

Assists students to develop competence in subject area.

Instructs students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.

Actively supports the Charter's English Language Development (ELD) and special education programs and participates in and instructs in the programs as assigned.

Develops lesson plans and appropriate instructional aids; encourages students to develop their special talents.

Demonstrates subject area concepts using models, white board, overhead projector, computer and/or other standard or teacher-prepared instructional materials.

Provides opportunities for individualized and small group instruction to adapt the curriculum to the needs of each student.

Designs learning activities that will relate the subject area to the real world.

Establishes, maintains and supports standards of personal conduct and discipline in accordance with the current Charter's discipline policy.

Evaluates each student's progress in subject area knowledge and skills, assigns citizenship and scholarship marks.

Maintains professional competence through in-service education activities provided by the Charter's and/or in self-selected professional growth opportunities

Maintains an auditable record of student attendance and keeps accurate reports of students absent each period.

Participates cooperatively with the appropriate administrator to develop the method by which his/her performance will be evaluated in conformance with Charter's guidelines.

Selects and requisitions books, instructional aids and instructional supplies and maintains required inventory records.

Communicates with parents to interpret contemporary methods in teaching subject area and with parents and school counselors to discuss the individual student's progress.

Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude and learning problems.

Supervises students in out-of-classroom activities during the assigned working day. Participates in curriculum and other support programs.

Shares in the sponsorship of student activities and participates in staff committees.

Performs other duties as assigned, including special assignments during crises or emergency situations as determined by the Superintendent or designee.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Principles, theories, methods, techniques and strategies pertaining to teaching and instruction of secondary students.

Child growth and development and behavior characteristics of the secondary student.

Educational curriculum and instructional goals and objectives and the educational trends and research findings pertaining to student learning.

Behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures.

Socio-economic and cultural background differences of the school population.

Technology including computers and computer programs.

ABILITY TO:

Plan, organize, develop and consistently deliver a comprehensive teaching and instruction program for secondary students.

Provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional levels.

Discover and develop special talents of students in the field of math guiding them in developing standards of critical judgment of written and oral communications.

Perform activities pertaining to related curriculum and instruction programs and innovative activities designed to enhance student educational opportunities and experiences.
Communicate effectively in oral and written form using grammatically correct language.

Understand and carry out oral and written directions with minimal accountability controls.

Establish and maintain professional, cooperative and effective working relationships with students, parents and staff members.

Display the use of good judgment in making decisions.

Utilize technology and operate computers and computer programs.

Perform the essential functions of the job.

EXPERIENCE AND EDUCATION:

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience: Successful completion of student teaching at a recognized college or university; participation in a recognized teacher intern program or successful classroom teaching experience, preferably in a secondary school setting.

Education: Possession of a Baccalaureate or higher degree from an accredited college or university with emphasis in secondary education, instructional technology, a subject matter field commonly taught in the secondary grades or closely related field areas.

OTHER REQUIREMENTS

Certification: Possession of a valid California credential and CLAD or BCLAD certification authorizing service as a teacher in grade level(s) and/or subject area(s) assigned.

Condition of Employment: Insurability by the Charter's liability insurance carrier.

Personal Qualities: Appearance, grooming and personality which establish a desirable example for students. Ability to meet Charter's standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment and classroom performance of the teacher. Skill in written and oral expression which provide a desirable model for students.

WORKING CONDITIONS

ENVIRONMENT:

Classroom environment.

Numerous interruptions.

May work irregular and/or extended hours.

PHYSICAL ABILITIES:

Hearing and speaking to accurately exchange information and make presentations.

Seeing to read a variety of materials and monitor student work.

Dexterity of hands and fingers to write and operate instructional equipment.

Bending at the waist, kneeling or crouching to assist students.

Sitting or standing for extended periods of time.

Lifting or moving objects, normally not exceeding thirty (30) pounds.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.

Board Approval Date: **TBD**



991 Mountain View Blvd.
Vandenberg SFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: OFFICE ASSISTANT

JOB SUMMARY:

Under the direction of an assigned supervisor, perform a variety of general clerical duties in support of an assigned school office; answer phones and greet and assist visitors of the office; communicate information to staff and the public; maintain accurate records as assigned.

DISTINGUISHING CHARACTERISTICS:

Incumbents in the Office Assistant classification perform a variety of general clerical duties in support of an assigned school office; answer phones and greet and assist visitors of the office.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Perform a variety of general clerical duties in support of an assigned school office or department including typing, filing, duplicating, and distributing materials; coordinate flow of communications for assigned supervisor.

Answer, screen, and direct telephone calls to appropriate personnel; respond to inquiries and take messages as appropriate.

Receive, greet, and direct visitors; respond to inquiries and provide a variety of general information or refer to appropriate personnel.

Prepare and maintain logs, files, and records in compliance with administrative guidelines and legal requirements; maintain student cumulative files and records; review, research and verify accuracy and completeness of various documents; prepare routine reports as directed; verify and process forms and applications as needed.

Assist with attendance and enrollment duties as assigned; verify student absences and tardies and update attendance information in an assigned system; follow up on student absences by contacting parents by phone or e-mail; prepare weekly and monthly attendance reports; prepare and mail truancy letters; maintain homework request agreements and Independent Study contracts; attend School Attendance Review Board (SARB) meetings as directed.

Maintain textbook inventory as assigned; provide textbooks to students according to established procedures; communicate with appropriate Charter personnel regarding textbook and consumable orders; maintain student debt list and provide related information to students, parents and school personnel as assigned.

Prepare documents such as form letters and memos, calendars, bulletins, awards, or other materials to communicate information to students, staff, or the public.

Assist health office staff as needed; administer basic first aid and assist with providing prescribed medication to students as needed.

Collect payments as assigned by the position, complete transactions and secure funds according to established procedures.

Assist with processing of documents, forms, mailings, and other materials and disseminate information to appropriate personnel.

Distribute materials including checks, supplies, applications, and other materials as directed; assure timely and proper delivery to designated personnel.

Operate a variety of office equipment including a copier, fax machine, computer and assigned software.

Maintain inventory of office supplies and materials.

Receive, sort, and distribute mail; respond to e-mail as directed.

OTHER DUTIES

Perform related duties as assigned.

REQUIRED QUALIFICATIONS

EDUCATION AND EXPERIENCE:

Any combination equivalent to graduation from high school and one year of general clerical experience.

LICENSES AND OTHER REQUIREMENTS:

Some positions in this classification may require possession of a valid California Class C driver's license and a driving record acceptable to the Charter for insurance purposes.

Some positions in this classification may require the ability to speak, read and write in a designated second language.

Some positions in this classification may require possession of a valid First Aid and CPR certification issued by an authorized agency within six months of employment.

KNOWLEDGE OF:

Modern office practices, procedures, and equipment.

Telephone techniques and etiquette.

Basic record-keeping and filing techniques.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Operation of a computer and assigned software.

Oral and written communication skills.

Basic math.

ABILITY TO:

Perform a variety of general clerical duties in support of an assigned school office.

Operate standard office equipment including assigned software applications.

Establish and maintain cooperative and effective working relationships with others.

Answer telephones and greet the public courteously.

Learn school objectives, policies, procedures and goals.

Type or input data at an acceptable rate of speed.

Understand and follow oral and written directions.

Maintain confidentiality.

Communicate effectively both orally and in writing.

Complete work with many interruptions.

WORKING CONDITIONS

WORK ENVIRONMENT:

Office environment.

Constant interruptions.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Dexterity of hands and fingers to operate a computer keyboard.

Hearing and speaking to exchange information in person and on the telephone.

Bending at the waist, kneeling and/or crouching to file or retrieve materials.

Seeing to read a variety of materials.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Board Approval Date: **TBD**



991 Mountain View Blvd.
 Vandenberg SFB, CA 93437
 (805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: PARAEDUCATOR

JOB SUMMARY:

Under the direction of the Principal or designee, assist a certificated teacher in reinforcing instruction to individual or small groups of students in a classroom environment; assist in the preparation of instructional materials and implementation of lesson plans, curriculum, and teaching methodologies; provide routine clerical support.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Assist individual or small groups of students, reinforcing instruction as directed by the teacher; monitor and oversee student drills, practices, and assignments in various subjects; confer with the teacher concerning lesson plans and materials to meet student needs.

Assist students with reading program activities; assist and motivate students to improve their reading and writing measures; read books to students and observe their reading abilities as assigned; assist students with letter and word pronunciation and recognition; reinforce reading instruction including phonics, vocabulary and comprehension in learning centers, small groups or one-on-one with students; assist students with spelling, math and writing exercises and assignments.

Assist students in completing classroom assignments, homework, make up work, and projects; adapt activities and materials under the direction of the teacher as needed; assist students in the operation of a variety of instructional technology; assure student understanding of classroom rules and procedures; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.

Observe and control behavior of students in the classroom according to approved procedures; monitor students during outdoor, lunch, library, and recess activities as directed; accompany students on field trips and to/from bus stops as assigned; assist with yard duty as assigned; monitor and report progress regarding student performance and behavior.

Perform a variety of clerical duties in support of classroom activities such as preparing, typing, duplicating and filing instructional materials; maintain student records, notes and files as assigned.

Provide classroom support to the teacher by setting up computers, audio-visual equipment, work areas/centers and displays, bulletin boards, and distributing and collecting paper, supplies and materials; assemble student booklets.

Assist with arrangement and storage of classroom materials, furniture, and accessories for appropriate learning environment; assure the health and safety of students by following established practices and procedures; maintain learning environment in a safe, orderly and clean manner.

Communicate with faculty, staff, administrators, and others to exchange information and resolve issues or concerns related to student activities and behavior.

Operate a variety of classroom and office equipment including a computer, copier and laminator as assigned.

Report observations and incidents relating to students and respond to emergency situations and assist in resolving immediate safety concerns.

Assist students with test preparation skills; administer and proctor various tests including CELDT, ADEPT or others as assigned by the position.

Attend meetings and in-services as assigned.

OTHER DUTIES:

Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

EDUCATION AND EXPERIENCE:

Any combination equivalent to graduation from secondary school or equivalent GED and verifiable experience working with school age children in organization setting or learning environment.

LICENSES AND OTHER REQUIREMENTS:

Special qualifications upon hire for positions at a school site that is supported by Title I funds include:

Completed at least two years of study at an institution of higher education OR

Obtained an associate's or higher degree (college level) OR met (pass) a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment.

Incumbents must meet requirements specified under Every Student Succeeds Act (ESSA).

KNOWLEDGE OF:

Child guidance principles and practices.

Safe practices in classroom activities.

Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading.

Basic instructional methods and techniques.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Classroom procedures and appropriate student conduct.

Operation of standard office and classroom equipment.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy. Basic record-keeping techniques.

ABILITY TO:

Assist with instruction and related activities in a classroom or assigned learning environment.

Reinforce instruction to individual or small groups of students as directed by the teacher.

Perform a variety of clerical duties in support of classroom activities.

Learn guidelines and materials related to the classroom reading and other programs as assigned by the position.

Assist in the preparation of instructional materials and implementation of lesson plans.

Read books to students and assist with reading, math and writing activities as assigned.

Understand and follow oral and written directions.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Monitor, observe and report student behavior and progress according to approved policies and procedures.

Maintain confidentiality.

Operate standard office and classroom equipment.

Observe health and safety regulations.

Maintain records and files.

WORKING CONDITIONS:

WORK ENVIRONMENT:

Classroom environment.

Occasional outdoor environment.

Constant interruptions.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Dexterity of hands and fingers to operate standard office and classroom equipment.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Board Approval Date: **TBD**



991 Mountain View Blvd.
Vandenberg SFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: PROGRAM SPECIALIST – SPECIAL EDUCATION

REPORTS TO:

Director, Special Education or Administrative Designee.

PURPOSE OF POSITION:

Under the direction and supervision of the Director of Special Education or Administrative Designee, facilitates and monitors the implementation of District special education programs.

ESSENTIAL FUNCTIONS:

Assist in the facilitation and monitoring of the implementation of Charter special education programs.

Provide professional learning and support to District and site staff in the area of special education.

Assist in the facilitation and monitoring of the appropriate delivery of services to students with exceptional needs/Students with disabilities (SWD).

Provides assistance to the special education direct service staff in planning, organizing and coordinating services for students with disabilities.

Maintains an open line of communication between parents and staff regarding the provision of special education services (i.e., Individualized Education Programs).

Provides site assistance and support regarding special education compliance issues.

Attend SELPA meetings as needed.

Non-Essential Functions

Mentor all new SPED staff as needed

Assists in the planning and development of the program services delivery model in alignment with a continuum of services across all schools.

Provides support to site teams in preparation for and during designated/complex IEP meetings.

Prepare reports and analyze data for special education programs.

Assist in the planning and development of the program services delivery model aligned to a continuum of services across all schools.

Work with school Principal to address professional development and training for SPED staff

Performs other duties, as assigned.

WORKING CONDITIONS AND PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and function of the job.

Use strength to lift items needed to perform the functions of the job not exceeding forty (40) pounds.

Sit, stand and walk for required periods of time.

Speak and hear.

Have the mobility to stand, stoop, reach and bend.

Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.

Communicate effectively in English, using proper grammar and vocabulary.

Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

Be available to work evenings and weekends and attend periodic meetings and/or travel within and out of the Charter boundaries.

ENVIRONMENTAL DEMANDS:

Exposure to a variety of childhood and adult diseases and illnesses.

Occasional exposure to a variety of weather conditions and noise levels.

Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.

KNOWLEDGE OF:

Applicable special education or prevention/intervention programs, laws, regulations, application, compliance and budget.

Effective programs for special needs and at-risk students. Experience and skill in facilitating group decision and change.

Research regarding special needs children and how they learn.

Principles, theories, practices, methods and techniques used in special education classroom instruction.

Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Communicate effectively, both orally and in writing.

Develop, write and implement comprehensive IEPs for special education students.

Establish and maintain cooperative and effective working relationships with others.

Prioritize work to meet schedules and timelines.

Effectively plan, organize and implement appropriate support services.

Exercise judgment and discretion in dealing with confidential matters.

Work independently with little direction.

Understand and be sensitive to those of culturally and linguistically diverse backgrounds.

EDUCATION, TRAINING AND EXPERIENCE:

A minimum of five years successful teaching experience in Special Education or related field.

LICENSES AND OTHER REQUIREMENTS:

Valid Mild/Moderate or Moderate/Severe Special Education credential or other California Special Education credential.

Valid California Class C driver license.

FLSA STATUS:

Exempt.

Board Approval Date: **TBD**



991 Mountain View Blvd.
Vandenberg SFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: RESOURCE EDUCATION SPECIALIST

BASIC FUNCTION:

Under the immediate direction of the site administrator or designee, assists in conducting assessment of pupils with exceptional needs, coordinates the writing of an Individual Education Program (IEP); assists in determining the least restrictive and most appropriate program placement; assists in follow-up and annual re-evaluation; provides instruction to students whose needs have been identified and described in the IEP; may plan and supervise the work of assigned paraprofessionals; assists in other programs as assigned.

ESSENTIAL DUTIES:

Coordinates the writing of a complete student IEP, including all components.

Instructs and provides services for those students whose needs have been identified in a written IEP and who are assigned to regular classroom teachers for a majority of the school day.

Performs academic and diagnostic assessment of students with exceptional needs. Meets with parents, school personnel and others to develop the IEP.

Actively supports the Charter English Language Development (ELD) and special education programs and participates in and instructs in the programs as assigned.

Actively supports the Charter integration/mainstreaming program and encourages the participation of students who qualify for the program.

Provides observation of the student and a written appraisal in one or more of the following settings: school, home or diagnostic class.

Establishes, maintains and supports standards of personal conduct and discipline in accordance with the current Charter discipline policy.

Assists in assessing the student's social adaptation, pre-vocational and vocational skills and self-help skills.

Serves as a liaison between home/school/program and area IEP teams.

Assists receiving schools' teachers in developing short-term objectives and implementation of the IEP.

Participates as a member of the SAT; follows up on placement and progress of IEP team cases.

Assists in the annual re-evaluation and assessment of yearly goals of the IEP.

Maintains professional competence through participation in in-service education activities provided by the Charter and/or self-selected professional growth.

Provides consultation, resource information and material regarding individual and exceptional needs to student's parents and to regular, support and other appropriate staff members.

Participates cooperatively with the appropriate administrator to develop the method by which performance will be evaluated in conformance with District guidelines.

Serves as resource person, upon request, to assist in planning and carrying out staff and department meetings.

Attends and participates in site and Charter level meetings, committees and functions as required.

Performs other duties as assigned, including special assignments during crises or emergency situations as determined by the Superintendent or designee.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Principles, theories, methods, techniques and strategies pertaining to teaching and instruction of special education students.

Child growth and development and behavior characteristics of the special education student.

Educational curriculum and instructional goals and objectives and the educational trends and research findings pertaining to special education student educational programming.

Behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures.

Socio-economic and cultural background differences of the general school population.

Technology including computers and computer programs.

ABILITY TO:

Plan, organize, develop and consistently deliver a comprehensive teaching and instruction program for special education students.

Provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional levels.

Effectively assess the educational needs of students and design, develop and implement sound individualized educational plans.

Provide an attractive, inviting and stimulating learning environment.

Perform activities pertaining to related curriculum and instruction programs, pilot projects and innovative programs designed to enhance student educational opportunities and experiences.

Communicate effectively in oral and written form using grammatically correct language.

Understand and carry out oral and written directions with minimal accountability controls.

Establish and maintain cooperative and effective working relationships.

Utilize technology and operate computers and computer programs.

Perform the essential functions of the job.

EXPERIENCE AND EDUCATION:

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

EXPERIENCE:

Three years of successful teaching experience preferably in a special education setting.

EDUCATION:

Possession of a Baccalaureate or higher degree from an accredited college or university with emphasis in special education, a subject matter field commonly taught in special education or closely related field areas. Completion of or enrollment in an advanced preparation program in special education preferred.

OTHER REQUIREMENTS

CERTIFICATION:

Possession of a valid California credential including CLAD or BCLAD certification authorizing service as a teacher in special education and a Resource Specialist Certificate of Competence.

PERSONAL QUALITIES:

Appearance, grooming and personality which establish a desirable example for students. Ability to meet Charter standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment and classroom performance of the teacher. Skill in written and oral expression which provides a desirable model for students.

WORKING CONDITIONS

ENVIRONMENT:

Classroom environment.

Numerous interruptions.

May work irregular and/or extended hours.

PHYSICAL ABILITIES:

Hearing and speaking to accurately exchange information and make presentations.

Seeing to read a variety of materials and monitor student work.

Dexterity of hands and fingers to write and operate instructional equipment.

Bending at the waist, kneeling or crouching to assist students.

Sitting or standing for extended periods of time.

Lifting or moving objects, normally not exceeding thirty (30) pounds.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.

Board Approval Date: **TBD**



991 Mountain View Blvd.
Vandenberg SFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: RESOURCE SPECIALIST

BASIC FUNCTION:

Under the immediate direction of the site administrator or designee, assists in conducting assessment of pupils with exceptional needs, coordinates the writing of an Individual Education Program (IEP); assists in determining the least restrictive and most appropriate program placement; assists in follow-up and annual re-evaluation; provides instruction to students whose needs have been identified and described in the IEP; may plan and supervise the work of assigned paraprofessionals; assists in other programs as assigned.

ESSENTIAL DUTIES:

Coordinates the writing of a complete student IEP, including all components.

Instructs and provides services for those students whose needs have been identified in a written IEP and who are assigned to regular classroom teachers for a majority of the school day.

Performs academic and diagnostic assessment of students with exceptional needs.
Meets with parents, school personnel and others to develop the IEP.

Actively supports the LEA's English Language Development (ELD) and special education programs and participates in and instructs in the programs as assigned.

Actively supports the Charter integration/mainstreaming program and encourages the participation of students who qualify for the program.

Provides observation of the student and a written appraisal in one or more of the following settings: school, home or diagnostic class.

Establishes, maintains and supports standards of personal conduct and discipline in accordance with the current Charter discipline policy.

Assists in assessing the student's social adaptation, pre-vocational and vocational skills and self-help skills.

Serves as a liaison between home/school/program and area IEP teams.
Assists receiving schools' teachers in developing short-term objectives and implementation of the IEP.

Participates as a member of the SAT; follows up on placement and progress of IEP team cases.

Assists in the annual re-evaluation and assessment of yearly goals of the IEP.

Maintains professional competence through participation in in-service education activities provided by the Charter's and/or self-selected professional growth.

Provides consultation, resource information and material regarding individual and exceptional needs to student's parents and to regular, support and other appropriate staff members.

Participates cooperatively with the appropriate administrator to develop the method by which performance will be evaluated in conformance with District guidelines.

Serves as resource person, upon request, to assist in planning and carrying out staff and department meetings.

Attends and participates in site level meetings, committees and functions as required.

Performs other duties as assigned, including special assignments during crises or emergency situations as determined by the Superintendent or designee.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Principles, theories, methods, techniques and strategies pertaining to teaching and instruction of special education students.

Child growth and development and behavior characteristics of the special education student.

Educational curriculum and instructional goals and objectives and the educational trends and research findings pertaining to special education student educational programming.

Behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures.

Socio-economic and cultural background differences of the general school population.

Technology including computers and computer programs.

ABILITY TO:

Plan, organize, develop and consistently deliver a comprehensive teaching and instruction program for special education students.

Provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional levels.

Effectively assess the educational needs of students and design, develop and implement sound individualized educational plans.

Provide an attractive, inviting and stimulating learning environment.

Perform activities pertaining to related curriculum and instruction programs, pilot projects and innovative programs designed to enhance student educational opportunities and experiences.

Communicate effectively in oral and written form using grammatically correct language.

Understand and carry out oral and written directions with minimal accountability controls.

Establish and maintain cooperative and effective working relationships.

Utilize technology and operate computers and computer programs.

Perform the essential functions of the job.

EXPERIENCE AND EDUCATION:

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

EXPERIENCE:

Three years of successful teaching experience preferably in a special education setting.

EDUCATION:

Possession of a Baccalaureate or higher degree from an accredited college or university with emphasis in special education, a subject matter field commonly taught in special education or closely related field areas. Completion of or enrollment in an advanced preparation program in special education preferred.

OTHER REQUIREMENTS

CERTIFICATION:

Possession of a valid California credential including CLAD or BCLAD certification authorizing service as a teacher in special education and a Resource Specialist Certificate of Competence.

CONDITION OF EMPLOYMENT:

Insurability by the District's liability insurance carrier.

PERSONAL QUALITIES:

Appearance, grooming and personality which establish a desirable example for students.

Ability to meet District standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment and classroom performance of the teacher.

Skill in written and oral expression which provides a desirable model for students.

WORKING CONDITIONS

ENVIRONMENT:

Classroom environment.

Numerous interruptions.

May work irregular and/or extended hours.

PHYSICAL ABILITIES:

Hearing and speaking to accurately exchange information and make presentations.

Seeing to read a variety of materials and monitor student work.

Dexterity of hands and fingers to write and operate instructional equipment.

Bending at the waist, kneeling or crouching to assist students.

Sitting or standing for extended periods of time.

Lifting or moving objects, normally not exceeding thirty (30) pounds.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.

Board Approval Date: **TBD**



991 Mountain View Blvd.
Vandenberg SFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: SPEECH LANGUAGE PATHOLOGIST

REPORTS TO:

School Principal or Administrative Designee.

PURPOSE OF POSITION:

To screen, assess and identify students with communication disorders that adversely affect their educational progress; to develop and provide direct and indirect services within the educational setting, based on established IEP goals and objectives; to develop treatment plans and provide direction to para-educators, parents and teachers.

ESSENTIAL FUNCTIONS:

Assess student communication skills (e.g., articulation, fluency, voice, expressive and receptive language, etc.) for the purpose of identifying communication disorders, determining program eligibility, and developing recommendations for treatment.

Collaborate with a variety of groups and/or individuals (e.g., parents, educators, physicians, administrators, maintenance personnel, team members, other professionals) to communicate information, to resolve issues, and to provide services in compliance with established state and federal laws, regulations, policies, and procedures.

Effectively participate in and communicate test/assessment results, diagnosis and proposed treatment plans to the IEP team.

Coordinate meetings and processes for eligible students (e.g., testing/screening, IEPs, parent conferences).

Develop treatment plans, interventions, and other educational programs.

Provide speech and language therapy to students.

Instruct eligible students in the use of communication technologies (e.g., augmentative and alternative communication devices, applications, etc.)

Maintain files and records (e.g., progress reports, activity logs, treatment plans, period reports, screening results, Medicaid billing information) to assure compliance and reimbursement.

NON-ESSENTIAL FUNCTIONS:

Instruct support staff in the use of communication devices.

Interpret medical reports within the scope of Speech/Language Pathologist's experience and goals to provide information or ensure that treatment/intervention plans are appropriate.

Participates in professional learning in Professional Learning Communities.

Engages in ongoing professional learning.

Remains current concerning instructional and technological advances concerning speech language therapy.

Provides professional learning to other professionals and para-educators.

WORKING CONDITIONS AND PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and function of the job.

Use strength to lift items needed to perform the functions of the job not exceeding forty (40) pounds.

Sit, stand and walk for required periods of time.

Speak and hear.

Have the mobility to stand, stoop, reach and bend.

Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.

Communicate effectively in English, using proper grammar and vocabulary.

Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

Be available to work evenings and weekends and attend periodic meetings and/or travel within and out of the District boundaries.

ENVIRONMENTAL DEMANDS:

Exposure to a variety of childhood and adult diseases and illnesses.

Occasional exposure to a variety of weather conditions and noise levels.

Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.

KNOWLEDGE OF:

Specific knowledge-based competencies required include anatomy and physiology of speech and hearing mechanisms and disorders; principles and practices of speech and language therapy; and pertinent codes, regulations, and laws.

ABILITY TO:

Perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills to meet changing job conditions.

Skill-based competencies required to satisfactorily perform the functions of the job include applying assessment instruments; operating specialized equipment used in the treatment of communication disorders; operating standard office equipment including pertinent computer software; preparing and maintaining accurate records.

Ability to adapt to changing work priorities; communicating with diverse groups; using specialized equipment in communication disorders; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; maintaining effective working relationships; and translating therapy data into meaningful educational activities.

Communicate effectively, both orally and in writing.

Work independently with little direction.

Understand and be sensitive to those of culturally and linguistically diverse backgrounds.

LICENSES AND OTHER REQUIREMENTS:

Possess a valid California clinical or rehabilitative services credential authorizing instruction in speech and language therapy or an out of state credential authorizing instruction in speech and language therapy.

Alternative certification includes a master's degree in communicative disorders; and a valid license from the CA Board of Speech-Language Pathology and Audiology and Hearing Aid Dispensers.

If not fully credentialed, candidate must be willing to enroll in credential program and have at least 18 units in the subject area to qualify for a short-term staff permit; or must be enrolled in a credential program and be eligible for an internship credential.

Valid California Class C driver license.

DESIRABLE:

Bilingual in English & Spanish.

Board Approval Date: **TBD**



991 Mountain View Blvd.
 Vandenberg SFB, CA 93437
 (805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: STUDENT INFORMATION SPECIALIST

JOB SUMMARY:

Under the direction of the Superintendent or designee, provide support to end users of required student and personnel data for the California Longitudinal Pupil Achievement Data System (CALPADS); provide data and develop new reports, queries; support teacher and student access to online programs; provide State mandated testing pre- identification and assessment results; provide information to testing vendors and other District personnel. Enroll and withdraw students according to established procedures; prepare, maintain, modify and evaluate manual and automated scholastic records; monitor and assess student records to identify graduation deficiencies and eligibilities; provide information to authorized parties in compliance with established policies.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Manage student assessment data in student information system and assessment system; submit, verify and certify CALPADS data; resolve anomalies to verify and correct data; review CALPADS certification reports; analyze and compare data in CALPADS and Student Information Systems for accuracy.

Support teacher and student access to online programs and resolve related technical issues; provide backup support for OASIS student information system.

Respond to site, and outside agency data requests relating but not limited to SARC, LCAP, student demographics, student attendance, student behavior, student academics, and programs enrollment.

Communicate with outside software vendors and others; obtain information and resolve problems; communicate with State, federal and other governmental agencies; meet assessment data and submission reporting requirements.

Participate in meetings, workshops and trainings; convey and gather information required to perform job functions; prepare written materials including procedures, instructions, memos and letters; document activities; provide written reference; convey information as required.

Produce a variety of system and mandated reports including but not limited to, student reporting, testing results and State reporting; ensure proper compliance with site, Federal and State requirements.

Respond to user request for reports and queries including assessment, registrations, lottery, attendance records, student records, personal data and provide specialized reports and disseminate information.

Perform enrollment and withdrawal activities; verify fees owed, notary, immunizations, guardianship, documents of citizenship, and related information; request cumulative, health, special education and discipline folders, test results and other pertinent records for incoming students from previous school; duplicate and distribute received records to appropriate school personnel; prepare new student folders as appropriate.

Evaluate transcripts of incoming students, or foster care students and enter into the student information system.

Prepare, maintain and process a variety of documents, files, and records including grades, transcripts, student information, test results, Special Education reports, form letters, memos, calendars, class schedules, report cards and other related to assigned activities in accordance with the established administrative guideline and legal requirements; maintain active and inactive student records.

Verify and input data regarding current and new students including grades, credits, test scores, grade level, GPA's, demographics, guardian status and other student information into an assigned computer system; maintain automated student records; generate a variety of computerized lists and reports related to student information utilizing spreadsheets or appropriate databases.

Process a variety of documents and materials such as transcripts and job verifications to provide required information in response to requests from students, other districts, colleges/universities and/or employment agencies.

Respond to inquiries from students, parents, staff, schools, law enforcement, and various outside agencies concerning student information; provide official or unofficial transcripts and information related to student grades, credits, graduation status and related data according to established policies and procedures.

Provide support to health office, counselors and administrators as needed.

OTHER DUTIES:

Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

Any combination equivalent to graduation from high school supplemented by college-level coursework in information systems management, computer science or a related field and three years of experience operating a computerized information system in a school environment with experience using MS Excel, MS Access and experience with database management and data structures in a K-12 education environment.

KNOWLEDGE OF:

Student information system, spreadsheet and data processing systems.

Graduation requirements, high school curriculum and other school policies related to the enrollment of students.

Operation of a computer and assigned software.

Operation of a variety of standard office equipment.

Interpersonal skills including tact, patience and courtesy.

Oral and written communication skills.

Correct English usage, punctuation, spelling and grammar.

Statistical record-keeping and report-writing techniques.

ABILITY TO:

Perform a variety of technical duties in the management of the student information database for MPCs.

Create and maintain master school and student database for information and analysis.

Ensure accuracy of data input and management.

Coordinate departments to comply with project timelines throughout the school year.

Manage the accuracy of the database to compile statistical reports.

Type or input data at an acceptable rate of speed.

Maintain confidentiality of student information.

Establish and maintain cooperative and effective working relationships with others.

Prepare comprehensive statistical reports.

Prioritize and schedule work.

Meet schedules and timelines.

Verify accuracy of data input and output.

WORKING CONDITIONS:

WORK ENVIRONMENT:

Indoor/Office environment.

Constant interruptions.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Hearing and speaking to exchange information.

Seeing to read a variety of materials.

Sitting for extended periods of time.

Bending at the waist, kneeling, or crouching to file materials.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Board Approval Date: **TBD**



991 Mountain View Blvd.
Vandenberg SFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: SUPERVISOR-MAINTENANCE OPERATIONS

JOB SUMMARY:

Under the direction of the school Principal or designee, organize and direct the activities and operations of the Maintenance & Operations department; monitor and maintain inventory of supplies and equipment; train, supervise and assist with the evaluations the performance of assigned personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Plan, organize and direct the activities and operations of the Maintenance & Operations department; establish standards for proper cleanliness, safety, building maintenance and repair of grounds maintenance for students and personnel; oversee all functions related to the maintenance and repair of Charter facility, buildings, yards and grounds including the determination of operational priorities. Conduct inspections of Charter facility including school buildings and grounds; participate in the development and implementation of departmental policies and procedures.

Plan, organize, review, and prioritize work orders and projects for maintenance, custodial and grounds activities, meet with personnel and provide direction on assignments; inspect projects upon completion.

Train, supervise and evaluate the performance of assigned personnel; provide leadership and guidance to assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions to the school Principal; ensure appropriate coverage for absent personnel and proper staffing levels for events and meetings. Inspect and verify proper utilization of time, materials and equipment in the performance of maintenance, grounds, custodial and transportation duties.

Oversee the preparation, development and implementation of industry standard safety procedures and practices; ensure OSHA and other related safety regulation compliance policies are applied and followed.

Provide technical expertise, information, and assistance to the administrator regarding assigned functions; assist in the formulation and development of policies, procedures, and programs; advise Principal and Superintendent of unusual safety trends or problems and recommend appropriate corrective action.

Schedule daily operations and maintenance work and address conflicting priorities; ensure efficient and effective functioning in various areas as assigned by the position.

Coordinate and monitor the use of Charter facilities by various groups, faculty, personnel and outside organizations.

Supervise and assist in the moving and arranging furniture, equipment and Charter assets; prepare buildings and rooms and set-up for meetings or special events.

Prepare and maintain a variety of reports, records and files related to personnel and assigned activities.

Monitor and maintain inventory of supplies and equipment; prepare and submit purchase orders for supplies and equipment; make recommendations for purchases; receive supplies and equipment and materials.

Communicate with administrators, personnel and outside organizations to coordinate activities, resolve issues and conflicts and exchange information.

Confer with the Principal regarding operations and maintenance issues related to school buildings, facilities and grounds for the purpose of supporting operations.

Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work.

Attend and conduct a variety of meetings and trainings as assigned.

OTHER DUTIES:

Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and four years of increasingly responsible experience in the operations and maintenance of buildings and facilities in a large organization or school district, preferred two years in a supervisory capacity.

LICENSES AND OTHER REQUIREMENTS

Valid California Class C driver's license.

KNOWLEDGE OF:

Organization and direction of operations and activities involved in maintenance & operations.

Proper methods, techniques, materials, tools and equipment used in the maintenance& operations trades.

Applicable building codes, ordinances, requirements, regulations and safety precautions.
Inventory practices and procedures.

Requirements of maintaining buildings in a safe condition.

Policies and objectives of assigned programs and activities.

Oral and written communication skills.

Principles and practices of supervision and training.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

ABILITY TO:

Organize and direct operations and activities involved in the maintenance & operations.

Coordinate personnel, communications and information to meet organizational needs and ensure smooth and efficient activities.

Inspect projects for accuracy, completeness and compliance with established specifications.

Monitor and ensure adequate levels of maintenance equipment and supplies.

Communicate effectively both orally and in writing.

Coordinate and monitor use of district facilities by various groups, personnel, faculty and outside organizations.

Train, supervise and evaluate the performance of assigned personnel.

Communicate effectively both orally and in writing.

Interpret, apply and explain rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and timelines.

Work independently with little direction.

Plan and organize work.

Prepare records and reports related to assigned activities.

WORKING CONDITIONS:

WORK ENVIRONMENT:

Driving a vehicle to conduct work.

Indoor/Outdoor environment.

Evenings and variable work hours.

Frequent interruptions and changing work priorities.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Hearing and speaking to exchange information.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to inspect projects and read a variety of materials.

Sitting or standing for extended periods of time.

Walking to inspect projects.

Generally, the job requires 20% sitting, 40% walking and 40% standing

HAZARDS:

Working around and with machinery having moving parts.

Exposure to chemicals and fumes.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Board Approval Date: **TBD**



991 Mountain View Blvd.
Vandenberg SFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

POSITION TITLE: DIRECTOR-CHILD NUTRITION SERVICES

JOB SUMMARY:

Under the direction of the Superintendent as a hands-on Director plan, organize, control and direct the overall operations and activities of Charter Child Nutrition Service programs including nutrition, sanitation, cost control, menu planning, purchasing and accounting functions; train, supervise and evaluate the performance of assigned personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Plan, organize, control and direct the overall operations and activities of Charter Child Nutrition Service programs including multiple school sites and central kitchen; provide services within established timeframes and assure District compliance with CDE, County and USDA established regulations, guidelines and requirements for School Nutrition Programs and Summer Food Service Programs.

Plan, develop, prepare and evaluate menus for a variety of school food programs; determine types and quantities of food, supplies and equipment and/or ensuring compliance with pertinent regulations.

Train, supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions.

Provide technical information and assistance to administrators regarding Child Nutrition Services activities, needs and issues; assist in the formulation and development of policies, procedures and programs; plan, organize and implement long and short-term programs and activities designed to develop assigned programs and services.

Coordinate and direct activities and personnel to assure food service facilities, equipment and utensils are maintained in a clean and sanitary condition; inspect and review food preparation and serving areas to assure appropriate health and safety standards are maintained.

Develop and prepare the annual preliminary budget for the Child Nutrition Services Department; analyze and review budgetary and financial data; monitor, control and authorize expenditures in accordance with established limitations.

Plan, organize and supervise the control of expenditures for food, purchasing process, time, labor and other operating costs at all food service sites; coordinate and direct food service inventory functions; estimate and order appropriate amounts of food service items, equipment and supplies.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to personnel, food service operations, menus, inventory, equipment, personnel, policies, budgets, financial activity and assigned duties; compute statistical information for various mandated reports; assure mandated reports are submitted to appropriate governmental agency according to established timelines.

Research a variety of topics including new products, safety and health requirements, laws and regulations; recommend purchases, contracts and maintaining district wide services.

Communicate with other administrators, personnel, parents, vendors and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.

Plan and present information such as budget overviews, USDA regulations, distribution and formulas ensuring adherence to established internal controls.

Collaborate with internal and external personnel such as other administrators, auditors, public agencies, community members; serve as a partner for health initiatives in the community at large.

Seek grant opportunities for Child Nutrition Services materials, food, equipment and infrastructure.

Provide leadership to support the Charter's Wellness Program; collaborate with district staff to develop curriculum and provide relevant educational outreach regarding wellness and nutrition to the community.

Operate standard food service and office equipment; utilize a computer and assigned software; drive a vehicle to various sites to conduct work and site visits.

Attend and conduct a variety of meetings as assigned; attend training and conferences; develop, implement and conduct departmental in-service trainings to ensure assigned employees meet the minimum USDA trainings requirements; represent the Child Nutrition Services department at inter-District, area and regional meetings, seminars and conferences.

OTHER DUTIES:

Perform related duties as assigned.

REQUIRED QUALIFICATIONS

EDUCATION AND EXPERIENCE:

Any combination equivalent to Bachelor's degree with academic major in food management, nutrition, dietetics, culinary arts, business or a closely related field and five years of increasingly responsible, experience in school or institutional based nutrition/food services setting involving planning and preparation of food in large quantity including three years in a lead capacity.

LICENSES AND OTHER REQUIREMENTS:

Valid California Class C driver's license.

Registered Dietitian (RD) certification.

Manager Serve-Safe Certificate or equivalent.

Incumbents are required to adhere to the annual minimum required training hours for School Nutrition Directors per the USDA Guide to Professional Standards for School Nutritional Programs.

KNOWLEDGE OF:

Planning, organization and direction of Child Nutrition operations and activities including the preparation, cooking, baking, serving, distribution and selling of food items.

Budget preparation and control.

District child nutrition service programs, operations and activities.

Meal production planning and scheduling.

Quantity food service preparation, serving and storage.

Commercial kitchen equipment, utensils, and measurements.

Principles, theories and practices of child nutrition, food values, food combinations, economical substitutions and menu planning.

Oral and written communication skills.

Principles and practices of administration, supervision and training.

Applicable local, State and federal laws, codes, ordinances, regulations, policies and procedures USDA surplus commodities, wellness polices and National School Lunch Programs.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Arithmetic computations.

ABILITY TO:

Plan, organize, control and direct District Child Nutrition Service operations and activities.

Coordinate personnel, communications and record-keeping functions to meet food service needs and assure smooth and efficient Department activities.

Train, supervise and evaluate the performance of assigned staff.

Develop and implement menus in compliance with portion guidelines and nutrition requirements.

Communicate effectively both orally and in writing.

Interpret, apply and explain rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Develop and implement menus in compliance with portion guidelines and nutrition requirements.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and timelines.

Work independently with little direction.

Plan and organize work.

Prepare comprehensive narrative and statistical reports.

Perform arithmetic calculations quickly and accurately.

Direct the maintenance of a variety of reports, records and files related to assigned activities.

WORKING CONDITIONS

WORK ENVIRONMENT:

Driving a vehicle to conduct work.

Indoor/Office/Kitchen environment.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Hearing and speaking to exchange information and make presentations.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Board Approval Date: **TBD**

Manzanita Public Charter School
 Certificated Salary Schedule 2025-2026

Certificated Salary Schedules - Effective July 1, 2025		Board Approval Date:	TBD							
CERT Admin Positions	# Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	
SUPERINTENDENT/PRINCIPAL	229	162,926.56	165,745.39	168,611.17	171,527.49	174,494.36	177,513.19	182,306.04	187,228.31	
3%	Previous Rate	158,181.13	160,917.86	163,700.16	166,531.54	169,412.00	172,342.90	176,996.15	181,775.06	
3% Annual Increase effective 7/1/24										
Assistant Principal/Dean	209	118,104.63	123,160.21	123,568.64	126,279.80	129,015.29	131,739.18	135,506.09	139,143.36	
3%	Previous Rate	114,664.69	119,573.02	119,969.55	122,601.75	125,257.56	127,902.11	131,559.31	135,090.64	
Daily Rate		565.09	589.28	591.24	604.21	617.30	630.33	648.35	665.76	
3% Annual Increase effective 7/1/24										
PRINCIPAL*	209	134,156.02	136,599.55	139,039.68	141,495.71	143,926.75	146,381.64	150,526.12	154,767.10	
3%	Previous Rate	\$ 130,248.56	\$ 132,620.92	\$ 134,989.98	\$ 137,374.47	\$ 139,734.71	\$ 142,118.10	\$ 146,141.86	\$ 150,259.32	
Daily Rate		641.89	653.59	665.26	677.01	688.64	700.39	720.22	740.51	
3% Annual Increase effective 7/1/24										

Manzanita Public Charter School
Classified Salary Schedule 2025-2026

Classified Hourly Salary Schedules - Effective July 1, 2025											Board Approval
											Date:
Hourly											TBD
	25/26	25/26	25/26	25/26	25/26	25/26	25/26	25/26	25/26	25/26	25/26
Position	Custodian Night/PT	Classified Substitute Rates	Front Office Assistant Clerk I	Yard Supervision	Front Clerical Assistant Clerk II	Accounting Clerk	SPED/Gen Ed Instructional Aid/Behaviorial Aid	SPED Admin Assist Hourly	Admin Asst II	Health Assistant	Director of Fiscal Services Part Time
Years	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly
1	\$16.00	\$16.00	\$16.20	\$17.36	\$17.36	\$28.93	\$18.69	\$22.48	\$29.62	\$22.52	\$77.34
2	\$16.00	\$16.00	\$17.36	\$17.36	\$19.05	\$28.93	\$19.63	\$23.59	\$31.55	\$23.59	
3	\$16.90	\$16.00	\$18.23	\$17.36	\$20.37	\$28.93	\$20.59	\$24.79	\$32.52	\$24.79	
4	\$17.50	\$16.00	\$19.13	\$17.36	\$22.25	\$28.93	\$21.63	\$26.03	\$33.64	\$26.03	
5	\$18.10	\$16.00	\$20.09	\$17.36	\$23.57	\$28.93	\$22.73	\$27.34	\$34.50	\$27.34	
6	\$18.10	\$16.00	\$21.20	\$17.36	\$24.89	\$28.93	\$22.73	\$27.34	\$35.29	\$27.34	
7	\$18.10	\$16.00	\$22.46	\$17.36	\$26.23	\$28.93	\$22.73	\$27.34	\$36.65	\$27.34	

	25/26	25/26	25/26	25/26	25/26	25/26	25/26	25/26
Position	Food Service Assistant	Custodian	Counselor	Lead Grounds/Maint	Food Service Assistant	Food Service Assistant I	Food Service Admin Manager	Office Assistant
Years	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly
1	\$17.57	\$23.39	\$69.44	\$23.62	\$17.57	\$20.14	\$23.64	\$19.35
2	\$18.44	\$24.63	\$0.00	\$24.87	\$18.44	\$20.64	\$28.40	\$20.33
3	\$19.35	\$25.85	\$0.00	\$26.11	\$19.34	\$21.68	\$29.26	\$20.99
4	\$20.33	\$27.09	\$0.00	\$27.36	\$20.33	\$22.23	\$31.05	\$21.35
5	\$21.34	\$27.63	\$0.00	\$27.91	\$21.34	\$22.78	\$31.98	\$22.00
6	\$21.34	\$29.54	\$0.00	\$29.84	\$21.34	\$23.94	\$33.97	\$22.42
7	\$21.34	\$30.79	\$0.00	\$31.10	\$21.34	\$24.53	\$34.95	\$23.55

Changes effective date : 07/01/2022

Extra monthly salary of \$100 paid to staff members who perform extra duties (Banking, Post Office, Student Health Services)

For SY 2024-25 3% increase

Manzanita Public Charter School
 Classified Management Salary Schedule 2025-
 2026

Classified Management Salary Schedules - Effective July 1, 2025		Board Approval Date:	TBD
Hourly			
		25/26	25/26
Position		Supervisor Maintenance and Operations	Director of Child Nutrition
	Days	230	200
	Units	Annual	Annual
	1	\$75,040	\$75,040
	2	\$80,304	\$80,304
	3	\$82,704	\$82,704
	4	\$86,832	\$86,832
	5	\$91,184	\$91,184
	6	\$93,481	\$93,481
	7	\$95,744	\$95,744
	8	\$98,681	\$98,681

		25/26	25/26
Position		Student Information/Registrar Coordinator	HR/Payroll Coordinator
	Days	240	240
	Units	Hourly	Hourly
	1	\$31.98	\$31.98
	2	\$32.89	\$32.89
	3	\$33.43	\$33.43
	4	\$34.90	\$34.90
	5	\$35.50	\$35.50
	6	\$36.23	\$36.23
	7	\$38.00	\$38.00
	8	\$39.90	\$39.90

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 MPCSS. 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

MANZANITA PUBLIC CHARTER SCHOOL

"A Gold Ribbon School"

2025-2026 SCHOOL YEAR

JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	PD	9
10	P	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER						
S	M	T	W	T	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	PD	

NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	H	12	13	14	15
16	17	18	19	20	21	22
23	TB	TB	TB	H	H	29
30						

DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	WB	WB	H	H	WB	27
28	WB	WB	H			

JANUARY						
S	M	T	W	T	F	S
				H	WB	3
4	WB	WB	WB	WB	WB	10
11	PD	13	14	15	16	17
18	H	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	H	10	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	H	SB	SB	SB	SB	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
S	M	T	W	T	F	S
						1
2						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	CD	6
7	8	9	10	11	12	13
14	15	16	17	18	H	20
21	22	23	24	25	26	27
28	29	30				

AUG 8 TH PROFESSIONAL DEVELOPMENT DAY (PD)
AUG 11 TH TEACHER PREP DAY (P)
AUG 12 TH FIRST DAY OF SCHOOL
AUG 20 TH BACK TO SCHOOL LAUNCH
SEP 1 ST LABOR DAY (H)
1ST TRIMESTER 10/30 (57 days)
OCT 31 ST PROFESSIONAL DEVELOPMENT DAY (PD)
NOV 3 RD CONFERENCES PREP DAY/ <small>(SCHOLAR EARLY RELEASE DAYS)</small> Nov. 4 TH , 5 TH , 6 TH & 7 TH SCHOLAR LED CONFERENCES
NOV 5 TH SCHOLARLY PURSUITS AWARD ASSEMBLY
NOV 11 TH VETERANS DAY (H)
NOV 24 TH - 28 TH THANKSGIVING BREAK (TB) NOV 27 TH & 28 TH THANKSGIVING HOLIDAY (H)
DEC 22 ND JAN 9 TH WINTER BREAK (WB) DEC 24 TH , 25 TH , 31 ST & JAN 1 ST (H)
JAN 12 TH PROFESSIONAL DEVELOPMENT DAY (PD)
JAN 19 TH MARTIN LUTHER KING DAY (H)
FEB 9 TH LINCOLN'S BIRTHDAY OBSERVANCE (H) FEB 16 TH PRESIDENTS' DAY (H)
2ND TRIMESTER 2/27 (60 days)
MAR 3 RD , 4 TH , 5 TH , 6 TH SCHOLAR LED CONFERENCES
MAR 4 TH SCHOLARLY PURSUITS ASSEMBLY
APR 6 TH (H) APR 7 TH - 10 TH SPRING BREAK (SB)
MAY 20 TH OPEN HOUSE
MAY 25 TH MEMORIAL DAY (H)
JUNE 3 TH SCHOLARLY PURSUITS ASSEMBLY
JUNE 4 TH SIXTH GRADE PROMOTION LAST DAY OF INSTRUCTION FOR SCHOLARS
3RD TRIMESTER 6/5 (63 DAYS)
JUNE 6 TH CLOSING DAY FOR TEACHERS (CD)
FULL INSTRUCTIONAL DAYS 135 EARLY RELEASE DAYS 45 TOTAL INSTRUCTIONAL DAYS 180
TOTAL CERTIFICATED STAFF DAYS 185



www.manzanitacharterschool.com
Manzanita Parent Square

Manzanita Public Charter School Hours

- Full Day 8:10 - 2:50
- Early Release 8:10 - 12:10
- Office Hours 8:00 - 4:00

Important Phone Numbers

Attendance Line 805-734-3008
Office 805-734-5600
SpED Office 805-734-5600 ext 314

LEGEND	
H = HOLIDAY SCHOOL CLOSED	
P = TEACHER PREP DAY	
TB = THANKSGIVING BREAK	
WB = WINTER BREAK	
SB = SPRING BREAK	
NS = NON-STUDENT /NON-TEACHER DAY	
PD = PROFESSIONAL DEVELOPMENT DAY	
CD = CLOSING DAY	
FIRST /LAST DAY OF SCHOOL	
EARLY RELEASE DAYS 12:10 P.M.	



Manzanita Public Charter School

2024-25 Monthly Financial Update

actuals through November 2024



**Manzanita Public Charter School
Monthly Financial Update**

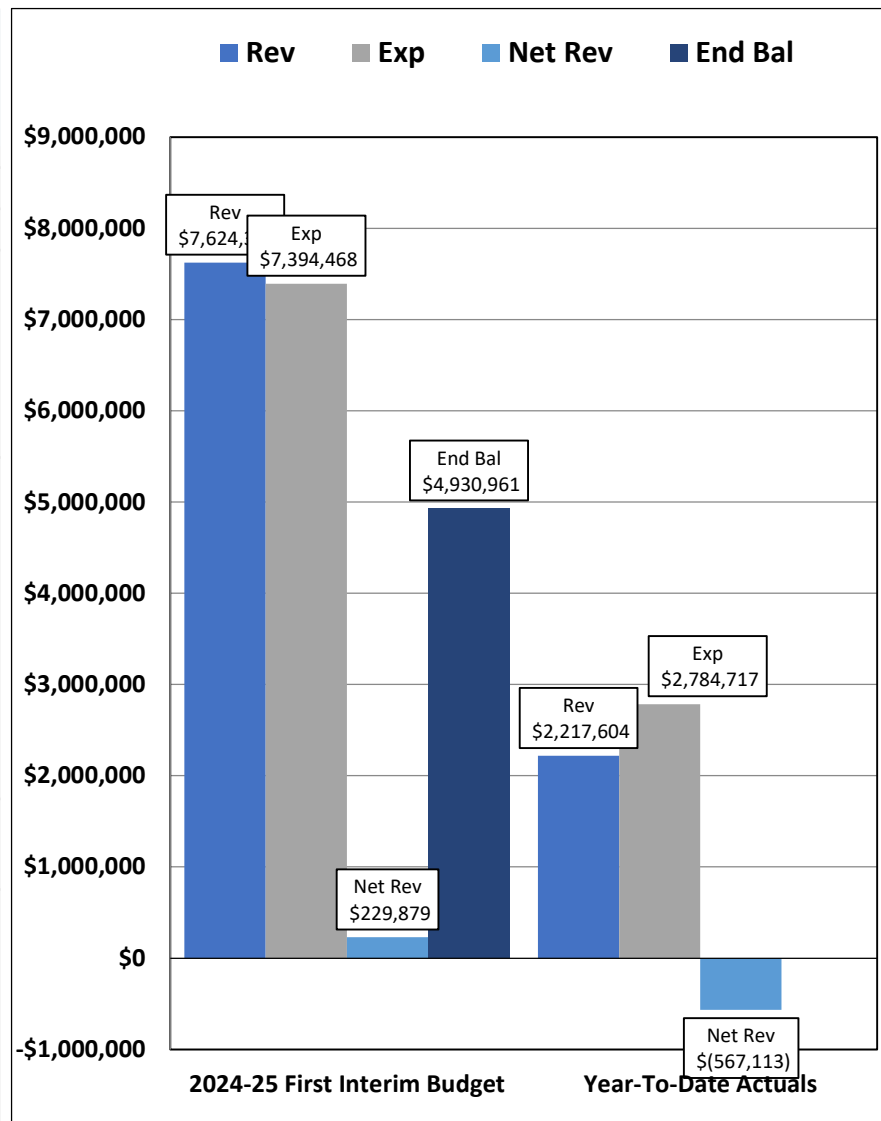
2024-25

SUMMARY NARRATIVE

Revenue	As of this report, 41% of the year has passed and 29% of overall projected revenue has been recorded. Revenues do not consistently flow in throughout the year. They are, however, expected to catch up in the mid-late fiscal year.
Expenses	1. Expenses are trending at 38% overall. Currently, this does not present concern. We will closely monitor expenses and assist with modifications, if any, to the Second Interim Budget.
Cash & Reserves	<ol style="list-style-type: none"> 1. As of this report operating reserves rest at \$2,148,538. This offers significant balances on hand to carry out operations should economic uncertainty arise. 2. Note, the Fidelity Investment balance is \$1,506,865.40 as of this report. 3. Total cash on hand plus investment total is \$3,655,403.40.
Additional Comments	The Manzanita Public Charter School (MPCS) continues to demonstrate fiscal stability and is projected to meet all obligations as scheduled. DMS and MPCS's management continue to monitor the political and economic landscape in an effort to anticipate potential impacts on the schools.

Manzanita Public Charter School 2024-25 Monthly Financial Update BUDGET SUMMARY

	2024-25 First Interim Budget	Year-To-Date Actuals	% of Budget
Projected Enrollment:	484	-	-
Projected P-2 ADA:	448.25	-	-
Revenues:			
General Purpose Entitlement	\$ 5,405,170	\$ 1,772,666	33%
Federal Revenue	773,483	402	0%
Other State Revenue	1,310,694	327,318	25%
Other Local Revenue	135,000	117,218	87%
TTL Revenues	\$ 7,624,347	\$ 2,217,604	29%
Expenditures:			
Certificated Salaries	\$ 3,181,609	\$ 1,305,941	41%
Non-Certificated Salaries	780,604	329,159	42%
Benefits	1,086,171	390,057	36%
Books/Supplies/Materials	539,421	190,438	35%
Services/Operations	1,801,163	564,945	31%
Capital Outlay	-	-	0%
Other Outgo	5,500	4,177	76%
TTL Expenditures	\$ 7,394,468	\$ 2,784,717	38%
Net Revenues	\$ 229,879	\$ (567,113)	0%
Beginning Balance July 1	\$ 4,701,082		
Ending Balance June 30	\$ 4,930,961		
Ending Balance as % of Exp:	66.7%		



Manzanita Public Charter School
2024-25 Monthly Financial Update
BUDGET DETAIL vs ACTUALS

Description	2024-25 First Interim Budget	Year-To-Date Actuals 11/30/2024	% of budget	Notes/Comments
Enrollment (CALPADS)	484			
Average Daily Attendance (P-2)	448.25			
REVENUES				
General Purpose Entitlement				
8011 General Purpose Block Grant	2,824,737	1,136,191	40%	
8012 Education Protection Account	1,121,379	203,009	18%	
8019 Prior Year Corrections/Adjustments	69,295	69,295	0%	
8096 Funding in Lieu of Property Taxes	1,389,759	364,171	26%	
TTL General Purpose Entitlement	5,405,170	1,772,666	33%	
Federal Revenue				
8110 Maintenance and Operations	-	-		
8181 Federal IDEA SpEd Revenue	86,263	-	0%	
8290 Other Federal Revenue	587,207	402	0%	
TTL Federal Revenue	773,483	402	0%	
Other State Revenue				
8311 AB602 State SpEd Revenue	377,808	149,799	40%	
8520 School Nutrition Program - State	102,054	-	0%	
8550 Mandated Cost Reimbursements	8,784	8,784	100%	
8560 State Lottery Revenue	119,539	-	0%	
8565 Prior Year Lottery Revenue	631	631		
8590 Other State Revenue	701,878	168,104	24%	
TTL Other State Revenue	1,310,694	327,318	25%	
Other Local Revenue				
8660 Interest Income	65,000	54,063	83%	
8699 Other Revenue	70,000	63,155	90%	
TTL Other Local Revenue	135,000	117,218	87%	
TTL REVENUES	7,624,347	2,217,604	29%	

Manzanita Public Charter School
2024-25 Monthly Financial Update
BUDGET DETAIL vs ACTUALS

Description	2024-25 First Interim Budget	Year-To-Date Actuals 11/30/2024	% of budget	Notes/Comments
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	2,259,062	969,772	43%	
1140 Teacher Stipends/Extra Duty	-	16,800		
1150 Teacher Stipends/Extra Duty	237,250	17,439	7%	
1200 Student Support	273,018	118,922	44%	
1250 Support Stipends/Extra Duty	10,400	545	5%	
1300 Certificated Administrators	394,379	177,748	45%	
1350 Administrator Stipends/Extra Duty	7,500	4,715	63%	
TTL Certificated Salaries	3,181,609	1,305,941	41%	
2000 - Non - Certificated Salaries				
2100 Instructional Aides	360,979	122,171	34%	
2150 Instructional Aides Stipends	1,000	2,954	295%	
2200 Pupil Support Administration	162,489	75,592	47%	
2250 Pupil Support Stipends	3,000	-	0%	
2300 Classified Administrators	38,654	17,663	46%	
2400 Clerical & Technical Staff	207,715	103,959	50%	
2450 Clerical & Technical Stipends	5,600	2,520	45%	
TTL Non - Certificated Salaries	780,604	329,159	42%	
3000 - Employee Benefits				
3101 STRS Certificated	619,407	205,930	33%	
3301 OASDI/Medicare	47,023	44,321	94%	
3302 OASDI/Medicare	59,716	-	0%	
3401 Health Care Certificated	228,063	93,302	41%	
3402 Health Care Classified	47,587	20,504	43%	
3501 Unemployment Insurance	1,622	787	49%	
3502 Unemployment Insurance	390	-	0%	
3601 Workers' Comp Certificated	77,679	9,740	13%	
3602 Workers' Comp Classified	4,684	2,487	53%	
3902 Other Benefits Class	-	12,986		
TTL Employee Benefits	1,086,171	390,057	36%	

Manzanita Public Charter School
2024-25 Monthly Financial Update
BUDGET DETAIL vs ACTUALS

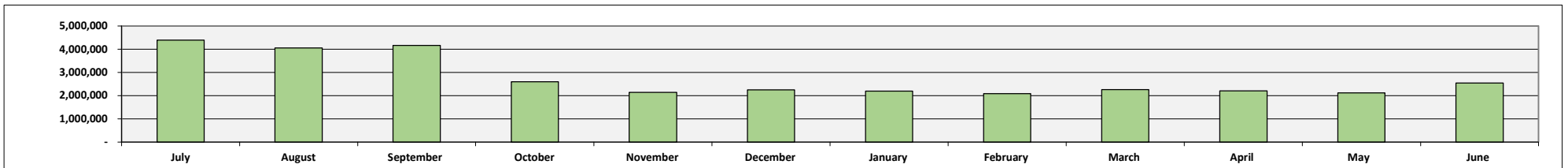
Description	2024-25 First Interim Budget	Year-To-Date Actuals 11/30/2024	% of budget	Notes/Comments
4000 - Books/Supplies/Materials				
4100 Textbooks & Core Curriculum	25,512	31,508	124%	
4200 Other Reference Materials	15,000	886	6%	
4310 Materials & Supplies	226,799	89,658	40%	
4320 Office Supplies	453	1,335	295%	adjust at second interim
4390 Other Supplies	-	7,047	0%	
4400 Non - Capitalized Equipment	69,000	53,757	78%	
4700 School Nutrition Program	202,657	6,247	3%	expect an increase the remainder of yr.
TTL Books/Supplies/Materials	539,421	190,438	35%	
5000 - Services & Operations				
5100 Subagreements For Services	258,400	81,784	32%	
5200 Travel & Conferences	29,000	11,843	41%	
5300 Dues & Memberships	5,500	12,576	229%	adjust at second interim
5400 Insurance	35,000	14,268	41%	
5500 Operations & Housekeeping	65,150	11,094	17%	
5610 Facility Rents & Leases	36,500	13,995	38%	
5620 Equipment Leases	18,000	10,323	57%	
5800 Professional Services - Non - instructional	336,533	69,729	21%	
5810 Legal	3,000	9,840	328%	adjust at second interim
5813 Transportation	678,030	239,693	35%	
5819 Student Assemblies and Events	-	6,391		
5820 Audit & CPA	20,000	-	0%	
5825 DMS Business Services	147,708	80,840	55%	
5835 Field Trips - Bus Transportations	4,530	-	0%	
5850 Oversight Fees	150,812	-	0%	
5860 Service Fees	500	515	103%	
5900 Communications	8,000	768	10%	
5930 Postage	4,500	1,286	29%	
TTL Services & Operations	1,801,163	564,945	31%	
6000 - Capital Outlay				
6900 Depreciation	-	-		
TTL Capital Outlay	-	-		

Manzanita Public Charter School
2024-25 Monthly Financial Update
BUDGET DETAIL vs ACTUALS

Description	2024-25 First Interim Budget	Year-To-Date Actuals 11/30/2024	% of budget	Notes/Comments
7000 - Other Outgo				
7141 Other Payments to Districts	5,500	4,177	76%	
TTL Other Outgo	5,500	4,177	76%	
TTL EXPENDITURES	7,394,468	2,784,717	38%	
Revenues less Expenditures	229,879	(567,113)		
Beginning Fund Balance	4,701,082			
Net Revenues	229,879			
ENDING BALANCE	4,930,961			
ENDING BALANCE AS % OF OUTGO	66.7%			

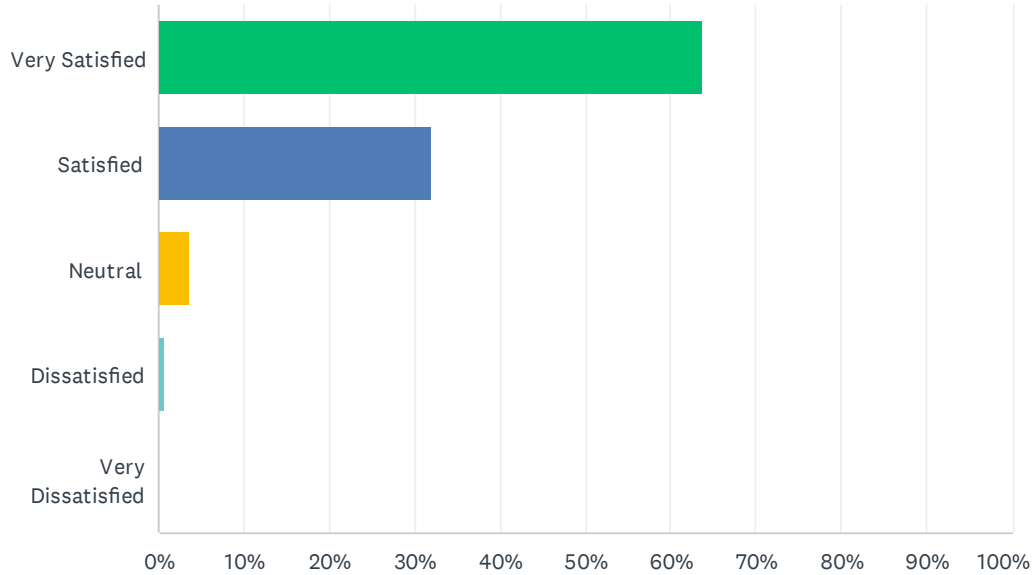
**Manzanita Public Charter School
2024-25 Projected Monthly Cash Flow Statement**

Description	2024-25 Monthly Financial Update	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		4,329,200	4,395,383	4,055,987	4,163,362	2,602,458	2,148,538	2,253,731	2,198,512	2,089,659	2,261,149	2,205,930	2,125,062	2,548,838	4,329,200
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,824,737	153,539	153,540	276,370	276,371	276,371	276,371	276,371	276,371	276,371	276,371	239,963	239,963	(173,234)	2,824,737
Education Protection Account	1,121,379			203,009	-	-	280,345			280,345		-	357,681	-	1,121,379
Prior Year Adjustments	69,295		69,295	-	-	-	-	-	-	-	-	-	-	-	69,295
In-Lieu-Of Property Taxes	1,389,759			-	-	364,171	138,976	138,976	138,976	138,976	138,976	138,976	138,976	52,757	1,389,759
Federal Revenues	773,483	-	402	-	-	-	-	114,932	61,297	61,297	114,932	61,297	61,297	298,029	773,483
Other State Revenues	1,310,694	60,908	56,710	79,606	79,500	50,594	50,594	50,594	50,594	50,594	50,594	50,594	25,000	654,812	1,310,694
Other Local Revenues	135,000	26,507	3,243	64,300	27,492	(4,324)	-	-	-	-	-	-	-	17,782	135,000
TTL CASH INFLOWS	7,624,348	240,954	283,190	623,286	383,363	686,812	746,285	580,873	527,238	807,582	580,873	490,830	822,917	850,146	7,624,348
EXPENDITURES															
All Certificated Salaries	3,181,609	29,256	297,700	263,747	288,916	426,322	283,454	283,454	283,454	283,454	283,454	233,454	183,454	41,488	3,181,609
All Classified Salaries	780,604	12,856	66,252	53,464	71,924	124,663	63,880	63,880	63,880	63,880	63,880	64,856	64,856	2,333	780,604
All Benefits	1,086,171	13,866	97,890	79,150	94,844	104,307	90,628	90,628	90,628	90,628	90,628	90,628	68,070	84,277	1,086,171
All Materials & Supplies	539,421	70,939	94,040	(16,187)	(7,359)	49,005	10,000	5,000	5,000	5,000	5,000	5,000	5,000	308,983	539,421
All Services and Operations	1,801,163	47,854	65,620	57,062	201,280	193,129	193,129	193,129	193,129	193,129	193,129	177,760	77,760	15,051	1,801,163
All Capital Outlay/Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo	5,500		1,084	976	976	1,141								1,323	5,500
TTL CASH OUTFLOWS	7,394,468	174,771	622,586	438,212	650,581	898,567	641,092	636,092	636,092	636,092	636,092	571,698	399,140	453,454	7,394,468
NET REVENUES	229,879														229,879
Accounts Receivable (net change)				(77,698)	206,314	(242,165)									(113,549)
Accounts Payable (net change)															-
Fixed Asset Acquisitions															-
Other Cash Inflows/Outflows					(1,500,000)										(1,500,000)
NET INFLOWS/OUTFLOWS	-	-	(77,698)	(1,293,686)	(242,165)	-	-	-	-	-	-	-	-	-	(1,613,549)
ENDING CASH BALANCE		4,395,383	4,055,987	4,163,362	2,602,458	2,148,538	2,253,731	2,198,512	2,089,659	2,261,149	2,205,930	2,125,062	2,548,838		
Days Cash On Hand		217	200	206	128	106	111	109	103	112	109	105	126		



Q1 How satisfied are you with the curriculum rigor and support provided by Manzanita Public Charter School?

Answered: 141 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very Satisfied	63.83%	90
Satisfied	31.91%	45
Neutral	3.55%	5
Dissatisfied	0.71%	1
Very Dissatisfied	0.00%	0
TOTAL		141

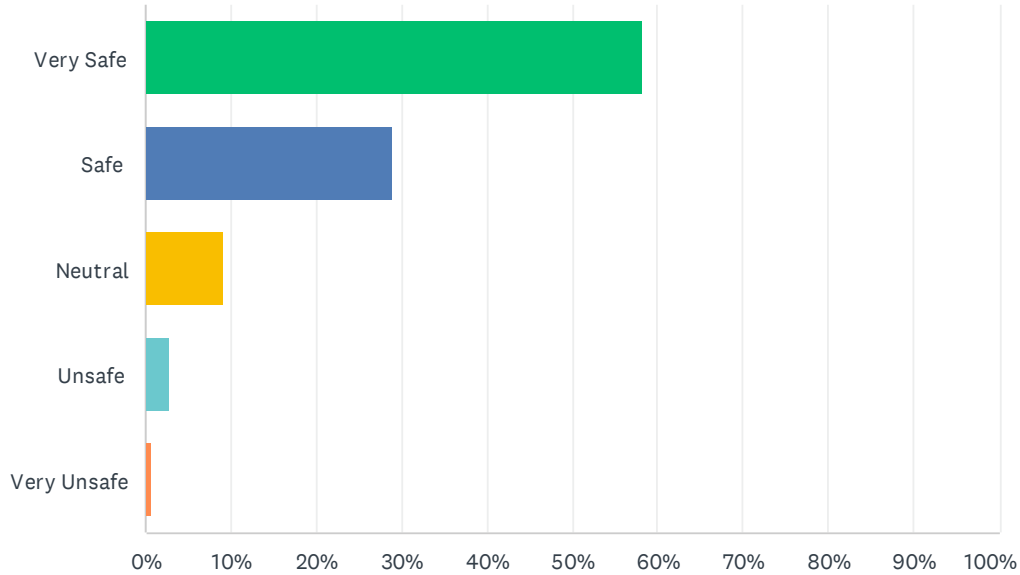
Q2 What improvements, if any, would you suggest for curriculum and academic support?

Answered: 52 Skipped: 90

This page intentionally left blank

Q3 How would you rate the safety measures and environment at Manzanita Public Charter School?

Answered: 141 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very Safe	58.16%	82
Safe	29.08%	41
Neutral	9.22%	13
Unsafe	2.84%	4
Very Unsafe	0.71%	1
TOTAL		141

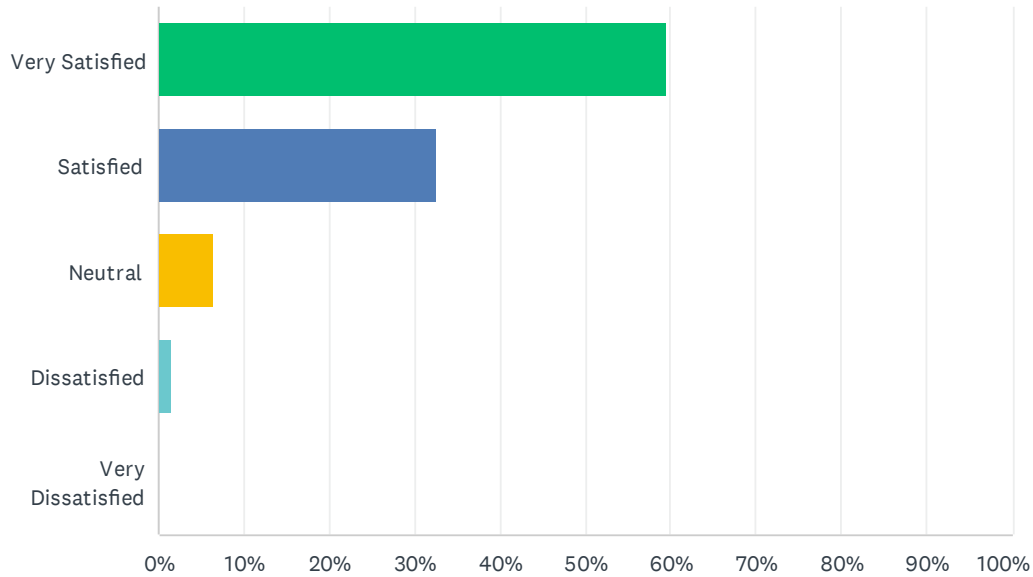
Q4 Do you have any specific concerns regarding school safety?

Answered: 68 Skipped: 74

This page intentionally left blank

Q5 How satisfied are you with your child's progress and happiness at Manzanita Public Charter School?

Answered: 141 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very Satisfied	59.57%	84
Satisfied	32.62%	46
Neutral	6.38%	9
Dissatisfied	1.42%	2
Very Dissatisfied	0.00%	0
TOTAL		141

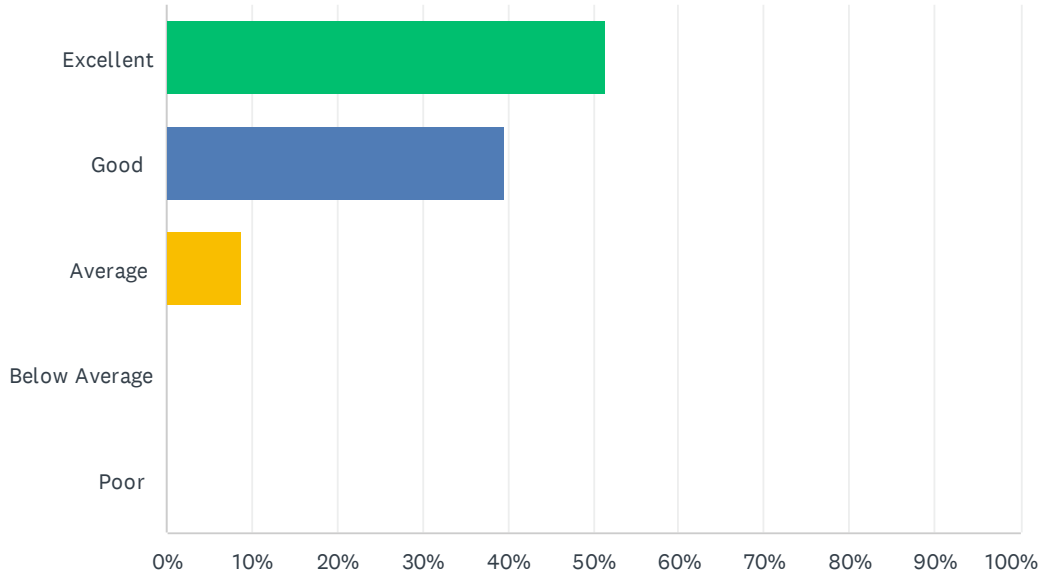
Q6 Can you provide examples of how the school has positively or negatively impacted your child's progress and happiness?

Answered: 75 Skipped: 67

This page intentionally left blank

Q7 How would you rate the school's performance in state and local testing achievements?

Answered: 136 Skipped: 6



ANSWER CHOICES	RESPONSES	
Excellent	51.47%	70
Good	39.71%	54
Average	8.82%	12
Below Average	0.00%	0
Poor	0.00%	0
TOTAL		136

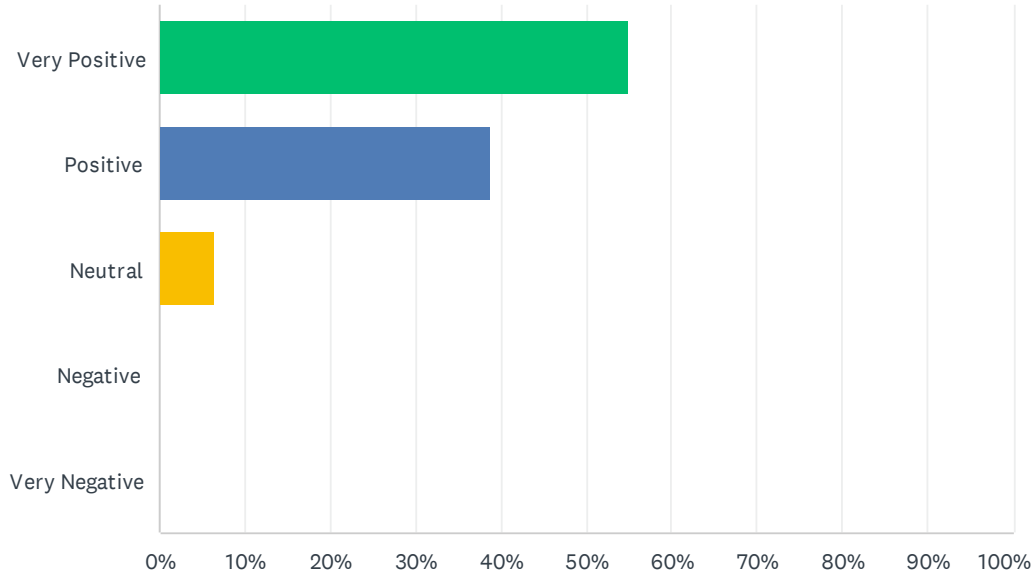
Q8 What suggestions do you have for improving state and local testing achievements?

Answered: 42 Skipped: 100

This page intentionally left blank

Q9 How would you describe the overall school climate at Manzanita Public Charter School?

Answered: 142 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very Positive	54.93%	78
Positive	38.73%	55
Neutral	6.34%	9
Negative	0.00%	0
Very Negative	0.00%	0
TOTAL		142

Q10 What aspects of the school climate do you appreciate the most?

Answered: 60 Skipped: 82

This page intentionally left blank

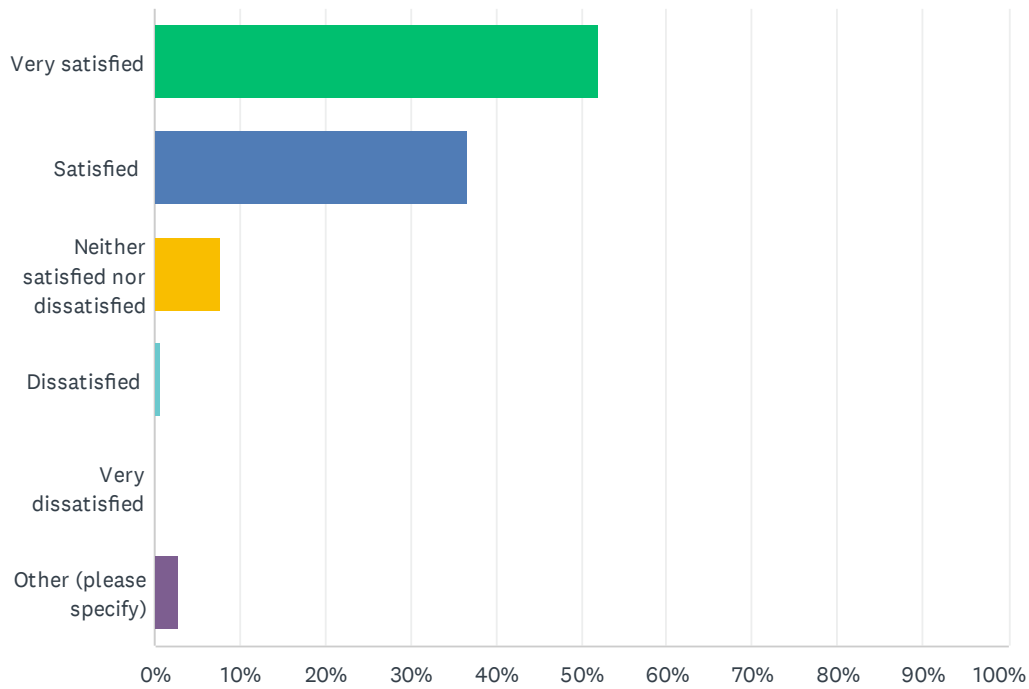
Q11 Manzanita will be 'breaking ground" on its facilities project during the 25-26 school year. Please share any concerns or questions you have regarding this project.

Answered: 57 Skipped: 85

This page intentionally left blank

Q12 How satisfied are you with school leadership?

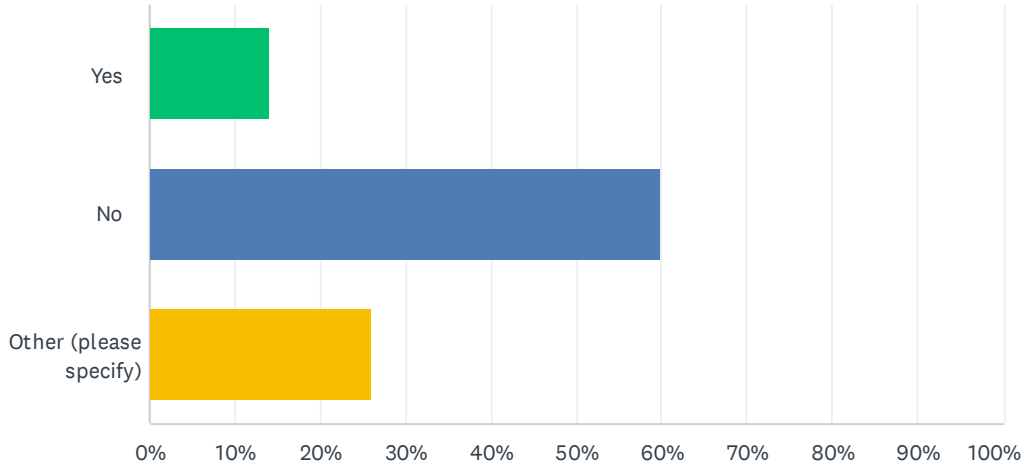
Answered: 142 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	52.11%	74
Satisfied	36.62%	52
Neither satisfied nor dissatisfied	7.75%	11
Dissatisfied	0.70%	1
Very dissatisfied	0.00%	0
Other (please specify)	2.82%	4
TOTAL		142

Q13 Do you believe Manzanita's homework policy should be re-evaluated and structured? If so, please add your suggestion.

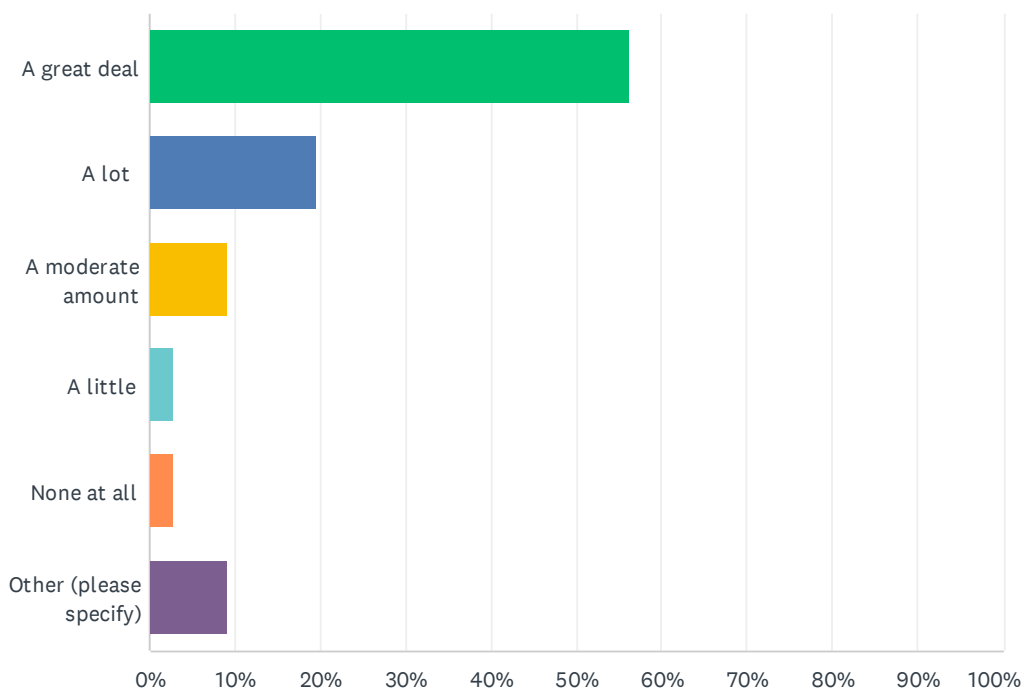
Answered: 135 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	14.07%	19
No	60.00%	81
Other (please specify)	25.93%	35
TOTAL		135

Q14 Do you support Manzanita's current school uniform policies?

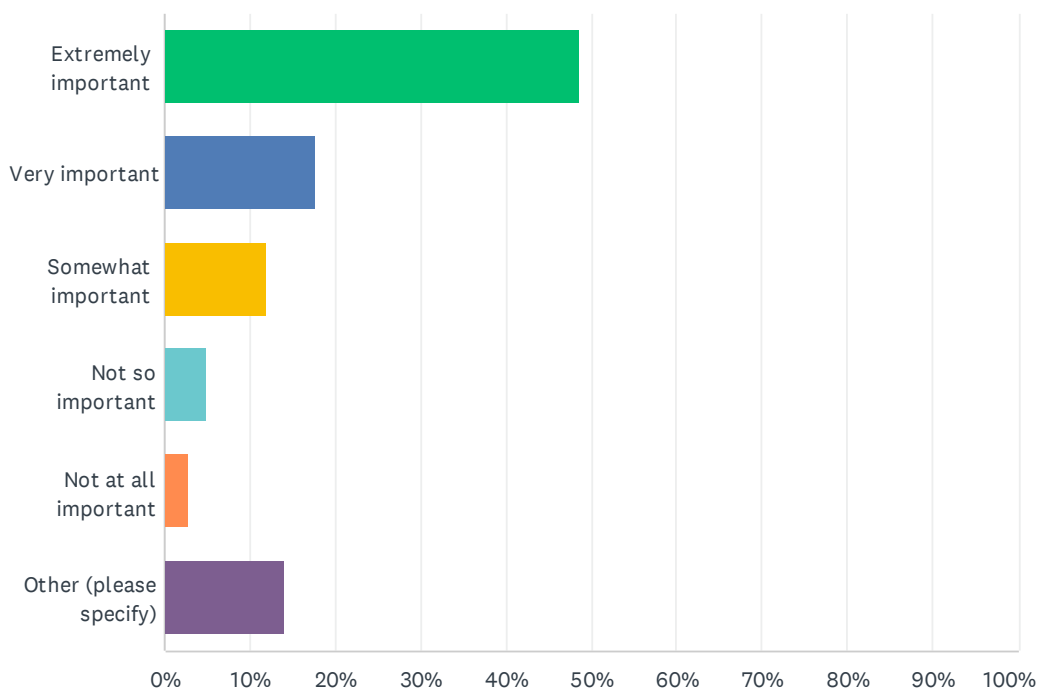
Answered: 142 Skipped: 0



ANSWER CHOICES	RESPONSES	
A great deal	56.34%	80
A lot	19.72%	28
A moderate amount	9.15%	13
A little	2.82%	4
None at all	2.82%	4
Other (please specify)	9.15%	13
TOTAL		142

Q15 Do you support a "no cell phone" campus-wide policy at Manzanita?

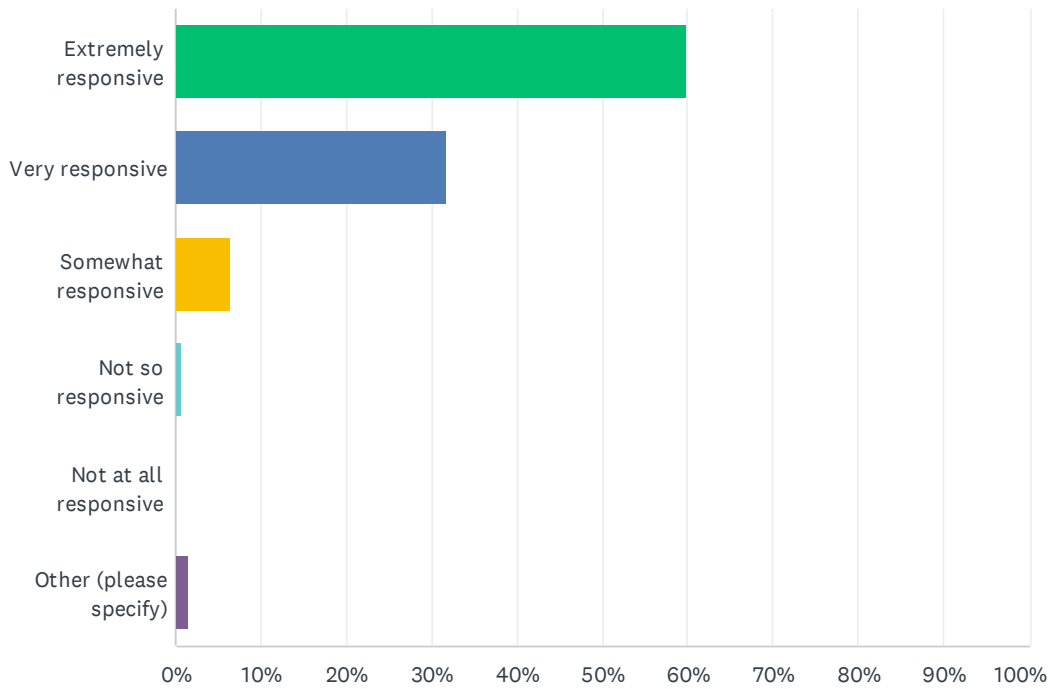
Answered: 142 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely important	48.59%	69
Very important	17.61%	25
Somewhat important	11.97%	17
Not so important	4.93%	7
Not at all important	2.82%	4
Other (please specify)	14.08%	20
TOTAL		142

Q16 How would you rate school communication to families?

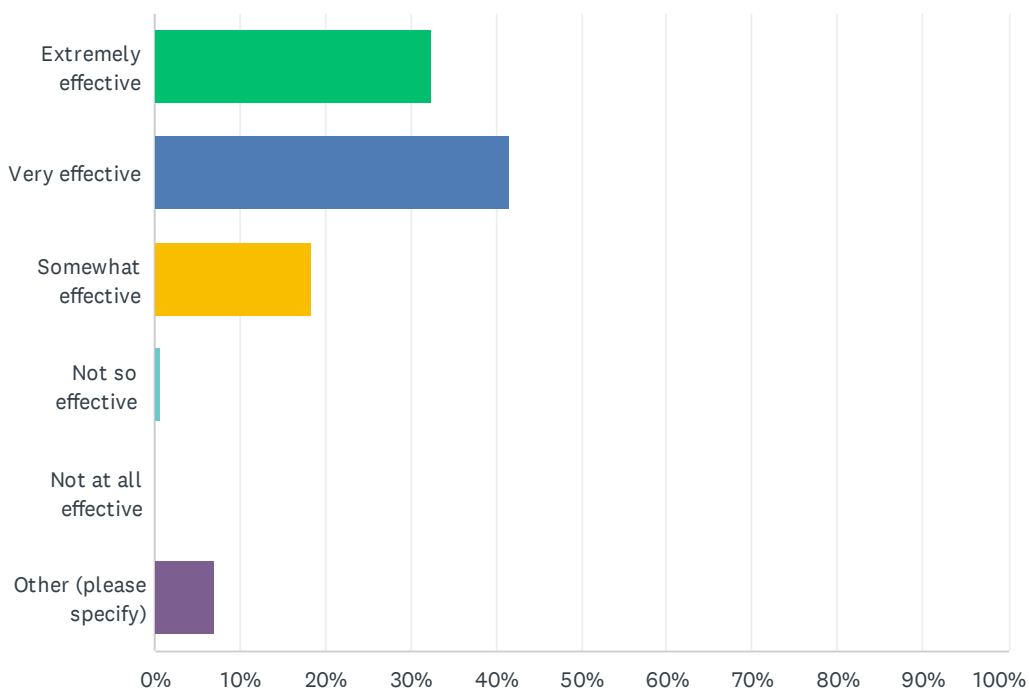
Answered: 142 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely responsive	59.86%	85
Very responsive	31.69%	45
Somewhat responsive	6.34%	9
Not so responsive	0.70%	1
Not at all responsive	0.00%	0
Other (please specify)	1.41%	2
TOTAL		142

Q17 How would you rate school discipline/fairness approach at Manzanita?

Answered: 142 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely effective	32.39%	46
Very effective	41.55%	59
Somewhat effective	18.31%	26
Not so effective	0.70%	1
Not at all effective	0.00%	0
Other (please specify)	7.04%	10
TOTAL		142

Q18 Do you have any additional comments or suggestions for Manzanita Public Charter School?

Answered: 41 Skipped: 101

This page intentionally left blank

PUPIL TRANSPORTATION SERVICES AGREEMENT BETWEEN
MANZANITA PUBLIC CHARTER SCHOOL
AND
SANTA BARBARA TRANSPORTATION CORP dba
STUDENT TRANSPORTATION OF AMERICA

AMENDMENT # 1

On this ___ day of January, 2025, the **MANZANITA PUBLIC CHARTER SCHOOL**, herewith called "Customer" and **SANTA BARBARA TRANSPORTATION CORP dba STUDENT TRANSPORTATION OF AMERICA**, herewith called "Contractor" agree to the following:

1. Except as stated herein or in any prior extensions or Amendments, the existing Agreement terms and conditions remain the same.
2. To extend the Transportation Services Agreement dated April 12, 2024 for a period of one year from July 1, 2025 through June 30, 2026.
3. The rates for the 2025-2026 school year will be:

	2024-25	2025-26
82 passenger - 4 hour rate	635.04	654.09
82 passenger - 6 hour rate	808.18	832.43
Excess route hours	86.57	89.17
EC Trips - non-conflicting	108.96	112.23
EC Trip Prime rate	600.00	618.00
EC Trip Prime Rate excess Hours	100.00	103.00

Buses that do an AM route, a PM route and an after-school program late bus will be billed at the six hour rate.

IN WITNESS HEREOF, Customer and Contractor have caused this instrument to be duly executed this ____ day of January, 2025.

**SANTA BARBARA TRANSPORTATION CORP dba
STUDENT TRANSPORTATION OF AMERICA**

By: _____

Title: _____

Date: _____

MANZANITA PUBLIC CHARTER SCHOOL

By: _____

Title: _____

Date: _____



District / Charter

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above-named district, I certify that the signatures shown below in **Column 1** are the verified signatures of the members of the governing board. I certify that the signatures shown in **Column 2** are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

- **K-12 Districts:** 35143, 42632, and 42633, 17604

If persons authorized to sign orders as shown in **Column 2** are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: _____ to _____
In accordance with governing board approval dated _____ 20__.

Signature _____
Clerk or Secretary of the Board

Typed Name _____
Clerk or Secretary of the Board

NOTE: Please TYPE name under signature.

Column 1 Signatures of Members of the Governing Board
If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.
SIGNATURE
TYPED NAME
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Vice President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Clerk of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME

Column 2 Note for Escape Financial System Users: The district must have an active employee with access to Escape in order to authorize accounts payable. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.	Act as District Agents / Contracts	Payments / Warrants	Payroll	Offers of Employment
SIGNATURE				
TYPED NAME				
TITLE				
SIGNATURE				
TYPED NAME				
TITLE				
SIGNATURE				
TYPED NAME				
TITLE				
SIGNATURE				
TYPED NAME				
TITLE				
SIGNATURE				
TYPED NAME				
TITLE				
SIGNATURE				
TYPED NAME				
TITLE				
SIGNATURE				
TYPED NAME				
TITLE SECRETARY (per EC1010, the Superintendent)				